



ESTABLISHED 1932

# XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan\_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	<ul style="list-style-type: none"> <li>Developing listening and viewing skills for understanding by focusing on literal and inferential meaning</li> <li>Interpreting texts to identify main ideas to recall and organising key content in texts (by note-taking or using graphic organisers)</li> <li>Developing critical listening skills to compare and contrast information and to determine the credibility of the speaker or the source</li> <li>Developing reading readiness and word recognition skills</li> <li>Processing and comprehending texts</li> </ul>	
2.	Reading and Viewing	<ul style="list-style-type: none"> <li>Responding to a wide and extensive range of texts for enjoyment and understanding</li> </ul>	

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		<ul style="list-style-type: none"> <li>Clarifying or enhancing meaning of unfamiliar words or ideas by formulating questions to seek clarification from others or by creating annotations, e.g., make notes/comments, highlight key words</li> </ul>	<b><u>STELLAR Readers &amp; Workbook</u></b>  Unit 8: Prince Zak and the Wise Frog Unit 9: Spilt Milk  XNPS Online Listening Package Class Library books Extensive Reading books XNPS Spelling Kit
		<ul style="list-style-type: none"> <li>Interpreting text from various points of views and making inferences to draw conclusions</li> </ul>	
		<ul style="list-style-type: none"> <li>Analysing organizational pattern in a text for ideas, e.g, sequence of events cause-effect and problem-solving</li> </ul>	
		<ul style="list-style-type: none"> <li>Analysing, evaluating and appreciating texts</li> </ul>	
		<ul style="list-style-type: none"> <li>Achieving common reading and viewing goals through effective collaboration with peers</li> </ul>	
		<ul style="list-style-type: none"> <li>Presenting an affective response to texts, e.g., retelling the story, rating the book, sharing opinions/reflections by drawing pictures</li> </ul>	
3.	Speaking and Representing	<ul style="list-style-type: none"> <li>Recognising features of spoken language</li> </ul>	
		<ul style="list-style-type: none"> <li>Reading aloud and speaking with confidence</li> </ul>	

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4.	Writing and Representing	<ul style="list-style-type: none"> <li>Using accurate and consistent spelling</li> </ul>	<b>STELLAR workbook</b> Unit 8: Prince Zak and the Wise Frog Unit 9: Spilt Milk  XNPS Spelling Kit
		<ul style="list-style-type: none"> <li>Generating, selecting and organising ideas for creative and critical writing</li> </ul>	
		<ul style="list-style-type: none"> <li>Using appropriate cohesive devices, e.g., connectors, pronouns, repetition of vocabulary or grammatical structures to indicate relationships between the sentences in a paragraph</li> </ul>	
		<ul style="list-style-type: none"> <li>Developing, organising, and expressing ideas coherently, creatively and critically</li> </ul>	
		<ul style="list-style-type: none"> <li>Reviewing, revising, editing, and proofreading</li> </ul>	
		<ul style="list-style-type: none"> <li>Writing a narrative text in complete sentences and proper paragraphs (introduction, middle and ending) for the given purpose, audience, context, and culture (Continuous Writing)</li> </ul>	

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		<ul style="list-style-type: none"> <li>Entertaining the reader and representing experiences by describing the setting, the characters with elaboration to convey, e.g., feelings and thoughts and physical appearance, and by using literary techniques to enliven the characters, e.g., direct speech</li> </ul>	
		<ul style="list-style-type: none"> <li>Applying spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words</li> </ul>	
5.	Grammar	<ul style="list-style-type: none"> <li>Using conjunctions, e.g., and, or</li> <li>Using adverbials to add details about time, e.g., 'within seconds', 'just then'</li> <li>Using verbs or verb phrases with different time, tense or aspect, e.g., in the present, present continuous for planned future actions and for future</li> <li>Using a variety of conjunctions in sentences to express different relationships between similar groups of words, e.g., if, as, and while</li> <li>Using different types of pronouns like indefinite pronouns, e.g., nothing, something, anything or everything</li> </ul>	<b>STELLAR Workbook</b> Unit 8: Prince Zak and the Wise Frog Unit 9: Spilt Milk

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6.	Vocabulary	<ul style="list-style-type: none"> <li>Deducing the meaning of fixed expressions and words used for literary effect, from how they are used in context, e.g., idioms</li> </ul>	
		<ul style="list-style-type: none"> <li>Developing rich vocabulary through learning words specific to other subject areas by understanding how these words are formed, how they relate to one another and how they are used in context</li> </ul>	
		<ul style="list-style-type: none"> <li>Deducing the meaning of words from how they are formed, e.g. affixation, e.g., fair → fairness, inform → information</li> </ul>	
		<ul style="list-style-type: none"> <li>Forming nouns from other words like from adjectives or verbs, e.g., fair → fairness, inform → information</li> </ul>	
		<ul style="list-style-type: none"> <li>Understanding how words relate to one another (words in the same lexical field, abstract nouns)</li> </ul>	

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### 2022 TERM 4 ASSESSMENT MATTERS PRIMARY 3 END-OF-YEAR EXAMINATION

#### Note Revision of Assessment for Year 2022:

- The End-Of-Year (EOY) examination will examine the pupils' understanding in writing (Paper 1), language use and comprehension (Paper 2), listening comprehension (Paper 3), and oral communication (Paper 4).
- 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 3 English Language

Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
1	Composition	Guided Writing (with picture prompts and helping words) (Pupils to write at least 100 words)	Open-ended	1	20	10 October	1 h

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Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
2	Language Use and Comprehension	Vocabulary	MCQ discrete	6	6	26 October	1 h 15 min
		Grammar	MCQ discrete	8	8		
		Grammar	<p>Cloze (Fill-in-the-Blanks with helping words):</p> <p>1 passage* on:</p> <ul style="list-style-type: none"> <li>personal pronouns and/or possessive determiners</li> </ul> <p>1 passage* on:</p> <ul style="list-style-type: none"> <li>subject-verb agreement</li> </ul> <p>Each passage is about 60-70 words in length Refer to EL Syllabus 2020 p.80-105; 4 blanks in each passage</p>	4	4		

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Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
		Vocabulary	Cloze (Fill-in-the-Blanks with helping words): 1 passage* on: <ul style="list-style-type: none"> <li>phrasal verbs, collocations and/or idioms</li> </ul> The passage is about 60-70 words in length	4	4		
		Editing	1 passage* on: <ul style="list-style-type: none"> <li>spelling, punctuation, and/or grammar</li> </ul> The passage is about 60-70 words in length	4	4		
		Sentence Combining	Using of conjunctions and/or connectors to combine two sentences into one	4	4		

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Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
3		Comprehension 1 passage (180-220 words)	A variety of items: e.g., MCQ, Checking, Sequencing, and open-ended	Up to 8 items (1 to 2 marks each)	8		
		Comprehension 1 passage (220-260 words)		5	8		
	Listening Comprehension	Picture-matching	MCQ discrete	4	14	1 November	35 min
		Note-taking	Fill-in-the Blanks	5			
		Comprehension	MCQ discrete	3			

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Paper	Component	Content	Item Type	No. of Items	Marks	Period	Duration
4	Oral	Reading Aloud	Open-ended	1	6	13 October	-
		Stimulus-based Conversation	Open-ended	1	10		
Total					100		

\* Factual/personal recounts, general knowledge texts, instruction, expositions, narratives, or short functional texts.

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3 MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Geometry	Angles <ul style="list-style-type: none"> <li>Concepts of angle</li> <li>Right angles, angles greater than/smaller than a right angle</li> </ul> Perpendicular and Parallel Lines <ul style="list-style-type: none"> <li>Perpendicular and parallel lines</li> <li>Draw perpendicular and parallel lines on square grid</li> </ul>	Textbook Workbook Ch 9 & 10  Topical WS
2	Area and Perimeter	Area and Perimeter <ul style="list-style-type: none"> <li>Concepts of area and perimeter of a plane figure</li> <li>Measuring area in square units, <math>\text{cm}^2</math> and <math>\text{m}^2</math>, excluding conversion between <math>\text{cm}^2</math> and <math>\text{m}^2</math></li> <li>Perimeter of               <ul style="list-style-type: none"> <li>Rectilinear figure</li> <li>Rectangle</li> <li>Square</li> </ul> </li> <li>Area of rectangle/square</li> </ul>	Textbook Workbook Ch 11  Topical WS
3	Data Representation and Interpretation	Bar Graphs <ul style="list-style-type: none"> <li>Reading and interpreting data from bar graphs</li> <li>Using different scales on axis</li> <li>Solving 1-step problems using data from bar graphs</li> </ul>	Textbook Workbook Ch 12

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### 2022 TERM 4 ASSESSMENT MATTERS PRIMARY 3 END-OF-YEAR EXAMINATION

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

### Primary 3 Mathematics

#### Number and Algebra:

Chapter 1 – Numbers to 10 000

Chapter 2 – Addition and Subtraction of Numbers within 10 000

Chapter 3 – Multiplication Tables of 6, 7, 8 and 9

Chapter 4 – Multiplication and Division

Chapter 5 – Money

Chapter 8 – Fractions

#### Measurement and Geometry:

Chapter 6 – Length, Mass, Volume

Chapter 7 – Time

Chapter 9 – Angles

Chapter 10 – Perpendicular and Parallel Lines

Chapter 11 – Area and Perimeter

#### Statistics:

Chapter 12 – Bar Graphs

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

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## Table of Specifications

### Primary 3 Mathematics

Item Type	Marks	Period	Duration
MCQ	5 x 1 mark	27 October	1 h 45 min
	10 x 2 marks		
Short Answer Question	20 x 2 marks		
Word Problems	5 x 3 marks		
<b>Total:</b>	<b>80 marks</b>		

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Cycles in plants	<ul style="list-style-type: none"> <li>- Show an understanding that different living things have different life cycles. (Plants)</li> <li>- Observe and compare the life cycles of plants grown from seeds over a period of time</li> <li>- Show curiosity in exploring the surrounding plants and animals and question what they find.</li> </ul>	Cycles Textbook and Workbook Topical worksheet
2	Cycles in animals	<ul style="list-style-type: none"> <li>- Show an understanding that different living things have different life cycles. (animals)</li> <li>- Observe and compare the life cycles of animals over a period of time (butterfly, beetle, mosquito, grasshopper, cockroach, chicken and frog).</li> <li>- Show concern by being responsible towards plants and animals such as their own pets</li> </ul>	Cycles Textbook and Workbook Topical worksheet

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## 2022 TERM 4 ASSESSMENT MATTERS

### PRIMARY 3 END-OF-YEAR EXAMINATION

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## Table of Specifications

### Primary 3 Science

Lower Block (P3)			
Theme	Interactions	Diversity	Cycles
Topics	Magnets and their Characteristics Making Magnets	Classification: Living and Non-living Things Plants Animals Fungi and Bacteria Exploring Materials	Life Cycles of some Animals Life Cycles of Plants

Item Type	No. of questions	No. of marks per question	Marks	Period	Duration
MCQ	24	2	48	31 October	1h 15 min
Open-ended Question	10	2 - 4	32		
Total	34	-	80		

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### 2022 TERM 4 LEARNING PLAN PRIMARY 3 CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	· 听出故事中的时间、人物、事情	课本 活动本 补充练习 活动单
2	说及口语互动	· 借助问题或提示，构思与生活相关的说话内容 · 根据图意和提示讲述一件事	
3	读	· 学会通过表示时间的词语了解事情的经过 · 通过表示时间的词语了解事情的经过	
4	写	· 写作时，能根据要求，联系生活经验，确定写作内容 · 根据图意和提示写一件事	

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Mendengar	Mendengar dan mengenal pasti susunan peristiwa atau idea	Buku Teks Cepak 3B Buku Aktiviti 3B  Buku Kecil - 'Mereka yang Berjasa' & 'Jiran yang Baik'  Portal e-cekap Audio - 'Persiapan Meraikan Hari Kebangsaan' & 'Ibu Gurmit' Video - 'Singapuraku Tercinta'
2	Bertutur	Menyampaikan maklumat dan bertukar-tukar maklumat yang relevan tentang sesuatu perkara dengan menggunakan laras bahasa yang sesuai mengikut situasi, konteks dan tujuan	
3	Membaca	Membaca, memberi sudut pandangan peribadi dan membuat kesimpulan	
4	Menulis	Membina ayat tunggal dengan peluasan subjek dan predikat yang betul mengikut konteks	
5	Pengetahuan dan Penggunaan Bahasa	Menggunakan imbuhan 'ke-...-an', 'ber-...-an', 'ber-...-kan', 'pem-...-an' dan 'pen-...-an' dengan betul mengikut konteks  Menggunakan kata adjektif, penjodoh bilangan dan peribahasa yang betul dan sesuai mengikut konteks	

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	பேசுதல்	<p>மாணவர்கள் பாடநூலில் கொடுக்கப்பட்டுள்ள படங்களைப் பார்த்துப் பொருத்தமான சொற்களைப் பயன்படுத்தித் தெளிவாகவும் சரளமாகவும் பேசுவார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பாடநூல் தொகுதி 9,</p> <p>தொகுதி 10 (கதை: உன்னால் கிடைத்த பலன்)</p> <p>மாணவர்கள் சிறுவர் கதைநூல்களில் உள்ள கதைகளைப் படிப்பார்கள். பிறகு, சூழலுக்கு ஏற்பக் கருத்துக் கூறுவார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> சிறுவர் கதைநூல் 3 - கசப்பும் இனிப்பும்</p> <p>மாணவர்கள் 'மூத்தோர் சொல் வார்த்தைகளை மறக்க வேண்டாம்' போன்ற உலகநீதிகளைப் பொருளுணர்ந்து கூறுவார்கள்.</p>	<p>பாடநூல்</p> <p>தேன் தமிழ் வலைத்தளம்</p> <p>சிறுவர் கதைநூல்கள்</p>
2	வாசிப்பு	<p>மாணவர்கள் படித்துப் புரிந்துகொண்ட கதையை வாய்மொழியாகக் கூறுவார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> சிறுவர் கதைநூல் 2 - மனம் போன போக்கிலே</p> <p>மாணவர்கள் வாசிப்பு பகுதியைக் குறில், நெடில் வேறுபாடு உணர்ந்து சரியாக உச்சரித்துச் சரளமாக வாய்விட்டுப் படிப்பார்கள்.</p>	<p>பாடநூல்</p> <p>சிறுவர் கதைநூல்</p>

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<p><b>எடுத்துக்காட்டு:</b> பாடநூல் - பாடம் 19 (மரம் நடும் நாள்)</p> <p>மாணவர்கள் பகுதியைப் பொருளுணர்ந்து உணர்ச்சியுடன் வாய்விட்டுப் படிப்பார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பாடநூல் - பாடம் 20 (யாருக்கு இந்த மேம்பாலம்?)</p>	
3	கேட்டல்\ நோக்கல் கருத்தறிதல்	<p>மாணவர்கள் பகுதியைக் கேட்டுப் புரிந்துகொண்டு சரியான விடைகளைத் தேர்ந்தெடுப்பார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பயிற்சிநூல் - பயிற்சி 9.7 (ஒலிப்பகுதி - குறை சொல்ல வேண்டாம்)</p>	<p>பயிற்சிநூல் பயிற்சித்தாட்கள் தேன் தமிழ் வலைத்தளம் (ஒலிப்பகுதிகள்)</p>
4	மொழி பயிற்சிகள் எழுத்து வேலைகள்	<p><b>வாக்கிய அமைப்பு பயிற்சி:</b></p> <p>ஆசிரியர் மாணவர்களுக்கு 'ஐ, கு' போன்ற வேற்றுமை உருபுகளின் பயன்பாட்டைச் சொல்லித் தருவார். மாணவர்கள் வேற்றுமை உருபுகளைச் சொற்களோடு சேர்த்து எழுதுவது எப்படி என்பதைக் கற்பர். பிறகு வகுப்பில் வாக்கிய அமைப்பு பயிற்சிகளைச் செய்வார்கள்.</p> <p><b>முன்னுணர்வுக் கருத்தறிதல்:</b></p> <p>மாணவர்கள் சரியான சொற்களைக்கொண்டு பகுதியில் கோடிட்ட இடங்களை நிறைவு செய்வார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பயிற்சிநூல் - பயிற்சி 10.2</p>	<p>பயிற்சிநூல் பயிற்சித்தாட்கள்</p>

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5 Jurong West Street 91, Singapore 649036

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		<p><b>எழுத்துவழிக் கருத்துப்பரிமாற்றம்:</b></p> <p>மாணவர்கள், ஆசிரியரின் வழிகாட்டுதலுடன் எளிய சொற்களைப் பயன்படுத்தி எழுத்துவழி ஒருவருக்கு வாழ்த்துத் தெரிவிக்க அறிந்துகொள்வார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பயிற்சிநூல் - பயிற்சி 9.2</p> <p><b>கருத்தறிதல்:</b></p> <p>மாணவர்கள் பகுதியைப் படித்துப் புரிந்துகொண்டு கேள்விகளுக்குப் பொருத்தமான விடைகளை எழுதுவார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பயிற்சிநூல் - பயிற்சி 9.3</p> <p><b>கட்டுரை:</b></p> <p>மாணவர்கள் பொருத்தமான சொற்றொடர்களின் உதவியோடு படத்தையும் சூழலையும் புரிந்துகொண்டு கருத்துகளை நிரல்பட எழுதுவார்கள்.</p> <p><b>எடுத்துக்காட்டு:</b> பயிற்சிநூல் - பயிற்சி 9.6</p>	

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## 2022 TERM 4 ASSESSMENT MATTERS

### PRIMARY 3 END-OF-YEAR EXAMINATION

- Only **dictionaries** endorsed by the school are allowed to be used in the Mother Tongue Paper 1 (Composition) Examination.
- If your child is ill, it is advisable for him/her to see a doctor and rest at home.  
Your child will not be disadvantaged as the final marks will be pro-rated.
- Any absence from a paper due to medical reasons must be covered by a valid medical certificate which should be submitted to your child/ward's form teacher upon his/her return to school. Absence from any Term Review that is not covered by a medical certificate will render your child/ward not getting any mark for that paper.

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## Table of Specifications Primary 3 Chinese Language

考试范围：第一课至第十五课

测试	考查项目:	考查方式:	题数	分数:	周数	时间
-	口试	-	-	30分	第五周 10月13日	-
试卷 (一)	看图作文	自由作答	1	15分	第五周 10月10日	40分钟
听力	听力测验	多项选择	10	10分	第八周 11月1日	30分钟
试卷 (二)	(一) 辩子测验	多项选择	4	4分	第七周 10月28日	1小时20分钟
	(二) 词语选择	多项选择	4	4分		
	(三) 填写汉语拼音/汉字	填充	4	4分		
	(四) 词语搭配	多项选择	4	4分		
	(五) 仿写句子/ 扩写句子	开放式	5	10分		

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测试	考查项目:	考查方式:	题数	分数:	周数	时间
	(六) 完成对话	多项选择	4	4分		
	(七) 阅读理解一	多项选择	3	6分		
	(八) 阅读理解二	开放式	5	9分		
总分			-	100分		

## Primary 3 Malay Language Unit yang diuji : Buku 3A (Unit 1-5) Buku 3B (Unit 6-9)

Komponen	Kandungan	Jenis Item	Markah	Waktu	Jangka Masa
Kertas 1 Karangan	Menulis Cerita	Gambar Bersiri	15	Minggu 5 10 Oktober	40 minit
Lisan	Bacaan	Paparan Teks	10	Minggu 5 13 Oktober	-
	Perbualan Berdasarkan Gambar	Gambar	20		
Kertas 2 Penggunaan	Imbuhan	MCQ	10	Minggu 7 28 Oktober	1 jam 20 minit

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Bahasa dan Kefahaman	Peribahasa	MCQ	8		
	Golongan Kata	FIB	10		
	Kefahaman Objektif	MCQ	8		
	Kefahaman Subjektif	OE	9		
Kefahaman Mendengar	Mendengar dan Menulis	MCQ	10	Minggu 8 1 November	30 minit
Total			100		

## Primary 3 Tamil Language

தேர்வில் சோதிக்கப்படும் தொகுதிகள்: 3A - தொகுதி:1-5 மற்றும் 3B - தொகுதி: 6-9

தேர்வுக் கூறு	அமைப்பு	அமைப்பு	மதிப்பெண்கள்	வாரம்	நேரம்
வாய்மொழி	வாசிப்பு	வாசிப்பு பகுதி	10	13 அக்டோபர் வாரம் 5	
	படத்தை ஒட்டிய உரையாடல்	உரையாடல்	20		
		மொத்தம்	30		
தாள் 1 - கட்டுரை	படக் கட்டுரை	(OE)	15	10 அக்டோபர் வாரம் 5	40 நிமிடங்கள்
கேட்டல் கருத்தறிதல்	கேட்டல் கருத்தறிதல்	(MCQ)	10	1 நவம்பர் வாரம் 8	30 நிமிடங்கள்

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தாள் 2 மொழிக் கூறு	வேற்றுமை	(FIB)	5x2	28 அக்டோபர் வாரம் 7	1 மணி நேரம் 20 நிமிடங்கள்
	செய்யுள்	(FIB)	5x1		
	தெரிவுவிடை கருத்தறிதல்	(MCQ)	5x2		
	முன்னுணர்வு கருத்தறிதல்	(FIB)	5x2		
	சுயவிடை கருத்தறிதல்	(FIB)	5X2		
மொத்தம்			100		

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### ART

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

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## HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 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 Art is on communication through the use of symbols and motifs.

### QUALITATIVE DESCRIPTORS

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

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

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### MUSIC

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

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### HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 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 ensemble playing and soundscape creation.

#### QUALITATIVE DESCRIPTORS

<u>Learning Outcomes</u>	<u>Beginning</u>	<u>Advancing</u>	<u>Deepening</u>	<u>Mastering</u>
1. Perform individually and as an ensemble using rhythmic, melodic and harmonic patterns in 4/4 time.	Needs a lot of guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Needs some guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Needs little guidance to perform as an ensemble for the song, We Are Singapore, in 4/4 time.	Able to perform as an ensemble for the song, We Are Singapore, in 4/4 time.
2. Create music in both instrumental and vocal settings, individually and in groups: <ul style="list-style-type: none"><li>- Create and perform soundscape using different instruments.</li></ul>	Needs a lot of guidance to create and perform soundscapes of a local scene.	Needs some guidance to create and perform soundscapes of a local scene.	Needs little guidance to create and perform soundscapes of a local scene.	Able to create and perform soundscapes of a local scene.

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<p>3. Appreciate music from the Singapore culture by identifying and performing the community song that can be heard in the Singaporean context.</p>			<p>Needs little guidance to identify and perform the community song, We Are Singapore, that can be heard in the Singaporean context.</p>	<p>Able to identify and perform the community song, We Are Singapore, that can be heard in the Singaporean context.</p>
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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	<b><i>Understanding Singapore's Environment and Challenges</i></b>	<ul style="list-style-type: none"> <li>Describe people, places and events by making careful observations, with teacher guidance.</li> <li>Show curiosity to learn more about the world they live in.</li> <li>Recognise housing in Singapore in the past and their challenges.</li> <li>Describe improvement that could be introduced to overcome challenges to meet needs.</li> </ul>	Digital Reader 6: "From Kampung to Flat"  Social Studies Activity Book 3
2.	<b><i>How do we adapt to overcome challenges to meet our needs?</i></b>	<ul style="list-style-type: none"> <li>Describe how Singapore adapts to overcome challenges and meet needs.</li> <li>Show curiosity to appreciate the challenges in the provision of transport in Singapore.</li> <li>Understand the need for the change and the many changes in Singapore's transport system over time.</li> </ul>	Digital Reader 5: "Discovering Singapore the Ride Way"

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## 2022 Semester 2 Assessment Primary 3

- Your child/ward will be assessed on classroom participation, activities in the Activity Book, Reflections and Performance Task.
- A letter grade 'A', 'B' or 'C' will be awarded accordingly and will be reflected in your child's/ward/s report book.

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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Games & Sports	Strike using the 2-handed sidearm movement pattern, a long-handled implement and a ball thrown from a distance of at least 8m
		Trap using a long-handled implement a ball coming at different directions
		Push using a long-handled implement a ball to a stationary and moving partner who will trap with a long-handled implement
		Push using a long-handled implement a ball to a moving partner while either one is defended
		Push (Shoot) using a long-handled implement a ball at a target (goal).
		Dribble using a long-handled implement for sustained period through space while avoiding others (changing directions, stopping and starting with control), while preventing others from stealing the ball
2	Dance	Perform a pre-designed movement experience to the music 'In Appreciation', and repeat with modifications to group formation

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3	<b>Gymnastics</b>	Perform a sequence of four different movements with smooth transition, and different starting and ending positions
4	<b>Physical Health &amp; Fitness: Water Safety</b>	Understand that accidents can occur during water-based activities
		Be aware of and undertake personal safety measures to prevent accidents in the water

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## HOLISTIC DEVELOPMENT PROFILE (HDP) P3 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 are Dance and Games & Sports

### QUALITATIVE DESCRIPTORS

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

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<b>Gymnastics: Balancing</b>  <i>Demonstrate balancing on hand(s) with in different combination using both feet</i>	Needs a lot of guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Needs some guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Needs little guidance to demonstrate balancing on hand(s) within different combinations using both feet.	Able to confidently demonstrate balancing on hand(s) within different combinations using both feet.
<b>Outdoor Education: Building competency in assessing and managing risk</b>  <i>Identify ways to manage the safety of self and others during outdoor activities</i>		Needs some guidance to identify ways to manage the safety of self and others during outdoor activities.	Needs little guidance to identify ways to manage the safety of self and others during outdoor activities.	Able to identify accurately ways to manage the safety of self and others during outdoor activities.
<b>Physical Health &amp; Fitness: Water Safety</b>  <i>Has knowledge to undertake personal safety measures to prevent accidents in the water</i>		Have little knowledge to undertake personal safety measures to prevent accidents in the water.	Have some knowledge to undertake personal safety measures to prevent accidents in the water.	Fully aware to undertake personal safety measures to prevent accidents in the water.

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN







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5 Jurong West Street 91, Singapore 649036

Tel: 67913679

Fax: 67921493

Email: xingnan\_ps@moe.edu.sg

Website: www.xingnanpri.moe.edu.sg

### 2022 TERM 4 LEARNING PLAN PRIMARY 3

#### MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Class(es)	Learning Outcomes
1	Technological Education	3A, 3B, 3C, 3D, 3E	<ul style="list-style-type: none"><li>- Acquire knowledge and skills beyond the curriculum so as to create joy of learning.</li><li>- Development of SEL competencies, character building and inculcation of school core values.</li><li>- Discover their interests and talents.</li><li>- Develop a sense of identity and belonging to the school and their community.</li><li>- Learn current technology applications.</li><li>- Innovate with technology to solve real-world problems.</li></ul>

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### 2022 TERM 4 LEARNING PLAN PRIMARY 3

#### FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Relationship Management	Pupils will be able to show ways of caring for the needs of friends. They will also be able to show ways of caring for the needs of family members in different situations.
	Self Management	Pupils will be able to appreciate the importance of developing intrinsic motivation when working as a pupil and as working adults in the future.
2	7 Habits	Pupils will be able 1) To focus and act on what they can control and influence, instead of what they can't. 2) Define clear measures of success and a plan to achieve them. 3) Prioritize and achieve their most important goals, instead of constantly reacting to urgencies. 4) Collaborate more effectively by building high-trust relationships. 5) Influence others by developing a deep understanding of their needs and perspectives. 6) 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 3

#### 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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## 2022 TERM 4 LEARNING PLAN PRIMARY 3

### CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	<b>My School – A Pleasant Place</b>	<ol style="list-style-type: none"> <li>Pupils will learn ways in which they can care for everyone in the school.</li> <li>Pupils will share ways in which they can play their part and make school a pleasant place to be at.</li> </ol> <p><b>7 habits infusion:</b> Be proactive, Think Win-Win &amp; Synergize</p>	<p>Text Book Activity Book Poster template Scenario cards</p>
2	<b>My Learning Goal</b>	<ol style="list-style-type: none"> <li>Pupils will learn about the importance of setting learning goals.</li> <li>Pupils will learn ways in which they can set goals for themselves.</li> </ol> <p><b>7 habits infusion:</b> Be proactive &amp; Put First Things First</p>	<p>Text Book Activity Book Learning goal chart</p>

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