



XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

2022 TERM 3 LEARNING PLAN PRIMARY 2

ENGLISH LANGUAGE

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|-----------------------|---|---|
| 1 | Listening and Viewing | <ul style="list-style-type: none"> Listening and responding attentively with empathy and respect. | <u>STELLAR small books</u> Unit 9: Magnetic Max Unit 10: A Snake in the Garden Unit 11: The Feast Learning Journey Class library books Extensive Reading Books |
| | | <ul style="list-style-type: none"> Listening and viewing for understanding by tapping on prior knowledge and contextual clues. | |
| | | <ul style="list-style-type: none"> Listening and responding with appropriate conversational repair strategies by seeking repetition. | |
| | | <ul style="list-style-type: none"> Working in a respectful manner with others in a group setting with awareness of purpose, audience, content and culture. | |
| | | <ul style="list-style-type: none"> Recognising that prosodic features e.g., intonation, volume and stress, contribute to the meaning of an utterance. | |
| 2 | Reading and Viewing | <ul style="list-style-type: none"> Making predictions about what might be presented next in the text. | Shared Book Reading (SBA) Extension Reading |
| | | <ul style="list-style-type: none"> Justifying personal responses with descriptions, reasons and evidence. | |

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|-----|---------------------------|--|---|
| | | <ul style="list-style-type: none"> Offering personal responses to and interpretations of text. Sequencing details and/or events in chronological order. Identifying and studying characters and their actions. Drawing on personal knowledge and contextual clues to facilitate comprehension of text. Developing readiness and word recognition skills. | |
| 3 | Speaking and Representing | <ul style="list-style-type: none"> Participating respectfully in discussion. Generating ideas and details appropriate to purpose, audience, context and culture. Recognising the use of contractions in spoken language. Speaking and representing clearly and appropriately according to social conventions for specific purposes, audiences, contexts and cultures. Recognising and using appropriate prosodic features for expression and fluency. | Termly Book Review SBA 1 (Go Chart) Extension Reading |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------------|--|---|
| 4 | Writing and Representing | <ul style="list-style-type: none"> Reflecting on information from text(s), generating and/or gathering ideas appropriate to the task. | STELLAR workbook Unit 9: Magnetic Max Unit 10: A Snake in the Garden Unit 11: The Feast Modified Learning Experience Approach (MLEA) |
| | | <ul style="list-style-type: none"> Using past tense to locate actions or events in the past. | |
| | | <ul style="list-style-type: none"> Using verbs to convey actions, thoughts and emotions. | |
| | | <ul style="list-style-type: none"> Stimulating imagination and generating ideas appropriate to the writing task. | |
| | | <ul style="list-style-type: none"> Developing, organising and expressing ideas coherently, creatively and critically. | |
| | | <ul style="list-style-type: none"> Applying spelling rules and conventions consistently. | XNPS Spelling Kits |
| 5 | Grammar | <ul style="list-style-type: none"> Using verb/verb phrases with different time, tense, and aspect. | STELLAR small books STELLAR workbook |
| | | <ul style="list-style-type: none"> Using different types of determiners before nouns. | |
| | | <ul style="list-style-type: none"> Using prepositions of place, movement and direction to convey a variety of meanings. | |

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| | | <ul style="list-style-type: none"> Using punctuation appropriately. | |
| | | <ul style="list-style-type: none"> Using conjunctions in sentences to express different relationships between similar groups of words. | |
| | | <ul style="list-style-type: none"> Constructing different forms of sentences using declaratives and imperatives. | |
| 6 | Vocabulary | <ul style="list-style-type: none"> Deducing the meaning of fixed expressions and words from how they are used in context e.g., <i>a bunch of keys</i>. Substituting selected nouns, verbs or adjectives in a text with synonyms. Deducing the meaning of words from how they relate to one another. Deducing the meaning of compound words from how they are formed. Deducing the meaning of phrasal verbs from how they are used in context. | |

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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 Term 3, the focus for assessment for English Language acquisition is on reading and writing.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|---|--|--|
| Reading | | | | |
| 1. Understand Primary 2 texts (e.g. STELLAR texts), identify the big ideas in the texts, and recall the sequence of main events. | Pupil is able to: <ul style="list-style-type: none"> – predict the STELLAR texts using prior knowledge, and – notice key ideas or pictorial clues. | Pupil is able to: <ul style="list-style-type: none"> – predict the STELLAR texts using prior knowledge, – notice key ideas or pictorial clues to build on his or her own understanding, and – retell some details of the text. | Pupil is able to: <ul style="list-style-type: none"> – make connections to personal experiences, – notice key ideas or pictorial clues to build on his or her own understanding, and retell the text with the correct sequence and events. | Pupil is able to: <ul style="list-style-type: none"> – make connections to personal experiences, books and texts, – notice key ideas or pictorial clues to build on his or her own understanding and make inferences, and – retell the story accurately with greater details. |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|---|---|--|---|
| Writing | | | | |
| 2. Apply basic spelling strategies using knowledge about phonic elements and spelling rules. | Pupil is able to spell monosyllabic words and some high frequency words. | Pupil is able to spell monosyllabic words and most high frequency words. | Pupil is able to spell regular words using phonemic awareness. | Pupil is able to spell regular and irregular words using phonemic awareness and spelling rules respectively. |
| 3. Write short paragraphs to recount appropriately sequenced events, describe details, use tenses, and connectors accurately. | Pupil is able to write phrases to recount his or her stories. | Pupil is able to write sentences to recount his or her stories. | Pupil is able to write in paragraphs to recount his or her stories in sequence. | Pupil is able to write in paragraphs to recount his or her stories in sequence with greater details. |

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2022 TERM 3 LEARNING PLAN PRIMARY 2

MATHEMATICS

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|---|---|
| 1. | Whole Numbers | Addition and Subtraction <ul style="list-style-type: none"> - Addition and subtraction algorithms - Solve 2-part word problems - Solve 2-step word problems | Textbook Workbook Ch 8 Companion Booklet Factual Fluency Practice |
| 2. | | Multiplication and Division <ul style="list-style-type: none"> - Multiplication tables of 3 and 4 - Use of \div - Relationship between multiplication and division - Multiplying and dividing within the multiplication tables - Mental calculation involving multiplication and division within the multiplication tables of 3 and 4 | Textbook Workbook Ch 9 Companion Booklet Factual Fluency Practice |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|--|
| 3. | Money | Money <ul style="list-style-type: none"> - Counting amount of money in dollars and cents - Reading and writing money in decimal notation - Comparing two or three amounts of money - Converting an amount of money in decimal notation to cents only, and vice versa | Textbook Workbook Ch 10 Companion Booklet Factual Fluency Practice |
| 4. | Fractions | Fraction of a Whole <ul style="list-style-type: none"> - Fraction as part of a whole - Notation and representations of fractions - Comparing and ordering fractions with denominators of given fractions not exceeding 12 <ul style="list-style-type: none"> • Unit fractions • Like fractions | Textbook Workbook Ch 11 Companion Booklet Factual Fluency Practice |

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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 Addition and Subtraction in Mathematical Problems, Multiplication & Division and Fractions.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|---|---|---|--|
| 1. Solve mathematical problems involving addition and subtraction | Pupil is able to: – solve mathematical problems involving addition and subtraction with guidance | Pupil is able to: – solve 1-step word problems involving addition and subtraction independently – solve 2-part structured and 2-step word problems involving addition and subtraction with guidance | Pupil is able to: – solve 1-step and 2-part structured word problems involving addition and subtraction independently – solve 2-step word problems involving addition and subtraction with guidance | Pupil is able to: – solve 1-step, 2-part structured and 2-step word problems involving addition and subtraction independently |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|---|--|--|---|
| 2. Multiply and divide within multiplication tables | Pupil shows: <ul style="list-style-type: none"> – lack of understanding in the concept of multiplication as repeated addition – lack of understanding in the concept of division as equal sharing | Pupil shows: <ul style="list-style-type: none"> – basic understanding in the relationship of multiplication and division – ability to multiply and divide within the multiplication tables of 2, 3, 4, 5 and 10 correctly some of the time | Pupil shows: <ul style="list-style-type: none"> – correct understanding in the relationship of multiplication and division – ability to multiply and divide within the multiplication tables of 2, 3, 4, 5 and 10 correctly most of the time | Pupil shows: <ul style="list-style-type: none"> – correct and complete understanding in the relationship of multiplication and division – ability to multiply and divide within the multiplication tables of 2, 3, 4, 5 and 10 correctly almost all of the time |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|-------------------------|--|--|---|---|
| 3. Understand fractions | Pupil is able to: <ul style="list-style-type: none"> – recognise fractions as representing equal parts of a whole | Pupil is able to: <ul style="list-style-type: none"> – recognise fractions as representing equal parts of a whole – represent and notate fraction as part of a whole | Pupil is able to: <ul style="list-style-type: none"> – recognise fractions as representing equal parts of a whole – represent and notate fraction as part of a whole – compare and order fractions with denominators of given fractions not exceeding 12 | Pupil is able to: <ul style="list-style-type: none"> – recognise fractions as representing equal parts of a whole – represent and notate fraction as part of a whole – compare and order fractions with denominators of given fractions not exceeding 12 – add and subtract like fractions within one whole with denominators of given fractions not exceeding 12 |

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2022 TERM 3 LEARNING PLAN PRIMARY 2

CHINESE LANGUAGE

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|---------------------|
| 1. | 听 | <ul style="list-style-type: none"> · 听记玩具和游戏的名称 · 听记庆祝生日的方式 · 听记图书馆里有什么 · 听记夜市的摊位和活动以及时间和原因 · 听记新加坡好玩的地方和在哪里的活动 | 课本，活动本，补充练习 |
| 2. | 说及口语互动 | <ul style="list-style-type: none"> · 说出玩具和游戏的名称和自己玩过的玩具和游戏 · 说出家人怎么庆祝生日 · 说出图书馆里有什么、借什么书 · 说出夜市的摊位和在那里的活动 · 说出新加坡好玩的地方和在哪里的活动 | 课本，活动本，补充练习 |
| 3. | 读 | <ul style="list-style-type: none"> · 借助动画、插图等理解阅读材料 · 借助汉语拼音进行阅读 · 借助汉语拼音读出正确的字音 | 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"> · 朗读出正确的重音，在正确的地方停顿 · 通过题目猜测阅读资料的有关内容 · 通过四要素抓住故事大意 | |
| 4. | 写 | <ul style="list-style-type: none"> · 掌握笔顺的规则 · 了解汉字的结构 · 书写工整 · 根据图意写句子 · 使用顿号、感叹号 | 课本，活动本，补充练习 |

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MALAY LANGUAGE

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|---------------------|
| 1. | Mendengar | Mendengar dan mengecam perkataan, frasa dan ayat dengan betul Mendengar dan menyampaikan semula teks lisan Mendengar dan mengenal pasti idea utama dan sampingan Mendengar dan mengenal pasti susunan peristiwa atau idea | Cekap 2B |
| 2. | Bertutur | Menceritakan tentang sesuatu perkara dan menyampaikan maklumat yang relevan dengan jelas, menggunakan pelbagai ayat dan gaya yang sesuai Bertanya dan menjawab pertanyaan Bertukar-tukar fakta dan maklumat dengan menggunakan kosa kata yang sesuai | |
| 3. | Membaca | Membaca pelbagai jenis teks dengan sebutan, kelancaran, gaya dan intonasi yang betul Membaca dan mengenal pasti idea utama dan sampingan | |

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PEOPLE DEVELOPER
SINGAPORE





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|-----|-----------------------------------|--|---------------------|
| 4. | Menulis | Menulis perkataan, frasa dan ayat dengan betul dan kemas | |
| 5. | Pengetahuan dan penggunaan Bahasa | Mengenali dan menggunakan kosa kata, kata adjektif, kata majmuk, imbuhan 'pe' dan 'pen', dan frasa yang betul mengikut konteks | |
| | | Menggunakan ayat perintah yang betul mengikut konteks | |
| | | Menggunakan ayat majmuk yang betul mengikut konteks | |

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2022 TERM 3 LEARNING PLAN PRIMARY 2

TAMIL LANGUAGE

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|--|--|
| 1. | பேசுதல் | <p>மாணவர்கள் கற்ற எழுத்துக்களையும் சொற்களையும் பயன்படுத்தித் தன்னம்பிக்கையுடன் பேசக் கற்றுக்கொள்வார்கள். தமிழில் சரளமாகப் பேசுவதற்கும் கருத்து பரிமாறிக் கொள்வதற்கும் அணுகுமுறைகள் கற்றுக்கொடுக்கப்படும். மாணவர்கள் கதைசொல்லுதல் முதலான நடவடிக்கைகளில் ஈடுபட்டு, பேச்சுத்தமிழில் பேச ஊக்குவிக்கப்படுவார்கள்.</p> <p>எடுத்துக்காட்டுகள்:</p> <p>மாணவர்கள் பாடநூலில் உள்ள பாடலைப் பாடி மகிழ்வார்கள். பாடநூல் பக்கம்: 1 பிறகு, பாடல் உணர்த்தும் கருத்துகளைப் பற்றித் தெளிவாகவும் தொடர்பு படுத்தியும் பேசுவார்கள். பாடநூல் பக்கம்: 6 - 7 மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டுள்ள படங்களைப் பார்த்துக் கதையை நிரல்படக் கூறுவார்கள். பொருத்தமான சொற்களைப் பயன்படுத்திக் கருத்துப்பரிமாறிக்கொள்வார்கள். பாடநூல் பக்கம்: 18 - 19 மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டுள்ள படங்களைப் பார்த்துக் கதையை நிரல்படக் கூறுவார்கள். படத்தைப் பார்த்துப் பொருத்தமான சொற்களைப் பயன்படுத்தித் தெளிவாகவும் சரளமாகவும் பேசுவார்கள்.</p> | <p>பாடநூல் - பாடம் 1 பாடல் - ஒளவைப் பாட்டி தேன் தமிழ் வலைத்தளம் பாடநூல் - பாடம் 2 கதை - பேராசை கொண்ட நாய் பாடநூல் - பாடம் 4 கதை - ஒற்றுமையே பலம் சிறுவர் கதைநூல் 1 - தண்ணீர்! தண்ணீர்!</p> |

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|-----|--------------------|---|--|
| | | மாணவர்கள் சிறுவர் கதைநூலிலிருந்த கதையைப் புரிந்துகொண்டு வாய்மொழியாகக் கூறுவார்கள். பிறகு, மாணவர்கள் பாத்திரமேற்று நடித்துக் காண்பிப்பார்கள். | |
| 2. | வாசித்தல் | <p>மாணவர்கள் பாடநூலில் உள்ள எழுத்துகள், சொற்கள், சொற்றொடர்கள், வாக்கியங்கள் ஆகியவற்றை ஆசிரியர் துணையுடன் வாசிக்கக் கற்றுக்கொள்வார்கள். மேலும், எழுத்து, சொற்களை அறிமுகப்படுத்தவும், உச்சரிப்பை வலியுறுத்திக் கற்பிக்கவும் எழுத்தட்டைகள், மின்னட்டைகள் பயன்படுத்தப்பட்டு கற்றுக்கொடுக்கப்படும்.</p> <p>எடுத்துக்காட்டு:</p> <p>பாடநூல் பக்கம்: 2-3 மாணவர்கள் ஒள, ஒளகார உயிரெழுத்துகளை உச்சரிக்கக் கற்றுக்கொள்வர். எ.கா ஒள, வெளவால்</p> <p>மாணவர்கள் உயிரெழுத்துகளை உச்சரிக்கக் கற்றுக்கொள்வர். மாணவர்கள் மெய்யெழுத்துகளை உச்சரிக்கக் கற்றுக்கொள்வர். மாணவர்கள் சிறிய வாக்கியங்களை பொருள் விளங்குமாறு படிக்கக் கற்றுக்கொள்வார்கள்.</p> <p>மாணவர்கள் எழுத்துகளையும் சொற்களையும் அடையாளம் காண்பதோடு சரியான உச்சரிப்புடன் படிக்கக் கற்றுக்கொள்வார்கள்.</p> | <p>பாடநூல் பெரிய புத்தகம் சிறுவர் கதைநூல் எழுத்தட்டைகள் மின்னட்டைகள்</p> |

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|-------------------------------------|--|---|
| 3. | கேட்டல் / நோக்கல் கருத்தறிதல் | கேட்டல் மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர். எடுத்துக்காட்டு: பயிற்சிநூல் ஆத்திச்சூடி கதைகள், பக்கம்: 4 நோக்கல் மாணவர்கள் ஒளிக்காட்சியைப் பொருளுணர்ந்து கவனித்து, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர். | பாடநூல் பயிற்சிநூல் |
| 4. | மொழி பயிற்சிகள் / எழுதுதல் | மாணவர்கள் கற்றுக்கொண்ட எழுத்துகளை வடிவம் சிதையாமல் அழகாகவும் முறையாகவும் எழுதக் கற்றுக்கொள்வார்கள். மாணவர்கள் ஒவ்வொரு பாடத்திலும் தாங்கள் கற்றுக்கொண்ட எழுத்துகள், சொற்கள், சொற்றொடர்கள் ஆகியவற்றை அடிப்படையாகக் கொண்ட பயிற்சிகளைச் செய்வார்கள். மாணவர்கள் 'ஒள, ஒளகார உயிர்மெய் எழுத்துகளையும் சொற்களையும் வடிவம் சிதையாமல் எழுதக் கற்றுக்கொள்வர். எடுத்துக்காட்டு: கையெழுத்து பயிற்சிநூல் பக்கம்: 60-61 மாணவர்கள் ஒருமை பன்மையின் வேறுபாட்டினை அறிவர் எடுத்துக்காட்டு: ஒன்று, பல பாடநூல்: பக்கம் 4, பயிற்சி நூல்: பக்கம் 2,3 | பாடநூல் கையெழுத்து புத்தகம் பயிற்சிநூல் பயிற்சித்தாட்கள் |

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

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 are speaking, reading and writing.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|---|---|--|--|
| Speaking | | | | |
| 1. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts. | Pupil is learning to express himself/herself by using elementary words from the Primary 2 texts with guidance | Pupil is able to express himself/herself by using some of the words and phrases from the Primary 2 texts. | Pupil is able to express himself/herself by using quite a number of words and phrases to form proper sentence structures from the Primary 2 texts. | Pupil is able to express himself/herself clearly using a range of vocabulary and proper sentence structures from the Primary 2 texts. |
| 2. Participate in short conversations related to daily life with some guidance. | Pupil is learning to give short and simple response based on the topic discussed with a lot of guidance. | Pupil is able to give simple response based on the topic discussed with a lot of guidance. | Pupil is able to engage in a conversation based on the topic discussed with some guidance. | Pupil is actively engaged in a conversation based on the topic discussed with some guidance. He or she is also able to share his/her personal views. |

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ESTABLISHED 1932

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5 Jurong West Street 91, Singapore 649036

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Fax: 67921493

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|---|--|--|
| Reading | | | | |
| 3. Understand Primary 2 texts and are able to identify details with some guidance. | Pupil is learning to grasp the content of the text and identify some details with guidance. | Pupil is learning to sieve out some key ideas from the given text and respond to the questions based on the text. | Pupil is able to sieve out some key ideas from the given text and respond to some questions based on the text. | Pupil is able to sieve out key ideas from the given text and respond to most of the questions accurately based on the text. |
| Writing | | | | |
| 4. Write short sentence(s) about daily life with some guidance. | Pupils is learning to write key words to recount his/her experiences with a lot of guidance. | Pupil is able to write short sentences to recount his/her experiences based on a given context. | Pupil is able to write short accurate sentences (proper punctuation and sentence structure) to recount his/her experiences based on a given context. | Pupil is able to write complete sentences accurately to recount his/her experiences based on a given context and give details about the experiences. |

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2022 TERM 3 LEARNING PLAN PRIMARY 2

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

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 Art is on creating three-dimensional forms as an individual and as a group.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|--|---|--|
| 1. Ask questions about what they see. | 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. | | 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. |
| 3. Share their imagination, thoughts | Needs a lot of guidance to | | Able to make relations to their personal experiences | Able to make justified relations to their personal |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|--|--|---|--|
| and feelings through art making. | 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. | and memories in simple sentences independently. | experiences and memories. |
| 4. Show interest in looking at a variety of artworks. | | 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 2

MUSIC

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--|---|
| 1. | Musical Elements | Create a 4-bar melody using minims, crotchets, quavers, semiquavers and C pentatonic notes. |
| 2. | | Able to identify the notes on the treble clef. |
| 3 | Musical Performance | Perform the song 'We Are Singapore' using resonator bells, individually and in groups |
| 4 | Listening and Responding to Music | Able to describe changes in tempo using largo, andante, allegro and presto. |

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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 Music is on Performance as an individual and an ensemble, music creation, listening and responding to music as well as musical elements.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|---|--|---|
| 1. Perform music in both instrumental and vocal settings, individually and in groups. | Needs a lot of guidance to perform a melody using the resonator bells, individually and in groups. | Needs some guidance to perform a melody using the resonator bells, individually and in groups. | Needs little guidance to perform a melody using the resonator bells, individually and in groups. | Able to perform a melody using the resonator bells, individually and in groups. |
| 2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups. | Needs a lot of guidance to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes. | Needs some of guidance to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes. | Needs little guidance in creating a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes. | Able to create a short melodic phrase using minims, crotchets, quavers, semiquavers and C pentatonic notes. |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|--|--|---|
| 3. Listen and respond to Music. | Needs a lot of guidance in describing changes in tempo using largo, andante, allegro and presto. | Needs some guidance in describing changes in tempo using largo, andante, allegro and presto. | Needs little guidance in describing changes in tempo using largo, andante, allegro and presto. | Able to describe changes in tempo using largo, andante, allegro and presto. |
| 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. |

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5 Jurong West Street 91, Singapore 649036

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2022 TERM 3 LEARNING PLAN PRIMARY 2

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. | Coming Together as a Nation | <ul style="list-style-type: none"> Recognise that common experiences bring people closer, for example, the food that we eat, games that we play together and overcoming challenges as a nation. Make careful observations with teacher's guidance. Develop a sense of belonging & express thoughts and feelings with teacher's guidance. | <p>Digital Reader: "Experiences That Unite Us"</p> <p>Digital Reader: "My Country, My Pride"</p> <p>Making "Congkak" from Egg Trays</p> <p>Studies Activity Book 2</p> |

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5 Jurong West Street 91, Singapore 649036

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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 Social Studies is on identifying National Symbols of Singapore and working well with peers towards a common goal.

QUALITATIVE DESCRIPTORS

| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|--|--|--|--|---|
| 1. Identify the National Symbols of Singapore. | Pupil is able to recognize one or two of the national symbols correctly. | Pupil is able to identify a few of the national symbols correctly. | Pupil is able to identify most of the national symbols correctly. | Pupil is able to identify all the national symbols correctly. |
| 2. Work together with group members towards a common goal, with teacher's guidance. | Pupil is able to ask questions to collect information once or twice. | Pupil is able to ask questions to collect information/data on a few occasions. | Pupil is able to ask questions to collect information/data on some occasions. | Pupil is able to ask questions to collect information/data on most occasions. |
| 3. Show respectful and acceptable behaviour towards people of different ethnic and religious groups. | Pupil is able to process information/data only with help from his/her teacher. | Pupil is able to process information/data with a lot of help from his/her teacher. | Pupil is able to process information/data with some help from his/her teacher. | Pupil is able to process information/data independently. |

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5 Jurong West Street 91, Singapore 649036

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Fax: 67921493

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2022 TERM 3 LEARNING PLAN PRIMARY 2

PHYSICAL EDUCATION

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--------------------------|--|
| 1. | Games and Sports | Throw using the overhand movement pattern at a target with increasing distance and maintaining accuracy. |
| | | Kick a stationary ball using the instep of the foot from a stationary position towards a wall at least 6 m away. |
| | | Dribble with dominant and non-dominant hand while moving through space for a sustained period with control. |
| 2 | Outdoor Education | Identify positions of landmarks in the school using their senses and pictorial charts. |
| | | Identify and participate in outdoor activities that promote growth and health. |
| 3 | Dance | Explore shapes and variations of level and extension in response to a range of different types of sounds. |
| | | Express through body movements, in variations of time, force and a range of feelings through sounds. |
| | | Perform and repeat movement modifications with regards to a pre-designed movement experience "Ode to Joy". |
| 4 | Taking Care of the Teeth | Understand about milk teeth and permanent teeth. |

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| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--------------------|--|
| | | Understand and be aware of the types of food to keep their teeth strong. |
| | | Demonstrate good oral hygiene practices. |

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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 catching, dribbling, and striking a variety of objects | Needs a lot of guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects | Needs some guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects | Needs little guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects | Able to demonstrate confidently the stages of motor skills in catching, dribbling and striking a variety of objects |
| Outdoor Education 2. Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself | | Needs some guidance to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself. | Needs little guidance to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself. | Able to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself. |

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| Learning Outcomes | Beginning | Advancing | Deepening | Mastering |
|---|-----------|---|---|--|
| Physical Health & Fitness 3. Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities. | | Needs some guidance to demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities. | Needs little guidance to demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities. | Able to demonstrate confidently good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities. |

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2022 TERM 3 LEARNING PLAN

Primary 2

PROGRAMME FOR ACTIVE LEARNING (PAL)

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--------------------|---|
| 1 | Story Boarding | <p>Aligned with CCE, students will go through varied experiences in Visual Arts, Sports & Games, Outdoor Education and Drama as they work together in completing a given task.</p> <p>The objectives of PAL are as follows:</p> <ol style="list-style-type: none"> 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"> - Experiential in nature - Encompass learning in a creative way - Provide opportunities for children to create - Incorporate values education and SEL - Provide enjoyment and fun |

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

2022 TERM 3 LEARNING PLAN PRIMARY 2

FORM TEACHER GUIDANCE PERIOD (FTGP)

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|--|---|
| 1. | Responsible Decision Making | Pupils will be able to reflect on how one's actions and words can affect another person before carrying them out and predict how others feel as a result of their own actions. |
| 2. | Relationship Management | Pupils will be able to seek help from others when they need it and provide help to others who are in need. |
| 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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VALUES-IN-ACTION (VIA)

| S/N | Topic(s)/ Skill(s) | Learning Outcomes |
|-----|---------------------------|--|
| 1. | Everyday's Responsibility | Pupils would understand the importance of keeping the school environment clean and how they play an important role in ensuring that they study in a conducive environment. |

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CHARACTER AND CITIZENSHIP EDUCATION (CCE)

| S/N | Topic(s)/ Skill(s) | Learning Outcomes | Reference Materials |
|-----|--------------------|---|--|
| 1. | Happy Interactions | <p>Pupils will learn about what it means to form their self-identity.</p> <p>Pupils will explore various ways in which they can play their part to create a positive impact in the society.</p> <p>Infusion of 7 habits: Be proactive & synergize</p> | Text Book Activity Book |
| 2. | Our Vibrant Island | <p>Pupils will understand that they have the ability to make personal choices to understand and respect others which can have an impact in forming harmonious relationships.</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> | Text Book Activity Book Scenarios for roleplay |

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MODULAR CCA (MoCCA)

| S/N | Topic(s)/ Skill(s) | Classes | Learning Outcomes |
|-----|--------------------|------------|--|
| 1. | Ethnic Dance | 2C, 2D | <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. | Cornet | 2E, 2F, 2G | |
| 3. | Sports (Athletics) | 2A, 2B | |

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