



GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

GAUTENG PROVINCE

GUIDELINE TO USING THE ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH

GRADE 2

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!**



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

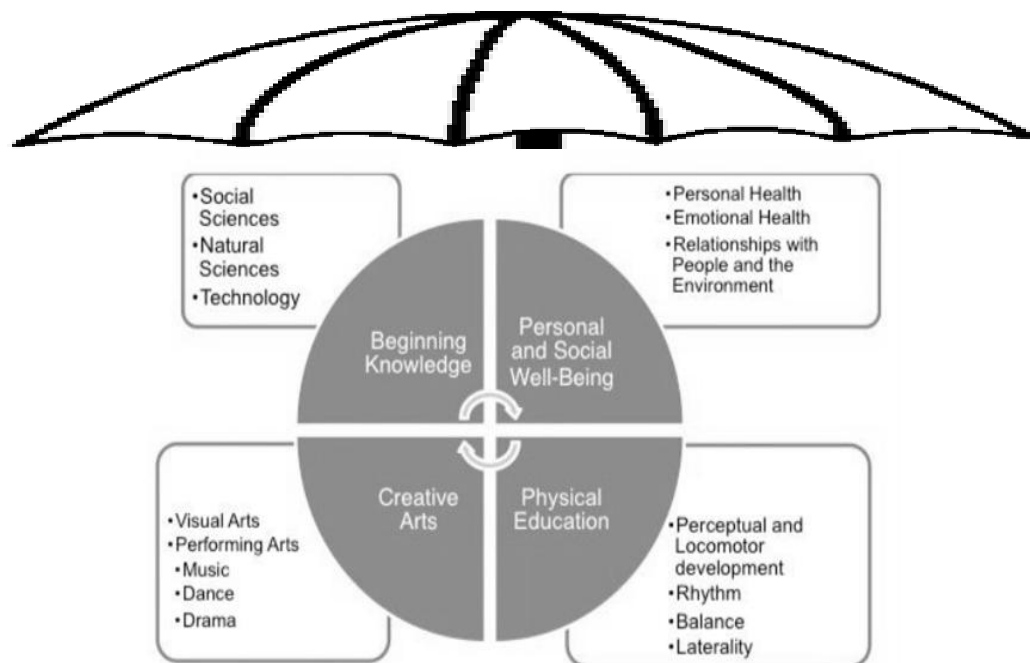
Ensure healthy lives and
promote well-being for all at
all ages.

PLEASE NOTE:

EXECUTIVE FUNCTIONS CONTROL AND REGULATE COGNITIVE AND SOCIAL BEHAVIOUR IS NOT WRITTEN IN 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 their development in other areas, such as social relations and interactions, as well as 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.

Week	Date	Study Area	Content/Skill/Activities	Possible Curriculum Coverage	Actual Curriculum Coverage	Actual Date of Completion
		BKPSW 40% CA: VA 15% PA 15% PE 30%	<i>Grade 2 Learners are expected to complete the DBE workbook activities and three written activities per week in a class workbook for BKPSW.</i> 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			
		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				
- 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.

Cycle 7	1	13/10/2025 until 17/10/2025 (5 days)	BKPSW	CAPS: Our Country - A map of south Africa - Name and location of own province - Where we live	CONCEPTS & KNOWLEDGE - Provinces - Eleven official languages - South African flag - Symbols representing South Africa	SKILLS AND VALUES - Observe - Compare - Find out - "research" books and other means - Communicate	78.13 % (31.25%)		
			VA	Create in 2D Make paintings relevant to the term's topics, discuss colour.			(11.75%)		
			PA	Improvise and interpret - Warming up the body - Exploring attitude, status and relationships of puppet-characters such as the villain, animal characters, the witch, the princess etc. - Cooling down the body and relaxation.			(11.75%)		
			PE	Sports and games - Divide learners into teams and compete in relay races – explain rules and how this works Spatial orientation - Crawl through a "tunnel", i.e. underneath a chair, through motor tyres or			(23.41%)		



				make-shift tunnels					
Cycle7	2	20/10/2025 until 24/10/2025 (5 days)	BKPSW	CAPS: Our Country - South African flag – includerecognizing the flag and places where we can see it flying. - South African anthem – listening and singing	CONCEPTS & KNOWLEDGE - Listening to and singing ofSouth African anthem - Understanding and languagesin the national anthem - Recognizing the coat of armsas signature of South Africa - Understanding South African symbols and where it ispresented	SKILLS AND VALUES - Observe - Compare - Find out - “research” booksand other means. - Communicate	81.26 % (32.50%)		
			VA	Create in 2D Make paintings relevant to the term’s topics, discuss colour			(12.22%)		
			PA	Creative games and skills - Warming up the body - Singing songs to improve the ability to sing in tune - Cooling down the body and relaxation			(12.22%)		

			PE	Laterality - Stretching up and sideways Co-ordination - Swimming exercises-lie on the back and kick legs, lie on stomach, kick legs and move arms in a swimming action.			(24.35%)		
Cycle7	3	27/10/2025 until 31/10/2025 (5 days)	BKPSW	Ways we communicate Speaking – include explaining, conversation, poetry and song Writing – include writing a letter or card and posting it	CORE CONCEPTS & KNOWLEDGE - Different ways human beings communicate - Learner experience and knowledge - Interviews - Research - Learning sign language	SKILLS AND VALUES - Communicate: - Reading - Listening - Writing - Observe - Compare - Find out -“research” books and other means - Communicate	84.39% (33.75%)		
			VA	Create in 2D Make paintings relevant to the term’s topics, discuss colour			(12.69%)		
			PA	Creative games and skills - Warming up the body - Simple mime: imitating everyday activities focusing on weight, shape, and space. - Cooling down the body and relaxation			(12.69%)		

			PE	Rhythm - Step up and down on steps and balancing forms 10 times. - Swimming, breathing exercises using bucket of water. Sport & Games - Swimming exercises - breathing exercises. Practice blowing bubbles through a straw in water.			(25.29 %)		
Cycle7	4	03/11/2025 Until 07/11/2025 (5 days)	BKPSW	Ways we communicate - Listening – include radio and stories - Reading – include instructions and advertisements	CONCEPTS & KNOWLEDGE - Different ways human beings communicate - Learner experience and knowledge - Interviews - Research - Learning sign language	SKILLS AND VALUES - Communicate: - Reading - Listening - Writing - Observe - Compare - Find out -“research” books and other means - Communicate	87.52 % (35.00%)		
			VA	Create in 2D Make a drawing relevant to the term's topics, discuss colour (Integrate with BKPSW)			(13.16%)		
			PA	Creative games and skills - Warming up the body - Composing soundscapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood - Cooling down the body and relaxation			(13.16%)		

			PE	Perceptual motor - Flash cards with different action words in them- run, jump, skip, hop, sit, walk and stand Locomotor and Non-locomotor - Jump high, walk with big steps, walk with small steps, skip, hop Spatial Orientation - Following directions, e.g. Walk sideways crossing legs. Hop 6 times on one leg and 9 times on the other leg. Etc. - Skipping around play area alone and with a partner.			(26.23%)		
Cycle7	5	10/11/2025 Until 14/11/2025 (5 days)	BKPSW	Ways we communicate Looking – include lip reading, signing and gestures	CONCEPTS & KNOWLEDGE - Different ways humanbeings communicate - How do we communicate ifwe can't hear? - How do we communicate ifwe can't see?	SKILLS AND VALUES - Communicate: - Reading - Listening - Writing - Observe - Compare - Find out -“research” booksand other means - Communicate	90.65 % (36.25%)		
			VA	Create in 3D Creating a simple puppet using waste material(Integrate with Performing Art)			(13.63%)		

			PA	Improvise and Interpret - Warming up the body - Developing a puppet performance by focusing on a conversation between puppets - Cooling down the body and relaxation			(13.63%)		
			PE	Locomotor and Non-locomotor - Athletics - sprinting - relay running			(27.17%)		
Cycle8	6	17/11/2025 until 21/11/2025 (5 days)	BKPSW	Life at Night Things I do at night – get ready for bed, read and tell stories, sleep and dream	CONCEPTS & KNOWLEDGE Activities at home at night ☐	SKILLS AND VALUES - Communicate: - Reading - Listening - Writing - Observe - Compare - Find out – “research” books and other means - Communicate	93.78 % (37.50%)		
			VA	Create in 2D Make paintings relevant to the term’s topics, discuss colour			(14.10%)		

			PA	Improvise and Interpret - Warming up the body - Listen to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as Peter and the wolf - Cooling down the body and relaxation			(14.10%)		
			PE	Balance - Athletics Long jump build – up activities - Athletics High jump build – up activities			(28.11%)		
Cycle 8	7	24/11/2025 until 28/11/2025 (5 days)	BKPSW	Life at Night People who work at night – such as security officers, doctors, pilots, truck drivers	CONCEPTS & KNOWLEDGE People who serve communities at night	SKILLS AND VALUE - Observe - Compare - Find out -“research” books and other means - Communicate	96.91 % (38.75%)		
			VA	Create in 3D Make clay models			(14.57%)		
			PA	Creative games and songs Singing songs to improve the ability to sing in tune.			(14.57%)		

			PE	Spatial Orientation - Following directions, e.g. Walk sideways crossing legs. Hop 6 times on one leg and 9 times on the other leg, etc. - Skipping around play area alone and with a partner.			(29.05%)		
Cycle8	8	01/12/2025 Until 05/12/2025 (5 days)	BKPSW	Life at Night Night animals – such as owls, hamsters, porcupines, leopards, jackal	CONCEPTS & KNOWLEDGE Night animals	SKILLS AND VALUES - Observe - Compare - Find out -“research” booksand other means - Communicate	100% (40%)		
			VA	Create in 2D Make paintings relevant to the term’s topics, discuss colour			(15%)		
			PA	Creative games and skills - Warming up the body - Combining non-locomotor & locomotor movements on their own and with a partner - Cooling down the body & relaxation			(15%)		
			PE	Sport & Games - Play various games: - Mini cricket, swimming exercises- breathing exercises			(30%)		

Cycle8	9	09/12/25 until 12/12/25 (5 days)	BKPS W VA PA PE	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 2	
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

