



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

GAUTENG PROVINCE

GUIDELINE TO USING THE ANNUAL TEACHING PLAN LIFE SKILLS ENGLISH

GRADE 3, TERM 2 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 school 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!**

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 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, carry out investigations, and solve problems. Therefore, experiments are encouraged in your lessons where the Topics allow!
- 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. 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.

SDG

Goal 3
Ensure healthy lives and
promote well-being for all at
all ages.



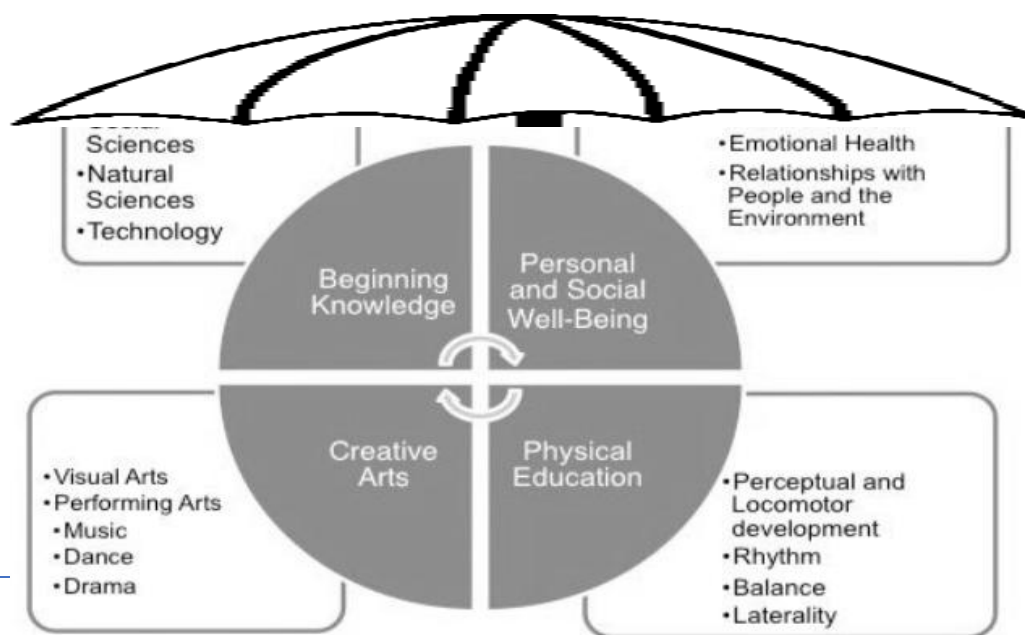
- Help learners to cultivate compassion and increase resilience while building a safe environment and caring for others.
- Respond to learners' anxieties with love and care.
- Maintain a routine with daily hygiene activities.

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 include 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 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.

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.



Cycle	Week	Date	Study Area BKPSW 40% CA: VA 15% PA 15% PE 30%	Content/Skill/Activities (Learners are expected to complete the DBE workbook activities and three or 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, enquiry skills, etc. - Every Life Skills lesson will commence with a 5-minute lesson based on making learners aware of hygiene habits such as washing hands, healthy habits, symptoms of flu or other communicable diseases that are rife, social distancing, what and when to report to whom, discussing when a friend/family member is ill or passes away, etc. - 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	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 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 work that was not taught/completed during term 1.					
Cycle 3	2	14/04/2025 until 17/04/2025 4-day week	BKPSW	TOPIC - Healthy Eating - Food groups - Vitamins – fruit and vegetables - Carbohydrates – bread, maize/mielie meal - Fats and oils	CONTENT FOCUS - Healthy eating habits - Good food in each group. - Why each food group is good for us. - Energy makes us move and work - We need food to give us energy - How to make bread - Why does bread rise?	SKILLS AND VALUES - Food groups - A balanced diet - Investigate “Find out” Process - Communicate	27.78% (11.1%)		
			VA	Create in 3D - Formal teaching of drawing and painting. - Exploring a variety of media.			(417%)		





			PA	Creative games and skills Warm up: Focus on posture, Alignment of knees over the middle toes when bending and pointing feet. • Imitate different kinds of fruit with movement. • Sing songs using different body parts. • Cool down: Relaxation.			(417%)		
			PE	Locomotor movements • Stimulating activities such as running like a horse, walk like a duck, jump as a frog etc. • Leap frog race. • Skin the snake. Zigzag. • Walk, slide, hop, gallop and skip in different directions. NB: Implement <i>move</i>together activities			(8.33%)		
Cycle 3	3	22/04/2025 Until 25/04/2025 4-day week (Freedom Day is	BKPSW	TOPIC - Healthy Eating • Food groups ○ Proteins – eggs, beans, meat, nuts ○ Dairy – milk, cheese, yoghurt ○ A balanced diet	CONTENT FOCUS • How do we make cheese? • Energy makes us move and work • We need food to give us energy • Understand processes	SKILLS AND VALUES • Food groups • A balanced diet • Investigate “Find out” Process • Communicate	30.56% (12.2%)		





		27/04/2025)	VA	Create in 2 D • Draw different food groups. • Emphasis on greater awareness of body in motion and overlapping a variety of media.	(4.59%)		
		& Worker's day is (01/05/2025	PA	Creative games and skills Warm up: Focus on articulation and vocal tone using rhymes and songs. • Creative games and tongue twisters. • Sensory awareness touch, taste, smell, hearing and sight in dramatic activities such as blindfold and broken telephone games. • Cool down: Relaxation.	(4.59%)		
			PE	Perceptual Motor • Catch and throw a high ball. • Throw the ball to the hoop to partner. • Throw the ball over rope to partner. • Fill the bin pairs one each over the river Spatial orientation • Spatial obstacle course 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	Insects • Characteristics of an insect - Different insects – such as fly, mosquito, ant beetle	CONTENT FOCUS • Types of insect • Movement • Body parts • Characteristics • Usefulness • Harm	SKILLS AND VALUES • Inquiry • Observing • Comparing • Classifying	33.34% (13.3%)		
			VA	Create in 3D box sculptures. • Teach and extend simple construction techniques to create box sculptures. • Stacking and joining surface decorations.			(5.01%)		
			PA	Improvise and interpret Warm up: Rhythm games. • Rhythm games listening skills recall contrasting rhythm patterns. Keep steady beat use different kinds of timbres. • Cool down: Relaxation.			(5.01%)		





			PE	Co- ordination - Basket- ball dribble a ball zig- zag through the markers. - Hockey dribble a ball through obstacles. - Netball pass while running into space. - Rugby running and passing the ball in backline action. - Soccer dribble a ball through markers. NB: Implement <i>move</i>together activities			(10%)		
Cycle 4	5	12/05/2025 Until 16/05/2025	BKPSW	Insects - Observing and drawing an insect - How insects help us - How some insects harm us	CONTENT FOCUS - Types of insects - Movement - Body parts - Characteristics - Usefulness - Harm	SKILLS AND VALUES - Inquiry - Observing - Comparing	36.12% (15.5%)		
			VA	Create in 2 D Draw different insects. - Spatial Awareness same as before. - Extend conscious awareness of space. - Emphasis on greater awareness of body in motion and overlapping a variety of media.			(5.85%)		





Cycle 4	6	19/05/2025 Until 23/05/2025	PA	Creative games and skills • Warm up: Rhythm games. • Rhythm games listening skills recall contrasting rhythm patterns. Keep steady beat use different kinds of timbres. • Cool down: Relaxation.			(5.85%)		
			PE	Sport and Games • Play indigenous games Rhythm. • Rope skipping in groups of threes			(11.65%)		
			BKPSW	Life Cycles • What a Life Cycle is • Lifecycle of a: ○ Mammal (e.g., dog) ○ Insect (e.g. butterfly)	CONTENT FOCUS • Life cycle is • Classify the animal • Stages of the Life cycle	SKILLS AND VALUES • Inquiry • Observing • Comparing	38.90% (15.5%)		
			VA	Create in 2 D • Use of art elements and design principles in description and discussions. • Paint an insect. Formal Assessment Activity			(5.85%)		





			PA	Creative games and skills • Warm up: Developing control. • Developing control co-ordination, balance and elevation in jumping actions with soft landings. • Cool down: Relaxation			(5.85%)		
			PE	Co- ordination • Basket- ball dribble a ball zig- zag through the markers. • Hockey dribble a ball through obstacles. • Netball pass while running into space. • Rugby running and passing the ball in backline action. • Soccer dribble a ball through markers. Sports and Games Mini soccer, hockey, rugby, netball and basketball.			(11.65%)		
Cycle 4	7	26/05/2025 Until 30/05/2025	BKPSW	Life Cycles • Lifecycle of a: • Amphibian (e.g., frog) • Bird (e.g., Chicken)	CONTENT FOCUS • Life cycle is • Classify the animal • Stages of the Life cycle	SKILLS AND VALUES • Inquiry • Observing • Comparing	41.68% (16.6%)		
			VA	Create in 2 D • Use artworks and visual stimuli to relate to own work. Draw the life cycle of a butterfly, bird, frog, fish			(6.27%)		





			PA	Creative games and skills Warm up: Locomotor movements. • Locomotor and non-locomotor movements with co-ordination arm movements in time to the music. • Cool down: Relaxation			(6.27%)		
			PE	Balance • Relay running and running zigzag through markers skittles. • Balance on one leg.			(12.48%)		
Cycle 4	8	02/06/2025 Until 06/06/2025	BKPSW	Recycling • What happens to our waste? ○ Re-using (things that can be used again) ○ Recycling (used things that can be made into something new) ○ Reducing (using less)	CONTENT FOCUS • What happens to our waste? • Re-using (things that can be used) • Recycling (used things that can be made into something new) • How to reduce our waste	SKILLS AND VALUES Energy and Change • Re-using • Recycling • Reducing • Decompose	44.46% (17.7%)		
			VA	Create in 3 D Discuss a project e.g. compost garden. • Draw all the things needed for a compost garden • Make a collage with recycle material.			(6.69%)		





			PA	Improvise and interpret - Warm up: Focus on posture. - Movement sentence showing beginning middle and end on a selected topic working in small groups. - Cool down: Relaxation.			(6.69%)		
			PE	Gymnastics - Head stand and handstand. - Bridge standing. - Cartwheels. - Change body positions			(13.31%)		
Cycle 4	9	09/06/2025 Until 13/06/2025 Father's Day (15/06/25)	BKPSW	Recycling - What cannot be recycled - Recycling at home and at school	CONTENT FOCUS - Developed their technological process skills. - Understand the meaning of the terms REDUCE, RE-USE and RECYCLE.	SKILLS AND VALUES - List solutions to help reduce littering. - Become active citizens	47.24% (18%)		
			VA	Create in 3 D Discuss a project e.g. compost garden. Draw all the things needed for a compost garden			(7.11%)		





			PA	Improvise and interpret - Warm up: Focus on posture. - Movement sentence showing beginning middle and end on a selected topic working in small groups. - Cool down: Relaxation.			(7.11%)		
			PE	Laterality Hand apparatus sequences such as hula hoops or ribbons that require left and right action of similar kind.			(14.14%)		
Cycle 4	10	17/06/2025 Until 20/06/2025 4-day week	BKPSW	Recycling - Making compost out of things that rot - Re-using water	CONTENT FOCUS - Developed their technological process skills. - Understand the meaning of the terms REDUCE, RE-USE and RECYCLE. - Develop awareness towards littering by classifying the type of rubbish that can/can't be recycled.	SKILLS AND VALUES - List solutions to help reduce littering. - Become active citizens	50%(20%)		
			VA	Create in 3 D Make a collage with recycle material			(7.5%)		





			PA	Improvise and interpret • Warm up: Focus on posture. • Movement sentence showing beginning middle and end on a selected topic working in small groups. • Cool down: Relaxation.	(7.5%)		
			PE	Laterality Hand apparatus sequences such as hula hoops or ribbons that require left and right action of similar kind	(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 3**

LIFE SKILLS, STUDY AREAS	TERM 2 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
PE	22/04/2025 - 25/04/2025	6.25%	31,25 %	
PA	05/05/2025 - 09/05/2025	12.5%	37,5 %	
BKPSW	12/05/2025 - 16/05/2025	18.75%	43,75 %	
VA	09/06/2025 - 13/06/2025	25%	50 %	

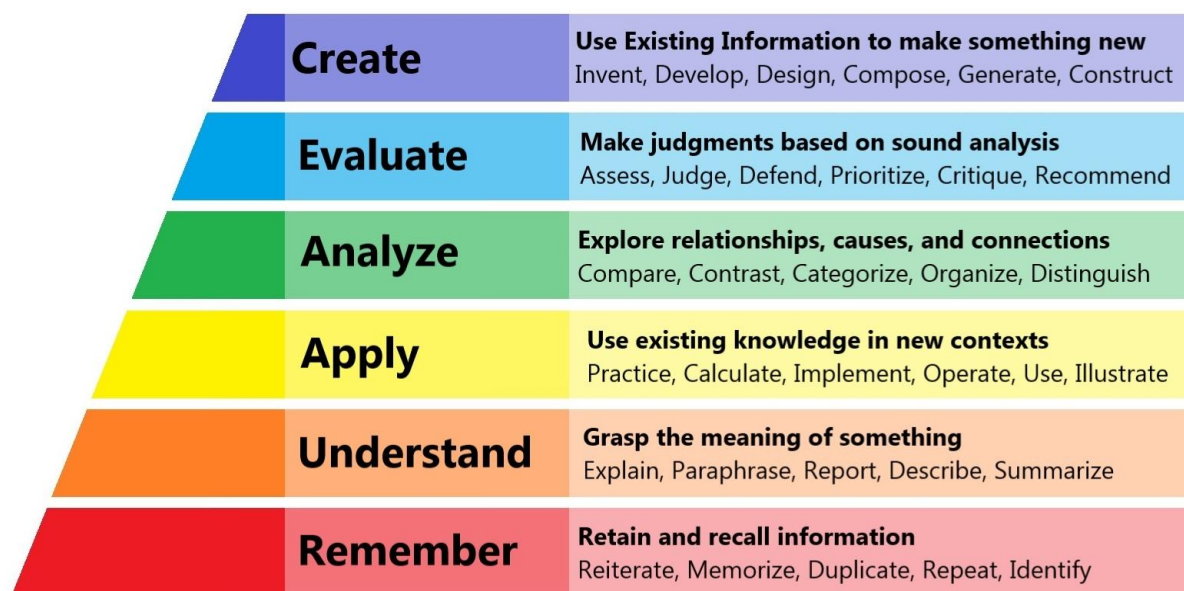


Applying Bloom's Taxonomy to Life Skills in the Foundation Phase enhances cognitive development and equips Foundation Phase learners with essential skills for navigating social interactions and personal challenges.

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



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