



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 6

ENGLISH LANGUAGE & FOUNDATION ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	<ul style="list-style-type: none"> Developing a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect. 	PSLE Revision Booklet XNPS Listening Package
		<ul style="list-style-type: none"> Making connections between parts of texts. 	
		<ul style="list-style-type: none"> Drawing on prior knowledge and contextual clues. 	
		<ul style="list-style-type: none"> Listening and viewing for understanding and enjoyment. 	
2.	Reading and Viewing	<ul style="list-style-type: none"> Enjoying reading a self-chosen storybook for enjoyment. 	Little Red Dot by The Straits Times XNPS School Library Reading Comprehension Class Library books PSLE Revision Booklet XNPS Spelling Kit XNPS Practice Papers
		<ul style="list-style-type: none"> Constructing meaning from diverse and multiple texts. 	
		<ul style="list-style-type: none"> Using comprehension strategies to understand at literal, inferential, and evaluative levels. 	



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3.	Speaking and Representing	<ul style="list-style-type: none"> Using prediction and confirmation as comprehension strategies. 	Little Red Dot by The Straits Times XNPS Speaking Package PSLE Revision Booklet XNPS Practice Papers
		<ul style="list-style-type: none"> Reading aloud and speaking with confidence. 	
		<ul style="list-style-type: none"> Participating respectfully in discussion to develop, articulate, and represent ideas in real-time in response to the listener(s). 	
4.	Writing and Representing	<ul style="list-style-type: none"> Manipulating sentences by adding details. 	XNPS Writing Package PSLE Revision Booklet XNPS Spelling Kit XNPS Practice Papers P6 Synthesis and Transformation (Assessment Book)
		<ul style="list-style-type: none"> Revising, proofreading, and editing writing pieces. 	
		<ul style="list-style-type: none"> Writing coherent and cohesive paragraphs using simple and complex sentences. 	
5.	Grammar	<ul style="list-style-type: none"> Revising all grammar rules taught. 	PSLE Revision Booklet XNPS Practice Papers
6.	Vocabulary	<ul style="list-style-type: none"> Revising all vocabulary words taught i.e. commonly misspelt words, words used in the Spelling Kits and STELLAR reader texts. 	PSLE Revision Booklet XNPS Practice Papers



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MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Revision	All P5 & P6 Standard Mathematics Topics	Textbook Workbook Topical WS Logical Reasoning WS Skills Based WS PSLE Revision Booklet School Practice Papers



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FOUNDATION MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Revision	All P5 & P6 Foundation Mathematics Topics	Textbook Workbook Topical WS PSLE Revision Booklet School Practice Papers



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SCIENCE / FOUNDATION SCIENCE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Revision	All P3 - P6 Science topics	PSLE Practice Papers, School Practice Papers, Science textbooks, Science workbooks and Topical worksheets



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Primary 6 Science

Lower Block (P3 and P4)

Theme: Diversity	Theme: Cycles	Theme: Systems	Theme: Interactions	Theme: Energy
Topics Classifying Things Living & Non-living Things Plants Animals Fungi and Bacteria Exploring Materials	Topics Life Cycle of Some Animals Life Cycles of Plants Matter and its Three States	Topics The Human Body as a System The Digestive System Plants and their Parts	Topics Magnets and their Characteristics Making Magnets	Topics Light and Shadows Heat and Temperature

Upper Block (P5 and P6)

Theme: Cycles	Theme: Systems	Theme: Interactions	Theme: Energy
Topics Reproduction in Plants Reproduction in Humans Water and Changes of State The Water Cycle	Topics The Plant Transport System Air & the Respiratory System The Circulatory System The Unit of Life (Cells) Electrical Systems Using Electricity	Topics Forces Living Together Food Chains & Food Webs Adaptations Man's impact on the Environment	Topics Energy in Food Forms and Uses of Energy Sources of Energy



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Primary 6 Foundation Science

Lower Block (P3 and P4)

Theme: Diversity	Theme: Cycles	Theme: Systems	Theme: Interactions	Theme: Energy
Topics Classification: Living & Non-living Things Plants Animals Fungi and Bacteria Exploring Materials	Topics Life Cycle of Some Animals Life Cycles of Plants Matter and its Three States	Topics The Human Body as a System The Digestive System Plants and their Parts	Topics Magnets and their Characteristics Making Magnets	Topics Light and Shadows Heat and Temperature

Upper Block (P5 and P6)

Theme: Cycles	Theme: Systems	Theme: Interactions	Theme: Energy
Topics Reproduction in Plants Reproduction in Humans Water and Changes of State The Water Cycle	Topics The Plant Transport System Air & the Respiratory System The Circulatory System Electrical Systems Using Electricity	Topics Forces Living Together Food Chains Adaptations Man's impact on the Environment	Topics Energy from the Sun



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CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	听	·通过历届考题，让学生复习听力试卷。	课本 活动本 补充练习 活动单 口试手册
2	说/ 口语互动	· 提供情景，反复口述情景的内容。 · 通过会话，学生能针对问题表达自己的看法和感受。	
3	读	· 通过语文应用练习，掌握对词语的意思及运用。 · 通过复习，掌握及巩固理解问答的答题技巧。	
4	写/ 书面互动	· 巩固作文写作。 · 在写作时抓住重点进行叙述和描写。 · 描写人物外貌、动作、对话和心理活动。 · 在叙述时进行景物和心理描写。	

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MALAY LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	Lisan dan Interaksi Lisan	<ul style="list-style-type: none"> bertukar-tukar idea, pendapat atau pandangan yang membinaberdasarkanteks/kontekssecarasontan dan kreatif menggunakanlarasbahasa yang betul dan sebutanbaku 	<p>Cekap 6B Google Classroom SLS Buku PSLE Kad AyuhBicara PakejLisan PakejKefahamanMendengar</p>
2	Membaca	<ul style="list-style-type: none"> membaca dan mengenalpastiinformasispesifik dan perincianteks membacadengansebutan yang tepat dan bakusertagaya nada yang sesuai mengenalpastikosa kata baharu dan menarik 	
3	Mendengar	<ul style="list-style-type: none"> mendengarsesuatuteks bacaanatau audio untukmemahami idea utama dan sampingan mendengaruntukmemahamimaklumat yang tersurat dan tersirat 	
4	Menulis dan Interaksi Penulisan	<ul style="list-style-type: none"> menjana dan menyusun idea denganjelas dan bersesuaian dengankonteks / tajuk mengembangkan idea secaratersusun dan berkaitdengannarik menggunakan teknik Show not Tell (UnjukbukanUjar) dalam membuat deskripsi watak/perasaan/perbuatan menyampaikan hasrat menggunakan pelbagai jenis ayat mengikut konteks 	
5	Penguasaan dan Penggunaan Bahasa	<ul style="list-style-type: none"> memahamipelbagai jenis dan golongan kata menggunakan kosa kata yang bersesuaian dengankonteks 	

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TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1	பேசுதல்	<p>மாணவர்களைஇறுதிஆண்டுதேர்வுக்குதயார்செய்வதேஇத்தவணையின்முக ்கியநோக்கமாகும் .</p> <p>மேலும் , மாணவர்களைத்தமிழில்பேசுணக்குவிப்பதும்நமதுமுக்கியநோக்கமாகு ம் . கதைகள் பாகமேற்றுநடித்தல் , உரையாடல்கள்போன்றவற்றின்மூலம்மாணவர்களைத்தமிழில்பேசுணக்குவ ிப்போம் .</p> <p>அவ்வகையில்மாணவர்களின்பேச்சுத்திறனைமேம்படுத்தவகுப்பில்பல பயிற்சிகள்வழங்கப்படும் .</p> <p>எடுத்துக்காட்டுகள் :</p> <p>ஒளிக்காட்சிகள்மூலம்பயிற்சிசெய்தல் :</p> <p>மாணவர்கள்ஆசிரியர்வகுப்பில்காட்டும்ஒளிக்காட்சிகளைக்கண்டு அதனைஒட்டிகேட்கப்படும்மூன்றுகேள்விகளுக்குப்பதில்உரைப்பர் மாணவர்கள் PEEL (Point-Elaboration-Example-Link back) உத்திமுறையைப்பயன்படுத்திகேள்விகளுக்குப்பதில்அளிப்பர் .</p> <p>மாணவர்கள்பாடநூலில்கொடுக்கப்பட்டதலைப்புகள்மற்றும்படங்களை ஒட்டிகலந்துரையாடுவர் .</p>	PSLE புத்தகம் பாடநூல் ஒளிக்காட்சிகள்
2	வாசிப்பு	மாணவர்கள்பாடநூலில்கொடுக்கப்பட்டவாசிப்புப்பகுதிகள் ,	பாடநூல்

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
		<p>கதைப்புத்தகங்கள்போன்றவற்றின்துணைக்கொண்டுசுரளமாகவாசிக்கக் கற்றுக்கொள்வர் .</p> <p>மாணவர்கள்ஏற்றஇறக்கத்துடன்வாசிக்கக்கற்றுக்கொள்வர் .</p> <p>மாணவர்கள்ல-ளமூலிவேறுபாடுஉணர்ந்துபகுதியை முறையாகஉச்சரித்துப்படிக்கக்கற்றுக்கொள்வர் .</p> <p>மாணவர்கள்த-டலிவேறுபாடுஉணர்ந்துபகுதியை முறையாகஉச்சரித்துப்படிக்கக்கற்றுக்கொள்வர் .</p>	<p>கதைப்புத்தகங்கள் வாசிப்புப்பகுதிகள்</p>
3	கேட்டல்	<p>கேட்டல்கருத்தறிதல்பகுதிகள் :</p> <p>மாணவர்கள்வாசிக்கப்படும்பனுவலைஉள்வாங்கி ,</p> <p>கேட்கப்படும்கேள்விகளுக்குவிடைகளைஎழுதுவர் .</p>	<p>கடந்தஆண்டுகளின் PSLE கேட்டல்கருத்தறிதல் பயிற்சிகள்</p> <p>பயிற்சிநூல்</p>
4	மொழிபயிற்சிகள் / எழுத்துவேலை	<p>மாணவர்களைஇறுதிஆண்டுதேர்வுக்குதயார்செய்வதேஇத்தவணையின்முக ஂகியநோக்கமாகும் .</p> <p>அவ்வகையில்மாணவர்கள்அனைவருக்கும்தாள்இரண்டில்சோதிக்கப்படு ம்அனைத்துமொழிகூறுகளும்போதியபயிற்சிவழங்கப்படும் .</p> <p>மாணவர்களுக்குப்போதியகட்டுரைபயிற்சிகளும்வழங்கப்படும் .</p>	<p>PSLE புத்தகம் பயிற் சித்தாட்கள்</p>

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ART

<u>S/N</u>	<u>Topic(s)/ Skill(s)</u>	<u>Learning Outcomes</u>
1	Observation	Gather information and make informed links between the use of visual qualities and intentions
2	Appreciate	Respect others' artworks, intentions and perspectives
3	Express	Discuss the intentions of their own artworks and interpret those of others
		Discuss and relate Singapore and international artworks and artists to their own experiences



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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 appropriateness. For Term 4, the focus for assessment for Art is on physical creations as an individual or as a group.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Gather information and make informed links between the use of visual qualities and intentions (LO1)	Needs a lot of guidance to ask relevant questions.	Able to describe what is seen or sensed to ask related questions when prompted.	Able to analyze and reflect upon what is seen or sensed to ask related questions with some guidance.	Able to critically analyze and reflect upon what is seen or sensed to ask meaningful questions.
2. Discuss the intentions of their own artworks and interpret those of others (LO4)	Needs a lot of guidance to make basic singular word descriptions of their artistic intention and those of others.	Able to explain their artistic intentions and those of others in simple sentences when with guidance.	Able to independently discuss their artistic intentions and those of others in relation to their personal experiences and memories when prompted.	Able to actively involve their personal experiences and memories in discussing their artistic intentions and those of others.



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



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MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Music Appreciation	Appreciate music from the Western classical traditions: Opera
2	Listen and Respond to Music	Create a simple art piece which reflects the music of the Opera. Analyse and evaluate a performance using musical elements (Expression).
3	Music Performance	Play the ukulele chordal accompaniment, using varied strumming patterns, both individually and as an ensemble, the song 'Count On Me' '
4	Musical Elements	To identify, aurally, music in the Rondo form.



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HOLISTIC DEVELOPMENT PROFILE (HDP) **TERM 4**

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Listen and Respond to Music	Needs a lot of guidance to analyse and evaluate a performance using musical elements	Needs some guidance to analyse and evaluate a performance using musical elements	Needs little guidance to analyse and evaluate a performance using musical elements	Able to analyse and evaluate a performance using musical elements
2. Appreciate music from global cultures			Needs little guidance to recognise, aurally, the music from the western classical tradition: Opera	Able to recognise, aurally, the music from the western classical tradition: Opera
3. Understand Musical Elements and Concepts of: - Form	Needs a lot of guidance in identifying, aurally, music in the Rondo form	Needs some guidance in identifying, aurally, music in the Rondo form	Needs little guidance in identifying, aurally, music in the Rondo form	Able to identify, aurally, music in the Rondo form



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NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Legacies of Ancient Kingdoms in Southeast Asia	<ul style="list-style-type: none"> – Recognise that maritime and farming activities influenced the development of the ancient kingdoms and empires of Southeast Asia. – Recognise that Southeast Asia was a convenient location for traders from different parts of the world to replenish water and food supplies. – Recognise that farming contributes to the development of the ancient kingdoms and empires in the region. 	SS Textbook and Activity Book 6B

2022 SEMESTER 2 ASSESSMENT PRIMARY 6

- 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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PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Outdoor Education	Plan and undertake a route with checkpoints using pictorial charts.
		Create a pictorial chart of an area in school indicating relative sizes and positions of key landmarks.
		Apply key principles and considerations of planning meals appropriate to different types of outdoor activities
		Access and evaluate information to manage the safety of self and others for different types of outdoor activities, e.g. checking the weather forecast and location of shelters.
		Recognise the importance of minimising environmental impact when engaging in outdoor activities.
		Identify and participate in outdoor activities that promote growth and health.
		Identify and participate in outdoor activities for personal enjoyment.



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2	Games & Sports	Shoot on goal and receive a rebound
		Move into position for a rebound
		Dribble towards goal, shoot and receive a rebound
		Move away from defender and shoot
		Move into position for a shot/rebound
		Throw/Kick/Push to a stationary or moving teammate who is defended and remain or move to a new position



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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 appropriateness. 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: Territorial-Invasion <i>Attack the opponent's defending area and score a goal while protecting their own goal at the same time.</i>	Needs a lot of guidance to understand the concept of attacking an opponent's defending area and scoring a goal while protecting own goal at the same time.	Needs some guidance to understand the concept of attacking the opponent's defending area and scoring a goal while protecting own goal at the same time.	Needs little guidance to understand the concept of attacking the opponent's defending area and scoring a goal while protecting own goal at the same time.	Able to understand clearly the concept of attacking the opponent's defending area and scoring a goal while protecting own goal at the same time.



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Gymnastics: Sequencing <i>Able to perform in a small group of 3 to 6, a sequence of ten different movements involving travelling, jumping, rotating and balancing.</i>	Needs a lot of guidance to perform a structured dance to the following music, and repeat with modifications to movement phases	Needs some guidance to perform a structured dance to the following music, and repeat with modifications to movement phases	Needs a lot of guidance performing a structured dance to the following music, and repeat with modifications to movement phases	Able to perform a structured dance to the following music, and repeat with modifications to movement phases
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<p>Outdoor Education: Enhancing physical health and well-being</p> <p>Navigation Skills <i>Plan and undertake a route with checkpoints using pictorial charts. Create a pictorial chart of an area in school indicating relative sizes and positions of key landmarks.</i></p> <p>Outdoor Living Skills <i>Apply key principles and considerations of planning meals appropriate to different types of outdoor activities.</i></p>		<p>Needs some guidance to plan, create and undertake a route with checkpoints using pictorial charts of an area in school indicating relative sizes and positions of key landmarks and also apply key principles and considerations of planning meals appropriate to different types of outdoor activities.</p>	<p>Needs little guidance to plan, create and undertake a route with checkpoints using pictorial charts of an area in school indicating relative sizes and positions of key landmarks and also apply key principles and considerations of planning meals appropriate to different types of outdoor activities.</p>	<p>Able to plan, create and undertake a route with checkpoints using pictorial charts of an area in school indicating relative sizes and positions of key landmarks and also apply key principles and considerations of planning meals appropriate to different types of outdoor activities.</p>
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Physical Health & Fitness: Good Health Habits and Practices <i>Identify ways to prevent fire. Able to be aware of the proper procedures to keep safe when escaping from a fire</i>		Needs some guidance to identify ways to prevent fire and demonstrate awareness in proper procedures to keep safe when escaping from a fire	Needs little guidance to identify ways to prevent fire and demonstrate awareness in proper procedures to keep safe when escaping from a fire	Able to identify accurately ways to prevent fire and confidently demonstrate awareness in proper procedures to keep safe when escaping from a fire
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2022 TERM 4 LEARNING PLAN PRIMARY 6

MODULAR CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
PSLE Prep / Entrepreneur Day Prep	6A, 6B, 6C, 6D, 6E, 6F	<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

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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2022 TERM 4 LEARNING PLAN PRIMARY 6

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	7 Habits	Pupils will be able to 1) 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
2	Sexuality Education	Navigates changes during puberty and develops respect for themselves and others. Build healthy relationships with peers, and anchored on love and support from their families; and Exercise safety in potentially harmful situations.



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VALUES-IN-ACTION (VIA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1	Everyday Responsibility	Everyday 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: Standing Tall	LO: 1. Pupils will share ways in which they can be resilient in times of change 2. Pupils will learn the importance of being resilient in times of change 7 Habits infusion: Be proactive, Put first things first, Sharpen the saw and Synergise.	Text Book Activity Book Poster template