



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 3 LEARNING PLAN PRIMARY 1

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	Developing good listening skills and positive learning behaviour in different contexts such as turn-taking, making eye contact, appropriate posture.	<u>STELLAR small books</u> Unit 9: When My Baby Sister Came Home Unit 10: Mid-Autumn Festival Unit 11: The First Day of Hari Raya Shared Book Approach (SBA) Class library books Extensive Reading Books
		Listening and viewing attentively for a sustained period.	
		Listening and viewing for understanding by tapping on prior knowledge and contextual clues.	
2	Reading and Viewing	Reading and viewing using prior knowledge and contextual clues.	
		Sequencing details and events in chronological order.	
3	Speaking and Representing	Reading aloud and speaking with confidence.	
		Communicating thoughts and feelings with peers and teachers.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		Exploring, generating and developing ideas through taking turns and listening respectfully.	
		Developing clear and accurate pronunciation.	
4	Writing and Representing	Using phonics and learners' strategies to spell common and new words.	XNPS Spelling Kits Modified Learning Experience Approach (MLEA)
		Applying spelling skills and strategies for writing.	
		Developing a positive disposition towards writing and representing.	
		Developing ideas for personal experience, both collaboratively and individually.	
		Developing, organising and expressing ideas by describing a personal experience.	
5	Grammar	Identifying capital letters for proper pronouns and personal pronouns.	STELLAR small books STELLAR workbook
		Identifying present and past tense forms.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		Using possessive determiners to indicate ownership.	
		Using apostrophe to indicate possession.	
		Using subject-verb agreement.	
	Vocabulary	Building a rich vocabulary through recognising nouns that refer to family members as well as words and phrases describing celebrations.	
6		Inferring meaning of words.	

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 2

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 2, the focus for assessment for English Language acquisition is on speaking, reading and writing.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Speaking				
1. Speak clearly to express their thoughts, feelings and ideas.	Pupil is able to speak using simple or high frequency words.	Pupil is able to speak using short phrases.	Pupil is able to speak using proper sentence structures.	Pupil is able speak clearly using proper sentence structures with elaboration and expression.
2. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.	Pupil is able to show awareness of communication etiquette by nodding to show agreement and expressing appreciation and gratitude.	Pupil is able to give simple responses during conversations and discussions.	Pupil is able to state his or her opinions during conversations or discussions.	Pupil is able to take turns to state his or her opinion respectfully during conversations or discussions.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Reading				
3. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Pupil is able to identify the characters and the setting with some prompting.	Pupil is able to identify the characters and the setting without prompting.	Pupil is able to retell the text with some details.	Pupil is able to retell the text accurately with greater details.
Writing				
4. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Pupil is able to grip the pencil using the correct writing posture and hand grip.	Pupil is able to form the letters correctly.	Pupil is able to form the letters correctly with appropriate spacing between letters, words and sentences.	Pupil is able to write with appropriate spacing between letters, words and sentences. The letter sizing is consistent for both uppercase and lowercase letters.
5. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Pupil is able to write words related to the event.	Pupil is able to write one sentence to recount an event independently.	Pupil is able to write up to three sentences to recount an event in chronological order.	Pupil is able to write more than three sentences to recount an event in chronological order with elaboration.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Number	<p>Addition and Subtraction</p> <ul style="list-style-type: none">– Concepts of addition and subtraction– Use of +, – and =– Relationship between addition and subtraction– Adding and subtracting within 100– Adding and subtracting using algorithms <p>Multiplication</p> <ul style="list-style-type: none">– Concepts of multiplication– Use of x– Multiplying within 40	<p>Textbook Workbook Ch 10 & 12</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>
2.	Measurement	<p>Length</p> <ul style="list-style-type: none">– Measuring length in centimetres– Use of abbreviation cm– Comparing and ordering lengths in cm– Measuring and drawing a line segment to the nearest cm	<p>Textbook Workbook Ch 11</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

The Holistic Development Profile provides information on 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 Term 3, the focus for assessment for Mathematics are Numbers to 100, Addition and Subtraction (within 100) and Length.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Understand number up to 100	Pupil is able to: <ul style="list-style-type: none"> count by tens and ones to tell the number of objects in a set 	Pupil is able to: <ul style="list-style-type: none"> count by tens and ones to tell the number of objects in a set express 2-digit numbers in terms of tens and ones 	Pupil is able to: <ul style="list-style-type: none"> count by tens and ones to tell the number of objects in a set express 2-digit numbers in terms of tens and ones. identify patterns in number sequence and find a number that is 1 more/less, 2 more/less and 10 more/less than a 2-digit number 	Pupil is able to: <ul style="list-style-type: none"> count by tens and ones to tell the number of objects in a set express 2-digit numbers in terms of tens and ones. identify patterns in number sequence and find a number that is 1 more/less, 2 more/less and 10 more/less than a 2-digit number compare and order numbers within 100

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Add and subtract numbers (up to 100)	Pupil is able to: <ul style="list-style-type: none"> – use algorithm to add and subtract numbers within 100 with guidance – solve 1-step word problems involving addition and subtraction within 20, without pictorial representations with a lot of guidance 	Pupil is able to: <ul style="list-style-type: none"> – use algorithm to add and subtract numbers within 100 without regrouping independently – use algorithm to add and subtract numbers within 100 with regrouping with guidance – solve 1-step word problems involving addition and subtraction within 20, without pictorial representations with some guidance 	Pupil is able to: <ul style="list-style-type: none"> – use algorithm to add and subtract numbers within 100 without regrouping independently – use algorithm to add and subtract numbers within 100 with regrouping independently – solve 1-step word problems involving addition and subtraction within 20, without pictorial representations with little guidance 	Pupil is able to: <ul style="list-style-type: none"> – use algorithm to add and subtract numbers within 100 without regrouping independently – use algorithm to add and subtract numbers within 100 with regrouping independently – solve 1-step word problems involving addition and subtraction within 20, without pictorial representations independently
3. Measure and compare lengths of objects	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres with a lot of guidance 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres with some guidance 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres with little guidance 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres independently

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2022 TERM 3 LEARNING PLAN PRIMARY 1

CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	听	– 听记具体信息 (人物、事情、位置、价钱、物品)	课本，活动本，补充练习
2.	说及口语互动	<ul style="list-style-type: none"> – 说出不同的位置，简单描述同学的样子 – 说出冲凉房内各种物品的名称 – 说出房间里的物品和名称 – 说出食物的名称和相关的量词 	课本，活动本，补充练习
3.	读	<ul style="list-style-type: none"> – 借助图画理解字词 – 借助汉语拼音进行阅读 – 借助汉语拼音读出正确的字音 – 通过题目猜测阅读材料的相关内容 – 读懂简单的故事，抓住故事大意 	课本，活动本，补充练习
4.	写	– 掌握笔顺的规则	课本，活动本，补充练习

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<ul style="list-style-type: none"> - 了解汉字的结构 - 使用句号、逗号、问号 	

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2022 TERM 3 LEARNING PLAN PRIMARY 1

MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Mendengar	Mendengar dan mengecam bunyi huruf vokal dan konsonan agar membentuk suku kata terbuka dan suku kata tertutup dengan betul Mendengar dan mengenal pasti idea utama dan sampingan	Buku Teks Cekap 1B Buku Aktiviti Cekap 1B Kad Huruf Suku kata portal e-cekap Buku Besar & Buku Kecil
2.	Bertutur	Mengemukakan idea, pendapat atau pandangan dengan menggunakan perkataan, frasa dan ayat yang betul Menyampaikan pesanan dengan menggunakan ayat yang betul	
3.	Membaca	Membaca perkataan, frasa dan ayat dengan sebutan baku yang betul Membaca pelbagai jenis teks dengan sebutan, intonasi dan gaya yang betul	
4.	Menulis	Menulis perkataan, frasa dan ayat dengan betul dan kemas	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
5.	Pengetahuan dan penggunaan Bahasa	<p>Mengenali dan menggunakan kata ganti nama (awak, saya, dia, ini, itu), imbuhan 'di-', ayat perintah, perkataan berimbuhan '-an', kata adjektif dan frasa dengan betul mengikut konteks</p> <p>Menggunakan kosa kata, frasa dan ayat yang betul mengikut konteks</p>	

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2022 TERM 3 LEARNING PLAN PRIMARY 1

TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	பேசுதல்	<p>மாணவர்களைப் பேச்சுத்தமிழில் உரையாட ஊக்குவிக்கப்படுகின்றனர். அவர்களின் பேச்சுத் திறனை மேம்படுத்த கதை சொல்லுதல், பாடல்கள், கதைகள், அசைவுப்படக்காட்சிகள் தொடர்பான நடவடிக்கைகள் மேற்கொள்ளப்படுகின்றன.</p> <p>எ.கா: மாணவர்கள் அணிலைப்போல் நடித்து 'அணில்' என்ற பாடலைப் பாடுவர்.</p> <p>பாடநூல்: பக்கம் 13 – அணிலே! அணிலே! ஓடி வா</p> <p>மாணவர்கள் பக்கம் 14,16-18 -யில் உள்ள படங்களை ஒட்டி கலந்துரையாடுவர்.</p> <p>பிறகு, கொண்டாட்டங்களின்போது எம்மாதிரியான உணவுகள் தயாரிக்கப்படுகின்றன என்பதைப்பற்றி கலந்துரையாடுவர்.</p> <p>எ.கா: பொங்கல்</p>	<p>தேன்தமிழ் பாடநூல் நடித்துக் காட்டுதல் நடவடிக்கைக்குத் தேவையான துணைக்கருவிகள். பொங்கல் விழாவின்போது தயாரிக்கப்படும் உணவுப் பொருள்களின் படங்கள்.</p>
2.	வாசித்தல்/ படித்தல்	<p>சூழமைவு சார்ந்த படங்களுடன் எழுத்துகள், சொற்கள், சொற்றொடர்கள் ஆகியவற்றை மாணவர்கள் கற்றுக்கொள்வார்கள்.</p>	<p>எழுத்தட்டைகள், மின்னட்டைகள், தேன்தமிழ் மின்னிலக்கப்</p>

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		<p>மாணவர்கள் 'இ', 'ஈ' வரிசை எழுத்தில் தொடங்கும் சொற்களைப் பிழையின்றி வாசிப்பர்.</p> <p>எழுத்து அறிமுகம் : கி, சி, மி, தி, ளி, கீ, மீ, சீ, தீ போன்ற எழுத்துகளையும் அவை தொடர்பான சொற்கள், சொற்றொடர்களையும் சரியாக உச்சரித்துப் படிப்பார்கள்.</p> <p>எ.கா: பாடநூல் - பக்கம்: 10/11, 24-31</p> <p>எ.கா: சிங்கப்பூரில் கொண்டாடப்படும் நான்கு முக்கியப் பெருநாள்களைப் பற்றி மாணவர்கள் அறிவர். (தீபாவளி, சீனப் புத்தாண்டு, கிறிஸ்துமஸ் மற்றும் நோன்புப் பெருநாள்)</p> <p>இப்பெருநாள்களை ஒட்டி குடும்பங்கள் எவ்வாறு தங்களின் வீடுகளைத் தயார் செய்கின்றனர் என்பதை மாணவர்கள் அறிவர்.</p>	<p>பக்கம், துழைமவு சார்ந்த படங்கள், படவில்லைகள்</p> <p>தேன்தமிழ் பாடநூல்</p> <p>படவில்லைகள்</p>
3.	கேட்டல் கருத்தறிதல்	<p>கேட்டல்:</p> <p>மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>எ.கா: பயிற்சிநூல் - பக்கம்: 5 (கப்பல் பார்!)</p>	தேன்தமிழ் பயிற்சிநூல்
4.	எழுதுதல்	<p>மாணவர்கள் தவணை மூன்றுக்கான தமிழ் எழுத்துகளை வடிவம் சிதையாமல் அழகாகவும் முறையாகவும் தெளிவாகவும் எழுதப் பழகிக்கொள்வார்கள்.</p> <p>மாணவர்கள் படத்திற்குரிய சரியான சொல்லை அடையாளங்கண்டு எழுதுவர் / வட்டமிடுவர்.</p>	<p>கையெழுத்துப் பயிற்சிநூல், சிறிய வெண்பலகை</p> <p>தேன்தமிழ் பயிற்சிநூல்</p>

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		<p>படித்த எழுத்துகளைக்கொண்டு சொற்களை உருவாக்குவர்.</p> <p>எ.கா: பயிற்சிநூல் – பக்கம் 12 & 13</p> <p>எ.கா: மாணவர்கள் 'இ', 'ஈ' வரிசை எழுத்தில் தொடங்கும் எழுத்துகளையும் சொற்களையும் வடிவம் சிதையாமல் எழுதக் கற்றுக்கொள்வர்.</p> <p>கையெழுத்துப் பயிற்சிநூல் : பக்கம் 6-31</p> <p>மாணவர்கள் பிற இனத்தைச் சேர்ந்த தன் தோழன் அல்லது தோழிக்கு ஓர் அட்டையைச் செய்து தருவர். அதில் மாணவர்கள் அவர்கள் தேர்ந்தெடுத்த தோழனை / தோழியைப் பற்றி 3 சிறப்பான விஷயங்களைச் சேர்த்து எழுத வேண்டும்.</p>	<p>வாழ்த்து அட்டைகள் செய்ய தேவையான தாட்கள்.</p>

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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 Term 3, the focus for assessment for Mother Tongue Languages acquisition is on reading and writing.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Reading				
1. Read aloud Primary 1 texts with accuracy.	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.	Pupil is able to read with some words mispronounced and/or skipped key vocabulary.	Pupil is able to read with no mispronounced words and/or skipped key vocabulary.
2. Understand Primary 1 texts and are able to identify some details with guidance.	Pupil is learning to grasp the content of the text and identify some details with a lot of guidance.	Pupil is still learning to sieve out key ideas from the given text so as to differentiate the correct statements.	Pupil is able to sieve out some key ideas from the given text and differentiate some correct statements.	Pupil is able to sieve out key ideas from the given text and differentiate all statements accurately.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Writing				
3. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)	Pupil is learning to write key words to recount his/her experiences with a lot of guidance (CL MI TL).	Pupil is learning to rewrite a sentence based on a given context. (CL) Pupil is able to write words to recount his/her experiences based on a given context with a lot of guidance (ML TL).	Pupil is able to rewrite some sentences based on a given context (CL). Pupil is able to write phrases and simple sentences (ML; words and simple phrases for TL) with proper punctuation and sentence structure to recount his/her experiences in sequence based on a given context with some guidance.	Pupil is able to rewrite all sentences accurately based on a given context (CL). Pupil is able to write simple accurate sentences (ML; phrases for TL) to recount his/her experiences in sequence based on a given context with little guidance.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Observe	Ask questions about what they see.
2.	Explore	Play with a variety of materials and tools to make art
3.	Express	Share their imagination, thoughts and feelings through art making
		Show interest in looking at a variety of artworks

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Ask questions about what they see. (LO2)	Needs a lot of guidance in interpreting what they see and to ask relevant questions.	Able to interpret what they see and ask relevant questions when prompted.	Able to interpret what they see and ask relevant questions independently.	Able to interpret and independently raise questions that reflect a deeper thought process of what has been seen.
2. Play with a variety of materials and tools to make art. (LO4)		Needs some guidance to explore the use of materials and tools to make art.	Able to independently come up with conventional use of materials and tools to make art.	Able to independently come up with creative and unconventional use of materials and tools to make art.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Share their imagination, thoughts and feelings through art making. (LO5)	Needs a lot of guidance to make basic singular word relations to personal experiences and memories.	Needs some guidance to make relations to their personal experiences and memories in short, simple sentences.	Able to make relations to their personal experiences and memories in simple sentences independently.	Able to make justified relations to their personal experiences and memories.
4. Show interest in looking at a variety of artworks. (LO6)		Needs some guidance to make basic singular word descriptions of the artist's perspective and artistic processes used in the creation of the artwork.	Able to form simple sentence descriptions of the artist's perspective and artistic processes used in the creation of the artwork.	Able to independently make justified links between the artist's perspective and artistic processes used.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Musical Elements	Learn to describe changes in articulation and dynamics using legato, staccato, piano and forte.
2.	Musical Performance	Able to perform the "Schoolhouse" Song as an ensemble using Orff instruments. Able to perform a simple melodic accompaniment to the song "Burung Kakak Tua" using the resonator bells.
3.	Singing	Sing parts of the song 'Dayung Sampan' using solfege with rhythmic and melodic accuracy.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	Needs a lot of guidance in performing as an ensemble using Orff instruments.	Needs some guidance in performing as an ensemble using Orff instruments.	Needs little guidance in performing as an ensemble using Orff instruments.	Able to perform as an ensemble using Orff instruments.
2. Listen and respond to Music.	Needs a lot of guidance in describing changes in articulation and dynamics using legato, staccato, piano and forte.	Needs some guidance in describing changes in articulation and dynamics using legato, staccato, piano and forte.	Needs little guidance in describing changes in articulation and dynamics using legato, staccato, piano and forte.	Able to describe changes in articulation and dynamics using legato, staccato, piano and forte independently.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Appreciate Music from local and global cultures.	-	-	Needs little guidance in recognizing local folksongs and community songs.	Able to recognize local folksongs and community songs independently.
4. Understand musical elements and concepts.	Needs a lot of guidance in identifying the treble clef notes of the resonator bells.	Needs some guidance in identifying the treble clef notes of the resonator bells.	Needs little guidance in identifying the treble clef notes of the resonator bells.	Able to identify the treble clef notes of the resonator bells independently.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Commemorating Racial Harmony Day	<ul style="list-style-type: none"> Learn that in Singapore, people are treated equally regardless of their race and religion. Strengthens friendships between people of other races and religions Appreciates the different cultures that make up Singapore. 	<p>Lesson Package/Programme prepared by CCE Department</p> <p>Kindsville Booklet</p>
2.	National Day Celebration	<ul style="list-style-type: none"> Explore the question of what it means to be Singaporean and the society they want to build. At the end of the celebration, pupils will pledge to do something for Singapore. 	<p>Lesson Package/Programme prepared by CCE Department</p> <p>Kindsville Booklet</p>
3.	Knowing Myself, Others and My Surroundings	<ul style="list-style-type: none"> Use questions to collect information/data. Express thoughts and feelings in a group with teacher guidance. Develop a sense of belonging to one's community and country. Recognise that pupils share common attributes with their classmates. Describe people, places and events by making careful observations. Recognise that kinship, friendship and having similar interests are examples of common attributes in a group. Recognise that beliefs shape one's thinking. 	<p>Digital Reader: "Jamie Becomes a Sister" Jamie's Role Chart</p> <p>Digital Reader: "Go, Cubs, Go!"</p> <p>Social Studies Activity Book 1 Pg 11, 12 and 13 (exit card)</p>

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify the different roles that pupils play at home, in class and in school.	Pupil is able to identify at least the roles of family members (parent and siblings).	Pupil is able to identify the roles of family members/classmates. He/She understands the roles they play in the groups they belong to.	Pupil is able to identify the roles of family members/classmates. He/She understands the roles they play in the groups they belong to and is able to share at least ONE experience readily with peers and teachers with family and friends.	Pupil is able to identify the roles of family members/classmates. He/She understands the roles they play in the groups they belong to. He/She is confident to share MORE THAN ONE experiences with family and friends.
2. Share thoughts and feelings with group members, with teacher guidance.	Pupil is able to express his/her thoughts and feelings with group members with the teacher's guidance and support.	Pupil is able to express his/her thoughts and feelings confidently with group members with the teacher's guidance and support.	Pupil is able to express his/her thoughts and feelings effectively with some help from his/her teacher.	Pupil is able to express his/her thoughts and feelings effectively and independently.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Ask questions to learn more about self, people and places.	Pupil is learning to ask more about connections with self, people and places around them with teacher's guidance.	Pupil is able to ask more about connections with self, people and places around them with teacher's guidance.	Pupil is confident to ask more about connections with self, people and places around them.	Pupil is confident and clear in asking more about connections with self, people and places around them.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

PHYSICAL EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Gymnastics	(Revisit) Rock using the shapes of round-tuck, and coming out of the rock in various body positions and body shapes
		(Revisit) Roll using the shapes of narrow-stretch, round-tuck and wide stretch in side direction.
		(Follow up from T2) Perform a sequence of two different movements with smooth transition
2.	Games and Sports	Throw using the sidearm movement pattern with various small objects
		Self Toss a ball and catch with hands, above the head and at waist level.
		Catch using hands a self-bounced ball at different levels
		Catch using two hands a gently thrown ball at waist level
		(Revisit) Roll using the underhand movement pattern, small to medium-sized objects towards a large target
		(Revisit) Catch using the hands, a ball rolled from a partner.
3.	Outdoor Education	Move confidently across a variety of ground surfaces in a familiar environment

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
		Recognise hazards within the school grounds that may cause harm to self and other
4.	Taking Care of the Eyes	Understand myopia and how to care for the eyes.
		Demonstrate good eye care habits.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

The Holistic Development Profile provides information on levels of skills acquired by pupils for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Term 3, the focus for assessment for Physical Education and Health Education is on Games & Sports and Outdoor Education.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Games & Sports 1. Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects	Needs a lot of guidance to demonstrate the range of motor skills in rolling, catching and throwing a variety of objects.	Needs some guidance to demonstrate the range of motor skills in rolling, catching and throwing a variety of objects.	Needs little guidance to demonstrate the range of motor skills in rolling, catching and throwing a variety of objects.	Able to demonstrate confidently the range of motor skills in rolling, catching and throwing a variety of objects.
Outdoor Education 2. Move across a variety of ground surfaces in a familiar environment safely and confidently		Needs some guidance to move across a variety of ground surfaces in a familiar environment safely and confidently.	Needs little guidance to move across a variety of ground surfaces in a familiar environment safely and confidently.	Able to move across a variety of ground surfaces in a familiar environment safely and confidently.
Physical Health & Fitness		Needs some guidance to demonstrate good	Needs little guidance to demonstrate good	Able to confidently demonstrate good

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene		health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

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

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2022 TERM 3 LEARNING PLAN PRIMARY 1

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Responsible Decision Making	Pupils will be able to understand and apply the steps in the “Stop! Think! Do!” strategy and make more responsible decisions via careful thoughts before committing to any stand.
2.	Self Awareness	Pupils will be able to identify a good touch and a bad touch and associate at least two feelings with each of the touch.
3.	Seek First To Understand Then to be Understood	Pupils would learn the importance of effective communication through deep listening and understanding the perspective of another individual.
4.	Synergize	Pupils would learn that teamwork, open-mindedness would lead to them finding new solutions to old problems. It is a process when pupils bring all their personal experience and expertise to produce far better results that they could individually.
5.	Sharpen the Saw	Pupils would need to understand the importance of having a balanced program for self-renewal in the four areas of their life: physical, social/emotional, mental, and spiritual.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

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.
2.	Little Home Helper	Pupils would understand that each and everyone of them plays an important role in keeping their home environment conducive for themselves and their family members.

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2022 TERM 3 LEARNING PLAN PRIMARY 1

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Happy Interactions	<p>Pupils will explore the various ways of building and maintaining positive relationships with the people around them.</p> <p>Pupils will learn that they have to <u>be proactive</u> in taking the first step in building and maintaining positive relationships with the people around them.</p> <p>Infusion of 7 habits: Be proactive</p>	<p>Text Book</p> <p>Activity Book</p> <p>Template for the step by step guide</p>
2.	Our Vibrant Island	<p>Pupils will be aware of the different races and cultures. Pupils will learn about the various festivals and various cultural practices adopted by the various races living in Singapore.</p> <p>Pupils will understand the importance of respecting each other and working together as a team.</p> <p>Infusion of 7 habits: Synergize & Think win-win</p>	<p>Text Book</p> <p>Activity Book</p> <p>Stories from the past</p>

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2022 TERM 3 LEARNING PLAN PRIMARY 1

Modular CCA (MoCCA)

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

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