



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 3 LEARNING PLAN PRIMARY 3

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	<ul style="list-style-type: none"> Developing listening and viewing skills for understanding by focusing on literal and inferential meaning. 	<u>STELLAR big & small books</u> <u>STELLAR workbook</u> Unit 6: Unusual Plants Unit 7: There's a Boy Under the Bed XNPS Listening Activities Online Listening Package Class Library Books Class Extensive Reading
		<ul style="list-style-type: none"> Interpreting texts to identify main ideas to recall and organising key content in texts (by note-taking or using graphic organisers). 	
		<ul style="list-style-type: none"> Developing critical listening skills to compare and contrast information and to determine the credibility of the speaker or the source. 	
2	Reading and Viewing	<ul style="list-style-type: none"> Developing reading readiness and word recognition skills. 	
		<ul style="list-style-type: none"> Processing and comprehending texts. 	
		<ul style="list-style-type: none"> Responding to a wide and extensive range of texts for enjoyment and understanding. 	
		<ul style="list-style-type: none"> Analysing, evaluating and appreciating texts. 	

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3	Speaking and Representing	<ul style="list-style-type: none"> Developing knowledge of features of spoken language. 	STELLAR workbook Unit 6: Unusual Plants Unit 7: There's a Boy Under the Bed XNPS Speaking Package XNPS Writing Package
		<ul style="list-style-type: none"> Forming question tags. 	
		<ul style="list-style-type: none"> Reading aloud and speaking with confidence. 	
4	Writing and Representing	<ul style="list-style-type: none"> Using accurate and consistent spelling. 	
		<ul style="list-style-type: none"> Generating, selecting and organising ideas for creative and critical writing. 	
		<ul style="list-style-type: none"> Developing, organising and expressing ideas coherently, creatively and critically. 	
		<ul style="list-style-type: none"> Reviewing, revising, editing and proofreading. 	
		<ul style="list-style-type: none"> Writing a narrative text in complete sentences and proper paragraphs (introduction, middle and ending) for the given purpose, audience, context and culture (Continuous Writing). 	
		<ul style="list-style-type: none"> Applying spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words. 	XNPS Spelling Kit
5	Grammar	<ul style="list-style-type: none"> Using conjunctions e.g., <i>but</i> and <i>while</i>. 	STELLAR Texts STELLAR workbook Unit 6: Unusual Plants Unit 7: There's a Boy Under the Bed
		<ul style="list-style-type: none"> Using adverbs that connect clauses and sentences e.g., <i>however</i>. 	
		<ul style="list-style-type: none"> Using adverbs to show time, emphasis, and attitude or opinion. 	

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		<ul style="list-style-type: none"> Constructing different forms of sentences using interrogatives - question tags for affirmation. 	
		<ul style="list-style-type: none"> Forming questions and answers by varying the structure of sentences. 	
		<ul style="list-style-type: none"> Using punctuation appropriately - comma for after 'yes' 'no' and when addressing people. 	
6	Vocabulary	<ul style="list-style-type: none"> Deducing the meaning of fixed expressions and words used for literary effect, from how they are used in context, e.g., similes. Developing rich vocabulary through learning words specific to other subject areas by understanding how these words are formed, how they relate to one another and how they are used in context. Understanding how words relate to one another e.g., nouns and noun phrases. Using fixed expressions accurately and appropriately e.g., collocations. 	

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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 3 TERM 3 REVIEW

- 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.
- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

Table of Specifications Primary 3 English Language

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
1	Writing	Continuous Writing	Open-ended	1	20	Weeks 8 - 9	1 h

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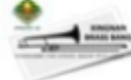
Website: www.xingnanpri.moe.edu.sg

2022 TERM 3 LEARNING PLAN PRIMARY 3

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Measurement	Time <ul style="list-style-type: none"> - Telling time to the minute - Use of 'past' and 'to' to tell time - 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 - Solving problems involving time in hours and minutes 	Textbook Workbook Ch 7 Topical WS Factual Fluency Practice
2	Fractions	Equivalent Fractions <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 or the numerator Addition and Subtraction <ul style="list-style-type: none"> - Adding and subtracting two related fractions within one whole with denominators of given fractions not exceeding 12 	Textbook Workbook Ch 8 Topical WS Factual Fluency Practice

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
3	Geometry	Angles - Concepts of angle - Right angles, angles greater than/smaller than a right angle	Textbook Workbook Ch 9 Topical WS Factual Fluency Practice
4	Heuristics	- Look for a Pattern - Act It Out	Heuristics Package

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2022 TERM 3 ASSESSMENT MATTERS

PRIMARY 3 TERM 3 REVIEW

- Pupils need to bring their **Mathematical instrument sets** for the Mathematics examination. These items will not be provided by the school.
- If your child/ward is ill, it is advisable for him/her to see a doctor and rest at home. Any absence from a paper due to medical reasons must be covered by a valid medical certificate which should be submitted to your child/ward's form teacher upon his/her return to school. Your child/ward will not be disadvantaged as the final marks will be pro-rated.
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Table of Specifications

Primary 3 Mathematics

Number and Algebra:

Chapter 8 – Fractions

Measurement and Geometry:

Chapter 6 – Length, Mass, Volume

Chapter 7 – Time

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

Item Type	Marks	Period	Duration
MCQ	4 x 1 mark	Weeks 8 - 9	40 min
	4 x 2 marks		
Short Answer Question	6 x 2 marks		
Word Problems	2 x 3 marks		
Total:	30 marks		

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2022 TERM 3 LEARNING PLAN

PRIMARY 3

SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Magnets and their characteristics	<ul style="list-style-type: none"> Recognise that magnets can exert a push or pull. State that magnets come in different shapes and sizes. Identify the characteristics of magnets. <ul style="list-style-type: none"> magnets can be made of iron or steel. magnets have two poles. A freely suspended bar magnet comes to rest pointing in a North-South direction unlike poles attract and like poles repel magnets attract magnetic materials Compare magnets, non-magnets and magnetic materials. List some uses of magnets in everyday objects. 	<p>Interactions textbook and workbook</p> <p>Topical worksheet</p>
2	Making magnets	<ul style="list-style-type: none"> Observe that only magnetic materials can be made into magnets. State the definition of an electromagnet. Make a magnet by the 'Stroke' method or the electrical method. State some uses of electromagnets in our daily lives. Show curiosity in exploring uses of magnets in everyday life and question what they find. 	<p>Interaction textbook and workbook</p> <p>Topical worksheet CER worksheet</p>

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3	Cycles in Plants	<ul style="list-style-type: none"> • Understand that plants have a life cycle. • Observe and compare the life cycles of plants grown from seeds over a period of time. • Show curiosity in exploring the surrounding plants and animals and question what they find. 	<p>Cycles textbook and workbook</p> <p>Topical worksheet</p>
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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 3 TERM 3 REVIEW

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Table of Specifications Primary 3 Science

Lower Block (P3)		
Theme: Diversity Classifying Things Living things and Non-living things Animals Plants Fungi and Bacteria Exploring Materials	Theme: Interaction Magnets and their Characteristics Making Magnets	Theme: Cycles Life Cycle of Plants

Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
Multiple Choice Questions	10	2	20	Weeks 8 - 9	40 min
Open-ended Questions	4	2 or 3	10		
Total Marks			30		

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2022 TERM 3 LEARNING PLAN

PRIMARY 3

CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	<ul style="list-style-type: none"> 利用四要素把握主要信息 通过“觉得、认为”听出说话者的看法 	课本，活动本，补充练习
2	说及口语互动	<ul style="list-style-type: none"> 在讨论时，使用“觉得、认为”对人物行为发表看法，并说明原因，提出建议 使用表示方位的词语描述图片 使用表示方向和地点的词语描述路线 从不同方面介绍动物 	课本，活动本，补充练习
3	读	<ul style="list-style-type: none"> 通过“觉得、认为”找出作者的看法 	

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		<ul style="list-style-type: none"> · 借助表示方位的词语了解图片的内容 · 借助表示方向和地点的词语了解一条路线 · 从不同方面了解动物的特点、把握具体信息 	课本，活动本，补充练习
4	写	<ul style="list-style-type: none"> · 利用互动平台提出问题，并回答学生的提问 · 使用表示方位的词语描写图片 · 描写动物长的样子、动作 · 能写含有修饰成分的句子 	课本，活动本，补充练习

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2022 TERM 3 LEARNING PLAN PRIMARY 3

MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Mendengar	Mendengar dan mengenal pasti idea utama dan idea sampingan	Buku Teks Cepak 3B Buku Aktiviti 3B portal e-cekap Buku Kecil : 'Terbang Melayang' 'Tahniah, Ayah!' 'Mereka yang Berjasa'
2	Bertutur	Menyampaikan maklumat yang relevan tentang sesuatu perkara dengan spontan Mengemukakan idea, pendapat atau pandangan tentang sesuatu perkara dengan memberikan contoh yang sesuai	
3	Membaca	Membaca dan menghubungkan teks dengan pengalaman peribadi dan memberi sudut pandangan peribadi	
4	Menulis	Membina ayat aktif, ayat pasif dan ayat tunggal (dengan peluasan subjek dan predikat) yang betul mengikut konteks	
5	Pengetahuan dan penggunaan Bahasa	Mengenali dan menggunakan pelbagai bentuk dan golongan kata yang betul Menggunakan kata seerti/seiras, berlawan, kata pelbagai makna dan peribahasa yang betul dan sesuai mengikut konteks	

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2022 TERM 3 LEARNING PLAN PRIMARY 3

TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	பேசுதல்	<p>மாணவர்கள் பொருத்தமான சொற்களைப் பயன்படுத்திக் கருத்துப்பரிமாறிக்கொள்வார்கள்.</p> <p>எடுத்துக்காட்டு: பாடநூல் - பாடம் 13 அப்பாவின் பாசம்</p> <p>மாணவர்கள் படித்துப் புரிந்துகொண்டவற்றைக் கூறுவதோடு அவற்றின் காரணங்களைப் பற்றியும் கலந்துரையாடுவார்கள். அதோடு, படங்களைப் பார்த்துக் கதையை நிரல்படக் கூறுவார்கள்.</p> <p>எடுத்துக்காட்டு: பாடநூல் - பாடம் 15 (பள்ளித் தோட்டத்தில் ஒரு நாள்)</p> <p>மாணவர்கள் 'மனம் போன போக்கெல்லாம் போக வேண்டாம்' என்னும் உலகநீதியைப் பொருளுணர்ந்து கூறுவார்கள்.</p> <p>எடுத்துக்காட்டு: சிறுவர் கதைநூல் 2 – மனம் போன போக்கிலே</p>	<p>பாடநூல்</p> <p>தேன் தமிழ் வலைத்தளம்</p> <p>சிறுவர் கதைநூல்கள்</p>

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2	வாசிப்பு	<p>மாணவர்கள் 'ர, ற' ஒலி வேறுபாடு உணர்ந்து பகுதியைச் சரியாக உச்சரித்துப் படிப்பார்கள்.</p> <p>மாணவர்கள் 'ல, ள, ழ' எழுத்துகளைக் கொண்டமைந்த சொற்களையும் சிறிய வாக்கியங்களையும் சரியான உச்சரிப்புடன் பொருளுணர்ந்து படிப்பார்கள்.</p> <p>பகுதியை 'ன, ண' ஒலி வேறுபாடு உணர்ந்து சரியாக உச்சரித்துச் சரளமாகப் படிப்பார்கள்.</p> <p>எடுத்துக்காட்டு: பாடநூல் – பாடம் 11 (மந்திரப் பெட்டி)</p> <p>பாடநூல் - பாடம் 14 யார் அந்தச் சிறுவன்?</p>	<p>பாடநூல்</p> <p>சிறுவர் கதைநூல்</p> <p>தேன் தமிழ் வலைத்தளம்</p>
3	கேட்டல் / நோக்கல் கருத்தறிதல்	<p>மாணவர்கள் தாங்கள் கேட்டதைப் புரிந்துகொண்டு சரியான விடைகளைத் தேர்ந்தெடுத்து எழுதுவார்கள்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல் – பயிற்சி 7.2 (ஒலிப்பகுதி – குடும்பத்திறன் போட்டி)</p>	<p>பயிற்சிநூல்</p> <p>பயிற்சித்தாட்கள்</p> <p>தேன் தமிழ் வலைத்தளம்</p> <p>(ஒலிப்பகுதிகள்)</p>
4	மொழி பயிற்சிகள் / எழுத்து வேலை	<p>முன்னுணர்வுக் கருத்தறிதல்:</p> <p>மாணவர்கள் சரியான சொற்களைக்கொண்டு பகுதியில் கோடிட்ட இடங்களை நிறைவு செய்வார்கள்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல் - பயிற்சி 8.4</p>	<p>பயிற்சிநூல்</p> <p>பயிற்சித்தாட்கள்</p>

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		<p>கருத்தறிதல்: மாணவர்கள் பகுதியைப் படித்துப் புரிந்துகொண்டு கேள்விகளுக்குப் பொருத்தமான விடைகளை எழுதுவார்கள்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல் - பயிற்சி 6.6</p> <p>எழுத்துவழிக் கருத்துப்பரிமாற்றம்: மாணவர்கள் ஆசிரியரின் வழிகாட்டுதலுடன் எளிய சொற்களைப் பயன்படுத்திக் குறிப்புகள் எழுத அறிந்துகொள்வார்கள்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல் - பயிற்சி 6.1 (ஒலிப்பகுதி -உரையாடல்) பயிற்சிநூல் - பயிற்சி 7.4</p> <p>கட்டுரை: மாணவர்கள் படத்தொடரைப் புரிந்துகொண்டு கருத்துகளை நிரல்பட அமைத்துக் கட்டுரை எழுதுவார்கள்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல்- பயிற்சி 7.7</p>	
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A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 3 TERM 3 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 3 Chinese Language

测试	考查项目:	考查方式:	题数	分数:	周数	时间
试卷一	看图作文	自由作答	1	15分	第八周 或 第九周	40分钟
总分			-	15分		

Primary 3 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 1 Karangan	Menulis Cerita	Gambar Bersiri	15	Minggu 8 atau 9	40 minit
Total			15		

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Primary 3 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 1 – கட்டுரை	படக் கட்டுரை	OE	15	வாரம் 8 அல்லது வாரம் 9	40 நிமிடங்கள்
மொத்தம்			15		

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2022 TERM 3 LEARNING PLAN PRIMARY 3

ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Observe	Ask questions and gather information to make meaning of what they see.
2	Explore	Explore and discover different ways to use materials and tools to make art individually and with others.
3	Express	Demonstrate eagerness to find out more about art.
		Talk about Singapore and international artworks and artists.

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HOLISTIC DEVELOPMENT PROFILE (HDP)

TERM 3

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 Art is on exploring wire sculpting and creating, interpreting artistic symbols.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Ask questions and gather information to make meaning of what they see.	Needs a lot of guidance to ask questions to make meaning of what they see.	Able to ask relevant questions to make meaning of what they see when prompted.	Able to ask relevant questions independently to make meaning of what they see.	Able to independently raise relevant and meaningful questions that reflect a deeper thought process of what they see.
2. Explore and discover different ways to use materials and tools to make art individually and with others.		Needs some guidance to come up with conventional methods to use materials and tools in creating art.	Able to apply conventional methods to use materials and tools in creating art.	Able to actively seek new ways to use materials and tools to create art unconventionally.
3. Demonstrate eagerness to find out		Needs some guidance to make simple descriptions of the artist's perspective	Able to consider the artist's perspective and artistic processes used in the	Able to actively consider the artist's perspective and artistic processes used in

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more about art.		and artistic processes used in the creation of the artwork.	creation of the artwork when prompted.	the creation of the artwork.
4. Talk about Singapore and international artworks and artists.		Needs some guidance to make short and simple relations of their personal experiences and artworks to the works of Singapore and international artists.	Able to make relations of their personal experiences and artworks to the works of Singapore and international artists when prompted.	Able to actively make meaningful relations between their personal experiences and artworks to the works of Singapore and international artists.

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2022 TERM 3 LEARNING PLAN PRIMARY 3

MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Musical Elements	Using the boomwhackers, recorders, and other classroom percussion instruments to play as an ensemble to the song "We Are Singapore".
		Learn about Recorder and play the notes B, A, G, E and D with different repertoires.
		Create soundscape of a local scene using different instruments.

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HOLISTIC DEVELOPMENT PROFILE (HDP)

TERM 3

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QUALITATIVE DESCRIPTORS

<u>Learning Outcomes</u>	<u>Beginning</u>	<u>Advancing</u>	<u>Deepening</u>	<u>Mastering</u>
1. Perform individually and as an ensemble using rhythmic, melodic and harmonic patterns in 4/4 time.	Needs a lot of guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Needs some guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Needs little guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Able to perform as an ensemble for the song, We Are Singapore, in 4/4 time.
2. Create music in both instrumental and vocal settings, individually and in groups: - Create and perform soundscape using different instruments.	Needs a lot of guidance to create and perform soundscapes of a local scene.	Needs some guidance to create and perform soundscapes of a local scene.	Needs little guidance to create and perform soundscapes of a local scene.	Able to create and perform soundscapes of a local scene.

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<p>3. Appreciate music from the Singapore culture by identifying and performing the community song that can be heard in the Singaporean context.</p>			<p>Needs little guidance to identify and perform the community song, We Are Singapore, that can be heard in the Singaporean context.</p>	<p>Able to identify and perform the community song, We Are Singapore, that can be heard in the Singaporean context.</p>
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2022 TERM 3 LEARNING PLAN PRIMARY 3

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. 	Lesson Package/Programme prepared by CCE Department Kindsville Booklet
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. 	Lesson Package/Programme prepared by CCE Department Kindsville Booklet
3	Understanding Singapore's Environment and Challenges	<ul style="list-style-type: none"> Recognise that there are challenges in the provision of transport in Singapore. Describe how Singapore adapts to overcome challenges and meet transport needs by identifying the changes made to Singapore's airports over time. Recognise that there are challenges to meeting Singapore's housing needs in the past. 	Digital Reader 5: "Discovering Singapore the Ride Way" Digital Reader 6: "From Kampung to Flat"

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		<ul style="list-style-type: none"> • Prepare for Semester 2 Performance Task - make an artifact of either a kampung house or a HDB flat using only recycled materials for Term 4 Show and Tell. • Show curiosity to learn more about the world they live in. • Make careful observations with teacher guidance to describe people, places and events. • Generate ideas and consider their relevance with teacher guidance. 	Social Studies Activity Book 3 - Pages 18 - 22
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2022 TERM 3 LEARNING PLAN PRIMARY 3

PHYSICAL EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Gymnastics	Roll in a forward direction, starting and ending in different body shapes and body positions.
		Roll using the shape of round-tuck in a backward direction down an inclined surface, demonstrating a lift off the hands for head clearance.
		Jump using two feet take-off with hand support on low apparatus, to turn in lateral rotation by transferring body weight onto hands, bringing the body over the apparatus, and back to feet, several times in succession.
2	Games & Sports	Trap using the foot while stationary a ball coming below the knee.
		Kick (Pass) using the inside of the foot a ball on the ground to a stationary and moving partner who will trap using the foot.
		Pass to a moving partner while either one is defended.
		Kick a rolling ball towards a goal, using a smooth running approach.
3	Outdoor Education	Navigation Skills - Locate the position of self in relation to the landmarks in the school and its neighbourhood using pictorial charts.
		Outdoor Living Skills - Apply key principles and considerations of packing for a day trip.

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4	Health Education	Identify ways to manage the safety of self and others during outdoor activities.
		Describe distinctiveness of the neighbourhood, e.g. local parks and the community.
		Taking care of our eyes: Understand how eye injuries can occur and take precautionary measures to prevent them from happening.
		Taking care of our eyes: Be aware of and demonstrate proper handling of the spectacles to prevent eye discomfort.
		Cycling safety: Be aware of and undertake safety measures both as a cyclist and as a pedestrian to ensure personal and community safety.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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 Physical Education and Health Education is on Gymnastics, Outdoor Education & Physical Health and Fitness.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Dance: Creating & Performing 1. Demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members and also perform a structured dance to the music 'In Appreciation', and repeat with modifications to group formation.	Needs a lot of guidance to demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members and also perform a structured dance to assigned music, and repeat with modifications to group formation.	Needs some guidance to demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members and also perform a structured dance to assigned music, and repeat with modifications to group formation.	Needs little guidance to demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members and also perform a structured dance to assigned music, and repeat with modifications to group formation.	Able to confidently demonstrate a sequence of movement phrases and perform in various positions, with and without contacting group members and also perform a structured dance to assigned music, and repeat with modifications to group formation.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Gymnastics: Balancing 2. Demonstrate balancing on hand(s) within different combinations using both feet.	Needs a lot of guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Needs some guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Needs little guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Able to confidently demonstrate balancing on hand(s) within different combinations using both feet.
Outdoor Education: Building competency in assessing and managing risk 3. Identify ways to manage the safety of self and others during outdoor activities.		Needs some guidance to identify ways to manage the safety of self and others during outdoor activities.	Needs little guidance to identify ways to manage the safety of self and others during outdoor activities.	Able to identify accurately ways to manage the safety of self and others during outdoor activities.
Physical Health & Fitness: Water Safety 4. Has knowledge to undertake personal safety measures to prevent accidents in the water.		Have little knowledge to undertake personal safety measures to prevent accidents in the water.	Have some knowledge to undertake personal safety measures to prevent accidents in the water.	Fully aware to undertake personal safety measures to prevent accidents in the water.

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2022 TERM 3 LEARNING PLAN PRIMARY 3

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Responsible Decision Making	Pupils will learn about how they can protect themselves from people whom they are not familiar with.
2	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.
3	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.
4	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 3

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.
2	Care for the community	Pupils learn about the importance of "Neighbourliness" through the Art activity that they would be engaged in with selected drawings to be displayed at the neighbourhood.

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2022 TERM 3 LEARNING PLAN PRIMARY 3

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Where I Belong	<p>LO:</p> <ol style="list-style-type: none"> Pupils will learn the importance of making choices that show understanding and respect. <p>7 habits infusion: Be proactive, Think Win-Win & Synergize</p> <p>Suggested extension activities:</p> <ul style="list-style-type: none"> Discussion: Pupils and teachers will engage in a conversation to share what it means to be respectful. Pupils will share instances that they felt very angry or disappointed with someone but they continued to be respectful and understanding. Scenario based learning: Pupils will receive scenarios for them to have hands-on experience on how they can make choices that show understanding and respect. 	Text Book Activity Book

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		E.g. 1: On the day of project submission, your teammate who was supposed to bring the project to school was absent. Your teammates and you feel very disappointed and angry. What would you do in this scenario?	
2	It's Our Turn	<p>LO:</p> <ol style="list-style-type: none"> 1. Pupils will learn about the problems in our environment and how our actions are adding to the damage. 2. Pupils will learn more about their roles in caring for the environment. 3. Pupils will explore ways in which they can play a part in caring for our environment. <p>7 habits infusion: Be proactive, Think Win-Win & Synergize</p> <p>Suggested extension activities:</p> <ul style="list-style-type: none"> • Video: Pupils will watch a video to give them a better understanding on how our actions impact our environment. • Poster creation: Pupils will create a poster to share with our fellow Xingnanians on how they can play an active role in caring for our environment. E.g. Not wasting food, using 2 sides of the paper, 3Rs (Reuse, Reduce & Recycle) etc. 	<p>Text Book</p> <p>Activity Book</p> <p>Video</p> <p>Poster template</p>

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2022 TERM 3 LEARNING PLAN

PRIMARY 3

MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Class(es)	Learning Outcomes
1	ECO-Stewardship	3A, 3B, 3C, 3D	<ol style="list-style-type: none">1. Acquire knowledge and skills beyond the curriculum so as to create joy of learning.2. Development of SEL competencies, character building and inculcation of school core values.3. Discover their interests and talents.4. Develop a sense of identity and belonging to the school and their community.

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