



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 3 LEARNING PLAN PRIMARY 4

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	<ul style="list-style-type: none"> Developing a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect. 	STELLAR Readers Text Unit 7: Sports Day Unit 8: Statues Unit 9: What Is A Tsunami? XNPS Speaking Package Companion Booklet: The Champion Little Red Dot by The Straits Times Online LC package XNPS School Library XNPS Comprehension Booklet Library Visit Activity
		<ul style="list-style-type: none"> Making connections between parts of texts. 	
		<ul style="list-style-type: none"> Drawing on prior knowledge and contextual clues. 	
		<ul style="list-style-type: none"> Listening and viewing for understanding and enjoyment. 	
2	Reading and Viewing	<ul style="list-style-type: none"> Enjoying reading a self-chosen storybook for enjoyment. 	
		<ul style="list-style-type: none"> Constructing meaning from diverse and multiple texts. 	
		<ul style="list-style-type: none"> Using comprehension strategies to understand at literal, inferential and evaluative levels. 	
3	Speaking and Representing	<ul style="list-style-type: none"> Using prediction and confirmation as comprehension strategies. 	
		<ul style="list-style-type: none"> Reading aloud and speaking with confidence. 	

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		<ul style="list-style-type: none"> Participating respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s). 	
4	Writing and Representing	<ul style="list-style-type: none"> Manipulating sentences by adding details. 	STELLAR Workbook Unit 7: Sports Day Unit 8: Statues Unit 9: What Is A Tsunami? Companion Booklet: The Champion XNPS Writing Package XNPS Spelling Kits
		<ul style="list-style-type: none"> Revising, proofreading and editing writing pieces. 	
		<ul style="list-style-type: none"> Writing coherent and cohesive paragraphs using simple and complex sentences. 	
		<ul style="list-style-type: none"> Understanding how text features and structures suit various purposes and audiences. 	
		<ul style="list-style-type: none"> Using dialogues and flashbacks to begin narratives. 	
		<ul style="list-style-type: none"> Using saying verbs in writings. 	
		<ul style="list-style-type: none"> Using word identification skills to work out new words. 	
		<ul style="list-style-type: none"> Writing freely on a given topic (Sustained Silent Writing). 	
5	Grammar	<ul style="list-style-type: none"> Writing sentences in a passive voice. 	STELLAR Readers Text STELLAR workbook Unit 7: Sports Day Unit 8: Statues Unit 9: What Is A Tsunami?
		<ul style="list-style-type: none"> Understanding that gerunds are verbs forms which function as nouns. 	
		<ul style="list-style-type: none"> Using action verbs. 	

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		<ul style="list-style-type: none"> Using commas or hyphens (- ... -) between main sentence and further explanation of what it is, () around pronunciation of foreign word, "..." to show a special word, and commas to separate place names. 	Companion Booklet: The Champion
		<ul style="list-style-type: none"> Using connectors e.g., "while", "when", "neither .. nor" and "either ... or" to combine sentences. 	
		<ul style="list-style-type: none"> Using modals "might" and "can" for possibility; "would" to show repeated events. 	
		<ul style="list-style-type: none"> Using phrasal verbs. 	
		<ul style="list-style-type: none"> Using pronouns for 2nd and 3rd person; "it" for inanimate things and "you" for the reader or indefinite person. 	
		<ul style="list-style-type: none"> Using quotation marks for direct speech and book titles. 	
6	Vocabulary	<ul style="list-style-type: none"> Identifying synonyms. 	
		<ul style="list-style-type: none"> Using hyponyms. 	
		<ul style="list-style-type: none"> Using suffixes "-tion", "-ation", "-sion" to make nouns from verbs and "-al" to make adjectives. 	
		<ul style="list-style-type: none"> Using idioms. 	
		<ul style="list-style-type: none"> Using similes in imagery to describe. 	

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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 4 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 4 English Language**

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
2	Language Use and Comprehension	Comprehension - 1 passage (220-300 words in length)	A variety of items: e.g. Sequencing, Open-ended	7-10	10	Weeks 8 - 9	30 min

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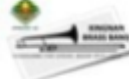
2022 TERM 3 LEARNING PLAN

PRIMARY 4

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Geometry	Square and Rectangle <ul style="list-style-type: none">Properties of square and rectangle, excluding diagonal propertiesDrawing rectangle and square on square grid	Textbook Workbook Ch 6 Topical WS
2	Decimals	Decimals up to 3 decimal places <ul style="list-style-type: none">Notation, representations and place values (tenths, hundredths, thousandths)Comparing and ordering decimalsDividing a whole number by a whole number with quotient as a decimalConverting decimals to fractionsConverting fractions to decimals when the denominator is a factor of 10 or 100Rounding off decimals to<ul style="list-style-type: none">The nearest whole number1 decimal place2 decimal places	Textbook Workbook Ch 7 & Ch 8 Topical WS

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
2	Decimals	Addition and Subtraction – Adding and subtracting decimals (up to 2 decimal places) Multiplication and Division – Multiplying and dividing decimals (up to 2 decimal places) by a 1-digit whole number – Solving up to 2-step word problems involving the 4 operations – Rounding off answers to a specified degree of accuracy	Textbook Workbook Ch 7 & Ch 8 Topical WS
3	Geometry	Line Symmetry – Identifying symmetric figures – Determining whether a straight line is a line of symmetry of a symmetric figure – Completing a symmetric figure with respect to a given line of symmetry on square grid	Textbook Workbook Ch 9 Topical WS
4	Heuristics	– Look for a Pattern – Draw a Picture	Heuristics Package

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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 4 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.
- Absence from any assessment that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

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Table of Specifications Primary 4 Mathematics

Measurement and Geometry:

Chapter 6 – Squares and Rectangles

Number and Algebra:

Chapter 7 – Decimals

Chapter 8 – Four Operations of Decimals

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

Item Type	Marks	Period	Duration
MCQ	8 x 2 marks	Weeks 8 - 9	1 h
Short Answer Question	10 x 2 marks		
Word Problems	2 x 3 marks 2 x 4 marks		
Total:	50 marks		

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CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	<ul style="list-style-type: none"> 通过表示时间的词语听出事情的经过 	课本，活动本，补充练习
2	说及口语互动	<ul style="list-style-type: none"> 针对人物的言行说出看法，说明理由，并对别人的看法作出回应 和长辈说话时，能使用礼貌用语 使用表示地点的词语，从看到和听到两个方面，介绍活动场景 使用方向和地点的词语说明线路 根据提示讲述故事 根据图意和提示讲述故事 	课本，活动本，补充练习
3	读	<ul style="list-style-type: none"> 从不同方面比较人物的特点 	课本，活动本，补充练习

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		<ul style="list-style-type: none"> · 借助表示方向和地点的词语，了解活动场景 · 利用偏旁部首查字典 · 使用表示方向和地点的词语说明路线 · 根据提示讲述故事 · 根据图意和提示讲述故事 	
4	写	<ul style="list-style-type: none"> · 根据图意和提示写出事情的起因、经过和结果 · 描写人物外貌 · 描写人物动作 · 描写人物对话 · 能用适当的句子把段落连接起来 · 根据图意和提示写出事情的起因、经过和结果。 · 能使用省略号 	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	Bertutur	<ul style="list-style-type: none">menerangkan maklumat tentang sesuatu perkara dengan memberikan contoh yang sesuaimenerangkan makna perkataan dalam teks mengikut konteks dengan merujuk kamusbertukar-tukar fakta, idea, maklumat atau pendapat dengan menggunakan laras bahasa yang sesuai mengikut konteks	Buku Cepak 4B e-cekap Lampiran Lembaran Buku Kecil Google Classroom SLS
2	Membaca	<ul style="list-style-type: none">membaca dan menginterpretasi informasimembaca dan memahami maklumat yang tersiratmembaca dan memberikan sudut pandangan peribadi	
3	Mendengar	<ul style="list-style-type: none">mendengar dan membuat kesimpulanmendengar dan membuat ramalanmendengar dan membuat inferens	
4	Menulis	<ul style="list-style-type: none">menghasilkan perenggan yang sesuai dan menggunakan permulaan karangan yang menarik untuk penulisan karangan gambar bersiri	

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5	Pengetahuan dan Penggunaan Bahasa	<ul style="list-style-type: none"> • menggunakan kata bantu dengan betul mengikut konteks • menggunakan peribahasa dengan betul mengikut konteks • menggunakan kata tanya 'bagaimana' dan 'mengapa' dengan betul mengikut konteks • menggunakan imbuhan 'ber-', 'ber-...-an', 'men-...-kan' dan 'meng-...-kan' dengan betul mengikut konteks • membina ayat tanya dan ayat majmuk yang betul mengikut konteks • menggunakan kata hubung 'apabila', 'hingga' dan 'walaupun' dengan betul mengikut konteks. • menggunakan penjodoh bilangan 'butir', 'helai', 'naskhah' dan 'ulas' dengan betul dan sesuai mengikut konteks 	

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TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	பேசுதல்	<p>மாணவர்களைத் தமிழில் பேச ஊக்குவிப்பது நமது முக்கிய நோக்கமாகும். கதைகள், பாகமேற்று நடித்தல், உரையாடல்கள் போன்றவற்றின் மூலம் மாணவர்களைத் தமிழில் பேச ஊக்குவிப்போம்.</p> <p>எடுத்துக்காட்டுகள்:</p> <p>மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டப் படங்களைக்கொண்டு கதை ஒன்றை உருவாக்குவர். பாடநூல் பக்கம்: 11. பிறகு பாகமேற்று நடித்துக்காட்டுவர்.</p> <p>மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட தலைப்புகள் மற்றும் படங்களை ஒட்டி கலந்துரையாடுவர். பாடநூல் பக்கம்: 8 & 9 - இப்பக்கங்களில் உள்ள படத்தைக்கொண்டு மாணவர்கள் கலந்துரையாடல் ஒன்றில் ஈடுபடுவர். பாடநூல் பக்கம்: 14- இப்பக்கத்தில் உள்ள தலைப்பை ஒட்டி மாணவர்கள் கலந்துரையாடல் ஒன்றில் ஈடுபடுவர்.</p> <p>மாணவர்கள் அவர்கள் இதவணையில் கற்றுக்கொள்ளும் பழமொழிகளைக்கொண்டு கதைகள் அமைத்து அதை நாடகமாக நடித்துக்காட்டுவர். பாடநூல் பக்கம்: 13</p>	<p>பாடநூல் - பாடம் 11 to 15 பயிற்சிநூல் தேன் தமிழ் வலைத்தளம் Google வகுப்பறை</p>

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2	வாசிப்பு	<p>மாணவர்கள் பாடநூலில் கொடுக்கப்பட்ட வாசிப்புப்பகுதிகள், சிறுவர் கதைநூல், கதைப்புத்தகங்கள் போன்றவற்றின் துணைக்கொண்டு சரளமாக வாசிக்கக் கற்றுக்கொள்வர்.</p> <p>எடுத்துக்காட்டு: பாடநூல் பக்கம்: 2-3, 6-7</p> <p>மாணவர்கள் ஏற்ற இறக்கத்துடன் வாசிக்கக் கற்றுக்கொள்வர்.</p> <p>மாணவர்கள் ல-ள-ழ ஒலி வேறுபாடு உணர்ந்து பகுதியை முறையாக உச்சரித்துப் படிக்கக் கற்றுக்கொள்வர்.</p> <p>மாணவர்கள் த-ட ஒலி வேறுபாடு உணர்ந்து பகுதியை முறையாக உச்சரித்துப் படிக்கக் கற்றுக்கொள்வர்.</p>	<p>பாடநூல் சிறுவர் கதைநூல் கதைப்புத்தகங்கள் Google வகுப்பறை</p>
3	கேட்டல்	<p>கேட்டல் கருத்தறிதல் பகுதிகள்: மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>நோக்கல் மாணவர்கள் ஒளிக்காட்சியைப் பொருளுணர்ந்து கவனித்து, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர். எடுத்துக்காட்டு: பயிற்சிநூல் பக்கம்: 5&6</p>	<p>பயிற்சித்தாட்கள் பயிற்சிநூல்</p>
4	மொழி பயிற்சிகள் / எழுத்து வேலை	<p>மாணவர்கள் சில-சிலர்,பல- பலர் முதலிய சொற்களின் வேறுபாட்டினை அறிவர். எடுத்துக்காட்டு:பயிற்சிநூல் பக்கம்: 3</p> <p>மாணவர்கள் ர-ற எழுத்துக்களைக் கொண்ட ஒலிவேறுபாடு சொற்களின் பொருளை அறிவர். எடுத்துக்காட்டு:பயிற்சிநூல் பக்கம்: 29</p>	<p>பாடநூல் பயிற்சிநூல் தொகுதி 6-8 பயிற்சித்தாட்கள்</p>

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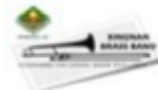
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		<p>மாணவர்கள் வேற்றுமை மற்றும் நிறுத்தற்குறிகளின் பயன்பாட்டை அறிவர்.</p> <p>கட்டுரை: மாணவர்கள் ஆசிரியரின் வழிகாட்டுதலுடன் கட்டுரை எழுத பயில்வர்.</p> <p>எழுத்துவழிக் கருத்துப்பரிமாற்றம் : மாணவர்கள் தங்கள் எண்ணங்களை ஒருவருக்கு எழுத்துவழி தெரிவிக்கவும் உத்தியைக் கற்றுக்கொள்வார்கள்.</p>	
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A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 4 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 4 Chinese Language

测试	考查项目:	考查方式:	题数	分数:	周数	时间
试卷二	(一)短文填空	多项选择	4	8分	第八周 或 第九周	1小时
	(二)阅读理解	多项选择/书面回应	3	8分		
	(三)理解问答	作答	5	9分		
总分			-	25分		

Primary 4 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 2 Kefahaman Membaca	Kefahaman Objektif (berserta interaksi penulisan)	Jawapan Pelbagai Pilihan (MCQ) Jawapan Bebas (OE)	12	Minggu 8 atau 9	1 jam
	Kefahaman Subjektif	Jawapan Bebas (OE)	13		
Total			25		

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Primary 4 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 2 மொழிக் கூறு	தெரிவுவிடைக் கருத்தறிதல்	4 MCQ & 1(OE)	12	வாரம் 8 அல்லது வாரம் 9	1 மணி நேரம்
	சொற்பொருள்	2 MCQ	4		
	சுயவிடைக் கருத்தறிதல்	5(OE)	9		
மொத்தம்			25		

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2022 TERM 3 LEARNING PLAN PRIMARY 4

SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Cycles in Matter and Water	<ul style="list-style-type: none">• State that matter is anything that has mass and occupies space.• Differentiate between the three states of matter (solid, liquid, gas) in terms of shape and volume.• Measure mass and volume using appropriate apparatus.• Show curiosity in exploring matter in the surroundings and question what they find.	Cycles Textbook and Workbook Topical Worksheet
2.	Plant System	<ul style="list-style-type: none">• Identify the different parts of plants and state their functions:<ul style="list-style-type: none">- root- leaf- stem• Observe plant parts.• Show curiosity in exploring the surrounding plants and question what they find.• Show concern by being responsible towards plants.	Systems Textbook and Workbook Topical Worksheet

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2022 TERM 3 ASSESSMENT MATTERS PRIMARY 4 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 Science

Lower Block (P3 and P4)	
Theme: Cycles Topics Life Cycle of Plants Life Cycle of Some Animals Matter	Theme: Energy Topics Light and Shadows Heat and Temperature

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Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
Multiple Choice Questions	15	2	30	Weeks 8 - 9	50 min
Open-ended Questions	5 - 7	2 - 4	20		
Total Marks			50		

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2022 TERM 3 LEARNING PLAN PRIMARY 4

ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Observe	Ask questions and gather information to make meaning about what they see.
2	Express	Share their artworks, intentions and artmaking processes with others.
		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 relating to others' ideas through personal experiences and memories.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Ask questions and gather information to make meaning of what they see (LO2)	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. Demonstrate eagerness to find out more about art (LO6)		Needs some guidance to make simple descriptions of the artist's perspective and artistic processes used in the creation of the artwork.	Able to consider the artist's perspective and artistic processes used in the creation of the artwork when prompted.	Able to actively consider the artist's perspective and artistic processes used in the creation of the artwork.
3. Share their artworks, intentions and art	Needs a lot of guidance to make basic relations to	Needs some guidance to make short and simple	Able to make simple relations to their personal	Able to make justified relations to their personal

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making processes with others (LO7)	personal experiences and memories.	relations to their personal experiences and memories.	experiences and memories independently.	experiences and memories.
4. Talk about Singapore and international artworks and artists. (LO8)		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 4

MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Musical Performance	Perform the song 'When the Saint Goes Marching In' using the recorder.
2	Music Creation	Create a soundscape using ICT Tools and different instruments.
3	Music Appreciation	Identify and sing the community songs that can be heard in the Singaporean context.

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HOLISTIC DEVELOPMENT PROFILE (HDP)

TERM 3

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform individually and as an ensemble using recorder for a chosen repertoire, in 2/4, 3/4 or 4/4 time.	Needs a lot of guidance to perform the song 'When the Saint Goes Marching In' using the recorder.	Needs some guidance to perform the song 'When the Saint Goes Marching In' using the recorder.	Needs little guidance to perform the song 'When the Saint Goes Marching In' using the recorder.	Able to perform the song 'When the Saint Goes Marching In' using the recorder.
2. Create music in both instrumental and vocal settings, individually and in groups: - Create a soundscape using digital tools.	Needs a lot of guidance to create and perform soundscapes.	Needs some guidance to create and perform soundscapes.	Needs little guidance to create and perform soundscapes.	Able to create and perform soundscapes.

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3. Appreciate music from the Singapore culture by identifying and singing the community songs that can be heard in the Singaporean context.			Needs little guidance to identify and sing the community songs that can be heard in the Singaporean context.	Able to identify and sing the community songs that can be heard in the Singaporean context..

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2022 TERM 3 LEARNING PLAN PRIMARY 4

FORM TEACHERS GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Social Awareness	Pupils will be able make responsible decisions if he/she has the capacity to identify and analyze a situation competently. He/She should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations with regards to situations they encounter in cyberspace.
2	Relationship Management	Pupils will be able to show ways of valuing other people in the school through their words and actions; listen, seek clarification and express themselves in a team.
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.
2	Care for the Community	Pupils would understand about the positive influence they could help to impact the elderly residents in the nursing homes through the well-thought activities that they would plan and organise for the residents in the nursing homes.
3	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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CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
	It's Our Turn	<p>1. Pupils will share what a caring & gracious community is to them.</p> <p>2. Pupils will share & explore ways in which they can be active contributors to a caring & gracious community.</p> <p>Infusion of 7 Habits: Be proactive & Synergize</p> <p>Suggested extensions activities:</p> <ul style="list-style-type: none">• Discussion time & gallery walk: Pupils will share what a caring & gracious community is to them. Pupils, in groups, will pen down their thoughts on butcher paper. Following that, there will be a gallery walk.• Poster creation: Pupils will create a poster to share ways in which they can be an active contributor to a caring & gracious community.	<p>Text Book</p> <p>Activity Book</p>

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2022 TERM 3 LEARNING PLAN PRIMARY 4

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. Strengthen friendships between people of other races and religions. Appreciate 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	The Fall of Singapore and the Japanese Occupation / Journey Towards Independence	<ul style="list-style-type: none"> Evaluate how the Japanese Occupation impacted the lives of people in Singapore. State the events that led to the fall of Singapore. Determine the reliability and relevance of information and data with teacher's guidance. 	4B TB pg 1 – 33 4B AB4.1 – 5.1

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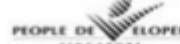
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		<ul style="list-style-type: none"> • Describe the ways in which different people contributed to Singapore during the war. • Describe how our leaders contributed to Singapore's journey towards independence. • Describe events that led to changes in the government of Singapore between 1945 and 1959. 	
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PHYSICAL EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Outdoor Education	Apply key principles and considerations of healthy eating and hygiene when preparing a meal for a day trip.
		Explain the possible impact of one's actions on the school and its neighbourhood and demonstrate care for the neighbourhood.
2	Games & Sports	Receive a pass (with the hands, feet and a long-handled implement) or a rebound and shoot on goal, with and without a defender.
		Move into position to strike an object accurately and with applied force using the underhand, overhand, backhand and forehand/sidearm stroke so that the ball travels in the intended direction and location over a low and high net.
3	Dance	Explore different body parts to lead movements in variation of direction, level, pathway, time and force in response to music.
		Demonstrate a sequence of movement phrases.
		Perform a pre-designed movement experience to the music "Maple Leaf Rag", and repeat with modifications to the movement phrases.

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PEOPLE DEVELOPER





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4	Gymnastics	Jump with hand support on at least medium-height apparatus to mount on feet, in tuck and straddle shapes.
		Jump off high apparatus (e.g. beam, vaulting box) to land in a controlled finished position.
		Jump from low apparatus to rebound on a springboard, to form gymnastics shapes of stretch, tuck, and straddle during flight, to land in a controlled finished position.
5	Taking Care of Your Teeth	Understand how tooth decay occurs.
		State ways to prevent tooth decay through oral hygiene and good food choices.
		Name the components of a tooth.
6	Food Borne Diseases	Recognise the symptoms of food-borne diseases.
		Understand the causes of and how to prevent food-borne diseases.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 3

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Gymnastics: Mounting & Dismounting 1. Able to mount and dismount from apparatus and land in a controlled finished position	Needs a lot of guidance to demonstrate the ability to mount and dismount from apparatus and land in a controlled finished position.	Needs some guidance to demonstrate the ability to mount and dismount from apparatus and land in a controlled finished position.	Needs little guidance to demonstrate the ability to mount and dismount from apparatus and land in a controlled finished position.	Able to confidently demonstrate the ability to mount and dismount from apparatus and land in a controlled finished position.
Outdoor Education: Enhancing physical health and well-being Navigation Skills 2. Undertake a route with checkpoints using pictorial		Needs some guidance to undertake a route with checkpoints using pictorial charts and apply key principles and considerations of healthy eating and	Needs little guidance to undertake a route with checkpoints using pictorial charts and apply key principles and considerations of healthy eating and	Able to confidently undertake a route with checkpoints using pictorial charts and apply key principles and considerations of healthy eating and hygiene when

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charts and other aids, e.g., photographs, written and verbal instructions		hygiene when preparing a meal for a day trip.	hygiene when preparing a meal for a day trip.	preparing a meal for a day trip.
Outdoor Living Skills 3. Apply key principles and considerations of healthy eating and hygiene when preparing a meal for a day trip, e.g., a trip to the neighbourhood park				
Physical Health & Fitness: Good Health Habits and Practices 4. Able to understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.		Needs some guidance to understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.	Needs little guidance to understand the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.	Understand fully the process of mosquito breeding and associated diseases as well as to take precautionary measures to prevent and protect oneself from mosquito bites.

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2022 TERM 3 LEARNING PLAN PRIMARY 4

MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Class(es)	Learning Outcomes
1	Balloon Sculpting	4A, 4B, 4C	<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
2	Diabolo	4D, 4E	

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