



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 4 LEARNING PLAN PRIMARY 2

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	• Listening and viewing attentively.	<u>STELLAR small books</u> Unit 12: Willy and Hugh Unit 13: Postcards to David Unit 14: The Bicycle Race Class library books Extensive Reading books STELLAR Workbook XNPS Spelling Kit
		• Working in a respectful manner with others in a group setting.	
		• Listening and viewing actively to make inferences and interpret texts.	
		• Forming questions at the literal level of the text.	
		• Recognising intonation, volume and stress to contribute to the meaning when reading or speaking.	
		• Developing phonemic awareness through blending, segmentation, deletion and substitution.	
2.	Reading and Viewing	• Drawing on prior knowledge and contextual clues to facilitate comprehension of text.	
		• Making text-to-self connections by linking personal experiences to the ideas represented in the text.	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<ul style="list-style-type: none"> Identifying and analysing ideas presented in the different semiotic modes to demonstrate understanding of the themes, characters, setting and plot in literary texts. Making predictions about what might be presented next in the text and refining predictions as the text is read and/or viewed. Analysing organisational patterns in a text for flow of ideas. Matching sounds to their corresponding letters/letter patterns. Recognising and reading with accuracy and fluency. Developing awareness of (stressed and unstressed) syllables. 	
3.	Speaking and Representing	<ul style="list-style-type: none"> Participating respectfully in discussion by upholding agreed-upon rules of exchange. Speaking and representing clearly and appropriately when stating opinions and thoughts. Generating ideas and details appropriate to purpose, audience, context and culture. 	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<ul style="list-style-type: none"> Developing and using clear and accurate pronunciation. 	
4.	Writing and Representing	<ul style="list-style-type: none"> Stimulating imagination and generating ideas appropriate to the writing task by asking different types of questions about the topic and context. Entertaining the reader, representing experiences of the world by describing characters with elaboration, and using appropriate language features. Recounting incidents involving personal experience. Using appropriate connectors, pronouns, repetition of vocabulary or grammatical structures in a paragraph. Matching sound to letter(s) using phonic elements. Applying spelling rules and conventions consistently. 	STELLAR workbook Unit 12: Willy and Hugh Unit 13: Postcards to David Unit 14: The Bicycle Race Modified Learning Experience Approach (MLEA) XNPS Spelling Kit
5.	Grammar	<ul style="list-style-type: none"> Using personal and reflexive pronouns. Using different types of adverbs to tell us about verbs, time and to ask questions. 	STELLAR workbook Unit 12: Willy and Hugh Unit 13: Postcards to David

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
6.		• Using verbs/verb phrases with different time/tense.	Unit 14: The Bicycle Race
		• Using prepositions to convey a variety of meanings.	
		• Constructing compound and complex sentences.	
		• Constructing sentences using conjunctions.	
	Vocabulary	• Deducing the meaning of words from how they relate to one another.	
		• Developing rich vocabulary through inferring meaning of words using contextual clues and sorting of words into categories.	
		• Developing rich vocabulary through sorting words (to do with the weather and time) into categories	

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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 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall the sequence of main events.	Pupil is able to predict the STELLAR texts using prior knowledge and notice key ideas or pictorial clues.	Pupil is able to predict the STELLAR texts using prior knowledge, notice key ideas or pictorial clues to build on his or her own understanding and retell some details of the text.	Pupil is able to make connections to personal experiences, notice key ideas or pictorial clues to build on his or her own understanding and retell the text with the correct sequence and events.	Pupil is able to make connections to personal experiences, books and texts, notice key ideas or pictorial clues to build on his or her own understanding and make inferences and retell the story accurately with greater details.
2. Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	Pupil is able to spell monosyllabic words and some high frequency words.	Pupil is able to spell monosyllabic words and most high frequency words.	Pupil is able to spell regular words using phonemic awareness.	Pupil is able to spell regular and irregular words using phonemic awareness and spelling rules respectively.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.	Pupil is able to write phrases to recount his or her stories.	Pupil is able to write sentences to recount his or her stories.	Pupil is able to write in paragraphs to recount his or her stories in sequence.	Pupil is able to write in paragraphs to recount his or her stories in sequence with greater details.

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2022 TERM 4 LEARNING PLAN

PRIMARY 2

MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Measurement	<p>Volume</p> <ul style="list-style-type: none"> - Measuring <ul style="list-style-type: none"> • Volume of liquid in litres - Use appropriate units of measurement and their abbreviations l - Comparing and ordering <ul style="list-style-type: none"> • Volumes - Solving word problems involving volume 	<p>Textbook/ Workbook (Ch 12)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>
2.	Data Representation and Interpretation	<p>Picture Graphs</p> <ul style="list-style-type: none"> - Reading and interpreting data from picture graphs with scales 	<p>Textbook/ Workbook (Ch 13)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
3.	Geometry	<p>2D Shapes</p> <ul style="list-style-type: none"> - Making/completing patterns with 2D shapes according to one or two of the following attributes <ul style="list-style-type: none"> • size • shape • colour • orientation <p>3D Shapes</p> <ul style="list-style-type: none"> - Identifying, naming, describing and classifying 3D shapes <ul style="list-style-type: none"> • cube • cuboid • cone • cylinder • sphere 	<p>Textbook/ Workbook (Ch 14)</p> <p>Companion Booklet</p> <p>Factual Fluency Practice</p>

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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 Fractions, Picture Graphs and 2D/3D Shapes.

QUALITATIVE DESCRIPTORS

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

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Read and Interpret Picture Graphs with Scales	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales – use given data to make or complete a picture graph with scales 	Pupil is able to: <ul style="list-style-type: none"> – read and interpret picture graphs without scales – read and interpret picture graphs with scales – use given data to make or complete a picture graph with scales – solve 1-step problems using data from picture graphs
3. Identify, name, describe and sort shapes and objects	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify and name 3D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify, name and describe 3D shapes 	Pupil is able to: <ul style="list-style-type: none"> – identify, name and describe 2D shapes – identify, name, describe and sort 3D shapes

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2022 TERM 4 LEARNING PLAN PRIMARY 2 CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	<ul style="list-style-type: none">· 听记庆祝生日的方式· 听记夜市摊位和活动以及时间和原因· 听记新加坡旅游景点与可以在那里进行的活动· 听记水的用途和节约用水的方法	课本 活动本 补充练习 活动单
2	说及口语互动	<ul style="list-style-type: none">· 说出家人怎么庆祝生日· 说出夜市的摊位和那里的活动· 说出新加坡旅游景点与可以在那里进行的活动· 说出水的用途和节约用水的方法	
3	读	<ul style="list-style-type: none">· 借助动画、插图等理解阅读材料· 借助汉语拼音进行阅读· 借助汉语拼音读出正确的字音· 朗读出正确的重音，在正确的地方停顿· 通过题目猜测阅读资料的有关内容· 通过四要素抓住故事大意	
4	写	<ul style="list-style-type: none">· 掌握笔顺的规则· 了解汉字的结构· 书写工整· 根据图意写句子· 使用顿号、感叹号	

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2022 TERM 4 LEARNING PLAN PRIMARY 2

MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Mendengar	Mendengar dan mengecam perkataan, frasa dan ayat dengan betul Mendengar dan menyampaikan semula teks lisan Mendengar dan mengenal pasti idea utama dan sampingan Mendengar dan mengenal pasti susunan peristiwa atau idea	Buku Teks Cekap 2B Buku Aktiviti Cekap 2B Buku Teks Cekap 2A Buku Aktiviti Cekap 2A Buku Besar & Buku Kecil Kad 'Ayuh Bicara' SLS
2.	Bertutur	Menceritakan tentang sesuatu perkara dan menyampaikan maklumat yang relevan dengan jelas, menggunakan pelbagai ayat dan gaya yang sesuai Bertanya dan menjawab pertanyaan Bertukar-tukar idea, pendapat atau pandangan dengan perkataan, frasa dan ayat yang betul. Berbual tentang sesuatu perkara menggunakan kosa kata dan ayat yang betul mengikut konteks.	
3.	Membaca	Membaca pelbagai jenis teks dengan sebutan, kelancaran, gaya dan intonasi yang betul. Membaca dan mengenal pasti idea utama dan sampingan	

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
4.	Menulis	Menghasilkan pelbagai jenis frasa dan ayat. Mengambil imlak perkataan, frasa dan ayat dengan ejaan serta tanda baca yang betul.	
5.	Pengetahuan dan penggunaan Bahasa	Mengenali dan menggunakan kata nama, kata sendi, kata majmuk, imbuhan 'di' dan 'ber', dan frasa yang betul mengikut konteks Menggunakan kosa kata, frasa yang sesuai mengikut konteks Menggunakan ayat penyata dan ayat tunggal yang betul mengikut konteks	

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2022 TERM 4 LEARNING PLAN PRIMARY 2

TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	பேசுதல்	<p>மாணவர்கள் கற்ற சொற்களைப் பயன்படுத்தி வாக்கியத்தில் சரளமாகப் பேசக் கற்றுக்கொள்வார்கள். மாணவர்கள் சுயமாகச் சிந்தித்துத் தங்கள் கருத்துக்களைப் பரிமாறிக்கொள்ளக் கற்றுக்கொள்வார்கள். கேட்ட பாடல்கள், கதைகளின் பண்பாட்டுக் கூறுகளையும் விழுமியங்களையும் சக மாணவர்களுடன் பேச்சுத்தமிழில் பேசிக் கலந்துரையாடுவார்கள்.</p> <p>எடுத்துக்காட்டுகள்:</p> <p>மாணவர்கள் பாடலுக்குரிய அசைவுபடக் காட்சியைப் பார்த்து, இசையோடு பாடி மகிழ்வார்கள். பாடநூல் பக்கம்: 38 பாடல் உணர்த்தும் பண்பாட்டுக் கூறுகளையும் விழுமியங்களையும் பற்றித் தெளிவாகவும் தொடர்பு படுத்தியும் பேசுவார்கள்.</p> <p>பாடநூல் பக்கம்: 43 மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டுள்ள படங்களைப் பார்த்துக் கதையை ஊகித்துக் கூறுவார்கள். பிறகு, அசைவுபடக் காட்சியைப் பார்ப்பார்கள். பிறகு, படத்தையொட்டிய கேள்விகளைக் கேட்டு, பொருத்தமான சொற்களைப் பயன்படுத்திக் கலந்துரையாடலில் ஈடுபடுவார்கள்.</p>	<p>பாடநூல் - பாடம் 8</p> <p>பாடல் - செடி வளர்ப்போம்</p> <p>தேன் தமிழ் வலைத்தளம்</p> <p>பாடநூல் - பாடம் 9</p> <p>கதை - சிங்கமும் எருதுகளும்</p> <p>தேன்தமிழ் வலைத்தளம்</p> <p>பாடநூல் - பாடம் 14</p>

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<p>பாடநூல் பக்கம்: 68 மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டுள்ள படங்களைப் பார்த்துக் கருத்துகளைத் தெளிவாகத் தொடர்புபடுத்திப் பேசுவார்கள். படத்தைப் பார்த்துப் பொருத்தமான சொற்களைப் பயன்படுத்தித் தெளிவாகவும் சரளமாகவும் பேசுவார்கள்.</p> <p>பெரிய புத்தகத்திலுள்ள மாயக்குள்ளன் என்னும் கதையை மாணவர்கள் ஆசிரியருடன் சேர்ந்து படிப்பார்கள். கதையைப் புரிந்துகொண்டு வாய்மொழியாகக் கூறுவார்கள். பிறகு, மாணவர்கள் பாத்திரமேற்று நடத்துக் காண்பிப்பார்கள்.</p>	<p>கதை – கண்கவர் இடங்கள்</p> <p>பெரிய புத்தகம் – மாயக்குள்ளன்</p>
2.	வாசித்தல்	<p>மாணவர்கள் பாடநூல் பகுதிகளில் சூழமைவு சார்ந்த படங்களுடன் அந்தந்த பாடத்தில் கற்பிக்கப்படும் சொற்கள், சொற்றொடர்கள், வாக்கியங்கள் ஆகியவற்றை வாசிக்கக் கற்றுக்கொள்வார்கள். மேலும், மாணவர்கள் சொற்களைச் சரியாக உச்சரித்துப் படிக்கப் பல்வேறு நடவடிக்கைகளும் உத்திமுறைகளும் பயன்படுத்தப்படும். வாக்கியங்களை பொருள் விளங்குமாறு வாசிக்கக் கற்றுக்கொள்வார்கள்.</p> <p>எடுத்துக்காட்டு: பாடநூல் பக்கம்: 45-46</p> <ul style="list-style-type: none"> மாணவர்கள் புதிய சொற்களைப் பொருளுணர்ந்து உச்சரிக்கக் கற்றுக்கொள்வார்கள். மாணவர்கள் சிறிய வாக்கியங்களை பொருள் விளங்குமாறு படிக்கக் கற்றுக்கொள்வார்கள். 	<p>பாடநூல்</p> <p>பெரிய புத்தகம்</p> <p>சிறுவர் கதைநூல்</p> <p>எழுத்தட்டைகள்</p> <p>மின்னட்டைகள்</p>

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		<ul style="list-style-type: none"> மாணவர்கள் எளிய பகுதிகளை பொருள் விளங்குமாறு படிக்கக் கற்றுக்கொள்வார்கள். 	
3.	கேட்டல் / நோக்கல் கருத்தறிதல்	<p>கேட்டல்</p> <p>மாணவர்கள் வாசிக்கப்படும் பனுவலை உள்வாங்கி, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல், இன நல்லிணக்க நாள், பக்கம்: 74</p> <p>நோக்கல்</p> <p>மாணவர்கள் ஒளிக்காட்சியைப் பொருளுணர்ந்து கவனித்து, கேட்கப்படும் கேள்விகளுக்கு விடைகளை எழுதுவர்.</p> <p>எடுத்துக்காட்டு: பயிற்சிநூல், இவர்கள் முக்கியமானவர்கள், பக்கம்: 56</p>	பாடநூல் பயிற்சிநூல்
4.	மொழி பயிற்சிகள் / எழுதுதல்	<p>மாணவர்கள் ஒவ்வொரு பாடத்திலும் தாங்கள் கற்றுக்கொண்ட மொழிக்கூறுகள், சொற்கள், சொற்றொடர்கள் ஆகியவற்றை அடிப்படையாகக் கொண்ட பயிற்சிகளைச் செய்வார்கள். மேலும், மாணவர்கள் கற்றுக்கொண்ட சொற்களை வரிவடிவம் சிதையாமல் முறையாக எழுதக் கற்றுக்கொள்வார்கள்.</p>	பாடநூல் கையெழுத்து புத்தகம் பயிற்சிநூல்

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		<p>மாணவர்கள் வினாப்பெயர்களைத் தெரிந்துகொள்வார்கள்.</p> <p>எடுத்துக்காட்டு: தேன்தமிழ் பாடநூல்: பக்கம் 42, பயிற்சிநூல் பக்கம்: 39</p> <p>மாணவர்கள் சொற்களை எழுதும்பொழுது அதன் வரிவடிவம் சிதையாமலும் எழுத்துகளுக்கு இடையே சரியான இடைவெளி விட்டும் எழுதக் கற்றுக்கொள்வர்.</p> <p>எடுத்துக்காட்டு: கையெழுத்து பயிற்சிநூல் பக்கம்: 78</p>	பயிற்சித்தாட்கள்

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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. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.	Pupil is learning to express himself or herself by using elementary words from the Primary 2 texts with guidance	Pupil is able to express himself or herself by using some of the words and phrases from the Primary 2 texts.	Pupil is able to express himself or herself by using quite a number of words and phrases to form proper sentence structures from the Primary 2 texts.	Pupil is able to express himself or herself clearly using a range of vocabulary and proper sentence structures from the Primary 2 texts.
2. Participate in short conversations related to daily life with some guidance.	Pupil is learning to give short and simple response based on the topic discussed with a lot of guidance.	Pupil is able to give simple response based on the topic discussed with a lot of guidance.	Pupil is able to engage in a conversation based on the topic discussed with some guidance.	Pupil is actively engaged in a conversation based on the topic discussed with some guidance. He or she is also able to share his/her personal views.
3. Understand Primary 2 texts and are able to	Pupil is learning to grasp the content of the text and	Pupil is learning to sieve out some key ideas from the given text and	Pupil is able to sieve out some key ideas from the given text and respond to	Pupil is able to sieve out key ideas from the given text and respond to most of the questions

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
identify details with some guidance.	identify some details with guidance.	respond to the questions based on the text.	some questions based on the text.	accurately based on the text.
4. Write short sentence(s) about daily life with some guidance.	Pupils is learning to write key words to recount his/her experiences with a lot of guidance.	Pupil is able to write short sentences to recount his or her experiences based on a given context.	Pupil is able to write short accurate sentences (proper punctuation and sentence structure) to recount his or her experiences based on a given context.	Pupil is able to write complete sentences accurately to recount his or her experiences based on a given context and give details about the experiences.

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2022 TERM 4 LEARNING PLAN PRIMARY 2

ART

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

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on levels of skills acquired by Pupils for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Term 4, the focus for assessment for Art is on printmaking

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Ask questions about what they see. (LO2)	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. (LO4)	-	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. (LO5)	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. (LO6)		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 2

MUSIC

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

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 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 the identification of musical forms.

QUALITATIVE DESCRIPTORS

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

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Listen and respond to Music.	Needs a lot of guidance in describing changes in tempo using largo, andante, allegro and presto.	Needs some guidance in describing changes in tempo using largo, andante, allegro and presto.	Needs little guidance in describing changes in tempo using largo, andante, allegro and presto.	Able to describe changes in tempo using largo, andante, allegro and presto.
4. Understand musical elements and concepts.	Needs a lot of guidance in identifying the treble clef notes of the resonator bells.	Needs some guidance in identifying the treble clef notes of the resonator bells.	Needs little guidance in identifying the treble clef notes of the resonator bells.	Able to identify the treble clef notes of the resonator bells.

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2022 TERM 4 LEARNING PLAN PRIMARY 2

NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Ready, Set, Go!	<ul style="list-style-type: none"> - Recognise that National Symbols and common experiences help to unite us as a nation. <ul style="list-style-type: none"> - Recognise that beliefs shape one's thinking. - Develop a sense of belonging to one's community and country. 	<ul style="list-style-type: none"> - Big Book: 'Ready, Set, Go!' / Digital Reader - Activity Book 2

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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 sharing thoughts/ideas readily, gathering information and working well in group settings.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify the National Symbols of Singapore.	Student is able to recognize one or two of the national symbols correctly.	Student is able to identify a few of the national symbols correctly.	Student is able to identify most of the national symbols correctly.	Student is able to identify all the national symbols correctly. Student is able to relate to the different cultures in Singapore.
2. Show respectful and acceptable behaviour towards people of different ethnic and religious groups.	Student is able to process information/data only with help from his/her teacher.	Student is able to process information/data with a lot of help from his/her teacher.	Student is able to process information/data with some help from his/her teacher.	Student is able to process information/data independently.
3. Show respectful and acceptable behaviour towards people of different ethnic and religious groups.	Student is able to process information/data only with help from his/her teacher.	Student is able to process information/data with a lot of help from his/her teacher.	Student is able to process information/data with some help from his/her teacher.	Student is able to process information/data independently.

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2022 TERM 4 LEARNING PLAN PRIMARY 2

PROGRAMME FOR ACTIVE LEARNING (PAL)

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

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2022 TERM 4 LEARNING PLAN PRIMARY 2

PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Outdoor Education	Recognise hazards arising from the weather that may cause harm to self and others, e.g., lightning risks and prolonged exposure to heat and UV.
		Identify aspects of the school that one has a personal connection with and give reasons.
2.	Gymnastics	Perform a spin for at least $\frac{1}{2}$ a circle on different body parts (e.g. 1 foot, bottom), in different body shapes.
		Perform a turn in longitudinal rotation for at least $\frac{1}{2}$ a circle while the body is in flight, in different body shapes.
		Jump off a low apparatus (e.g. bench, low-beam), forming different shapes during flight, and land on two feet in a controlled finish position.
		Perform a sequence of two different movements with smooth transition, and different starting and ending body positions.

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
3.	Games & Sports	Tap a ball using an implement along the ground.
		Dribble a ball using the inside of the foot of the dominant leg.
		Throw using the overhand movement pattern, a variety of small objects towards a stationary partner.
		Kick a stationary ball using a smooth running approach.
4.	Physical Health & Fitness: Safety in Public Places	Understand and be aware about unsafe situations in public places.
		Understand and be aware of what to do to keep themselves safe in public places.

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
Games & Sports 1. Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects	Needs a lot of guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects	Needs some guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects	Needs little guidance to demonstrate the stages of motor skills in catching, dribbling and striking a variety of objects	Able to demonstrate confidently the stages of motor skills in catching, dribbling and striking a variety of objects
Outdoor Education 2. Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself		Needs some guidance to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.	Needs little guidance to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.	Able to move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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

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2022 TERM 4 LEARNING PLAN PRIMARY 2

MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Classes	Learning Outcomes
1.	Technological Education	2A, 2B, 2C, 2D, 2E	<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 2

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Social Awareness	<p>Pupils would be able to state reasons for the need to give and take in a friendship, state basic ways to give and take in a friendship.</p> <p>Identify examples of good netiquette and discern the benefits of practising good netiquette.</p>
2.	Relationship Management	<p>Pupils will be able to identify what a disagreement is and learn ways to handle a disagreement.</p> <p>Pupils will identify ways of building trust within their family.</p>
3.	7 Habits	<p>Pupils will be able</p> <ul style="list-style-type: none"> – to focus and act on what they can control and influence, instead of what they can't – define clear measures of success and a plan to achieve them – Prioritize and achieve their most important goals, instead of constantly reacting to urgencies – 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 – 7) Increase motivation, energy and work/life balance by making time for renewing activities

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2022 TERM 4 LEARNING PLAN PRIMARY 2

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: Respecting Classmates	1. Pupils will understand the importance of respecting their friends. 2. Pupils will share ways in which they can respect their friends. 7 habits infusion: Be proactive, Think win-win, Synergise & Seek first to understand then to be understood.	Text Book Activity Book Poster template Scenario cards
2.	Theme: Our festivals	1. Pupils will share about the festivals that are celebrated in Singapore. 2. Pupils will understand the importance of respecting the different cultures here in Singapore. 7 habits infusion: Think win-win, Synergise & Seek first to understand then to be understood.	Text Book Activity Book Poster template Scenario cards
3.	Theme: Our vibrant island - 'Yummy Yummy'	1. Pupils will share about the various types of food here in Singapore. 2. Pupils will understand the importance of respecting the different cultures (Ways of consuming food & the types of food belonging to the various ethnic groups) 7 habits infusion: Think win-win, Synergise & Seek first to understand then to be understood.	Text Book Activity Book Art materials

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