



# XINGNAN PRIMARY SCHOOL

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	Listening and responding attentively with empathy and respect.	<b><u>STELLAR small books</u></b> Unit 5: A Butterfly is Born Unit 6: Life in a Shell Unit 7: The Growl Unit 8: Roti Prata  Class library books Extensive Reading Books Shared Book Reading Approach (SBA)
		Listening and viewing for understanding by tapping on prior knowledge and contextual clues.	
		Listening and viewing actively to interpret texts.	
		Developing phonemic awareness through blending, segmentation, deletion and substitution.	
2.	Reading and Viewing	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.	
		Asking questions at different levels about the texts read and/or viewed.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
3.	Speaking and Representing	Pronouncing fluently and accurately.	
		Exploring, gathering and developing ideas from a variety of texts.	
		Participating respectfully.	
		Speaking confidently, coherently and cohesively.	
4.	Writing and Representing	Applying spelling skills and strategies.	<b><u>STELLAR workbooks</u></b> Unit 1: Chicken Rice Unit 2: Bad Dreams Unit 3: Mr Gumpy's Outing Unit 4: A Day in the Kitchen with Grandma  XNPS Spelling Kit Handwriting Practice Modified Learning Experience Approach (MLEA)
		Developing, organising and expressing ideas coherently, creatively and critically through their writing.	
		Elaborating on the key points using relevant descriptive, sensory or factual details.	
		Using past tense describing events in the past.	
		Using verbs to describe actions.	
		Using phonics and learners' strategies to spell common and new words.	
5.	Grammar	Using different types of nouns – singular and plural nouns	<b><u>STELLAR workbooks</u></b>
		Using linking verbs, action verbs and verb phrases.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
6.	Vocabulary	Identifying subject-verb agreement for countable nouns.	
		Using prepositions and prepositional phrases	
		Using punctuation appropriately for capital letter "I" and exclamation marks.	
		Building a rich vocabulary through recognising nouns referring to animals, pets, food and movement as well as synonyms of verbs.	
		Inferring meaning of words.	

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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 <b>in very few instances.</b>	The responses to the instructions /questions are accurate in <b>some instances.</b>	The responses to the instructions /questions are accurate in <b>most instances.</b>	The responses to the instructions /questions are accurate in <b>all instances.</b>
2. Speak clearly to express their thoughts, feelings and ideas	Pupil is able to express himself /herself <b>with keywords or actions.</b>	Pupil is able to express himself /herself <b>with phrases and actions.</b>	Pupil is able to express himself /herself by <b>using complete sentences.</b>	Pupil is able to express himself/herself clearly <b>with elaboration and expression.</b>
3. Build on other's 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 <b>some reasoning.</b>	Pupil is able to give <b>relevant and substantial comments</b> to build on the ideas.	Pupil is able to negotiate <b>respectfully</b> during group discussions and give <b>constructive comments</b> to build on ideas.

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

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Numbers	Multiplication and Division <ul style="list-style-type: none"> <li>- Multiplication tables of 2, 5 and 10</li> <li>- Use of <math>\div</math></li> <li>- Relationship between multiplication and division</li> <li>- Multiplying and dividing within the multiplication tables</li> <li>- Mental calculation involving multiplication and division within the multiplication tables of 2, 5 and 10</li> </ul>	Textbook Workbook Ch 4 and 5  Companion Booklet  Factual Fluency Practice
2.	Measurement	Mass <ul style="list-style-type: none"> <li>- Measuring               <ul style="list-style-type: none"> <li>• Mass in kilograms/grams</li> </ul> </li> <li>- Using appropriate units of measurement and their abbreviations g, kg, g</li> <li>- Comparing and ordering               <ul style="list-style-type: none"> <li>• Masses</li> </ul> </li> </ul>	Textbook Workbook Ch 6
3.		Time <ul style="list-style-type: none"> <li>- Telling time to the minute</li> <li>- Measuring time in hours and minutes</li> <li>- Converting time in hours and minutes to minutes only, and vice versa</li> </ul>	Textbook Workbook Ch 7

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## HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 2

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 2, the focus for assessment for Mathematics are Multiplication and Division of Numbers and Measurement topics such as Mass and Time.

### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Compare and order objects by <u>length</u> , mass, or volume.	<ul style="list-style-type: none"> <li>Able to describe objects using language such as 'short' or 'long' correctly</li> </ul>	<ul style="list-style-type: none"> <li>Able to compare two objects and identify the shorter or longer length correctly</li> <li>Able to use comparative language such as 'shorter than', and 'longer than' correctly when comparing more two objects</li> </ul>	<ul style="list-style-type: none"> <li>Able to compare and order more than two objects correctly by length</li> <li>Able to use comparative <u>or</u> superlative language such as 'shorter than', 'longer than', 'shortest' and 'longest' correctly when comparing three or more objects</li> </ul>	<ul style="list-style-type: none"> <li>Able to compare and order more than two objects correctly by length</li> <li>Able to use comparative <u>and</u> superlative language such as 'shorter than', 'longer than', 'shortest' and 'longest' correctly when comparing three or more objects</li> </ul>
2. Tell time to the minute	<ul style="list-style-type: none"> <li>Able to tell time to the minute with a lot of guidance</li> </ul>	<ul style="list-style-type: none"> <li>Able to tell time to the minute with some guidance</li> </ul>	<ul style="list-style-type: none"> <li>Able to tell time to the minute with little guidance</li> </ul>	<ul style="list-style-type: none"> <li>Able to tell time to the minute independently</li> </ul>

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2 MOTHER TONGUE LANGUAGES

### CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	听	<ul style="list-style-type: none"> <li>听记具体信息 ( 文具、形状、交通工具、安全设施、食品、行业、天气、物品、小动物、处所 )</li> </ul>	课本 活动本 补充练习 活动单
2.	说及口语互动	<ul style="list-style-type: none"> <li>说出不同的文具和形状，按照顺序有条理地表达，能有礼貌地借东西和拒绝别人的要求</li> <li>说出不同的交通工具、如何上学和怎样安全地过马路</li> <li>说出本地常见食物的名称</li> <li>说出职业名称</li> <li>说出天气和与天气相关的物品</li> </ul>	
3.	读	<ul style="list-style-type: none"> <li>借助动画、插图等理解阅读材料</li> <li>借助汉语拼音进行阅读</li> <li>借助汉语拼音读出正确的字音</li> <li>朗读出正确的重音，在正确的地方停顿</li> </ul>	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<ul style="list-style-type: none"> <li>通过题目猜测阅读资料的有关内容</li> <li>通过四要素抓住故事大意</li> </ul>	
4.	写	<ul style="list-style-type: none"> <li>掌握笔顺的规则</li> <li>了解汉字的结构</li> <li>书写工整</li> <li>根据图意写句子</li> <li>使用顿号、感叹号</li> </ul>	

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## MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Mendengar	Mendengar dan mengecam perkataan, frasa dan ayat dengan betul Mendengar dan menyampaikan semula teks lisan Mendengar dan mengenal pasti idea utama dan sampingan Mendengar dan mengenal pasti susunan peristiwa atau idea	Buku Teks Cepak 2A Buku Aktiviti Cepak 2A Buku Teks Cepak 2B Buku Aktiviti Cepak 2B Buku Besar & Buku Kecil e-Cepak Kad 'Ayuh Bicara' (UNIT 7, UNIT 9 and UNIT 6)
2.	Bertutur	Menceritakan tentang sesuatu perkara dan menyampaikan maklumat yang relevan dengan jelas, menggunakan pelbagai ayat dan gaya yang sesuai Bertanya dan menjawab pertanyaan Bertukar-tukar fakta dan maklumat dengan menggunakan kosa kata yang sesuai	
3.	Membaca	Membaca pelbagai jenis teks dengan sebutan, kelancaran, gaya dan intonasi yang betul Membaca dan mengenal pasti idea utama dan sampingan	
4.	Menulis	Menulis perkataan, frasa dan ayat dengan betul dan kemas	
5.	Pengetahuan dan penggunaan Bahasa	Mengenal dan menggunakan kosa kata, kata adjektif, kata majmuk, imbuhan 'di' dan 'ke', dan frasa yang betul mengikut konteks	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		Menggunakan ayat penyata yang betul mengikut konteks Menggunakan ayat seruan yang betul mengikut konteks	

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## TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	படித்தல்	<ul style="list-style-type: none"> <li>மாணவர்களுக்குப் புதிய எழுத்துக்கள் அறிமுகம் செய்யப்படுகிறது. மாணவர்கள் படிப்படியாக எழுத்துக்களின் வரிவடிவத்தையும் ஒலிவடிவத்தையும் உணர்ந்து வாசிக்கக் கற்றுக்கொள்வார்கள்.</li> <li>மாணவர்கள் சரியான உச்சரிப்புடன் படிக்கக் கற்றுக்கொள்வாவார்கள்.</li> </ul>	எழுத்தட்டைகள், மின்னட்டைகள், மின்னிலக்கப் பக்கம் பாடநூல், பக்கம் 33
2.	கேட்டல் / பேசுதல்	<ul style="list-style-type: none"> <li>மாணவர்களின் கேட்கும் திறனை வளர்த்தல். கருத்துகளை நன்கு கேட்டு, பார்த்து, உள்வாங்கிக் கொண்டு பதிலளிக்கும் திறனைக் கற்றுக்கொள்வார்கள்.</li> <li>மாணவர்கள் பேசும் திறனை வளர்த்துக்கொள்வார்கள். மாணவர்கள் பொருத்தமான சொற்களைப் பயன்படுத்தி, பொருள் உணர்ந்து தங்கள் கருத்துகளைக் கூறக் கற்றுக்கொள்வார்கள். சக மாணவர்களுடன் தங்கள் கருத்தைப் பகிர்ந்து கொள்வார்கள்.</li> <li>மாணவர்கள் படித்துப் புரிந்துகொண்ட கதையை வாய்மொழியாகக் கூறக் கற்றுக்கொள்வார்கள்.</li> </ul>	"பெரிய புத்தகம் 3: பெரியவர் சொல் கேள் 2A பாடநூல், சிறுவர் கதைநூல் 3: உண்மையான நண்பர்கள் ஒலிப்பகுதி, பேச்சும் படமும், பயிற்சி நூல் 42 பட அட்டைகள்
3.	எழுதுதல்	<ul style="list-style-type: none"> <li>மாணவர்கள் கற்றுக்கொண்ட எழுத்துக்களை வரிவடிவம் சிதையாமல்</li> <li>சரியாக எழுதக் கற்றுக்கொள்வார்கள். சொற்களுக்கு இடையே சரியான இடைவெளிவிட்டு எழுதக் கற்றுக்கொள்வார்கள்.</li> </ul>	கையெழுத்து புத்தகம் பக்கம் 28

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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 2 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	Needs a lot of guidance in describing visual qualities and identifying what they see around them.	Shows developing understanding in identifying and describing basic visual qualities when prompted.	Shows proficient understanding in making detailed descriptions about their observations.	Shows exceptional understanding in making extensive descriptions about their observations.
2. Draw from their imagination and observation	Needs a lot of guidance in drawing basic proportions without excessive scribbles.	Shows developing ability in drawing simple proportions and is able to explain about their drawings in simple words when prompted.	Shows proficient ability in drawing accurate proportions and is able to independently explain their drawing in complete sentences.	Shows exceptional ability in drawing intricate details and accurate proportions and is able to extensively explain reasons for their drawing.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
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	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 in using basic art vocabulary to talk about what they see, feel and experience from artworks of other artists when prompted.	Shows proficient understanding in using basic art vocabulary to independently talk about what they see, feel and experience from artworks of other artists.	Shows exceptional understanding in using basic art vocabulary to talk about what they see, feel, experience and is able to make basic comparisons between their own artwork and other artists' artworks.

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## 2021 TERM 2 LEARNING PLAN PRIMARY 2

### MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Musical Elements	Playing as an ensemble to the song "Build a Community"
		Peter & the Wolf - Instruments in the Orchestra
		Role of a conductor and the simple time conducting patterns

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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 Music and Understanding Musical Elements.

### 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.

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





ESTABLISHED 1932

# XINGNAN PRIMARY SCHOOL

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Appreciate Music from local and global cultures.	-	-	Needs little guidance in recognizing folksongs around the world.	Able to recognize folksongs 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 2 LEARNING PLAN PRIMARY 2

### PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Dance	Explore a variety of locomotor and non-locomotor movements in variations of pathway, force
		Work in pairs to develop a movement phrase with locomotor and non-locomotor movements using a combination of shape, level, pathway, force, flow and perform in various positions
		Perform a pre-designed movement experience to the music "Ode to Joy", and repeat with modifications to timing (i.e. mirror, match, lead/follow).
2.	Gymnastics	Balance on the back and arms in the inverted position and coming out of the balance with control.
		Roll using the shape of round-tuck in a forward direction.
		Jump onto low apparatus with control, using one foot and two-feet take-offs.
		Perform a sequence of two different movements with smooth transition, and different starting and ending body positions.
3.	Games and Sports	Strike using the underhand movement pattern, a drop ball with a large, short-handled paddle against the wall.

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
4.		Strike using the two-handed sidearm movement, a ball from a tee/cone.
		Push using a long-handled implement, a ball to a target on the ground.
	Good Hygiene Habits	Acquire knowledge on good hygiene.
		Demonstrate good hygiene practices.
	How Diseases Are Spread	Acquire knowledge on prevention of spread of illnesses and diseases.
		Demonstrate the understanding of prevention of spread of illnesses and diseases.

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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 Physical Education and Health Education is on use of body as instrument of communication and self-expression, accompanied by various stimuli to perform a structured dance to the music 'Ode to Joy' with various modifications. Students are assessed on the ability to perform a gymnastic sequence of varied movement with smooth transitions. For Health Education, students are to demonstrate their understanding on the importance of safety practices while playing, using the road, and in public places as well as demonstrating safe practices with respect to themselves, others and the environment.

### 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 a little guidance to perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.	Able to perform confidently a gymnastic sequence of 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 2 LEARNING PLAN PRIMARY 2

### NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	International Friendship Day	<ul style="list-style-type: none"> <li>– Appreciate the diverse and colourful culture and traditions of the region and the lives of their peers in other ASEAN Member-States.</li> <li>– Strengthen the spirit of friendship and collaboration among different peoples in ASEAN and beyond.</li> <li>– Keep an open mindset and express an appreciation of the contributions of foreigners living, working and studying in Singapore.</li> </ul>	<ul style="list-style-type: none"> <li>– Kindsville Booklet</li> <li>– School-based activities</li> </ul>
2.	Coming Together as a Nation	<ul style="list-style-type: none"> <li>– Recognise that there are different groups of people living in Singapore</li> <li>– Recognise that the spread of SARS was a common challenge faced by the diverse groups of people in Singapore.</li> <li>– Identify the different ways we can provide support for our classmates and schoolmates.</li> <li>– Share instances of words of encouragement and support for them.</li> <li>– Work well in group settings.</li> <li>– Show examples of how we can provide accessibility features to people in our society.</li> </ul>	<ul style="list-style-type: none"> <li>– Digital Reader1: “Together We Go the Distance”</li> <li>– Social Studies Activity Book 2 – Page 2 &amp; 3</li> </ul>

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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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## 2022 TERM 2 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 &amp; 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"> <li>1. Provide pupils with broad exposure and experiences through fun and varied activities. These activities are broadly categorised into: Sports &amp; Games, Outdoor Education, Performing &amp; Visual Arts.</li> <li>2. Facilitate all-rounded development of pupils in the 5 learning domains; Moral, Cognitive, Physical, Social and Aesthetics.</li> <li>3. Provide varied avenues for pupils to develop social and emotional competencies.</li> </ol> <p>The characteristics of PAL are as follows:</p> <ul style="list-style-type: none"> <li>– Experiential in nature</li> <li>– Encompass learning in a creative way</li> <li>– Provide opportunities for children to create</li> <li>– Incorporate values education and SEL</li> <li>– Provide enjoyment and fun</li> </ul>

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Self Awareness	Recognise and label one's emotions and identify contributing factors to one's emotion
2.	Self Management	Recognise appropriate responses to emotions in a variety of context as well as recognising impulsive behaviours and their consequences.
3.	Leaders Lead Leaders Programme	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.
		Put First Thing First: Pupils would learn that it is important to live a balanced lifestyle, and recognise that it's all right to say no when necessary and then focus on their highest priorities. Lesson and activities would be incorporated into the FTGP Lesson.
		Think Win-Win: Pupils to learn about working efficiently with others to obtain optimal results. Lessons and activities would be incorporated into FTGP Lesson.

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### VALUES-IN-ACTION (VIA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Everyday's Responsibility	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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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	On My Own Two Feet	Learning to be responsible and seeking help in times of need.	Textbook  Workbook
2.	Happy Interactions	Forming their self-identity and being a positive impact in the society.	
3.	Our Vibrant Island	Making personal choices to understand and respect others through forming harmonious relationships	

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## 2022 TERM 2 LEARNING PLAN PRIMARY 2

### Modular CCA (MoCCA)

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

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