



XINGNAN PRIMARY SCHOOL

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2022 TERM 4 LEARNING PLAN

PRIMARY 2

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Measurement	<p>Volume</p> <ul style="list-style-type: none"> - Measuring <ul style="list-style-type: none"> • Volume of liquid in litres - Use appropriate units of measurement and their abbreviations l - Comparing and ordering <ul style="list-style-type: none"> • Volumes - Solving word problems involving volume 	<p>Textbook/ Workbook (Ch 12)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>
2.	Data Representation and Interpretation	<p>Picture Graphs</p> <ul style="list-style-type: none"> - Reading and interpreting data from picture graphs with scales 	<p>Textbook/ Workbook (Ch 13)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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3.	Geometry	<p>2D Shapes</p> <ul style="list-style-type: none"> - Making/completing patterns with 2D shapes according to one or two of the following attributes <ul style="list-style-type: none"> • size • shape • colour • orientation <p>3D Shapes</p> <ul style="list-style-type: none"> - Identifying, naming, describing and classifying 3D shapes <ul style="list-style-type: none"> • cube • cuboid • cone • cylinder • sphere 	<p>Textbook/ Workbook (Ch 14)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on the levels of skills acquired by students for various subjects. The focus for each semester will vary as pupils progress and develop age-appropriately. For Term 4, the focus for assessment for Mathematics are Fractions, Picture Graphs and 2D/3D Shapes.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Understand fractions	Pupil is able to: <ul style="list-style-type: none"> recognise fractions as representing equal parts of a whole 	Pupil is able to: <ul style="list-style-type: none"> recognise fractions as representing equal parts of a whole represent and notate fraction as part of a whole 	Pupil is able to: <ul style="list-style-type: none"> recognise fractions as representing equal parts of a whole represent and notate fraction as part of a whole compare and order fractions with denominators of given fractions not exceeding 12 	Pupil is able to: <ul style="list-style-type: none"> recognise fractions as representing equal parts of a whole represent and notate fraction as part of a whole compare and order fractions with denominators of given fractions not exceeding 12 add and subtract like fractions within one whole with denominators of given fractions not exceeding 12

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Read and Interpret Picture Graphs with Scales	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales – use given data to make or complete a picture graph with scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales – use given data to make or complete a picture graph with scales – solve 1-step problems using data from picture graphs
3. Identify, name, describe and sort shapes and objects	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify and name 3D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify, name and describe 3D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify, name, describe and sort 3D shapes

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