



XINGNAN PRIMARY SCHOOL

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2022 TERM 4 LEARNING PLAN PRIMARY 1

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	• Listening and viewing attentively for a sustained period.	STELLAR small books
		• Listening and viewing for understanding by tapping on prior knowledge and contextual clues.	
		• Listening, viewing and responding to texts for enjoyment and understanding.	
2.	Reading and Viewing	• Developing close reading by using prior knowledge, contextual cues and comprehension skills.	Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle
		• Responding and making personal connections with the texts read.	
3.	Speaking and Representing	• Developing clear and accurate pronunciation.	Class library books Extensive Reading books STELLAR Workbook XNPS Spelling Kit
		• Participating respectfully in discussion by listening empathetically.	
		• Speaking confidently and coherently.	
		• Monitoring self and others to correct mispronounced words and to use appropriate prosodic features.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
4.	Writing and Representing	<ul style="list-style-type: none"> Developing a positive disposition towards writing and representing. 	STELLAR workbook Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle Modified Learning Experience Approach (MLEA) XNPS Spelling Kit
		<ul style="list-style-type: none"> Developing ideas for personal experience, both collaboratively and individually. 	
		<ul style="list-style-type: none"> Developing, organising and expressing ideas by describing a personal experience. 	
		<ul style="list-style-type: none"> Using an appropriate tone in writing different personal experiences. 	
		<ul style="list-style-type: none"> Developing, expressing and revising ideas in writing collaboratively. 	
5.	Grammar	<ul style="list-style-type: none"> Identifying the use of appropriate conjunction to join words and phrases together. 	STELLAR workbook Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle
		<ul style="list-style-type: none"> Identifying base form and past tense forms of verbs. 	
		<ul style="list-style-type: none"> Using prepositions to indicate where or when things happen. 	
		<ul style="list-style-type: none"> Using different conjunctions appropriately. 	
		<ul style="list-style-type: none"> Identifying and expanding noun phrases using adjectives. 	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
6.	Vocabulary	<ul style="list-style-type: none"> Developing a positive disposition to learn new vocabulary items. 	
		<ul style="list-style-type: none"> Inferring how facial expressions and body language help in understanding of the given text. 	
		<ul style="list-style-type: none"> Inferring the meaning of words using contextual cues. 	

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

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

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Retell Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Pupil is able to identify the characters and the setting with some prompting.	Pupil is able to identify the characters and the setting without prompting.	Pupil is able to retell the text with some details.	Pupil is able to retell the text accurately with greater details.
2. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Pupil is able to grip the pencil using the correct writing posture and hand grip.	Pupil is able to form the letters correctly.	Pupil is able to form the letters correctly with appropriate spacing between letters, words and sentences.	Pupil is able to write with appropriate spacing between letters, words and sentences. The letter sizing is consistent for both uppercase and lowercase letters.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Pupil is able to write words related to the event.	Pupil is able to write one sentence to recount an event independently.	Pupil is able to write up to three sentences to recount an event in chronological order.	Pupil is able to write more than three sentences to recount an event in chronological order with elaboration.

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2022 TERM 4 LEARNING PLAN PRIMARY 1

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Whole Number	Division <ul style="list-style-type: none">– Concepts of division– Dividing within 20	Textbook/ Workbook (Ch 13) Companion Booklet Factual Fluency Practice
2	Measurement	Time <ul style="list-style-type: none">– Telling time to 5 minutes– Use of 'am' and 'pm'– Use of abbreviations h and min– Duration of one hour/half hour	Textbook/ Workbook (Ch 14) Companion Booklet Factual Fluency Practice
3	Money	Money <ul style="list-style-type: none">– Counting amount of money– in cents up to \$1– in dollars up to \$100	Textbook/ Workbook (Ch 15) Companion Booklet Factual Fluency Practice

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on the levels of skills acquired by students for various subjects. The focus for each semester will vary as pupils progress and develop age-appropriately. For Term 4, the focus for assessment for Mathematics are Multiplication and Division, Length and Time.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Understand Multiplication and Division	Pupil is able to: <ul style="list-style-type: none"> recognize equal groups and count in 2s, 5s and 10s 	Pupil is able to: <ul style="list-style-type: none"> recognize equal groups and count in 2s, 5s and 10s recognize equal groups and find the total number of objects by repeated addition 	Pupil is able to: <ul style="list-style-type: none"> recognize equal groups and count in 2s, 5s and 10s recognize equal groups and find the total number of objects by repeated addition relate division to equal sharing and grouping concepts 	Pupil is able to: <ul style="list-style-type: none"> recognize equal groups and count in 2s, 5s and 10s recognize equal groups and find the total number of objects by repeated addition relate division to equal sharing and grouping concepts solve 1-step word problems involving multiplication and division, with pictorial representations

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Measure and compare lengths of objects	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres with a lot of guidance 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres with some guidance 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres independently 	Pupil is able to: <ul style="list-style-type: none"> – measure and compare lengths in centimetres independently and accurately
3. Tell time to 5 minutes	Pupil is able to: <ul style="list-style-type: none"> – able to tell time to 5 minutes with a lot of guidance 	Pupil is able to: <ul style="list-style-type: none"> – able to tell time to 5 minutes with some guidance 	Pupil is able to: <ul style="list-style-type: none"> – able to tell time to 5 minutes independently 	Pupil is able to: <ul style="list-style-type: none"> – able to tell time to 5 minutes independently and accurately

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CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	听	· 听记具体信息 (人物、事情、位置、价钱、物品)	课本 活动本 补充练习 活动单
2.	说及口语互动	· 说水果的名称，形容水果的味道 · 说家里物品的名称和会做的家务 · 说动物的名称，简单描述动物的特点 · 说邻里设施的名称，以及自己常去哪里做什么	
3.	读	· 借助图画理解字词 · 借助汉语拼音进行阅读 · 借助汉语拼音读出正确的字音 · 通过题目猜测阅读材料的相关内容 · 读懂简单的故事，抓住故事大意	
4.	写	· 掌握笔顺的规则 · 了解汉字的结构 · 使用句号、逗号、问号	

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2022 TERM 4 LEARNING PLAN PRIMARY 1

MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Mendengar	Mendengar dan mengecam perkataan, frasa dan ayat dengan betul Mendengar dan mengenal pasti idea utama dan sampingan	Buku Teks Cekap 1B Buku Aktiviti Cekap 1B (UNIT 9 - UNIT 10) Kad Huruf Suku Kata portal e-cekap Buku Besar & Buku Kecil
2.	Bertutur	Mengemukakan idea, pendapat atau pandangan dengan menggunakan perkataan, frasa dan ayat yang betul Berbual tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai	
3.	Membaca	Membaca pelbagai jenis teks dengan intonasi dan gaya yang betul Membaca dan mengenal pasti susunan peristiwa atau idea, informasi spesifik dan perincian teks	
4.	Menulis	Menulis perkataan, frasa dan ayat dengan betul dan kemas	
5.	Pengetahuan dan Penggunaan Bahasa	Menggunakan kata arah, kata hubung, kata tanya, kata nafi, ayat permintaan dan ayat tanya dengan betul mengikut konteks Menggunakan kosa kata, frasa dan ayat yang betul mengikut konteks	

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2022 TERM 4 LEARNING PLAN PRIMARY 1

TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	பேசுதல்	<p>மாணவர்களைப் பேச்சுத்தமிழில் உரையாட ஊக்குவிக்கப்படுகின்றனர். அவர்களின் பேச்சுத் திறனை மேம்படுத்த கதை சொல்லுதல், பாடல்கள், கதைகள், அசைவுப்படக்காட்சிகள் தொடர்பான நடவடிக்கைகள் மேற்கொள்ளப்படுகின்றன.</p> <p>எ.கா: மாணவர்கள் 'வீடு எங்கே' என்ற பாடலைப் பாடுவர். பாடநூல்: பக்கம் 40 – 'வீடு எங்கே'</p> <p>மாணவர்கள் பக்கம் 41,42-இல் உள்ள படங்களை ஒட்டி கலந்துரையாடுவர். விலங்குகளின் ஒலிகளையும் அசைவுகளையும் நடித்துக் காட்டுவார்கள். பிறகு, சிராங்கூன் சாலையில் பொருள்கள் வாங்குவதோடு தொடர்புடைய சொற்களை வாய்மொழியாக அறிமுகப்படுத்தப்படும்.</p> <p>எ.கா: ஊறுகாய், ஊதுவத்தி, காய்கறி, மளிகைப் பொருள்கள், நகைகள், பாவாடை</p>	<p>தேன்தமிழ் பாடநூல்</p> <p>நடித்துக் காட்டுதல் நடவடிக்கைக்குத் தேவையான துணைக்கருவிகள்.</p>

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2.	வாசித்தல்/ படித்தல்	<p>சூழமைவு சார்ந்த படங்களுடன் எழுத்துகள், சொற்கள், சொற்றொடர்கள் ஆகியவற்றை மாணவர்கள் கற்றுக்கொள்வார்கள்.</p> <p>மாணவர்கள் 'உ', 'ஊ' வரிசை எழுத்தில் தொடங்கும் சொற்களைப் பிழையின்றி வாசிப்பர்.</p> <p>எழுத்து அறிமுகம் : து, கு, மு, வு, டு, பு, து, மூ போன்ற எழுத்துகளையும் அவை தொடர்பான சொற்கள், சொற்றொடர்களையும் சரியாக உச்சரித்துப் படிப்பார்கள்.</p> <p>எ.கா: பாடநூல் - பக்கம்: 33, 36, 47, 51, 52</p>	<p>எழுத்தட்டைகள், மின்னட்டைகள், தேன்தமிழ் மின்னிலக்கப் பக்கம், சூழமைவு சார்ந்த படங்கள், படவில்லைகள்</p> <p>தேன்தமிழ் பாடநூல்</p>
3.	கேட்டல் கருத்தறிதல்	<p>மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>எ.கா: பயிற்சிநூல் - பக்கம்: 48 (காட்டுக்குள்ளே!)</p>	தேன்தமிழ் பயிற்சிநூல்
4.	எழுதுதல்	<p>மாணவர்கள் தவணை மூன்றுக்கான தமிழ் எழுத்துகளை வடிவம் சிதையாமல் அழகாகவும் முறையாகவும் தெளிவாகவும் எழுதப் பழகிக்கொள்வார்கள்.</p>	<p>கையெழுத்துப் பயிற்சிநூல், சிறிய வெண்பலகை</p>

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<p>மாணவர்கள் படத்திற்குரிய சரியான சொல்லை அடையாளங்கண்டு எழுதுவர் / வட்டமிடுவர்.</p> <p>படித்த எழுத்துகளைக்கொண்டு சொற்களை உருவாக்குவர்.</p> <p>எ.கா: பயிற்சிநூல் – பக்கம் 42 & 43</p> <p>எ.கா: மாணவர்கள் 'உ', 'ஊ' வரிசை எழுத்தில் தொடங்கும் எழுத்துகளையும் சொற்களையும் வடிவம் சிதையாமல் எழுதக் கற்றுக்கொள்வர். கையெழுத்துப் பயிற்சிநூல் : பக்கம் 36-39, 48-52</p> <p>மாணவர்கள் பசு தொடர்பான தகவல்களைப் பற்றித் தெரிந்துகொண்டு அதன் உருவப் பொம்மையை உருவாக்குவார்கள். பிறகு, பசு தொடர்பான எழுத்து நடவடிக்கையைச் செய்வார்கள்.</p>	தேன்தமிழ் பயிற்சிநூல்

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information of the levels of skills acquired by students for various subjects. The focus for each semester will vary as pupils progress and develop age-appropriately. For Term 4, the focus for assessment for Mother Tongue Languages are listening, reading and writing.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Read aloud Primary 1 texts with accuracy	Pupil is learning to read elementary words from the text with guidance.	Pupil is able to do simple reading with most words mispronounced and skipped key vocabulary.	Pupil is able to read with some words mispronounced and/or skipped key vocabulary.	Pupil is able to read with no mispronounced words and/or skipped key vocabulary.
2. Understand Primary 1 texts and are able to identify some details with guidance	Pupil is learning to grasp the content of the text and identify some details with a lot of guidance.	Pupil is still learning to sieve out key ideas from the given text so as to differentiate the correct statements.	Pupil is able to sieve out some key ideas from the given text and differentiate some correct statements.	Pupil is able to sieve out key ideas from the given text and differentiate all statements accurately.
3. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)	Pupils is learning to write key words to recount his/her experiences with a lot of guidance (CL, ML, TL).	Pupil is learning to rewrite a sentence based on a given context. (CL) Pupil is able to write words to recount his or	Pupil is able to rewrite some sentences based on a given context (CL). Pupil is able to write phrases and simple sentences (ML; words	Pupil is able to rewrite all sentences accurately based on a given context (CL). Pupil is able to write simple accurate

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
		her experiences based on a given context with a lot of guidance (ML/TL).	and simple phrases for TL) with proper punctuation and sentence structure to recount his or her experiences in sequence based on a given context with some guidance.	sentences (ML, phrases for TL) to recount his or her experiences in sequence based on a given context with little guidance.

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2022 TERM 4 LEARNING PLAN PRIMARY 1

NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Knowing Myself, Others and My Surroundings	<ul style="list-style-type: none"> Recognise that students share common attributes with their classmates Describe people, places and events by making careful observations Recognise that kinship, friendship and having similar interests are examples of common attributes in a group Identify the different roles and parts the students play in the groups they belong to Recognize that the decisions people make in their groups will affect themselves and others Develop a sense of belonging to one's community and country Recognise that beliefs shape one's thinking 	Digital Reader1/Big Book "Go, Cubs, Go!" Social Studies Activity Book 1

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

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 4, the focus for assessment for Social Studies is on working well with others, and sharing thoughts and feelings with peers readily.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify the different roles that students play at home, in class and in school.	Pupil is able to identify at least the roles of family members (parent and siblings).	Pupil is able identify roles of family members/ classmates. He/She understands the roles they play in the groups they belong to.	Pupil is able identify roles of family members/ classmates. He/She understands the roles they play in the groups they belong to and able to share at least one experience readily with peers and teachers with family and friends.	Pupil is able identify roles of family members/ classmates. He/She understands the roles they play in the groups they belong to. He/She is confident to share more than one experiences with family and friends.
2. Share thoughts and feelings with group members, with teacher	Pupil is able to express his/her thoughts and feelings with group	Pupil is able to express his/her thoughts and feelings confidently with	Pupil is able to express his/her thoughts and feelings effectively with	Pupil is able to express his/her thoughts and feelings effectively and

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
guidance.	members with teacher's guidance and support.	group members with teacher's guidance and support.	some help from his/her teacher.	independently.
3. Ask questions to learn more about self, people and places.	Pupil is learning to ask more about connections with self, people and places around them with teacher's guidance.	Pupil is able to ask more about connections with self, people and places around them with teacher's guidance.	Pupil is confident to ask more about connections with self, people and places around them.	Pupil is confident and clear in asking more about connections with self, people and places around them.

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2022 TERM 4 LEARNING PLAN PRIMARY 1

ART

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

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QUALITATIVE DESCRIPTORS

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

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

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2022 TERM 4 LEARNING PLAN PRIMARY 1

MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Music Performance	Perform as an ensemble using Orff instruments.
2.	Listen & Respond to Music	Describe changes in articulation and dynamics using legato, staccato, piano and forte
3.	Musical Elements	Read the treble clef notes of the resonator bells.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

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 4, the focus for assessment for Music is on ensemble playing and musical responses.

QUALITATIVE DESCRIPTORS

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

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

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2022 TERM 4 LEARNING PLAN PRIMARY 1

PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Outdoor Education	Describe the distinctiveness of the school.
		Explain reasons for taking care of the school
2.	Dance	(Revisit) Perform a pre-designed movement experience to the music "Chan Mali Chan", and repeat with modifications to timing.
		(Revisit) Work in pairs to develop a movement phrase with locomotor and non-locomotor movements using a combination of shape, direction, level and time, and perform in various timing
3.	Games and Sports	Strike with 1 hand using the underhand movement pattern using a large lightweight ball upwards, allowing for one bounce before the next strike
		(Revisit) Self Toss using the 1 and 2 handed underhand movement pattern, a ball and catch with 1 and 2 hands, above the head and at waist level within two steps.
		(Revisit) Catch using 1 and 2 hands a self-bounced ball at different levels
		(Revisit) Catch using two hands a gently thrown ball from a distance of 3m away, at waist level.

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4.	Physical Health & Fitness: Road Safety	Be aware of the types of pedestrian crossing and practise road safety rules to keep safe.
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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

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 4, the focus for assessment for Physical Education and Health Education is on Outdoor Education and Games & Sports.

QUALITATIVE DESCRIPTORS

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

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Physical Health & Fitness 3. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene		Needs some guidance to demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	Needs little guidance to demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	Able to confidently demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.

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2022 TERM 4 LEARNING PLAN PRIMARY 1

PROGRAMME FOR ACTIVE LEARNING (PAL)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Story Boarding	<p>Aligned with STELLAR texts, students will go through varied experiences in Visual Arts, Outdoor Education, Dance and Percussion as they work together in completing a given task.</p> <p>The objectives of PAL are as follows:</p> <ol style="list-style-type: none">1. Provide pupils with broad exposure and experiences through fun and varied activities. These activities are broadly categorised into: Sports & Games, Outdoor Education, Performing & Visual Arts.2. Facilitate all-rounded development of pupils in the 5 learning domains; Moral, Cognitive, Physical, Social and Aesthetics.3. Provide varied avenues for pupils to develop social and emotional competencies. <p>The characteristics of PAL are as follows:</p> <ul style="list-style-type: none">☆ <input type="checkbox"/> Experiential in nature☆ <input type="checkbox"/> Encompass learning in a creative way☆ <input type="checkbox"/> Provide opportunities for children to create☆ <input type="checkbox"/> Incorporate values education and SEL☆ <input type="checkbox"/> Provide enjoyment and fun

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2022 TERM 4 LEARNING PLAN PRIMARY 1

MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Classes	Learning Outcomes
1.	Technological Education	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J	<ul style="list-style-type: none"> – Acquire knowledge and skills beyond the curriculum so as to create joy of learning. – Development of SEL competencies, character building and inculcation of school core values. – Discover their interests and talents. – Develop a sense of identity and belonging to the school and their community – Learn current technology applications – Innovate with technology to solve real-world problems

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2022 TERM 4 LEARNING PLAN PRIMARY 1

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Self Management. Social Awareness and Managing Bullying	Pupils will be able to: <ul style="list-style-type: none">List some actions they can take should they be bullied or be a bystander to an act of bullying.Understand that everyone goes through experiences where they appreciate care and concern.
2.	Social Awareness	Pupils will be able to: <ul style="list-style-type: none">List some acts of care and concern to make people feel happy or better.Understand that everyone goes through experiences where they appreciate care and concern.
3.	Relationship Management	Pupils will be able to: <ul style="list-style-type: none">Apply the steps of turn-taking to speak in a group setting.State the Five Languages of Love, express love for their family members in their own way.
4.	7 Habits	Pupils will be able to: <ul style="list-style-type: none">Focus and act on what they can control and influence, instead of what they can'tDefine clear measures of success and a plan to achieve themPrioritize and achieve their most important goals, instead of constantly reacting to urgencies

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
		<ul style="list-style-type: none"> Collaborate more effectively by building high-trust relationships Influence others by developing a deep understanding of their needs and perspectives Develop innovative solutions that leverage diversity and satisfy all key stakeholders Increase motivation, energy and work/life balance by making time for renewing activities

2022 TERM 4 LEARNING PLAN PRIMARY 1

VALUES-IN-ACTION (VIA)

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

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CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Theme: I am Singaporean	1. Pupils will share what makes Singapore a unique nation. 2. Pupils will learn about the origin of the Chingay parade 7 habits infusion: All habits	Text Book Activity Book Video - Chingay parade
2.	Theme: I care for my family	1. Pupils will share ways in which they can display kindness to the members in their family. 2. Pupils will share the values / habits needed in creating a family with good bonding amongst all members. 7 habits infusion: Be proactive, Think win-win, Synergise & Seek first to understand then to be understood.	Text Book Activity Book
3.	Theme: I Will Be There For You My Friend!	1. Pupils will share ways in which they can display kindness to their friends. 2. Pupils will share ways in which they can help their friends in times of need. 7 habits infusion: Be proactive, Think win-win, Synergise & Seek first to understand then to be understood.	Text Book Activity Book

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
4.	Theme: I can say NO!	1. Pupils will learn that they are allowed to say NO when they are told to do something that makes them uncomfortable or due to peer influence. 2. Pupils will share ways in which they can say NO. 7 habits infusion: Be proactive & Seek first to understand then to be understood.	Text Book Activity Book

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