



# **NEW TOWN PRIMARY SCHOOL**

## **CURRICULUM AND ASSESSMENT INFORMATION BOOKLET FOR PARENTS**



### **PRIMARY 1 (2023)**

## **Foreword**

Dear Parents

Education in Singapore seeks to achieve our Desired Outcomes of Education so that our students are future-ready, have a strong sense of national identity, and equipped with the competencies to navigate, participate, and contribute to a globalised world.

In New Town Primary School, we offer our students the “New Town Experience” which encapsulates a total curriculum that is holistic, engaging and empowering; one that enables our students to find their voice and ignite their passion to learn for life. We believe that a strong home-school partnership is important to enhance the learning and well-being of our students.

This information booklet has been put together to share with you the frameworks and guiding principles that underpin the design of our student development and learning experiences, including Holistic Assessment practices and plans in the respective subject areas. We hope that the information shared will enable us to work in partnership for the holistic development of your child.

We look forward to an exciting year filled with opportunities for learning and growth in your child. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school in your child’s educational journey.

New Town Primary School

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# ENGLISH LANGUAGE

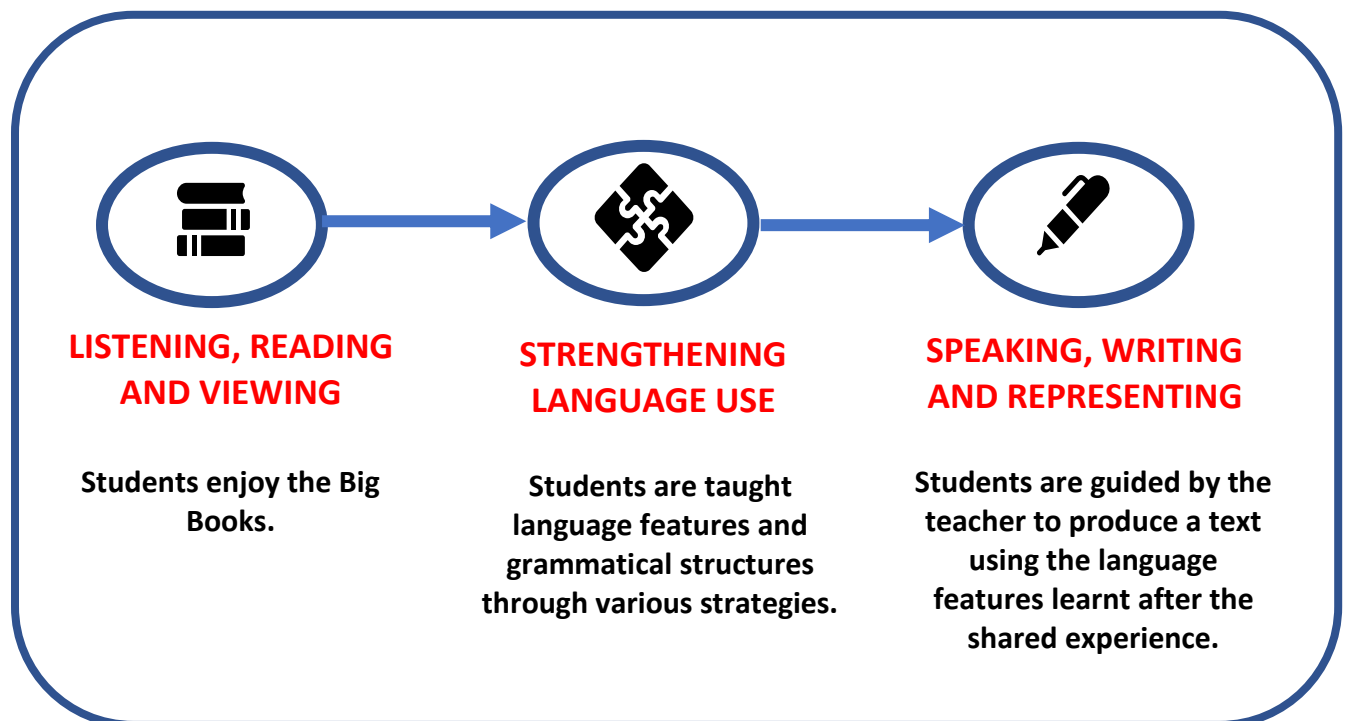
## AIMS OF ENGLISH LANGUAGE EDUCATION IN SINGAPORE

The Primary English Language Syllabus aims to enable all students to:

1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English from print, non-print and digital networked sources.
2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. Use standard English grammar and vocabulary accurately and appropriately and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
4. Use English with impact, effect and affect whereby students can effectively and confidently convey the intended message according to purpose, audience, context and culture, influencing others in a positive way.

## TEACHING AND LEARNING

The STELLAR 2.0 programme aims to develop students who love reading and have a strong foundation in the English Language. Through the use of books, the school aims to strengthen reading and language skills as well as instil a love for reading in the students. Language is taught in meaningful contexts, through integrating the different areas of language learning and introducing language skills and strategies in an explicit and systematic way.



### **Shared Book Approach (SBA)**

The Shared Book Approach (SBA) uses motivating and enjoyable “big books” of enlarged print and illustrations to teach students the language skills. The teacher first reads a big book with the students and asks questions along the way to encourage students to think about the story and express their views. This is followed by a series of lessons to strengthen their language use.

### **Modified Language Experience Approach (MLEA)**

Besides providing an enjoyable and motivating shared experience that students can talk and write about, MLEA also helps students to continue to develop their language skills but with a greater focus on learning to write. Students bring together all they have learnt in the previous lessons to produce a text of their own. Through MLEA, students are exposed to authentic learning experiences where they can apply what they have learnt in real life situations and are given opportunities to produce creative texts.

## **ENGLISH LANGUAGE PROGRAMMES**

### **Reading Programme ‘Raz Plus’**

As part of our efforts to develop the habit of reading among our students, the school has subscribed to ‘Raz-Plus’, an online reading resource portal. Raz-Plus provides a wide range of levelled e-reading materials, including fiction and non-fiction texts. These materials are designed to engage and challenge students at their individual reading levels so they can build confidence and fluency as they progress. In addition to reading materials, Raz-Plus also includes interactive quizzes that help teachers and parents to track students’ progress. Students can also access the e-books at home where they can continue to read.

### **ENCORE – Lower Primary Speech and Drama Enrichment Programme**

Our speech and drama programme, named ENCORE, aims to develop our students to be Enthused, Confident and Responsive (ENCORE). The programme is designed to help students develop confidence, communication skills and creativity through various activities such as drama games, poems and wordplay. Students will learn how to express themselves effectively, use body language and their voices to convey emotions and ideas. Students will also develop important social and emotional skills such as teamwork. At the end of programme, students will put on a performance for their friends from other classes.

### **Learning Support Programme for English Language (LSP)**

The Learning Support Programme (LSP) is an early intervention programme aimed at providing additional support to students who enter Primary 1 without appropriate early literacy skills. Its objective is to equip these students with basic literacy skills so that they can learn in the regular classes.

### **KidsREAD**

KidsREAD aims at cultivating the love of reading and good reading habits for beginning readers. Students are told stories by trained volunteers and are involved in story-related activities that spark their imagination and creativity. The reading experience continues at home, with postcards to update parents about each session as well as activities provided to promote parent-child bonding and grow their love of reading.

## **HOLISTIC ASSESSMENT IN ENGLISH LANGUAGE**

The school adopts a range of assessment modes to gather information on students' learning progress so that feedback can be provided for parents and students to understand the level of mastery of the concepts and skills, and work towards improvement.

### **Reading Aloud Tasks**

For lower primary, the reading tasks include:

- Reading of high-frequency words: students are assessed on their ability to read the high-frequency words.
- Reading aloud: students are assessed on their ability to read aloud a passage clearly, fluently and with expression; the passage can come in the form of a news script and Readers' Theatre script.

### **Listening Comprehension Tasks**

At the lower primary level, these tasks focus on assessing students' auditory discrimination skills. Students are required to recognise the sounds of letters and use this knowledge of letter-sound correspondence to identify words and phrases. They are also required to listen out for specific information given by the teacher and match it to the corresponding picture.

### **Speaking Tasks**

For lower primary, the speaking tasks include:

- Presenting a topic to the whole class: students are assessed if they are able to speak clearly and confidently to express their thoughts, feelings and ideas about the given topic.
- Conversation: students are provided with a picture as a conversation starter with their teacher; students are assessed on their ability to interact during the conversations, e.g. maintaining eye contact, speaking audibly and expressing themselves clearly.

### **Reading Comprehension tasks**

Students are assessed on their ability to understand an age-appropriate text at literal and inferential level, e.g. the ability to identify key information and ideas, as well as make inferences and draw conclusions.

### **Writing Tasks**

Students are assessed on their ability to write a story based on a given topic or a series of pictures, with helping words provided. They are also assessed on the spelling, grammar, punctuation and vocabulary in their writing.



# MATHEMATICS

## AIMS OF MATHEMATICS EDUCATION IN SINGAPORE

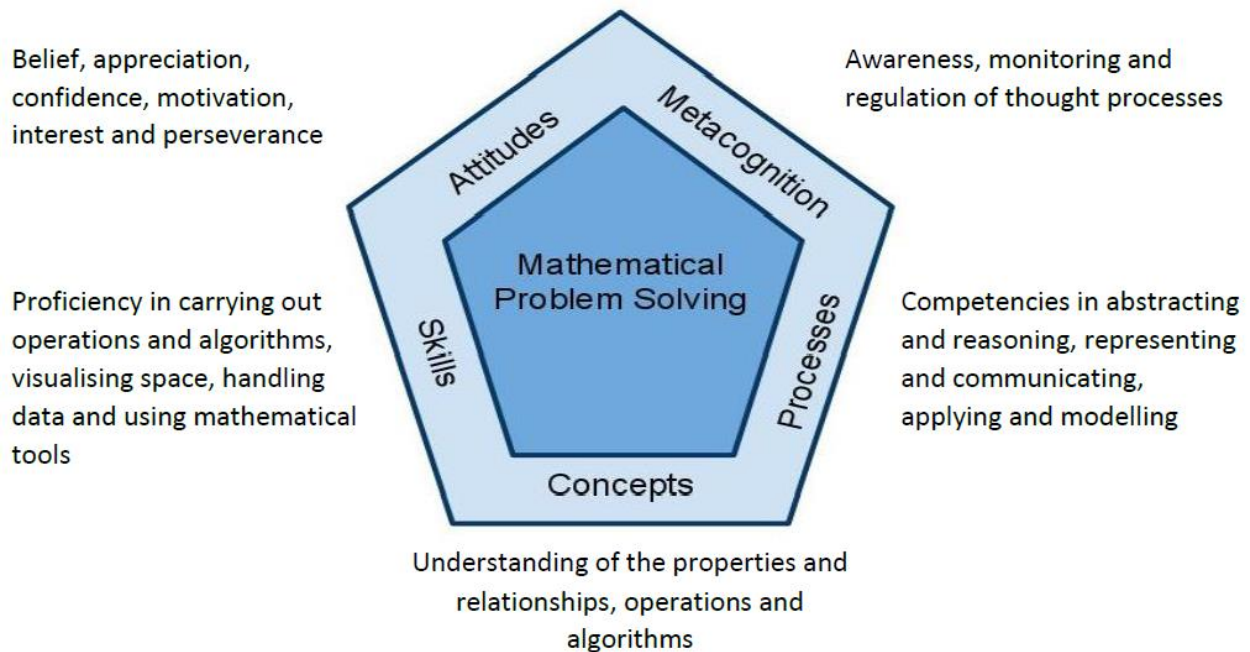
The Primary Mathematics Syllabus aims to enable all students to:

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics
- develop thinking, reasoning, communication, application, and metacognitive skills through a Mathematical approach to problem solving; and
- build confident and foster interest in mathematics.

## MATHEMATICS CURRICULUM FRAMEWORK

The central focus of the framework is Mathematical problem-solving, that is, using Mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of mathematics at all levels. The development of mathematical problem-solving skills is dependent on the five inter-related components, namely, concepts, skills, process, attitudes and metacognition.

### Mathematics Curriculum Framework



## TEACHING AND LEARNING

The school adopts the Concrete-Pictorial-Abstract Approach to the teaching and learning of Mathematics by providing students appropriate learning experiences to master new concepts and skills.

### Concrete-Pictorial-Abstract

In New Town Primary, we teach concepts and skills by the topic. For new concepts, the children learn through a concrete experience using manipulatives before they move on to the pictorial stage which is represented in the form of diagrams or models before moving to the abstract stage. Teaching concepts in this sequence allows children to gain a concrete understanding of basic mathematical concepts and relationships before they start working at the abstract level.

### Problem Solving

In the teaching and learning of mathematics, students are taught general problem-solving strategies and ways of thinking and approaching a problem. The school uses a 4-step Polya framework with modified guiding questions to give students a systematic structure in the problem-solving process. Heuristics are selected and taught over the six years to equip students with a range of problem-solving strategies.

#### 4-step Polya Framework

<b>Step 1: Understand</b> <ul style="list-style-type: none"><li>▪ What do I know?</li><li>▪ What am I asked to find?</li><li>▪ What information do I need but is missing?</li><li>▪ How can I make sense of the above?</li></ul>	<b>Step 2: Devise a Plan</b> <ul style="list-style-type: none"><li>▪ Have I solved similar questions before?</li><li>▪ What concepts, skills, heuristics should I use?</li></ul>
<b>Step 3: Carry Out the Plan</b> <ul style="list-style-type: none"><li>▪ Decide on the most appropriate strategy.</li><li>▪ Am I getting closer to the answer?</li><li>▪ Have I written the steps?</li><li>▪ Is there a better alternative?</li><li>▪ Have I written the answer(s)?</li></ul>	<b>Step 4: Check</b> <ul style="list-style-type: none"><li>▪ Do(es) my answer(s) make sense?</li><li>▪ Have I checked my answers?<ul style="list-style-type: none"><li>▪ <b>S</b>ense, <b>M</b>ethod, <b>R</b>epresentation, <b>T</b>ransfer</li></ul></li></ul>

## MATHEMATICS PROGRAMMES

### Learning Support for Mathematics (LSM)

This programme provides early intervention support in Mathematics to students who need additional support in acquiring basic numeracy skills. In small groups, LSM trained teachers help students achieve an age-appropriate mathematical age and equip them with the mathematical knowledge, skills and dispositions through learning experiences.

### Math Explorer

This programme allows students to make use of the mathematical concepts they have learnt and apply them in a series of authentic and interesting tasks in the form of Math project work. It is through these experiences that they can reinforce and connect what they have learnt in the classroom to real-life applications. The students will be bringing home the tasks and work on them together with the family. They will earn an Explorer badge upon successful completion of the tasks.



## **HOLISTIC ASSESSMENT IN MATHEMATICS**

The school adopts a range of assessment modes to gather information of the students' learning so that we can provide feedback on their learning which will then inform them of their strengths and areas for growth. The assessment modes include:

### **Factual Fluency**

Attaining fluency in addition and subtraction within 20 is important for the students as it forms the foundation of most mathematics procedures. When the students are able to calculate quickly and accurately, it gives them the confidence to continue with the problem-solving process. This assessment informs the students' level of mastery in facts and mathematics procedures.

### **Mathematics Journal Writing**

Journal writing encourages students to organise their thoughts, make visible their thinking process and express their understanding through writing. When the teachers gain insights into the students' understanding of the concepts taught and how they make sense of what they have learned through journal writing, the teacher will be able to provide feedback to move their learning forward.

### **Performance Assessment**

Performance assessment requires students to perform their understanding of math concepts and skills through the use of mathematical instruments and manipulatives. Teachers will observe students as they work on the performance tasks and reflect their understanding using a checklist.

### **Written Assessment**

Pencil-and-paper tests assess students on the mastery of specific mathematics concepts and skills of varying difficulty.



# MOTHER TONGUE LANGUAGES

## AIMS OF MOTHER TONGUE LANGUAGES EDUCATION IN SINGAPORE

We are developing students to be proficient language users to achieve the following objectives:

- Communication – This is a valuable skill for life and work. In addition to their mastery of the English language, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge.
- Culture – Learning MTL enables our pupils to understand and develop their unique identity through a deeper appreciation of culture, traditions, literature and history. This is a critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.
- Connection – Proficiency in MTL enables our students to connect with communities across Asia and the people who speak that language or share that culture.

In achieving the above objectives, the key is to help students to like, learn and use their MTL as a living language, and produce active learners and proficient users who can communicate effectively in a variety of real-life settings.

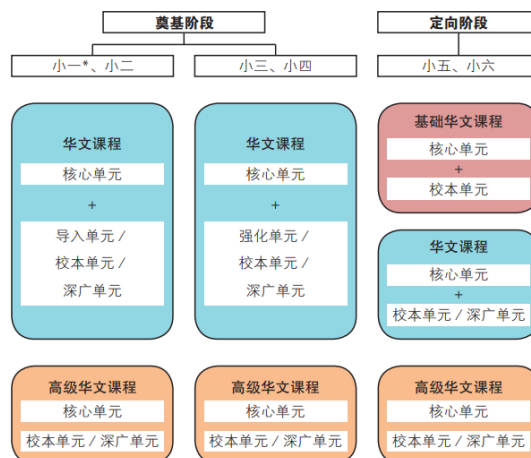
## MOTHER TONGUE LANGUAGES CURRICULUM FRAMEWORK

The Mother Tongue Languages curriculum focuses on listening, speaking, reading, writing and interaction skills. We recognise the different starting points for each child and the following modules are tailored to meet the individual's needs:

- Core module: for all primary school students.
- Bridging/reinforcement module: if your child needs more help in the language.
- Enrichment module: if your child has a higher aptitude for learning the language.

## Chinese Language Curriculum Framework

课程架构图示如下:

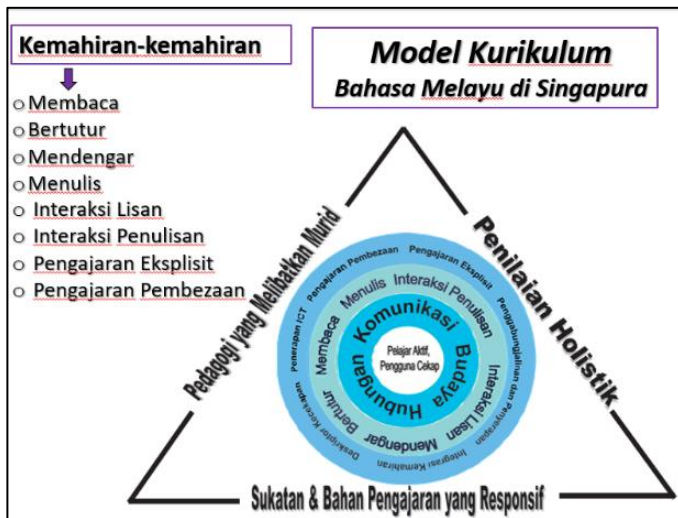


\* 小一阶段的学生在学习方法、学习经验等方面都刚起步，学习表现比较不稳定，所以学校可以根据实际需要对小一阶段的单元分班进行灵活处理。

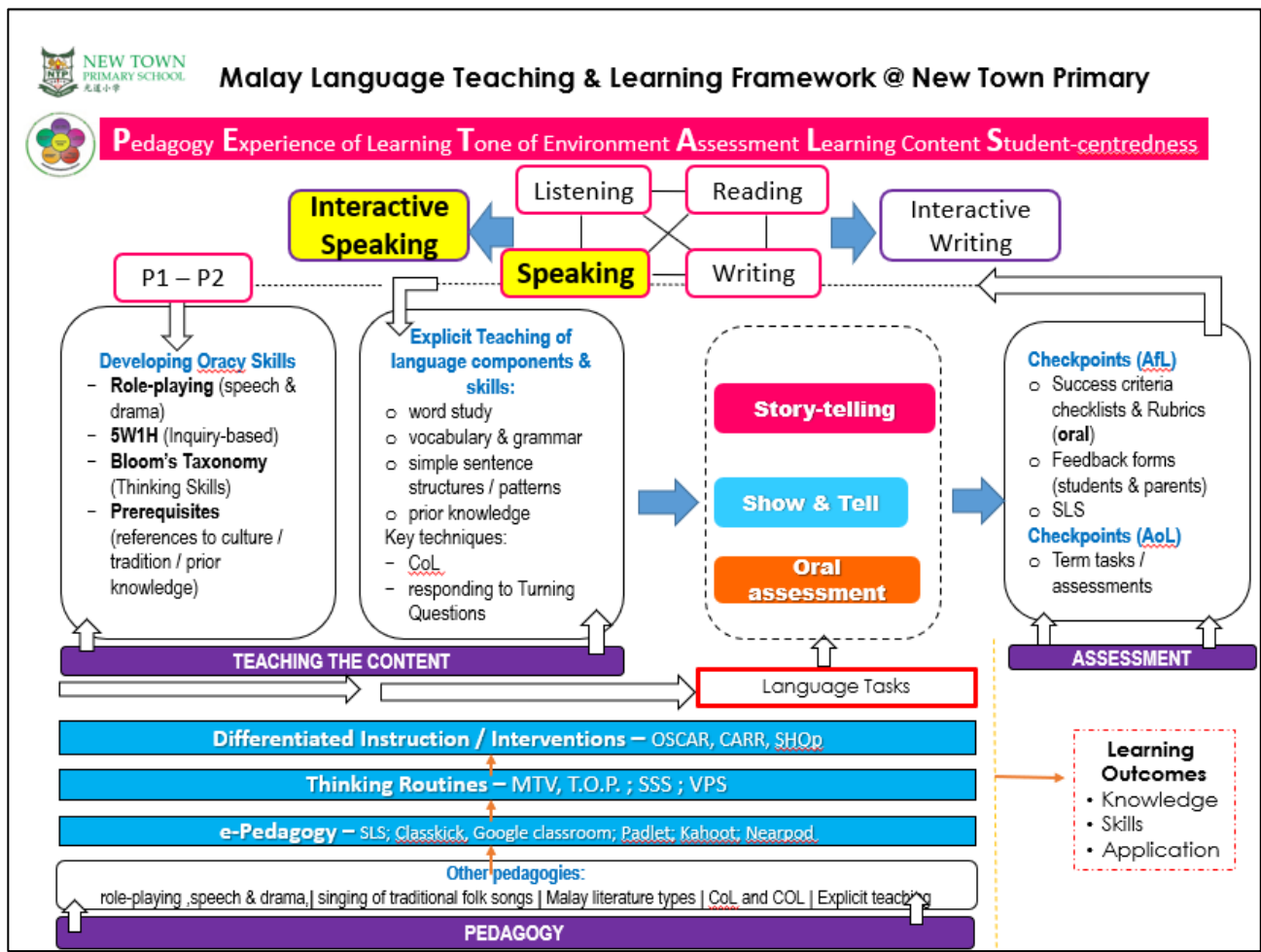
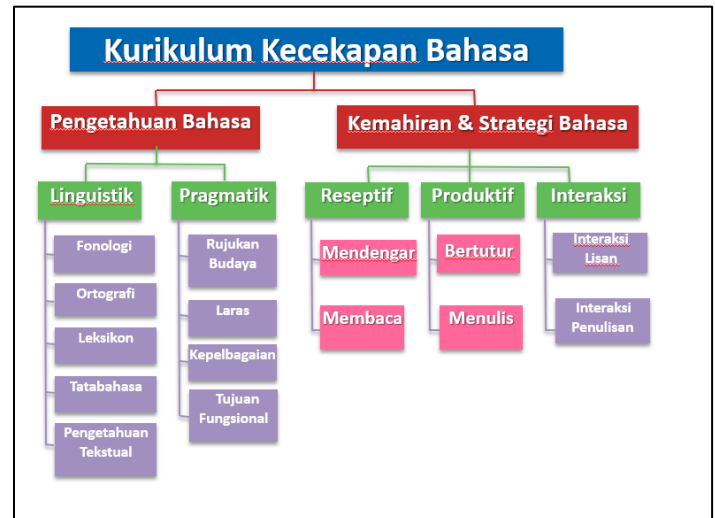
Through this curriculum setting, students can gradually master the basic skills and knowledge of Chinese language in primary school and lay a solid foundation for further learning and use of Chinese language.

## Malay Language Curriculum Framework

### Malay Language Curriculum Model



### Malay Language Curriculum Model (Linguistic Mastery)



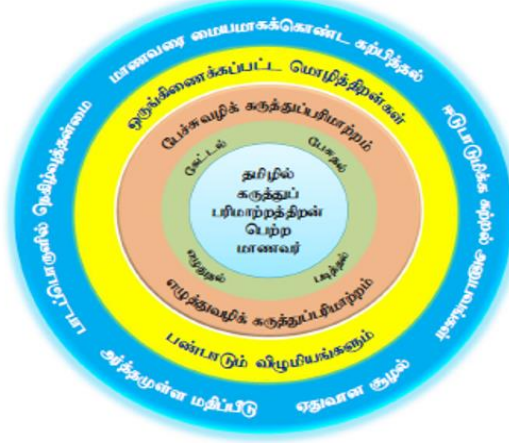
## Tamil Language Curriculum Framework

### 6 Basic Skills

- Reading
- Speaking
- Listening
- Writing
- Interactive Speaking
- Interactive Writing

### Curriculum Model Tamil Language Singapore

பாடத்திட்ட இலக்கு
மொழித்திறன்கள்
கருத்துப்பரிமாற்றம்
பாடத்திட்ட நோக்கங்கள்
கற்பித்தல் செயற்பாடுகள்



Through this curriculum setting, students in primary school can acquire knowledge of the Tamil language in a progressive and structured manner, with an emphasis on developing fundamental language skills such as listening, speaking, reading, writing, interactive speaking, and writing.

### TEACHING AND LEARNING

The school aims to make the learning of Mother Tongue Languages (MTL) a joy and seek to nurture a love in the learning of Mother Tongue Languages and its culture. We provide authentic settings aimed at creating an immersive environment for the acquisition of Mother Tongue languages through a variety of activities related to Mother Tongue cultures. These platforms provide authentic opportunities for students to apply their Mother Tongue languages and experience the culture.

#### Thinking Routines

In the learning of Mother Tongue Languages, the school integrates Thinking Routines into the curriculum to help learners make meaningful connections between the new information and their prior knowledge, as well as stimulate curiosity. Structured prompts or questions are designed to guide students through their thinking process, encouraging them to think deeply and critically about a particular concept or topic. Thinking Routines Besides promoting deeper understanding and enhancing creativity, Thinking Routines help to improve students' overall comprehension of complex topics.

### MOTHER TONGUE LANGUAGE PROGRAMMES

#### Mother Tongue Language Fortnight (Lower Primary)

To create an immersive environment for the learning of MTL, two consecutive weeks have been designated as MTL Fortnight, during which a wide range of activities related to the Mother Tongue languages and culture will be conducted. The purpose of the MTL Fortnight is to provide platforms for students to actively learn MTL and the associated culture so as to experience MTL as 'living languages'.

## **CHINESE LANGUAGE PROGRAMMES**

### **Guided Reading Programme**

To cultivate in students a love of reading and to lay the foundation for the acquisition of Chinese Language, students are exposed to a compilation of picture books, audio-visual books and exemplary essay pieces.

### **Di Zi Gui CCE Programme**

Di Zi Gui is taught during CCE lessons to all P1 to P2 students. Through the Di Zi Gui programme, students learn the values of Filial Piety, Respect, Responsibility, Resilience, Integrity, Care, Harmony and Diligence. They also learn valuable life skills that will help them become positive and responsible members of their community. By practicing the principles taught in Di Zi Gui, students can develop their character, improve their relationships with others, and make a positive impact on the world around them.

### **Cultural Performance Exposure (For P2 students)**

Students attend cultural performances and programs that showcase the Chinese language at art theatres and immerse in an authentic atmosphere to experience Chinese culture. Through attending these events, students acquire knowledge of the Chinese language and culture.

## **MALAY LANGUAGE PROGRAMMES**

### **‘Let’s Read Programme’ for Interactive Speaking Skills (Lower Primary)**

This reading programme utilizes the ‘Mari Membaca’ reading resource as a proficiency program to enhance the students’ reading and interactive speaking skills in Malay Language. The resources have been adapted and customized to further engage the students in richer learning, to build on their vocabulary, sentence mastery and overall confidence in speaking the language. The program includes activities that involve reading as well as interactive pair/group tasks, reflections, and peer-to-peer feedback sessions. The program emphasizes the use of 'who' and 'what' questions.

### **‘I Can Read’ Programme for Interactive Speaking Skills (Lower Primary)**

Teachers plan and enact differentiated learning experiences for students. The programme aims to nurture and sharpen Primary 1 students’ reading competencies. We also enrich and enhance students’ vocabulary skills through various resources such as songs, manipulatives and ICT-based games. Positive classroom culture allows students to learn from one another. This reading programme utilises the ‘Saya Boleh Membaca’ reading resource as a modified approach to spark the students’ passion for reading Malay Language materials. The resources have been adapted and customized to engage the students in guided buddy reading to build on their vocabulary and overall confidence in speaking the language. There are different manipulatives available to assist them in the classroom's designated reading area known as the "Sudut Membaca."

## **TAMIL LANGUAGE PROGRAMMES**

### **Educational Strategies/Approaches**

Our strategies for lower primary such as Thinking Routines, Peer Reading and Differentiated Instructions deepen students’ skills in word recognition, decoding, and fluency. These skills form the foundation for effective reading. Reading aloud, spelling, and dialogue sessions in the classroom are essential learning tools for acquiring content knowledge and expressing ideas and opinions through discussions and writing.



## **Guided Reading Programme**

To cultivate in students a love of reading and to lay the foundation for the acquisition of Tamil Language, students are given the opportunity to read and engage in activities related to young readers to improve their focus, memory, empathy, and communication skills.

## **HOLISTIC ASSESSMENT IN MOTHER TONGUE LANGUAGES**

We adopt a range of assessment modes to gather information of the students' learning so that we can provide feedback on their learning which will then inform them of their strengths and areas for growth. The assessment modes include:

### **Listening task**

This involves actively receiving and processing spoken information and making meaning from it. Students are to use their knowledge of the language's vocabulary, grammar, and syntax to make meaning from the spoken information. Additionally, they must be able to recognize and interpret features such as tone, intonation, and stress in order to fully understand the message.

### **Oral task**

Students are engaged in oral practice set in authentic contexts that helps them make connections to the real world, and encourage them to use the language in everyday life. Students will be assessed in oral reading and interactive aspects of communication using the oral vocabulary, sentence structures and language skills that they have learnt. These aspects involve the use of both spoken and interaction skills which are pertinent to everyday communication.

### **Reading task**

For lower primary, reading tasks include:

- Basic phonics: Students learn the sounds of individual letters and letter combinations, which are the building blocks of words.
- Vocabulary building: Students learn new words and phrases to expand their understanding of the language.
- Comprehension: Students are taught to read with understanding by answering questions about what they have read, and summarizing what they have learned.
- Fluency: Students learn to read with speed, accuracy, and expression.
- Reading aloud: Students practice reading aloud, both individually and in groups, to develop their confidence and oral communication skills.
- Reading comprehension exercises: Students may be asked to answer questions or complete activities based on a story or text they have read.

### **Writing task**

For lower primary, writing tasks include:

- Recognizing and writing the letters of the alphabet: Students learn to identify and write the letters of their Mother Tongue Language's alphabet, and practice tracing and writing them.
- Simple sentence formation: Students learn to form simple sentences in their Mother Tongue, using basic grammar rules and vocabulary.
- Writing basic words: Students learn to write basic words in their Mother Tongue, such as common nouns and verbs.
- Basic punctuation: Students learn to use basic punctuation marks such as full stops, commas, and

# PHYSICAL EDUCATION

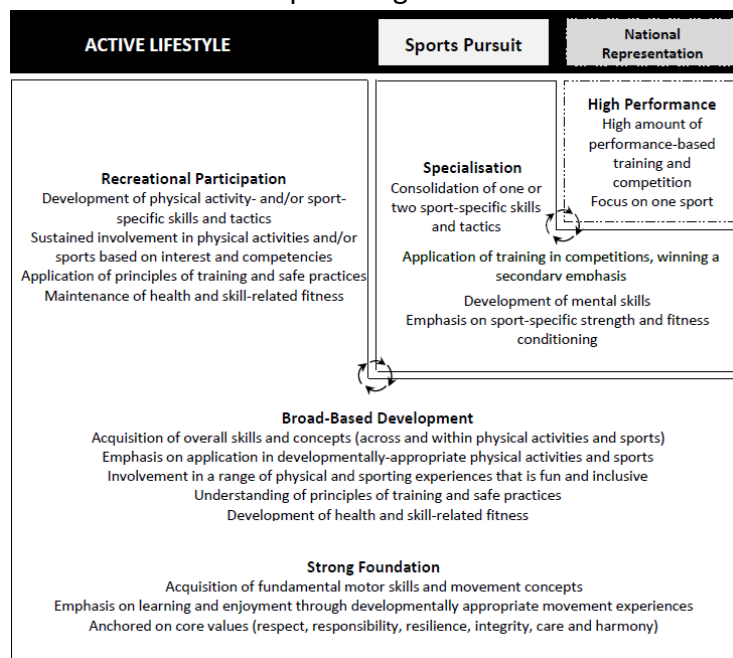
## AIMS OF PHYSICAL EDUCATION IN SINGAPORE

The Primary Physical Education Syllabus aims to enable all students to:

- Acquire a range of movement skills to participate in a variety of physical activities;
- Understand and apply movement concepts, principles and strategies in a range of physical activities;
- Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment;
- Display positive personal and social behaviour across different experiences;
- Acquire and maintain health-enhancing fitness through regular participation in physical activities;
- Enjoy and value the benefits of living a physically active and healthy life.

## PHYSICAL EDUCATION & SPORTS DEVELOPMENT FRAMEWORK

The Physical Education and Sports Development Framework guides the delivery of physical education and sports within the school system. Fundamental motor skills and core values provide a strong foundation for the learning, participation and enjoyment of a wide variety of physical activities and sports. With a broad-based development of physical competencies, everyone is able to continue participating at a recreational level. Those with the interest and ability to participate at a higher level will be able to specialise and commit to sport-specific training. Individuals who demonstrate talent can then invest their time and effort in highly specialized and intensive training for high performance with the national sports organisations.



## TEACHING AND LEARNING

In New Town Primary, the Physical Education curriculum for lower primary covers five main learning areas namely Dance, Games and Sports, Gymnastics, Outdoor Education and Physical Health and Fitness.

The school adopts the Motor Skills and Movement Concepts Framework, Games Concept Approach and Adventure and Outdoor Education Model to the teaching and learning of Physical Education.

### **Motor Skills and Movement Concepts Framework**

Motor Skills and Movement Concepts Framework supports the learning and applying of movement concepts which ensure students' ability to transfer the use of quality movement to new and appropriate situations. The four broad categories of movement concepts are: body awareness, space awareness, effort and relationships. Through this framework, the students will be developed progressively into efficient, effective and versatile individuals in movement during the Physical Education lessons.

### **Games Concept Approach**

In teaching the learning area of Games and Sports, the Physical Education Department adopts the Games Concept Approach (GCA). GCA emphasises on game concepts and places skills learning within the game context. Early movement experiences in the lower primary, practised individually and in cooperative relationships with others, help develop competency and confidence in critical elements of discrete motor skills that progressively lead toward mature patterns in the middle and upper primary.

### **Adventure and Outdoor Education Model**

Our Physical Education Outdoor Education module adopts the adventure and outdoor education model. Outdoor Education engages the students' sense of adventure through the exploration of both natural and urban environments from their immediate surroundings to other unfamiliar locations. Students develop appropriate outdoor skills through physical activities while cultivating an attitude of care and appreciation for the environment, and thoughtful consideration of risks and safety of self and others.

## **PHYSICAL EDUCATION PROGRAMMES**

### **Lower Primary Sport Education Programme**

The New Town Primary Sports Education Programme (SEP) aims to increase sporting opportunities for students who may not be exposed to sports outside of school and/or have limited sports engagement. The SEP equips our students with more physical skills to pursue sporting activities which will complement the skill sets taught in the PE curriculum.

In P1, 'DanceSport For Fun' is introduced to provide well-balanced opportunities for students to incorporate elements of motor skills and rhythmic movement. The different locomotor and non-locomotor skills acquired through the session will greatly benefit students in enhancing their movement.

Fencing is identified as a P2 SEP to allow students to learn a new sport beyond the PE curriculum. Through this programme, we hope to raise the awareness amongst students of the skill transfer from gymnastics (shuffling on a lateral plane) taught in school to Fencing.

These SEP programmes serve to influence and motivate our lower primary students to move more frequently beyond their PE Lessons.

### **Sports Day**

Sports Day provides the opportunities for students to showcase their sporting talents as they participate in physical activities that are suited for their age and capability. Lower primary stations require students to perform skills (e.g. log roll, jump, run, hop, toss and catch) learnt during PE lessons. To increase students' interest in physical activity, we have specially designed a parent-student race where parents and their children will partake in a mini race against another parent-child team.

## **HOLISTIC ASSESSMENT IN PHYSICAL EDUCATION**

Holistic assessment in Physical Education is planned as part of the integrative approach, allowing teachers to use the assessment information to provide feedback to students, analyse students' performance and plan future lessons to address students' learning gap. Assessment in Physical Education focuses on three domains: Cognitive, Physical and Affective.

### **Cognitive**

In our assessment of our students in the cognitive domain, we would like to see if our students are able to understand and demonstrate Safety Practices and Healthy Habits.

P1 students will be assessed if they have acquired a range of personal safety practices in school, at home and when using the road. They will also need to be able to demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.

As a progression in their learning of safety practices and healthy habits, P2 students will be assessed if they have acquired a range of safety practices while playing, using the road, and in public places. They will also need to be able to demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices) and participate in regular physical activities.

### **Physical**

Lower primary students are assessed through various sets of rubrics designed with a focus on the various performance criteria that are essential in a movement performance. The assessments are conducted in the Games and Sports, Outdoor Education, Dance and Gymnastic modules.

### **Affective**

In the assessment for affective domain, students are assessed based on their attitude towards learning during Physical Education lessons and their interactions with their peers during collaborative learning. The assessment rubrics are designed based on the New Town R.E.A.D. Learning Dispositions.



# ART

## AIMS OF ART EDUCATION IN SINGAPORE

The Primary Art Syllabus aims to enable every child to:

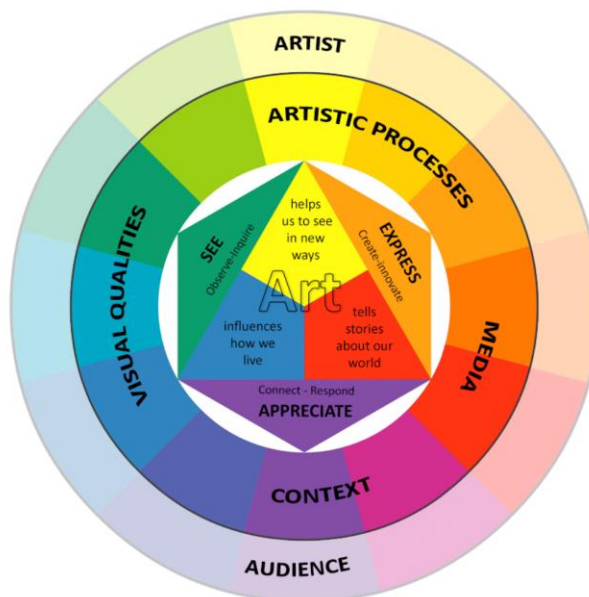
- enjoy art,
- communicate visually, and
- make meaning through connecting with society and culture.

## ART SYLLABUS FRAMEWORK

The three **Big Ideas** at the heart of our syllabus framework form the enduring understandings that provide focus for the teaching and learning of art.

### Three Big Ideas at the heart of the Primary Art Syllabus Framework.

1. Art helps us to see in new ways.
2. Art tells stories about our world.
3. Art influences how we live.



Primary Art Syllabus Framework

The big ideas frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-inquire**, **create-innovate**, and **connect-respond**.

Students learn to see, express and appreciate through the four key components of the Learning Content - **context**, **artistic processes**, **media** and **visual qualities**.

In the process, students acquire knowledge, skills and values that equip them to be **active artists** and **informed audiences**.



## TEACHING AND LEARNING

In New Town Primary, inquiry-based learning is the main instructional strategy used in Art lessons to foster curiosity and creativity, imagination and to encourage students to take ownership and direct their own learning. This strategy places students' questions, ideas and observations at the centre of the art learning experience.



Art Inquiry Model

## ART PROGRAMME

### New Town Artists

'New Town Artists' is a school-based art competition designed to promote student agency and to challenge their creativity and artistic skills. The biannual competition is open to all students from Primary 1 to Primary 6 and provides a platform for students to gain self-confidence and experience to participate in external art competitions. Students who are interested in art are encouraged to take ownership for their learning by participating and creating original artworks in response to the themes and competition requirements for each edition.

## HOLISTIC ASSESSMENT IN ART

### Portfolio as Main Assessment Mode

Portfolio presents a comprehensive and multi-faceted view of our students' development and accomplishments in art over a period and showcases their choice and voice.

A portfolio contains a collection of students' works and evidence of student learning (i.e sketches, art activity sheets, checklist, rubrics, reflection). It is integrated into our art curriculum as part of formative and summative assessment practices.

The use of portfolio guides students in documenting their process and progress in their journey of art learning. Together with feedback, which is given during the learning process to inform students of their strengths and areas for growth, the portfolio provides teachers with an insight into students' thoughts, ability, and progress.



# MUSIC

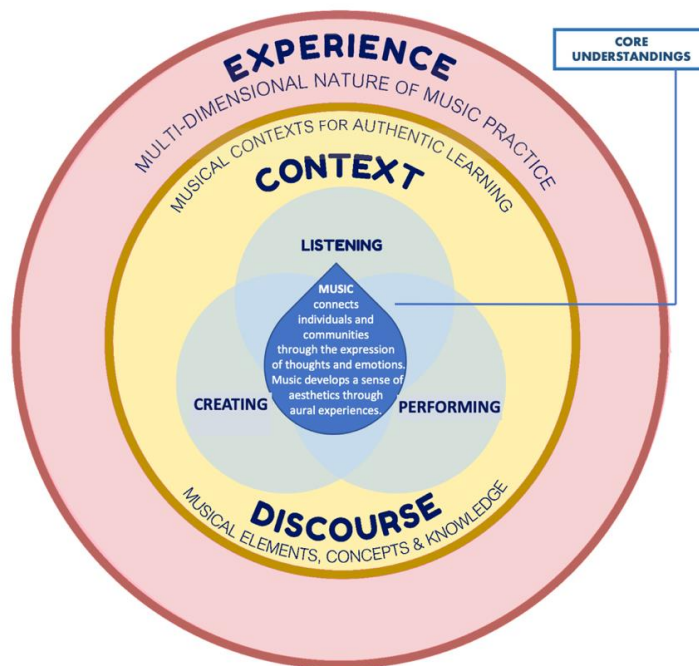
## AIMS OF MUSIC EDUCATION IN SINGAPORE

The 2023 Music Syllabus aims to enable all students to:

- acquire and apply musical skills, knowledge and understanding through Listening, Creating and Performing
- develop abilities for creative expression and communication
- develop an understanding and appreciation of music in local and global cultures
- cultivate a life-long enjoyment and involvement in music.

## MUSIC CURRICULUM CONCEPT

The Primary Music curriculum seeks to develop musical understanding through the **three Musical Processes** of Listening, Creating and Performing. These three Musical Processes (i.e., the three overlapping circles in the centre of diagram) are core to the Curriculum Concept and are inter-related and inter-dependent in the teaching and learning of music.



**Music Curriculum Concept**

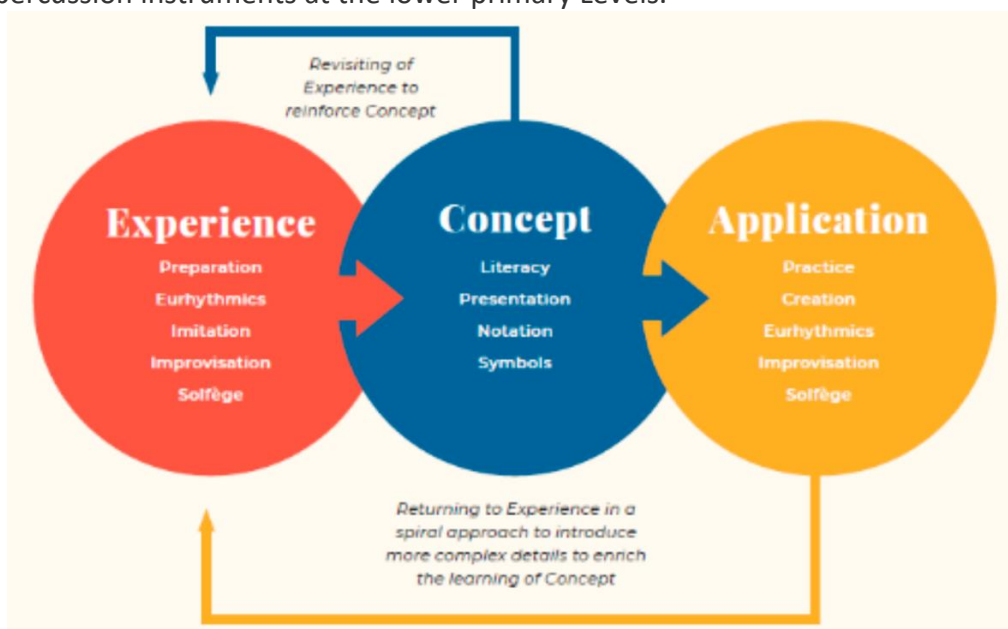
## TEACHING AND LEARNING

The school uses the Experience, Concept, Application (ECA) model and a blend of pedagogies (Orff and Kodály) in the teaching and learning of music to facilitate students' learning and achieve the intended outcomes of the syllabus.

In New Town Primary, students learn music through direct and integrated experiences in Listening, Creating and Performing. These experiences help students to understand and learn musical elements, concepts, and knowledge. The conversations, which are facilitated by teachers during lessons, guide them in deepening their learning and participation in the musical process. Using a variety of music from both local and global cultures, students learn to appreciate and make connections of what they learn in school to their daily lives to apply their knowledge in real-world contexts.

From experiencing music to acquiring musical concepts, students will apply their learning in open-ended tasks which allow for students' choice and voice. Students are given opportunities to take on the different perspectives of audience, composer, and performer and experience independent and collaborative music-making where music is felt, experienced, and expressed personally or with others.

Students will also learn music with a variety of instruments including the resonator bells and a range of pitched and unpitched percussion instruments at the lower primary Levels.



**ECA model**

## HOLISTIC ASSESSMENT IN MUSIC

The music learning outcomes (LOs) of Listening, Creating and Performing are as follows:

LO1 - Listen and Respond to Music

LO2 - Create Music

LO3 - Perform Music:

a) LO3A – Sing

b) LO3B – Play instruments

Qualitative descriptors (QDs) are used to inform students learning progress for the three music learning outcomes (LOs) at the end of each semester for Primary One and Two levels.

Assessment activities and tasks are designed to assess students in knowledge, skills and values for Stage 1 of the music syllabus. Some of these LOs may be repeated across both semesters.

### **Performance Assessment**

Performance assessment requires students to demonstrate an understanding of musical elements and concepts stated by the syllabus for Primary One and Two levels.

This can be in the form of:

- Presentation
- Musical performances
- Musical tasks and activities

In New Town Primary, we support students' learning by evaluating their progress through a variety of assessment activities and tasks, including collaborative music-making. Teachers observe students and provide feedback during their learning process to inform students of their strengths and areas for growth using checklists and/or rubrics.







## AIMS OF CHARACTER AND CITIZENSHIP EDUCATION IN SINGAPORE

Character and Citizenship Education (CCE) aims to develop in our students:

- **Good Character**

Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;

- **Resilience and Social-Emotional Well-Being**

Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;

- **Future Readiness**

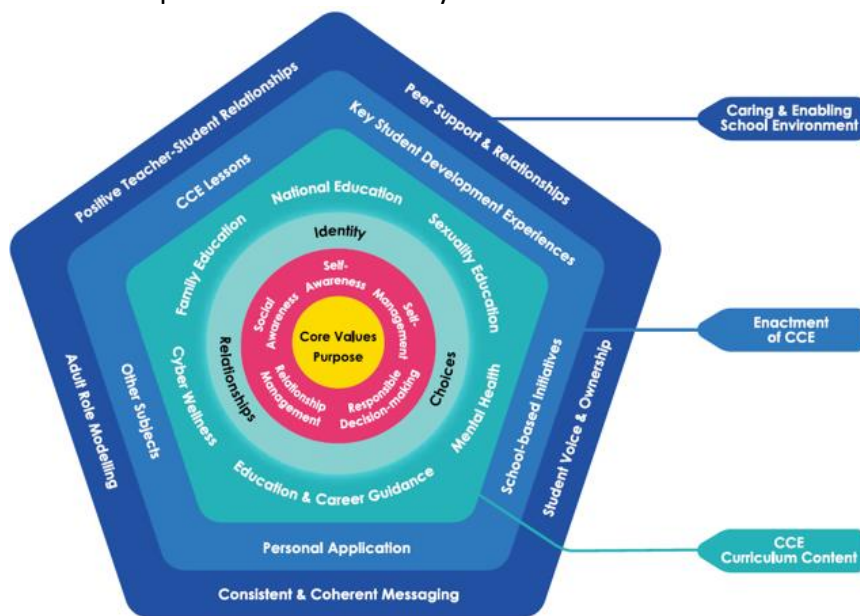
Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and

- **Active Citizenship**

Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

## CHARACTER AND CITIZENSHIP EDUCATION CURRICULUM FRAMEWORK

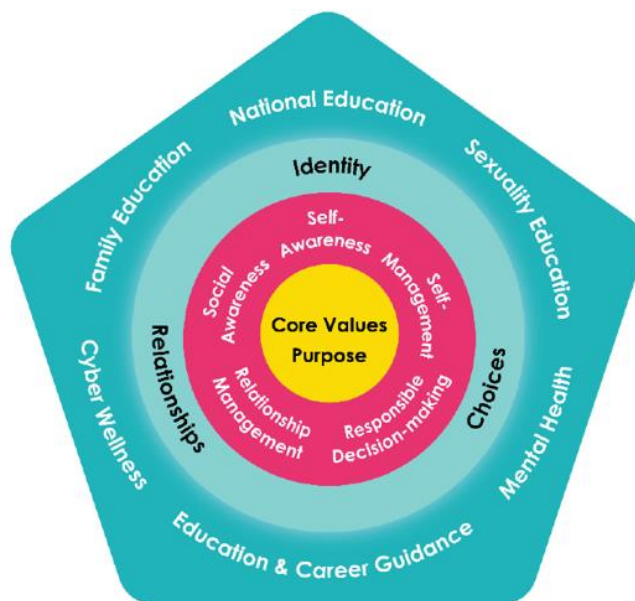
The CCE Curriculum Framework spells out the three key elements of CCE:



The CCE 2021 Curriculum Frame

## TEACHING AND LEARNING

The curriculum content of CCE is based on the three big ideas of Identity, Relationships, and Choices, and comprises the teaching and learning of core values, and social-emotional competencies with a focus on developing a sense of purpose in our students.



**CCE Curriculum Content**

### a) Core values and purpose

The CCE core values include respect, responsibility, resilience, integrity, care and harmony, which are the foundation of our shared societal and national values. Through the various New Town student development experiences, learning opportunities are created to draw out and develop our students' personal character strengths, nurture in them our shared societal and national values, and equip them with civic values – such as appreciation of diversity, cultural sensitivity, empathy towards others, respect for others' perspectives, and a commitment to the common good – which are crucial for functioning of society.

### b) Social-emotional competencies

Social-emotional competencies enable students to examine and understand their own thoughts and emotions, develop a sense of responsibility and concern for others, and act for the good of self, others, and the society. When they apply these competencies, they live out the values and grow their character. These competencies are taught, demonstrated and applied through explicit instruction during CCE lessons, planned authentic learning experiences, as well as teachable moments.

## CHARACTER AND CITIZENSHIP EDUCATION PROGRAMMES

### a) CCE Lessons

These lessons, which include CCE Form Teacher Guidance Period (FTGP), CCE Mother Tongue Languages (MTL) and Programme for Active Learning (PAL), provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

(i) explicit teaching of values, and social and emotional skills, which addresses the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, and developing skills for responsible decision-making and deepening moral values and one's cultural identity in CCE (MTL).

(ii) equipping students with knowledge and skills to better understand and navigate the real-world, e.g. understand mental health issues, navigate cyberspace responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and

(iii) providing opportunities for contribution to family, school and community through Values in Action (VIA) projects. Time will be given to identify the needs and establish the intent of project, planning the activities and reflecting on learning.

### **b) Key Student Development Experiences**

Student development experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral and social domains.

Key SDEs are programmes and activities that provide for all their students. These comprise the following:

- Cohort Learning Journeys (LJs);
- National Education (NE) Commemorative Days;
- Learning for Life Programme in Student Leadership e.g. Discovering the Leader in Me ; and
- Values in Action (VIA), including Everyday Responsibilities

For each of these programmes and activities, specific CCE learning outcomes are articulated, and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

### **HOLISTIC ASSESSMENT IN CHARACTER AND CITIZENSHIP EDUCATION**

Assessment processes in CCE involve the following aspects:

#### **a) Co-construction of collective and individual goals**

To create responsibility for and ownership of learning, it is important that students collectively and individually construct their own learning goals and personal goals, with guidance from the teacher. Using the Student Reflection Handbook, students are guided to set their goals at the start of each term and reflect on it *e.g. Think Back, Learn From It and Do It Better* at the end of each term.

#### **b) Making sense of learning progress through dialogue and reflection**

CCE lesson time could be used for students to make sense of and reflect on their progress. Form teacher interaction time and peer dialogue could also be used to guide students in identifying and interpreting the evidence of their learning, and committing to the next step.

#### **c) Building students' capacity for self-assessment and peer assessment**

By providing opportunities for students to self- and peer-assess during CCE lessons, they learn the knowledge, skills and attitudes needed for life-long character growth and the journey towards becoming their best selves.



# SOCIAL STUDIES

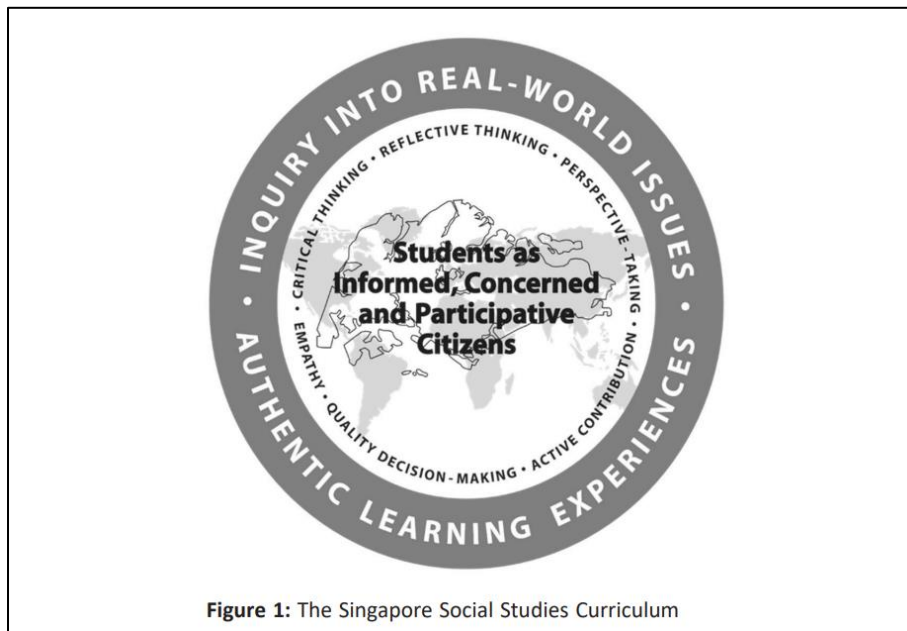
## AIMS OF SOCIAL STUDIES EDUCATION IN SINGAPORE

The Primary Social Studies Syllabus aims to enable all students to grow in knowledge, develop skills and learn values through examining issues that are of concern to our society and the world in which we live.

The Curriculum envisions Social Studies students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.

## SOCIAL STUDIES CURRICULUM FRAMEWORK

At the heart of the Singapore Social Studies Curriculum (refer to Figure 1) is the preparation of our students to be effective citizens by helping them to better understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience.



Social Studies seeks to

- ignite students' curiosity to inquire into real-world issues that concern their lives
- helps students to attain relevant knowledge and understanding about these issues
- develop critical and reflective thinking skills
- appreciate multiple perspectives
- inculcate in students a deeper understanding of the values that define the Singapore society
- nurture dispositions that will inspire them to show concern for the society and the world in which they live
- demonstrate empathy in their relationships with others.

## TEACHING AND LEARNING

The school adopts the See-Think-Wonder thinking routine (Ritchhart et al, 2011) to encourage students to make careful observations, thoughtful interpretations and the process will stimulate higher level of curiosity.

### See-Think-Wonder

In New Town Primary, Social Studies is taught via visible thinking with the use of See-Think Wonder and various learning experiences that complement the subject content. The learning experiences comprises of blended learning to authentic experiences in learning journeys. As the students progress to the middle and upper block, they will be equipped with basic research and presentation skills.

### Citizenship Lessons

In addition to the main curriculum, our students participate in conversations to develop an understanding of their citizenship through discussions on topics such as nation building, racial harmony, local cultures, national sustainability requirements and more. The Social Studies teachers will guide students through discussions and conversations in a series of citizenship lessons.

Topics of Citizenship are as below:

Lower Block (Primary 1 and 2)
<ol style="list-style-type: none"><li>1. Our National Flag, Our Anthem, Our Pledge</li><li>2. I am a History Detective</li><li>3. 6 Defences in Singapore : Who are our Heroes?</li><li>4. Looking back at Covid Years</li><li>5. Legends of Singapore</li><li>6. Where do you come from?</li><li>7. Where in the world am I?</li><li>8. The Amazing Sarong</li><li>9. Mid Autumn Festival</li><li>10. National Day and the fun facts</li><li>11. All about Deepavali</li><li>12. Who are the Peranakans</li><li>13. Food Facts in Singapore</li><li>14. What's in Mr Lee's Little Red Box?</li><li>15. Our Sportsmen in Singapore</li></ol>



## HOLISTIC ASSESSMENT IN SOCIAL STUDIES

To evaluate and support students' learning in Social Studies, a variety of assessment tasks is used.

The progress of students' learning will be reported in the Holistic Development Profile (HDP) for the Primary One and Primary Two levels.

### Learning Outcomes for Reporting of Students' Learning Progress for P1 and 2

To evaluate and support students' learning, assessment and feedback are carried out for formative and summative purposes. Teachers will observe students as they work on the various tasks and reflect their understanding using rubrics with qualitative descriptors. Students will be given feedback upon completion of the tasks. The tasks aim to assess the students based on the learning outcomes:

PRIMARY ONE		PRIMARY TWO
LO 1	Recognize that everyone is unique	Identify at least one custom and tradition practiced by an ethnic group in Singapore.
LO 2	Identify the different roles that students play at home, in class and in school.	Identify the six national symbols of Singapore
LO 3	Describe people, places and events by making careful observations, with teacher guidance.	Select relevant information to meet the objectives of a task, with teacher guidance
LO 4	Share thoughts and feelings with group members, with teacher guidance.	Work together with other group members towards a common goal, with teacher guidance
LO 5	Ask questions to learn more about self, people and places.	Show respectful and acceptable behaviour towards people of different ethnic and religious groups
LO 6	State ways to help people and care for the places around them.	State ways to contribute at home, in class, in school and in the neighbourhood



# **HOLISTIC ASSESSMENT PLANS**



## P1 ENGLISH LANGUAGE ASSESSMENT PLAN 2023

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<b><u>Reading Aloud (Weekly)</u></b> <ul style="list-style-type: none"> <li>Reading of High-frequency Words</li> </ul>	Checklist	Formative Non-weighted
2	<b><u>Performance Task (Week 5)</u></b> Read aloud a given text - I Am A Newscaster!	Rubric	Formative Non-weighted
	<b><u>Writing (Week 8)</u></b> <ul style="list-style-type: none"> <li>Write sentences based on the experience</li> </ul>	Rubric	
	<b><u>Term Review (Week 9)</u></b> <ul style="list-style-type: none"> <li>Multiple-choice questions on grammar &amp; vocabulary</li> <li>Comprehension</li> </ul>	Score	
3	<b><u>Read Aloud (Week 4)</u></b> <ul style="list-style-type: none"> <li>Read aloud a given text.</li> </ul>	Rubrics	Formative Non-weighted
	<b><u>Listening Comprehension (Week 5)</u></b> <ul style="list-style-type: none"> <li>Picture Matching</li> <li>Sound Discrimination</li> </ul>	Score	
	<b><u>Writing (Week 6)</u></b> <ul style="list-style-type: none"> <li>Write sentences based on a given topic</li> </ul>	Rubric	
	<b><u>Term Review (Week 8)</u></b> <ul style="list-style-type: none"> <li>Multiple-choice questions on grammar &amp; vocabulary</li> <li>Comprehension</li> </ul>	Score	
4	<b><u>Performance Task (Week 4)</u></b> Show and Tell – My Favourite Toy	Rubric	Formative Non-weighted
	<b><u>Writing (Week 7)</u></b> Write a story based on a series of pictures	Rubric	
	<b><u>Term Review (Week 8)</u></b> <ul style="list-style-type: none"> <li>Multiple-choice questions on grammar &amp; vocabulary</li> <li>Comprehension</li> </ul>	Score	

## P1 MATHEMATICS ASSESSMENT PLAN 2023

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<b><u>Topical Review</u></b> <ul style="list-style-type: none"> <li>Addition and Subtraction up to 10 (Week 6)</li> <li>Ordinal Numbers (Week 10)</li> </ul>	Score	Formative Non-weighted
	<b><u>Math Journal (Week 9)</u></b> <ul style="list-style-type: none"> <li>Shapes</li> </ul>	Teacher's comments on students' responses	
2	<b><u>Topical Review (Week 3)</u></b> <ul style="list-style-type: none"> <li>Numbers to 20</li> </ul>	Score	Formative Non-weighted
	<b><u>Math Quiz</u></b> <ul style="list-style-type: none"> <li>Addition and Subtraction up to 20 (Week 6)</li> <li>Picture Graphs (Week 7)</li> <li>Numbers to 100 (Week 10)</li> </ul>	Score	
	<b><u>Performance Task (Week 6)</u></b> Topic: Length <ul style="list-style-type: none"> <li>Assesses students' understanding on the concept of Length</li> </ul>	Checklist	
	<b><u>Factual fluency (Week 10)</u></b> <ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Multiplication tables of 2, 5 and 10</li> </ul>	Checklist	
4	<b><u>Math Quiz</u></b> <ul style="list-style-type: none"> <li>Multiplication and Division (Week 3)</li> </ul>	Score	Formative Non-weighted
	<b><u>Performance Task (Week 7)</u></b> <ul style="list-style-type: none"> <li>Telling Time</li> </ul>	Checklist	
	<b><u>Term Review (Week 8)</u></b> Topic: Up to Time <ul style="list-style-type: none"> <li>Short-answer question</li> <li>Long-answer questions</li> </ul>	Score	



## P1 MOTHER TONGUE LANGUAGES ASSESSMENT PLAN 2023

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	Nil	NA	NA
2	<b><u>Topical Review (Week 2)</u></b> <ul style="list-style-type: none"> <li>Response to audio stimulus</li> </ul>	Rubric	Formative Non-weighted
	<b><u>Integrated Task: Show &amp; Tell (Week 6)</u></b> <ul style="list-style-type: none"> <li>Show-and-tell (to include use of graphics stimulus / objects)</li> <li>Responding to questions from audience</li> </ul>	Rubric	
	<b><u>Term Review (Week 8)</u></b> <ul style="list-style-type: none"> <li>Written Assessment</li> <li>CL: Hanyu Pinyin, characters and phrases</li> <li>ML: Spelling and vocabulary, phrases</li> <li>TL: Letters and words</li> </ul>	Score	
3	<b><u>Oral Assessment (Week 3)</u></b> <ul style="list-style-type: none"> <li>Readers' Theatre (Given scenarios and scripts)</li> </ul>	Rubric	Formative Non-weighted
	<b><u>Topical Review (Week 5)</u></b> <ul style="list-style-type: none"> <li>Response to audio stimulus</li> </ul>	Rubric	
	<b><u>Term Review (Week 9)</u></b> <ul style="list-style-type: none"> <li>CL: Hanyu Pinyin, characters, words, simple phrases, sentence structure and comprehension MCQ</li> <li>ML: Spelling &amp; vocabulary, simple phrases and simple sentences</li> <li>TL: Letters, words and phrases</li> </ul>	Score	
4	<b><u>Topical Review (Week 3)</u></b> <ul style="list-style-type: none"> <li>Response to audio stimulus</li> </ul>	Rubric	Formative Non-weighted
	<b><u>Oral Assessment (Week 5)</u></b> <ul style="list-style-type: none"> <li>Reading aloud</li> <li>Picture conversation</li> <li>Guided dialogue</li> </ul>	Rubric	
	<b><u>Term Review (Week 8)</u></b> <ul style="list-style-type: none"> <li>CL: Hanyu Pinyin, characters, words, simple phrases, sentence structure and comprehension MCQ</li> <li>ML: Spelling &amp; vocabulary, simple phrases, simple sentences and comprehension MCQ</li> <li>TL: Letters, words and phrases</li> </ul>	Score	

## Reporting of P1 Students' Learning Progress

### Subject Specific Learning Outcomes

Subject	Primary 1
English Language	<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listen attentively and follow simple instructions.</li> </ol> <p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>2. Speak clearly to express their thoughts, feelings and ideas.</li> <li>3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</li> </ol> <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</li> <li>5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li> <li>4. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</li> <li>8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</li> </ol>
Mother Tongue Languages	<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1. Listen attentively to short, simple spoken content related to daily life.</li> </ol> <p><u>Speaking and spoken interaction</u></p> <ol style="list-style-type: none"> <li>2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.</li> <li>3. Ask and/or respond to simple questions related to daily life.</li> </ol> <p><u>Reading</u></p> <ol style="list-style-type: none"> <li>4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL)</li> <li>5. Read aloud Primary 1 texts with accuracy.</li> <li>6. Understand Primary 1 texts and are able to identify some details with guidance.</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL &amp; ML)/ Write words and simple phrases with guidance. (TL)</li> </ol>



Subject	Primary 1
Mathematics	<ol style="list-style-type: none"> <li>1. Understand numbers up to hundred.</li> <li>2. Understand addition and subtraction.</li> <li>3. Add and subtract numbers.</li> <li>4. Understand multiplication and division.</li> <li>5. Identify, name, describe and sort shapes.</li> <li>6. Tell time to 5 minutes.</li> <li>7. Measure and compare lengths using everyday objects.</li> <li>8. Read and interpret picture graphs.</li> </ol>
Social Studies	<ol style="list-style-type: none"> <li>1. Recognise that everyone is unique.</li> <li>2. Identify the different roles that students play at home, in class and in school.</li> <li>3. Describe people, places and events by making careful observations, with teacher guidance.</li> <li>4. Share thoughts and feelings with group members, with teacher guidance.</li> <li>5. Ask questions to learn more about self, people and places.</li> <li>6. State ways to help people and care for the places around them.</li> </ol>
Art	<ol style="list-style-type: none"> <li>1. Identify simple visual qualities in what they see around them</li> <li>2. Ask questions about what they see</li> <li>3. Draw from their imagination and observation</li> <li>4. Play with a variety of materials and tools to make art</li> <li>5. Share their imagination, thoughts and feelings through art making</li> <li>6. Show interest in looking at a variety of artworks</li> <li>7. Talk about what they see, feel and experience using art vocabulary</li> </ol>
Music	<ol style="list-style-type: none"> <li>1. Listen and Respond to Music</li> <li>2. Create Music, in both vocal and instrumental settings, individually and collaboratively</li> <li>3. Perform Music, in both vocal and instrumental settings, individually and collaboratively</li> </ol>

Subject	Primary 1
Physical Education	<p data-bbox="443 248 692 277"><u>Games and Sports</u></p> <p data-bbox="443 286 1372 353">1. Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.</p> <p data-bbox="443 394 600 423"><u>Gymnastics</u></p> <p data-bbox="443 432 1414 499">2. Perform a gymnastic sequence of two different movements with smooth transition.</p> <p data-bbox="443 539 531 568"><u>Dance</u></p> <p data-bbox="443 577 1394 645">3. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).</p> <p data-bbox="443 685 692 714"><u>Outdoor Education</u></p> <p data-bbox="443 723 1433 790">4. Move across a variety of ground surfaces in a familiar environment safely and confidently.</p> <p data-bbox="443 860 810 889"><u>Physical Health and Fitness</u></p> <p data-bbox="443 898 1372 965">5. Acquire a range of personal safety practices in school, at home and when using the road.</p> <p data-bbox="443 974 1391 1077">6. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.</p>