



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

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GUIDELINE TO USING THE ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH

GRADE 1, TERM2 OF 2025

Term 2:

Duration: 8 April – 27 June

Number of weeks: 12 (28 April – 2 May 2025 is excluded as a teaching week due to public and special holidays).

Number of days: 59

Number of public holidays: 5+3

- Easter: 18 April Good Friday and 21 April Family Day
- Freedom Day: 27 April observed on 28 Apr
- Special school holiday: 29 to 30 Apr
 - Workers' Day: 1 May
- Special school holiday: 2 May
- Youth Day: 16 June

Actual number of school days: 51

**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 FOUNDATION PHASE:

- Life Skills is the backbone of teaching and learning in the Foundation Phase. This fact cannot be emphasized strongly enough. It enables “*deep teaching and learning*” when learners use the vocabulary, create 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 organized into topics. The use of topics is suggested to **integrate** the content of the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for terms 1 to 4 need to be covered
- The Life Skills Curriculum for Term 2 is encapsulated in this document.
- Life Skills content has been scaffolded coherently and simply across the allocated weeks for each Term.
- Week 11 has been allocated for revision, consolidation and enrichment of content and skills in Life Skills.
- 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 organised, is the **most important pedagogy** in the Foundation Phase and cannot be neglected.
- Integrate the Six Bricks activities which playfully engage the learners in a variety of skills development. These activities are short, sharp and engaging activities that wake up the brain,
- 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 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 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.



Goal 3

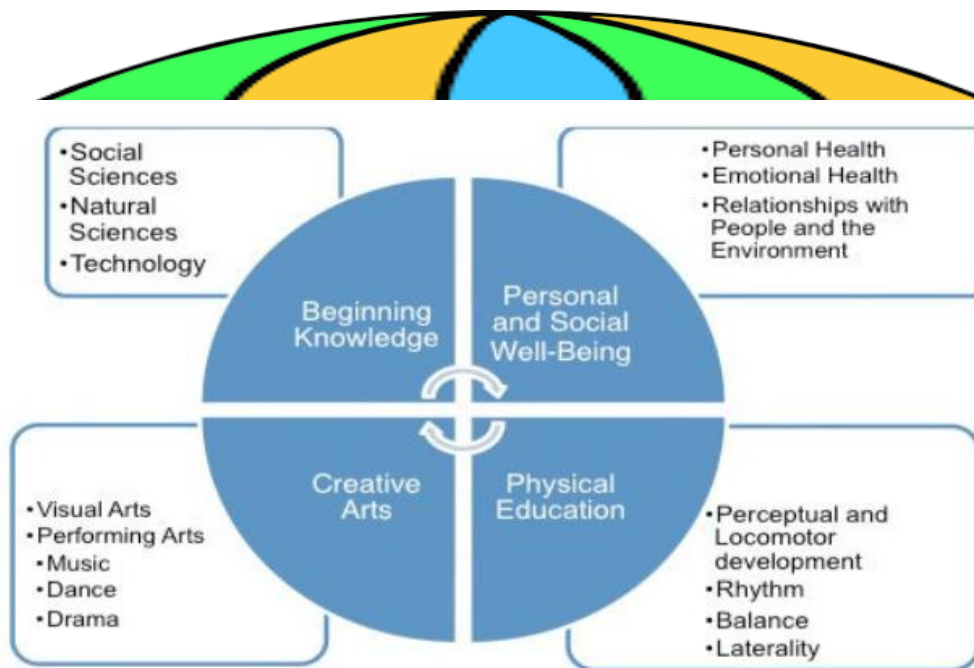
Ensure healthy lives and
promote well-being for all at
all ages.

PLEASE NOTE:

EXECUTIVE FUNCTIONS CONTROL AND REGULATE COGNITIVE AND SOCIAL BEHAVIOUR IS NOT WRITTEN INTO CAPS BUT 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, that additionally includes specific subjects that are set in each Study Area. Life Skills does 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 Education days in their planning and prep. Arrange some activities to commemorate these days. Include vocabulary from the relevant days in your Life Skills area.

Teachers should

Sustainable Development Goals (SDGs)

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 within 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 (April - June 2025)

Observance	Date	Description
International Mother Earth Day	April 22	Promotes awareness of the planet's environmental challenges.
Workers' Day	May 1	Public holiday celebrating workers' rights and achievements.
International Day for Biological Diversity	May 22	Raises awareness about the importance of biodiversity and its conservation.
Mother's Day	May 11 (2nd Sunday of May)	A day to honor mothers and maternal figures.
Africa Day	May 25	Celebrate African unity and the formation of the African Union (AU).
World Environment Day	June 5	Encourages worldwide awareness and action for environmental protection.
World Oceans Day	June 8	Highlights the importance of oceans and marine conservation.
Father's Day	June 15 (3rd Sunday of June)	A day to honor fathers and paternal figures.
Youth Day (SA)	June 16	Public holiday commemorating the 1976 Soweto Uprising and honoring young people's role in the fight for freedom.
Desertification and Drought Day	June 17	Promote awareness about desertification and land degradation.
National Environment Month	June 1-30	South Africa dedicates June to environmental awareness and sustainability.



**FOUNDATION PHASE
ANNUAL TEACHING PLAN: LIFE SKILLS
GRADE 1 – TERM 2 – 2025**

Cycle	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 1 Learners are expected to complete the DBE workbook activities and one or two written activities per week in a class workbook for BKPSW.</i> PLEASE NOTE:			





GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

			Curriculum completion per week: 2.78% BKPSW: 1.10% VA: 0.42% PA: 0.42% PE: 0.83%	- 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 4 WEEKS during TERM 2, to complete all your Wellness2Life activities. - Align Environmental Calendar days to planned activities to the Sustainable Development Goals			
Cycle 3	1	08/04/2025 until 11/04/2025 4-day week	All study areas	Revision and consolidation of Term 1 work. Teachers use the first two weeks to consolidate all skills across the four study areas or complete teaching work that was not taught/completed during term 1.			





Cycle 3	2	14/04/2025 until 17/04/2025 4-day week	BKPSW	CAPS Topic: My Family - What a family is - Members of my family – immediate and extended.	CONTENT FOCUS - Understand concept of family - Love and appreciation	SKILLS AND VALUES - To show love, appreciation and admiration - Respect	27.7 8% (11.1%)		
			VA	Create in 2-D Finger painting or brush painting - Introduce: Primary colours: red, yellow and blue (Colours cannot be created by mixing them) - Mixing colour to get secondary colours: orange, green and purple (can be created by mixing them)			(417%)		
			PA	Improvise and interpret - Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow - Movements appropriate to a role in different situations, e.g., during a meal, anything that happens at home, bus. - Dramatize the song; the mothers in the bus go chat etc. - Cooling down the body and relaxation: games such as 'rocking baby', 'swaying', etc.			(4.17%)		





			PE	Locomotor - Body parts: singing songs or recite rhymes while touching various parts of the body such as touch the knees. Toes, nose, head, ears etc. Rhythm - Finger play activities - finger rhymes NB: Implement <i>move together</i> activities			(8.33 %)		
Cycle 3	3	22/04/2025 Until 25/04/2025 4-day week (Freedom Day is 27/04/2025) & Worker's day is (01/05/2025)	BKPSW	CAPS Topic: My Family - Members of my family – immediate and extended - Caring for each other at home	CONTENT FOCUS Understands concept of family, roles and responsibilities Caring for family members	SKILLS AND VALUES - To show love, appreciation and admiration - Respect	30.56 % (12.2 %)		
			VA	Create in 2-D Complete the finger painting or brush painting - Revise: Primary colours: blue, red and yellow - Mixing colour to get secondary colours: orange, purple and green			(4.59 %)		
			PA	Improvise and interpret - Warming up the body: circling the hands and ankles, making shapes with the body such as large and small, wide and narrow - Movements appropriate to a role in different situations, e.g. during a meal, anything that happens at home, bus. - Dramatize the song; the mothers in the bus go chat etc. - Cooling down the body and relaxation: games such as 'rocking a baby', 'swaying', etc.			(4.59 %)		





			PE	Perceptual motor - Ball skills-passing a ball around a circle: over heads: under legs while standing in a straight line: throw a ball to a partner: bounce and catch a ball with a partner Co-ordination - Eye-hand-foot co-ordination - dribbling balls around skittles and kicking balls between skittles NB: Implement <i>move</i>together activities			(9.16 %)		
Cycle 3	4	05/05/2025 Until 09/05/2025 (Mother's Day is 11 May 2025)	BKPSW	CAPS Topic: Safety in the Home - Dangers at home - When cooking - When washing - Lighting and electricity - Outside areas - Medicines - Poisonous substances – types and recognizing warning symbols	CONTENT FOCUS - Understand the concept of safety in and around the home - Knowing what to do in an emergency	SKILLS AND VALUES - Observe - Identify	33.34 % (13.3 %)		
			VA	Create in 2-D - Make drawings of self with family involved in an activity. - Discuss lines and shapes: curved, smooth, rough - Introduce new lines: thick and thin			(5.01 %)		





			PA	Creative games and skills - Warming up the body Improvise and Interpret - Role play (Stepping into the shoes of somebody else) - Cool down: relaxation: games such as 'rocking a baby', 'swaying', etc.			(5.01 %)		
			PE	Rhythm - Jumping and hopping - Jump up and down: jump high and low: jump forwards, backwards and sideways Laterality - Balance on non-dominant leg Locomotor - Games "Simon Says" - moving different parts of the body NB: Implement <i>move</i>together activities			(10%)		
Cycle 4	5	12/05/2025 Until 16/05/2025	BKPSW	CAPS Topic: Safety in the Home - Keeping safe when home alone - Emergency number card	CONTENT FOCUS: Understand the concept of safety in and around the home • Knowing what to do in an emergency	SKILLS AND VALUES: - Compare - Identity - Respect - Tolerance	36.12 % (15.5 %)		
			VA	Create in 2-D - Complete the drawings of self with family involved in an activity. - Ensure the use of lines and shapes: curved, smooth, rough - Specific use of lines: thick and thin			(5.85 %)		





			PA	Creative games and skills - Warming up the body Improvise and Interpret - Role play (Stepping into the shoes of somebody else) - Cool down: relaxation: games such as 'rocking a baby', 'swaying', etc.			(5.85 %)		
			PE	Perceptual motor - Hitting balloons in the air Co-ordination - Balloon push - push a balloon through a target or goal post Spatial Orientation - Complete obstacle course using the jungle gym or similar equipment			(11.65 %)		
Cycle 4	6	19/05/2025 Until 23/05/2025	BKPSW	CAPS TOPIC: My Body - Different parts of my body - Different parts of my body which move	CONTENT FOCUS: Personal Awareness of how my body moves/ functions	SKILLS AND VALUES: - Observe - Communicate - Identify - Respect	38.90 % (15.5 %)		
			VA	Create in 2-D - Make drawings or paintings of self in action; encourage awareness of body in action. - Actions: run, sit, walk, skip, jump, swim - Name and discuss active body parts: Knees, elbows, hips can bend; hips, head, ankles, wrists, shoulders can rotate; arms, legs, neck can twist.			(5.85 %)		





			PA	Improvise and Interpret Singing songs using contrast such as soft and loud, fast and slow. (Song: Knees and shoulders)			(5.85 %)		
			PE	Sports and games - Traditional/Indigenous games chosen by the learners Laterality - Throw and catch a bean bag with non-dominant hand			(11.65 %)		
Cycle 4	7	26/05/2025 Until 30/05/2025	BKPSW	CAPS Topic: My Body - Parts of my body that I cannot see – include lungs, heart, stomach, brain, skeleton - The five senses and their uses – touch, smell, sound, sight and taste	CONTENT FOCUS Personal Awareness of how my body moves/ functions	SKILLS AND VALUES - To care for your body - Appreciation	41.68 % (16.6 %)		
			VA	Create in 2-D - Complete drawings or paintings of self in action; encourage awareness of body in action. - Actions: run, sit, walk, skip, jump, swim - Name and discuss active body parts: Knees, elbows, hips can bend; hips, head, ankles, wrists, shoulders can rotate; arms, legs, neck can twist.			(6.27 %)		





			PA	Improvise and Interpret Singing songs using contrast such as soft and loud, fast and slow. (Song: Knees and shoulders)			(6.27 %)		
			PE	Spatial Orientation Complete obstacle course using the jungle gym or similar equipment Formal Assessment Activity			(12.48 %)		
Cycle 4	8	02/06/2025 Until 06/06/2025	BKPSW	CAPS Keeping my Body Safe - Safe and unsafe situations and places – such as waiting for transport, alone in shopping areas 'Yes' and 'No' feelings Practising saying 'No'	CONTENT FOCUS Personal safety and health practices	SKILLS AND VALUES - Caring for yourself - Appreciation for safe situations Practicing affirmative responses	44.46 % (17.7 %)		
			VA	Create in 3-D Make models out of clay/ play dough; encourage correct use of materials and tool Explain 3D models to the learners (it must be able to be seen from all sides) - Rolling out clay - Correct joining techniques - Add small features like eyes - Creating texture on the clay - Smooth, rough and detail Do this step by step with learners' - Everyone makes their own body			(6.69 %)		





			PA	Improvise and interpret - Developing short sentences of dialogue such as conversation between the elephant and the mouse. (Saying no) - Creative games and skills - Isolate body parts through movement such as pointing and flexing the feet, hands.			(6.69 %)		
			PE	Laterality - Roll sideways in both directions, roll forwards and backwards Balance - Balance on low level beam/plank - Balance on chairs			(13.31 %)		
Cycle 4	9 Father's Day (15/06/25)	09/06/2025 Until 13/06/2025	BKPSW	CAPS Keeping my Body Safe - Protecting our bodies from illness - Covering mouth and nose when sneezing or coughing - Never touching another person's blood	CONTENT FOCUS Personal safety and health practices	SKILLS AND VALUES - Taking care of your body - Practicing healthy habits	47.24 % (18%)		
			VA	Create in 3 -D Complete the models out of clay/ play dough; encourage correct use of materials and tool Ensure learners applied the following: - Rolling out clay - Correct joining techniques			(7.11 %)		





			PA	Improvise and interpret Developing short sentences of dialogue such as conversation between the elephant and the mouse. (Saying no)			(7.11 %)		
			PE	Perceptual Motor Learners help to set up an obstacle course and move through the obstacle course safely climbing on, climbing over, crawling, hanging onto bars and balancing			(14.14 %)		
Cycle 4	10	17/06/2025 Until 20/06/2025 4-day week	BKPSW	CAPS Keeping my Body Safe - Protecting our bodies from illness - Washing fruit and vegetables before eating - Making water safe to drink	CONTENT FOCUS Personal safety and health practices	SKILLS AND VALUES - Taking care of your body - Practicing healthy habits	50%(20%)		
			VA	Create in 3-D Complete the models out of clay/ play dough; encourage correct use of materials and tool Ensure learners applied the following: - Rolling out clay - Correct joining techniques - Add small features like eyes - Creating texture on the clay - Smooth, rough and detail			(7.5%)		





			PA	Improvise and interpret • Creative games and skills Isolate body parts through movement such as pointing and flexing the feet, and hands.	(7.5%)		
			PE	Perceptual Motor • Learners help to set up an obstacle and move through the obstacle course safely climbing on, climbing over, crawling, hanging onto bars, and balancing	(15%)		
Cycle 4	11	23/06/2025 Until 27/06/2025	All Study Areas	Revision and consolidation of Term 2 work. Teachers use the last week to consolidate all skills and content across the four study areas or complete work that was not taught/completed during term 2.			

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

GRADE 1

LIFE SKILLS, STUDY AREAS	TERM 2 Activities
BKPSW	1 Oral
PA	1 Practical





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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	22/04/2025 - 25/04/2025	6.25%	31,25 %	
VA	05/05/2025 - 09/05/2025	12.5%	37,5 %	
PE	12/05/2025 - 16/05/2025	18.75%	43,75 %	
BKPSW	09/06/2025 - 13/06/2025	25%	50 %	



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.

BLOOM'S TAXONOMY

Create	Use Existing Information to make something new Invent, Develop, Design, Compose, Generate, Construct
Evaluate	Make judgments based on sound analysis Assess, Judge, Defend, Prioritize, Critique, Recommend
Analyze	Explore relationships, causes, and connections Compare, Contrast, Categorize, Organize, Distinguish
Apply	Use existing knowledge in new contexts Practice, Calculate, Implement, Operate, Use, Illustrate
Understand	Grasp the meaning of something Explain, Paraphrase, Report, Describe, Summarize
Remember	Retain and recall information Reiterate, Memorize, Duplicate, Repeat, Identify