



ESTABLISHED 1932

# XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

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Website: www.xingnanpri.moe.edu.sg

## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### ENGLISH LANGUAGE/ FOUNDATION ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	<ul style="list-style-type: none"> <li>Responding to texts and questions.</li> <li>Listening for information and instructions from the teacher, student leaders and classmates.</li> <li>Presenting to classmates.</li> <li>Identifying problem-solution relationships.</li> </ul>	STELLAR readers text Unit 1: Heartbeats in the Dark Unit 2: Late But Not Last Unit 3: Basic Photography Unit 4: Ride On!
2	Reading and Viewing	<ul style="list-style-type: none"> <li>Enjoying reading the chosen storybook.</li> <li>Reading the text in class to comprehend a narrative at literal, inferential and evaluative levels.</li> </ul>	STELLAR readers text (Foundation English Language (FEL)) Unit 1: Heartbeats in The Dark Unit 2: Late but not Last  Little Red Dot (LRD) by ST  XNPS MOCCA Package XNPS Listening Package XNPS School Library

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3	Speaking and Representing	<ul style="list-style-type: none"> <li>Using prediction and confirmation as comprehension strategies.</li> <li>Reading aloud and speaking with confidence.</li> <li>Communicating thoughts and feelings with peers and teachers.</li> </ul>	STELLAR workbook STELLAR workbook (FEL) LRD XNPS Speaking package XNPS Speaking package (FEL)
4	Writing and Representing	<ul style="list-style-type: none"> <li>Writing freely on the given topic (Sustained Silent Writing).</li> <li>Expanding nouns into noun phrases.</li> <li>Using pronouns to replace nouns.</li> </ul>	XNPS Writing package XNPS Writing package (FEL) XNPS P5 Camp
		<ul style="list-style-type: none"> <li>Writing a letter/ email (Situational Writing).</li> <li>Writing a narrative text in complete sentences and proper paragraphs (introduction, middle and end) for the given purpose, audience, context and culture (Continuous Writing).</li> </ul>	
		<ul style="list-style-type: none"> <li>Applying spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words.</li> </ul>	XNPS Spelling kits
5	Grammar	<ul style="list-style-type: none"> <li>Using different word classes e.g., articles, nouns, pronouns and adjectives.</li> <li>Using simple past tense (regular and irregular verb forms).</li> </ul>	STELLAR workbook STELLAR workbook (FEL) LRD
6	Vocabulary	<ul style="list-style-type: none"> <li>Using word identification skills to work out new words.</li> <li>Working out the meanings of similes. Using each simile in context.</li> </ul>	

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## TERM 1 ASSESSMENT MATTERS

### Primary 5

#### 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.

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## Table of Specifications Primary 5 English Language

Component	Content	Item Type	Marks	Period	Duration
Language Use and Comprehension	Grammar	MCQ	10 x 1 marks	Weeks 8 -9	1 h
	Vocabulary	MCQ	5 x 1 marks		
	Vocabulary Cloze	MCQ	5 x 1 marks		
	Visual Text Comprehension	MCQ	8 x 1 marks		
	Comprehension	OE	20 marks		
<b>Total:</b>			<b>48</b>		

## Primary 5 Foundation English Language

Component	Content	Item Type	Marks	Period	Duration
Language Use and Comprehension	Grammar	MCQ	8 x 1 marks	Weeks 8 -9	45 min
	Punctuation	MCQ	2 x 1 marks		
	Vocabulary	MCQ	5 x 1 marks		
	Visual Text Comprehension	MCQ	5 x 1 marks		
	Comprehension	OE	10 marks		
<b>Total:</b>			<b>30</b>		

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Numbers	Numbers up to 10 million - Reading and Writing numbers in numerals and in words - Rounding off numbers to the nearest 1000	Textbook Workbook Ch 1 Topical WS
		Four Operations - Multiplying and dividing by 10, 100, 1000 and their multiples without calculator - Order of operations - Use of brackets - Solving word problems involving the 4 operations	Textbook Workbook Ch 2 Topical WS

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2	Fractions	<p>Fraction and Division</p> <ul style="list-style-type: none"> <li>- Dividing a whole number by a whole number with quotient as a fraction</li> <li>- Converting fractions to decimals</li> </ul> <p>Four Operations</p> <ul style="list-style-type: none"> <li>- Adding and subtracting mixed numbers</li> <li>- Multiplying a proper/improper fraction and a whole number without calculator</li> <li>- Multiplying a proper fraction and a proper/improper fraction without calculator</li> <li>- Multiplying two improper fractions</li> <li>- Multiplying a mixed number and a whole number</li> <li>- Solving word problems involving addition, subtraction and multiplication</li> <li>- Multiplying two improper fractions</li> <li>- Multiplying a mixed number and a whole number</li> <li>- Solving word problems involving addition, subtraction and multiplication</li> </ul>	<p>Textbook Workbook Ch 3</p> <p>Topical WS</p>
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## FOUNDATION MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Numbers	Numbers up to 10 million - Reading and Writing numbers in numerals and in words - Comparing and ordering numbers up to 100 000 - Rounding off numbers to the nearest 10, 100 or 1000 - Use of $\approx$	Textbook Workbook Ch 1 Topical WS
		Four Operations - Addition and subtraction algorithms (up to 3 digits) without calculator - Multiplication and division algorithms (up to 2 digits by 1 digit) without calculator - Multiplying and dividing by 10, 100, 1000 and their multiples without calculator - Order of operations - Use of brackets - Solving up to 3-steps word problems involving the 4 operations - Mental calculation involving • Addition and subtraction of a 3-digit number and ones/tens/hundreds • Multiplication and division within the multiplication tables	Textbook Workbook Ch 2 Topical WS

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		<p>Factors and Multiples</p> <ul style="list-style-type: none"> <li>- Factors, multiples and their relationship</li> <li>- Determining if a 1-digit number is a factor of a given number within 100</li> <li>- Finding the common factors of two given numbers</li> <li>- Determining if a number is a multiple of a given 1-digit number</li> <li>- Finding the common multiples of two given 1-digit numbers</li> </ul>	<p>Textbook Workbook Ch 3</p>
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## TERM 1 ASSESSMENT MATTERS

### Primary 5

#### Term 1 Review

- Pupils need to bring their **Mathematical instrument sets** and **approved calculators** for the Mathematics examination. These items will not be provided by the school.
- 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 pro-rated.
- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

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## Table of Specifications Primary 5 Mathematics

### Number and Algebra:

Chapter 1 – Whole Numbers

Chapter 2 – Four Operations of Whole Numbers

Chapter 3 – Fractions

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

Paper	Section	Item Type	No. of Qns	No. of Marks per Qn	Marks	Period	Duration
1	A	Multiple Choice Question	3	1	3	Weeks 8 - 9	30 min
			4	2	8		
	B	Short Answer Question	3	1	3		
			4	2	8		
2		Short Answer Question	3	2	6		45 min
		Structured / Long Answer Question	6	3, 4, 5	22		
Total			23	-	50		

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## Primary 5 Foundation Mathematics

### Number and Algebra:

Chapter 1 – Whole Numbers (1): Numbers up to 10 Million

Chapter 2 – Whole Numbers (2): Four Operations

Chapter 3 – Whole Numbers (3): Factors and Multiples

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

Paper	Section	Item Type	No. of Qns	No. of Marks per Qn	Marks	Period	Duration
1	A	Multiple Choice Question	5	1	5	Weeks 8 - 9	30 min
			5	2	10		
	B	Short Answer Question	5	2	10		
2		Short Answer Question	5	2	10		30 min
		Structured Question	3	3, 4	10		
Total			23	-	45		

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### MOTHER TONGUE LANGUAGES

#### Chinese Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
华文第一学段 (第1-4课)	听	<ul style="list-style-type: none"> <li>结合关键词和上下文推断句子的隐含信息</li> </ul>	华文课本 活动本 补充练习 口语配套作文
	说及口语互动	<ul style="list-style-type: none"> <li>能讲述自己的露营生活</li> <li>说明坏习惯的坏处</li> <li>比较父母为我和我为父母做的事，说说感想</li> <li>围绕主题，联系生活讲述，并能在发表观点时举例说明</li> </ul>	
	读	<ul style="list-style-type: none"> <li>了解第一人称以及第三人称的叙述方法</li> <li>通过时间、地点的转换理清事情的脉络</li> <li>找出段落中概括主要意思的句子</li> <li>结合文章内容，理解词语的隐含信息</li> <li>借助动作推测人物的心理活动</li> </ul>	
华文第一学段	写	<ul style="list-style-type: none"> <li>叙述一件事时，写清楚时间的变化和地点的转换</li> </ul>	华文课本

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(第1-4课)		<ul style="list-style-type: none"> <li>• 根据图意和提示推测结果, 使情节完成、合理</li> <li>• 能够在写作时加入描写人物外貌的内容</li> <li>• 能够在写作时加入描写人物动作的内容</li> <li>• 能够在写作时加入描写人物对话的内容</li> </ul>	活动本 补充练习 口语配套作文
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### Malay Language

S/N	Topik / Kemahiran	Hasil Pembelajaran	Bahan-bahan Rujukan
1	Mendengar	Mendengar dan memberikan sudut pandangan peribadi. Mendengar dan mengenal pasti susunan peristiwa atau idea. Mengambil imlak perkataan, frasa dan ayat dengan ejaan serta tanda baca yang betul.	Buku Teks Buku Aktiviti Lembaran Kerja '3 Ayat Sehari' Lembaran Kerja Bahasa Lembaran Kerja Kefahaman Lembaran Kerja Karangan Pakej Lisan Portal e-cekap Kad Ayuh Bicara x Cepak
2	Bertutur	Menyampaikan informasi yang spesifik berdasarkan konteks yang diberikan. Mencedok pengalaman sendiri dan mengaitkannya pada konteks yang diberikan. Bertukar-tukar pendapat atau pandangan tentang sesuatu topik dengan jelas, lancar dan spontan.	
3	Membaca	Membaca pelbagai jenis teks dengan intonasi dan gaya yang sesuai. Membaca dan mengenal pasti informasi spesifik dan perincian teks. Membaca dan membuat inferens berdasarkan konteks yang diberikan.	
4	Menulis	Membina ayat tunggal dengan peluasan subjek dan predikat yang betul mengikut konteks.	

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		<p>Membina ayat aktif yang sesuai mengikut konteks.</p> <p>Menjana idea yang cukup dari segi latar masa dan tempat serta jalan cerita yang tersusun dalam penulisan karangan berdasarkan enam gambar bersiri.</p> <p>Menjana idea yang cukup dari segi watak dan perwatakan dalam penulisan karangan berdasarkan gambar bersiri.</p>	
5	Pengetahuan dan Penggunaan Bahasa	<p>Menggunakan jenis kata yang betul mengikut konteks.</p> <ul style="list-style-type: none"> <li>- kata nama</li> <li>- kata dasar</li> <li>- kata terbitan</li> <li>- kata majmuk</li> <li>- kata ganda</li> <li>- kata kumpulan</li> <li>- kata kerja tak transitif</li> <li>- penjodoh bilangan</li> </ul> <p>Menggunakan peribahasa yang sesuai mengikut konteks.</p>	

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## Tamil Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	கேட்டல் & பேசுதல், பேச்சுவழிக் கருத்துப்பரிமாற்றம்	மாணவர்களைப் பேச்சுத்தமிழிலும் எழுத்துத் தமிழிலும் உரையாட ஊக்குவிக்கப்படுகின்றனர். அவர்களின் கேட்டல் & பேசுதல் திறன்களை மேம்படுத்த கதை சொல்லுதல், பாடல்கள், கதைகள், அசைவுப்படக்காட்சிகள் தொடர்பான நடவடிக்கைகள் மேற்கொள்ளப்படுகின்றன.	பாடநூல், சிறுவர் கதைநூல்
2	படித்தல்	மாணவர்கள் சீனர்களின் விழாக்களும் பண்பாடும், பொறுப்புகளும் உரிமைகளும், புனைகதைகள், மறக்கமுடியாத அனுபவங்களும் மனிதர்களும் & பன்னாட்டுக் கலைகள் ஆகிய தலைப்புகளில் இடம்பெறும் பகுதிகளைப் பொருளுணர்ந்து படிப்பார்கள்/வாசிப்பார்கள்.	பாடநூல், சிறுவர் கதைநூல்
3	எழுதுதல்	மாணவர்கள் முன்னுணர்வுக் கருத்தறிதல், தெரிவுவிடைக் கருத்தறிதல், சுயவிடைக் கருத்தறிதல், கருத்துவிளக்கப்படம் ஆகியவற்றைக் கற்றுணர்ந்து எழுதுவார்கள்.	பயிற்சினூல், பயிற்சித்தாள்கள்
4	எழுத்துவழிக் கருத்துப்பரிமாற்றம்	மாணவர்கள் பல்வேறு சூழல்களின் அடிப்படையிலான சுயவிடைக் கருத்தறிதல் & கருத்துவிளக்கப்படப் பகுதிகளைக் கற்றுணர்ந்து எழுத்துவழிக் கருத்துப்பரிமாற்றப் பகுதியைச் செய்வார்கள்.	பயிற்சினூல்
5	மொழிக்கூறுகள்	மாணவர்கள் வேற்றுமை உருபுகள், பழமொழிகள் ஆகியவற்றை அறிந்துகொள்வார்கள். எ.கா: ஆல், உடன், ஓடு / அன்பு இருந்தால் ஆகாகததும் ஆகும்.	பயிற்சினூல், பாடநூல்

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## TERM 1 ASSESSMENT MATTERS

### Primary 5

#### Term 1 Review

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- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

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## Table of Specifications

### Primary 5 Chinese Language

考试范围：5A华文（第1课 - 第4课）

测试	考查项目:	考查方式:	题数	分数:	周数	时间
试卷	阅读理解一	多项选择	5	10	第 8 -9周	30 分钟
	完成对话	开放式	5	10		
	总分			20分		

### Primary 5 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 2 Penggunaan Bahasa	Kefahaman Subjektif	Jawapan Bebas (OE)	20	Minggu 8 -9	30 min
Jumlah			20		

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## Primary 5 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 2 மொழிக் கூறு	சுயவிடைக் கருத்தறிதல்	(O.E)	20	வாரம் 8 -9	30 நிமிடங்கள்
தாள் 2 - மொத்தம்			20		

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## Primary 5 Higher Chinese Language

考试范围：5A华文（第1课 - 第4课）

测试	考查项目:	考查方式:	题数	分数 :	周数	时间
试卷	语文应用	多项选择 ( A 组 )	5	10	第 8 -9周	30 分钟
	语文应用	开放式 ( B组 )	5	10		
	总分			20分		

## Primary 5 Higher Malay Language

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

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## Primary 5 Higher Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 2 மொழிக் கூறு	பிழைதிருத்தம்	5 (FIB)	5x2	வாரம் 8 -9	30 நிமிடங்கள்
	வாக்கியங்களை முடித்தெழுதுதல்	5 (O.E)	5x2		
தாள் 2 - மொத்தம்			20		

## Primary 5 Foundation Chinese Language

范围：5A 课本（第1至第4课）

试卷	考试项目	考查方式	题数	分数	周数	时间
试卷一	语文应用	多项选择	5	5	第8 -9周	30 分钟
	阅读理解	多项选择及开放式	5	10		
总分			10	15		

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## Primary 5 Foundation Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 1 Kefahaman Membaca	<b>Bahagian A</b> Penggunaan Bahasa	Jawapan Pelbagai Pilihan (MCQ)	10	Minggu 8 -9	30 min
	<b>Bahagian B</b> Kefahaman 1	Jawapan Pelbagai Pilihan (MCQ)	5		
<b>Jumlah</b>			<b>15</b>		

## Primary 5 Foundation Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 1 மொழிக் கூறு (40 நிமிடங்கள்)	மொழிப் பயன்பாடு	5 (MCQ)	5x1	வாரம் 8 -9	30 நிமிடங்கள்
	வாசிப்பு கருத்தறிதல்	2 (MCQ)	2x2		
	நடைமுறை சார்ந்த பனுவல்	1 (MCQ) 2 (FIB)	3X2		
மொத்தம்			15		

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Cells	<ul style="list-style-type: none"> <li>Show an understanding that a cell is a basic unit of life.</li> <li>Identify the different parts of a typical plant cell and animal cell and relate the parts to the functions.               <ul style="list-style-type: none"> <li>Parts of plant cell: cell wall, cell membrane, cytoplasm, nucleus and chloroplasts</li> <li>Parts of animal cell: cell membrane, cytoplasm, nucleus</li> </ul> </li> </ul> <p>Note: Knowledge of specialised cells such as blood cells, muscle cells and nerve cells is not required.</p>	<p>Systems Textbook</p> <p>Systems Workbook</p> <p>Topical package</p>
2	Water and Changes of State	<ul style="list-style-type: none"> <li>Recognise that water can exist in three interchangeable states of matter.               <ul style="list-style-type: none"> <li>solid, liquid, water</li> </ul> </li> <li>State how water changes from one state to another.               <ul style="list-style-type: none"> <li>Melting (solid to liquid)</li> <li>Evaporation / Boiling (liquid to gas)</li> <li>Condensation (gas to liquid)</li> <li>Freezing (liquid to solid)</li> </ul> </li> </ul>	<p>Cycles Textbook</p> <p>Cycles Workbook</p> <p>Topical Package</p>

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		<ul style="list-style-type: none"> <li>State the melting point of ice (or freezing point of water) and boiling point of water.</li> </ul>	
	The Water Cycle	<ul style="list-style-type: none"> <li>Recognise the changes in states of water (evaporation and condensation) in the water cycle.</li> <li>Recognise the importance of the water cycle.</li> <li>Recognise the importance of water to life processes.</li> <li>Describe the impact of water pollution on Earth's water resources.</li> </ul>	

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## FOUNDATION SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Reproduction in Plants	<ul style="list-style-type: none"> <li>State the processes in the sexual reproduction of flowering plants.               <ul style="list-style-type: none"> <li>pollination</li> <li>fertilisation (seed production)</li> <li>seed dispersal - germination</li> </ul> </li> </ul> <p>Note: The use of specific terms ("self-pollination" and "cross- pollination") to describe the pollination process is not required.</p>	<p>Cycles (Foundation) textbook</p> <p>Cycles (Foundation) Workbook</p> <p>Topical package</p>
2	Reproduction in Humans	<ul style="list-style-type: none"> <li>State the process of fertilisation in the sexual reproduction of humans.</li> <li>Understand that ovaries produce eggs and the testes produce sperms.</li> <li>Understand that fertilisation occurs when a sperm fuses with an egg.</li> <li>Understand that the fertilised egg develops in the womb.</li> </ul>	<p>Cycles (Foundation) Textbook</p> <p>Cycles (Foundation) Workbook</p> <p>Topical Package</p>

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## TERM 1 ASSESSMENT MATTERS

### Primary 5

#### 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 pro-rated.
- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

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## Table of Specifications Primary 5 Science

Theme: Systems	Theme: Cycles
Topic: Cells	Topics: Water and changes of state The water cycle

Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
Multiple Choice Questions	7	2	14	Weeks 8 -9	30 min
Open-ended Questions	2-3	1, 2, 3 or 4	6		
Total Marks			20		

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## Primary 5 Foundation Science

**Theme: Cycles**

**Topics:**

Reproduction in plants

Reproduction in humans

Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
Multiple Choice Questions	7	2	14	Weeks 8 -9	30 min
Open-ended Questions	2-3	1, 2, 3 or 4	6		
<b>Total Marks</b>			<b>20</b>		

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
Art	Scenes of Singapore	Put shapes together to form a Singaporean Landscape.





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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. Gather information and make informed links between the use of visual qualities and intentions	Able to clarify information to make meaning of what they see when with guidance.	Able to gather relevant information and clarify information to make meaning of what they see when prompted.	Able to gather relevant information and clarify doubts to make meaning of what they see. Pupils are able to make simple links between their use of visual qualities and intentions independently.	Able to actively gather relevant information and clarify doubts to make meaning of what they see. Pupils are able to use what they know to make justified links between their use of visual qualities and intentions independently to make meaning of what they see.





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2. Draw from observing visuals and the world around them to record ideas for their art making	Able to draw from observation and imagination with a lot of guidance. Pupils record unrelated ideas for artmaking.	Able to draw accurate proportions from observation and imagination with some guidance and has minimal records of ideas for art making.	Able to independently draw accurate proportions from observation and imagination with some records of ideas for art making.	Able to independently draw accurate proportions from observation and imagination with consistent records of ideas for art making.
3. Experiment with alternative 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.
4. Discuss the intentions of their own artworks and interpret those of others	Able to make basic singular word descriptions of their artistic intention and those of others when with guidance.	Able to explain their artistic intentions and those of others in simple sentences when with guidance.	Able to independently discuss their artistic intentions and those of others in relation to their personal experiences and memories when prompted.	Able to actively involve their personal experiences and memories in discussing their artistic intentions and those of others.





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## MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
Music	Rhythm/Harmony in music	Understand the role of music in society: Recognise and describe the role of music in media: Advertisements
		Learn the cups rhythmic arrangement using cups: Perform the 'cup song' rhythmic arrangement for simple songs





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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 Composing and Performing.

### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform Music in a given rhythmic arrangement to different songs	Needs a lot of guidance to perform 'The Cup Song' rhythmic arrangement as accompaniment to melodic songs in simple time.	Needs some guidance to perform 'The Cup Song' rhythmic arrangement as accompaniment to melodic songs in simple time.	Need little guidance to perform 'The Cup Song' rhythmic arrangement as accompaniment to melodic songs in simple time.	Able to perform 'The Cup Song' rhythmic arrangement as accompaniment to melodic songs in simple time.
2. Compose and perform with classroom instruments, pentatonic and rhythmic responses of 4 bars.	Needs a lot of guidance to compose and perform a 4-bar pentatonic melody in 4/4 time.	Needs some guidance to compose and perform a 4-bar pentatonic melody in 4/4 time.	Needs little guidance to compose and perform a 4-bar pentatonic melody in 4/4 time.	Able to compose and perform a 4-bar pentatonic melody in 4/4 time.







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3. Appreciate music from global cultures by understanding the contexts and the background of the music from Japan.	-	-	Needs little guidance in understanding the contexts and background of the music from Japan.	Able to understand the contexts and background of the music from Japan .
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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
<b>Physical Education / Health Education</b>	Outdoor Education	<ol style="list-style-type: none"> <li>1. Apply key principles and considerations of packing for a residential camp.</li> <li>2. Chart and undertake a route with checkpoints</li> <li>3. Assessing and managing risk</li> <li>4. Treat common minor injuries</li> <li>5. Explain and appreciate the relationships between self, the school and its neighbourhood</li> </ol>
	Athletics	<p>Running</p> <ol style="list-style-type: none"> <li>1. Run varying the pace over a distance of up to 1600 m.</li> <li>2. Sprint from a crouch start with sustained effort</li> <li>3. Pass a baton using the visual pass</li> </ol> <p>Jumping (Distance &amp; Height)</p> <ol style="list-style-type: none"> <li>1. Jump for distance with single-foot take off</li> <li>2. Jump for height with single-foot take off</li> </ol> <p>Throwing</p> <ol style="list-style-type: none"> <li>1. throw using a short, fast approach run</li> <li>2. push a weight-appropriate shot-like object</li> <li>3. throw using the sidearm pattern</li> </ol>

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	<p>Games &amp; Sports (1)</p> <p>Net-Barrier Game</p>	<p>Winning the Point and Defending against an Attack</p> <p>1v1 (shot placement to opponent's side - depth &amp; width) 2v2 (shot placement to opponent side)</p> <ol style="list-style-type: none"> <li>1. Send object into space</li> <li>2. Prevent opponent from returning object.</li> <li>3. Maximise court coverage</li> <li>4. Move from central base position and recover</li> <li>1. Recover to the original central base position</li> <li>2. Cover new central base position</li> </ol>
	<p>Physical Health Fitness</p> <ol style="list-style-type: none"> <li>1. Simple First Aid</li> <li>2. Sports Safety</li> <li>3. Taking Care of your Ears</li> </ol>	<p><b>First Aid</b></p> <ol style="list-style-type: none"> <li>1. Understand the importance of simple first aid. <ol style="list-style-type: none"> <li>a. Treating minor cuts and burns, and nose bleeds.</li> <li>b. Recognise, manage and prevent general injuries</li> </ol> </li> </ol> <p><b>Sports Safety</b></p> <ol style="list-style-type: none"> <li>2. Recognise different types of protective and safety gears</li> <li>3. Importance of protective and safety gears</li> </ol> <p><b>Care of Ears</b></p> <ol style="list-style-type: none"> <li>4. Importance of sense of hearing.</li> <li>5. understand how ears transmit sound waves.</li> <li>6. Recognise symptoms and consequences of noise-induced hearing loss.</li> <li>7. Care for ears to prevent noise-induced hearing loss.</li> </ol>

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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 Outdoor Education, Athletics, Net-Barrier Games and Physical Health and Fitness.

### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Run a distance of 50 – 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left and / or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).	Needs a lot of guidance to demonstrate running a distance of 50 – 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left and / or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).	Needs some guidance to demonstrate running a distance of 50 – 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left and / or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).	Needs little guidance to demonstrate running a distance of 50 – 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left and / or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).	Able to demonstrate running a distance of 50 – 70 meters over evenly spaced obstacles of approximately 40 to 50 cm high (e.g. hurdles, boxes) using left and / or right leg as lead leg in a rhythmic manner (i.e. running 3 or 4 strides between obstacles).

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2. Send the object back to the opponent and understand the concept of offence and defense	Needs a lot of guidance to send the object back to the opponent and understand the concept of offence and defense.	Needs some guidance to send the object back to the opponent and understand the concept of offence and defense.	Needs little guidance to send the object back to the opponent and understand the concept of offence and defense.	Able to send the object back to the opponent and fully understand the concept of offence and defense.
3. Identify and participate in outdoor activities that promote growth and health. Able to apply key principles and considerations of packing for a residential camp.	-	Needs some guidance to identify and participate in outdoor activities that promote growth and health.  Able to apply key principles and considerations of packing for a residential camp.	Needs little guidance to identify and participate in outdoor activities that promote growth and health.  Able to apply key principles and considerations of packing for a residential camp.	Able to identify and participate in outdoor activities that promote growth and health.  Able to apply key principles and considerations of packing for a residential camp.
4. Recognise and manage general injuries related to sports and physical activities.	-	Needs some guidance to recognise and manage general injuries related to sports and physical activities.	Needs little guidance to recognise and manage general injuries related to sports and physical activities.	Able to recognise and manage general injuries related to sports and physical activities.

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### MODULAR CCA (MOCCA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
MoCCA	Tech Edu	<ol style="list-style-type: none"><li>1. To provide opportunities and learning experiences for students to acquire knowledge and skills beyond the curriculum so as to create joy of learning</li><li>2. To provide platforms for development of SEL competencies, character building and inculcation of school core values</li><li>3. To provide every student a platform to discover their interests and talents</li><li>4. To develop a sense of identity and belonging to the school and their community</li><li>5. To be able to apply what they have learnt in authentic situations and extend their knowledge and skills to their peers</li></ol>
	XTEND	
	Inter-Class Games	

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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### CCE / FTGP / VIA

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
<b>CCE</b>	The Leader In Us	Learning to explore identities as leaders	Text Book Activity Book
	My Island Home	Forging positive relationships and maintaining a safe and harmonious community	
<b>FTGP</b>	Social and Peer Relationship	Pupils would learn about using the "I" message to communicate more effectively	
	Teamwork	Pupils would learn to appreciate how they can support and 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 learn about how they can develop an outcome-oriented mindset in every activity they engage in—projects, meetings, presentations, contributions, etc. Lessons and activities would be incorporated into the FTGP Lesson.	

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VIA	Responsibility and Empathy towards their Peers	P1-P5 Buddy: Pupils would support the P1 pupils in the school, showing them around the school, guiding the P1 to help them adapt to primary school life	
	Responsibility and Empathy towards the elderly/ society	St. Joseph Nursing Home: Pupils learn about how they can communicate to the elderly and work on simple activities which they can engage the elderly with.	
	Responsibility towards School	Everyday 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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## 2022 TERM 1 LEARNING PLAN PRIMARY 5

### NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
	Understanding Singapore's Development as a Nation	<ul style="list-style-type: none"> <li>Analyse how the National Symbols, national events and places in Singapore help to build our national identity.</li> <li>State how the National Symbols help to build Singapore's national identity and its significance.</li> <li>Express thoughts and feelings fluently and confidently in a group.</li> <li>Work effectively in a variety of group settings.</li> <li>Appreciate the efforts put into building a national identity for a young nation.</li> <li>Describe how different people contributed to Singapore's defence. (Recall Dr Goh Keng Swee's contributions to Singapore's defence).</li> <li>Describe the benefits of National Service and the reasons why serving National Service is important.</li> <li>Draw inferences based on given data/text/photographs.</li> <li>Consider the ethical effects of one's actions and the impact on others so as to make informed decisions.</li> </ul>	Bridging Materials Unit 1 and 2 – printed worksheets

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