



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

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Website: www.xingnanpri.moe.edu.sg

2022 TERM 2 LEARNING PLAN Primary 5 English Language & Foundation English Language

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|---------------------------|--|--|
| 1 | Listening and Viewing | <p>Developing listening and viewing skills for understanding by focusing on literal and inferential meaning.</p> <p>Developing critical listening and viewing by focusing on implied meaning, higher-order thinking and evaluation.</p> | <p>STELLAR readers Unit 4: Ride On! Unit 5: Space Junk Unit 6: When I Grow Up</p> |
| 2 | Reading and Viewing | <p>Processing and comprehending texts by focusing on literal and inferential meaning.</p> <p>Analysing, evaluating and appreciating texts by focusing on implied meaning, higher-order thinking and judgement.</p> <p>Responding to a wide and extensive range of texts for enjoyment and understanding how the language is used in diverse contexts.</p> <p>Developing accuracy and fluency in speaking and representing.</p> | <p>STELLAR readers (Foundation English (FEL)) Unit 3: Basic Photography Unit 4: The Hot Springs of Sembawang</p> <p>XNPS School Library Little Red Dot by ST XNPS Speaking package Online LC package XNPS Listening activities XNPS Reading comprehension package</p> |
| 3 | Speaking and Representing | Exploring, generating, developing and organising ideas respectfully as individuals and collaboratively in various contexts. | |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------------|--|---|
| | | Speaking and representing confidently, coherently and cohesively for a variety of purposes, audiences, contexts and cultures. | |
| | | Monitoring, reviewing, revising and refining responsibly before, during and after speaking and representing. | |
| 4 | Writing and Representing | Using accurate and consistent spelling. | |
| | | Generating, selecting and organising ideas for writing and representing creatively and critically for Free, Continuous or Situational Writing. | |
| | | Reviewing, revising, editing and proofreading to improve writing and representing. | |
| 5 | Grammar | Identifying word classes and modifying these words, especially in Synthesis and Transformation questions. | |
| | | Modifying sentences using adverbs, adverbial phrases, relative pronouns, relative clauses, apposition. | |
| | | Revising on the types of prepositions with emphasis on accompaniment. | |
| | | Revising punctuation (brackets, semi-colons, colons, hyphens, dashes). | |
| | | Revising the use of tenses in context. | |
| | | | STELLAR workbook Unit 4: Ride On! Unit 5: Space Junk Unit 6: When I Grow Up STELLAR workbook (Foundation English (FEL)) Unit 3: Basic Photography Unit 4: The Hot Springs of Sembawang |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|---|---------------------|
| 6 | Vocabulary | Building vocabulary in relation to the STELLAR themes. | |
| | | Inferring meaning of words using contextual cues. | |
| | | Finding out the meanings of words, the origins and the word classes through the use of online dictionaries. | |
| | | Applying figurative language in sentences accurately. | |

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2022 TERM 2 ASSESSMENT MATTERS Primary 5 Term 2 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 English Language

| Paper | Component | Content | Item Type | No. of Items | Marks | Period | Duration |
|-------|--|--|--|--------------|-------|-------------|----------|
| 2 | Language Use and Comprehension (Booklet B only) | Grammar Cloze | Cloze (Fill-in-the-Blanks with helping words) | 10 | 10 | Weeks 8 - 9 | 1h |
| | | Editing for Spelling and Grammar | Open-ended | 12 | 12 | | |
| | | Open Cloze | | 15 | 15 | | |
| | | Synthesis and Transformation | | 5 | 10 | | |
| | | Comprehension (1 passage consisting of 330 – 450 words) | A variety of items: e.g. sequencing, graphic organiser, open-ended | 10 | 20 | | |
| 4 | Oral Communication | Reading Aloud | Open-ended | 1 | 10 | 6 May 2022 | N.A. |
| | | Stimulus-based Conversation | | 1 | 20 | | |
| | Total | | | | 97 | | |

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Table of Specifications Primary 5 Foundation English Language

| Paper | Component | Content | Item Type | No. of Items | Marks | Period | Duration |
|-------|--|---|---|--------------|-------|-------------|----------|
| 2 | Language Use and Comprehension (Booklet B only) (Paper 2) | Form Filling | Open-ended | 5 | 5 | Weeks 8 - 9 | 1h |
| | | Editing for Grammar | | 6 | 6 | | |
| | | Editing for Spelling | | 6 | 6 | | |
| | | Completion of Sentences | | 5 | 5 | | |
| | | Synthesis | | 3 | 3 | | |
| | | Comprehension Cloze | | 5 | 5 | | |
| | | Comprehension Passage A (150 words, with visuals) | A variety of items: e.g. sequencing, graphic organiser, open-ended | 3 | 10 | | |
| | | Comprehension Passage B (160 words) | | 4 | | | |

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| | | | | | | | |
|---|--------------------|-----------------------------|------------|---|----|------------|------|
| 4 | Oral Communication | Reading Aloud | Open-ended | 1 | 10 | 6 May 2022 | N.A. |
| | | Stimulus-based Conversation | | 1 | 20 | | |
| | Total | | | | 70 | | |

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2022 TERM 2 LEARNING PLAN Primary 5 Mathematics

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|--|
| 1 | Area and Volume | Area of Triangle <ul style="list-style-type: none"> – Concepts of base and height of a triangle – Area of triangle – Finding the area of figures made up of rectangles, squares and triangles | Textbook Workbook Ch 4 Topical WS |
| 2 | | Volume of Cube and Cuboid <ul style="list-style-type: none"> – Building solids with unit cubes – Measuring volume in cubic units, cm^3 and m^3, excluding conversion between cm^3 and m^3 – Drawing cubes and cuboids on isometric grid – Volume of a cube/cuboid – Finding the volume of liquid in a rectangular tank – Relationship between ℓ (or ml) and cm^3 | Textbook Workbook Ch 5 Topical WS |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|---|
| 3 | Ratio | <p>Ratio</p> <ul style="list-style-type: none"> – Notation, representations and interpretation of $a : b$ and $a : b : c$, where a, b and c are whole numbers, excluding ratios involving fractions and decimals – Equivalent ratios – Dividing a quantity in a given ratio – Expressing a ratio in its simplest form – Finding the ratio of two or three given quantities – Finding the missing term in a pair of equivalent ratios – Finding one quantity given the other quantity and their ratio – Solving up to 2-step word problems involving ratio | <p>Textbook Workbook Ch 6</p> <p>Topical WS</p> |
| 4 | Decimals | <p>Four Operations</p> <ul style="list-style-type: none"> – Multiplying and dividing decimals (up to 3 decimal places) by 10, 100, 1000 and their multiples without calculator – Converting a measurement from a smaller unit to a larger unit in decimal form, and vice versa <ul style="list-style-type: none"> • kilometres and metres • metres and centimetres • kilograms and grams • litres and millilitres – Solving word problems involving the 4 operations | <p>Textbook Workbook Ch 7</p> <p>Topical WS</p> |

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2022 TERM 2 LEARNING PLAN Primary 5 Foundation Mathematics

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|---|
| 1 | Fractions | <p>Concepts of Fractions</p> <ul style="list-style-type: none"> – Fraction as part of a whole – Fraction as part of a set of objects <p>Equivalent Fractions</p> <ul style="list-style-type: none"> – Equivalent fractions – Expressing a fraction in its simplest form – Comparing and ordering unlike fractions, with denominators of given fractions not exceeding 12 – Writing the equivalent fraction of a fraction given the denominator of the numerator <p>Mixed Numbers and Improper Fractions and their Relationship</p> | <p>Textbook Workbook Ch 4</p> <p>Topical WS</p> |
| 2 | | <p>Addition and Subtraction</p> <ul style="list-style-type: none"> – Adding and subtracting fractions with denominators of given fractions not exceeding 12 and not more than two different denominators without calculator – Adding and subtracting mixed numbers – Solving up to 2-step word problems involving addition and subtraction | <p>Textbook Workbook Ch 7</p> <p>Topical WS</p> |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|---|
| 3 | Geometry | <p>Perpendicular and Parallel Lines</p> <ul style="list-style-type: none"> Perpendicular and parallel lines Draw perpendicular and parallel lines on square grid <p>Angles</p> <ul style="list-style-type: none"> Using notation such as $\angle ABC$ and $\angle a$ to name angles Measuring angles in degrees Drawing an angle of a given size Angles on a straight line Angles at a point Vertically opposite angles Finding unknown angles <p>Rectangle and Square</p> <ul style="list-style-type: none"> Properties of rectangle and square, excluding diagonal properties Drawing rectangle and square on square grid | <p>Textbook Workbook Ch 5</p> <p>Topical WS</p> |
| 4 | Measurement | <p>Time</p> <ul style="list-style-type: none"> Measuring time in hours and minutes Converting time in hours and minutes to minutes only, and vice versa Finding the starting time, finishing time or duration given the other two quantities 24-hour clock Solving problems involving time in 24-hour clock | <p>Textbook Workbook Ch 6</p> <p>Topical WS</p> |

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2022 TERM 2 ASSESSMENT MATTERS Primary 5 Term 2 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.
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Table of Specifications Primary 5 Mathematics

Measurement and Geometry:

Chapter 4 – Area of Triangle

Chapter 5 – Volume

Number and Algebra:

Chapter 6 – Ratio

| 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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Table of Specifications Primary 5 Foundation Mathematics

Number and Algebra:

Chapter 4 – Fractions (1): Fractions and Mixed Numbers

Measurement and Geometry:

Chapter 5 – Geometry

Chapter 6 – Time

| 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 2 LEARNING PLAN Primary 5 Science

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|------------------------|---|---|
| 1 | Reproduction in plants | <ul style="list-style-type: none"> • Show an understanding that living things reproduce to ensure continuity of their kind. • Characteristics of an organism are passed on from parents to offspring. • Identify the reproductive parts of a flowering plant. • State how non-flowering plants produce. • Recognise processes in the sexual reproduction of flowering plants: <ul style="list-style-type: none"> - pollination - fertilisation (seed production) - seed dispersal - germination | <p>Cycles (Standard) textbook and workbook</p> <p>Topical Package</p> |
| 2 | Reproduction in humans | <ul style="list-style-type: none"> • Identify the male and female reproductive parts in humans. • Recognise the process of fertilisation in the sexual reproduction of humans. • Understand that ovaries produce eggs and the testes produce sperms. • Understand that fertilisation occurs when a sperm fuses with an egg and the fertilised egg develops in the womb. • State the similarity/ difference between sexual reproduction in flowering plants and in humans | <p>Cycles (Standard) textbook and workbook</p> <p>Topical Package</p> |

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2022 TERM 2 LEARNING PLAN Primary 5 Foundation Science

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|----------------------------|---|--|
| 1 | Water and changes of state | <ul style="list-style-type: none">• Recognise that water can exist in three interchangeable states of matter.• Show an understanding of how water changes from one state to another:<ul style="list-style-type: none">- Melting (solid to liquid)- Evaporation/Boiling (liquid to gas)- Condensation (gas to liquid)- Freezing (liquid to solid)• Show an understanding of the terms melting point of ice (or freezing point of water) and boiling point of water. | Cycles (Foundation) textbook and workbook Topical Package |
| 2 | The water cycle | <ul style="list-style-type: none">• Recognise the changes in states of water in the water cycle.• Recognise the importance of the water cycle.• Show concern for water as a limited natural resource and the need for water conservation.• State ways to conserve water by reducing wastage, and by reusing and recycling water. | Cycles (Foundation) textbook and workbook Topical Package |

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Table of Specifications Primary 5 Science

Upper Block (P5 and P6)

Theme: Cycles

Water and its Changes of State
The Water Cycle
Reproduction in plants
Reproduction in humans

Theme: Systems

Basic unit of life (Cells)

P3 Theme: Diversity
Materials

| Item Type | No. of Qns | No. of Marks per Qn | Marks | Period | Duration |
|---------------------------|------------|---------------------|-------|-------------|----------|
| Multiple Choice Questions | 14 | 2 | 28 | Weeks 8 - 9 | 1 h |
| Open-ended Questions | 6-7 | 2, 3, 4 or 5 | 22 | | |
| Total Marks | | | 50 | | |

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Table of Specifications Primary 5 Foundation Science

| Upper Block (P5 and P6) |
|---|
| <p>Theme: Cycles</p> <p>Water and its Changes of State The Water Cycle Reproduction in plants Reproduction in humans</p> |

| Item Type | No. of Qns | No. of Marks per Qn | Marks | Period | Duration |
|---------------------------|------------|---------------------|-----------|-------------|----------|
| Multiple Choice Questions | 10 | 2 | 20 | Weeks 8 - 9 | 45 min |
| Open-ended Questions | 3-4 | 2, 3, or 4 | 15 | | |
| Total Marks | | | 35 | | |

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2022 TERM 2 LEARNING PLAN Primary 5 Mother Tongue Languages

Primary 5 Chinese Language

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|----------------------------------|
| 1 | 听 | <ul style="list-style-type: none"> 通过“认为”听出说话者的看法 听出说话者的不同看法 | 课本 活动本 补充练习 活动单 口试手册 |
| 2 | 说及口语互动 | <ul style="list-style-type: none"> 能够复述课文内容 能对任务的行为发表看法，说明理由 能有礼貌地回应他人的看法，提出建议 能够和同学交流你对人物行为的看法 | |
| 3 | 读 | <ul style="list-style-type: none"> 找出点明课文中心的句子 学习对人物的行为发表看法 学习利用字典和词典查部首不明显的字 学习通过行为概括人物的特点 | |
| 4 | 写 | <ul style="list-style-type: none"> 审题，理解题目的意思和要求；一句题意选择适当的材料；利用图表构思内容；根据提示写作文（或打写） 叙述时，保持人称的一致 描写人物的外貌、动作和对话 进行书面讨论时，能根据需要提出问题或看法；并能对他人的问题或看法做出适当的回应 | |

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Primary 5 Malay Language

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|-----------------------------------|---|---|
| 1 | Bertutur | <ul style="list-style-type: none"> menemu ramah seseorang dengan mengemukakan soalan-soalan yang sesuai mengikut situasi, konteks dan tujuan membentangkan laporan bagi sesuatu tugas yang diberikan dengan jelas dan menggunakan bahasa yang betul | <ul style="list-style-type: none"> Cekap 5A Bahasa Melayu Lanjutan (Unit 3 & 4) Google Classroom SLS |
| 2 | Membaca | <ul style="list-style-type: none"> membaca dan mengenal pasti informasi spesifik dan perincian teks membaca dan membuat kesimpulan | |
| 3 | Mendengar | <ul style="list-style-type: none"> mendengar dan membuat inferens | |
| 4 | Menulis | <ul style="list-style-type: none"> menghasilkan perenggan/stanza/bait/rangkap menjana dan menyusun idea untuk membina pelbagai jenis teks dengan berurutan dan bertautan | |
| 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 tanya, ayat penyata, majmuk) menggunakan kata dengan betul mengikut konteks (kata adjektif, kata terbitan, seerti/seiras, kata hubung, kata arah, kata ganda, bandingan semacam) | |

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Primary 5 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, மாணவர் கற்றல் தளம் (SLS) எ.கா: ஒலிப்பகுதி – புதையலைத் தேடி, பயிற்சிநூல் – பயிற்சி 3.5 |
| 2 | படித்தல் | மாணவர்கள் புனைகதைகள், மறக்கமுடியாத அனுபவங்களும் மனிதர்களும் & பன்னாட்டுக் கலைகள் ஆகிய தலைப்புகளில் இடம்பெறும் பகுதிகளைப் பொருளுணர்ந்து படிப்பார்கள்/வாசிப்பார்கள். | பாடநூல், சிறுவர் கதைநூல் எ.கா: சிறுவர் கதைநூல் - காற்றுள்ளபோதே தூற்றிக்கொள் |
| 3 | எழுதுதல் | மாணவர்கள் சொல்வதெழுதுதல், கட்டுரை, முன்னுணர்வுக் கருத்தறிதல், தெரிவுவிடைக் கருத்தறிதல், சுயவிடைக் கருத்தறிதல், கருத்துவிளக்கப்படக் கருத்தறிதல் ஆகியவற்றைக் கற்றுணர்ந்து எழுதுவார்கள். | பயிற்சிநூல், பயிற்சித்தாள்கள் எ.கா: பயிற்சிநூல் – பயிற்சி 3.3 |

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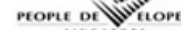
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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|-------------------------------------|--|--|
| 4 | எழுத்துவழிக் கருத்துப்பரிமாற்றம் | மாணவர்கள் பல்வேறு சூழல்களின் அடிப்படையிலான சுயவிடைக் கருத்தறிதல் & கருத்துவிளக்கப்படப் பகுதிகளைக் கற்றுணர்ந்து எழுத்துவழிக் கருத்துப்பரிமாற்றப் பகுதியைச் செய்வார்கள். | எ.கா: பயிற்சிநூல் – பயிற்சி 3.4 |
| 5 | மொழிக்கூறுகள் | <p>மாணவர்கள் இலக்கணக் கூறுகள், ஒலி வேறுபாட்டுச் சொற்கள், செய்யுள்கள் ஆகியவற்றை அறிந்துகொள்வார்கள்.</p> <p>எ.கா: பெயரெச்சம் & வினையெச்சம் பயன்பாட்டை அறிந்துகொள்வார்கள்.</p> <p>பழமொழிகள் – ஒருவர் பொறை இருவர் நட்பு திருக்குறள் – ‘ஈன்ற பொழுதின் பெரிதுவக்கும்...’ ஒலி வேறுபாட்டுச் சொற்கள் – ‘ன,ண’ ஒலி வேறுபாடு</p> | <p>பயிற்சிநூல், பாடநூல், கற்றல் செயலிகள் (Plickers, Decktoys, Quizlet, Quizizz)</p> <p>பாடநூல் & பயிற்சிநூல் – பயிற்சி 3.1 & 3.2</p> <p>சிறுவர் கதைநூல் – நல்ல நட்பு</p> <p>பாடநூல்</p> <p>பாடநூல் பாடம் 7 – கனிவும் கண்டிப்பும்</p> |

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2022 TERM 2 ASSESSMENT MATTERS Primary 5 Term 2 Review

- 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 5 Chinese Language

| 测试 | 考查项目 | 考查方式: | 题数 | 分数 | 周数 | 时间 |
|----|------|-------|----|-----|------------|----|
| 口试 | 朗读短文 | 朗读 | 1 | 20分 | 6 May 2022 | - |
| | 看图会话 | 对话 | 1 | 30分 | | |
| 总分 | | | - | 50分 | | |

Primary 5 Foundation Chinese Language

| 测试 | 考查项目 | 考查方式 | 题数 | 分数 | 周数 | 时间 |
|----|------|------|----|-----|------------|----|
| 口试 | 朗读短文 | 朗读 | 1 | 15分 | 6 May 2022 | - |
| | 看图会话 | 对话 | 1 | 40分 | | |
| 总分 | | | - | 55分 | | |

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Primary 5 Higher Chinese Language

| 测试 | 考查项目 | 考查方式: | 题数 | 分数 | 周数 | 时间 |
|-----|----------|-------|----|-----|-------------|----|
| 试卷二 | 阅读理解 (一) | 开放式 | 6 | 16分 | Weeks 8 - 9 | - |
| | 阅读理解 (二) | 开放式 | 7 | 24分 | | |
| 总分 | | | - | 40分 | | |

Table of Specifications

Primary 5 Malay Language

| Komponen | Kandungan | Jenis Item | Markah | Waktu | Jangka Masa |
|----------|--|----------------------|--------|------------|-------------|
| Lisan | Bacaan | <i>Paparan Teks</i> | 20 | 6 May 2022 | - |
| | Perbualan Berdasarkan Rangsangan Video | <i>Paparan Video</i> | 30 | | |
| Jumlah | | | 50 | | |

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Primary 5 Higher Malay Language

| Komponen | Kandungan | Jenis Item | Markah | Waktu | Jangka Masa |
|----------------------------------|-------------|------------|--------|--------------|-------------|
| Kertas 2 Penggunaan Bahasa | Kefahaman 1 | OE | 16 | Minggu 8 - 9 | - |
| | Kefahaman 2 | OE | 24 | | |
| Total | | | 40 | | |

Primary 5 Foundation Malay Language

| Komponen | Kandungan | Jenis Item | Markah | Waktu | Jangka Masa |
|----------|---|---------------|--------|------------|-------------|
| Lisan | Bacaan | Paparan Teks | 15 | 6 May 2022 | - |
| | Perbualan Berdasarkan Rangsangan Video | Paparan Video | 40 | | |
| Total | | | 55 | | |

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Table of Specifications

Primary 5 Tamil Language

| தேர்வுக் கூறு | அமைப்பு | அமைப்பு | மதிப்பெண்கள் | வாரம் | நேரம் |
|---------------|----------|----------------|--------------|------------|-------|
| வாய்மொழி | வாசிப்பு | வாசிப்பு பகுதி | 20 | 6 May 2022 | - |
| | உரையாடல் | உரையாடல் | 30 | | |
| | மொத்தம் | | 50 | | |

Primary 5 Higher Tamil Language

| தேர்வுக் கூறு | அமைப்பு | அமைப்பு | மதிப்பெண்கள் | வாரம் | நேரம் |
|-----------------------|--------------------------|---------|--------------|----------------|-------|
| தாள் 2 மொழிக் கூறு | கருத்தறிதல் 1 | 6 (OE) | 16 | வாரம் 8 – 9 | - |
| | சுயவிடைக் கருத்தறிதல் | 6 (OE) | 20 | | |
| மொத்தம் | | | 100 | | |

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Primary 5 Foundation Tamil Language

| தேர்வுக் கூறு | அமைப்பு | அமைப்பு | மதிப்பெண்கள் | வாரம் | நேரம் |
|---------------|----------|----------------|--------------|------------|-------|
| வாய்மொழி | வாசிப்பு | வாசிப்பு பகுதி | 15 | 6 May 2022 | - |
| | உரையாடல் | உரையாடல் | 40 | | |
| | மொத்தம் | | 55 | | |

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2022 TERM 2 LEARNING PLAN Primary 5 Physical and Health Education

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|---|---------------------|
| 1 | Gymnastics | Balance on hands with various position to form variety of symmetry and asymmetry shapes. | |
| 2 | Dance | Perform structured dance to the music: a) CEIMO CEIMO (single-circle folk dance) b) APAT APAT (double-circle folk dance) c) Slappin Leather (social dance) | |
| 3 | Games & Sports | 1. Winning the Point 2. Defending against an Attack 3. Setting up an attack 4. Defending Space | |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|---|--|---------------------|
| 4 | PHF 1. Diet & Exercise 2. Health-related & Skill Related Fitness 3. CPR and use of AED | <ul style="list-style-type: none"> - Understand the importance of balancing food intake with physical activity. - Achieve caloric balance through healthy eating - Lead an active lifestyle | |
| | | <ul style="list-style-type: none"> - Understand the importance of health-related fitness - The importance of skill-related fitness for physical activities. | |
| | | <ul style="list-style-type: none"> - Identify the signs and symptoms of a cardiac arrest. - Recognise the steps to follow if someone suffers a cardiac arrest. | |

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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.

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QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|---|---|---|--|
| <p>Athletics: Running</p> <p>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).</p> | <p>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).</p> | <p>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).</p> | <p>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).</p> | <p>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).</p> |
| <p>Games & Sports: Net-Barrier</p> | <p>Needs a lot of guidance to send the object back to the opponent and understand</p> | <p>Needs some guidance to send the object back to the opponent and understand</p> | <p>Needs little guidance to send the object back to the opponent and understand</p> | <p>Able to send the object back to the opponent and fully understand the</p> |

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| | | | | |
|---|-------------------------------------|--|--|---|
| Send the object back to the opponent and understand the concept of offence and defense | the concept of offence and defense. | the concept of offence and defense. | the concept of offence and defense. | concept of offence and defense. |
| Outdoor Education: Enhancing physical health and well-being 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. |
| Physical Health & Fitness: Simple First Aid 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 2 LEARNING PLAN PRIMARY 5

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 Singapore's Development as a Nation: Building a Cohesive Society | <ul style="list-style-type: none"> - Evaluate how people of different groups contributed to the building of social cohesion in Singapore. - State the consequences of the 1964 Racial Riots. - Explain the importance of maintaining Racial Harmony in Singapore. - Evaluate how people from different groups contributed to the building of social cohesion in Singapore. - Able to consider different perspectives and draw personal conclusions. - Demonstrate respect and empathy during discussions. | <ul style="list-style-type: none"> - 5A Social Studies textbook and activity book - Performance Task Google Slides (information shared in Term 1 Week 10) |





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2022 Semester 1 Assessment Primary 5

- 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 5 Art

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--------------------|--|
| 1. | Art Elements | Draw from observing visuals and the world around them to record ideas for their art making |
| | | Experiment with alternative ways to use materials and tools to make art individually and with others |
| | Art Appreciation | Discuss the intentions of their own artworks and interpret those of others |
| | | Gather information and make informed links between the use of visual qualities and intentions |

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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

| P5 Art Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|---|--|---|
| 1. Gather information and make informed links between the use of visual qualities and intentions | Needs a lot of guidance to clarify information to make meaning of what they see. | 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. | Able to actively gather relevant information, clarify doubts to make meaning of what they see and use what is known to make justified links between visual qualities and artistic intentions. |

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| | | | | |
|---|---|--|---|---|
| 2. Draw from observing visuals and the world around them to record ideas for their art making | Needs a lot of guidance to draw from observation and imagination. | Needs some guidance to draw accurate proportions from observation and imagination 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 | - | Needs a lot of guidance to apply conventional methods to use materials and tools to create art. | Able to apply conventional methods to use materials and tools to create art. | 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 | Needs a lot of guidance to make basic singular word descriptions of their artistic intention and those of others. | 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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TERM 2 LEARNING PLAN Primary 5 Music

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|---|--|
| 1. | Music Appreciation from global culture/ Music Composition/ Coordination | Sing the Japanese folk song, Sakura, in quadruple time. |
| | | Write a 4 bar rhythm based on minims, crotchets, quavers and semiquavers. |
| | | Use 5 notes (E, F, A, B and C) from the Hirajoshi scale to write a 4 bar melody based on their written 4 bar rhythm. |
| | | Recite the Japanese chant, 'Omo Chio' with lyrical and rhythmic accuracy |
| | | Perform the hand clapping game of 'Omo Chio' while reciting the chant with lyrical and rhythmic accuracy |

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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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

| P5 Music 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. | Needs 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. |

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| | | | | |
|--|---|---|---|--|
| 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. |
| 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 2 LEARNING PLAN PRIMARY 5

FTGP/ CCE/ VIA

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|------------------------|--|---------------------|
| 1 | FTGP: Social Awareness | Pupils to learn how they need to be responsible with their words on the cyberworld. | FTGP Activity Book |
| 2 | Sexuality Education | Navigate changes during puberty and develop respect for themselves and others; Build healthy relationships with peers, anchored on the love and support from their families; and Exercise safety in potentially harmful situation. | |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|-----------------------------------|--|--------------------------|
| 3 | Leaders Lead Leaders Programme | Begin with the end in mind: Pupils to learn about how they can develop an outcome-oriented mindset in every activity they engage in—projects, meetings, presentations, contributions, etc. Lesson and activities would be incorporated into the FTGP Lesson. | |
| 4 | VIA: Everyday Responsibility | 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 | Kindsville Activity Book |

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2022 TERM 2 LEARNING PLAN Primary 5 MoCCA

| S/N | Topic(s)/ Skill(s) | Class(es) | Learning Outcomes | Reference Materials |
|-----|--------------------|------------------------|--|---------------------|
| 1 | Tech Education | 5A, 5B, 5C, 5D, 5E, 5F | 1. To provide opportunities and learning experiences for students to acquire knowledge and skills beyond 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 | - |
| 2 | XTEND | | | |

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