



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

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2022 TERM 2 LEARNING PLAN

Primary 4

English Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	Developing a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect.	<u>STELLAR Readers Text</u> Story: The Frog Prince Unit 4: Making Ice Cream Unit 5: A Nasty Accident Unit 6: The Four Friends XNPS Listening Activities Online Listening Package Little Red Dot by ST XNPS Reading Comprehension package Companion Booklet: A Fire!
		Making connections between parts of texts.	
		Drawing on prior knowledge and contextual clues.	
		Listening and viewing for understanding and enjoyment.	
2	Reading and Viewing	Enjoying reading a self-chosen storybook for enjoyment.	XNPS Reading Comprehension package Companion Booklet: A Fire!
		Constructing meaning from diverse and multiple texts.	
3	Speaking and Representing	Using prediction and confirmation as comprehension strategies.	XNPS Speaking Package
		Reading aloud and speaking with confidence.	
		Participating respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s).	

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4	Writing and Representing	Writing freely on the given topic (Sustained Silent Writing).	<u>STELLAR Workbook</u> Story: The Frog Prince Unit 4: Making Ice Cream Unit 5: A Nasty Accident Unit 6: The Four Friends XNPS Writing Package XNPS Spelling Kit Companion Booklet: A Fire!
		Expanding nouns into noun phrases.	
		Using pronouns to replace nouns.	
		Writing a narrative text in complete sentences and proper paragraphs (introduction, middle and end) for the given purpose, audience, context and culture (Continuous Writing).	
		Using phonics and learners' strategies to spell common and new words.	
5	Grammar	Using determiners.	<u>STELLAR workbook</u>
		Using adjective phrases with adverbs.	
		Using imperative verbs.	
		Using adjective phrases with adverbs.	
		Using collective nouns.	
		Using imperative verbs.	
		Using simple present tense for instructions, simple past tense for recount and past conditional "if".	

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		Using modals to demonstrate possibility.	
		Using adverbs to show a sequence of time.	
		Using connectors “so”, “otherwise” and “if” to combine sentences.	
		Using relative pronouns for reported speeches.	
		Using adjectives which act like a noun.	
		Using phrasal verbs.	
		Using modals to show obligation.	
		Using relative clauses.	
		Identifying the use of –ed adjectives and –ing adjectives.	
		Using adverbs of time and duration.	
		Using prepositions to show possession.	
		Using connectors at the beginning of a sentence followed by a comma.	
		Using colons in scripts.	

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6	Vocabulary	Using compound nouns to mean something specific.	
		Using imagery to describe actions.	
		Using prefixes and suffixes to base words to create new meanings.	
		Shortening words without changing their meanings by clipping.	
		Using similes to describe contexts.	
		Recognising the extent of the meaning of a word using the word cline.	

2022 TERM 2 ASSESSMENT MATTERS Primary 4 Mid-Year Examination

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Table of Specifications Primary 4 English Language

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
1	Writing	Guided writing with picture prompts and helping words (Pupils are to write at least 150 words)	Open-ended	1	20	9 May 2022	1h
2	Language Use and Comprehension	Vocabulary	MCQ discrete	6	6	10 May 2022	1h 30min
		Grammar	MCQ discrete	8	8		
		Grammar	Cloze (Fill-in-the-Blanks with helping words) -2 passages of 60-70 words, each testing a specific grammar item -4 blanks in each passage	4 + 4	8		
		Vocabulary	Cloze (Fill-in-the-Blanks with helping words)	4	4		
		Sentence Synthesis	Open-ended	4	4		
		Comprehension		5	10		

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		(1 passage; 200-220 words)	A variety of items, e.g. MCQ, Checking, Sequencing, Open-ended				
		Comprehension (1 passage; 220-300 words)		5	10		
3	Listening Comprehension	Picture-matching	MCQ discrete	6	14	10 May 2022	20 min
		Note-taking	Fill-in-the-blanks	5			
		Comprehension	MCQ discrete	3			
4	Oral Communication	Reading Aloud	Open-ended	1	6	18 April 2022	N.A.
		Stimulus-based Conversation		1	10		
	Total			100			

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2022 TERM 2 LEARNING PLAN PRIMARY 4 MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Fractions	Mixed Numbers and Improper Fractions – Mixed numbers, improper fractions and their relationship Fraction of a Set of Objects – Fraction as part of a set of objects Addition and Subtraction – Adding and subtracting fractions with denominators of given fractions not exceeding 12 and not more than two different denominators. – Solving up to 2-step word problems involving addition and subtraction.	Textbook Workbook Ch 4 Topical WS
2	Geometry	Angles – Using notation such as $\angle ABC$ and $\angle a$ to name angles. – Measuring angles in degrees. – Drawing an angle of a given size. – Relating quarter, half and complete turns to angles in degrees. – 8-point compass	Textbook Workbook Ch 5 Topical WS

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3	Geometry	Square and Rectangle – Properties of square and rectangle, excluding diagonal properties – Drawing rectangle and square on square grid	Textbook Workbook Ch 6 Topical WS
4	Heuristics	– Working backwards – Guess and check	Heuristics Package

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2022 TERM 2 ASSESSMENT MATTERS Primary 4 Mid-Year Examination

- Pupils need to bring their **Mathematical instrument sets** 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.
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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

Chapter 4 – Fractions

Measurement and Geometry:

Chapter 5 – Angles

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

Item Type	Marks	Period	Duration
MCQ	15 x 2 marks	11 May 2022	1 h 45 min
Short Answer Question	21 x 2 marks		
Word Problems	4 x 3 marks 4 x 4 marks		
Total:	100 marks		

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2022 TERM 2 LEARNING PLAN

Primary 4

Science

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Energy - Heat	<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. *Show an understanding that heat flows from a hotter to a colder object/region/place until both reach the same temperature. *Relate the change in temperature of an object to the gain or loss of heat by the object. *List some effects of heat gain/loss in our everyday life. <ul style="list-style-type: none"> - contraction / expansion of objects (solid, liquid and gas) - change in state of matter 	<p>Energy Textbook and Workbook</p> <p>Topical Package</p>

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		<p>*Identify good and poor conductors of heat.</p> <ul style="list-style-type: none"> - good conductors: metals - poor conductors: wood, plastics, air <p>*Measure temperature using a thermometer and a data logger with temperature/heat sensors.</p> <p>*Show objectivity by seeking data and information to validate observations and explanations about heat.</p> <p>Note: - Recall of the rate of heat transfer of specific materials (such as different types of metals) is not required</p>	
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2022 TERM 2 ASSESSMENT MATTERS

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Primary 4 Mid-Year Examination

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Table of Specifications Primary 4 Science

Lower Block (P3 and P4)	
Theme: Diversity Topic Classification: Living and non-living things Plants Animals Fungi and Bacteria	Theme: Energy Topics Light and Shadows Heat and Temperature

Item Type	Marks	Period	Duration
MCQ	28 x 2 marks = 56 marks	13 May 2022	1h 30min
Open-ended Question	13 qns x 2 / 3 / 4 marks = 44 marks		
Total	100		

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2022 TERM 2 LEARNING PLAN Primary 4 Mother Tongue Languages

Primary 4 Chinese Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	<ul style="list-style-type: none"> 通过历届考题，让学生复习听力试卷。 	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"> 根据图意和提示讲述事情的起因、经过和结果。 使用表示时间的词语讲述事情的经过和结果 	
3	读	<ul style="list-style-type: none"> 通过一个人的所见、所闻、所想、所做了解事情的经过 通过事情的起因、经过推测结果 认识阅读材料的构成（短信） 	
4	写	<ul style="list-style-type: none"> 通过一个人的所见、所闻、所想、所做，写出事情的经过 能在写段落时使用对话 描写人物的动作 写出作文的结尾 使用短信与人交流 根据图意和提示写出事情的起因、经过和结果。 	

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Primary 4 Malay Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Bertutur	<ul style="list-style-type: none"> • berbual tentang sesuatu perkara atau maklumat relevan dengan sebutan dan intonasi yang betul • bertukar-tukar fakta, maklumat atau pendapat dengan menggunakan laras bahasa yang sesuai mengikut konteks 	<ul style="list-style-type: none"> • Cekap 4A Bahasa Melayu (Unit 3 pel 3 & 4, Unit 4 & Unit 5) • Google Classroom • SLS • 3 Ayat Sehari • Pakej Bahasa • Pakej Karangan • Pakej Kefahaman Pakej Lisa'
2	Membaca	<ul style="list-style-type: none"> • membaca dan meringkaskan idea utama • membaca dan mengenal pasti susunan peristiwa atau idea • membaca dan memahami maklumat yang tersirat • membaca dan memberikan sudut pandangan peribadi tentang bacaan 	
3	Mendengar	<ul style="list-style-type: none"> • mendengar dan menghubungkan pengalaman peribadi 	
4	Menulis	<ul style="list-style-type: none"> • menggunakan permulaan yang menarik dan penutup yang memuaskan dalam penulisan karangan berdasarkan gambar bersiri 	
5	Pengetahuan dan Penggunaan Bahasa	<ul style="list-style-type: none"> • menggunakan peribahasa yang betul dan sesuai mengikut konteks • membina ayat yang betul mengikut konteks (ayat penyata, ayat tunggal dengan peluasan predikat dan ayat seruan) • menggunakan kata dengan betul mengikut konteks (kata kerja transitif dan kata kerja tak transitif, kata ganda, kata penguat, kata majmuk dan kata berpasangan) 	

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Primary 4 Tamil Language

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	பேசுதல்	<ul style="list-style-type: none"> மாணவர்களைத் தமிழில் பேச ஊக்குவிப்பது நமது முக்கிய நோக்கமாகும். கதைகள், பாகமேற்று நடித்தல், உரையாடல்கள் போன்றவற்றின் மூலம் மாணவர்களைத் தமிழில் பேச ஊக்குவிப்போம். மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட தலைப்புகளை ஒட்டி கலந்துரையாடுவர். 	பாட நூல், பக்கம் 31 சிறுவர் கதைநூல் நூல்
2	வாசிப்பு	<ul style="list-style-type: none"> மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட வாசிப்புப்பகுதிகள், சிறுவர் கதைநூல், கதைப்புத்தகங்கள் போன்றவற்றின் துணைக்கொண்டு சரளமாக வாசிக்கக் கற்றுக்கொள்வர். மாணவர்கள் ஏற்ற இறக்கத்துடன் வாசிக்கக் கற்றுக்கொள்வர். 	பாட நூல், காலை உணவை மறக்காதே! பக்கம் 32 சிறுவர் கதைநூல்

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		<ul style="list-style-type: none"> மாணவர்கள் ல-ள-ழ ஒலி வேறுபாடு உணர்ந்து பகுதியை முறையாக உச்சரித்துப் படிக்கக் கற்றுக்கொள்வர். 	
3	கேட்டல் / நோக்கல்	<p>கேட்டல் மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>நோக்கல் மாணவர்கள் ஒளிக்காட்சியைப் பொருளுணர்ந்து கவனித்து, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p>	<p>அசைவு படக்காட்சி பயிற்சி புத்தகம் - 3 சுறாமீன் கற்றுத் தந்த பாடம், பக்கம் 30</p> <p>ஒலிப்பகுதி பயிற்சி புத்தகம் - 4 சிசிலியாவின் அனுபவம் பக்கம் 45</p>
4	மொழி பயிற்சிகள் / எழுத்து வேலை	<p>மாணவர்கள் ஒருமை பன்மை மொழிக்கூறின் பயன்பாட்டை அறிவர்.</p> <p>கட்டுரை: மாணவர்கள் ஆசிரியரின் வழிகாட்டுதலுடன் கட்டுரை எழுத பயில்வர்.</p>	<p>பாட புத்தகம், பக்கம் 56 பயிற்சி புத்தகம், பக்கம் 47</p> <p>எதிர்பாராத உதவி பயிற்சி புத்தகம், பக்கம் 55 சீனப் புத்தாண்டும்</p>

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		எழுத்துவழிக் கருத்துப்பரிமாற்றம் : மாணவர்கள் தங்கள் எண்ணங்களை ஒருவருக்கு எழுத்துவழி தெரிவிக்கவும் உத்தியைக் கற்றுக்கொள்வார்கள்.	பழங்களும் பயிற்சி புத்தகம் பக்கம் 42

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2022 TERM 2 ASSESSMENT MATTERS Primary 4 Mid-Year Examination

- Only **dictionaries** endorsed by the school are allowed to be used in the Mother Tongue Paper 1 (Composition) Examination.
- If your child is ill, it is advisable for him/her to see a doctor and rest at home. Your child will not be disadvantaged as the final marks will be pro-rated.
- 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. Absence from any Term Review 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 4 Chinese Language

考试范围 :4A华文课本第一至第八课内容

测试	考查项目	考查方式	题数	分数	周数	时间
口试				30分	18 April 2022	-
试卷 (一)	看图作文	自由作答	1	15分	9 May 2022	40分钟
听力	(一) 听音拼写	填充	2	2分	12 May 2022	30分钟
	(二) 听话选图	多项选择	2	2分		
	(三) 听力理解	多项选择	6	6分		
试卷 (二)	(一) 辨字测验	多项选择	2	4分		1小时20分钟
	(二) 词语选择	多项选择	4	8分		
	(三) 词语搭配	填充 (提供选项)	4	8分		
	(四) 短文填空	多项选择	4	8分		
	(五) 阅读理解	多项选择/书面回应	3	8分		
	(六) 理解问答	作答	5	9分		
总分			33	100分		

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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Primary 4 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Lisan	Bacaan	<i>Paparan Teks</i>	10	18 April 2022	-
	Perbualan Berdasarkan Gambar	<i>Gambar</i>	20		
Kertas 1 Karangan	Menulis cerita	<i>Gambar</i>	15	9 May 2022	40 minit
Kefahaman Mendengar	Kefahaman Mendengar	<i>MCQ</i>	10	12 May 2022	30 minit
Kertas 2 Penggunaan Bahasa dan Kefahaman	Imbuhan	<i>MCQ</i>	10		1 jam 20 minit
	Peribahasa	<i>MCQ</i>	8		
	Melengkapkan Teks	<i>MCQ</i>	10		
	Kefahaman Objektif (berserta interaksi penulisan)	<i>MCQ OE</i>	8		
	Kefahaman Subjektif	<i>OE</i>	9		
Jumlah			100		

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Primary 4 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
வாய்மொழி	வாசிப்பு	வாசிப்பு பகுதி	10	18 April 2022	-
	படத்தை ஒட்டி உரையாடுதல்	உரையாடல்	20		
		மொத்தம்	30		
தாள் 1 - கட்டுரை	படக் கட்டுரை	(OE)	15	9 May 2022	40 நிமிடங்கள்
கேட்டல் கருத்தறிதல்	கேட்டல் கருத்தறிதல்	(MCQ)	10	12 May 2022	30 நிமிடங்கள்
தாள் 2 மொழிக் கூறு	மூவிடப் பெயரும் வினையும்	(FIB)	5x2		1 மணி நேரம் 20 நிமிடங்கள்
	செய்யுள்	(MCQ)	4x2		
	தெரிவுவிடை கருத்தறிதல்	(3 MCQ) + (1 OE)	(3X2)+4		
	முன்னுணர்வு கருத்தறிதல்	(FIB)	4x2		
	சுயவிடை கருத்தறிதல்	(FIB)	9		
தேர்வு 2 - மொத்தம்			45		
மொத்தம்			100		

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2022 TERM 2 LEARNING PLAN

Primary 4

Art

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	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	Needs a lot of guidance to draw basic proportions from observation and create imaginative details.	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	Needs a lot of guidance to describe visual qualities in what they see.	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	Needs a lot of guidance to ask questions to make meaning of what they see.	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	Needs a lot of guidance to present their own ideas in art making in basic sentences and in looking at others' ideas.	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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2022 TERM 2 LEARNING PLAN

Primary 4

Music

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Music Appreciation from global culture	Learn to play the angklung as a class ensemble
	Angklung playing	
	Ensemble playing	Perform as a class ensemble for an Indonesian folk song – Bengawan Solo, Lenggang Kangkung or Geylang Sipaku Geylang

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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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PEOPLE DEVELOPER





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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 2 LEARNING PLAN

Primary 4

Physical Education and Health Education

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Athletics	Jump for distance using single-foot take-off with a short approach run (i.e. taking 3 to 5 strides).	
		Jump for height using single-foot take-off over an obstacle approximately 30 to 40cm in height from one foot with a short approach run (i.e. taking 3 to 5 strides).	
		Throw using a short approach run (i.e. taking 3 strides), appropriate projectile-like objects, aiming for both height and distance.	
		Push a weighted ball from a standing position, aiming for both height and distance.	
2	Gymnastics	Balance on hands with straightened arms and with feet supported (e.g. apparatus-support, wall-support), with hips and feet raised above the height of the head.	
		Balance on hands with straightened arms on ground and a variety of low to medium-height apparatus, with the body facing downward, while swinging	

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		one straightened leg up and off the floor, and pushing off the floor with the other foot, to switch legs in the air, and landing on the foot of the swung leg.	
		Turn in lateral rotation, demonstrate a transfer of body weight from feet, onto hands by swinging one straightened leg up and off the floor, and push off the floor with the other foot, and back to feet to land with control.	
3	Games & Sports	Send (Throw, Kick and Push using a long-handled implement) an object (ball, puck) to a stationary and moving teammate, remain in position or move into a new position to receive a return pass, while either the sender or receiver is being defended.	
		Receive a pass (with the hands, feet and a long-handled implement) and send to a stationary and moving teammate, while either the receiver or sender is being defended.	
		Receive a pass and dribble (using the hands, feet and a long-handled implement), keeping away from a defender and either pass to a stationary and moving partner or shoot on goal, with and without a defender.	
4	Substances Harmful to Health	Demonstrate ability to reject these harmful substances when offered.	
		Understand some laws and regulations related to smoking substance use and abuse help to safeguard the health of the community and maintain a clean environment.	

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	Sports Safety	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 2 LEARNING PLAN PRIMARY 4

NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	International Friendship Day	<ul style="list-style-type: none"> – Appreciate the diverse and colourful culture and traditions of the region and the lives of their peers in other ASEAN Member-States. – Strengthen the spirit of friendship and collaboration among different peoples in ASEAN and beyond. – Keep an open mindset and express an appreciation of the contributions of foreigners living, working and studying in Singapore. 	<ul style="list-style-type: none"> – Kindsville Booklet – School-based activities
2.	Understanding our Past: Lives & Contributions of Settlers in Singapore (1819 – 1930s)	<ul style="list-style-type: none"> – Describe how settlers contributed to Singapore's growth. <ul style="list-style-type: none"> o their challenges faced in Early Singapore. o their contributions to healthcare o their contributions to education – Consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions. – Express thoughts and feelings fluently and confidently in a group with teacher guidance. 	<ul style="list-style-type: none"> – Social Studies Textbook 4A – Chapter 3 – Social Studies Activity Book 4A – Activity 3.1 to 3.4

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2022 Semester 1 Assessment Primary 4

- Your child/ward will be assessed on classroom participation, activities in the Activity Book, Reflections and Performance Task.
- A letter grade 'A', 'B' or 'C' will be awarded accordingly and will be reflected in your child's/ward/s report book.

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2022 TERM 2 LEARNING PLAN

Primary 4

FTGP/ CCE/ VIA

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	FTGP: Relationship Management	Pupils would learn about how they can stand by their peers when they see their peers in need of help.	FTGP Activity Book
	FTGP: Social Awareness	Show sensitivities of how others feel and explain why they may feel that way.	
	FTGP: Responsible Decision Making	Learn to share and put others first Recognise and reflect on the impact and consequences of one's decision on self and others.	
2	Leaders Lead Leaders Programme	Begin with the end in mind: Pupils would learn about how they can develop an outcome-oriented mindset in every activity they engage in—projects, meetings, presentations, contributions, etc. Lessons and activities would be incorporated into the FTGP Lessons.	

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		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. Lessons and activities would be incorporated into the FTGP Lesson.	
		Think Win-Win: Pupils would learn about working efficiently with others to obtain optimal results. Lessons and activities would be incorporated into FTGP Lessons.	
3	VIA: 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.	
4.	CCE	<p>We Are Friends Discovering our own identity while learning to relate well with others.</p> <p>Where I Belong Appreciating our identities as Singaporeans.</p> <p>It's Our Turn Contributing to a caring and gracious community.</p>	

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2022 TERM 2 LEARNING PLAN

Primary 4

MOCCA

S/N	Topic(s)/ Skill(s)	Class(es)	Learning Outcomes	Reference Materials
1	XTEND	4A, 4B 4C, 4D, 4E	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	-

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