



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

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2022 TERM 1 LEARNING PLAN PRIMARY 4

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
1	Listening and Viewing	<ul style="list-style-type: none"> Developing a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect. Making connections between parts of texts. Drawing on prior knowledge and contextual clues. Listening and viewing for understanding and enjoyment. 	STELLAR readers text Unit 1: Prince Zak & The Wise Frog Unit 2: Canoe Diary Unit 3: Ruby's Sunflower Companion Booklet: Hunt At Sungei Buloh Class library books XNPS Listening package
2	Reading and Viewing	<ul style="list-style-type: none"> Enjoying reading a self-chosen storybook for enjoyment. Constructing meaning from diverse and multiple texts. Using comprehension strategies to understand at literal, inferential and evaluative levels. 	
3	Speaking and Representing	<ul style="list-style-type: none"> Using prediction and confirmation as comprehension strategies. Reading aloud and speaking with confidence. 	XNPS Speaking package

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		<ul style="list-style-type: none"> Participating respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s). 	
4	Writing and Representing	<ul style="list-style-type: none"> Manipulating sentences by adding details. Revising, proofreading and editing writing pieces. Writing coherent and cohesive paragraphs using simple and complex sentences. Writing freely on a given topic (Sustained Silent Writing). Understanding how text features and structures suit various purposes and audiences. 	STELLAR workbook 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
5	Grammar	<ul style="list-style-type: none"> Using: <ul style="list-style-type: none"> nouns without a plural marker. adjectives before or after the noun. adjectives with restricted positions. postpositive adjectives. indefinite pronouns. connectors for combining sentences. bare infinitives in combined sentences. modals for different situations and contexts. simple past and past continuous tense. quotation marks for thoughts and direct speech. Identifying nouns as materials and using zero articles for uncountable material nouns. Recognising sensing and mental verbs. 	STELLAR workbook Companion Booklet: Hunt At Sungei Buloh

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6	Vocabulary	<p>Using:</p> <ul style="list-style-type: none"> • two nouns together to name a specific thing, • idioms in the correct context, • suffixes to change meaning of words, • antonyms and synonyms, and • metaphors to describe a situation. 	
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2022 TERM 1 ASSESSMENT MATTERS Primary 4 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.
- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

Table of Specifications Primary 4 English Language

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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 4

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
1	Whole Numbers	Numbers up to 100 000 - Number notation, representations and place values (ten thousands, thousands, hundreds, tens, ones) - Reading and writing numbers in numerals and in words - Comparing and ordering numbers - Patterns in number sequences - Rounding off numbers to the nearest 10 or 100 - Use of \approx	Textbook Workbook Ch 1 Topical WS
		Factors and Multiples - Factors, multiples and their relationship - Determining if a 1-digit number is a factor of a given number within 100 - Finding the common factors of two given numbers - Determining if a number is a multiple of a given 1-digit number - Finding the common multiples of two given 1-digit numbers	Textbook Workbook Ch 2 Topical WS

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		<p>Four Operations</p> <ul style="list-style-type: none"> - Multiplication algorithm • Up to 4 digits by 1 digit • Up to 3 digits by 2 digits - Division algorithm (up to 4 digits by 1 digit) - Solving up to 3-step word problems involving the 4 operations 	<p>Textbook Workbook Ch 3</p> <p>Topical WS</p>
	Heuristics	<ul style="list-style-type: none"> - Make a List - Model Drawing 	<p>Heuristics Package</p>

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2022 TERM 1 ASSESSMENT MATTERS Primary 4

Term 1 Review

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Table of Specifications

Primary 4 Mathematics

Number and Algebra:

Chapter 1 – Whole Numbers

Chapter 2 – Factors and Multiples

Chapter 3 – Four Operations of Whole Numbers

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	40 min
	4 x 2 marks		
Short Answer Question	6 x 2 marks		
Word Problems	1 x 3 marks		
	1 x 4 marks		
Total:	30 marks		

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2022 TERM 1 LEARNING PLAN PRIMARY 4

MOTHER TONGUE LANGUAGES

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
华文第一学段 (第 1-6 课)	听	<ul style="list-style-type: none"> • 听出事情的起因 • 听出说话者的不同看法 	华文课本 活动本 补充练习
	说及口语互动	<ul style="list-style-type: none"> • 能讲提出问题并对他人的问题作出回应 • 与人交流时, 能接话, 并使用固定表达形式进行话轮转换 • 根据图意和提示讲述一件事 (通过起因、经过和结果) • 根据提示说出事情的起因和结果 • 利用适当的语句开始以及结束交流 • 能针对人物的不适当行为进行劝说; 能对劝说做出适当的回应 • 借助动作或手势辅助说话 • 使用表示时间的词语 • 从不同方面介绍活动 	



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	读	<ul style="list-style-type: none"> • 根据偏旁部首推断词语意思 • 通过语素义推断词语的意思 • 认识阅读材料的构成 • 了解句子之间、段落之间的连接 • 通过开头了解事情的起因 • 通过对话了解事情的经过 • 通过不同人物的行为 • 认识阅读材料的构成 (日记) • 通过上下文推断词语的意思 	
	写	<ul style="list-style-type: none"> • 使用省略和替代使表达简介、连贯 • 写出作文的开头 • 通过对话写出事情的经过 • 能在写段落时使用对话 • 通过不同人物的行为写出事情的经过 • 描写人物的动作 	
Bahasa Melayu (Unit 1: Pelajaran 1 - 4, Unit 2: Pelajaran 1 - 4, Unit 3: Pelajaran 1 - 2)	Mendengar	<p>Mendengar dan mengenal pasti idea utama dan sampingan.</p> <p>Mendengar dan mengenal pasti susunan peristiwa atau idea.</p> <p>Mengambil imlak perkataan, frasa dan ayat dengan ejaan serta tanda baca yang betul.</p>	<p>Buku Teks</p> <p>Buku Aktiviti</p> <p>Lembaran Kerja '3 Ayat Sehari'</p>
	Bertutur	Berbual tentang sesuatu perkara dengan menggunakan kosa kata yang betul.	Lembaran Kerja

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		<p>Berbual tentang sesuatu perkara dengan menggunakan pelbagai jenis ayat yang sesuai.</p> <p>Menceritakan sesuatu perkara dengan jelas dan yakin dengan sebutan, intonasi dan gaya yang sesuai.</p>	<p>Bahasa</p> <p>Lembaran Kerja Kefahaman</p> <p>Lembaran Kerja Karangan</p> <p>Pakej Lisan</p> <p>Portal e-cekap</p> <p>Buku Kecil</p> <p>Kad Ayuh Bicara x Cepak</p>
	Membaca	<p>Membaca pelbagai jenis teks dengan intonasi dan gaya yang sesuai.</p> <p>Membaca dan mengenal pasti informasi spesifik dan perincian teks.</p>	
	Menulis	<p>Membina ayat yang gramatis mengikut konteks.</p> <ul style="list-style-type: none"> - ayat dasar - ayat perintah <p>Menjana idea yang cukup untuk penulisan karangan berdasarkan gambar bersiri.</p> <p>Membina struktur yang teratur dalam penulisan karangan berdasarkan gambar bersiri.</p>	
	Pengetahuan dan Penggunaan Bahasa	<p>Menggunakan jenis kata yang betul mengikut konteks.</p> <ul style="list-style-type: none"> - kata ganti nama diri tanya - kata nafi - kata ganti nama tunjuk <p>Menggunakan imbuhan dengan betul mengikut konteks</p> <ul style="list-style-type: none"> - awalan 'pen-' dan 'peng-' - akhiran '-an' dan '-kan' - apitan 'pen-...-an', 'peng-...-an' dan 'ke-...-an' <p>Menggunakan peribahasa yang sesuai mengikut konteks.</p>	

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Tamil Language	பேசுதல்	மாணவர்களைத் தமிழில் பேச ஊக்குவிப்பது நமது முக்கிய நோக்கமாகும். கதைகள், பாகமேற்று நடித்தல், உரையாடல்கள் போன்றவற்றின் மூலம் மாணவர்களைத் தமிழில் பேச ஊக்குவிப்போம்.	பாட நூல், சிறுவர் கதைநூல்
	எடுத்துக்காட்டுகள்	மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டப் படங்களைக்கொண்டு கதை ஒன்றை உருவாக்குவர். பிறகு பாகமேற்று நடித்துக்காட்டுவர். மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட தலைப்புகளை ஒட்டி கலந்துரையாடுவர்.	பாடநூல் : சிந்தித்துச் செயலாற்றுவோம் பாடநூல் : ராபர்ட் புரூஸ்
	வாசிப்பு	மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட வாசிப்புப்பகுதிகள், சிறுவர் கதைநூல், கதைப்புத்தகங்கள் போன்றவற்றின் துணைக்கொண்டு சரளமாக வாசிக்கக் கற்றுக்கொள்வர். மாணவர்கள் ஏற்ற இறக்கத்துடன் வாசிக்கக் கற்றுக்கொள்வர். மாணவர்கள் ல-ள-ழ ஒலி வேறுபாடு உணர்ந்து பகுதியை முறையாக உச்சரித்துப் படிக்கக் கற்றுக்கொள்வர்.	பாட நூல், சிறுவர் கதைநூல்
	கேட்டல் / நோக்கல்	கேட்டல் மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.	எ. கா : பயிற்சி நூல் 1

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		<p>நோக்கல்</p> <p>மாணவர்கள் ஒளிக்காட்சியைப் பொருளுணர்ந்து கவனித்து, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p>	
	<p>மொழி பயிற்சிகள் / எழுத்து வேலை</p>	<p>மாணவர்கள் உயர்திணை அஃறிணை மொழிக்கூறின் பயன்பாட்டை அறிவர்.</p> <p>மாணவர்கள் வேற்றுமை மற்றும் நிறுத்தற்குறிகளின் பயன்பாட்டை அறிவர்.</p> <p>கட்டுரை:</p> <p>மாணவர்கள் ஆசிரியரின் வழிகாட்டுதலுடன் கட்டுரை எழுத பயில்வர்.</p> <p>எழுத்துவழிக் கருத்துப்பரிமாற்றம் :</p> <p>மாணவர்கள் தங்கள் எண்ணங்களை ஒருவருக்கு எழுத்துவழி தெரிவிக்கவும் உத்தியைக் கற்றுக்கொள்வார்கள்.</p>	<p>பாட புத்தகம், பயிற்சி புத்தகம்</p>

2022 TERM 1 ASSESSMENT MATTERS

Primary 4

Term 1 Review

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Primary 4 Chinese Language

考试范围：4A 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	2	2 分	第 8 - 9 周	30 分钟
	词语选择	多项选择	2	2 分		
	填写汉语拼音或汉字	填充	4	4 分		
	词语搭配	填充 (提供选项)	2	2 分		
总分			10	10 分		



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Primary 4 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 2 Penggunaan Bahasa	Imbuhan	Jawapan Pelbagai Pilihan Bebas (MCQ)	5	Minggu 8 -9	30 min
	Golongan Kata	Isi Tempat Kosong (FIB)	5		
Jumlah			10		

Primary 4 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 2 மொழிக் கூறு	மூவிடப்பெயரும் வினையும்	(FIB)	5x1	வாரம் 8 -9	30 நிமிடங்கள்
	முன்னுணர்வு கருத்தறிதல்	(FIB)	5x1		
தாள் 2 - மொத்தம்			10		

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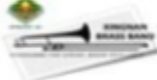
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2022 TERM 1 LEARNING PLAN PRIMARY 4

SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
1	Light and Shadows	<ul style="list-style-type: none">Recognise that an object can be seen when it reflects light or when it is a source of light.Recognise that a shadow is formed when light is completely or partially blocked by an object.Investigate the variables that affect shadows formed and communicate findings:<ul style="list-style-type: none">shapesize and position of object(s),distance between light source-object and object-screenShow objectivity by using data and information to validate observations and explanations about light.	Energy Textbook Energy Workbook Topical Package
2	Heat and Temperature	<ul style="list-style-type: none">List some common sources of heat.State that the temperature of an object is a measurement of its degree of hotness.Differentiate between heat and temperature:<ul style="list-style-type: none">Heat is a form of energy,Temperature is a measurement of the degree of hotness of an object.	Energy Textbook Energy Workbook Topical Package

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2202 TERM 1 ASSESSMENT MATTERS

Primary 4 Term 1 Review

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Table of Specifications Primary 4 Science

Theme: Energy			
Topic: Light and shadows			
Item Type	Total Marks	Period	Duration
Performance Task	50	Weeks 8 -9	45 min

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2022 TERM 1 LEARNING PLAN PRIMARY 4

ART

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Art	Art Elements	Draw from their own observation and experience
		Explore and discover different ways to use materials and tools to make art individually and with others
	Art Appreciation	Present their own ideas and consider others' ideas in artworks and through artmaking
		Distinguish the visual qualities in what they see
		Ask questions and gather information to make meaning of what they see

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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. Learning to draw from their own observation and experience	Able to draw basic proportions from observation and create imaginative details 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.
2. Distinguish the visual qualities in what they see	Able to describe visual qualities in what they see with a lot of guidance.	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

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3. Ask questions and gather information to make meaning of what they see	Able to ask questions to make meaning of what they see with a lot of guidance.	Able to ask relevant questions to make meaning of what they see when prompted.	Able to ask relevant questions independently to make meaning of what they see.	Able to independently raise relevant and meaningful questions that reflect a deeper thought process of what has been seen.
4. 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.
5. Explore and discover different ways to use materials and tools to make art individually and with others	-	Able to apply conventional methods to use materials and tools to create art when with a lot of guidance.	Able to apply conventional methods to use materials and tools to create art independently.	Able to actively seek new ways to use materials and tools to create art unconventionally.

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MUSIC

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Music	Musical Elements	Recognise, aurally and visually, syncopated rhythm & dotted rhythms
		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

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QUALITATIVE DESCRIPTORS

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

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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 4

PHYSICAL EDUCATION / HEALTH EDUCATION

Subject	Topic(s)/ Skill(s)	Learning Outcomes
Physical Education/ Health Education	Games & Sports	Send (Strike, Serve & Volley) an object using body parts and racket over a net/barrier away from the opponent and move into position to receive a return pass from the opponent.
		Send (Volley) an object to a teammate and move into position to receive a pass from a teammate.
		Send (Strike) an object using an implement so that the object travels in the intended direction and move to the desired position.
	NAPFA/Athletics	Run for 12 to 15 minutes over a distance of up to 1600m.
		Sprint from a crouch start with sustained effort over a distance of at least 40m, with acceleration and finishing technique.
		Run in a standard relay (i.e. 4 students per team) to pass a baton while stationary and moving slowly in a straight line.
		Run a distance of at least 40m over evenly spaced obstacles of approximately 30 to 40cm high (e.g., hurdles, boxes) using left leg and right leg as lead leg, in a rhythmic manner (i.e. running 3 strides between obstacles).
	Ensuring Growth & Fitness	Understand the importance of sleep for healthy growth and demonstrate good sleep habits.
		Understand that participation in physical activities helps to promote healthy development of bones, muscles, heart and lungs.
		Understand that a certain level of physical fitness is required to maintain a good quality of life and participate regularly in physical activity.
		Demonstrate an understanding of the F.I.T.T principles of improving fitness

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	Sports Safety	Understand the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries.
		Demonstrate ability to perform safe stretches after warm-up and cool-down.
		Set personal targets for fitness and train for them safely.
		Be aware of the testing procedures for fitness test and participate in the test safely.

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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 Jumping for distance & height, Crating & Performing, and Sports Safety.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Jump for distance & height using single foot take-off with a short approach/over an obstacle approx. 30 to 40 cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides)	Able to jump for distance & height using single foot take-off with a short approach/over an obstacle approx. 30 to 40 cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides) with a lot of guidance.	Able to jump for distance & height using single foot take-off with a short approach/over an obstacle approx. 30 to 40 cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides) with some guidance.	Able to jump for distance & height using single foot take-off with a short approach/over an obstacle approx. 30 to 40 cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides) with little guidance.	Able to jump for distance & height using single foot take-off with a short approach/over an obstacle approx. 30 to 40 cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides).

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2. Demonstrate a sequence of movement phrases with different body parts leading the movement and also to perform a structured dance to the music 'Maple Leaf Rag', and repeat with modifications to movement phases	Able to demonstrate a sequence of movement phrases with different body parts leading the movement and also to perform a structured dance to the music 'Maple Leaf Rag', and repeat with modifications to movement phases with a lot of guidance.	Able to demonstrate a sequence of movement phrases with different body parts leading the movement and also to perform a structured dance to the music 'Maple Leaf Rag', and repeat with modifications to movement phases with some guidance.	Able to demonstrate a sequence of movement phrases with different body parts leading the movement and also to perform a structured dance to the music 'Maple Leaf Rag', and repeat with modifications to movement phases with little guidance.	Able to demonstrate a sequence of movement phrases with different body parts leading the movement and also to perform a structured dance to the music 'Maple Leaf Rag', and repeat with modifications to movement phases.
3. Understand the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries.	-	Needs some guidance to understand the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries.	Needs little guidance to understand the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries.	Able to understand clearly the rationale of doing proper warm up and cool down sessions before and after physical activity to prevent injuries.

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2022 TERM 1 LEARNING PLAN PRIMARY 4

SOCIAL STUDIES / NATIONAL EDUCATION

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
SS/NE	Understanding Our Past	<ul style="list-style-type: none"> Identify the stories and historical records of Singapore. Identify and analyze artefacts that link to Early Singapore. Follow a plan to locate and collect information/data. Discuss the reasons for the founding of Singapore as a British trading port. Identify the places where the settlers came from. Analyze the reasons why the settlers came to Singapore and made it their home. Appreciate cultural diversity, Express thoughts and feelings fluently and confidently in a group with teachers' guidance. 	SS Textbook 4A Chapter 1 and 2 Social Studies Activity Book 4A

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2022 TERM 1 LEARNING PLAN PRIMARY 4

FTGP/ VIA/ CCE

Subject	Topic(s)/ Skill(s)	Learning Outcomes	Reference materials
FTGP	Self Awareness	Pupils would learn about identifying personal qualities that make them feel proud of themselves	
		Pupils would learn to identify situations and things that make them feel "bad" about themselves and know that "bad" feelings can be used to motivate them to take responsible actions for self improvement.	
	Self Management	Pupils would learn to identify negative thoughts and behaviors/weak areas that can be worked on and know that having areas for improvement does not give them an identity of being bad.	
	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 and Empathy towards the elderly/ society	St. Joseph Nursing Home: Pupils to learn about how they can communicate to elderly and to work on simple activities which they can engage the elderly with.	
	Responsibility towards School	Every day'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 an understanding of new roles and responsibilities in their family and school	Text Book Activity Book
	A Stronger Me	Exploring and making the right choices	
	We Are Friends	Discover own identity while learning to relate well with others	

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2022 TERM 1 LEARNING PLAN PRIMARY 4

MODULAR CCA (MOCCA)

Subject	Topic(s)/ Skill(s)	Learning Outcomes
MoCCA	Tech Ed	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.
	XTEND	
	Balloon Sculpting	
	Diabolo	



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