Unity Primary School

Parents Information Booklet 2023

(Primary 3)

PREFACE

Dear Parents

It is our privilege to have your child be a part of the Unity Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

As such, we have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes of the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More information on the weighted assessment items will be given at the beginning of each term.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely,
Mrs Lee-Koh SC
Principal

CONTENT PAGE

ENGLISH LANGUAGE

AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

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

1. **Listen, read and view** critically and with accuracy, show understanding and appreciation of a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

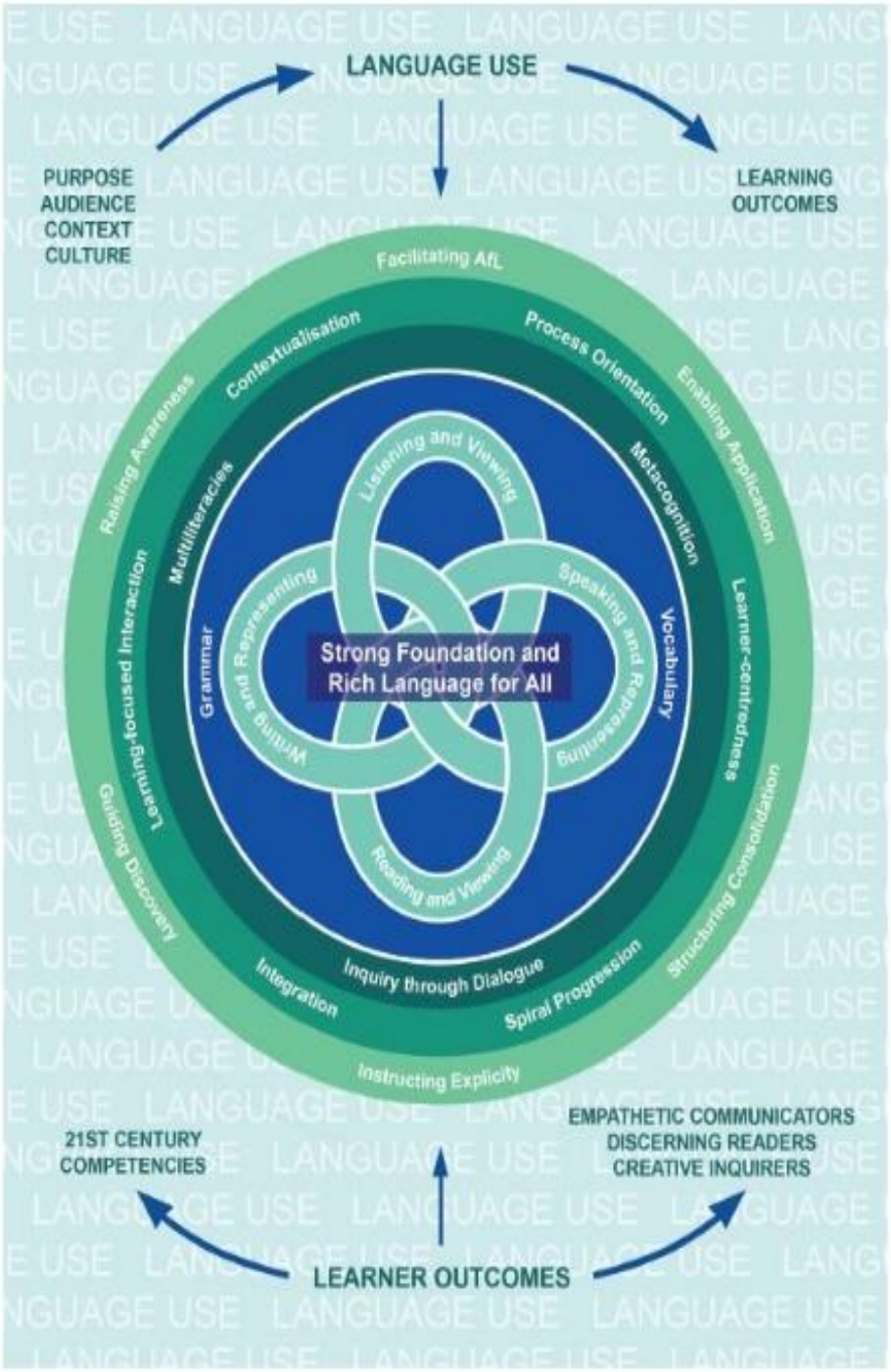
ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2020* is to develop effective language use. Besides developing in children, the love for reading and a strong foundation in the English Language, STELLAR 2.0 aims to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

They will learn to communicate confidently, effectively and sensitively while working towards shared goals. As they distinguish between fact and falsehood, they will be able to process information more critically and with discernment.

Students' language use is reflected in the following areas of language learning:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



Approach to EL Teaching and Learning

EL Teaching Processes (ACoLADE)

Principles of EL Teaching and Learning (CLLIPS)

Pedagogical Emphases (Multiliteracies, Metacognition, Inquiry through Dialogue)

Knowledge about Language

Receptive and Productive Skills

SCOPE OF LEARNING

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

Language Skills	Components / Tasks
Listening & Viewing	**Picture Matching** Students will have to listen and pick the correct pictures that best match the given statements. **Note-taking** Students will have to listen to a short text and write down words or short phrases to complete the note-taking task.
Reading & Viewing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Stimulus Based Conversation** Students will demonstrate their ability to provide a response to a given stimulus by sharing their views and reasons for thinking so. **Readers Theatre** Students will be required to present a performance item after going through 8 weeks of Readers Theatre workshop. **Reading and Recording using Moo-O** Students will be required to do a recording of a story with their group members using Moo-O.
Writing & Representing	**Composition Writing** Students will demonstrate their grasp of the narrative genre (orientation, development, problem and resolution) and ability to organise their ideas coherently by writing a story of at least 3 paragraphs.
Language Use	**Explicit Skills Instruction** Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use: - Vocabulary - Grammar MCQ - Grammar Cloze - Sentence Combining - Editing for Punctuation and Spelling - Visual Text Comprehension - Comprehension

PROGRAMMES
STELLAR

The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. Besides using the key strategies meant for lower primary classrooms, students will be exposed to the following strategies for the upper primary classrooms.

Supported Reading (SR)

Students will be given opportunities to make predictions, read assigned section silently before discussing the text and difficult words as a whole class. This strategy is usually carried out for narrative and information texts.

Retelling (RT)

Students will use retelling as a reading comprehension strategy to engage with the text at different levels: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. They will be given opportunities to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features.

School-based Dyslexia Remediation programme (SDR)
This is a two-year intervention programme for Primary 3 and 4 students. These students are identified for support through a systematic screening process for dyslexia conducted at the end of Primary 2. The programme is conducted in small groups by trained school personnel using a remediation curriculum designed by MOE Reading Specialists.

Reading Remediation Programme (RRP)
The Reading Remediation Programme (RRP) aims to provide support for P3 and P4 students who still face consistent difficulty in reading in the English Language despite having completed the Learning Support Programme in P1 and P2. The programme exposes students to a range of coping strategies for reading comprehension which will enable them to better manage their learning in the regular classroom.

Applied Learning Programme (ALP)
Learning comes alive when students are involved in hands-on and experiential learning. This programme embeds the critical thinking elements that build on learning in the classroom, and takes it forward to enrich students' overall learning.

RESOURCES USED

1. STELLAR Learning Sheets
2. Marshall Cavendish Listening Comprehension and Oral Book
3. School Based Packages
4. Moo-O Application
5. Extensive Reading

MATHEMATICS

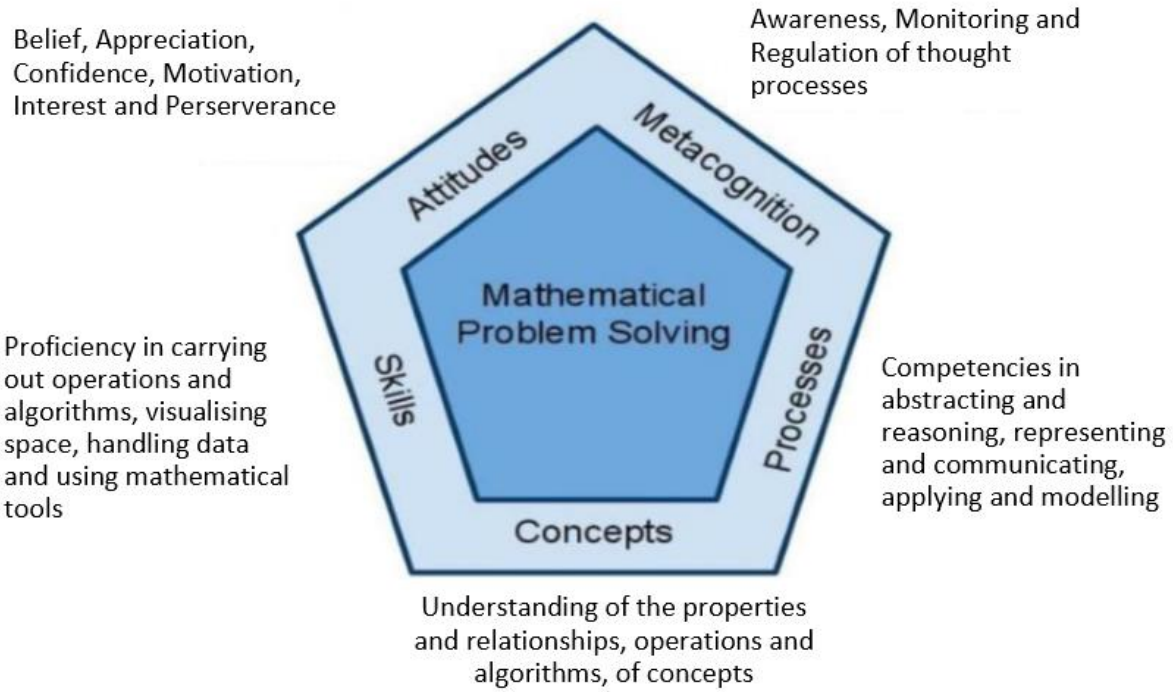
AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

The primary mathematics syllabus aims to enable all students to:

1. Acquire and apply mathematical concepts and skills
2. Develop cognitive and metacognitive skills through a mathematical approach to problem-solving.
3. Develop positive attitudes towards mathematics.

MATHEMATICS 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, from primary to tertiary. The framework stresses conceptual understanding, skills proficiency and mathematical processes, and gives due emphasis to attitudes and metacognition.



Scope Of Learning

Content Chart	Component/ Tasks
(A)Numbers to 10 000	1. Counting to 10 000 2. Place Values 3. Comparing & Ordering Numbers 4. Number Patterns
(B) Addition & Subtraction	1. Sum & Difference 2. Addition 3. Subtraction 4. Mental Addition
(C) Money	1. Making up $1, $10 or $100 2. Adding Money 3. Subtracting Money

Content Chart	Component/ Tasks
	4. Word Problems
(D) Multiplication Tables of 6, 7, 8 & 9	1. Multiplication Tables of 6 2. Multiplying & Dividing by 6 3. Multiplication Tables of 7 4. Multiplying & Dividing by 7 5. Multiplication Tables of 8 6. Multiplying & Dividing by 8 7. Multiplication Tables of 9 8. Multiplying & Dividing by 9 9. Word Problems
(E) Multiplication & Division	1. Multiplication 2. Division without Remainder 3. Division with Remainder 4. Word Problems
(F) More Word Problems	1. Addition & Subtraction 2. Four Operations
(G) Bar Graphs	1. Bar Graphs
(H) Angles	1. Concept of Angles 2. Acute Angle, Right Angle & Obtuse Angle
(I) Perpendicular & Parallel Lines	1. Perpendicular Lines 2. Drawing Perpendicular Lines 3. Parallel lines 4. Drawing Parallel lines 5. Horizontal and Vertical lines.
(J) Fractions	1. Equivalent Fractions 2. Simplifying Fractions 3. Comparing and Ordering Fractions 4. Addition and Subtraction of Fractions
(K) Length, Mass & Volume	1. Measuring length in metres & centimetres. 2. Measuring length in kilometres & metres 3. Measuring mass in kilograms and grams. 4. Measuring volume in millilitres 5. Measuring volume in litres & millilitres
(L) Area & Perimeter	1. Area in square units 2. Area in square centimetres 3. Area in square metres 4. Perimeter in centimetres 5. Perimeter in metres

Content Chart	Component/ Tasks
	6. Area & Perimeter of Squares & Rectangles
(M) Time	1. Time in seconds 2. 24-hour Clock 3. Starting Time, Finishing Time & Duration

PROGRAMMES

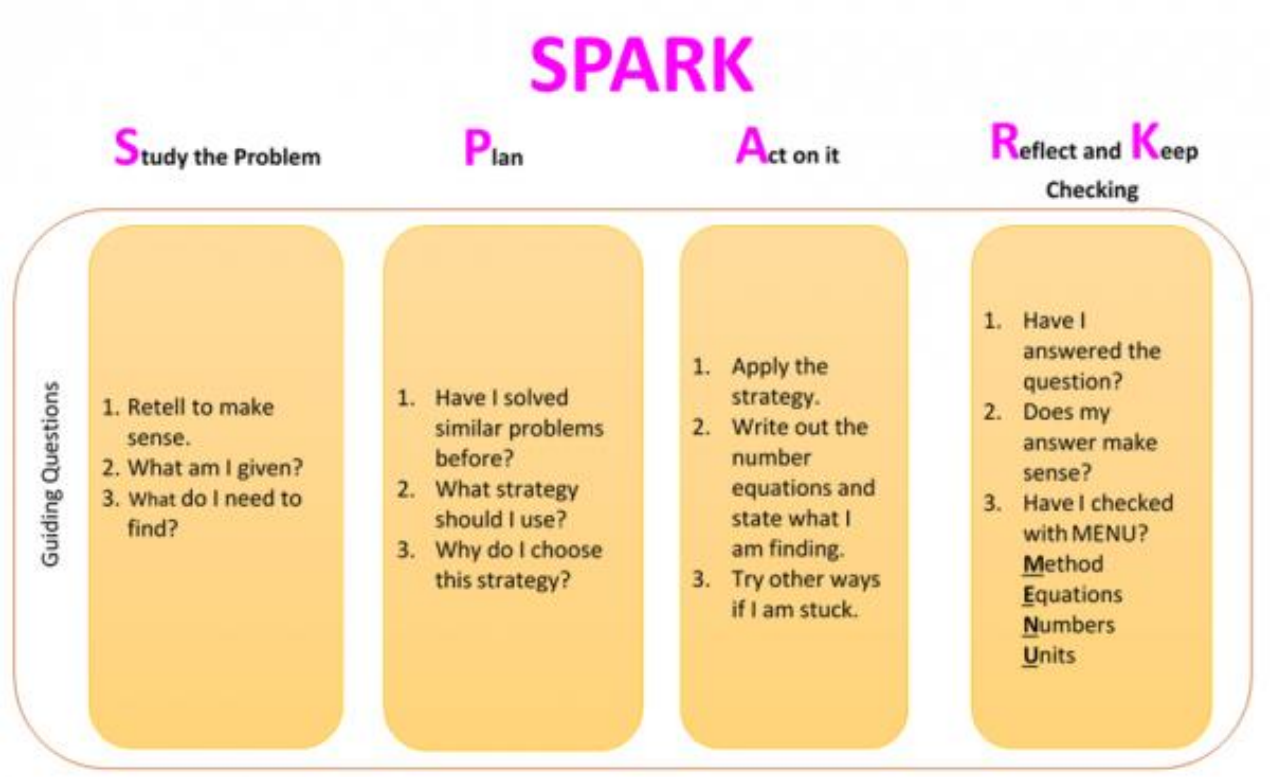
Engagement

Students are engaged in a series of learning activities to explore and learn mathematical concepts and skills. From concrete manipulatives and experiences, scaffolding is provided to help students uncover abstract mathematical concepts and deepen conceptual understanding. Students are also given opportunities to apply concepts and skills learnt to achieve mastery.

Problem-Solving

SPARK Framework

We infused Polya's steps in problem solving into our problem-solving framework – SPARK. Effective questioning is used to guide students in their thought processes to scaffold and aid problem-solving.



Heuristics Package

Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving and these strategies are cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

Mental Sums

At the foundational levels, fluency in basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.

RESOURCES USED

1. Primary Mathematics Textbooks 3A & 3B
2. Primary Mathematics Practice Books 3A & 3B
3. Topical Learning Sheets
4. Heuristics Booklet
5. Mental Sums Booklet

SCIENCE

Science Curriculum Framework

The revised Science Curriculum Framework (see Figure 1) encapsulates the thrust of Science education in Singapore to provide students with a strong foundation in Science for life, learning, citizenry, and work.

Science for Life and Society in the centre circle captures the essence of the goals of Science education.

Figure 1: The Science Curriculum Framework

Our students are diverse, with different needs, interests, and aptitudes for Science. Given the diversity of our students and the needs of our country, the twin goals of
Science education are to:

• Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives; and
• Provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work. Surrounding the centre circle are the three “IN”s — Inspire, Inquire and Innovate—which represents the vision for Science Education and encapsulates the overall experience of our students in Science education:

(a) INspired by Science. Students enjoy learning Science and are fascinated by how everyday phenomena have scientific connections and how Science helps solve many of our global challenges. They regard Science as relevant and meaningful, appreciating how Science and Technology have transformed the world, and improved our lives. Students are open to the possibility of pursuing Science-related careers as a viable profession to serve the good of society.

(b) INquire like Scientists. Students have strong fundamentals in Science and possess the spirit of scientific inquiry. They are able to engage confidently in the Practices of Science, grounded in the knowledge, issues and questions that relate to the roles played by Science in daily life, society and the environment. They can discern, weigh alternatives, and evaluate claims and

ideas critically, based on logical scientific evidence and arguments, and yet be able to suspend judgement where there is lack of evidence.

(c) INnovate using Science. Students apply Science to generate creative solutions to solve real-world problems, ranging from those affecting everyday lives to complex problems affecting humanity. It is envisaged that there will be a strong pipeline of students who can contribute towards STEM research, innovation, and enterprise.

The outer ring represents the domains that make up the strong science fundamentals: Core Ideas of Science, Practices of Science and the Values, Ethics & Attitudes in Science.

- **Core Ideas of Science**. The Core Ideas are the distilled ideas central to Science. The Core Ideas help students see the coherence and conceptual links within and across the different sub-disciplines of Science (i.e., Biology, Chemistry, and Physics). The Core Ideas also provide a framework to make visible students' progression in Science understanding across the different levels of education.

- Practices of Science. The Practices consist of three components:
  (a) Demonstrating Ways of Thinking and Doing in Science (WOTD);
  (b) Understanding the Nature of Scientific Knowledge (NOS); and
  (c) Relating Science, Technology, Society and Environment (STSE).

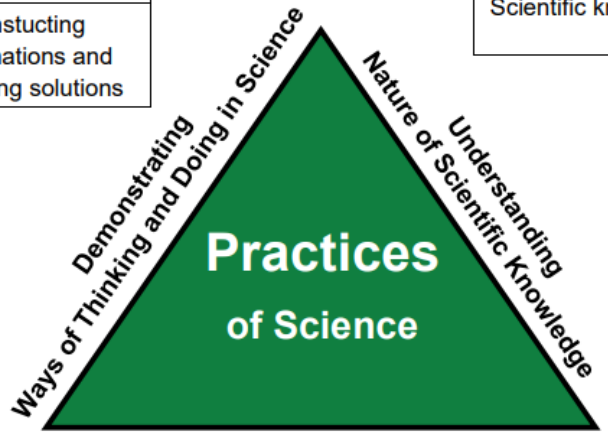
They represent the set of established procedures and processes associated with scientific inquiry, what scientific knowledge is and how it is generated and established, and how Science is applied in society respectively. The Practices serve to highlight that the discipline of Science is more than the acquisition of a body of knowledge (e.g., scientific facts, concepts, laws, and theories); it is also a way of thinking and doing. It is important to appreciate that the three components representing the cognitive, epistemic, and social aspects of the Practices are intricately related (see Figure 2).

- Values, Ethics and Attitudes in Science. Although Science uses objective methods to arrive at evidence-based conclusions, it is in fact a human enterprise conducted in particular social contexts which involves consideration of values and ethics. The intent of fostering an awareness and appreciation of values in the curriculum is to sensitise our students to the ethical implications of the application of Science in society. Thus, Science education needs to equip students with the ability to articulate their ethical stance as they participate in discussions about socioscientific issues that involve ethical dilemmas, with no single right answer.

The pair of hands represents the roles of students as inquirers , supported by teachers and partners as facilitators of the students' learning experiences. The partnership of learning and teaching goes beyond the students and teachers to include other partners who can facilitate learning in various contexts to help students appreciate the application of Science in their daily lives, society, and the environment.

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing and Evaluating Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.



Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Figure 2: The Practices of Science

Syllabus Framework

The Primary Science Syllabus comprises the Core Ideas, Practices and Values, Ethics and Attitudes.

Core Ideas

The Core Ideas in this syllabus are organised as themes, which students can relate to in their everyday experiences, and to the commonly observed phenomena in nature. The aim is to enable students to appreciate the links between different themes/topics and thus allow the integration of scientific ideas. The five themes chosen are: **Diversity**, **Cycles**, **Systems**, **Energy**, and **Interactions**. These themes encompass a core body of concepts in both the life and physical Sciences. This body of concepts has been chosen because it provides a broad-based understanding of the environment, and it will help build a foundation upon which students can rely on for further study.

Although the content of the syllabus is organised into five themes, the topics under each theme are not to be viewed as compartmentalised blocks of knowledge. In general, there are no clear boundaries between these themes. There may be topics common to different themes. Hence, a conscious effort is needed to demonstrate the relationship between themes whenever possible. To help teachers and students appreciate and understand the themes, essential takeaways and key inquiry questions are included for each theme. These essential takeaways and questions can guide teachers and engage students in uncovering the important ideas at the heart of each theme. They can also use these questions to raise more specific questions for the respective topics under each theme.

Another feature of the syllabus is the spiral approach. This is characterised by the revisiting of concepts and skills at different levels and with increasing depth. The spiral approach allows the learning of scientific concepts and skills to match students' cognitive development. It therefore helps students build upon their existing understanding of concepts and facilitates the gradual mastery of skills. The focus of each theme is given below.

Diversity

There is a great variety of living and non-living things around us. Organising this diversity of things helps us better understand the world in which we live. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help us classify them. This theme helps us appreciate the importance of maintaining diversity. The essential takeaways and key inquiry questions for "Diversity" are:

Essential Takeaways	Key Inquiry Questions
• There is a great variety of living and non-living things around us.	• What can we observe around us?
• We classify living and non-living things based on their similarities and differences.	• How can we classify the great variety of living and non-living things?
• Maintaining the diversity of living and non-living things is important for survival.	• Why is it important to maintain diversity?

Cycles

There are cycles or repeated patterns of change in nature. Understanding cycles, such as life cycles and the water cycle, helps us predict events and processes and to appreciate the Earth as a self-sustaining system that supports life. The essential takeaways and key inquiry questions for “Cycles” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• There are repeated patterns of change around us. • Understanding cycles helps us to make predictions about events and processes around us.	• What makes a cycle? • How does a cycle help us predict events and processes? • Why are cycles important to life?

Systems

A system is a whole consisting of parts that work together to perform function(s). There are systems in nature such as plant and human systems; as well as man-made systems such as electrical systems. Understanding these systems allows us to appreciate how parts influence and work together to perform function(s). The essential takeaways and key inquiry questions for “Systems” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• A system is made of different parts. Each part has its own unique function. • Different parts of a system influence and work together to perform function(s).	• What is a system? • How do different parts / systems work together to perform function(s)? • Why is it important to understand how parts/ systems work together?

Interactions

Interactions are the actions between and within living and non-living systems in the environment. Understanding these interactions helps us see relationships between the factors/variables in the environment. We can also appreciate the consequences of our actions and play our part in conservation. The essential takeaways and key inquiry questions for “Interactions” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• There are interactions among us, living and non-living things in the environment.	• What are the types of interactions around us?

• Interactions within the environment can have positive or negative impacts. • Conservation is important to ensure continuity of life and availability of resources.	• How do interactions affect the environment and us? • Why is it important for us to conserve the environment?

Energy

Energy is required for things to work in everyday life. We use various forms of energy for many different purposes. All living things obtain energy and use it to carry out life processes. Understanding this theme allows us to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways and key inquiry questions for "Energy" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• Energy is required for things to work. • There are various forms of energy and they can be converted from one form to another. • Some sources of energy can be depleted and we play an important role in energy conservation.	• What are the different forms of energy around us? • How is energy used in everyday life? • Why is it important to conserve energy?

<u>Practices</u>

Teachers are encouraged to engage students in the Practices of Science and help them understand how scientific knowledge is developed through inquiry. One of the components of Practices of Science is the Ways of Thinking and Doing. It supports students in learning Science as inquirers and involves various skills and processes. For example, the skill of generating possibilities can be used when students are engaged in posing questions and defining problem or when they are constructing explanations and designing solutions.

There is no one definite sequence of priority among the Ways of Thinking and Doing. For instance, posing questions and defining problems may arise when one is analysing and interpreting data or conducting investigations.

Table 1 below describes each Way of Thinking and Doing and its progression for students by the end of Primary 4 and Primary 6. The progression provides a coherent and systematic development of skills and processes across levels.

Ways of thinking and doing		**By the end of P4, students should be able to:**	**By the end of P6, students should be able to:**
Posing questions and defining problems	This involves asking questions to make sense of the world (students	• Ask questions out of curiosity or to deepen understanding. • Ask questions which can be investigated.	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
	themselves and the environment) around them.		
Designing investigations	This involves formulating questions or hypotheses and designing fair tests to find out answers to the questions or to verify the hypotheses.	• Recognise a fair test (changed/ unchanged variables).	• Design a fair test (changed/ unchanged variables).
Conducting investigations and testing solutions	This involves conducting investigations to gather data through making observations using our senses or instruments. This also involves knowing the functions and limitations of various apparatus, developing the ability to select and handle them appropriately for various tasks.	• Use senses, apparatus, and equipment to gather data. • Investigate to find out answers to questions (guided investigations). • Record and/or compare observations/ data with suggested scaffolding.	• Use and select appropriate apparatus and equipment to gather data. • Investigate to find out answers to questions (guided and open investigations). • Record and/or compare observations/ data using a variety of forms e.g., notes, drawings, and charts.
Analysing and interpreting data	This involves identifying and explaining the parts of objects, information (presented in different forms), as well as the patterns and relationships between these parts.	• Simple analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings.	• Analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings.
Communicating, evaluating and defending ideas with evidence	This involves receiving and presenting information and ideas in various forms. This also involves assessing the reasonableness,	• Communicate (e.g., written, verbal, pictorial, tabular or graphical) clear explanation and reasoning. • Seek clarification to deepen understanding.	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
	accuracy and quality of information and ideas.		
Making informed decisions and taking responsible actions	This involves establishing and applying criteria to select from among seemingly equal alternatives. The process of establishing criteria involves consideration of the consequences and values.	• State or select options based on appropriate criteria with reasons.	
Using and developing models	This involves using multiple representations to describe, explain and predict phenomena.	• Use multiple representations (e.g., pictures, charts, diagrams, tables, graphs) to explain concepts, describe and predict phenomena.	
Constructing explanations and designing solutions	This involves generating ideas and justifying them to remedy or alter a problem situation.	• Construct possible explanations and generate ideas.	

Table 1: Ways of Thinking and Doing

<u>Values, Ethics and Attitudes</u>

In learning Science, the adoption of certain mental attitudes such as Curiosity, Creativity, Integrity, Objectivity, Open-mindedness, Resilience, Responsibility and Healthy Scepticism is advocated.

- Curiosity
  Desiring to explore the environment and question what is found.

- Creativity
  Seeking innovative and relevant ways to solve problems.

- Integrity
  Handling and communicating data and information with honesty.

- Objectivity
  Seeking data and information to validate observations and explanations without bias.

- Open-mindedness

Accepting all knowledge as tentative and suspending judgement. Tolerance for ambiguity. Willingness to change views if the evidence is convincing.

- Resilience
  Not giving up on the pursuit for answers/ solutions. Willingness to take risks and embrace failure as part of the learning process.

- Responsibility
  Showing care and concern for living things and awareness of our responsibility for the quality of the environment.

- Healthy Scepticism
  Questioning the observations, methods, processes, and data, as well as trying to review one's own ideas.

SCOPE OF LEARNING

The focus for P3 is given below.

Term	Theme	Topic	Core Ideas

1	Diversity	Diversity Of Living and Non-living Things	• Describe the characteristics of living things.
			  • Need water, food and air to survive.
			  • Grow, respond and reproduce

		Plants	• Recognise some broad groups of living things based on similarities and differences. • Plants (flowering, non-flowering)
		Animals	• Recognise some broad groups of living things based on similarities and differences. • Animals (amphibians, birds, fish, Insects, mammals, reptiles)

2	Diversity	Fungi and Bacteria	• Recognise some broad groups of living things based on similarities and differences.
			  • Fungi (mould, mushroom, yeast)
			  • Bacteria

2		Diversity of Materials	• Relate the use of various types of materials (wood, metal, ceramic, rubber, glass, plastic, fabric) to their physical properties.
			• Compare physical properties of materials.
			  • Strength
			  • Flexibility
			  • Ability to float/sink in water
			  • Waterproof
			  • Transparency

3	Cycles	Cycles in Plants and Animals	• Show an understanding that different living things have different life cycles.
			  • Plants
			  • Animals

Term	Theme	Topic	Core Ideas

3 & 4	Interactions	Interaction of Forces (Magnets)	• Recognise that a magnet can exert a push or a pull.
			• Identify the characteristics of magnets.
			  • Magnets can be made of iron or steel.
			  • Magnets attract magnetic materials.
			  • Magnets have two poles. A freely suspended bar magnet comes to rest pointing in a North-South direction.
			  • Unlike poles attract and like poles repel.
			• Recognise uses of magnets in everyday objects.

RESOURCES USED

1. My Pals are Here! Science 3 & 4 Diversity Text Book & Work Book
2. My Pals are Here! Science 3 & 4 Cycles Text Book & Work Book
3. My Pals are Here! Science 3 & 4 Interactions Text Book & Work Book
4. Topical Worksheets
5. I do-We do-You do (IWY*) Packages for the following topics:
    - Diversity of Living and Non-living Things
    - Diversity of Materials
    - Cycles in Plants and Animals
    - Interaction of Forces (Magnets)

**IWY packages are designed to help students answer the open-ended questions using the C^3 (Concept, Connection, Conclusion) answering technique through parallel questions.*

PROGRAMMES

Experiential learning catered across the level through learning packages and activities to promote self-directed learning and cultivate a passion for Science through inquiry includes:

- Every Child a Seed
  P3 students will participate in a mass planting activity in the school hall using the NParks planting kit provided. After the planting activity, the students will bring their plant kits home, observe and chart the growth of their plants. Science teachers will monitor and get the students to bring their plants to school for class discussions and reflection sessions during Science lessons.

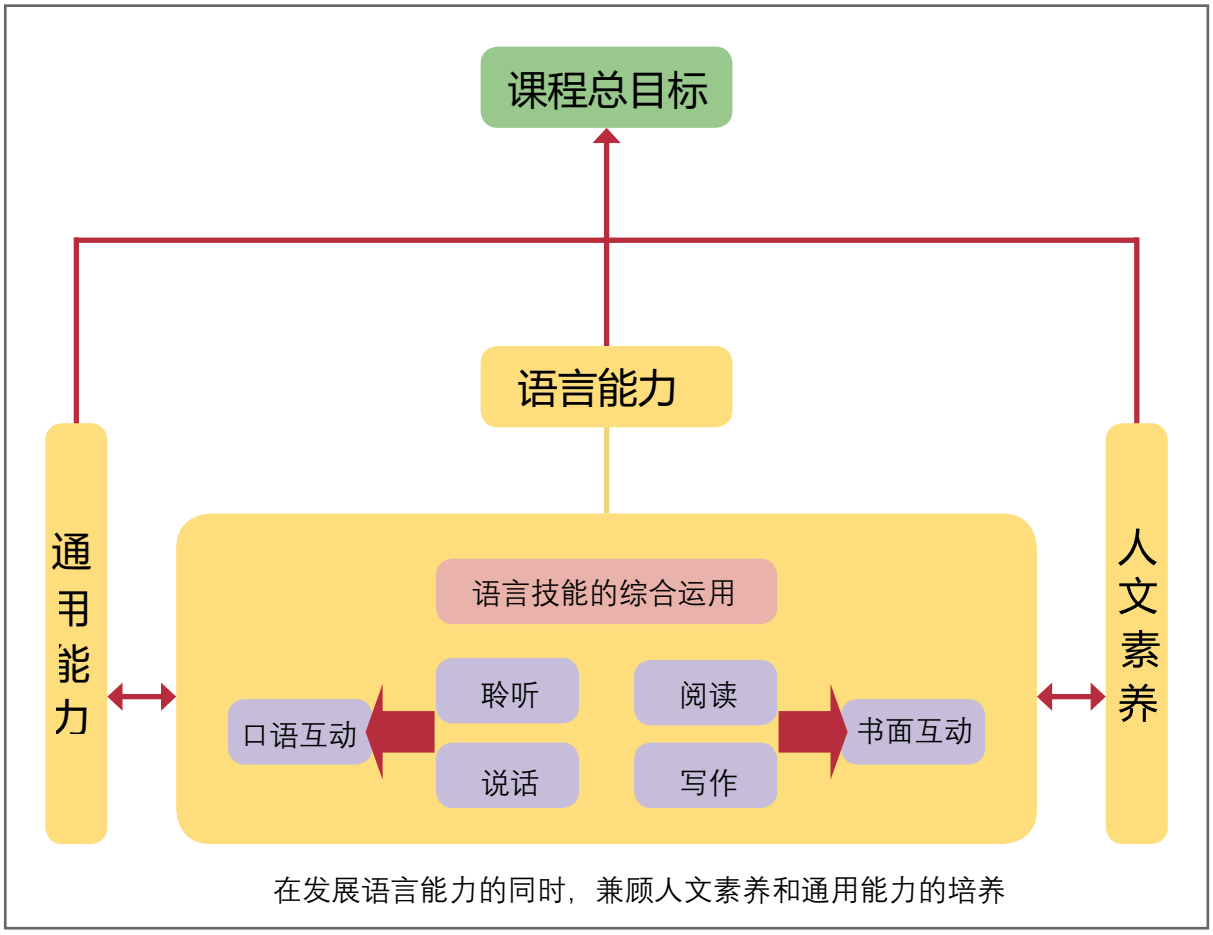
  Through this activity, we instil a sense of care and responsibility in our students towards growing a plant and charting its growth. They will also learn to be resilient should they face any setbacks when their plants are not able to grow well.

- Learning Science through Student Learning Space (SLS)
  With the SLS, students will be able to learn Science better through the use of technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers. Teachers will also be able to use the SLS to complement their classroom teaching, further enriching students' learning experience.

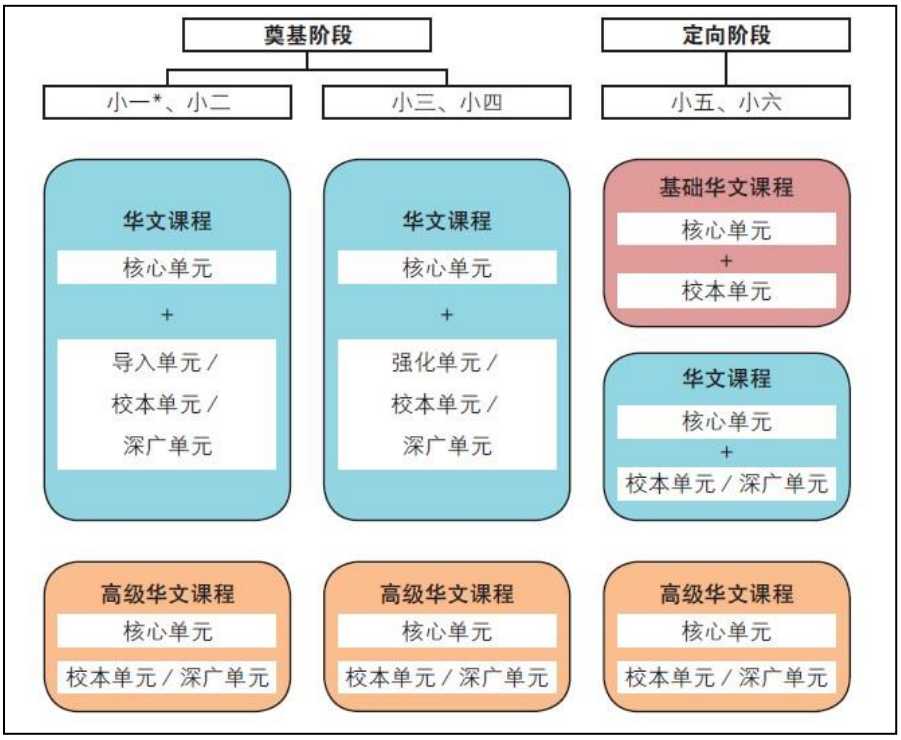
小学华文课程的总目标

1) 培养语言能力
2) 培养人文素养
3) 培养通用能力

课程目标图示如下：



课程架构



- 小学各课程采用单元模式，以照顾学生家庭语言背景的不同和学生能力的差异，使华文教学更具灵活性。
- 修读华文课程的学生都必须学习核心单元。
- 需要额外帮助的学生将学习导入单元；能力较强的学生将学习深广单元。
- 导入单元的教学会安排在核心单元教学之前；深广单元的教学则在核心单元教学之后。
- 学校在开学时就会为三年级的学生进行单元分班（导入、核心或深广班）。教师将通过以下几方面来评估：
  - 学生的课堂表现
  - 学生的学习态度
  - 学生的学习成绩

单元模式的主旨不在于将学生分流， 而是为了让不同能力的学生能以最适合他学习的进度来学习华文。

教材特点

- 听说、读写分流并进
- 围绕六大范畴，按照主题组织教学内容
- 系统地培养语言知识与技能
- 重视资源开发，综合的教学配套

课堂教学	
纸本教材	课本、活动本、习字本、校本配套
数码资源	SLS 平台、易知识平台

课本体例

班级阅读与批判性思维发展计划（第一至第四学段）

通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。
阅读短篇故事，配合《和书一起飞》里的提问，激发学生培养和发挥批判性思维。

母语双周活动（第三学段）

为了让学生有多点机会接触母语和认识华族的传统文化，学校安排各级学生参与并体验不同主题的文化活动。

三年级文化营（第二学段）

通过这特别为三年级学生举办的活动，让学生认识华族文化。

评价

评价的形式多元，除了考查学生的学习成果，老师们也会对学生在不同方面的学习能力、兴趣和需要进行更全面的了解。

全面性评价

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，在“德、智、体、群、美”五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

MALAY LANGUAGE

MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Matlamat pendidikan Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. berkomunikasi secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang budaya, tradisi, sastera dan sejarah; dan
3. berhubung dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.

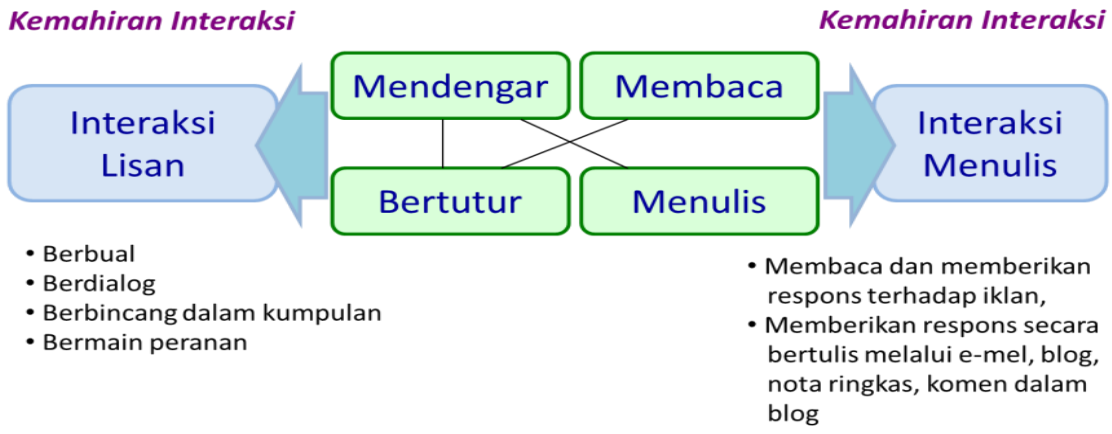
OBJEKTIF KURIKULUM BAHASA MELAYU

Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:

- mendengar dan memahami pengucapan dengan teliti;
- bertutur dengan petah menggunakan sebutan baku dan intonasi yang betul;
- membaca pelbagai bahan bercetak dan bahan media elektronik dan memberikan respons yang sesuai;
- menulis pelbagai jenis teks berdasarkan pelbagai tajuk yang sesuai;
- berinteraksi secara lisan dengan menggunakan sebutan baku;
- berinteraksi secara bertulis mengenai pelbagai tajuk yang sesuai;
- berfikir secara kreatif, kritis dan kritikal untuk mereka cipta, menyelesaikan masalah dan membuat keputusan melalui penggunaan bahasa;
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu dan kaum-kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugasan bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merangkumi kemahiran mendengar, membaca, bertutur, menulis interaksi lisan dan interaksi penulisan, seperti yang tertera dalam rajah di bawah ini.



Model Kemahiran Teras Bahasa

PROGRAM DAN AKTIVITI PEMBELAJARAN

Program dan aktiviti pembelajaran Bahasa Melayu di sekolah ini disesuaikan dari segi pendekatan, kaedah, isi kandungan serta bahan pengajaran mengikut keperluan, keupayaan dan gaya belajar setiap murid. Pembelajaran berpusatkan murid ini dapat meningkatkan pelibatan koperatif dan kolaboratif di dalam dan di luar bilik darjah. Selain itu, murid juga melibatkan diri secara aktif dalam pembelajaran untuk meningkatkan kemahiran berfikir kerana mereka diberi peluang untuk menyoal, menghasilkan idea dan mengemukakan serta berkongsi pendapat serta menyampaikan hasil perbincangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Mendengar	Kefahaman Mendengar • Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	Bacaan Lantang • Murid membaca pelbagai jenis teks dengan sebutan baku, intonasi, jeda dan kelancaran yang betul serta memahami bahan yang dibaca. Mereka juga diberi peluang untuk menilai bacaan mereka secara kendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengecam kekuatan atau kelemahan mereka. Kefahaman Membaca • Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai. Baca Ria • Untuk memupuk minat membaca, masa selama lebih kurang 10 minit setiap hari diperuntukkan untuk murid membaca buku cerita atau bahan bacaan lain dalam Bahasa Melayu. Kemudian, murid merekodkan buku yang telah mereka baca dalam rekod bacaan mereka. 'CAPtivate' • Dalam Penggal 1 dan 2, murid membaca kompilasi cerita yang terdapat dalam Buku CAPtivate. Aktiviti susulan yang menarik akan dijalankan untuk mengasah kemahiran berfikir murid.
Bertutur	Bertutur • Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	Menulis! • Murid menulis karangan untuk menjadikan sebuah cerita berdasarkan rangsangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Interaksi Penulisan	Interaksi Penulisan! • Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.
Interaksi Lisan	Pembelajaran Kolaboratif Lisan! • Murid akan melakukan tugasan secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Budaya	Minggu Dwibahasa Ibunda • Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz dan bengkel untuk membolehkan murid menggunakan Bahasa Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan. Perkhemahan Budaya • Dalam Penggal 3, murid akan mengikuti bengkel-bengkel yang akan memperkenalkan serta meningkatkan pemahaman murid tentang budaya Melayu. Di samping itu, murid juga diharapkan dapat menggunakan Bahasa Melayu di luar bilik darjah dan dalam suasana yang autentik.

SISTEM BAHASA

Berikut adalah aspek tatabahasa yang akan dipelajari:

1. Tatabahasa

• Kata Tunggal • Kata Terbitan • Kata Ganda Penuh, Separa • Kata Majmuk • Kata Berimbuhan (meN-, beR-, teR-, peN-, di-, se-, pe-, ke-, -an, -kan, meN-…-kan, di-…-kan, beR-…-kan, beR-…-an , ke-…an, peN-…an, pe-…-an) • Kata Nama	• Kata Kerja • Kata Adjektif • Kata Tugas • Frasa • Pola Ayat • Bentuk Ayat • Susunan Ayat • Ragam Ayat • Jenis Ayat

2. Kosa Kata
   - berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

3. Penjodoh Bilangan

4. Tanda Baca
   - tanda noktah (.) , koma (,) , soal (?), sempang (-), seru (!)

5. Kata Seerti, Kata Berlawan, Kata Kumpulan

6. Bandingan semacam

7. Peribahasa

Senarai Peribahasa Darjah 3 dan 4

No	Peribahasa	Maksud
1	ambil berat	• memberikan perhatian
2	anak angkat	• anak yang diambil dan dijadikan anak sendiri
3	anak emas	• orang yang sangat disayangi
4	bawa nasib	• mencari penghidupan di tempat lain
5	berat sebelah	• tidak adil
6	besar hati	• bangga atau gembira
7	buah tangan	• barang yang dibawa sebagai hadiah
8	buruk siku	• mengambil semula sesuatu yang pernah diberikan kepada seseorang
9	cakar ayam	• tulisan yang buruk dan sukar dibaca
10	campur tangan	• melibatkan diri dalam hal orang lain
11	cari jalan	• berusaha untuk mencapai sesuatu perkara
12	fasih lidah	• lancar berbicara dan betul sebutannya
13	hidung tinggi	• sombong
14	jalan tengah	• tidak berat sebelah atau tidak memihak kepada sesiapa
15	kaki ayam	• tidak memakai alas kaki atau kasut
16	kaki bangku	• tidak pandai bermain bola
17	kecil hati	• tersinggung
18	keras kepala	• degil
19	lepas tangan	• tidak masuk campur dalam sesuatu hal
20	lurus akal	• jujur
21	manis mulut	• bercakap dengan lemah lembut
22	mati akal	• tidak tahu apa yang hendak dilakukan
23	muka tembok	• tidak tahu malu
24	murah hati	• suka memberikan bantuan
25	rendah hati	• tidak sombong
26	ringan mulut	• peramah / mudah menyatakan pendapat
27	ringan tulang	• rajin bekerja
28	tajam akal	• cepat menerima pelajaran
29	tanda mata	• hadiah yang diberikan sebagai kenang-kenangan
30	otak udang	• bodoh

BAHAN PEMBELAJARAN

1. Buku Teks CEKAP 3A & 3B
2. Buku Aktiviti CEKAP 3A & 3B
3. Buku Kecil (4 siri) 3A & 3B
4. Lembaran Kerja Darjah 3
5. Buku ‘CAPtivate’
6. Ruang Belajar Pelajar (SLS)

PHYSICAL EDUCATION

AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS

The purpose of physical education is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.

PE AND SPORTS DEVELOPMENT FRAMEWORK

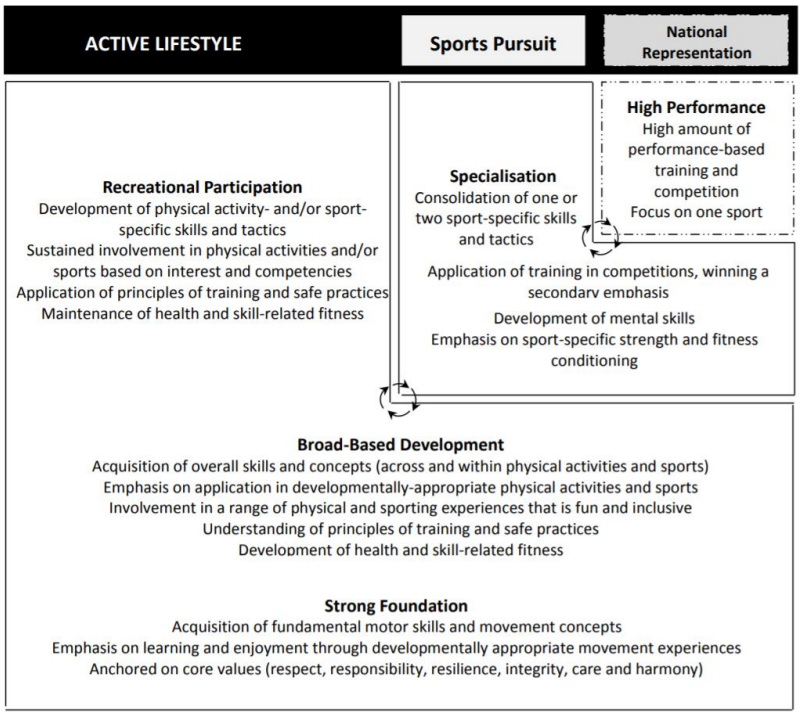


**Figure: MOE PE Syllabus (2014)*

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be it for recreation, personal challenge and achievement or national honours. A strong foundation anchored on fundamental motor skills and core values forms the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad-based physical competencies which provide opportunities for exploration of interest. From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

GOALS OF PE

The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.

PE seeks to develop in each student the ability to:

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

Goal 4: Display positive personal and social behaviour across different experiences.

Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.

Goal 6: Enjoy and value the benefits of living a physically active and healthy life.

SCOPE OF LEARNING

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

ASSESSMENT

Physical Education Primary 3 Assessment Plan 2023

Topics	Term 1	Term 2	Term 3	Term 4
1. Gymnastics **2. Games and Sports** **3. Dance** **4. PE Conduct**	Dance (Week 9) Students will be able to perform a set of pre-designed movement to the music "In Appreciation"	Gymnastics (Week 9) Students will be able to individually perform a gymnastic routine that includes one roll and one balance.	Games and Sports (Week 9) Students will be able to perform an overhead throw with a small ball using their dominant hand to a large target 3m away.	PE Conduct (Week 2) Students will be assessed in 4 areas, namely Sportsmanship, Teamwork, Safety and Personal Hygiene

ART EDUCATION

AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:

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

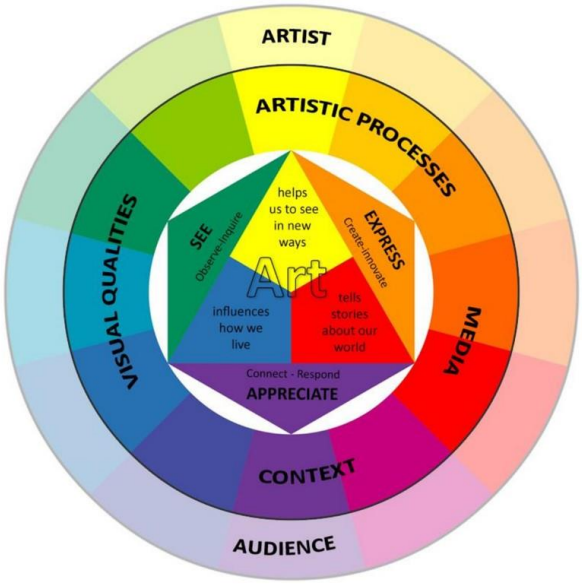


Figure: Primary Art Syllabus Framework 2018

ART SYLLABUS FRAMEWORK

The art syllabus framework is presented in the form of a colour wheel. It shows the dynamic relationship between the various key features of the syllabus as an integrated concept for the learning of art to be holistic and enduring.

The three key ideas at the heart of the framework form the enduring understandings that provide focus for the teaching and learning of art. The key 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. Our 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.

SCOPE OF LEARNING ART

The learning outcomes of our school's art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of *See*, *Express* and *Appreciate*. The three behavioural domains of *seeing, expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

The school's art curriculum includes well-designed learning experiences to provide engaging and meaningful ways for students to encounter learning content through two areas:

- *Core Learning Experiences* and
- *Dynamic Learning Experiences*.

For Core Learning Experiences, students will experience drawing as a tool to develop their language, cognitive and executive function. In Primary 4 museum learning experience provides students with authentic context for the learning of local art as part of students' understanding of Singapore's history and heritage. Art exhibitions experience deepen students' understanding of the aesthetics and is an important part of their artistic learning cycle. For Dynamic Learning Experiences, the school extend students' experiences through engagement in community art and competitions.

Table 1: Domain and Key Competencies

See	Express	Appreciate
In *Seeing* art, our students observe their surroundings & respond to what they see by asking questions & creating artworks. This heightens students' sensory awareness, arouses curiosity & encourages imagination & generation of ideas.	In *Expressing* art, our students generate ideas from what they see & explore ways to communicate their ideas, feelings & experiences. Students communicate through the various art forms & media as well as orally & in written text. This cultivates students' spirit of innovation & experimentation.	In *Appreciating* art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. They understand why & how artworks are made & value art in their lives & society. This heightens students' aesthetics & cultural awareness & raises the value of art among them.

PROGRAMMES

The schools' art programmes for Primary 3 focus on the following areas:

Table 2: Focus Areas In Art Learning in Primary 3, 2023

	Term 1	Term 2	Term 3	Term 4
Topic	**Topic: Van Gogh**	**Topic: Kandinsky**	**Topic: Monet's Garden**	**Topic: Drawing**
Learning Objectives *Students will be able to:*	• Observe the brushstrokes & how they are created • Oil pastels can create different texture & patterns Compare & contrast with Impressionist	• Recap of the different lines & shapes taught previously • Recap of abstract art but created in another form (paper cut-out & action painting)	• Understand the unique shapes of fruits/ veg & they can be combined to create portrait • Compare & contrast portrait taught in P1	• Characteristics of pop art & how they are being used in comic • Usage of visual information to get idea/ messages across to viewers

	Term 1	Term 2	Term 3	Term 4
		• Music can create mood & influence art		•

RESOURCES USED

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Artrage)
- National Gallery Art Reference
- Thinking Routines Charts
- Singapore Teachers' Academy for the Arts (STAR) Resources
- Reflection Checklist
- Assessment Rubrics
- Art Books (Reference)
- Student Development Curriculum Division (MOE) Resources

ASSESSMENT

Table 3: Art Education Primary 3 Assessment Plan 2023

Term 1	Term 2	Term 3	Term 4
Topic: Van Gogh	**Topic: Kandinsky**	**Topic: Monet's Garden**	**Topic: Drawing**
Using the oil pastel techniques taught to re-create the façade of the school building	Create abstract artwork using shapes, lines & patterns Combine art & music to create their own abstract art piece Create concentric shapes art piece	Explore food of different shapes & how they can be used to create their own portrait Use food creatively to reflect their food preference in their artwork	Create their own comic about an incident that happened in school with their buddy Using minimal words to creatively use images to tell their story

MUSIC EDUCATION

AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing.**
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts.

Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives.

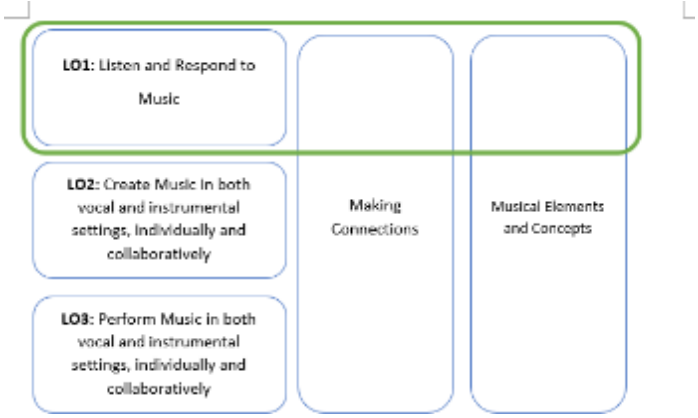
Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural, and historical awareness.

SCOPE OF LEARNING

To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

LO1: Listen and Respond to Music
LO2: Create Music in both vocal and instrumental settings, individually and collaboratively
LO3: Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively sing and play instruments.

Students also acquire a set of Knowledge, Skills, and Values (KSVs) in listening, creating and performing with the corresponding musical elements and concepts as well as musical cultures described under "Making Connections". The figure below illustrates how the different KSVs can be acquired in an integrated way at each stage.



The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

On the other hand, the KSVs for **"Making Connections"** highlight the connections students can make when they listen, create and perform music in and from a variety of contexts. This includes providing students with authentic musical tasks and raising their awareness of how social, cultural and historical contexts have shaped music, as well as the music and musicians from various genres, traditions and styles in our communities. The use of core and dynamic repertoire from our local cultures and inclusion of authentic learning opportunities outside the classroom are important ways for "Making Connections".

Below are the general skills and knowledge to be acquired for Music in Stage 2 (Primary 3):

1. Listening & Responding to Music
a. Imitating rhythmic & melodic patterns using voice & body percussion.
b. Responding to elements of music & moods in a variety of ways.
c. Describing sound produced by instrument from ethnic music cultures in Singapore & Western Orchestra & how they are played.
d. Describing how elements of music are used for different purposes in the music they listen to, create & perform.
2. Creating Music
a. Improvising with voice & instruments, pentatonic melodic & rhythmic responses of at least 1 bar or equivalent.
b. Creating & performing 2-part rhythmic phrases of at least 2 bars or equivalent.
c. Creating with voice & instrument melodic phrases of at least 2 bars or equivalent based on the C-pentatonic scale.
d. Using graphic or standard notation & technology to record music ideas.
3. Performing Music
a. Singing a variety of 2-part canon songs as an ensemble.
b. Reading & singing scores in solfege in pentatonic scale.
c. Playing rhythmic & melodic patterns on pitched & non-pitched instruments.
d. Playing melodic instrument to the basic proficiency appropriate for the instrument.

PROGRAMMES

In their musical journey at UPS, students are given opportunities to perform and showcase what they learn in class. Below are some of the programmes the students experience throughout the year.

Classroom-Based

- Singing of songs from local and global cultures [T1-T4]
- Playing pitched and non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

Level-Based

- P3 Recorder performance during school events [T3] - to encourage appreciation of music played by peers.
- Learning of Ukulele for targeted students [T1] – to provide opportunities to selected students to learn & master ukulele.

School-Based

- National Day Singing [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert
- Teachers' Day & Unity's Got Talent [T3] - to encourage appreciation for teachers & showcase individual talent as well as communal singing during the concert.
- Children's Day [T3] – to encourage joy of learning and living through mass singing of Semogia Bahagia (May You Achieve Happiness) at the end of the concert.

ASSESSMENT

Assessment is an integral part of the teaching and learning process and helps our students become self-directed learners. It enables the teachers to monitor students' progress and to give feedback to students regularly throughout the year based on the musical activities done inside the classroom.

As a holistic part of music education, students will be exposed to the musical skills of **Listening and Responding, Creating, and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

Music Primary 3 Assessment Plan 2023

Term 1 (25%)	Term 2 (25%)	Term 3 (25%)	Term 4 (25%)
Weighted Assessment 1	**Weighted Assessment 2**	**Weighted Assessment 3**	**Weighted Assessment 4**
(Wk 7)	**(Wk 8)**	**(Wk 8)**	**(Wk 6)**
Topic	**Topic**	**Topic**	**Topic**
Understand musical elements and concepts **(LO3)** – Identify the letter names of pitches and be able to clap given rhythmic pattern.	Listen and Respond to Music **(LO1)** – Imitate rhythmic and melodic patterns of increasing complexity using recorder.	Create Music **(LO2)** – Improvise with recorder pentatonic melody as response to a melodic phrase (call and response).	Perform Music **(LO3)**– perform, individually, a song using the recorder, showing basic proficiency appropriate for the instrument.

RESOURCES USED

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR).

CHARACTER AND CITIZENSHIP EDUCATION

AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

Character and Citizenship Education (CCE) aims to inculcate values and build competencies in our students to develop them into good individuals and useful citizens. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

LO1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
LO2: Act with integrity and make responsible decisions that uphold moral principles
LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
LO4: Be resilient and have the ability to turn challenges into opportunities
LO5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
LO6: Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony
LO7: Care for others and contribute actively to the progress of our community and nation
LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

SCOPE OF LEARNING

The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

1. CCE lessons

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world

2. Form Teacher Guidance Period (FTGP)

The central idea and purpose behind FTGP is to provide protected time within the curriculum:

- to provide quality interaction time between form/co-form teachers and students
- for form/co-form teachers to build positive relationships with their students, and
- to equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Explicit teaching of social and emotional competencies
- Lessons on leadership competencies guided by Kouzes' The Leadership Challenge
- Lessons on Cyber Wellness and Education and Career Guidance
- Game and play-based activities between form/co-form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form/co-form teacher and students

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

3. School-based CCE Programme

This includes activities that complement CCE lessons, and could include assembly programme, values education talks and commemoration of National Education (NE) events and major festive celebrations.

4. CCE Guidance Module

The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

5. Values-in-action (VIA)

This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Through VIA, our students are encouraged to identify & understand community issues, initiate action among their peers to make a difference & improve the lives of others. Throughout the process, students reflect on what they have learnt & how they can continue to make a difference to others.

In UPS, caring for the school environment and school clean-up activities would constitute VIA for the P3 & P4 students.

6. Education and Career Guidance (ECG)

Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, social emotional competencies and qualities of proactivity, adaptability and resilience are developed to prepare students for the 21st Century.

The purpose of ECG is to:

- nurture student's self-awareness, self-directedness and life skills for continuous learning and training; (Skills)
- enable students to explore viable education and career options through the provision of accurate and comprehensive information; (Knowledge)
- inculcate an appreciation for the value of all occupations and how they contribute to the well-functioning of society; (Mindsets)
- equip students with skills and means to positively engage their parents and other career influencers (Engaging the community).

ECG has different emphasis at different levels:

Primary School Emphasis: Awareness

Awareness of interests, abilities and career aspirations

1. Relation of self to others and work
2. Initial preferences in occupational roles assumed in play

Secondary School Emphasis: Exploration

Exploring the world of work

1. Awareness of relevant courses of study and educational pathways
2. Awareness of skills, interests and values

Upper/Post-Secondary Emphasis: Planning
Clarification of career self-concept
1. Developing skills in gathering information
2. Development of decision-making skills

At the primary school level, ECG lessons for Primary 3 to Primary 6 levels have been incorporated into the FTGP package and will be delivered during FTGP.

RESOURCES USED

1. CCE Textbooks and Journals
2. FTGP Journals
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

ASSESSMENT

School Values

School Values	Desired Behaviours	Level	Practices
Respect	• Treats others with dignity & courtesy.	All	• Greets teachers & peers. • Works & plays with friends of different races.
		P3 onwards	• Helps others in need. • Seeks permission before taking/ using someone else's belongings.
	• Obeys school rules and class rules.	All	• Follows school & class rules.
Resilience	• To question, explore & experiment.	All	• Asks questions to clarify. • Strives to improve in learning from self or others.
		P3 onwards	• Expresses opinions & makes suggestions. • Participates actively in class discussions.
		P5 onwards	• Is engaged in learning & strives for highest standards. • Exhibits initiative to come up with ideas & suggestions for school improvement.
	• To be persistent & not give up easily.	All	• Perseveres in the face of defeat or obstacles.
Responsibility	• Follows up on one's words & promises.	All	• Keeps up with the deadlines of all schoolwork.
		P3 onwards	• Manages own emotions & acts in a considerate manner.

School Values	Desired Behaviours	Level	Practices
	• Does things to the best of one's ability.	All	• Is punctual for class & school activities.
		P3 onwards	• Participates actively in class or school improvement projects.
		P5 onwards	• Is aware that choices have consequences & is accountable for decisions made.
Integrity	• Is honest & sincere in both words & actions.	All	• Is sincere & honest in words & actions.
		P3 onwards	• Completes work on his/her own.
	• Does the right thing even when it is a difficult thing to do.	All	• Returns items that do not belong to them.
		P5 onwards	• Stands up for what is right.
Care	• Shows care for self, others & the environment.	All	• Takes care of own grooming & attire.
		P3 onwards	• Takes care of personal space & cleanliness. • Shows care for school & public property.
		P5 onwards	• Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.
	• Values self and others.	All	• Shows acts of kindness to peers & community.
		P3 onwards	• Is sensitive to the feelings of others.
		P5 onwards	• Reflects on impact of own actions on others.
Harmony	• Contributes to the group one belongs to.	All	• Is a good team player.
		P3 onwards	• Volunteers to render help to others.
		P5 onwards	• Leads peers in their actions.
	• Shows inclusivity with peers.	All	• Gets along well with friends from different races and cultures. • Respects others' point of view.
		P3 onwards	• Appreciates the diversity of Singapore.

SOCIAL STUDIES

AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an **informed** citizen, the student would:

- understand his/her own identity vis-à -vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a **concerned** citizen, the student would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a **participative** citizen, the student would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.

SCOPE OF LEARNING

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

Cluster of study		Inquiry focus
Cluster 1: Discovering self and Immediate Environment		
Primary 1	Knowing Myself, Others & My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
Cluster 2: Understanding Singapore in the Past and Present		
Primary 3	Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
Primary 4	Valuing our Past	How is life in Singapore today shaped by what happened in the past?
Cluster 3: Appreciating the World and Region We Live In		
Primary 5	Part 1: Understanding Singapore's Development as a Nation Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	How has Singapore developed as a nation since its independence? What makes up Southeast Asia and how are the countries interconnected?
Primary 6	Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

At Primary 3, students will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Students will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, students will come to appreciate Singapore, the country they live in.

RESOURCES USED

1. Social Studies Big Books
2. Social Studies: Inquiring Into Our World Activity Book 3
3. NE Passports

ASSESSMENT

SS is a non-examinable subject but assessment is important to help monitor students' progress in their learning. Primary 3 students will be assessed based on the performance tasks in the NE passport, reflections after NE events and their participation level in class. The SS activity book will also provide teachers with information on the progress of student's learning throughout the year. A grade of A, B or C will be awarded accordingly at the end of the year.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

AIM OF ICT EDUCATION IN SCHOOLS

The aim of ICT education in schools is to equip students with the skills to navigate, curate, collaborate and connect in the digital world. At the end of their P6 education in UPS, it is our goal that our students would have acquired a set of Baseline ICT skills and knowledge as listed below:

1. Operate computers and applications in an ICT-enabled learning environment.
2. Create short documents using MS Word.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using MS PPT.
5. Perform core computation and coding concepts through simple visual programming-based lessons.
6. Perform simple computations with data using Google Sheets, including the application of formula.
7. Collaborate with others using Google Doc, Google Slides and Google Sheets.

In addition to the mastery of technical ICT skills, the school will also focus on nurturing our students with the appropriate dispositions to harness ICT for lifelong learning.

SCOPE OF LEARNING

ICT Focus	Skills & Knowledge
▪ Create a short presentation with texts and pictures using MS PPT ▪ Access digital resources	▪ Gather relevant curriculum content for their presentation. ▪ Create a basic short presentation using MS PPT with text and pictures. ▪ Complete their presentation slides by formatting slide background, text font style, animation and slide transition.

ASSESSMENT

Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. For P3, students will assess their own learning by completing a self-checklist on ICT Baseline Competencies.

CYBER WELLNESS (CW)

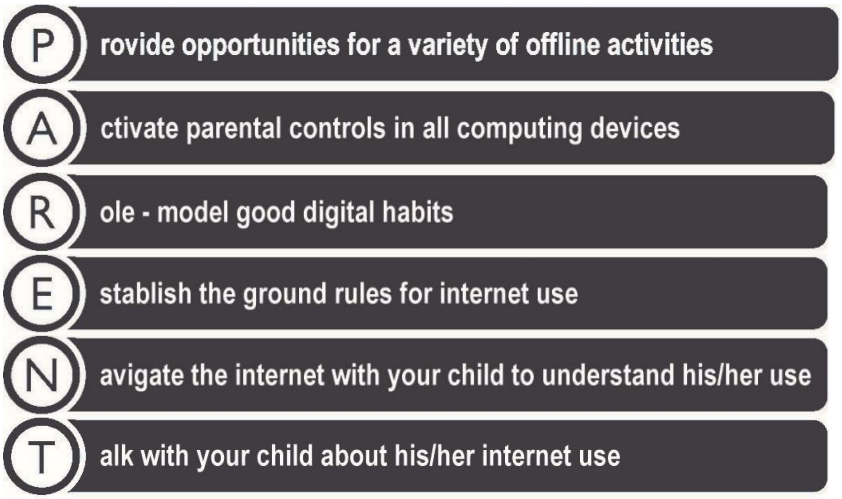
Our Cyber Wellness (CW) programme, guided by MOE CW Framework, focuses on developing students' instincts to protect and empower themselves to take responsibility for their own well-being in cyberspace.

The three guiding principles of CW are:
1. Respect for Self & Others
2. Safe & Responsible Use
3. Positive Peer Influence

At the end of P6, the following topics will be covered:
1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright
6. Handling Inappropriate Content – Scams & Spam

For P3 students, a level Assembly Talk will be conducted on the topic of 'Danger with Cyber Contacts' and lessons will also be delivered via Form Teacher Guidance Period (FTGP).

To complement the CW Curriculum in schools, parents can set a good example at home in the use of technology and to play an active role in guiding the students on how to navigate in cyberspace. To ensure that our students are safe and have positive online experiences, parents can do the following:



HOME-BASED LEARNING (HBL)

Home-Based Learning (HBL) exercises will be conducted in every academic year. For each HBL exercise, students will be assigned with both online and offline assignments.

School will keep parents informed of the HBL schedule for each exercise via Parents Gateway (PG). This will allow parents to play a complementary role by helping to monitor the progress of their children's learning in terms of work completion.

As for the students, the HBL schedule will be shared with them via Student Learning Space (SLS) to encourage them to exercise responsibility for their own learning and to be self-directed learners.

STUDENT LEARNING SPACE (SLS)

SLS is an online learning portal rolled out by MOE to all primary schools. This online platform, containing curriculum-aligned resources and learning tools, will support teaching and learning in school. In particular, it empowers our students to drive their own learning and to be able to learn anytime, anywhere and at their own pace, both independently and with their peers.

As part of our effort to engage our students to learn through the use of ICT, Home-Based Learning (HBL) exercises will be conducted for our students to complete their online assignments via SLS. Moving forward, with Blending Learning as a feature of school experiences, school will be equipping students with basic ICT skills, for example, how to do voice recording, how to do uploading of audio clips and/or videos up to SLS. This is to ease students' submission of work while having HBL exercises. Teachers will also use SLS to complement their classroom teaching and to set additional work or learning resources to aid students in their learning.

HOLISTICS ASSESSMENTS

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans appended in the following pages for your reference are:

1. English Language
2. Mathematics
3. Science
4. Chinese Language
5. Malay Language

The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

English Language Primary 3 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 8 / 30 min / 20 m)** **Component:** Language Use **Format of Paper:** 1) Vocabulary MCQ: 6 marks 2) Grammar MCQ: 6 marks 3) Grammar Cloze: 8 marks **Scope of Testing:** 1. Term 1 STELLAR Units 2. Term 1 School-based Packages	**Weighted Assessment 2** **(Wk 4 / 6 min / 16 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 6 marks 2. Stimulus-based Conversation: 10 marks	**Weighted Assessment 3** **(Wk 8 / 50 min / 20 m)** **Component:** Writing and Representing **Format of Paper:** 1. Guided Writing **Scope of Testing:** 1. Term 3 School-based Packages	**EYE** **(Wk 3 / 6 min / 16 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 6 marks 2. Stimulus-based Conversation: 10 marks **(Wk 5 / 30 min / 14 m)** **Component:** Listening and Viewing **Format of Paper:** Picture Matching and Note Taking **(Wk 5 / 50 min / 20 m)** **Component:** Writing and Representing **Format of Paper:** 1. Guided Writing **(Wk 7 / 1h 15 min / 50 m)** **Component:** Language Use **Format of Paper:** 1) Vocabulary MCQ: 6 marks 2) Grammar MCQ: 8 marks 3) Grammar Cloze: 8 marks 4) Sentence Combining: 3 marks 5) Editing for Punctuation & Spelling: 4 marks 6) Visual Text Comprehension: 5 marks 7) Comprehension: 16 marks **Scope of Testing:** 1. Term 1 to Term 4 STELLAR Units 2. Term 1 to Term 4 School-based Packages

Mathematics Primary 3 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9/ 50 min/ 40 m)** **Format of Paper:** 6 MCQ 7 SAQ 4 LAQ **Topics** 1. Numbers to 10 000 2. Addition & Subtraction within 10 000 Multiplication Tables	**Weighted Assessment 2** **Performance Task** **(Wk 8/ 40 min/ 15 m)**	**Weighted Assessment 37** **(Wk 8/ 50 min/ 40 m)** **Format of Paper:** 6 MCQ 7 SAQ 4 LAQ **Topics** 1. Fractions 2. Length 3. Mass 4. Volume	**End-of-Year Examinations** **(Wk 7/ 1 h 30 min/ 80 m)** **Format of Paper:** 15 MCQ 15 SAQ 5 LAQ **Topics** All Semester 1 & 2 topics

Science Primary 3 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9/ 25 min/ 20 m)** **Format of Paper:** 6 MCQ (12m) & 3 OEQ (8m) **Topics** 1. Diversity of Living and Non-living Things	**Weighted Assessment 2** **(Wk 8/ 35 min/ 30 m)** **Format of Paper:** 8 MCQ (16m) & 4 OEQ (14m) **Topics** 1. Diversity of Living and Non-living Things 2. Diversity of Materials	**Weighted Assessment 3** **(Wk 9/ 45 min/ 40 m)** **Format of Paper:** 12 MCQ (24m) & 6 OEQ (16m) **Topics** 1. Diversity of Living and Non-living Things 2. Diversity of Materials 3. Cycles in Plants and Animals 4. Interaction of Forces (Magnets)	**End-of-Year Examination** **(Wk 8/ 1 h 30 min/ 80 m)** **Format of Paper:** 24 MCQ (48m) & 10 OEQ (32m) **Topics** 1. Diversity of Living and Non-living Things 2. Diversity of Materials 3. Cycles in Plants and Animals 4. Interaction of Forces (Magnets)

Chinese Language Primary 3 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9 / 1 h / 45 m)** **Component:** Language Use **Format of Paper:** 1. 辨字测验(2 x 1m) 2. 词语选择(3 x 1m) 3. 短文填空 (4 x 2m) 4. 理解测验 (3 x 2m) 5. 填写词语 (3 x 1m) 6. 词语搭配 (3 x 1m) 7. 改写句子 (2 x 2m) 8. 理解问答 A (3 Qns, 7m) 9. 理解问答 B (4 Qns, 9m) **Scope of Testing:** 1. CL Curriculum Units 1-4 2. Term 1 School-based Comprehension Package	**Weighted Assessment 2** **(Wk 4 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m **Scope of Testing:** 1. Term 1 - 2 School-based Oral Package	**Weighted Assessment 3** **(Wk 9 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition: 15 m **Scope of Testing:** 1. Term 1- 3 CL Curriculum Units 2. Term 1- 3 School-based Composition Package	**EYE** **(Wk 3 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m **(Wk 5 / 30 min / 10 m)** **Component:** Listening **Format of Paper:** 1. Picture Matching and Response to Narratives: 10 m **(Wk 5 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition: 15 m **(Wk 7 / 1h / 45 m)** **Component:** Language Use **Format of Paper:** 1. 辨字测验(2 x 1m) 2. 词语选择(3 x 1m) 3. 短文填空 (4 x 2m) 4. 理解测验 (3 x 2m) 5. 填写词语 (3 x 1m) 6. 词语搭配 (3 x 1m) 7. 改写句子 (2 x 2m) 8. 理解问答 A (3 Qns, 7m) 9. 理解问答 B (4 Qns, 9m)

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
			Scope of Testing: 1. CL Curriculum Units 1-16 2. Term 1 - 4 School-based Packages

Malay Language Primary 3 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9 / 1 h / 45 m)** **Component:** Language Use **Format of Paper:** 1. *Imbuhan MCQ (*10 m) 2. *Peribahasa MCQ (*8 m) 3. *Melengkapkan Teks (*10m) 4. *Kefahaman MCQ (*8m) 5. *Kefahaman OE & Kosa kata (*9m) **Scope of Testing**: 1. Term 1 ML Curriculum Units 2. Term 1 School-based Learning Sheets	**Weighted Assessment 2** **(Wk 5 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Conversation (20m) **Scope of Testing**: 1. Term 1 - 2 School-based Oral Learning Sheets	**Weighted Assessment 3** **(Wk 9 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition (15m) **Scope of Testing**: 1. Term 3 School-based Composition Learning Sheets	**EYE** **(Wk 3 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Conversation (20m) **(Wk 5 / 30 min / 10 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Picture Matching and Response to Narratives (10m) **(Wk 5 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 2. Picture Composition (15m) **(Wk 7 / 1 h / 45 m)** **Component:** Language Use **Format of Paper:** 6. *Imbuhan (*10m) 7. *Peribahasa (*8m) 8. *Melengkapkan Teks (*10m) 9. *Kefahaman MCQ (*8m) 10. *Kefahaman OE & Kosa kata*: (9m) **Scope of Testing**: 1. Term 1 - 4 ML Curriculum Units

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
			2. Term 1 - 4 School-based Learning Sheets