

Coding and Robotics Grade 2 – Term 1
Pattern Recognition and Problem Solving and Internet and E-communication

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
CAPS Reference: Pattern Recognition and Problem Solving (CAPS page 54)			
Week 1 1 hour	<ul style="list-style-type: none"> Revise identifying and debugging a pattern consisting of four objects in a set that repeats three times. Make a beaded bracelet from recycled paper. 	<ul style="list-style-type: none"> Learner's Book pages 2–5 Activities 1–3 Worksheets 1.1 & 1.2 Teacher's Guide pages 2–3 	<ul style="list-style-type: none"> Blocks, counters, beads, etc. to demonstrate Per learner: scrap paper, paint/crayons, a pair of scissors, a pencil, glue, string
Week 2 (part 1) 30 minutes	<ul style="list-style-type: none"> Identify and repeat the patterns in clapping games. 	<ul style="list-style-type: none"> Learner's Book page 6 Activities 4–5 Teacher's Guide pages 3–4 	
Formal Assessment	Refer to page 93 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 96 of the Teacher's Guide.		
CAPS Reference: Internet and E-communication (CAPS page 54)			
Week 2 (part 2) 30 minutes	<ul style="list-style-type: none"> Revise concepts of digital safety and online identity. 	<ul style="list-style-type: none"> Learner's Book pages 7–8 Worksheet 1.3 Teacher's Guide page 5 	<ul style="list-style-type: none"> <i>Internet safety and security guidelines for learners</i> (inside back cover of the Learner's Book)
Week 3 (part 1) 30 minutes	<ul style="list-style-type: none"> Introduce the concept of digital communication. 	<ul style="list-style-type: none"> Learner's Book pages 8–11 Activities 6–7 Teacher's Guide pages 6–7 	
Formal Assessment	Refer to pages 93–95 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 96 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 1
Algorithms and Coding
 (CAPS pages 54–55)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 3 (part 2) 30 minutes	<ul style="list-style-type: none"> Revise ScratchJr concepts taught in Grade 1. 	<ul style="list-style-type: none"> Learner's Book pages 12–14 Activities 8–10 Teacher's Guide pages 8–10 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application <i>How to scan a QR code</i> (inside front cover of the Learner's Book) Video: <i>Trigger programs in a project</i> (QR code on page 13 of the Learner's Book)
Week 4 1 hour	<ul style="list-style-type: none"> Introduce the Looks blocks. 	<ul style="list-style-type: none"> Learner's Book pages 15–18 Activities 11–12 Teacher's Guide pages 10–11 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Use the Looks blocks</i> (QR code on page 15 of the Learner's Book)
Week 5 1 hour	<ul style="list-style-type: none"> Practise using the Looks blocks. 	<ul style="list-style-type: none"> Learner's Book pages 17–20 Activities 13–15 Teacher's Guide pages 11–12 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Change a sprite's colours</i> (QR code on page 19 of the Learner's Book)
Formal Assessment	Refer to pages 94–95 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 96 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 1
Robotics Skills
 (CAPS pages 55–56)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 6 1 hour	<ul style="list-style-type: none"> • Identify the basic components of a car. • Prepare to build a car out of recycled materials. 	<ul style="list-style-type: none"> • Learner’s Book pages 21–23 • Activity 16 • Worksheet 1.4 • Teacher’s Guide pages 13–14 	<ul style="list-style-type: none"> • Video: <i>Simple machines (Wheel and axle)</i> (QR code on page 13 of the Teacher’s Guide) • Video: <i>The wheel: Great inventions that changed history</i> (QR code on page 13 of the Teacher’s Guide)
Week 7 1 hour	<ul style="list-style-type: none"> • Make a simple chassis and wheels. 	<ul style="list-style-type: none"> • Learner’s Book pages 24–25 • Activity 17 • Worksheet 1.5 • Teacher’s Guide pages 14–15 	<ul style="list-style-type: none"> • Per learner or group of learners: strong cardboard, paper, 2 pencils, 4 paper clips, cellotape, ruler, a pair of scissors, small bowl or mug
Formal Assessment	Refer to page 95 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 97 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 1
Application Skills
 (CAPS page 56)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 8 1 hour	<ul style="list-style-type: none"> Revise user interfaces. Introduce the directional keys on a keyboard. 	<ul style="list-style-type: none"> Learner's Book pages 26–28 Keyboard finger chart on page 124 of the Learner's Book Activities 18–19 Teacher's Guide pages 16–17 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Microsoft® Paint application Video: <i>Use arrow keys to play a game</i> (QR code on page 27 of the Learner's Book)
Week 9 1 hour	<ul style="list-style-type: none"> Play games to practise using the directional keys. 	<ul style="list-style-type: none"> Learner's Book page 29 Activity 20 Teacher's Guide pages 17–18 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Block games such as Tetris (see the QR codes on page 18 of the Teacher's Guide for suggestions)
Week 10 1 hour	<ul style="list-style-type: none"> Play games to practise using the directional keys. 	<ul style="list-style-type: none"> Learner's Book page 29 Activities 20–21 Teacher's Guide pages 17–18 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Online game: <i>Play Turtle</i> (QR code on page 29 of the Learner's Book) Block games such as Tetris (see the QR codes on page 18 of the Teacher's Guide for suggestions)
Formal Assessment	Refer to page 95 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 97 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 2
Pattern Recognition and Problem Solving and Internet and E-communication

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
CAPS Reference: Pattern Recognition and Problem Solving (CAPS page 57)			
Week 1 1 hour	<ul style="list-style-type: none"> • Concepts taught in Term 1. • Introduce algorithmic thinking as applied to pattern recognition and problem solving. 	<ul style="list-style-type: none"> • Learner’s Book pages 32–34 • Activities 1–3 • Worksheet 2.1 • Teacher’s Guide pages 20–21 	<ul style="list-style-type: none"> • Blocks, counters, beads, etc. to demonstrate
Week 2 (part 1) 30 minutes	<ul style="list-style-type: none"> • Identify the patterns in shapes (drawing a shape and walking in a shape) 	<ul style="list-style-type: none"> • Learner’s Book page 35 • Activities 4–5 • Worksheet 2.2 • Teacher’s Guide pages 21–22 	<ul style="list-style-type: none"> • An open space for learners to walk, following the instructions that you call out • Paper and crayons
Formal Assessment	Refer to page 98 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 100 of the Teacher’s Guide.		
CAPS Reference: Internet and E-communication (CAPS page 57)			
Week 2 (part 2) 30 minutes	<ul style="list-style-type: none"> • Introduce email. 	<ul style="list-style-type: none"> • Learner’s Book pages 36–37 • Activity 6 • Worksheet 2.3 • Teacher’s Guide pages 23–25 	<ul style="list-style-type: none"> • Video: <i>Raymond Tomlinson: The inventor of email</i> (QR code on page 25 of the Teacher’s Guide)
Week 3 (part 1) 30 minutes	<ul style="list-style-type: none"> • Introduce online chat rooms. 	<ul style="list-style-type: none"> • Learner’s Book pages 38–40 • Activities 7–9 • Worksheet 2.4 • Teacher’s Guide pages 25–27 	<ul style="list-style-type: none"> • Access to computers and the internet for this lesson • <i>Internet safety and security guidelines for learners</i> (inside back cover of the Learner’s Book)
Formal Assessment	Refer to page 98 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 100 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 2
Algorithms and Coding
 (CAPS page 58)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 3 (part 2) 30 minutes	<ul style="list-style-type: none"> • Revise the Looks blocks and change the colours of a sprite. 	<ul style="list-style-type: none"> • Learner's Book pages 41–43 • Activities 10–12 • Teacher's Guide pages 28–29 	<ul style="list-style-type: none"> • Access to computers for Weeks 3–5 • ScratchJr application • Video: <i>Revise looks and colours</i> (QR code on page 42 of the Learner's Book)
Week 4 1 hour	<ul style="list-style-type: none"> • Change the background of a project. 	<ul style="list-style-type: none"> • Learner's Book pages 43–45 • Activity 13 • Teacher's Guide page 29 	<ul style="list-style-type: none"> • Access to computers for Weeks 3–5 • ScratchJr application • Video: <i>Customise a background</i> (QR code on page 44 of the Learner's Book)
Week 5 1 hour	<ul style="list-style-type: none"> • Make sprites move faster or slower. 	<ul style="list-style-type: none"> • Learner's Book pages 45–47 • Activity 14 • Teacher's Guide pages 29–30 	<ul style="list-style-type: none"> • Access to computers for Weeks 3–5 • ScratchJr application • Video: <i>Set the speed</i> (QR code on page 46 of the Learner's Book)
Formal Assessment	Refer to page 98 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 100 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 2
Robotics Skills
 (CAPS pages 58–59)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 6 1 hour	<ul style="list-style-type: none"> • Revise the basic parts of a car. • Make a car powered by elastic bands. 	<ul style="list-style-type: none"> • Learner’s Book pages 48–51 • Activities 15–17 • Worksheet 2.5 • Teacher’s Guide pages 31–32 	<ul style="list-style-type: none"> • Per learner or group of learners: a 750 ml plastic bottle with a lid, 4 extra bottle caps of the same size, 2 kebab sticks, elastic bands, a pair of scissors, a pencil
Week 7 1 hour	<ul style="list-style-type: none"> • Add a fan to the car built in Week 6. 	<ul style="list-style-type: none"> • Learner’s Book pages 52–54 • Activity 18 • Teacher’s Guide pages 32–33 	<ul style="list-style-type: none"> • Per learner or group of learners: the car built in Week 6, a 750 ml plastic bottle with a lid, kebab stick, 4 elastic bands, koki, pair of scissors • Video: <i>How to make a rubber band powered car</i> (QR code on page 32 of the Teacher’s Guide) • Video: <i>How to make an energy free car</i> (QR code on page 32 of the Teacher’s Guide)
Formal Assessment	Refer to page 99 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 100 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 2
Application Skills
 (CAPS page 59)

Week & Time allocation	Objective(s)	<i>Connect Resources</i>	Additional Resources
Week 8 1 hour	<ul style="list-style-type: none"> • Revise user interfaces and the directional keys on the keyboard. • Introduce the Microsoft® Word interface. 	<ul style="list-style-type: none"> • Learner’s Book pages 55–57 • Keyboard finger chart on page 124 of the Learner’s Book • Activities 19–20 • Teacher’s Guide pages 33–34 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Video: <i>Get to know the Word screen</i> (QR code on page 56 of the Learner’s Book) • Additional digital resources: Suggestions for Arrow key maze games (see QR codes on page 33 of the Teacher’s Guide)
Week 9 1 hour	<ul style="list-style-type: none"> • Begin typing. • Introduce the Enter key and the Space bar. 	<ul style="list-style-type: none"> • Learner’s Book pages 58–59 • Activities 21–23 • Keyboard finger chart on page 124 of the Learner’s Book • Teacher’s Guide pages 35–36 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Video: <i>Type letters and numbers</i> (QR code on page 58 of the Learner’s Book)
Week 10 1 hour	<ul style="list-style-type: none"> • Practise typing with a typing tutor application. • Introduce the Backspace and Delete keys. 	<ul style="list-style-type: none"> • Learner’s Book pages 60–63 • Activities 24–27 • Keyboard finger chart on page 124 of the Learner’s Book • Teacher’s Guide pages 36–38 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Video: <i>Use the BackSpace and Delete keys</i> (QR code on page 61 of the Learner’s Book) • Online typing tutor suggestions (see QR code on page 36 of the Teacher’s Guide) • Suggestions for typing games (see QR code on page 36 of the Teacher’s Guide)
Formal Assessment	Refer to page 99 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 100 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 3
Pattern Recognition and Problem Solving and Internet and E-communication

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
CAPS Reference: Pattern Recognition and Problem Solving (CAPS page 60)			
Week 1 1 hour	<ul style="list-style-type: none"> Apply pattern recognition concepts to number patterns. 	<ul style="list-style-type: none"> Learner's Book pages 66–67 Activities 1–3 Worksheet 3.1 Teacher's Guide pages 40–41 	<ul style="list-style-type: none"> Number lines, whiteboard and markers to demonstrate
Week 2 (part 1) 30 minutes	<ul style="list-style-type: none"> Practise working with number patterns. Debug number patterns. 	<ul style="list-style-type: none"> Learner's Book pages 68–69 Activities 4–6 Worksheet 3.2 Teacher's Guide pages 41–42 	<ul style="list-style-type: none"> Number lines, whiteboard and markers to demonstrate
Formal Assessment	Refer to page 101 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 103 of the Teacher's Guide.		
CAPS Reference: Internet and E-communication (CAPS page 60)			
Week 2 (part 2) 30 minutes	<ul style="list-style-type: none"> Introduce digital communication using voice. 	<ul style="list-style-type: none"> Learner's Book pages 70–73 Activity 7 Worksheet 3.3 Teacher's Guide pages 43–45 	
Week 3 (part 1) 30 minutes	<ul style="list-style-type: none"> Practise making a phone call. 	<ul style="list-style-type: none"> Learner's Book page 73 Activity 8 Teacher's Guide page 45 	<ul style="list-style-type: none"> Per learner: paper, cardboard, wax crayons, glue, a pair of scissors
Formal Assessment	Refer to page 101 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 103 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 3
Algorithms and Coding
 (CAPS pages 60–61)

Week & Time allocation	Objective(s)	Connect Resources	Additional Resources
Week 3 (part 2) 30 minutes	<ul style="list-style-type: none"> Revise changing the background and the speed at which a sprite travels. Create a custom background. 	<ul style="list-style-type: none"> Learner's Book pages 74–76 Activities 9–10 Teacher's Guide pages 46–47 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Create a background</i> (QR code on page 76 of the Learner's Book)
Week 4 1 hour	<ul style="list-style-type: none"> Program a sprite to walk in a shape. Introduce the Wait block. 	<ul style="list-style-type: none"> Learner's Book pages 76–79 Activities 11–12 Teacher's Guide pages 47–48 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Make Tic trace our shape</i> (QR code on page 77 of the Learner's Book) Video: <i>Make a sprite wait</i> (QR code on page 79 of the Learner's Book)
Week 5 1 hour	<ul style="list-style-type: none"> Introduce Repeat Forever block. Add sound to a program. 	<ul style="list-style-type: none"> Learner's Book pages 79–81 Activities 13–14 Teacher's Guide pages 48–49 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Add built-in sound</i> (QR code on page 81 of the Learner's Book)
Formal Assessment	Refer to pages 101–102 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 103 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 3
Robotics Skills
 (CAPS page 61)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 6 1 hour	<ul style="list-style-type: none"> • Apply algorithmic thinking to the process of building a car. • Build a car powered by elastic bands and a fan. 	<ul style="list-style-type: none"> • Learner's Book pages 82–83 • Activity 15 • Worksheet 3.4 • Teacher's Guide page 50 	<ul style="list-style-type: none"> • Video: <i>How to make a rubber band powered car</i> (QR code on page 32 of the Teacher's Guide) • Video: <i>How to make an energy free car</i> (QR code on page 32 of the Teacher's Guide)
Week 7 1 hour			
Formal Assessment	Refer to page 102 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 103 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 3
Application Skills
 (CAPS page 62)

Week & Time allocation	Objective(s)	Connect Resources	Additional Resources
Week 8 1 hour	<ul style="list-style-type: none"> Revise the keys taught in Terms 1 and 2 (arrows, Shift, spacebar, BackSpace and Delete). Introduce the full stop and question mark keys. 	<ul style="list-style-type: none"> Learner's Book pages 84–86 Activities 16–17 Keyboard finger chart on page 124 of the Learner's Book Teacher's Guide pages 51–52 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Microsoft® Word application Video: <i>Type full sentences</i> (QR code on page 87 of the Learner's Book)
Week 9 1 hour	<ul style="list-style-type: none"> Introduce the comma and exclamation mark keys. 	<ul style="list-style-type: none"> Learner's Book pages 86–87 Activity 18 Keyboard finger chart on page 124 of the Learner's Book Teacher's Guide page 52 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Microsoft® Word application Video: <i>Type full sentences</i> (QR code on page 87 of the Learner's Book)
Week 10 1 hour	<ul style="list-style-type: none"> Start a word bank. Practise typing. 	<ul style="list-style-type: none"> Learner's Book pages 88–89 Activities 19–20 Teacher's Guide pages 52–53 	<ul style="list-style-type: none"> Access to computers for Weeks 8–10 Microsoft® Word application Video: <i>Start a word bank</i> (QR code on page 88 of the Learner's Book) Video: <i>Type a story</i> (QR code on page 89 of the Learner's Book)
Formal Assessment	Refer to page 102 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 104 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 4
*Pattern Recognition and Problem Solving and
 Internet and E-communication*

Week & Time allocation	Objective(s)	Connect Resources	Additional Resources
CAPS Reference: Pattern Recognition and Problem Solving (CAPS page 63)			
Week 1 1 hour	<ul style="list-style-type: none"> • Introduce number–letter codes. 	<ul style="list-style-type: none"> • Learner’s Book pages 92–93 • Activities 1–2 • Worksheet 4.1 • Teacher’s Guide page 55 	<ul style="list-style-type: none"> • Whiteboard and different coloured markers to demonstrate
Week 2 (part 1) 30 minutes	<ul style="list-style-type: none"> • Practise encoding and decoding sentences that use a number–letter code. 	<ul style="list-style-type: none"> • Learner’s Book pages 93–94 • Activities 3–4 • Worksheet 4.2 • Teacher’s Guide pages 56–57 	<ul style="list-style-type: none"> • Whiteboard and different coloured markers to demonstrate
Formal Assessment	Refer to page 105 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 108 of the Teacher’s Guide.		
CAPS Reference: Internet and E-communication (CAPS page 63)			
Week 2 (part 2) 30 minutes	<ul style="list-style-type: none"> • Introduce digital communication using video. • Make a video on digital communication. 	<ul style="list-style-type: none"> • Learner’s Book pages 95–97 • Activity 5 • Worksheet 4.3 • Teacher’s Guide pages 57–58 	<ul style="list-style-type: none"> • Per group of learners: a smartphone or video camera
Week 3 (part 1) 30 minutes	<ul style="list-style-type: none"> • Make a ‘how to’ video. 	<ul style="list-style-type: none"> • Learner’s Book page 97 • Activity 6 • Teacher’s Guide page 59 	<ul style="list-style-type: none"> • Per group of learners: a smartphone or video camera
Formal Assessment	Refer to page 105 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 108 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 4
Algorithms and Coding
 (CAPS pages 63–64)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 3 (part 2) 30 minutes	<ul style="list-style-type: none"> Introduce the Cut and Drag buttons. Revise customising sprites and backgrounds. 	<ul style="list-style-type: none"> Learner's Book pages 98–100 Activities 7–8 Teacher's Guide page 60 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Have fun with colours</i> (QR code on page 100 of the Learner's Book)
Week 4 1 hour	<ul style="list-style-type: none"> Practise using the Looping function and Event triggers. 	<ul style="list-style-type: none"> Learner's Book pages 101–102 Activity 9 Teacher's Guide pages 61 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Explore speed and distance</i> (QR code on page 102 of the Learner's Book)
Week 5 1 hour	<ul style="list-style-type: none"> Introduce the Play Recorded Sound block. 	<ul style="list-style-type: none"> Learner's Book pages 102–103 Activities 10–11 Teacher's Guide pages 61–62 	<ul style="list-style-type: none"> Access to computers for Weeks 3–5 ScratchJr application Video: <i>Add your own sound</i> (QR code on page 102 of the Learner's Book)
Formal Assessment	Refer to pages 105–106 in the Teacher's Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 108 of the Teacher's Guide.		

Coding and Robotics Grade 2 – Term 4
Robotics Skills
 (CAPS page 64)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 6 1 hour	<ul style="list-style-type: none"> • Revise the components of a basic electric circuit. • Add an electric motor to the fan-powered car built in Term 3. 	<ul style="list-style-type: none"> • Learner’s Book pages 104–108 • Activity 12 • Worksheet 4.4 • Teacher’s Guide pages 63–65 	<ul style="list-style-type: none"> • Video: <i>The power of circuits</i> (QR code on page 63 of the Teacher’s Guide) • Video: <i>How to make a fan powered car</i> (QR code on page 64 of the Teacher’s Guide) • Per learner or group of learners: 5 V DC motor, 9 V battery, battery clip for the 9 V battery, switch, Prestik, strong glue such as Bostik
Week 7 1 hour			
Formal Assessment	Refer to page 106 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 109 of the Teacher’s Guide.		

Coding and Robotics Grade 2 – Term 4
Application Skills
(CAPS pages 64–65)

Week & Time allocation	Objective(s)	<i>Connect</i> Resources	Additional Resources
Week 8 1 hour	<ul style="list-style-type: none"> • Revise the keys taught in Terms 1, 2 and 3. • Complete a digital crossword. 	<ul style="list-style-type: none"> • Learner’s Book pages 109–110 • Activities 13–14 • Keyboard finger chart on page 124 of the Learner’s Book • Teacher’s Guide pages 66–67 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Digital crossword (QR code on page 66 of the Teacher’s Guide) • Suggestions for crossword sites (see QR codes on page 67 of the Teacher’s Guide)
Week 9 1 hour	<ul style="list-style-type: none"> • Introduce the numeric keypad. 	<ul style="list-style-type: none"> • Learner’s Book pages 111–112 • Activities 15–16 • Keyboard finger chart on page 124 of the Learner’s Book • Teacher’s Guide pages 67–68 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Video: <i>Type numbers</i> (QR code on page 112 of the Learner’s Book)
Week 10 1 hour	<ul style="list-style-type: none"> • Introduce the Cut, Copy and Paste functions. 	<ul style="list-style-type: none"> • Learner’s Book pages 113–115 • Activities 17–18 • Keyboard finger chart on page 124 of the Learner’s Book • Teacher’s Guide pages 68–69 	<ul style="list-style-type: none"> • Access to computers for Weeks 8–10 • Microsoft® Word application • Video: <i>Copy text</i> (QR code on page 114 of the Learner’s Book) • Video: <i>Cut and paste text</i> (QR code on page 115 of the Learner’s Book) • For assessment: COMPUTER KEYS 2 (QR code on page 107 of the Teacher’s Guide)
Formal Assessment	Refer to pages 106–107 in the Teacher’s Guide for suggested formal assessment of this topic. Adapt the questions to suit your class. Suggested answer on page 109 of the Teacher’s Guide.		