



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 1 LEARNING PLAN PRIMARY 3

ENGLISH LANGUAGE

Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
Listening and Viewing	<ul style="list-style-type: none"> • Listening and viewing attentively. • Recalling and organising key content. • Processing and comprehending texts. • Offering personal responses to and interpretations of texts. • Justifying personal responses with descriptions, reasons and evidence. 	STELLAR big /small books Unit 1: Fearless Phil Unit 2: The Gruffalo Unit 3: Camille and the Sunflowers
Reading and Viewing	<ul style="list-style-type: none"> • Showing interest in reading and viewing. • Clarifying meaning of unfamiliar words. • Offering personal responses to and interpretations of texts. • Justifying personal responses with descriptions, reasons and evidence. 	Class library books XNPS Listening package Class Extensive Reading books

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Speaking and Representing	<ul style="list-style-type: none"> • Generating ideas and details. • Speaking confidently, coherently and cohesively. 	XNPS Speaking package
	<ul style="list-style-type: none"> • Reading aloud and speaking with confidence. • Developing fluency and accuracy in pronunciation. • Communicating thoughts and feelings with peers and teachers. 	
Writing and Representing	<ul style="list-style-type: none"> • Writing freely on the given topic (Sustained Silent Writing). • Expanding nouns into noun phrases. • Using pronouns to replace nouns. • Brainstorming and describing personal feelings, thoughts, attitudes, past experiences or events • Using the appropriate organisational structure in the text. • Using verbs to convey actions, thoughts and emotions. • Using connectors to sequence actions or events and ideas • Describing characters with elaboration. • Using direct speech. 	STELLAR workbook

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	<ul style="list-style-type: none"> Writing a narrative text in complete sentences and proper paragraphs (introduction, middle and ending) for the given purpose, audience, context and culture (Continuous Writing). 	XNPS Writing package
	<ul style="list-style-type: none"> Applying spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words. 	XNPS Spelling Kits
Grammar	<ul style="list-style-type: none"> Using verbs / verb phrases with different time/tense/aspect. Expanding sentences to give more details. Expanding nouns into noun phrases. Using different types of adjectives (opinion, size, age, temperature, shape, colour, origin and material) Forming adjectives from nouns. Using prepositions to convey a variety of meanings. Using uncountable and collective nouns. Making uncountable nouns countable by expanding them into noun phrases. Using indefinite quantifiers for countable and uncountable nouns. Using appropriate subject-verb agreement for countable and uncountable noun phrases. 	STELLAR workbook

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	<ul style="list-style-type: none">• Varying the way sentences are written by using direct speech.	
Vocabulary	<ul style="list-style-type: none">• Understanding how words that belong to the same word class (nouns in a noun phrase and adjectives in a noun phrase)• Synonyms and near synonyms words.• Working out the meanings of similes.• Deducing the meaning of words with denotative and connotative meanings.	

TERM 1 ASSESSMENT MATTERS

Primary 3

Term 1 Review

- If your child/ward is ill, it is advisable for him/her to see a doctor and rest at home. Any absence from a paper due to medical reasons must be covered by a valid medical certificate which should be submitted to your child/ward's form teacher upon his/her return to school. Your child/ward will not be disadvantaged as the final marks will be prorated.
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Table of Specifications

Component	Content	Item Type	Marks	Period	Duration
Language Use	Grammar	MCQ	10 x 1 marks	Weeks 8 - 9	30 min
	Vocabulary	MCQ	10 x 1 marks		
Total:			20 marks		

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2022 TERM 1 LEARNING PLAN PRIMARY 3

MATHEMATICS

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
Math	Whole Numbers	Numbers up to 10 000 - Counting in hundreds/thousands - Number rotation, representations and place values (thousands, hundreds, tens, ones) - Reading and writing numbers in numerals and in words - Comparing and ordering numbers - Patterns in number sequences	Textbook Workbook Ch 1
		Addition and Subtraction - Addition and subtraction algorithms (up to 4 digits) - Solving up to 2-step word problems involving addition and subtraction - Mental calculation involving addition and subtraction of two 2-digit numbers	Textbook Workbook Ch 2 Topical WS

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		<p>Multiplication and Division</p> <ul style="list-style-type: none"> - Multiplication tables of 6, 7, 8 and 9 - Multiplying and dividing within the multiplication tables - Division with remainder - Multiplication and division algorithms (up to 3 digits by 1 digit) - Solving up to 2-step word problems involving the 4 operations - Mental calculation involving multiplication and division within the multiplication tables 	<p>Textbook Workbook Ch 3 & 4</p> <p>Topical WS</p>
	Heuristics	<ul style="list-style-type: none"> - Model Drawing - Act It Out - Look for a Pattern 	<p>Heuristics Package</p>

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2022 Term 1 Assessment Matters Primary 3

Term 1 Review

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Table of Specifications

Number and Algebra:

Chapter 1 – Numbers to 10 000

Chapter 2 – Addition and Subtraction within 10 000

Chapter 3 – Multiplication Tables 6, 7, 8, and 9

Students should use various thinking skills and heuristics to help them solve mathematical problems.

Item Type	Marks	Period	Duration
MCQ	3 x 1 mark	Weeks 8 - 9	30 min
	3 x 2 marks		
Short Answer Question	4 x 2 marks		
Word Problems	1 x 3 marks		
Total:	20 marks		

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2022 TERM 1 LEARNING PLAN PRIMARY 3

MOTHER TONGUE LANGUAGES

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
华文第一学段 (第 1-5 课)	听	<ul style="list-style-type: none"> • 听辨陈述、疑问、感叹和祈使句的语气 • 根据表示时间的词语理出活动的先后顺序 	华文课本 活动本 补充练习 活动单
	说及口语互动	<ul style="list-style-type: none"> • 从不同方面介绍人物 • 从不同方面介绍物品 • 使用表示时间的词语讲述事物的成长过程 • 使用表示时间的词语讲述一天的活动安排 	
	读	<ul style="list-style-type: none"> • 认识阅读材料的构成 (标题、段落) • 从不同方面了解人物特点, 把握具体信息 • 从不同方面了解事物的特点, 把握具体信息 • 通过标题预测文章内容 • 通过表示时间的词语了解事物的发展变化 • 通过表示时间的词语了解人物一天的活动 	



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	写	<ul style="list-style-type: none"> • 使用正确的段落格式 • 从不同方面写一个人 • 从不同方面写一个物品 • 利用汉语拼音输入汉字 • 使用表示时间的词语写出一天的活动 	
Bahasa Melayu (Unit 1 - Unit 3)	Mendengar	Mendengar sesuatu teks / stimulus untuk mengenal pasti idea utama / sampingan dan memberi respons yang sesuai	
	Bertutur	Berbual tentang sesuatu topik / situasi dengan jelas dan yakin serta menggunakan ayat, sebutan dan intonasi yang betul	
	Membaca	Membaca dengan lancar menggunakan sebutan dan intonasi yang sesuai. Mengetahui pasti informasi yang spesifik (utama) dan perincian teks.	
	Menulis	Menjana idea utama dan isi-isi sampingan yang relevan. Membina pelbagai jenis ayat untuk menghasilkan pelbagai jenis teks Menulis cerita berdasarkan gambar Bersiri	
	Pengetahuan dan penggunaan Bahasa	Mengenal dan menggunakan pelbagai bentuk dan golongan kata yang betul Memahami dan menggunakan ayat-ayat mudah (tunggal) dengan menggunakan struktur ayat yang betul dan mengikut konteks	
Tamil Language	பேசுதல்	மாணவர்களைத் தமிழில் பேச ஊக்குவிப்பது நமது முக்கிய நோக்கமாகும். கதைகள், பாகமேற்று நடித்தல், உரையாடல்கள் போன்றவற்றின் மூலம் மாணவர்களைத் தமிழில் பேச ஊக்குவிப்போம்.	



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	எடுத்துக்காட்டுகள்	மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டப் படங்களைக்கொண்டு கதை ஒன்றை உருவாக்குவர். பிறகு பாகமேற்று நடித்துக்காட்டுவர். மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட தலைப்புகளை ஒட்டி கலந்துரையாடுவர்.	எ.கா: பக்கம் 14 எ.கா: திருமணங் கள் பக்கம் 15 - 17
	வாசிப்பு	மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட வாசிப்புப்பகுதிகள், சிறுவர் கதைநூல், கதைப்புத்தகங்கள் போன்றவற்றின் துணைக்கொண்டு சரளமாக வாசிக்கக் கற்றுக்கொள்வர். மாணவர்கள் ஏற்ற இறக்கத்துடன் வாசிக்கக் கற்றுக்கொள்வர். மாணவர்கள் ட-த, ல-ள-ழ, ன-ண எழுத்துக்களை முறையாக உச்சரிக்கக் கற்றுக்கொள்வர்.	
	கேட்டல்	மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.	எ.கா: பயிற்சி நூல் பக்கம் 1
	மொழி பயிற்சிகள் / எழுத்து வேலை	மாணவர்கள் மூவிடப் பெயர்களின் பயன்பாட்டை அறிவர். மாணவர்கள் நிறுத்தற்குறியின் பயன்பாட்டை அறிவர். மாணவர்கள் வேற்றுமை மற்றும் காலத்தின் பயன்பாட்டை அறிவர். கட்டுரை: மாணவர்கள் ஆசிரியரின் வழிகாட்டுதலுடன் கட்டுரை எழுத பயில்வர்	

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2022 TERM 1 ASSESSMENT MATTERS

Primary 3

Term 1 Review

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Table of Specifications

Primary 3 Chinese Language

考试范围：3A 华文（第 1 课至第 4 课）

测试	考查项目:	考查方式:	题数	分数：	周数	时间
试卷	辨字测验	多项选择	5	5 分	第 8 -9 周	30 分钟
	词语选择	多项选择	6	6 分		
	填写汉语拼音或汉字	填充	5	5 分		
	改写句子	自由作答	2	4 分		

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总分	18	20 分		
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Primary 3 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 2 Penggunaan Bahasa	Imbuhan	Jawapan Pelbagai Pilihan (MCQ)	10	Minggu 8 - 9	30 min
	Golongan Kata	Isi Tempat Kosong (FIB)	10		
Jumlah			20		

Primary 3 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 2 மொழிக் கூறு	முன்னுணர்வு கருத்தறிதல்	FIB	5x2	வாரம் 8 - 9	30 நிமிடங்கள்
	வேற்றுமை	MCQ	5x2		
தாள் 2 - மொத்தம்			20		



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2022 TERM 1 LEARNING PLAN

PRIMARY 3

SCIENCE

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
Science	Classification: Living and Non-Living Things Plants Animals	<ul style="list-style-type: none"> Describe the characteristics of living things: <ul style="list-style-type: none"> - need water, food and air to survive - can grow, respond and reproduce Recognise some broad groups of living things: <ul style="list-style-type: none"> - plants (flowering, non-flowering) - animals (amphibians, birds, fish, insects, mammals, reptiles) - fungi (mould, mushroom, yeast) - bacteria Observe a variety of living and non-living things and infer differences between them. Classify living things into broad groups (in plants and animals) based on similarities and differences of common observable characteristics Show curiosity in exploring the surrounding living and non-living things by asking questions. 	Diversity Textbook Diversity Workbook Topical Package

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Table of Specifications

Theme: Diversity

Topics:

Living and non-living things

Plants

Animals

Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
Multiple Choice Questions	7	2	14	Weeks 8 -9	45 min
Open-ended Questions	2-3	1, 2 or 3	6		
Total Marks			20		

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2022 TERM 1 LEARNING PLAN PRIMARY 3

ART

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Art	Art Elements	Draw from their own observation and experience
		Distinguish the visual qualities in what they see
	Art Appreciation	Present their own ideas and consider others' ideas in artworks and through artmaking.
		Share their artworks, intentions and artmaking processes with others

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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. Distinguish the visual qualities in what they see	Able to describe visual qualities in what they see with a lot of guidance.	Are able to describe visual qualities in what they see.	Able to differentiate between various visual qualities in what they see.	Able to distinguish and show an understanding of the effects of different visual qualities in what they see
2. Learning to draw from their own observation and experience	Able to draw basic proportions and details from observation and imagination with a lot of guidance.	Able to draw simple proportions and details from observation and imagination.	Able to draw recognizable proportions and details from observation and imagination.	Able to draw accurate proportions and extensive details from observation and imagination.

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3. Present their own ideas and consider others' ideas in artworks and through artmaking.	Able to present their own ideas in art making in basic sentences and look at others' ideas with a lot of guidance.	Able to present their own ideas in art making in simple sentences and are made aware of others' ideas when prompted.	Able to present their own ideas in art making independently and show ability to consider others' ideas in the process.	Able to make justified presentations of their ideas in artmaking, and have considered others' ideas in the process.
4. Share their artworks, intentions and artmaking processes with others	Able to make basic relations to personal experiences and memories with a lot of guidance.	Able to make short and simple relations to their personal experiences and memories when prompted.	Able to make simple relations to their personal experiences and memories independently	Able to make justified relations to their personal experiences and memories.

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MUSIC

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Music	Musical Elements	Recognise, aurally and visually, semiquavers and simple time rhythm
		Describe the gradual changes in dynamics using the vocabulary (crescendo, decrescendo) & articulation
		Describe tone colours and timbres in relation to the mood of music: bright, dark
		Recognise accidentals: sharp, flat and natural
		Imitate rhythmic and melodic patterns of increasing complexity using body percussion and classroom instruments

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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 Music is on Performing.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform individually and as an ensemble using rhythmic, melodic and harmonic patterns in 3/4 or 4/4 time.	Needs a lot of guidance to perform as an ensemble for the selected song in 3/4 or 4/4 time.	Needs some guidance to perform as an ensemble for the selected song in 3/4 or 4/4 time.	Able to perform some parts of the selected song as an ensemble in 3/4 or 4/4 time.	Able to perform the selected song as an ensemble in 3/4 or 4/4 time.
2. Appreciate music from global cultures by recognising aurally the music and instruments from South Korea	-	-	Needs little guidance in recognizing folksongs from South Korea	Able to recognize folksongs from South Korea

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<p>3. Understand Musical Elements and Concepts of:</p> <ul style="list-style-type: none"> - Pitch by identifying the letter names of pitches - Expression by identifying aurally and describe gradual changes in dynamics and articulation using the suggested vocabulary: crescendo, decrescendo, staccato and legato 	<p>Needs a lot of guidance to recognise, visually and aurally, the letter names of pitches and the changes in dynamics and articulation</p>	<p>Needs some guidance to recognise, visually and aurally, the letter names of pitches and the changes in dynamics and articulation</p>	<p>Able to recognise, visually and aurally, some of the letter names of pitches and the changes in dynamics and articulation</p>	<p>Able to recognise, visually and aurally, all of the letter names of pitches and the changes in dynamics and articulation</p>
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2022 TERM 1 LEARNING PLAN PRIMARY 3

PHYSICAL EDUCATION / HEALTH EDUCATION

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Physical Education/ Health Education	Games & Sports	Throw using the 2-handed push pattern (chest pass and bounce pass) and the 2-handed overhead movement pattern (overhead pass) to a stationary and moving partner.
		Throw using the backhand pattern, a disc to a stationary and moving partner, who will catch at different levels.
		Throw (Shoot) using a variety of movement patterns at or into increasingly smaller targets (e.g. cone, hoop, basket, or net) using proper follow through.
		Throw (Pass) and catch using one and two hands away from the body, a variety of objects with a partner while both partners are moving, at least a distance of 4 to 12 meters away.
		Throw (Pass) to a moving partner, while either one is defended.
	Athletics	Run for 9 to 12 minutes over a distance of up to 1200 meters.
		Sprint from a standing start with sustained effort over a distance of 30 to 40 meters, with finishing technique (i.e. running through).
	Growth & Fitness (Healthy Eating)	Identify the different food groups in My Healthy Plate and understand their functions for growth and health.
		Demonstrate healthy eating habits using My Healthy Plate.

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		Understand that being healthy is not just about healthy eating but also involves being active every day.
		Students will observe activities and objects in school and around their neighbourhood
		Students will infer from their observational drawings and describe their neighbourhood. Students will be guided to think about what constitutes a happy living environment/ neighbourhood/ good neighbour.

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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 Running, Striking and Trapping, and Good Health Habits and Practices.

QUALITATIVE DESCRIPTORS

PE Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Demonstrate ability to sprint from a standing start with sustained effort with a finishing technique.	Needs a lot of guidance to demonstrate the ability to sprint from the start with sustained effort with a finishing technique.	Needs some guidance to demonstrate the ability to sprint from the start with sustained effort with a finishing technique.	Needs little guidance to demonstrate the ability to sprint from the start with sustained effort with a finishing technique.	Able to demonstrate the ability to sprint from the start with sustained effort with a finishing technique.
2. Demonstrate ability to strike using a 2-handed sidearm movement pattern towards a goal.	Needs a lot of guidance to demonstrate the ability to strike using a 2-handed sidearm movement pattern towards a goal.	Needs some guidance to demonstrate the ability to strike using a 2-handed sidearm movement pattern towards a goal.	Needs little guidance to demonstrate the ability to strike using a 2-handed sidearm movement pattern towards a goal.	Able to demonstrate the ability to strike using a 2-handed sidearm movement pattern towards a goal.

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3. Understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.	-	Needs some guidance to understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.	Needs little guidance to understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.	Understands clearly the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.
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2022 TERM 1 LEARNING PLAN PRIMARY 3

NATIONAL EDUCATION / SOCIAL STUDIES

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
SS / NE	Understanding Singapore's Environment and Challenges	<ul style="list-style-type: none"> Describe people, places and events by making careful observations, with teachers' guidance. Recognise places in Singapore. Explain the significance of selected places in Singapore and their purpose. Identify the location of places in Singapore map using grid squares. Develop a sense of belonging to one's community and country Recognise that there are challenges in Singapore's environment. Recognise that there are challenges in housing in the past in Singapore. Describe how Singapore adapts to overcome challenges to meet needs Describe improvement that could be introduced to overcome challenges to meet needs 	Digital Reader1: "Lost and Found in Singapore" Digital Reader 2: "From Kampung to Flat" Social Studies Activity Book 3 Singapore Maps and Tactile Cards

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2022 TERM 1 LEARNING PLAN PRIMARY 3

FTGP/ VIA/ CCE

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
FTGP	Self Awareness	Pupils would learn about identifying words that make them feel good about themselves and appreciate how they can feel good about their relationships, abilities and personal control to improve in weak areas.	
	Self Management	Pupils would learn to set simple goals that are specific, achievable and timely.	
		Pupils would use simple steps to reflect on their progress, refine their goals and plan towards achieving their goals	
	Peer Support	Pupils will know phrases that can be used to encourage one another.	
	Leaders Lead Leaders Programme (7 Habits)	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 to 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.	
VIA	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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CCE	New Buzz	Building identity through roles and responsibilities	Text Book Activity Book
	A Stronger Me	Developing a stronger identity	

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2022 TERM 1 LEARNING PLAN PRIMARY 3

Modular CCA (MoCCA)

Subject	Topic(s)/ Skill(s)	Learning Outcomes
MoCCA	Learn a Sport	1. To provide opportunities and learning experiences for students to acquire knowledge and skills beyond the curriculum so as to create joy of learning. 2. To provide platforms for development of SEL competencies, character building and inculcation of school core values. 3. To provide every student a platform to discover their interests and talents. 4. To develop a sense of identity and belonging to the school and their community.
	Chess	
	ECO-Stewardship	
	Tech Ed	

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