



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

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GUIDELINE TO USING THE ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH

GRADE 2, TERM 3 OF 2025

Term 3:

School starts: 22 July 2025

School ends: 3 October 2025

Public holidays: National Women's Day (9 August 2025), Heritage Day (24 September 2025)

School holidays: 6 – 10 October 2025

11 weeks, 54 days, 1 public holiday

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

100%
PASS RATE
HOME
LANGUAGES
LIFE SKILLS
LIFE
ORIENTATION



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 1 (4 days) has been allocated for the consolidation and completion of Term 2 topics.
- Week 11 has been allocated to revision and consolidation of Term 3 work.
- 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 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.

SDG

Goal 3

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

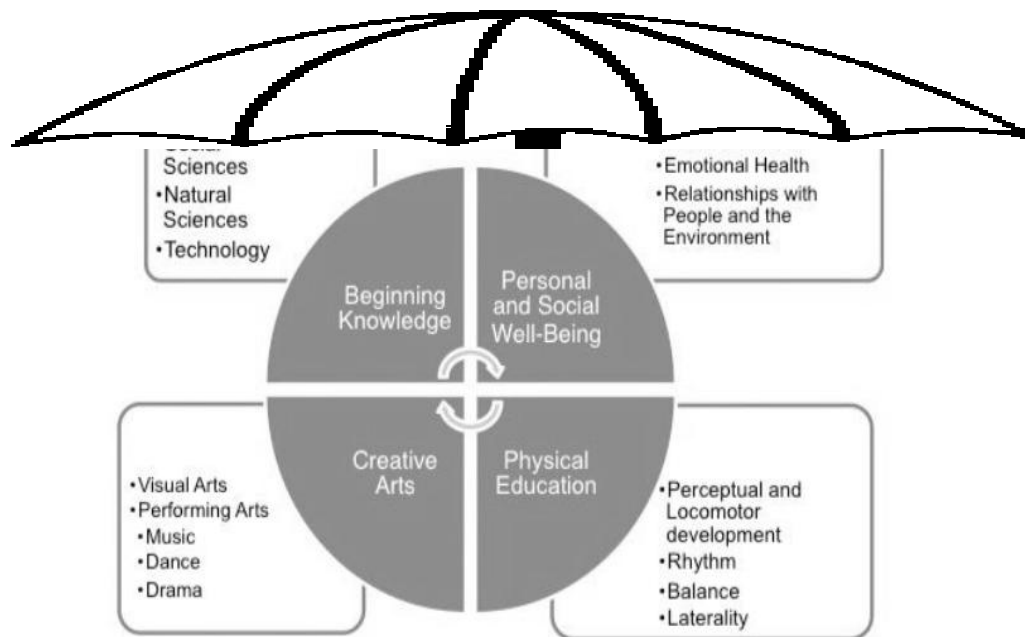


PLEASE NOTE:

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 the 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 industrialisation, 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 revitalise the global partnership for sustainable development.

Environmental Days and Special Observances in South Africa (JULY - OCTOBER 2025)

Date	Name	Description
Friday, July 11, 2025	World Population Day	Raise awareness of global population issues and their impact on development and the environment.
Monday, July 14, 2025	Shark Awareness Day	Highlights the importance of shark conservation for healthy marine ecosystems.
Monday, July 14, 2025	World Chimpanzee Day	Promotes the protection of chimpanzees and their habitats.
Monday, July 14, 2025	World Orca Day	Focus on orca conservation and ocean health.
Wednesday, July 16, 2025	World Snake Day	Raise awareness about the ecological role of snakes and the need for their conservation.
Friday, July 18, 2025	Nelson Mandela Day (South Africa)	Encourages community service and social justice, supporting equality and sustainable societies.
Monday, July 28, 2025	World Nature Conservation Day	Advocates for the protection of natural resources and biodiversity.
Tuesday, July 29, 2025	International Tiger Day	Highlights the urgent need to protect tigers and their habitats.
Thursday, July 31, 2025	World Ranger Day	Recognizes the work of rangers in protecting natural and cultural heritage.
Saturday, August 9, 2025	National Women's Day (South Africa)	Celebrates women's achievements and promotes gender equality in all spheres.
Sunday, August 10, 2025	World Lion Day	Raise awareness of the threats facing lions and the need for their conservation.
Tuesday, August 12, 2025	World Elephant Day	Highlights the need to protect elephants from poaching and habitat loss.
Tuesday, August 12, 2025	World Hirola Day	Focuses on the conservation of the critically endangered Hirola antelope.



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Wednesday, August 13, 2025	International Wolf Day	Promotes wolf conservation and the importance of predators in ecosystems.
Tuesday, August 19, 2025	World Orangutan Day	Raises awareness about the plight of orangutans and the need to protect rainforests.
Wednesday, August 20, 2025	World Mosquito Day	Highlights the impact of mosquitoes on public health and disease prevention.
Tuesday, August 26, 2025	World African Wild Dog Day	Focuses on the conservation of African wild dogs and their habitats.
Saturday, August 30, 2025	International Whale Shark Day	Promotes the protection of whale sharks and marine biodiversity.
Sunday, September 7, 2025	International Day of Clean Air for blue skies	Promote actions to improve air quality and reduce pollution.
Friday, September 12, 2025	World Dolphin Day	Focuses on the protection of dolphins and marine environments.
Tuesday, September 16, 2025	International Day for the Preservation of the Ozone Layer	Raise awareness about the importance of protecting the ozone layer.
Thursday, September 18, 2025	World Water Monitoring Day	Encourage water quality monitoring and the protection of freshwater resources.
Wednesday, September 24, 2025	Heritage Day (South Africa)	Celebrates cultural heritage and promotes social cohesion and environmental stewardship.
Saturday, October 4, 2025	World Animal Day	Advocates for animal welfare and biodiversity conservation.
Monday, October 13, 2025	International Day for Natural Disaster Reduction	Promotes disaster risk reduction and resilience to natural hazards.
Tuesday, October 14, 2025	International E-Waste Day	Raise awareness about responsible e-waste management and recycling.
Tuesday, October 21, 2025	National Reptile Awareness Day	Promote reptile conservation and education about their ecological roles.
Tuesday, October 21, 2025	World Earthworm Day	Highlights the importance of earthworms for soil health and agriculture.
Friday, October 24, 2025	Freshwater Dolphin Day	Promotes the protection of freshwater dolphins and river ecosystems.
Friday, October 24, 2025	International Day of Climate Action	Advocates for urgent action to address climate change and its impacts.





Cycle	Week	Date	Study Area BKPSW 40% CA: VA 15% PA 15% PE 30%	Content/Skill/Activities – Grade 2 (Learners are expected to complete the DBE workbook activities and three 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 3 to complete all your Wellness2Life activities. Align Environmental Calendar days to planned activities to the Sustainable Development Goals, in your daily teaching of Life Skills).	Possible Curriculum Coverage	Actual Curriculum Coverage	Actual Date of Completion
			Curriculum completion per week: 2.78% BKPSW: 1.10% VA: 0.42% PA: 0.42% PE: 0.83%				





Cycle 5	1	22/07/2025 until 25/07/2025 4 days	All study areas	Revision of Term 2 work. Teachers use the first week to revise all skills across the four study areas or complete work that was not taught/completed during term 2.					
Cycle 5	2	28/07/2025 until 01/08/2025 5 days	BKPSW	CAPS Soil - Different soils – colours and textures - Creatures that live in the soil – such as earthworms, moles	CONTENT FOCUS The types and importance of soil	SKILLS AND VALUES Observe Compare Classify Communicate	52,78% (21.1%)		
			VA	Create in 3D - Creating a simple puppet/mask using waste material (Integrate with Performing Art) - Discuss the shapes, texture and colours - How warm or cool colours influence the character of the puppet			(7.92%)		
			PA	Improvise and Interpret - Create a simple puppet using waste material: sock puppets/mask, finger puppets, shadow puppets/mask. - Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. - Own puppet performance based on appropriate vocal characterization and manipulation of own puppet.			(7.92%)		





			PE	Sport and games Play games such as wolf what time is it?			(15.83%)		
Cycle 5	3	04/08/2025 Until 08/08/25 5 days	BKPSW	CAPS Soil - Creatures that live in the soil – such as earthworms, moles - Soil for the growth of plants: the value of growing vegetables	CONTENT FOCUS What plants need to grow and the value of growing food at home	SKILLS AND VALUES - Observe - Compare - Classify - Measure - Experiment - Communicate	55.56% (22.20%)		
			VA	Create 2D - Make drawings/paintings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours. - Discuss concepts like behind, in front of, underneath, etc. - Discuss shape, texture, pattern. - Look at and discuss famous artworks of natural world.			(8.34%)		
			PA	Improvise and Interpret - Create a puppet show, based on appropriate vocal characterization and manipulation of own puppet. - Create sound and rhythms specific to the mood or char actor of the puppets- (Use the puppet created in Visual Arts the previous week)			(8.34%)		





			PE	Rhythm • Skipping with and without skipping ropes. • Skipping on the spot and across a distance keep to the beat of the music drumming move parts of the body			(16.66%)		
Cycle 5	4	11/08/2025 until 15/08/2025 5 days	BKPSW	CAPS Transport • What transport is • Road transport • Rail transport	CONTENT FOCUS • Transport by land; on the road / on trains • Uses	SKILLS AND VALUES • Observe • Compare • Classify • Communicate	5834% (23.30%)		
			VA	Create in 2-D Make drawings of any mode of transport use oil pastels in warm colours and wash over in inks of cool colours. • Discuss texture, pattern and shape. • Discuss concepts like behind, in front of, underneath, etc.			(8.76%)		
			PA	Creative games and skills • Polyrythms using body percussion and/percussion instruments			(8.76%)		





			PE	Co-ordination - Circle formation running clockwise and anti-clockwise Laterality - In circle formation, throw a ball clockwise ... anti-clockwise - Lateral trunk movements such as throwing a ball sideways L/R, like in rugby			(17.49%)		
Cycle 5	5	18/08/2025 until 22/08/2025 5 days	BKPSW	CAPS Transport - Water transport - Air transport - Uses of different kinds of transport	CONTENT FOCUS - Transport by air / water - Uses - Energy	SKILLS AND VALUES - Observe - Compare - Classify - Communicate	61.12% (24.40 %)		
			VA	Create in 2-D Make drawings of any mode of transport use oil pastels in warm colours and wash over in inks of cool colours. - Discuss texture, pattern and shape. - Discuss concepts like behind, in front of, underneath, etc.			(9.18%)		
			PA	Creative games and skills Polyrhythms using body percussion and/percussion instruments			(9.18%)		





			PE	Co-ordination - Using over-grasp, arm travelling on jungle gym Rhythm - Layout swing on a jungle gym using over grasp - Using over-grasp, swing on a horizontal bar of a jungle gym NB: Implement the movetogether activities			(18.32%)		
Cycle 6	6	25/08/2025 until 29/08/2025 5 days	BKPSW	CAPS Road Safety - Road safety rules - Pedestrians Cyclists - Passengers - Road signs for pedestrians and cyclists	CONTENT FOCUS - Road safety - Recognising road signs and remaining safe	SKILLS AND VALUES - Identify - Observe - Writing	64.0% (25.5%)		
			VA	Create in 2-D - Make drawings of any mode of transport with emphases on road signs - Use wax crayons in warm colours and wash over in inks of cool colours. - Discuss concepts like behind, in front of, underneath, etc.			(9.60%)		
			PA	Creative games and skills Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited'			(9.60%)		





			PE	Locomotor - Reaction time drills, i.e. at the teacher's command ...run ... hit the deck ... hop ... stop ... etc. Perceptual motor - Perception games following a pattern – placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order NB: Implement the movetogether activities			(19.15%)		
Cycle 6	7	01/09/2025 until 05/09/2025 5 days	BKPSW	CAPS Road Safety - Scholar patrol - How traffic officers help us	CONTENT FOCUS - Road safety - Recognising road signs and remaining safe	SKILLS AND VALUES - Identify - Observe - Writing	66.68% (26.6%)		
			VA	Create in 3D - Build a town with road signs to express road safety using paper mache. - Discuss geometric shapes			(10.02%)		
			PA	Improvise and Interpret - Simple mine - Imitating everyday activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather'			(10.02%)		





			PE	Locomotor - Obstacle course with bean bag on hand/shoulder/foot/head Perceptual motor: - Free play and time to experiment with different ways of using a bean bag. - Catching and throwing a tennis ball NB: Implement the movetogether activities			(19,98%)		
Cycle 6	8	08/09/2025 until 12/09/2025 5 days	BKPSW	CAPS People who help us - People who help us in our community – such as clinic nurse, after-care teacher, librarian - How different people help me	CONTENT FOCUS - Scholar patrol - How police officers help us	SKILLS AND VALUES - Identify - Observe - Writing - Role-play	69.46% (27.7%)		
			VA	Create in 3D Use recyclable materials and papier mâché to make containers decorate using pattern develop craft skills.			(10.44%)		
			PA	Creative games and skills Landing softly through the feet (toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc.			(10.44%)		





			PE	Balance: - Balancing on one leg - Balancing moves along ropes planks, balancing beams (balance on one leg; arms horizontal)			(20.81%)		
Cycle 6	9	15/09/2025 until 19/09/2025 5 days	BKPSW	CAPS People who help us - How I ask for information and assistance - Good manners	CONTENT FOCUS People who serves others	SKILLS AND VALUES - Identity - Writing - Role-play	72.25% (28.8%)		
			VA	Create in 3D - Decorate the container of previous week - Use recyclable materials and papier mâché to make containers decorate using pattern develop craft skills.			(10.86%)		
			PA	Creative games and skills Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)			(10.86%)		
			PE	Balance "Horse and cart" - Hula hoop swings with arm, hips and neck			(21.64%)		





Cycle 6	10	22/09/2025 until 26/09/2025 4 days <i>Heritage Day</i> 20/09/25	BKPSW	CAPS People who help us - How I ask for help in an emergency - Who to contact - What information to give	CONTENT FOCUS People who serve others	SKILLS AND VALUES - Identity - Writing - Role-play	75% (30%)		
			VA	Create in 3D - Decorate the container from the previous week - Use recyclable materials and papier mâché to make containers, decorate using patterns, and develop craft skills.			(11.28%)		
			PA	Creative games and skills Games focusing on numeracy and literacy, such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin)			(11.28%)		
			PE	Spatial orientation Introduce forward and backward rolls – explain safety			75% (22.47%)		
Cycle 6	11	29/09/2025 until 02/10/2025 5 days	All study areas	Consolidation of Term 3 work. Teachers use the last week to consolidate all skills across the four study areas or complete work that was not taught/completed during term 3.					



**Programme of Assessment: Assessment Task (AT) - Life Skills CAPS Section 4****GRADE 2**

LIFE SKILLS, STUDY AREAS	TERM 3 Activities
BKPSW	1 Written
PA	1 Practical
VA	1 Practical
PE	1 Practical

FORMAL ASSESSMENT TASK – Teachers may adjust the timeframe as these are suggested dates.

Activity Component	Timeframe	Percentage of completed tasks for the term	Percentage of SBA completion for the year	Date completed
PA	18/08/2025 – 22/08/2025	6.25%	56,25 %	
VA	25/08/2025 – 29/08/2025	12.5%	62,5 %	
PE	01/09/2025 – 05/09/2025	18.75%	68,75 %	
BKPSW	12/09/2025 – 19/09/2025	25%	75 %	



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	40% of the Activity
Middle Order	40% of the Activity
Higher Order	20% of the Activity

BLOOM'S TAXONOMY

