



# XINGNAN PRIMARY SCHOOL

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## 2022 TERM 3 LEARNING PLAN PRIMARY 5

### ENGLISH LANGUAGE & FOUNDATION ENGLISH LANGUAGE (FEL)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Listening and Viewing	<ul style="list-style-type: none"> <li>Developing listening and viewing skills for understanding by focusing on literal and inferential meaning.</li> </ul>	Little Red Dot by The Straits Times Online LC package XNPS School Library XNPS Speaking Package XNPS Comprehension Booklet <b><u>Blended Learning</u></b> Class Library Book Review Library Visit Activity
		<ul style="list-style-type: none"> <li>Developing critical listening and viewing by focusing on implied meaning, higher-order thinking and evaluation.</li> </ul>	
2	Reading and Viewing	<ul style="list-style-type: none"> <li>Processing and comprehending texts by focusing on literal and inferential meaning.</li> </ul>	<b><u>STELLAR Readers Texts</u></b> Unit 7: Ten Unit 8: What Happens When You Laugh Unit 9: Amazing Friends <b><u>STELLAR Readers Texts (FEL)</u></b> Unit 5: Ten
		<ul style="list-style-type: none"> <li>Analysing, evaluating and appreciating texts by focusing on implied meaning, higher-order thinking and judgement.</li> </ul>	
		<ul style="list-style-type: none"> <li>Using prediction, confirmation and relating new knowledge to old knowledge as comprehension strategies.</li> </ul>	
		<ul style="list-style-type: none"> <li>Identifying the characteristics of a narrative, e.g., characters, setting, plot.</li> </ul>	



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3	Speaking and Representing	<ul style="list-style-type: none"> <li>Developing accuracy and fluency in speaking and representing</li> </ul>	Unit 6: Things You May Never Have Noticed  XNPS Speaking Package  <b>Blended Learning</b> Flipgrid/ Kahoot – for Oral recording practice
		<ul style="list-style-type: none"> <li>Exploring, generating, developing and organising ideas respectfully as individuals and collaboratively in various contexts.</li> </ul>	
		<ul style="list-style-type: none"> <li>Speaking and representing confidently, coherently and cohesively for a variety of purposes, audiences, contexts and cultures.</li> </ul>	
		<ul style="list-style-type: none"> <li>Monitoring, reviewing, revising and refining responsibly before, during and after speaking and representing.</li> </ul>	
4	Writing and Representing	<ul style="list-style-type: none"> <li>Using accurate and consistent spelling.</li> </ul>	XNPS Spelling Kits XNPS Writing Package
		<ul style="list-style-type: none"> <li>Generating, selecting and organising ideas for writing and representing creatively and critically for Free, Continuous or Situational Writing.</li> </ul>	
		<ul style="list-style-type: none"> <li>Reviewing, revising, editing and proofreading to improve writing and representing.</li> </ul>	
5	Grammar	<ul style="list-style-type: none"> <li>Rewriting dialogues in reported speech by changing verbs from the past tense to the past perfect tense and change from active to passive voice and vice versa.</li> </ul>	<b>STELLAR Workbook</b> Unit 7: Ten Unit 8: What Happens When You Laugh Unit 9: Amazing Friends  <b>STELLAR Workbook (FEL)</b> Unit 5: Ten Unit 6: Things You May Never
		<ul style="list-style-type: none"> <li>Modifying sentences using connectors of cause and effect e.g., <i>since, because, therefore, when, as</i>.</li> </ul>	
		<ul style="list-style-type: none"> <li>Revising meta-language terms: simple present and present continuous tenses, gerunds, action and sensing verbs, punctuation.</li> </ul>	
		<ul style="list-style-type: none"> <li>Revising connectors of contrast and result e.g., <i>consequently, nevertheless, nonetheless</i>.</li> </ul>	



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6	Vocabulary	<ul style="list-style-type: none"> <li>Building vocabulary in relation to the STELLAR themes.</li> </ul>	Have Noticed
		<ul style="list-style-type: none"> <li>Inferring meaning of words using contextual cues.</li> </ul>	<b>Blended Learning</b>
		<ul style="list-style-type: none"> <li>Using word identification skills to work out new words, idiomatic expressions and similes.</li> </ul>	Student Learning Space - Grammar and Vocabulary
		<ul style="list-style-type: none"> <li>Working out the meanings of phrasal verbs and differentiate phrasal verbs from compound words.</li> </ul>	<b>STELLAR Workbook (FEL)</b>
		<ul style="list-style-type: none"> <li>Defining what synonyms and antonyms are and state the corresponding synonym/antonym for each word.</li> </ul>	Unit 5: Ten Unit 6: Things You May Never Have Noticed



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### **2022 TERM 3 ASSESSMENT MATTERS PRIMARY 5 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.



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**Table of Specifications  
Primary 5 English Language**

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
1	Writing	Situational Writing	Open-ended	1	15	Weeks 8 - 9	1 h 10 min
		Continuous Writing	Open-ended	1	40		
		<b>Total</b>			<b>55</b>		

**Table of Specifications  
Primary 5 Foundation English Language**

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
1	Writing	Situational Writing	Open-ended	1	10	Weeks 8 - 9	1 h 10 min
		Continuous Writing	Open-ended	1	30		
		<b>Total</b>			<b>40</b>		



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## 2022 TERM 3 LEARNING PLAN PRIMARY 5

### MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Rate	Rate <ul style="list-style-type: none"><li>– Rate as the amount of a quantity per unit of another quantity</li><li>– Finding rate, total amount of number of units given the other two quantities</li><li>– Solving word problems involving rate</li></ul>	Textbook Workbook Ch 8  Topical WS
2	Percentage	Percentage <ul style="list-style-type: none"><li>– Expressing a part of a whole as a percentage</li><li>– Use of %</li><li>– Finding a percentage part of a whole</li><li>– Finding discount, GST and annual interest</li><li>– Solving up to 2-step word problems involving percentage</li></ul>	Textbook Workbook Ch 9  Topical WS
3	Data Analysis	Average of a Set of Data <ul style="list-style-type: none"><li>– Average as 'total value ÷ number of data'</li><li>– Relationship between average, total value and number of data</li><li>– Solving word problems involving average</li></ul>	Textbook Workbook Ch 10  Topical WS



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## 2022 TERM 3 LEARNING PLAN PRIMARY 5

### FOUNDATION MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Fractions	Four Operations <ul style="list-style-type: none"><li>– Adding and subtracting fractions with denominators of given fractions not exceeding 12 and not more than two different denominators without calculator</li><li>– Adding and subtracting mixed numbers</li><li>– Multiplying a proper/improper fraction and a whole number without calculator</li><li>– Multiplying a proper fraction and a proper/improper fraction without calculator</li><li>– Solving up to 2-step word problems involving addition, subtraction and multiplication</li></ul>	Textbook Workbook Ch 7  Topical WS
2	Decimals	Decimals up to 3 decimal places <ul style="list-style-type: none"><li>– Notation, representations and place values (tenths, hundredths, thousandths)</li><li>– Comparing and ordering decimals</li><li>– Dividing a whole number by a whole number with quotient as a decimal</li><li>– Converting decimals to fractions</li><li>– Converting fractions to decimals when the denominator is a factor of 10 or 100</li></ul>	Textbook Workbook Ch 8 and 9  Topical WS



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S/N	Topic(s)/ Skill(s)	– Learning Outcomes	Reference Materials
2	Decimals	<ul style="list-style-type: none"> <li>– Rounding off decimals to               <ul style="list-style-type: none"> <li>• The nearest whole number</li> <li>• 1 decimal place</li> <li>• 2 decimal place</li> </ul> </li> <li>Four Operations               <ul style="list-style-type: none"> <li>– Adding and subtracting decimals (up to 2 decimal places) without calculator</li> <li>– Multiplying and dividing decimals (up to 3 decimal places) by 10, 100, 1000 and their multiples without calculator</li> <li>– Converting a measurement from a smaller unit to a larger unit in decimal form, and vice versa                   <ul style="list-style-type: none"> <li>• Kilometres and metres</li> <li>• Metres and centimetres</li> <li>• Kilograms and grams</li> <li>• Litres and millilitres</li> </ul> </li> <li>– Solving up to 2-step word problems involving the 4 operations</li> </ul> </li> </ul>	<p>Textbook Workbook Ch 8 and 9</p> <p>Topical WS</p>





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### 2022 TERM 3 ASSESSMENT MATTERS PRIMARY 5 TERM 3 REVIEW

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



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## Table of Specifications

### Primary 5 Mathematics

#### Number and Algebra:

Chapter 7 – Decimals

Chapter 8 – Rate

Chapter 9 – Percentage

#### Statistics:

Chapter 10 – Average

Paper	Section	Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
1	A	Multiple Choice Question	3	1	3	Weeks 8 - 9	30 min
			4	2	8		
	B	Short Answer Question	3	1	3		
			4	2	8		
2		Short Answer Question	3	2	6		45 min
		Structured / Long Answer Question	6	3, 4, 5	22		
Total			23	-	50		



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### Table of Specifications

#### Primary 5 Foundation Mathematics

##### Number and Algebra:

Chapter 7 – Fractions II: Addition, Subtraction and Multiplication

Chapter 8 – Decimals I: Introduction

Chapter 9 – Decimals II: Four Operations

Paper	Section	Item Type	No. of Qns	No. of Marks per Qns	Marks	Period	Duration
1	A	Multiple Choice Question	5	1	5	Weeks 8 - 9	30 min
			5	2	10		
	B	Short Answer Question	5	2	10		
2		Short Answer Question	5	2	10		30 min
		Structured Question	3	3, 4	10		
Total			23	-	45		



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	<ul style="list-style-type: none"><li>· 听出故事的起因、经过和结果</li></ul>	课本，活动本，补充练习
2	说及口语互动	<ul style="list-style-type: none"><li>· 有条理地叙述，说出看法和感受，并说明理由</li><li>· 能够说出录像中发生的事情、对录像中人物行为有什么看法，并说明理由</li><li>· 能够和朋友分享不开心的事情并找到解决方法</li></ul>	课本，活动本，补充练习
3	读	<ul style="list-style-type: none"><li>· 找出描写心理活动的句子，体会它们的作用。</li><li>· 找出描写动作、语言和外表的句子，体会它们的作用。</li><li>· 学习对人物的行为发表看法，并说明理由。</li><li>· 通过看到、听到和感到几个方面，理解课文的中心</li><li>· 学习通过事情理解人物的特点</li></ul>	课本，活动本，补充练习
4	写	<ul style="list-style-type: none"><li>· 通过描写使内容更具体、生动</li><li>· 能根据问题做出回应，并提出建议</li></ul>	课本，活动本，补充练习



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Bertutur	<ul style="list-style-type: none"><li>menceritakan sesuatu perkara dan memberikan pendapat peribadi</li><li>bertukar-tukar idea, pendapat atau pandangan dengan memberikan alasan yang sesuai tentang sesuatu dengan menggunakan bahasa yang betul</li><li>menerangkan sebab dan akibat mengenai sesuatu peristiwa dengan contoh yang sesuai</li></ul>	<b>Buku Cekap 5B SLS Google Classroom</b>
2	Membaca	<ul style="list-style-type: none"><li>membaca dan menilai informasi</li><li>membaca dan menghubungkan kaitkan dengan pengalaman peribadi</li></ul>	
3	Mendengar	<ul style="list-style-type: none"><li>mendengar dan membuat inferens</li></ul>	
4	Menulis	<ul style="list-style-type: none"><li>menghasilkan perenggan/stanza/bait/rangkap</li><li>menjana dan menyusun idea untuk membina pelbagai jenis teks dengan berurutan dan bertautan</li></ul>	
5	Pengetahuan dan Penggunaan Bahasa	<ul style="list-style-type: none"><li>menggunakan peribahasa yang betul dan sesuai mengikut konteks</li><li>membina ayat yang betul mengikut konteks (ayat seruan)</li><li>menggunakan kata dengan betul mengikut konteks (kata terbitan, berlawan/berpasang, kata tugas, kata kumpulan)</li></ul>	



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## 2022 TERM 3 LEARNING PLAN PRIMARY 5

### TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	கேட்டல், நோக்கல் & பேசுதல், பேச்சுவழிக் கருத்துப்பரிமாற்றம்	மாணவர்களைப் பேச்சுத்தமிழிலும் எழுத்துத் தமிழிலும் உரையாட ஊக்குவிக்கப்படுகின்றனர். அவர்களின் கேட்டல் & பேசுதல் திறன்களை மேம்படுத்த கதை சொல்லுதல், பாடல்கள், கதைகள், அசைவுப்படக்காட்சிகள் தொடர்பான நடவடிக்கைகள் மேற்கொள்ளப்படுகின்றன.  எ.கா: ஒலிப்பகுதி – உலகப் புகழ்பெற்ற இடங்கள், பயிற்சிநூல் – பயிற்சி 10.5	தேன்தமிழ் பாடநூல் & பயிற்சிநூல், தேன்தமிழ் இணையப்பக்கம், மாணவர் கற்றல் தளம் (SLS)
2	படித்தல்	மாணவர்கள் வாழையடி வாழை, மாலை அணிவித்தல், திருமணச் சடங்கு ஆகிய தலைப்புகளில் இடம்பெறும் தமிழர் பண்பாடு தொடர்பான பகுதிகளைப் பொருளுணர்ந்து படிப்பார்கள்/வாசிப்பார்கள்.  எ.கா: சிறுவர் கதைநூல் – நமக்குப் பெருமை	தேன்தமிழ் பாடநூல், சிறுவர் கதைநூல்
3	எழுதுதல்	மாணவர்கள் சொல்வதெழுதுதல், கட்டுரை, முன்னுணர்வுக் கருத்தறிதல், தெரிவுவிடைக் கருத்தறிதல், சுயவிடைக் கருத்தறிதல், கருத்துவிளக்கப்படக் கருத்தறிதல் ஆகியவற்றைக் கற்றுணர்ந்து எழுதுவார்கள்.  எ.கா: பயிற்சிநூல் – கட்டுரைப் பயிற்சி 7.6 – பரிசம்	தேன்தமிழ் பயிற்சிநூல், பயிற்சித்தாள்கள்



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4	எழுத்துவழிக் கருத்துப்பரிமாற்றம்	மாணவர்கள் பல்வேறு சூழல்களின் அடிப்படையிலான சுயவிடைக் கருத்தறிதல், தெரிவுவிடைக் கருத்தறிதல் & கருத்துவிளக்கப்படப் பகுதிகளைக் கற்றுணர்ந்து எழுத்துவழிக் கருத்துப்பரிமாற்றப் பகுதியைச் செய்வார்கள்.  எ.கா: பயிற்சிநூல் – பயிற்சி 9.2 – காண்போம்! கற்போம்!	தேன்தமிழ் பயிற்சிநூல், பயிற்சித்தாள்கள்
5	மொழிக்கூறுகள்	மாணவர்கள் இலக்கணக் கூறுகள், ஒலி வேறுபாட்டுச் சொற்கள், செய்யுள்கள் ஆகியவற்றை அறிந்துகொள்வார்கள்.  எ.கா: ஆகிய & முதலிய பயன்பாட்டை அறிந்துகொள்வார்கள்.  எ.கா: பயிற்சிநூல் – பயிற்சி 8.1  பழமொழிகள் – தான் பிடித்த முயலுக்கு மூன்றே கால்  திருக்குறள் – ‘அன்பிலார் எல்லாம் தமக்குரியர்...’  ஒலி வேறுபாட்டுச் சொற்கள் – ‘ல,ள,ழ,ன,ண’ ஒலி வேறுபாடு  எ.கா: பயிற்சிநூல் – பயிற்சி 6.4	பயிற்சிநூல், பாடநூல், கற்றல் செயலிகள் (Plickers, Decktoys, Quizlet, Quizizz)  தேன்தமிழ் பாடநூல் & பயிற்சிநூல்  சிறுவர் கதைநூல் – நன்றி மறவேல்



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### 2022 TERM 3 ASSESSMENT MATTERS PRIMARY 5 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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# XINGNAN PRIMARY SCHOOL

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Website: www.xingnanpri.moe.edu.sg

## Table of Specifications

### Primary 5 Chinese Language

测试	考查项目	考查方式:	题数	分数	周数	时间
试卷一	命题作文	二选一	1	40分	第八周 或 第九周	50分钟
	看图作文		1			
总分						

### Primary 5 Higher Chinese Language

测试	考查项目	考查方式:	题数	分数	周数	时间
试卷一	情景作文	二选一	1	40	第八周 或 第九周	50分钟
	完成文章		1			
总分						



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### Primary 5 Foundation Chinese Language

测试	考查项目	考查方式	题数	分数	周数	时间
试卷三	听力理解	多项选择	15	30	第八周 或 第九周	45分钟
总分						



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## Table of Specifications

### Primary 5 Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 1 Karangan	Menulis Cerita	Tajuk / Gambar	40	Minggu 8 atau 9	40 minit
Jumlah			40		

### Primary 5 Higher Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 1 Karangan	Menulis Cerita	Tajuk / Melengkapkan Pemula Cerita	40	Minggu 8 atau 9	40 minit
Jumlah			40		



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### Primary 5 Foundation Malay Language

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kefahaman Mendengar	Mendengar Teks	Jawapan Pelbagai Pilihan (MCQ)	30	Minggu 8 atau 9	45 minit
Total			30		



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### Table of Specifications

#### Primary 5 Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 1 - கட்டுரை	தலைப்புக் கட்டுரை	OE	40 x 1	வாரம் 8 அல்லது வாரம் 9	50 நிமிடங்கள்
	படக் கட்டுரை	OE	40 x 1		
மொத்தம்			40		

#### Primary 5 Higher Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 1 கட்டுரை	தலைப்புக் கட்டுரை	OE	40 x 1	வாரம் 8 அல்லது வாரம் 9	50 நிமிடங்கள்
	தொடக்க வரி கட்டுரை	OE	40 x 1		
மொத்தம்			40		



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### Primary 5 Foundation Tamil Language

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
தாள் 4 – கேட்டல் கருத்தறிதல்	கேட்டல் கருத்தறிதல்	MCQ	30	வாரம் 8 அல்லது வாரம் 9	45 நிமிடங்கள்
மொத்தம்			30		



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Electrical Systems	<ul style="list-style-type: none"><li>Recognise that an electric circuit consisting of an energy source (battery) and other circuit components (wire, bulb, switch) forms an electrical system.</li><li>Show an understanding that a current can only flow in a closed circuit.</li><li>Identify electrical conductors and insulators.</li><li>Construct simple circuits from circuit diagrams.</li></ul>	System textbook and workbook  Topical worksheet
2	Using Electricity	<ul style="list-style-type: none"><li>Investigate the effect of some variables on the current in a circuit and communicate findings.<ul style="list-style-type: none"><li>- number of batteries (arranged in series)</li><li>- number of bulbs (arranged in series and parallel)</li></ul></li><li>Show concern for the need to conserve and to have proper use and handling of electricity.</li></ul>	System textbook and workbook  Topical worksheet



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3	Air and the respiratory system	<ul style="list-style-type: none"><li>• Recognise that air is a mixture of gases such as nitrogen, carbon dioxide, oxygen and water vapour.</li><li>• Identify the organs of the human respiratory and describe their functions.</li><li>• Compare how plants, fish and humans take in oxygen and give out carbon dioxide.</li><li>• Compare the ways in which substances are transported within plants and humans.<ul style="list-style-type: none"><li>- plants: tubes that transport food and water</li><li>- humans: blood vessels that transport digested food, oxygen and carbon dioxide</li></ul></li><li>• Show objectivity by seeking data and information to validate observations and explanations about their body.</li></ul>	<p>System textbook and workbook</p> <p>Topical worksheet</p>
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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### FOUNDATION SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Electrical Systems	<ul style="list-style-type: none"><li>Recognise that an electric circuit consisting of an energy source (battery) and other circuit components (wire, bulb, switch) forms an electrical system.</li><li>State that a current can only flow in a closed circuit.</li><li>Identify electrical conductors and insulators.</li><li>Construct simple circuits from circuit diagrams.</li></ul>	System textbook and workbook (Foundation)
2	Using Electricity	<ul style="list-style-type: none"><li>Investigate the effect of some variables on the current in a circuit and communicate findings.<ul style="list-style-type: none"><li>- number of batteries (arranged in series)</li><li>- number of bulbs (arranged in series)</li></ul></li><li>Show concern for the need to conserve and to have proper use and handling of electricity.</li></ul>	System textbook and workbook (Foundation)
3	The Plant Transport System	<ul style="list-style-type: none"><li>Identify the parts of the plant transport system and describe their functions.</li><li>Investigate the functions of plant parts and communicate findings.<ul style="list-style-type: none"><li>- leaf - stem - root</li></ul></li><li>Show objectivity by seeking data and information to validate observations and explanations about plant parts and functions.</li></ul>	System textbook and workbook (Foundation)



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### **2022 TERM 3 ASSESSMENT MATTERS PRIMARY 5 TERM 3 REVIEW**

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## Table of Specifications Primary 5 Science

Upper Block (P5)
<b>Theme: Systems</b>  Topic Electrical Systems Using Electricity

Item Type	Marks	Period	Duration
Performance task	50 marks	Weeks 8 -9	during curriculum time



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## Table of Specifications Primary 5 Foundation Science

Upper Block (P5)
<b>Theme: Systems</b>  Topic Electrical Systems Using Electricity

Item Type	Marks	Period	Duration
Performance task	50 marks	Weeks 8 -9	during curriculum time



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## 2022 TERM 3 LEARNING PLAN PRIMARY 5

### ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Observation	Draw from observing visuals and the world around them to record ideas for their art making.
2	Appreciation	Respect others' artworks, intentions and perspectives.
		Take pride in their own art making.
3	Express	Discuss and relate Singapore and international artworks and artists to their own experiences.



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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 appropriateness. For Term 3, the focus for assessment for Art is on creating self-driven artistic themes using ideas built from personal experiences and inspiration from others' ideas.

#### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Draw from observing visuals and the world around them to record ideas for their art making (LO2)	Needs a lot of guidance to draw from observation and imagination.	Needs some guidance to draw accurate proportions from observation and imagination and has minimal records of ideas for art making.	Able to independently draw accurate proportions from observation and imagination with some records of ideas for art making.	Able to independently draw accurate proportions from observation and imagination with consistent records of ideas for art making.
2. Take pride in their own art making (LO5)		Needs close supervision to demonstrate socially responsible behaviour and to take more pride in their own art making.	Able to demonstrate socially responsible behavior and often takes pride in their own art making.	Able to independently demonstrate socially responsible behaviour and consistently takes pride in their own art making.

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN



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3. Respect others' artworks, intentions and perspectives (LO6)	Needs a lot of guidance to recognize and respect others' intentions and perspectives.	Needs some guidance to respectfully acknowledge differences in artistic intentions and perspectives.	Able to respectfully acknowledge differences in artistic intentions and perspectives. Pupils independently draw inspiration from these differences when prompted.	Able to respectfully draw inspiration from surrounding differences in artistic intentions and perspectives and express gratitude in appreciation.
4. Discuss and relate Singapore and international artworks and artists to their own experiences (LO7)		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 use appropriate art vocabulary to discuss artist's perspectives and processes used in the creation of the artwork and relate them to their own experiences when prompted.	Able to use appropriate art vocabulary to actively consider artist's perspectives and artistic processes used in the creation of the artwork and relate them meaningfully to their own experiences.



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Music Knowledge	Form 4 chords namely C, G, F and Am on the ukulele.
2	Music Performance	Play the ukulele chordal accompaniment, both individually and as an ensemble, the song 'Singapore Town'
3	Music Appreciation	Appreciate the community song, Singapore Town, that can be heard in the Singaporean context.





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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 appropriateness. For Term 3, the focus for assessment for Music is on Performance as an individual and an ensemble, Local Music Appreciation as well as Understanding of Musical elements and Concepts.

### QUALITATIVE DESCRIPTORS

<b><u>Learning Outcomes</u></b>	<b>Beginning</b>	<b>Advancing</b>	<b>Deepening</b>	<b>Mastering</b>
1. Perform individually and as an ensemble using ukulele in 4/4 time.	Needs a lot of guidance to perform as an ensemble using the ukulele.	Needs some guidance to perform as an ensemble using the ukulele.	Needs little guidance to perform as an ensemble using the ukulele.	Able to perform as an ensemble using the ukulele.
2. Appreciate music from the Singapore culture			Needs little guidance to identify and perform the community song, Singapore Town, that can be heard in the Singaporean context.	Able to identify and perform the community song, Singapore Town, that can be heard in the Singaporean context.
3. Understand Musical Elements and Concepts of: - Tonality and Harmony	Needs a lot of guidance in identifying the chords (C, G, Am, F) on the ukulele	Needs some guidance in identifying the chords (C, G, Am, F) on the ukulele	Needs little guidance in identifying the chords (C, G, Am, F) on the ukulele	Able to identify the chords (C, G, Am, F) on the ukulele



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### 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"><li>Learn that in Singapore, people are treated equally regardless of their race and religion.</li><li>Strengthens friendships between people of other races and religions</li><li>Appreciates the different cultures that make up Singapore.</li></ul>	Lesson Package/Programme prepared by CCE Department  Kindsville Booklet
2	National Day Celebration	<ul style="list-style-type: none"><li>Explore the question of what it means to be Singaporean and the society they want to build.</li><li>At the end of the celebration, pupils will pledge to do something for Singapore.</li></ul>	Lesson Package/Programme prepared by CCE Department  Kindsville Booklet



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3	The Physical Environment of Southeast Asia	<ul style="list-style-type: none"> <li>Describe the common geographical natural features found in Southeast Asia and how these features affect the way of life and why they are important to the people in Southeast Asia. (rainforests, mountains, volcanoes)</li> <li>Skills Outcome: <ul style="list-style-type: none"> <li>Develop effective communication, mapping and research skills</li> <li>Infer data/information from given artefacts</li> <li>Enhance observation skills and able to make comparison based on given evidence (photos/videos)</li> </ul> </li> <li>Value Outcome: <ul style="list-style-type: none"> <li>Show care for the community and environment and appreciate cultural diversity.</li> </ul> </li> </ul>	5B Social Studies Textbook Chapter 4  5B Social Studies Workbook  Student Learning Space Lessons
4	Life in Southeast Asia Today	<ul style="list-style-type: none"> <li>Describe the common geographical natural features in Southeast Asia.</li> <li>Describe how these features affect the way of life and why they are important to the people in Southeast Asia.</li> <li>Enhance observation skills and be able to make comparison based on given evidence</li> <li>Consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions</li> </ul>	5B Social Studies Textbook Chapter 5  5B Social Studies Workbook  Student Learning Space Lessons



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5	Performance Task: Be a Conservation Ambassador for ASEAN Heritage Parks	<ul style="list-style-type: none"> <li>Describe the important role played by the ASEAN Heritage Parks in conserving the living things found in Southeast Asia</li> <li>Create a plan to locate and collect information on one of the ASEAN Heritage Parks</li> <li>Create a plan to produce a video on the important role played by the chosen ASEAN Heritage Park in the conservation of living things in the region</li> <li>Process information based on reliability and relevance on the chosen ASEAN Heritage Park</li> <li>Share the findings about the important role played by the chosen ASEAN Heritage Park with clarity in the form of a video</li> <li>Demonstrate integrity and responsibility in the use of information by acknowledging the sources of information used</li> </ul>	NLB Webpage  Videos and News Articles  MS Powepoint / MovieMaker / Other video editing tools
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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### PHYSICAL EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Gymnastics	<ol style="list-style-type: none"><li>1. Mount, Dismount and Vault using a springboard.</li><li>2. Sequence and perform in small groups, a set of six different movements to include actions like travelling, jumping, rotating and balancing, demonstrating a variety of positions.</li><li>3. Perform with a partner a sequence of eight different movements to include balances, travelling actions with variety of position and timing.</li></ol>
2	Games & Sports	<p><b>Defense and Attack concept</b></p> <ol style="list-style-type: none"><li>1. Setting up an attack and Defending Space<ul style="list-style-type: none"><li>- Shot placement to middle, side, back half and front half of the court.</li><li>- Move to position to strike/volley the object in the intended direction and move back to desired position.</li></ul></li><li>2. Keeping possession<ul style="list-style-type: none"><li>- Regain possession of the ball.</li><li>- Use space to invade and delay invasion.</li><li>- Create space to invade and deny space to invade.</li></ul></li></ol>



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3	<p>Physical Health &amp; Fitness</p> <p>1) Personal Hygiene</p> <p>2) Transmissible Diseases</p>	<p><b>Personal Hygiene</b></p> <p>1) Identify the causes of body odour and acne during puberty.</p> <p>2) Understand the preventive measures on body odour and acne by practising personal hygiene.</p> <p><b>Transmissible Diseases</b></p> <p>1) Understand how transmissible diseases spread.</p> <p>2) Demonstrate responsibility for personal and public health by practising good habits.</p>



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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 appropriateness. For Term 3, the focus for assessment for Physical Education and Health Education is on Gymnastics and Physical Health & Fitness

#### QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
<b>Dance: Creating and Performing</b> 1. Perform a structured dance to the music - 'Ceimo Ceimo' (Single-Circle), 'Apat Apat' (Double-Circle) or 'Slappin Leather' (Social Dance), and repeat with modifications to movement phases	Needs a lot of guidance to perform a structured dance to the assigned music, and repeat with modifications to movement phases.	Needs some guidance to perform a structured dance to the assigned music, and repeat with modifications to movement phases.	Needs little guidance to perform a structured dance to the assigned music, and repeat with modifications to movement phases.	Able to confidently perform a structured dance to the assigned music, and repeat with modifications to movement phases.



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<b>Gymnastics: Sequencing</b> 2. Perform a sequence of six different movements which includes a jumping action to a rotating with smooth transition	Needs a lot of guidance to perform a sequence of six different movements which includes a jumping action to a rotating with smooth transition.	Needs some guidance to perform a sequence of six different movements which includes a jumping action to a rotating with smooth transition.	Needs little guidance to perform a sequence of six different movements which includes a jumping action to a rotating with smooth transition.	Able to confidently perform a sequence of six different movements which includes a jumping action to a rotating with smooth transition.
<b>Physical Health &amp; Fitness: Good Health Habits and Practices</b> 3. Identify the types of eye infections and what causes them 4. Demonstrate and practise good eye care habits to prevent eye infections		Needs some guidance to identify types and causes of eye infections and demonstrate good eye care habits to prevent further infections.	Needs little guidance to identify types and causes of eye infections and demonstrate good eye care habits to prevent further infections.	Able to identify accurately the types and causes of eye infections and demonstrate good eye care habits to prevent further infections.





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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Self Management	Pupils will be able to identify symptoms and behaviour reflecting the negative impact of others' expectations on self and develop appropriate ways to manage the negative impact of others' expectations on self.
2	Sexuality Education	Navigate changes during puberty and develop respect for themselves and others; Build healthy relationships with peers, anchored on the love and support from their families; and Exercise safety in potentially harmful situations.
3	Sharpen the Saw	Pupils will need to understand the importance of having a balanced programme for self-renewal in the four areas of their life: physical, social/emotional, mental, and spiritual.
4	Put First Things First	Pupils will learn about the need to work on their priorities.



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### VALUES-IN-ACTION (VIA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Everyday Responsibility	Everyday Responsibility: Pupils will 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 will understand about the positive influence they could help to impact the elderly residents in the nursing homes through the well-thought activities that they will plan and organise for the residents in the nursing homes.



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## XINGNAN PRIMARY SCHOOL

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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Under One Roof	<p><b>LO:</b></p> <ol style="list-style-type: none"><li>1. Pupils will share and explore ways in which they can strengthen relationships with members of other socio-cultural groups.</li><li>2. Pupils will share the benefits of strengthening relationships with members of other socio-cultural groups.</li></ol> <p><b>Infusion of 7 Habits:</b> Be proactive and Synergize</p> <p><b>Suggested extension activities:</b></p> <ul style="list-style-type: none"><li>• <b>Discussion time and gallery walk:</b> Pupils will share benefits of strengthening relationships with members of other socio-cultural groups. Pupils, in groups, will pen down their thoughts on butcher paper. Following that, there will be a gallery walk.</li><li>• <b>Poster creation:</b> Pupils will create a poster to share ways in which they can strengthen relationships with members of other socio-cultural groups.</li></ul>	Text Book Activity Book



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### 2022 TERM 3 LEARNING PLAN PRIMARY 5

#### MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Class(es)	Learning Outcomes
1	XTEND	5A, 5B, 5C, 5D, 5E, 5F	<ol style="list-style-type: none"><li>1. Acquire knowledge and skills beyond the curriculum so as to create joy of learning.</li><li>2. Development of SEL competencies, character building and inculcation of school core values.</li><li>3. Discover their interests and talents.</li><li>4. Develop a sense of identity and belonging to the school and their community.</li></ol>