



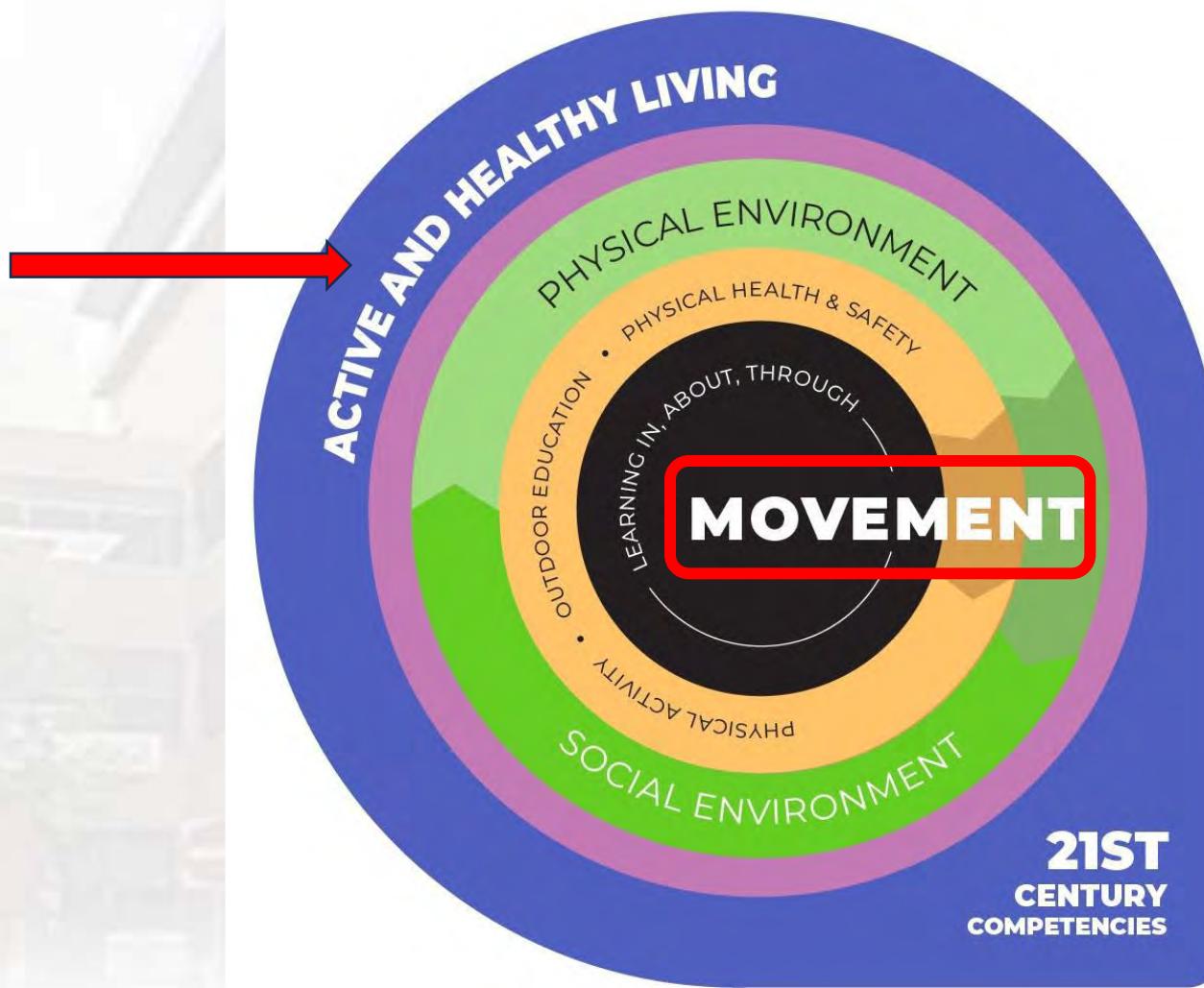
PE, Art, Music and CCA Curriculum Briefing

Mission

*Nurturing Every Child in a Vibrant and Caring Environment
where Talents Blossom*



Physical Education Curriculum Framework





Learning Areas of PE

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none">AthleticsDanceGames and SportsGymnasticSwimming	<ul style="list-style-type: none">Movement Skills and ConceptsSafety Practices
Outdoor Education		<ul style="list-style-type: none">Outdoor LivingSense of PlaceRisk Assessment and Management
Physical Health and Safety		<ul style="list-style-type: none">Physical FitnessSafety and Risk ManagementNutritionPersonal Hygiene and Self-Care

Table 1. Learning Area, Content Area and Strand at the Primary Level



Physical Education in Junyuan

Athletics



Dance



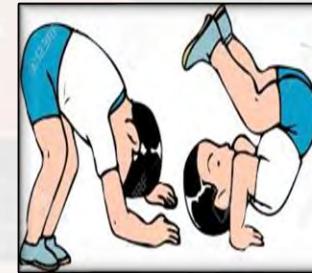
Games & Sports



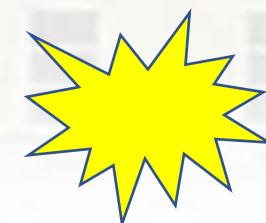
Health education



Gymnastics



Outdoor Education



Swimming



ACTIVE LIFESTYLE

Sports Pursuit

National Representation

Recreational Participation

Development of physical activity- and/or sport-specific skills and tactics

Sustained involvement in physical activities and/or sports based on interest and competencies

Application of principles of training and safe practices

Maintenance of health and skill-related fitness

PE lessons**CCA****Specialisation**

Consolidation of one or two sport-specific skills and tactics

High Performance

High amount of performance-based training and competition
Focus on one sport

Application of training in competitions, winning a secondary emphasis

Development of mental skills
Emphasis on sport-specific strength and fitness conditioning

Broad-Based Development

Acquisition of overall skills and concepts (across and within physical activities and sports)

Emphasis on application in developmentally-appropriate physical activities and sports

Involvement in a range of physical and sporting experiences that is fun and inclusive

Understanding of principles of training and safe practices

Development of health and skill-related fitness

Strong Foundation

Acquisition of fundamental motor skills and movement concepts

Emphasis on learning and enjoyment through developmentally appropriate movement experiences

Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)

Physical Education & Sports Development Framework



→ Recreational Participation

Development of physical activity- and/or sport-specific skills and tactics

Sustained involvement in physical activities and/or sports based on interest and competencies

Application of principles of training and safe practice

Maintenance of health and skill-related fitness

→ Broad-Based Development

Acquisition of overall skills and concepts (across and within physical activities and sports)

Emphasis on application in developmentally-appropriate physical activities and sports

Involvement in a range of physical and sporting experiences that is fun and inclusive

Understanding of principles of training and safe practices

Development of health and skill-related fitness

→ Strong Foundation

Acquisition of fundamental motor skills and movement concepts

Emphasis on learning and enjoyment through developmentally appropriate movement experiences

Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)



Sending to a partner (Stationary/Moving)

Games and Sports



Striking with hands





Demonstrate an **understanding** of how changing speed and direction can enable one to move away from a defender.

Demonstrate an **understanding** of appropriate pass(es) when throwing an object at a high target and to a moving partner.



External learning opportunities



Football Fiesta/Festival



National School Games

Track & Field

Multi Skill Event (MSE) Junior Division





JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character



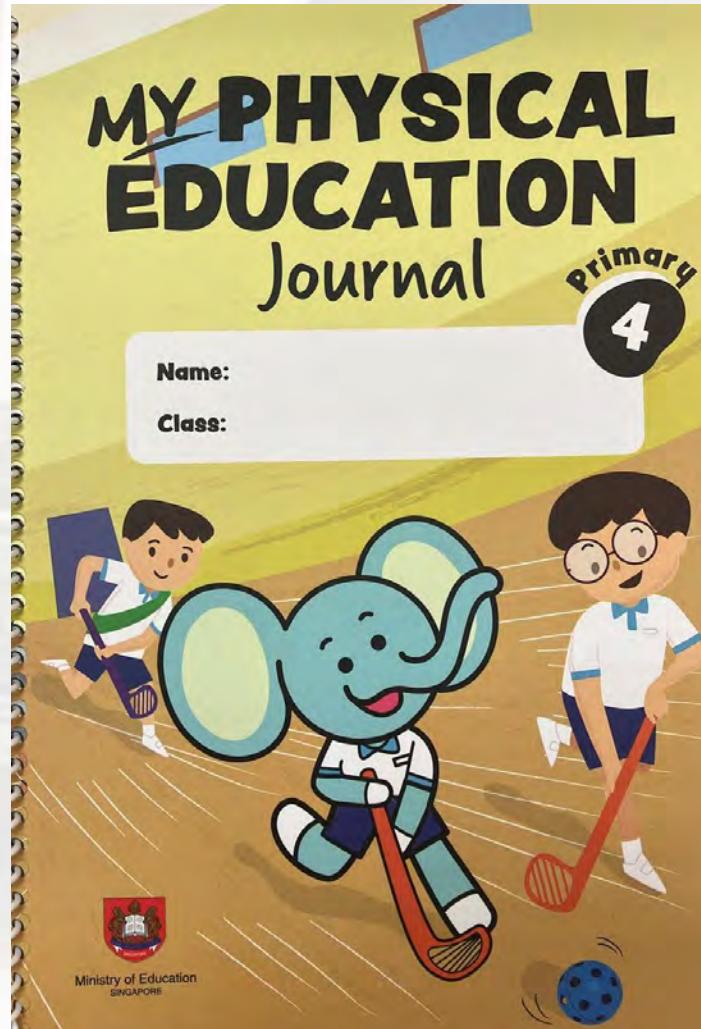
National School Games

Badminton (Junior Division)





My Physical Education Journal



WORKING TOWARDS A HEALTHIER YOU

EAT A BALANCED MEAL CONSISTING OF FOOD FROM ALL FOUR FOOD GROUPS

It is important to eat a balanced meal consisting of food from all four food groups (fruit, vegetables, brown rice and wholemeal bread, and meat and others). Each food group contains different nutrients that help us grow healthy and strong.



Embark on a journey to develop healthier eating practices by completing the tasks below.

Instructions:

- Choose a goal.
- Colour the box when you have completed the task.
- Celebrate and share your successes with a friend or family member after completing a task in green.



Fruit	Vegetables	Drinks
Have a fruit for three days in a week.	Have vegetables for three days in a week.	Reduce your daily intake of sweet drinks for a week.
Have a fruit every day for two weeks.	Have vegetables every day for two weeks.	Reduce your daily intake of sweet drinks to one serving or less for two weeks.
Have one serving of fruit every day for a month.	Have one serving of vegetables every day for a month.	Limit your daily intake of sweet drinks to one serving or less for a month.
GOAL: ⚪ Have two servings of fruit every day.	GOAL: ⚪ Have two servings of vegetables every day.	GOAL: ⚪ Limit sweet drinks to one serving or less a day.



Have you been maintaining the selected goal for the last six months? Share with a friend some of the challenges or successes in your journey.



Extension of learning of physical skills and healthy habits

**GETACTIVE!
SINGAPORE**

GetActive! Star Challenge 2022

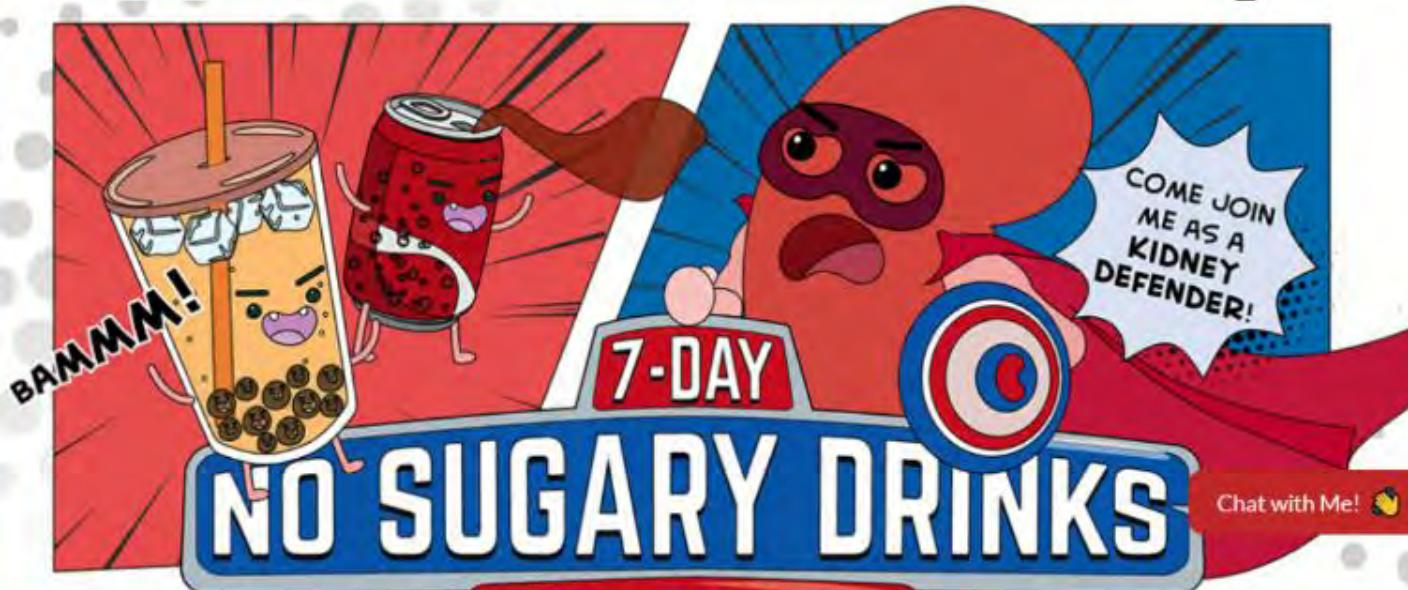
Lower Primary

Collect 10 stars to complete the challenge!



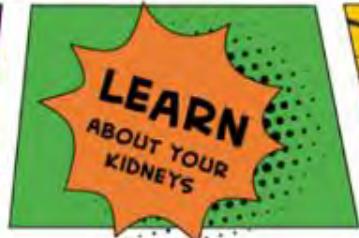
Instructions

- 1) Look through the activities and choose what you would like to complete
- 2) Earn stars with each completed activity
- 3) Collect 10 stars to complete the challenge
- 4) Earn yourself an achievement medal!



**7-DAY
NO SUGARY DRINKS**

CHARITY DRIVE 2022 **CHALLENGE** **24 MAR - 3 AUG 2022**



COME JOIN ME AS A KIDNEY DEFENDER!

Chat with Me! 



Self-directed play during recess





Junior Sports Academy (JSA)

- The nation-wide JSA programme by MOE is for P4 and P5 students with higher abilities in the physical domain.
- Identifying and developing their sporting strength and talents.
- Students selected in the JSA programme will participate in sport modules, conducted on Saturdays over 1 semester (external venues).





Feb to Mar

Selection trial

Details of the selection trial will be sent to all primary schools in February for nomination. Nominated Primary 4 and Primary 5 students will take part in JSA selection trial that is conducted annually on a Saturday in February or March.

The test items for the selection trial are based on generic motor ability (for example, sprinting, jumping, balancing, hand-eye coordination) and do not require students to have specific sports skills.

Apr

Release of selection trial results

Results of the selection trial will be released through your child's school at the end of April.



Outdoor Education Framework





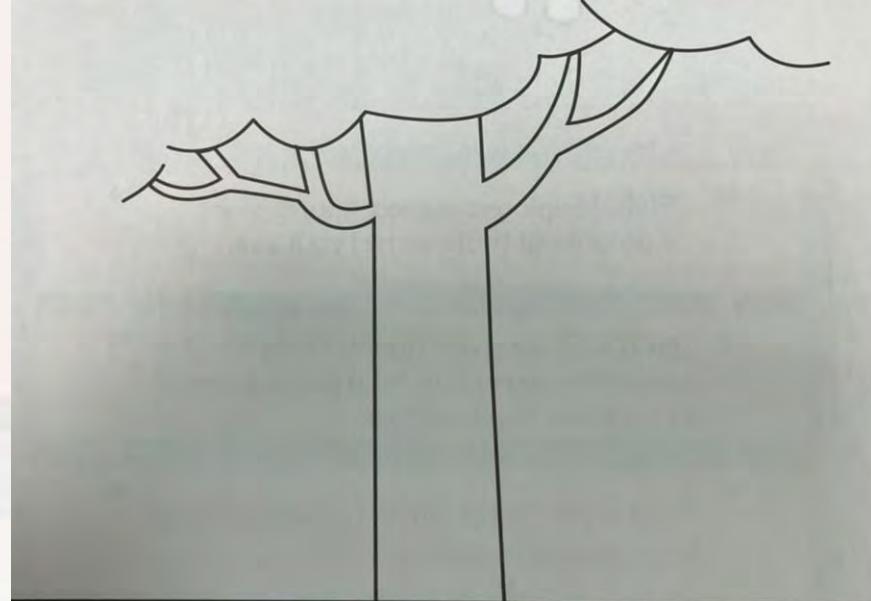
Outdoor Education

Look for a tree in your surroundings. Observe this tree by using your senses of sight, smell and hearing.

Write or draw the plants and animals that you can find on, under and around the tree.

Place: _____ Date: _____

Time: _____ Weather:
(Circle one of the icons.)



Do you know the name of this tree?
How does it support the lives of the
animals and plants you have drawn?





Outdoor Education Culminating Events

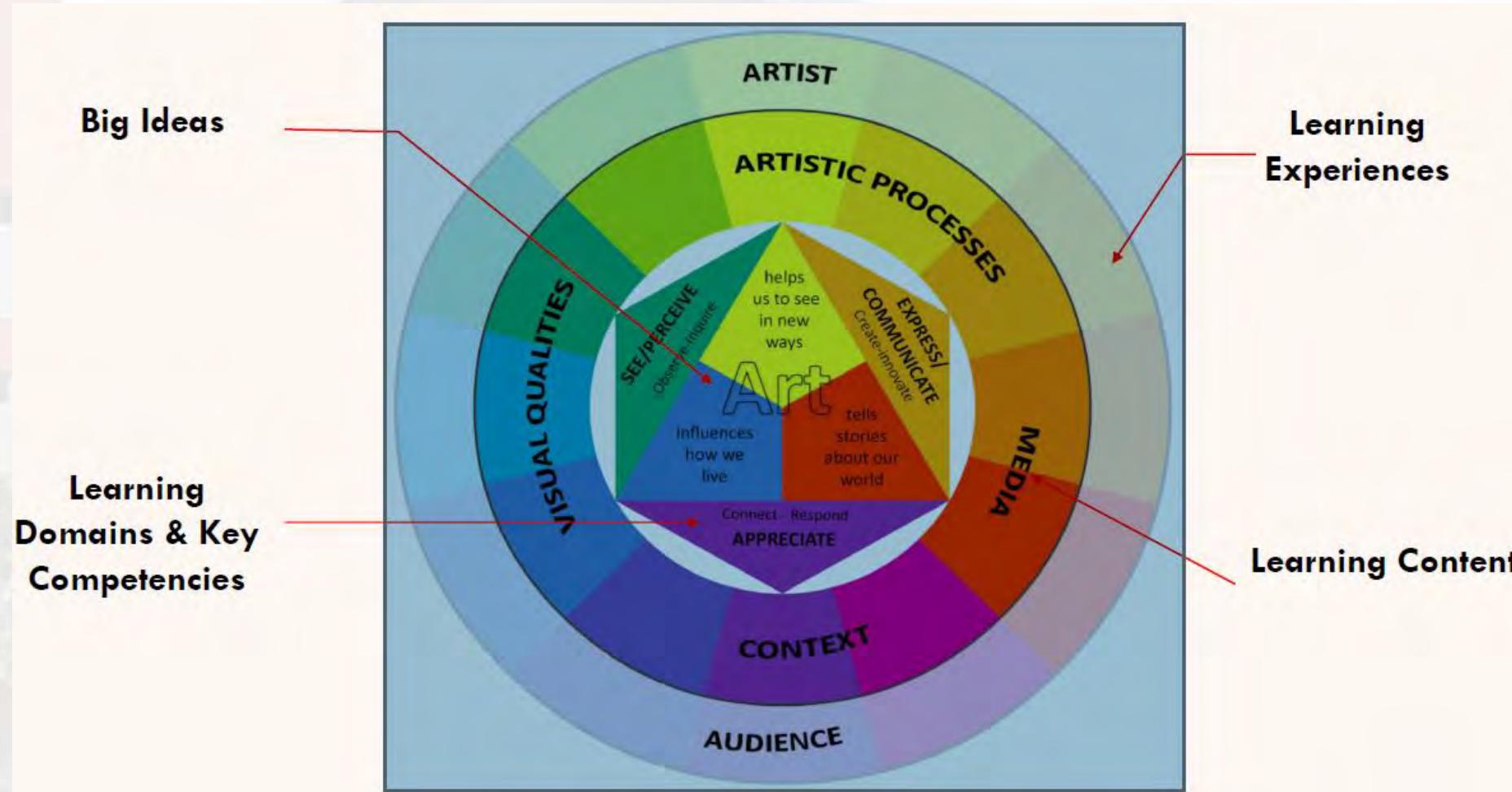
Level	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Theme	Discovering my school		Understanding my school and its neighbourhood		Exploring beyond my school and its neighbourhood	
Culminating Event	-	-	-	Day Trip to the school's neighbourhood	3-Day 2-Night outdoor adventure learning cohort camp	-

SwimSafer

Learning Journey



Art Framework





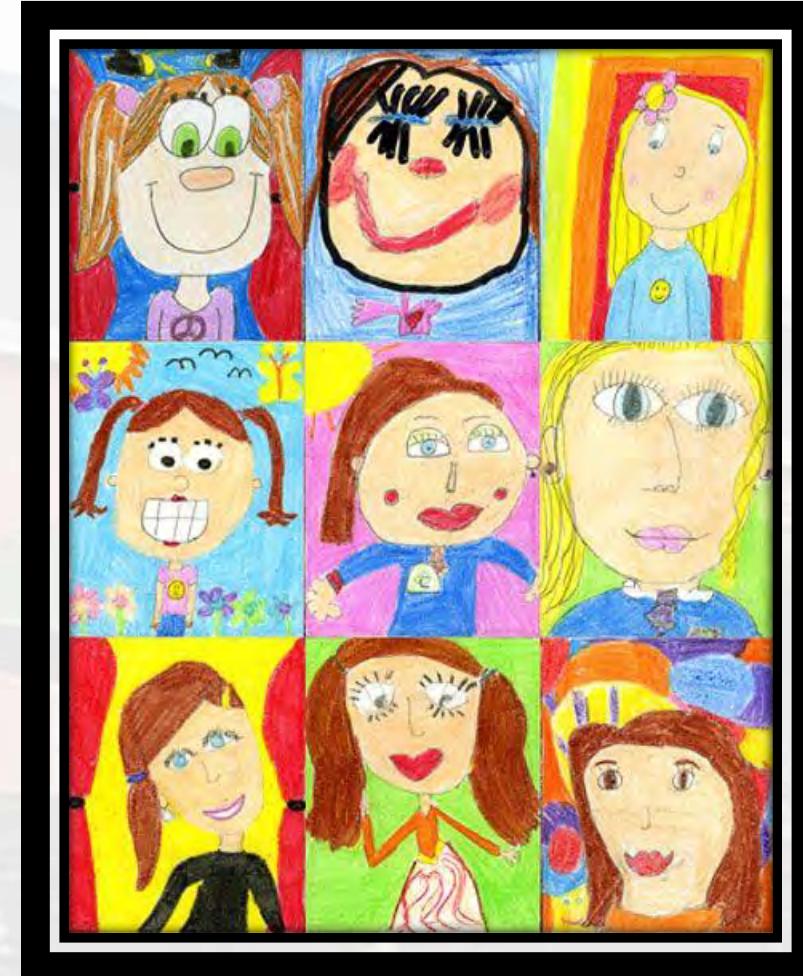
Domain: See

Competencies: Observe – Inquire

LO1: Identify simple visual qualities in what they see around them

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation



P1 Self Portrait



Domain: Express

Competencies: Create – Innovate

LO4: Play with a variety of materials and tools to make art

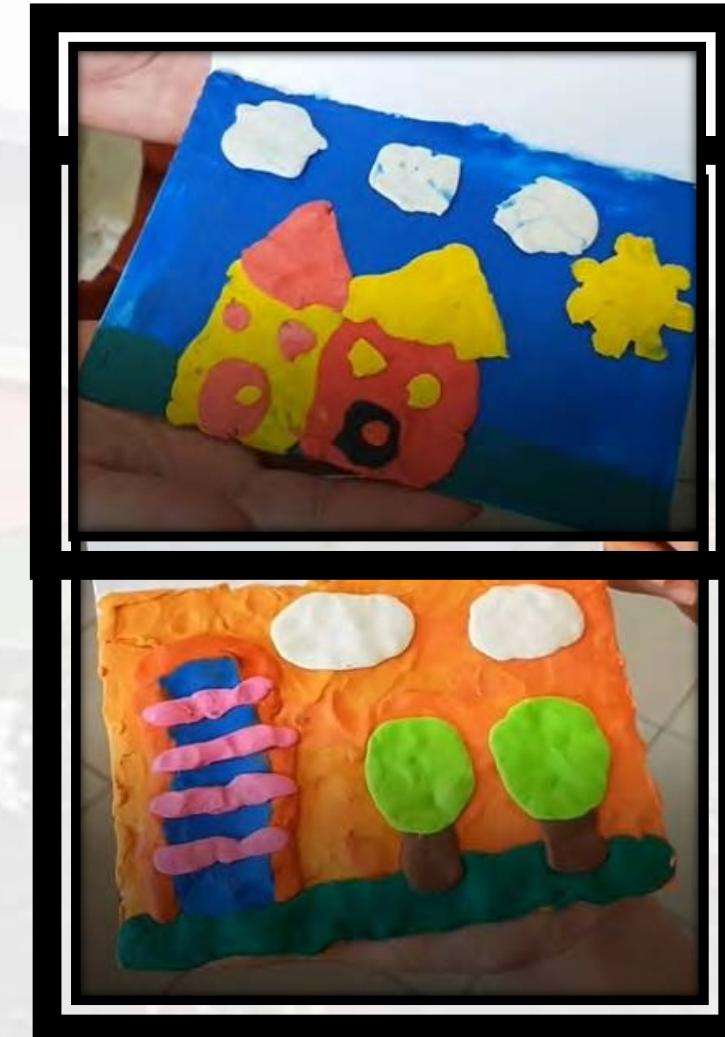
LO5: Share their imagination, thoughts and feelings through art making

Domain: Appreciate

Competencies: Connect – Respond

LO6: Show interest in looking at a variety of artworks

LO7: Talk about what they see, feel and experience using art vocabulary



Creating Art pieces using Clay



Collaboration with external agencies to display students' talents



P4 – Museum-based Learning

- Students will visit the National Gallery Singapore in Term 3.
- They will be taught to use their visual inquiry skills such as observation and interpretation through the activities and discussions facilitated by the museum's education facilitators.





Museum Based learning



See- Think- Wonder

- What do you **see** in this picture?
- What do you **think** is going on?
- Have you **wondered** what art lesson was like 50 years ago?

Painting Class (1957)
Lim Yew Kuan



JUNYUAN PRIMARY SCHOOL

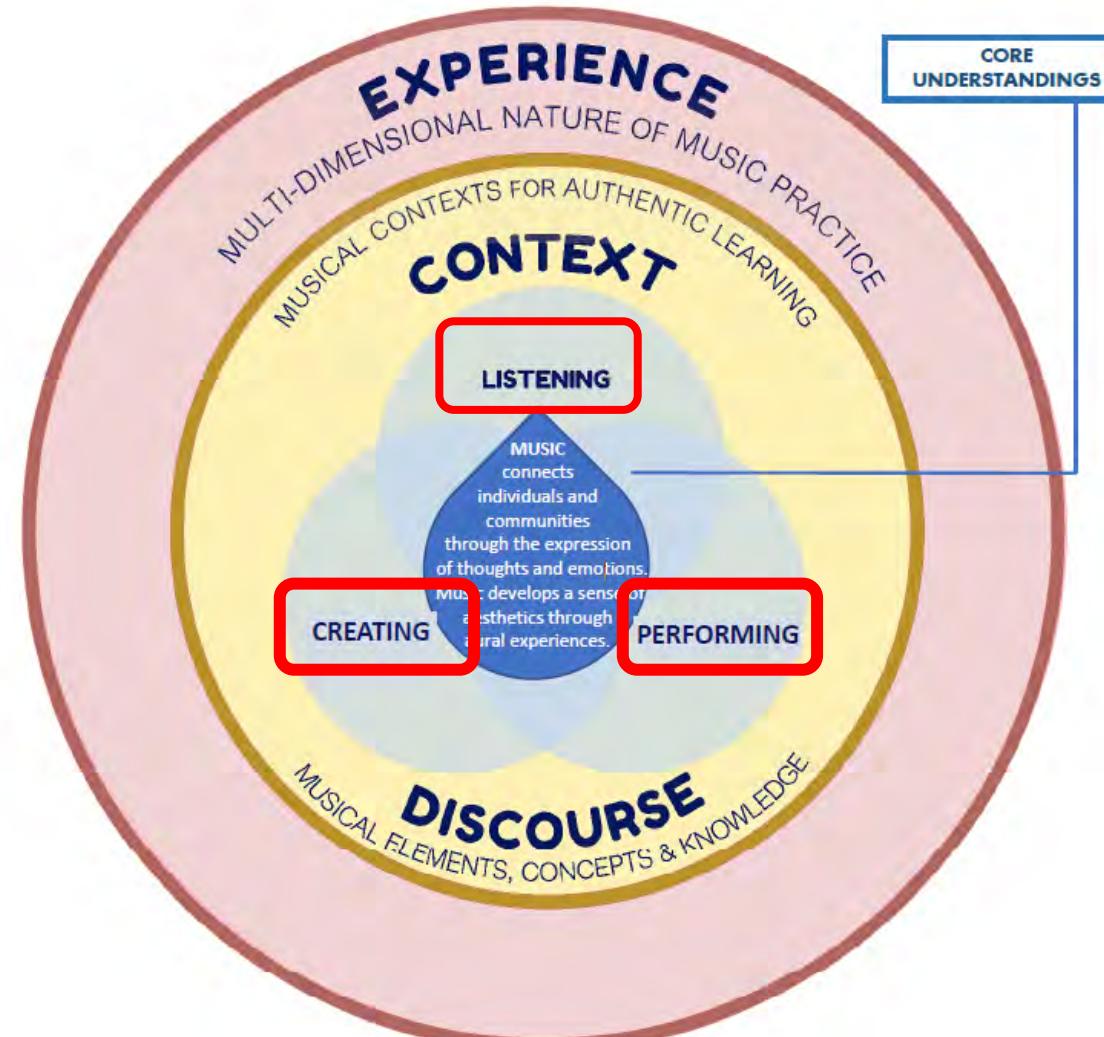
Future-Ready Learners . Leaders of Character

Batik Art





Music Curriculum





Music

Learning Outcomes of Listening, Creating and Performing

1	LO1 Listen and Respond to Music LO1 seeks to enable students to actively listen to experience and explore how music from a range of cultures and genres can convey ideas, experiences and emotions. At the primary level, students build their foundation in listening skills through active listening.
2	LO2 Create Music LO2 seeks to harness and develop students' innate creativity within the context of music. Through improvising, composing and other ways of creating, students learn to communicate their ideas in and through music, build their expressive skills and develop their unique personal voice.
3	LO3 Perform Music LO3 provides experiential means through singing and instrumental playing for students to interact with a wide variety of repertoire to deepen their understanding of the characteristics of music. It would also be important to have opportunities for students to perform individually as well as in collaboration with others in an ensemble in class or as part of a community.

P4 Keyboard module

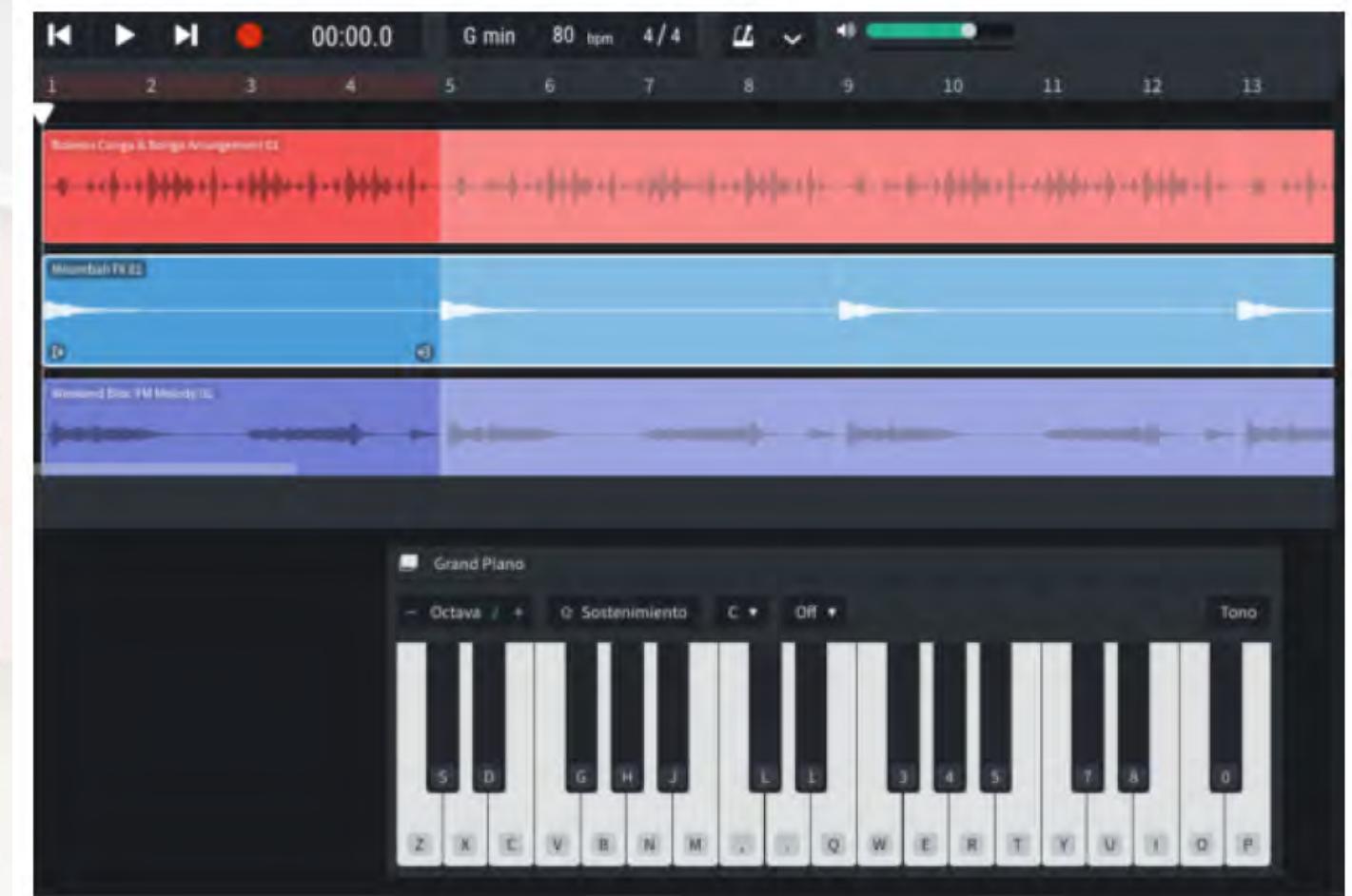
Students will learn how to:

- Play on electronic keyboards with proper posture and fingering
- Play simple accompaniment on the keyboards
- Use keyboards as an instrument in a small group ensemble





Digital Music





Keyboard

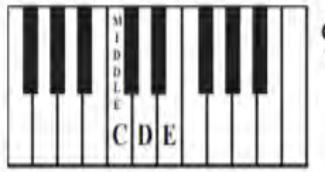
Try playing this on your keyboard template

Hot Cross Buns

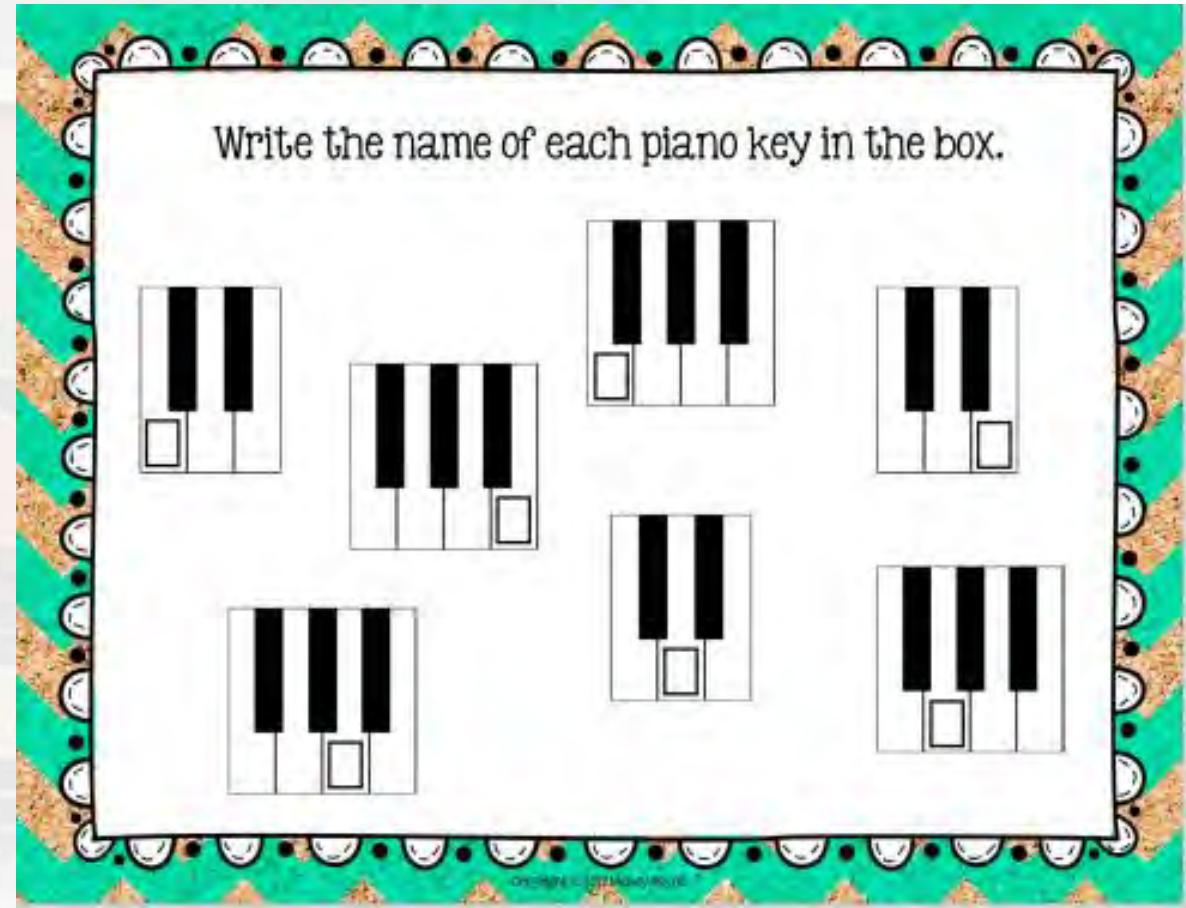
E D C - E D C -
Hot Cross Buns, Hot Cross Buns,

C C C C D D D D
One a pen - ny, two a pen - ny,

E D C - - -
Hot Cross Buns.



Write the name of each piano key in the box.





Co-curricular Activities (CCA)

- *Co-curricular Activities*
- *Part of the primary school curriculum*





CCAs

Physical Sports Group ▾

Visual & Performing Arts Group

Uniformed Groups ▾

Clubs and Societies ▾



CCA Policy

1. Objectives of Co-Curricular Activities (CCA) in JYPS

To promote the discovery of interests through exposure and talents in specialization.

Our Physical Sports CCA groups develop resilience, fair play and team spirit in students through developing their sports-specific skills so that they can appreciate and enjoy playing the game. They will also have the opportunity to train and condition themselves towards competitive play in the annual National School Games.

Our Visual and Performing Arts groups instill in our students a sense of graciousness and an appreciation for the rich culture and heritage of our multi-racial & multi-cultural society.

<https://www.junyuancpri.moe.edu.sg/cca/CCAs/>



Why join a CCA?

- *To promote the discovery of interests through exposure and talents in specialization.*





What do students learn in CCA?



Physical Sports



Floorball



Tchoukball



Volleyball



Taekwondo



Visual & Performing Arts



Chinese Dance



Modern Dance



Drama



Visual & Performing Arts



Visual Art Club



Music Interest Club



Malay Dance



Uniform Group



Scouts

Clubs & Societies



Infocomm Club



Environment Club



When does CCA start?

P1	P2	P2	P3	P3	P4	P5	P6	P6
No CCA as PAL will allow them to be exposed to all domains of CCA	In May (Term 2), P3 will select their CCA	After June holidays (Term 3), P3 pupils will start to join their allocated CCA		CCA		Stand down from CCA		

CCA days are on Mondays and/or Fridays from 2.00 - 3.30 p.m.



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Thank You



FAQs

Will SwimSafer be conducted twice a week?

- SwimSafer has a course duration of 8 x 1.5 hours (12 hours). We aim to keep SwimSafer sessions to once a week in Term 1 if we can manage the planning bearing in mind national constraints such as:**
 - Pool availability
 - Pool capacity limit
 - Availability of SwimSafer instructors
 - Public holidays