



ESTABLISHED 1932

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2022 TERM 1 LEARNING PLAN PRIMARY 2

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	<ul style="list-style-type: none"> Listening and responding attentively with empathy and respect. Recognising sounds and words through phonological awareness and identification of key words. Listening and viewing for understanding by tapping on prior knowledge and contextual clues. 	STELLAR small books Unit 1: Chicken Rice Unit 2: Bad Dreams Unit 3: Mr Gumpy's Outing Unit 4: A Day in the Kitchen with Grandma Class library books XNPS Listening package
2.	Reading and Viewing	<ul style="list-style-type: none"> Reading and viewing for accuracy and fluency through word recognition. Reading and viewing using prior knowledge, contextual clues and comprehension skills and strategies. Responding and making personal connections with texts. 	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
3.	Speaking and Representing	<ul style="list-style-type: none"> Pronouncing fluently and accurately. Exploring, gathering and developing ideas from a variety of texts. Participating respectfully. Speaking confidently, coherently and cohesively. 	XNPS Speaking package
4.	Writing and Representing	<ul style="list-style-type: none"> Developing writing readiness skills. Applying spelling skills and strategies. Learning to write and represent ideas. Developing, organising and expressing ideas through recounting of a personal experience. Using past tense describing events in the past. 	STELLAR workbook
		<ul style="list-style-type: none"> Using phonics and learners' strategies accurately for writing age- / year level-appropriate and new words. 	XNPS Spelling kits
5.	Grammar	<ul style="list-style-type: none"> Using: <ul style="list-style-type: none"> different types of nouns; countable and uncountable, proper and common nouns, linking verbs, action verbs and saying verbs, determiners such as "a" and "an", appropriate subject-verb agreement for singular and plural, and comparative and superlative adjectives. 	STELLAR workbook
6.	Vocabulary	<ul style="list-style-type: none"> Inferring meaning of words and phrases using contextual clues. Sorting words into categories. 	

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils progress and develop age appropriately. For Semester 1, the focus for assessment for English Language acquisition is on Listening, Speaking and Reading.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Listen attentively and identify relevant information.	The responses to the instructions /questions are accurate in very few instances .	The responses to the instructions /questions are accurate in some instances .	The responses to the instructions /questions are accurate in most instances .	The responses to the instructions /questions are accurate in all instances .
2. Speak clearly to express their thoughts, feelings and ideas.	Pupil is able to express himself /herself with keywords or actions .	Pupil is able to express himself /herself with phrases and actions .	Pupil is able to express himself /herself by using complete sentences .	Pupil is able to express himself /herself clearly with elaboration and expression .
3. Build on others' ideas in the conversation or discussions respectfully.	Pupil is able to only agree or disagree with the ideas discussed.	Pupil is able to agree or disagree with the ideas discussed with some reasoning .	Pupil is able to give relevant and substantial comments to build on the ideas.	Pupil is able to negotiate respectfully during group discussions and give constructive comments to build on ideas.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
4. Read multisyllabic words accurately.	Mispronunciation and / or skipping of most words.	Clear pronunciation in very few instances and / or skipped key vocabulary .	Generally clear pronunciation, with a few errors.	Clear and consistently good pronunciation.
5. Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Very slow and jerky reading of words. Syllable by syllable. No variation in pace and tone.	Slow and hesitant reading with little variation in tone and pace.	Generally fluent reading with a few hesitations , and with some variations in tone and pace.	Fluent expressive reading, varying tone and pace as required .

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2022 TERM 1 LEARNING PLAN PRIMARY 2

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Numbers	Numbers up to 1000 <ul style="list-style-type: none"> Counting in tens/hundreds Number notation, representations and place values (hundreds, tens, ones) Reading and writing numbers in numerals and in words Comparing and ordering numbers Patterns in number sequences Odd and even numbers 	Textbook Workbook Chapter 1 Companion Booklet
		Addition and Subtraction <ul style="list-style-type: none"> Addition and subtraction algorithms (up to 3 digits) Mental calculation involving addition and subtraction of a 3-digit number and ones/tens/hundreds 	Textbook Workbook Chapter 2 Companion Booklet Factual Fluency

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
2.	Measurement	Length <ul style="list-style-type: none"> Measuring <ul style="list-style-type: none"> length in metres Using appropriate units of measurement and their abbreviations m Comparing and ordering <ul style="list-style-type: none"> lengths 	Textbook Workbook Chapters 3 Companion Booklet

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 1

The Holistic Development Profile provides information of the levels of skills acquired by students for various subjects. The focus for each term will vary as pupils progress and develop age-appropriately. For Term 1, the focus for assessment for Mathematics are Addition & Subtraction of Whole Numbers and Shapes.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Understand numbers up to thousand.	<ul style="list-style-type: none"> – Able to count in tens and hundreds with much guidance – Able to read and write numbers in numerals and in words with much guidance – Able to identify the greater or smaller number correctly – Able to describe a given number pattern 	<ul style="list-style-type: none"> – Able to count in tens and hundreds with some guidance – Able to read and write numbers in numerals and in words with some guidance – Able to compare and order whole numbers correctly some of the time – Able to describe and continue a given number pattern some of the time 	<ul style="list-style-type: none"> – Able to count in tens and hundreds with little guidance – Able to read and write numbers in numerals and in words with little guidance – Able to compare and order whole numbers correctly most of the time – Able to describe and continue a given number pattern most of the time 	<ul style="list-style-type: none"> – Able to count in tens and hundreds independently – Able to read and write numbers in numerals and in words independently – Able to compare and order whole numbers correctly almost all the time – Able to describe and continue a given number pattern almost all the time

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CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	听	<ul style="list-style-type: none"> 听记具体信息（衣物、物品、餐具、食品、形状、事情、小动物、处所） 	<ul style="list-style-type: none"> — 华文课本 — 活动本 — 补充练习 — 活动单 <p>第1-3、5和第10课</p>
2.	说及口语互动	<ul style="list-style-type: none"> 说出衣物的名称 说出新年的见闻和活动 说出餐具、食品和饮料的名称 说出学校不同场所的名称，能有礼貌地问路和清楚地指路 说出昆虫等小动物的名称和它们的活动 	
3.	读	<ul style="list-style-type: none"> 借助动画、插图等理解阅读材料 借助汉语拼音进行阅读 借助汉语拼音读出正确的字音 朗读出正确的重音，在正确的地方停顿 通过题目猜测阅读资料的有关内容 通过四要素抓住故事大意 	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
4.	写	<ul style="list-style-type: none"> 掌握笔顺的规则 了解汉字的结构 书写工整 根据图意写句子 使用顿号、感叹号 	

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BAHASA MELAYU

S/N	Topik / Kemahiran	Hasil Pembelajaran	Bahan-bahan rujukan
1.	Mendengar	<ul style="list-style-type: none"> – Mendengar dan mengecam perkataan, frasa dan ayat dengan betul – Mendengar dan menyampaikan semula teks lisan – Mendengar dan mengenal pasti idea utama dan sampingan 	<ul style="list-style-type: none"> – Buku Teks – Buku Aktiviti – Portal e-cekap – Buku Besar & Buku Kecil – Kad Ayuh Bicara
2.	Bertutur	<ul style="list-style-type: none"> – Berbual tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai – Memberikan arahan dengan menggunakan ayat yang betul 	
3.	Membaca	<ul style="list-style-type: none"> – Membaca perkataan, frasa dan ayat dengan sebutan baku yang betul – Membaca pelbagai jenis teks dengan sebutan dan kelancaran yang betul 	
4.	Menulis	<ul style="list-style-type: none"> – Menulis perkataan, frasa dan ayat dengan betul dan kemas 	
5.	Pengetahuan dan penggunaan Bahasa	<ul style="list-style-type: none"> – Mengenali dan menggunakan kosa kata, kata nama, kata kerja, imbuhan 'men' dan 'meng', imbuhan '-an' dan '-kan' dan frasa yang betul – Menggunakan frasa dan ayat tunggal yang betul mengikut konteks – Menggunakan ayat perintah (suruhan) yang betul mengikut konteks 	

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TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	கேட்டல் & பேசுதல்	மாணவர்கள் படங்களைப் பார்த்தும் கதைகளைக் கேட்டும் பொருத்தமான சொற்களைப் பயன்படுத்தித் தெளிவாகவும் சரளமாகவும் பேசக் கற்றுக்கொள்வார்கள். மாணவர்களின் அனுபவத்திற்கு உட்பட்ட கதைகள், படங்கள் பயன்படுத்தப்படுகின்றன. இவை கற்றல் ஆர்வத்தைத் துரிதப்படுத்தும். மாணவர்கள் கேட்பதையும் பார்ப்பதையும் உள்வாங்கிக்கொள்ளக் கற்றுக்கொள்வார்கள்.	பெரிய புத்தகம் 1: மின்தாக்கி 2A பாடநூல், சிறுவர் கதைநூல் 1
2.	படித்தல்	மாணவர்கள் எழுத்துக்களையும் சொற்களையும் சரியாக அடையாளம் கண்டு, சரியான உச்சரிப்புடன் படிக்கக் கற்றுக்கொள்வாவார்கள். மாணவர்களுக்குப் புதிய எழுத்துக்கள் அறிமுகம் செய்யப்படும்.	எழுத்தட்டைகள், மின்னட்டைகள், மின்னிலக்கப் பக்கம்
3.	எழுதுதல்	மாணவர்கள் கற்றுக்கொண்ட எழுத்துக்களை வரிவடிவம் சிதையாமல் சரியாக எழுதக் கற்றுக்கொள்வார்கள்.	கையெழுத்து புத்தகம்

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information of 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 Semester 1, the focus for assessment for Mother Tongue Languages are Listening skills and recognising letters and words in the languages.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	Pupil is learning to listen and respond with guidance.	Pupil is able to respond to some content and identify some details with guidance.	Pupil is able to respond accordingly to the content. He or she is able to sieve out relevant details based on the questions posed.	Pupil is able to respond accordingly and accurately to the content. He or she is able to summarise the key information based on the content discussed.
2. Recognise characters taught in Primary 2. (CL)/ Recognise words taught in Primary 2. (ML)/ Recognise letters and words taught in Primary 2. (TL)	Pupil is learning to recognise elementary characters / words with guidance.	Pupil is able to recognise some characters / words accurately.	Pupil is able to recognise most of the characters / words accurately.	Pupil is able to recognise all of the characters / words accurately.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Read aloud Primary 2 texts with accuracy and fluency.	Pupil is learning to read elementary words from the text with guidance.	Pupil is able to do simple reading with most words mispronounced and skipped key vocabulary. He or she is able to read with slight expression.	Pupil is able to read with some words mispronounced and/or skipped key vocabulary. He or she is able to read by varying his or her intonation to attempt to be expressive.	Pupil is able to read with no mispronounced words and/or skipped key vocabulary. He or she is able to read expressively to bring out the mood or atmosphere of the reading passage given and fluently with appropriate pacing.

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2022 TERM 1 LEARNING PLAN PRIMARY 2

ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Art Elements	Identify simple visual qualities in what they see around them
		Draw from their imagination and observation
	Art Appreciation	Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for Art is on Understanding Visual Qualities and Drawing From Imagination And Observation.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify simple visual qualities in what they see around them	Shows weak understanding of describing visual qualities. Needs a lot of guidance in identifying what they see around them.	Shows developing understanding of visual qualities. Able to identify basic visual qualities and describe them simply when prompted further.	Shows proficient understanding of visual qualities. Able to independently describe additional details about what they observe.	Shows exceptional understanding of visual qualities. Able to extensively describe additional details about what they observe.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Draw from their imagination and observation	Shows weak understanding of drawing recognizable details from observation and imagination. Needs a lot of guidance in drawing basic proportions without excessive scribbles.	Shows developing understanding of drawing recognizable details from observation and imagination. Able to draw simple proportions and explain about their drawings in simple words when prompted.	Shows proficient understanding of drawing recognizable details from observation and imagination. Able to draw accurate proportions and explain their drawing in sentences independently.	Shows exceptional ability of drawing recognizable details from observation and imagination. Able to draw intricate details and accurate proportions and explain justified reasons for their drawing independently.
3. Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion	Shows weak understanding of other artists' artworks. Needs a lot of guidance to talk about what they see, feel and experience from artworks of other artists in simple words.	Shows developing understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience from artworks of other artists when prompted.	Shows proficient understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience independently.	Shows exceptional understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience and make basic comparisons and contrasts between their own artwork and other artists' artworks independently.

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MUSIC

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1.	Musical Elements	Understand the articulation in music: legato, staccato.
		Respond to changes in elements of music through movement.
		Learn cultural music – Thailand.
		Recognise, aurally and visually, the difference between beat/pulse and rhythm.

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups	Needs a lot of guidance to create a short melodic phrase using minims, crotchets, quavers and C pentatonic notes.	Needs some guidance to create a short melodic phrase using minims, crotchets, quavers and C pentatonic notes.	Needs little guidance in creating a short melodic phrase using minims, crotchets, quavers and C pentatonic notes.	Able to create a short melodic phrase using minims, crotchets, quavers and C pentatonic notes.
2. Listen and respond to Music	Needs a lot of guidance in imitating rhythmic and melodic patterns using voice.	Needs some guidance in imitating rhythmic and melodic patterns using voice.	Needs little guidance in imitating rhythmic and melodic patterns using voice.	Able to imitate rhythmic and melodic patterns using voice.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Appreciate Music from local and global cultures	-	-	Needs little guidance in recognizing folk songs around the world.	Able to recognize folk songs around the world.
4. Understand musical elements and concepts	Needs a lot of guidance to recognise, visually and aurally, the note values (Semibreve, dotted minim, minim, crotchet, quavers, semiquavers) and crotchet rests.	Needs some guidance to recognise, visually and aurally, the note values (Semibreve, dotted minim, minim, crotchet, quavers, semiquavers) and crotchet rests.	Needs little guidance to recognise, visually and aurally, the note values (Semibreve, dotted minim, minim, crotchet, quavers, semiquavers) and crotchet rests.	Able to recognise, visually and aurally, the note values (Semibreve, dotted minim, minim, crotchet, quavers, semiquavers) and crotchet rests.

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2022 TERM 1 LEARNING PLAN PRIMARY 2

PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Games and Sports	– Roll using the underhand movement pattern, a small ball for distance, while maintaining accuracy.
		– Throw using the underhand movement pattern, a variety of small and medium-sized objects towards a stationary partner, at least 4m away who will catch with one and two hands, below and above the waist.
		– Throw using the underhand movement pattern, a variety of objects to a moving partner, who will catch with one and two hands.
2.	Gymnastics	– Travel in relation to position (e.g. over/under, beside, on/off, alongside) with low apparatus (e.g. bench, low beam).
		– Jump over a turning rope held by others several times in succession.
		– Balance on different body surfaces (i.e. front, back and side) with hand(s) and leg(s) raised to different levels in relation to the floor.

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
3.	Road Safety	– Acquire knowledge on a range of safety practices while playing, using the road, and in public places.
4.	Safety during PE	– Acquiring knowledge on the various safety practices during physical education. – Acquire knowledge on the importance of the safety practices which leads to prevention of accidents.
5.	Food and Growth	– Demonstrate healthy eating habits by selecting healthy snacks. – Acquire understanding on the importance of exercise for healthy growth.

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for PE is on acquiring knowledge on safety and the importance of exercise for healthy growth.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions	Needs a lot of guidance to perform a gymnastic sequence of at least two different movements with smooth transition, and different start and end body positions.	Needs some guidance to perform a gymnastic sequence of at least two different movements with smooth transition, and different start and end body positions.	Needs little guidance to perform a gymnastic sequence of at least two different movements with smooth transition, and different start and end body positions.	Able to perform confidently a gymnastic sequence of at least two different movements with smooth transition, and different start and end body positions.
2. Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)	Needs a lot of guidance to perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow).	Needs some guidance to perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow).	Needs little guidance to perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow).	Able to perform confidently a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow).

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Acquire a range of safety practices while playing, using the road, and in public places	-	Needs some guidance to acquire a range of safety practices while playing, using the road, and in public places.	Needs little guidance to acquire a range of safety practices while playing, using the road, and in public places.	Able to acquire a range of safety practices while playing, using the road, and in public places.

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2022 TERM 1 LEARNING PLAN PRIMARY 2

PROGRAMME FOR ACTIVE LEARNING (PAL)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Story Boarding	<p>Aligned with CCE, students will go through varied experiences in Visual Arts, Sports & Games, Outdoor Education and Drama as they work together in completing a given task.</p> <p>The objectives of PAL are as follows:</p> <ol style="list-style-type: none"> 1. Provide pupils with broad exposure and experiences through fun and varied activities. These activities are broadly categorised into: Sports & Games, Outdoor Education, Performing & Visual Arts. 2. Facilitate all-rounded development of pupils in the 5 learning domains; Moral, Cognitive, Physical, Social and Aesthetics. 3. Provide varied avenues for pupils to develop social and emotional competencies. <p>The characteristics of PAL are as follows:</p> <ul style="list-style-type: none"> – Experiential in nature – Encompass learning in a creative way – Provide opportunities for children to create – Incorporate values education and SEL – Provide enjoyment and fun

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NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Total Defence Week	<ul style="list-style-type: none"> – To know the aspects of Total Defence – Ways students can be proactive in playing a part in Social Defence 	<ul style="list-style-type: none"> – Kindsville Booklet Issue 1
2.	Coming Together as a Nation	<ul style="list-style-type: none"> – Recognise that National Symbols and common experiences help to unite us as a nation. – Recognise that the spread of SARS was a common challenge faced by the people in Singapore. – Apply their knowledge of the roles and responsibilities they have as part of a family. – Work in group setting and share ideas among members fluently. – Identify the customs and traditions of the Chinese community during Chinese New Year. – Be amazed by the diversity and appreciate how different communities celebrate in Singapore. 	<ul style="list-style-type: none"> – Digital Reader1: “Don’t Forget Your Thermometer” – Digital Reader 2: “New Boy on the Block” – Social Studies Activity Book 2 – Page 6 to 10 – Social Studies Activity Book 2 – Page 4 to 5

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HOLISTIC DEVELOPMENT PROFILE (HDP)

SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for Social Studies is on sharing thoughts/ideas readily, gathering information and working well in group settings.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify at least one custom and tradition practised by an ethnic group in Singapore.	Student is learning to know that there are different cultures in Singapore.	Student is able to relate his/her own culture.	Student is able to relate to one other culture in Singapore.	Student is able to relate to the different cultures in Singapore.
2. Select relevant information to meet the objectives of a task, with the teacher's guidance.	Student is able to ask questions to collect information/data on at least one occasion.	Student is able to ask questions to collect information/data on a few occasions.	Student is able to ask questions to collect information/data on some occasions.	Student is able to ask questions to collect information/data on most occasions.
3. State ways to contribute at home, in class, in school and in the neighbourhood.	Student is learning to be aware of the importance of working together to face a national challenge as a group and nation.	Student is aware of the importance of working together to face a national challenge as a group and nation.	Student is aware of the importance of working together to face a national challenge as a group and nation and are able to explain the reason for that.	Student is aware of the importance of working together as a group and nation to face a national challenge and are able to explain the reason for that readily.

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FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Self Awareness	– Pupils would learn about planning their time based on importance of activity and know the importance of a balanced activity time-table.
2.	Self Management	– Pupils would learn to set simple goals that are specific, achievable and timely.
3.	Responsible Decision Making	– Pupils would use simple steps to reflect on their progress, refine their goals and plan towards achieving their goals.
4.	Leaders Lead Leaders Programme (7 Habits)	<ul style="list-style-type: none"> – Being Proactive: Pupils would learn about taking responsibility for their own life. Lesson and activities would be incorporated into the FTGP Lesson. – Begin with the end in mind: Pupils would learn about how they can develop an outcome-oriented mindset in every activity they engage in – projects, meetings, presentations, contributions, etc. Lesson and activities would be incorporated into the FTGP Lesson.

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VALUES-IN-ACTION (VIA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Responsibility towards Society	– Reducing Food Wastage: Aiming to have a clean plate at the end of each recess, pupils to learn that they only order what they want and can finish.
2.	Responsibility towards School	– Everyday's Responsibility: Pupils would understand the importance of keeping the school environment clean and how they play an important role in ensuring that they study in a conducive environment.

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CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	My New World	– Relating to others and making wise choices in a new school environment.	– Text Book
2.	On My Own Two Feet	– Learning to be responsible and seeking help in times of need.	– Activity Book

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2022 TERM 1 LEARNING PLAN PRIMARY 2

Modular CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Ethnic Dance	<ul style="list-style-type: none"> – To provide opportunities and learning experiences for students to acquire knowledge and skills beyond curriculum so as to create joy of learning. – To provide platforms for development of SEL competencies, character building and inculcation of school core values. – To provide every student a platform to discover their interests and talents. – To develop a sense of identity and belonging to the school and their community.
2.	Cornet	
3.	Sports (Athletics)	
4.	Technological Education	

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