



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

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GUIDELINE TO USING THE ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH

GRADE 3

Term 4:

Duration: 13 October 2025– 10 December 2025

Number of weeks: 9

Week 9: Consolidation of Term 4's content

Number of public holidays: 0

Actual number of school days: 43 (45)

LIFE SKILLS

MOTTO:

**#SKILLS FOR LIFE,
SUCCESS FOR ALL!**

**PASS RATE
HOME
LANGUAGES
LIFE SKILLS
LIFE
ORIENTATION**



GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LIFE SKILLS IN THE FOUNDATION PHASE:

- Life Skills is the backbone to teaching and learning in the Foundation Phase. This fact cannot be emphasized strongly enough. It enables “**deep teaching and learning**” when learners. Use vocabulary, shared reading and writing texts, dictionary skills, creative writing, and so forth.
- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organised into topics. The use of topics is suggested to integrate the content from the different study areas where possible and appropriate. The prescribed Life Skills topics in the CAPS for terms 1 to 4 need to be covered.
- The Life Skills Curriculum for Term 3 is encapsulated in this document.
- Life Skills content has been scaffolded in a coherent, simple manner across the allocated weeks for each Term.
- Week 09 has been allocated to revision and consolidation of Term 4 work or an expanded opportunity.
- Please note that exposing learners to **Physical Education and Music allows for the development of Perceptual Development**, e.g., Auditory discrimination, crossing the midline, spatial orientation, etc.

PLEASE NOTE THE FOLLOWING WHEN TEACHING THE PRACTICAL STUDY AREAS (NATURAL SCIENCE, TECHNOLOGY, CREATIVE ARTS, AND PHYSICAL EDUCATION) OF LIFE SKILLS

- PLAY**, both own choice and organized, is the **most important pedagogy** in the Foundation Phase and cannot be neglected.
- Learners need to feel that they belong and are part of a group as this fosters a sense of belonging and acceptance, especially in the current social climate.
- Creative Art, singing, and movement are forms of therapy to counteract the stresses that may be present. Psycho-social and emotional support is one of our priorities.
- Opportunities must be created for learners to ask questions, to carry out investigations and to solve problems. Therefore, including experiments in your lessons where the Topics allow is encouraged!
- THE ACTIVITIES MAY BE ADAPTED to suit the context of your class and school.



GUIDELINES FOR SCHOOL-BASED ASSESSMENT:

- This will be a continuous, informal process through observation and mostly practical in nature. Learners are to have multiple opportunities before any formal recording or code is given.
- Beginning Knowledge and Personal well-being may be a written assessment; however, topics that include practical skills, such as recording weather, plant growth, and making a plant holder can be used as an assessment for both Life Skills and Home Language. Similarly, an art piece and 'talking' about your art piece can be used both for CA and Oral...Listening and Speaking. Use a rubric (one for each) with specific descriptors for each of the skills and outcomes specific to the product (oral and the art piece)
- Use the SBA Guidelines – You may adapt some of the rubrics.

We are currently in a season where various strains of influenza and other illnesses are prevalent, and we would like to remind you to prioritize your health and well-being. Thank you for your dedication and commitment to empowering our learners to become proficient readers, critical thinkers, and effective problem solvers.

Daily hygiene routines are to be strictly followed:

- Remind learners of the daily hygiene routine.
- Encourage learners to stay at home when ill.
- Learners are to wear masks if they are ill and at school.
- Supervise the snack and lunchtime.
- Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.
- Wash hands with soap and water often or sanitise your hands.
- Sanitise and clean frequently touched surfaces or (5 tablespoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as a routine.
- Help learners to cultivate compassion and increase resilience while building a safe environment and caring for others.
- Respond to learners' anxieties with love and care.
- Maintain a routine with daily hygiene activities.

SDGG

Goal 3

Ensure healthy lives and promote well-being for all at all ages.

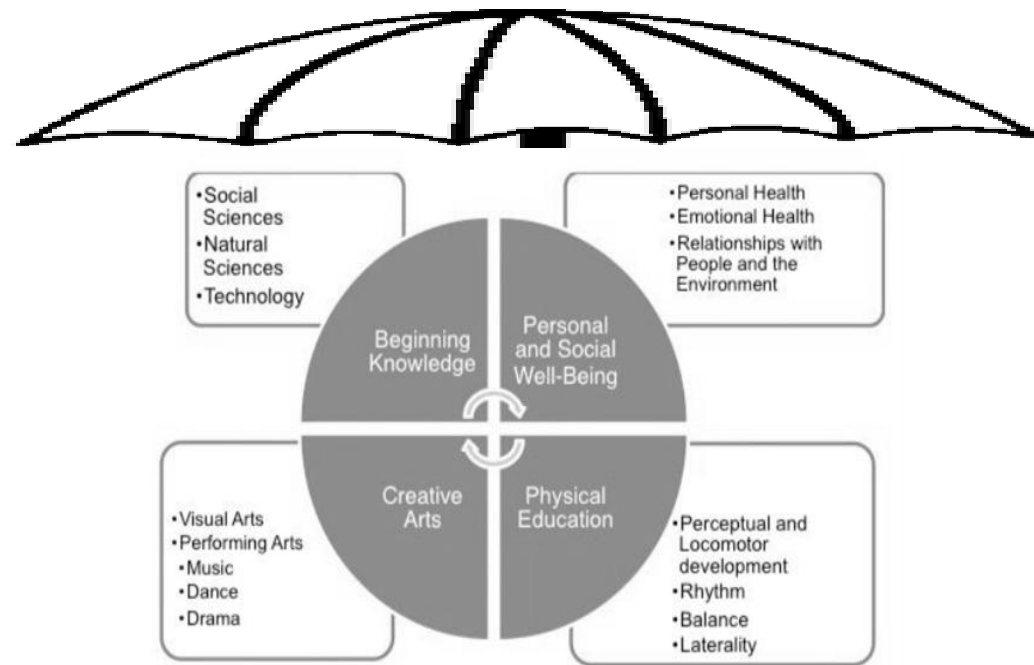


PLEASE NOTE:

EXECUTIVE FUNCTIONS CONTROL AND REGULATE COGNITIVE AND SOCIAL BEHAVIOUR IS NOT WRITTEN INTO ALL CAPS. STILL, THESE SKILLS ENABLE LEARNERS TO CONTROL IMPULSES, PAY ATTENTION, REMEMBER INFORMATION, PLAN AND ORGANISE TIME AND MATERIALS, AND RESPOND APPROPRIATELY TO SOCIAL AND STRESSFUL SITUATIONS, WHICH IS IMPERATIVE FOR LEARNING. PLEASE READ MORE ABOUT THIS.

Life Skills is a comprehensive subject with four Study Areas, which also include specific subjects assigned to each Area. Life Skills not only focus on the cognitive development of learners, but also on the development of learners in other areas, such as social relations and interactions, and the emotional development of Foundation Phase learners.

Please note that the Study Areas Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organised in the same time slot on the timetable.



NOTE TO TEACHER: Remember to align Environmental Calendar days to planned activities to the Sustainable Development Goals! Teachers should include a selection of these days in their planning and prep. Arrange some activities to commemorate these days.

Include vocabulary from the relevant days in your Life Skills area.

Goal Number	Sustainable Development Goal (SDG)	Description
1	No Poverty	End poverty in all its forms everywhere.
2	Zero Hunger	End hunger, achieve food security, improve nutrition, and promote sustainable agriculture.
3	Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages.
4	Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities.
5	Gender Equality	Achieve gender equality and empower all women and girls.
6	Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all.
7	Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable, and modern energy for all.
8	Decent Work and Economic Growth	Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9	Industry, Innovation, and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10	Reduced Inequalities	Reduce inequality between and among countries.
11	Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient, and sustainable.
12	Responsible Consumption and Production	Ensure sustainable consumption and production patterns.
13	Climate Action	Take urgent action to combat climate change and its impacts.
14	Life Below Water	Conserve and sustainably use the oceans, seas, and marine resources.
15	Life on Land	Protect, restore, and promote sustainable use of terrestrial ecosystems, forests, and biodiversity.
16	Peace, Justice, and Strong Institutions	Promote peaceful and inclusive societies, provide access to justice, and build effective, accountable institutions.
17	Partnerships for the Goals	Strengthen the means of implementation and revitalize the global partnership for sustainable development.



Environmental Days and Special Observances in South Africa (OCTOBER – DECEMBER 2025)

Date	Observance	Description
4 October	World Animal Day	Celebrate animal welfare and promote the protection of animals worldwide.
4 October	World Wildlife Day	Highlights the importance of wildlife and aims to raise awareness about conservation efforts.
5 October	World Habitat Day	Focuses on the importance of sustainable urban development and the need for adequate housing.
10 October	World Mental Health Day	Raise awareness about mental health issues and promote mental well-being.
11 October	International Day of the Girl	Advocates for gender equality and the empowerment of girls.
16 October	World Food Day	Aims to raise awareness about global food security and the importance of sustainable agriculture.
24 October	International Day of Climate Action	Mobilizes individuals and organizations to act against climate change.
5 December	World Soil Day	Emphasizes the importance of healthy soils for food security and sustainable ecosystems.
11 December	International Mountain Day	Highlights the importance of mountains to life and promotes sustainable mountain development.
16 December	Day of Reconciliation	A South African public holiday promoting national unity and reconciliation.





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Cycle	Week	Date	Study Area (Curriculum completion = 3,12 % PER WEEK: BKPSW =1.25% pw VA = 0.46%pw PA= 0.46% pw PE: 0.93% pw	Content/Skill/Activities	Possible Curriculum Coverage	Actual Curriculum Coverage	Actual Date of Completion
			Curriculum completion per week: 3,13% BKPSW: 1.25% per week PE: 0,94% per week PA: 0,47% per week VA: 0,47% per week	Grade 3 Learners are expected to complete the DBE workbook activities and four written activities per week in a class workbook for BKPSW. PLEASE NOTE: - BKPSW activities should address key concepts and skills relating to Social Sciences, Natural Sciences, and Technology, e.g., investigations, design, inquiry skills, etc. - Every Life Skills lesson will commence with a 3-minute lesson based on making learners aware of protecting their body and taking care of their health, washing hands, healthy habits, eating healthy/safe foods and snacks, symptoms of different health issues, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc. - All physical activities may be adapted to ensure that health and safety regulations are observed. - Integrate LTP (6 Brick activities) in your daily teaching of Life Skills. - You will need 3 - 4 WEEKS during TERM 4 to complete all your Wellness2Life activities. Align Environmental Calendar days with planned activities to the Sustainable Development Goals			
- Since the term consists of only 9 weeks, it is essential to maximize instructional time across all Life Skills study areas. - Therefore, teaching in BKPSW (Beginning Knowledge, Personal and Social Wellbeing), PE (Physical Education), PA (Performing Arts), and VA (Visual Arts) will commence on the first day of the term. - Lessons should be carefully planned to cover each study area weekly, ensuring a balanced approach that addresses all skills and knowledge outcomes. Teachers are encouraged to integrate interactive, engaging, and age-appropriate activities from the outset, while continuously revising and consolidating learners' prior knowledge as part of ongoing learning. This approach ensures that learners have sufficient time to progress through the curriculum and achieve the expected learning outcomes within the term.							





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Cycle7	1	13/10/2025 until 17/10/2025 (5 days))		CAPS: Products and processes - Plants What we get from plants - Process – from sugarcane to sugar	CONCEPTS AND KNOWLEDGE - Plants - Products and Processes - Materials - Preserving - observe, compare, communicate	VALUES AND SKILLS Matter and material Understanding processes	78.13 % (31.25)		
			VA	Create in 2D - Drawing and painting: exploring a variety of media - Link with the theme in BKPSW - Visual literacy - Art elements: identify and name all art element			(11.75%)		
			PA	Creative games and skills - Warming up activities: focus on lengthening and curling the spine Creative drama games - Develop focus and visualisation e.g., 'throwing' an imaginary ball concentrating on size, shape and weight			(11.75%)		
			PE	Locomotor - Follow visual instructions (hand/body signals, pictures) to walk, run, jump, skip, climb, etc. - Learners walk in a circle joining hands. They vary the size of the circle and the number of circles, and change direction of the movement of the circle, move circles through and around each other. Rhythm - Rhythmic sequence with or without apparatus			(23.41)		
Cycle7	2	20/10/2025 until 24/10/2025 (5 days))	BKPSW	CAPS: Products and processes - The earth - What we get from the earth - Process – from clay to brick	CONCEPTS AND KNOWLEDGE - Plants - Products and processes - Materials - Preserving - Observe, compare, communicate	VALUES AND SKILLS Matter and material - Plants - The earth	81.26 % (32.50%)		





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			VA	Create in 2D - Drawing and painting: exploring a variety of media - Link with the theme in BKPSW - Visual literacy - Questions to deepen and extend observation of elements and design principles			(12.22%)		
			PA	Creative games and skills - Warming up activities: focus on lengthening and curling the spine - Creative drama games			(12.22%)		
			PE	Perceptual motor - Shadow imitations: one learner is the shadow of another learner and copies movements - Tennis: forehand, backhand and volley			(24.35%)		
Cycle7	3	27/10/2025 until 31/10/2025 (5 days))	BKPSW	CAPS: Disasters and what we should do - Types of disaster - Floods - Fire - Illness	CONCEPTS AND KNOWLEDGE - Types of disasters - The effect on the people and environment	VALUES AND SKILLS Cause and Effect Types of disaster	84.39% (33.75%)		
			VA	Create in 3D - Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing - Art elements: texture, shape/form - Design principles: conscious use and naming of promotion, balance, contrast			(12.69%)		
			PA	Creative games and skills Responding to stimuli like pictures, phrases or idioms, to explore body language			(12.69%)		





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			PE	Co-ordination Gymnastics: forward and backward rolls			(25,29 %)		
Cycle7	4	03/11/2025 Until 07/11/2025 (5 days)	BKPSW	CAPS: Disasters and what we should do - Other phenomena - Lightening - Earthquakes - Other phenomena - Storms - Strong winds	CONCEPTS AND KNOWLEDGE - Types of disasters and other phenomena - The effect on the people and environment	VALUES AND SKILLS Cause and Effect - Types of disaster and other phenomena - Storms and strong winds	87.52 % (35.00%)		
			VA	Create in 3D - Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing - Art elements: texture, shape/form - Design principles: conscious use and naming of promotion, balance, contrast			(13.16%)		
			PA	Creative games and skills Locomotor: show control and a strong back e.g., walk with pride, march like a soldier, etc.			(13.16%)		
			PE	Balance Gymnastics: Head stand, handstand, crab stand			(26.23%)		
Cycle8	5	10/11/2025 Until 14/11/2025 (5 days)	BKPSW	CAPS: Disasters and what we should do - Other phenomena - Storms - Strong winds	CONCEPTS AND KNOWLEDGE - Types of disasters and other phenomena - The effect on the people and environment	VALUES AND SKILLS Cause and Effect - Types of disaster and other phenomena - Storms and strong winds	90.65 % (36.25%)		





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			VA	Create in 2 D Drawing overlapping, body in motion, compositions of more than two people.			(13.63%)		
			PA	Creative games and skills - Responding to stimuli like drama games, poems or rhymes to gestures and facial expression. - Create movements based on above. Showing beginning, middle and end.			(13.63%)		
			PE	Spatial orientation - Obstacles course Balance - Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in hands			(27.17%)		
Cycle 8	6	17/11/2025 until 21/11/2025 (5 days)	BKPSW	CAPS: Animals and creatures that help us - Animals that give us food and/or clothes - Bees - Chickens	CONCEPTS AND KNOWLEDGE - Animals that provide food and/or clothes - Animals are helpful to human beings - Observe, compare, communicate	VALUES AND SKILLS Life and Living Animals that give us food and/or clothes	93.78 % (37.50%)		
			VA	Create in 3D - Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing - Design principles: conscious use and naming of promotion, balance, contrast - Visual literacy - Questions to deepen and extend observation of elements and design principles			(14.10)		
			PA	Creative games and skills Responding to stimuli like drama games, poems or rhymes to gestures and facial expression			(14.10%)		
			PE	Laterality Swimming: kicking with L/R legs; arm actions with L/R arms Co-ordination Swimming: gliding, buoyancy, kicking and paddling and arm action			(28.11%)		



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Cycle8	7	24/11/2025 until 28/11/2025 (5 days)	BKPSW	CAPS: Animals and creatures that help us - Animals that give us food and/or clothes - Cows - Sheep	CONCEPTS AND KNOWLEDGE - Animals that provide food and/or clothes - Animals are helpful to human beings - Observe, compare, communicate	VALUES AND SKILLS Life and Living Animals that work for us	96.91 % (38.75%)		
			VA	Create in 3D - Teach craft technique of paper mâché: create objects by pasting, cutting, tearing, smoothing - Design principles: conscious use and naming of promotion, balance, contrast - Visual literacy - Questions to deepen and extend observation of elements and design principles			(14.57%)		
			PA	Improvise and interpret Listening to and identify prominent South African instruments, explore unique qualities of instruments			(14.57%)		
			PE	Perceptual motor Cricket: batting, bowling, field work and wicked keeping			(29.05%)		
Cycle8	8	01/12/2025 Until 05/12/2025 (5 days)	BKPSW	CAPS: Animals and creatures that help us - Animals that work for us - Dogs – guide dogs, watchdogs, sniffer dogs - Donkeys - Horses	CONCEPTS AND KNOWLEDGE - Animals that provide food and/or clothes - Animals are helpful to human beings - Observe, compare, communicate	VALUES AND SKILLS Life and Living Animals that work for us	100% (40%)		
			VA	Create in 2D - Drawing and painting: exploring a variety of media - Link with the theme in BKPSW			(15%)		





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			PA	Improvise and interpret Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound	(15%)		
			PE	Sports and games - Catch the dragon's tail - Tennis set - Mini cricket	(30%)		
Cycle8	9	09/12/25 until 12/12/25 (5 days)	BKPSWVA PAPE	Teachers use the first week to consolidate all skills across the four study areas or complete work that was not taught/completed during the term. Here 🗨️ are a few suggestions that may assist you: Day 1–2 (BKPSW focus): Begin with discussions, simple recall exercises, and story-based activities to review personal, social, and environmental knowledge. Encourage learners to share experiences related to the topics covered in the term Use visual aids, charts, and group activities to reinforce learning. Day 3 (PE focus): Conduct fun, structured physical activities to revisit motor skills, coordination exercises, and games introduced in the previous term. Use mini-challenges and group activities to assess retention and provide corrective feedback. Day 4 (PA focus): Review performing arts skills such as rhythm, movement, singing, or simple dramatic play. Engage learners in revisiting previous songs, dances, or role-plays, Day 5 (VA focus): Use creative tasks such as drawing, painting, or model-making to consolidate artistic skills. Encourage learners to apply techniques previously learned, while introducing minor variations to assess understanding and creativity.	100%		





Programme of Assessment: Assessment Task (AT) - Life Skills CAPS Section 4	
GRADE 3	
LIFE SKILLS, STUDY AREAS	TERM 4 Activities
BKPSW	1 Written
PA	1 Practical
VA	1 Practical
PE	1 Practical

FORMAL ASSESSMENT TASK – Teachers may adjust the timeframe.

Activity Component	Timeframe	Percentage of completed tasks for the term	Percentage of SBA completion for the year	Date completed
PA	27/10/2025 –31/10/2025	6.25%	86.02%	
VA	10/11/2025 – 14/11/2025	12.5%	93.61%	
PE	17/11/2025 –21/11/2025	18.75%	95.78%	
BKPSW	01/12/2025 – 05/12/2025	25%	100%	



Applying Bloom's Taxonomy to Life Skills in the Foundation Phase enhances cognitive development and equips Foundation Phase learners with essential skills for navigating social interactions and personal challenges.

By progressing through the levels of knowledge, comprehension, application, analysis, evaluation, and creation, educators can foster an environment where critical thinking and practical application thrive.

This table clearly outlines the distribution of question difficulty levels in the assessment activity.

Level of Difficulty	Percentage of the Activity
Lower Order: Recalling facts or simple identification.	40% of the Activity
Middle Order: Discussion, explanation, or application of knowledge.	40% of the Activity
Higher Order: Creative or analytical task, combining multiple skills.	20% of the Activity

BLOOM'S TAXONOMY

