



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 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

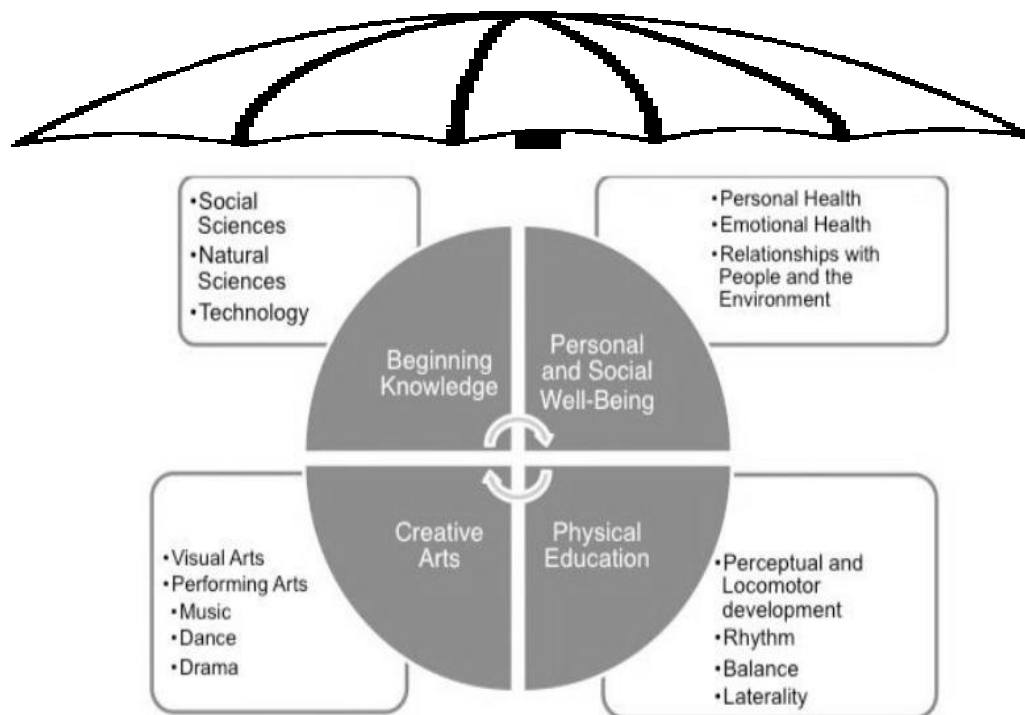
Ensure healthy lives and
promote well-being for all at
all ages.

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 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 (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.
Wednesday, August 13, 2025	International Wolf Day	Promotes wolf conservation and the importance of predators in ecosystems.



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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 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 3 to complete all your Wellness2Life activities. Align Environmental Calendar days to planned activities with the Sustainable Development Goals	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 and consolidation of Term 2 work. Teachers use the first week to consolidate all skills across the four study areas or complete work that was not taught or completed during Term 2.			





Cycle 5	2	28/07/2025 until 01/08/2025 5 days	BKPSW	Public Safety - Dangerous places to play – include rubbish dumps, train tracks, roads, construction sites - Riding trains and taxis safely	CONTENT FOCUS - Dangerous places - Safety - Signs	SKILLS AND VALUES - What to do in the face of danger - Understand how to protect themselves	52,78% (21.1%)		
			VA	Create in 2D - Drawing and painting: exploring a variety of media - Increased observation and interpretation of pattern and printmaking in the personal world: include overlapping, border, patterns, shape within shape, repetition Visual Literacy - Increased observation of pattern – looking, talking, listening about pattern			(7.92%)		
			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.			(7.92%)		
			PE	Perceptual - Kick a moving ball and change direction, to a target or a partner - Throwing balls to targets and between partners with one and two hands, high and far			(15.83%)		





Cycle 5	3	04/08/2025 Until 08/08/25 5 days	BKPSW	Public Safety - Dangers of electricity - Poisonous and inflammable substances - Signs that warn us of danger	CONTENT FOCUS - Dangerous places - Safety - Signs	SKILLS AND VALUES - What to do in the face of danger - Understand how to protect themselves	55,56% (22.20%)		
			VA	Create 2D - Increased observation and interpretation of pattern and printmaking in the personal world: include overlapping, border, patterns, shape within shape, repetition - Teach pattern and printmaking with found objects and different media for sensory-motor experience.			(8.34%)		
			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g. moving and speaking as the mother, the grandfather, the door, etc.			(8.34%)		
			PE	Rhythm Rope skipping – advanced movement such as cross over, double skip, etc.			(16.66%)		





Cycle 5	4	11/08/2025 until 15/08/2025 5 days	BKPSW	Pollution - What Pollution is - Different types of pollution - Water, land, air, noise	CONTENT FOCUS ENERGY AND CHANGE - Pollution - Different types	SKILLS AND VALUES - What is pollution, types - Cause and effect on the people and environment - Find out – Investigate “research”	5834% (23.30%)		
			VA	Create 2D - Increased observation and interpretation of pattern and printmaking in Africa: looking, talking listening about pattern - Design principle: conscious application and naming contrast, proportion, emphasis and balance			(8.76%)		
			PA	Creative games and skills - Warming up voice: - Observation and concentration skills: drama activities like building a mime sequence in pairs			(8.76%)		
			PE	Rhythm Gymnastic movement such as forward roll, backward roll, handspring, and cartwheel NB: Implement the movetogether activities			(17.49%)		
Cycle 5	5	18/08/2025 until 22/08/2025 5 days	BKPSW	Pollution - Effects of pollution on: - People - Environment	CONTENT FOCUS ENERGY AND CHANGE Effects on people and the environment	SKILLS AND VALUES - Cause and effect on the people and environment - Find out – Investigate “research”	61.12% (24.40 %)		





			VA	Create 3D - Art elements: naming and using geometric and organic shapes/forms - Craft containers for the classroom			(9.18%)		
			PA	Creative games and skills - Warming up voice: - Focus on expressiveness and involvement in poetry, rhymes - Body percussion and/or percussion instruments to accompany South African music (recorded or live) focusing on cyclic (circular) rhythm patterns			(9.18%)		
			PE	Co-ordination Partners activities such as straddle vault over the bent back of a partners NB: Implement the movetogether activities			(18.3 2%)		
Cycle 5	6	25/08/2025 until 29/08/2025 5 days	BKPSW	Pollution - Effects of pollution on: - People - Environment	CONTENT FOCUS ENERGY AND CHANGE Effects on people and the environment	SKILLS AND VALUES - Cause and effect on the people and environment - Find out – Investigate “research”	64.0% (25.5%)		
			VA	Create 3D Art elements: naming and using geometric and organic shapes/forms Craft containers for classroom			(9.60%)		
			PA	Creative games and skills - Warming up voice: - Focus on expressiveness and involvement in poetry, rhymes - Body percussion and/or percussion instruments to accompany South African music (recorded or live) focusing on cyclic (circular) rhythm patterns			(9.60%)		





			PE	Balance - Stand and walk on tiptoe and heel - Crawling on hand and knees - Balance walking forward and backwards NB: Implement the movetogether activities			(19.15%)		
Cycle 6	7	01/09/2025 until 05/09/2025 5 days	BKPSW	How people lived long ago - Stories and experience of older family and community members (include food, clothes and transport) - Objects used by older family and community members (tools, toys, cooking utensils)	CONTENT FOCUS CHANGE - How people lived then and now - Transforming of people, behaviour and environment - Change and continuity	SKILLS AND VALUES - The effect of the change - The importance of change in an ever-changing world - Find out – Investigate “research”	66.68% (26.6%)		
			VA	Create 2D - Teach pattern and printmaking with found objects and different media for sensory-motor experience - Include beadwork			(10.02%)		





			PA	Improvise and interpret - Classroom dramas - Warming up voice - Classroom dramas: illustrate different characters through vocal and physical characteristics e.g., moving and speaking as the mother, the grandfather, the door, etc.	(10.02%)		
			PE	Spatial orientation - Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc. Locomotor - Hopping over a distance carrying something and holding hands with a partner - Jumping while standing ... double take-off and single take-off - Leaping: simulating actions – kangaroo, springbuck, rabbit, etc. NB: Implement the movetogether activities	(19.98%)		





Cycle 6	8	08/09/2025 until 12/09/2025 5 days	BKPSW	How people lived long ago • Selections of old pictures and photographs from family albums and books • How people lived then and now (change and continuity) Note: Invite older family and community members to visit the class.	CONTENT FOCUS CHANGE • How people lived then and now • Transforming of people, behaviour and environment • Change and continuity	SKILLS AND VALUES • The effect of the change • The importance of change in an ever-changing world • Find out – Investigate “research”	69.46% (27.7%)		
			VA	Create 2D • Teach pattern and printmaking with found objects and different media for sensory-motor experience • Include beadwork					
			PA	Improvise and interpret • Classroom dramas • Warming up voice • Classroom dramas: illustrate different characters through vocal and physical characteristics e.g., moving and speaking as the mother, the grandfather, the door, etc.					





			PE	Spatial orientation - Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc. Locomotor - Hopping over a distance carrying something and holding hands with a partner - Jumping while standing ... double take-off and single take-off - Leaping: simulating actions – kangaroo, springbuck, rabbit, etc.			(20.81%)		
Cycle 6	9	15/09/2025 until 19/09/2025 5 days	BKPSW	Space - Earth from space – what it looks like (land, sea, clouds) - Stars and planets – what they are - Names of the planets - Telescopes - Space travel	CONTENT FOCUS PLANET EARTH AND BEYOND - Identify the planets - Telescopes and space travel	SKILLS AND VALUES - Understanding our world and beyond; what is comprised of - Find out – Investigate “research”	72.25% (28.8%)		
			VA	Create 3D - Art elements: naming and using geometric and organic shapes/forms - Craft containers for classroom - Visual literacy - Increase awareness of pattern and printing in Africa, e.g. Ndebele painting, beadwork, decorative and ceramics					





			PA	Creative games and skills • Warming up body • Running combined with spinning movements • Cooling down body and relaxation stretching slowly in different directions with slow and soothing music			(10.86%)		
			PE	Laterality • Partner activities: pulling and pushing movements L/R • See-saw Spatial orientation • Games such as “one against three” • Partner tag; catch your partner’s tail			(21.64%)		
Cycle 6	10	22/09/2025 until 26/09/2025 4 days <i>Heritage Day</i> 20/09/25	BKPSW	Space • Telescopes • Space travel • Satellites and information, we get	CONTENT FOCUS PLANET EARTH AND BEYOND • Satellites and Observing the Sky	SKILLS AND VALUES • Understanding our world and beyond, what it is comprised of • Find out – Investigate “research” • Observation	75% (30%)		
			VA	Create 3D • Art elements: naming and using geometric and organic shapes/forms • Craft containers for classroom • Visual literacy ○ Increase awareness of pattern and printing in Africa, e.g. Ndebele painting, beadwork, decorative and ceramics			(11.28%)		





			PA	Improvise and interpret • Warming up body • Create a movement sentence small • groups & use it to make pattern • Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo/dynamic choices	(11.28%)		
			PE	Balance • Climbing on a jungle gym: moving freely on balancing pole/beam • Simple dismounts off apparatus • Gymnastics: balancing actions such as handstand, head stand, launches, etc.	75% (22.47%)		
Cycle 6	11	29/09/2025 until 02/10/2025 5 days	All study areas	Revision and 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 3**

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.

Activity Component	Timeframe	Percentage of completed task 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

