



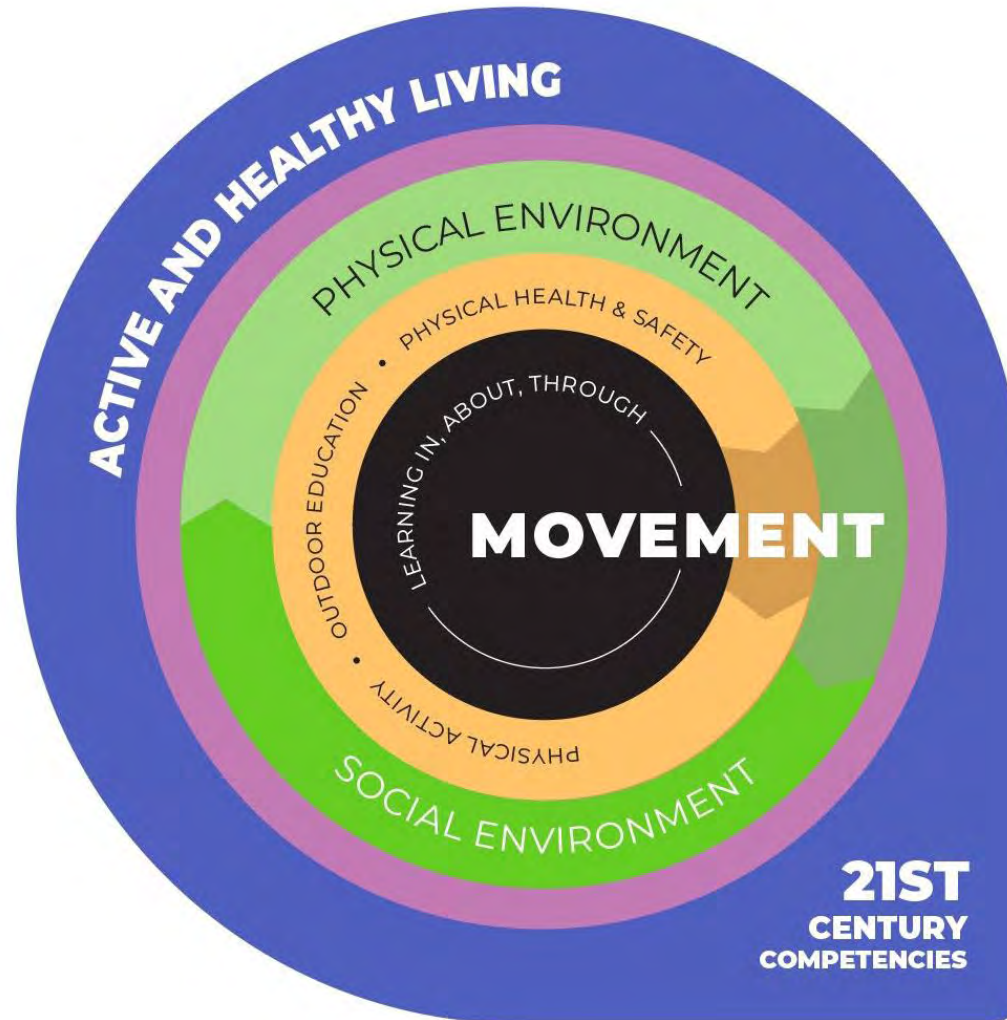
# PE, Art, Music and CCA Curriculum Briefing

## *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"><li>• Athletics</li><li>• Dance</li><li>• Games and Sports</li><li>• Gymnastic</li><li>• Swimming</li></ul>	<ul style="list-style-type: none"><li>• Movement Skills and Concepts</li><li>• Safety Practices</li></ul>
Outdoor Education		<ul style="list-style-type: none"><li>• Outdoor Living</li><li>• Sense of Place</li><li>• Risk Assessment and Management</li></ul>
Physical Health and Safety		<ul style="list-style-type: none"><li>• Physical Fitness</li><li>• Safety and Risk Management</li><li>• Nutrition</li><li>• Personal Hygiene and Self-Care</li></ul>

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



# Physical Education in Junyuan

**Athletics**



**Dance**



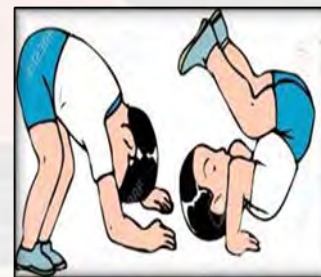
**Games & Sports**



**Physical Health & Safety**



**Gymnastics**



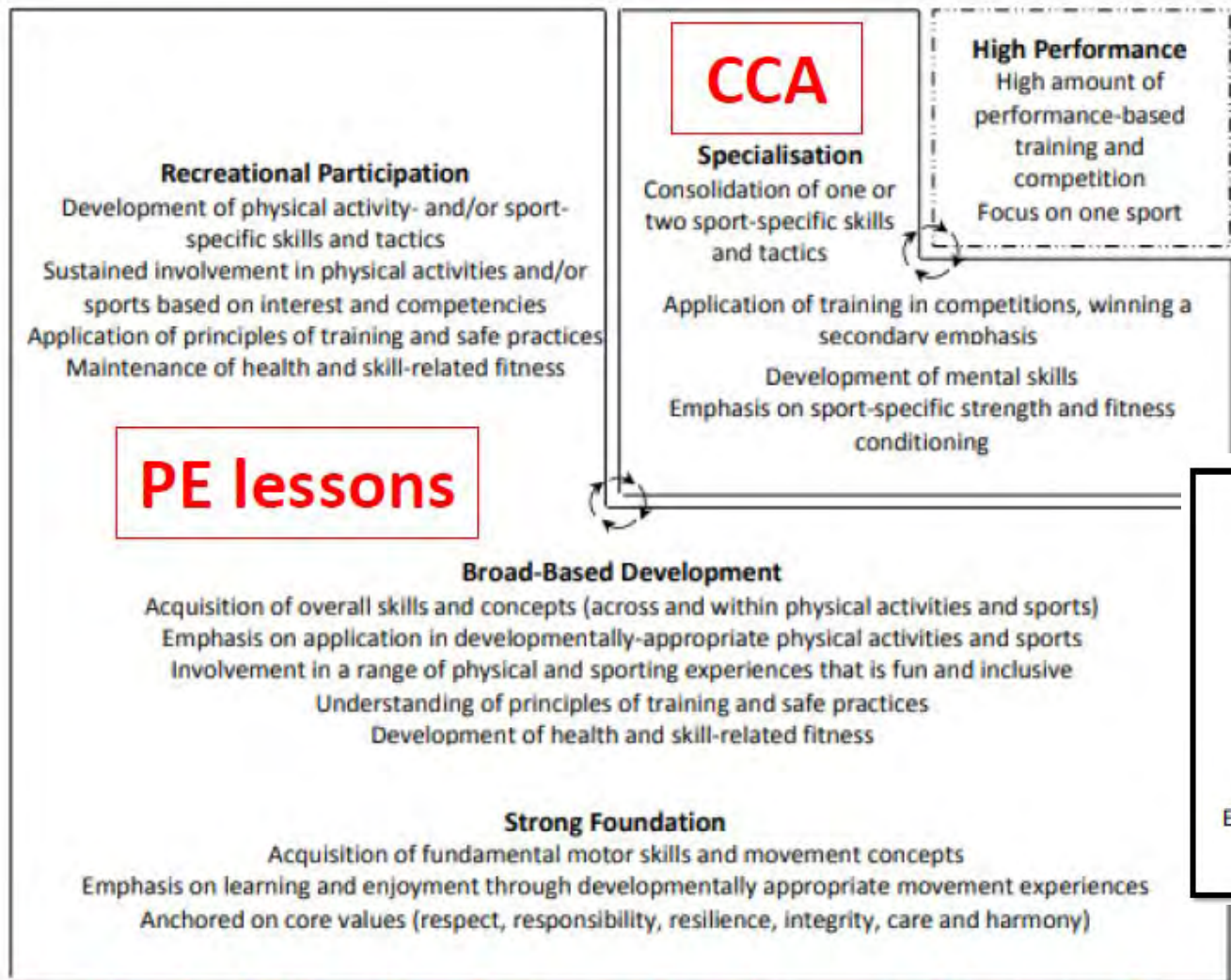
**Outdoor Education**



**Swimming**



<b>ACTIVE LIFESTYLE</b>	<b>Sports Pursuit</b>	<b>National Representation</b>
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**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

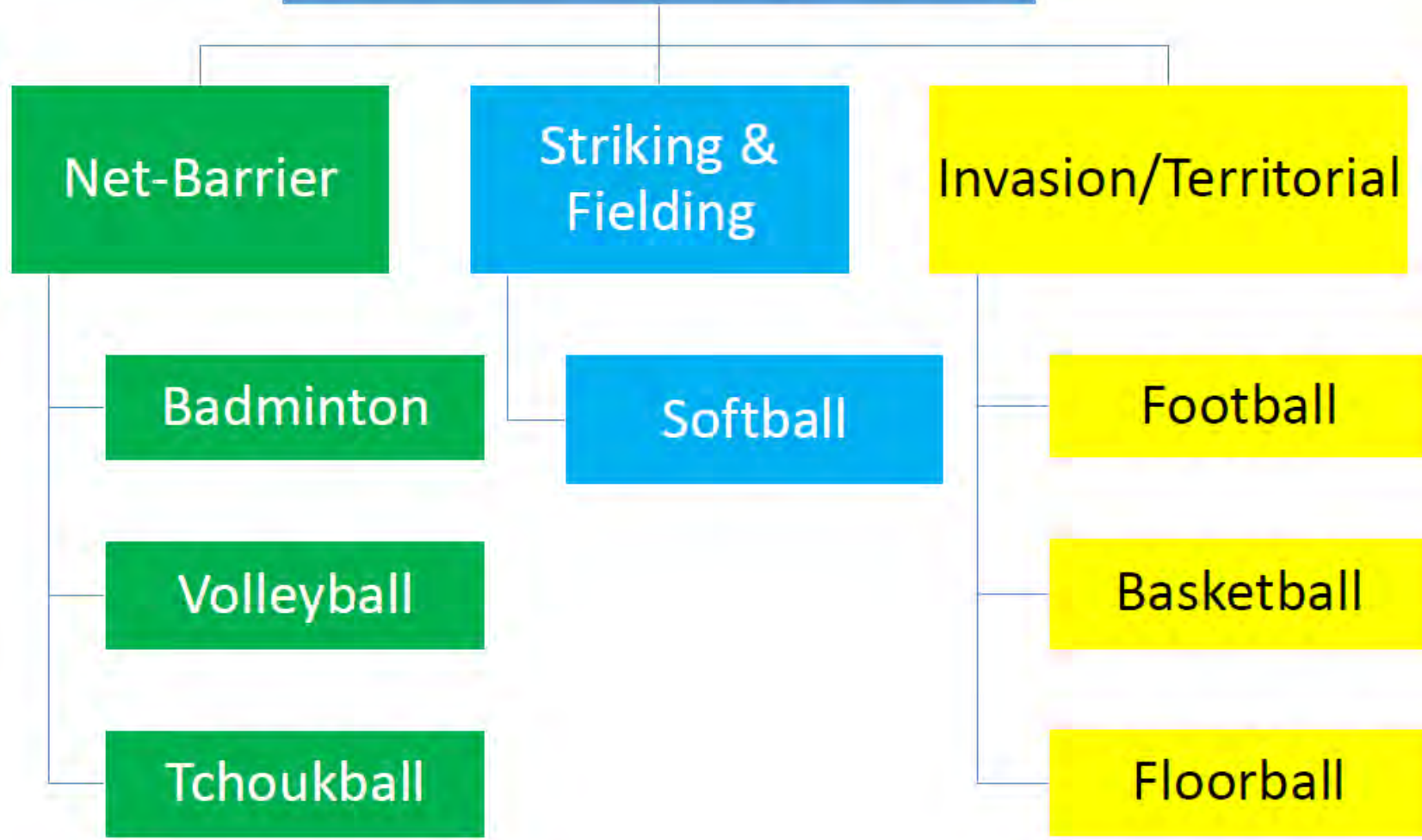
**Broad-Based Development**  
Acquisition of overall skills and concepts (across and within physical activities and sports)  
Emphasis on application in developmentally-appropriate physical activities and sports  
Involvement in a range of physical and sporting experiences that is fun and inclusive  
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)

**Physical Education & Sports Development Framework**



## Sports and Games (P5 & P6)





# Learning outcomes for Games and Sports

Categories of Games

	Net-Barrier		Striking-Fielding		Territorial-Invasion	
<b>Main intention of the game</b>	To send the object (e.g., a ball or shuttle) back to the opponent so that he/she is not able to return it or is forced to make an error. The play area is separated by a barrier such as a net that is placed at a pre-determined height. Serving is the only time the object is held in hand.		To place the ball away from the fielder and score runs by advancing bases safely.		To attack the opponent's defending area and score a goal while protecting own goal at the same time. Scoring is achieved through sending and/or shooting an object (e.g., a ball) to a specific or target area accurately, or moving the object across an open-ended target (e.g., across a line).	
<b>Games-related concept</b>	Offence	Defence	Offence	Defence	Offence	Defence
	<ul style="list-style-type: none"> <li>• Winning the point</li> <li>• Setting up an attack</li> </ul>	<ul style="list-style-type: none"> <li>• Defending against an attack</li> <li>• Defending space</li> </ul>	<ul style="list-style-type: none"> <li>• Sending into space</li> <li>• Advancing bases to score</li> </ul>	<ul style="list-style-type: none"> <li>• Defending space</li> <li>• Defending bases</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping possession of the ball</li> <li>• Using space to invade</li> <li>• Creating space to invade</li> <li>• Attacking the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Regaining possession of the ball</li> <li>• Delaying the invasion</li> <li>• Denying space to invade</li> <li>• Denying scoring opportunity</li> </ul>

Concepts and skills

Table 5. Games-related Concepts and Skills



Games-Related Concepts	Keeping Possession & Regaining Possession		Using Space to Invade & Delaying the Invasion		Creating Space to Invade & Denying Space to Invade		Attacking the Goal & Denying Scoring Opportunities	
	Situational Game+	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed	Propelling is allowed	Propelling is not allowed
1 v 0	#	*	#	a	#	*	a	a
2 v 0	*	*	A	a	*	*	a	a
1 v 1	#	a	#	*	#	a	a	a
2 v 1	a	a	*	a	a	a	a	a
2 v 2	a	a	*	*	a	a	a	a

+ Situational Game refers to the context of which a specific number of players from both teams are interacting in offence and defense, with rules to the game played, and where players in the offence and defence have to decide what to do specifically and to translate that decision into movement skills.

# Request for support

\* No learning outcomes within the games-related concept. The learning outcome written pertains to another games-related concept.

a Learning outcomes written for the games-related concept.





**Keeping possession (Offence)**



Creating space to invade

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





**National School Games**

**Track & Field**

**Multi Skill Event (MSE)  
Junior Division**

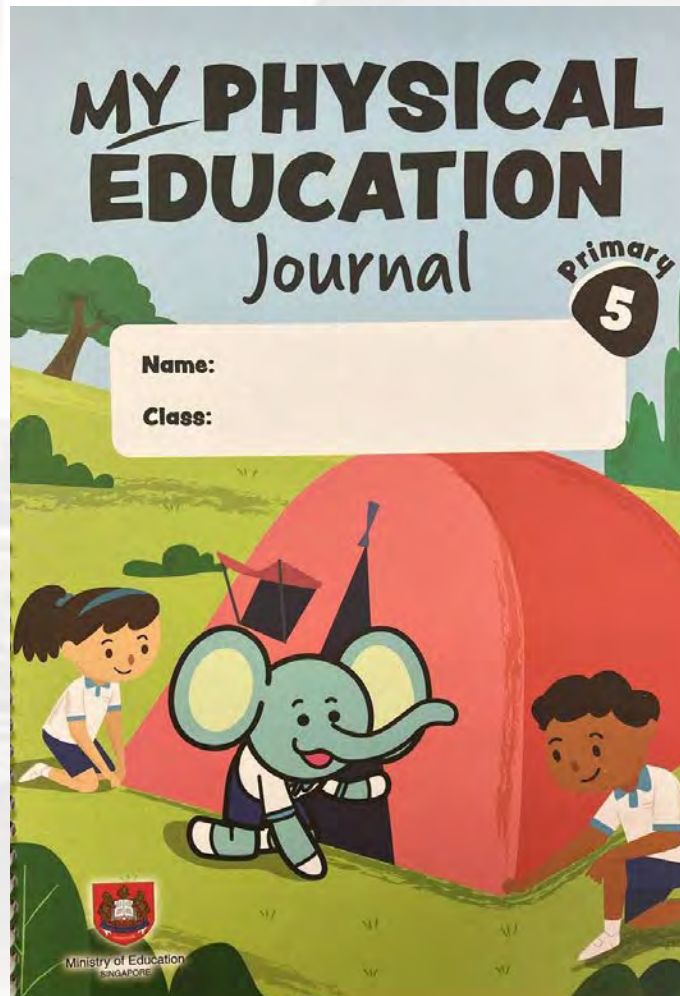


**National School Games  
Badminton (Junior Boys)**





# My Physical Education Journal



## APPLYING SAFE THINKING AND ACTION

### USE 'LOOK, THINK, DO'





# 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!

**BAMMM!**

COME JOIN ME AS A KIDNEY DEFENDER!

7-DAY

# NO SUGARY DRINKS

Chat with Me!

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

**TAKE UP THE CHALLENGE**

**LEARN ABOUT YOUR KIDNEYS**

**SHOW YOUR SUPPORT AND CARE TO KIDNEY FAILURE PATIENTS**





# Self-directed play during Recess Play





# Junior Sports Academy (JSA)

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- 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.

**May**

## Attend parent engagement session

Selected students and their parents will be invited to a briefing. Details of the programme such as sport module selection, scheduling, commitment level expected from students and parents will be shared.





# Outdoor Education Framework





# Outdoor Education Culminating Events

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



3D2N Residential  
Camp at Campsite

13-15 Oct 2025  
(Mon-Wed)

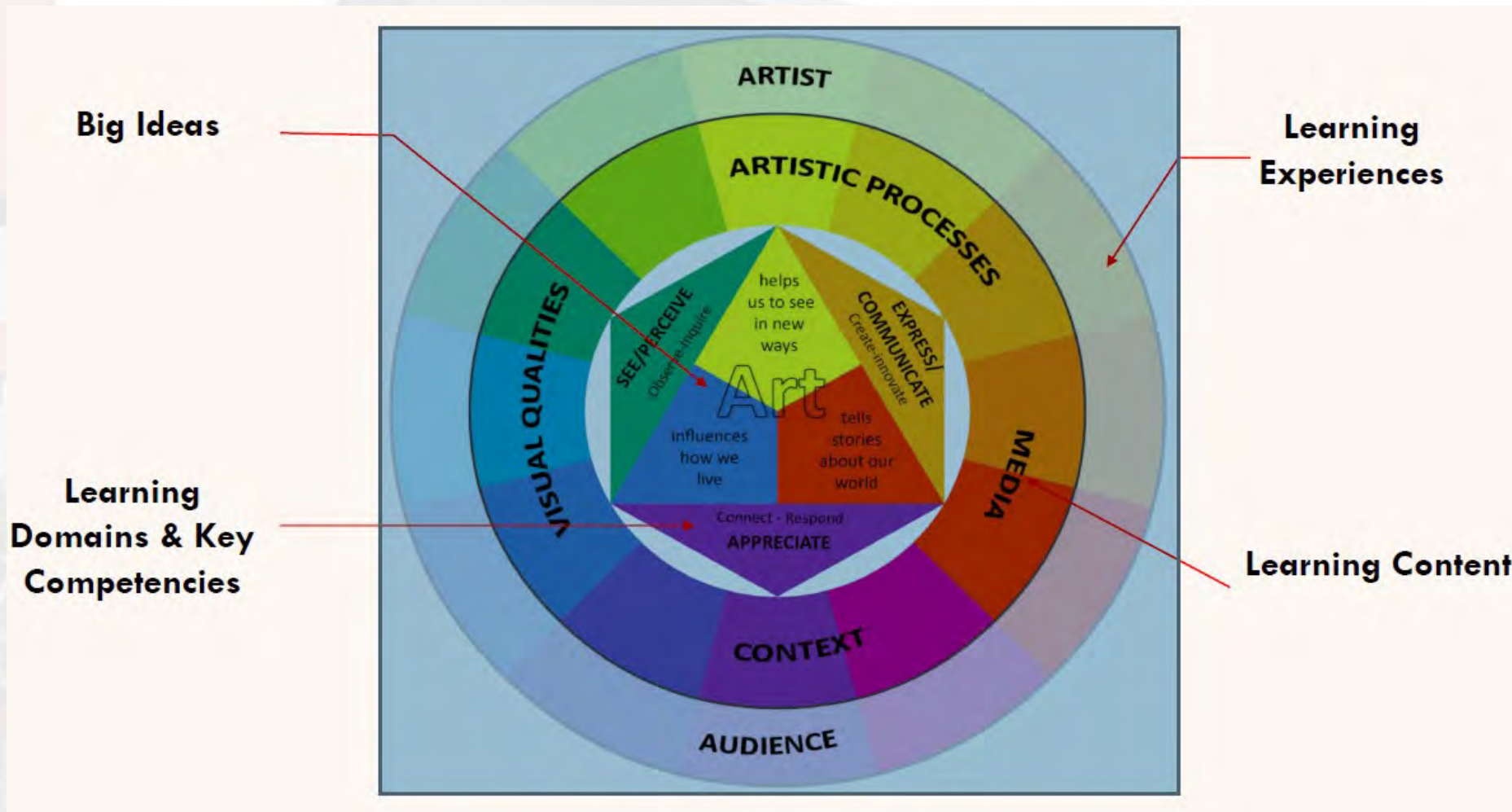
*PSLE Marking Days*







# 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



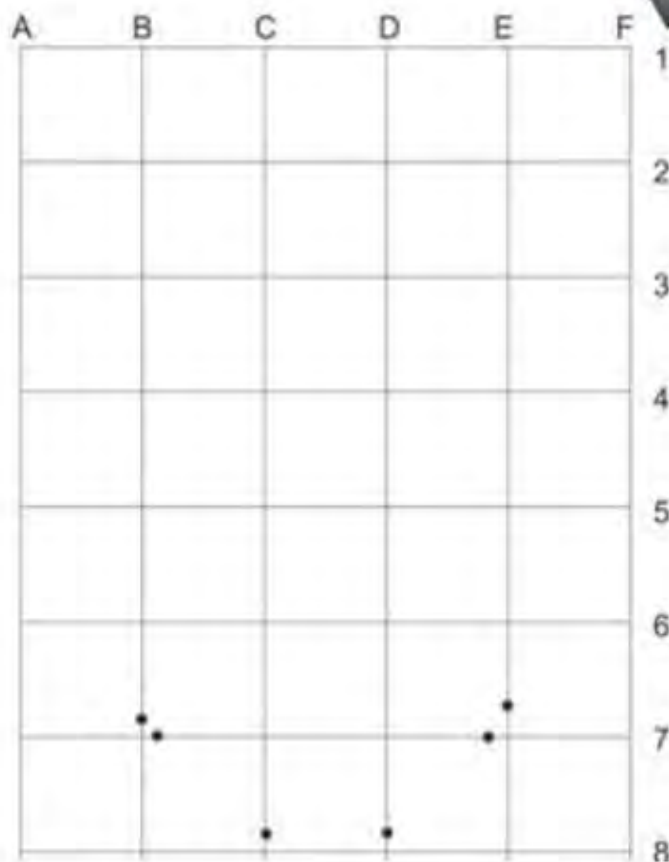
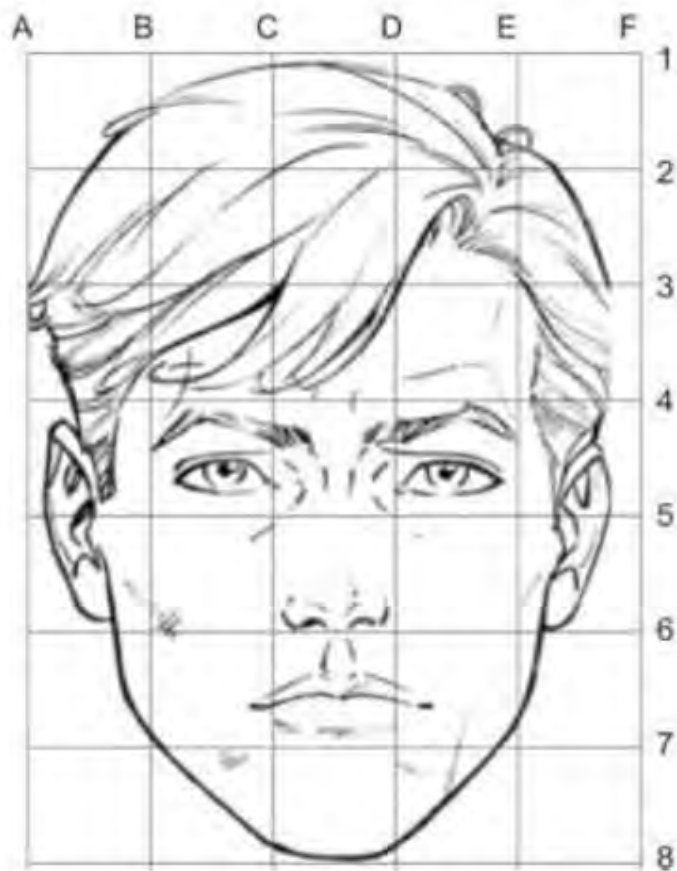
# Grid-drawing

Junyuan Primary School  
Primary 5- Grid transfer exercise

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_





# Telling stories through tiles and watercolours





# Doodle-doo!

Doodles are spontaneous drawings. When we doodle, we draw dots, lines, shapes and patterns that come to our mind. Usually, we do not know what the final artwork will look like.

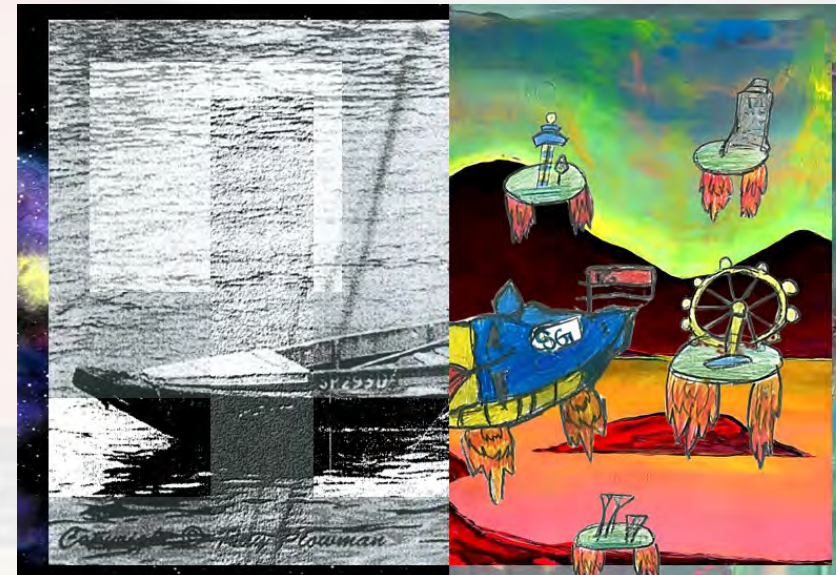
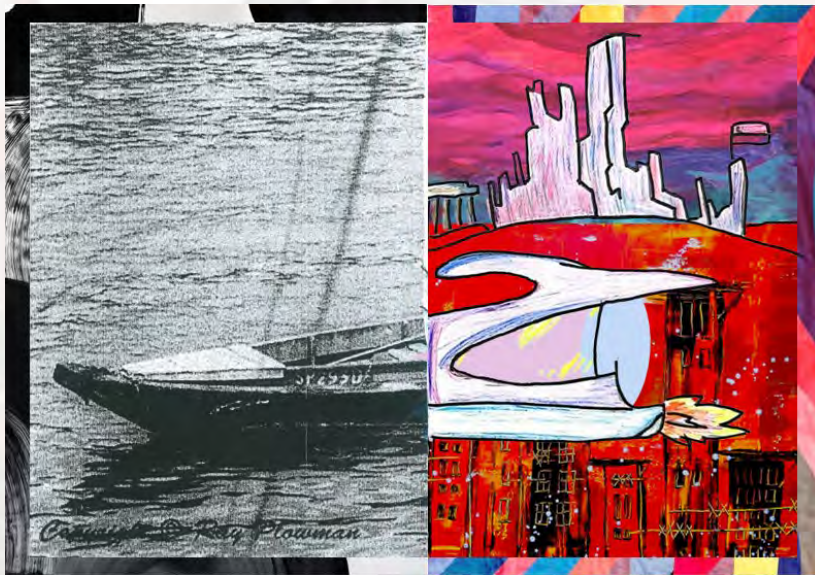


**Doodling art**



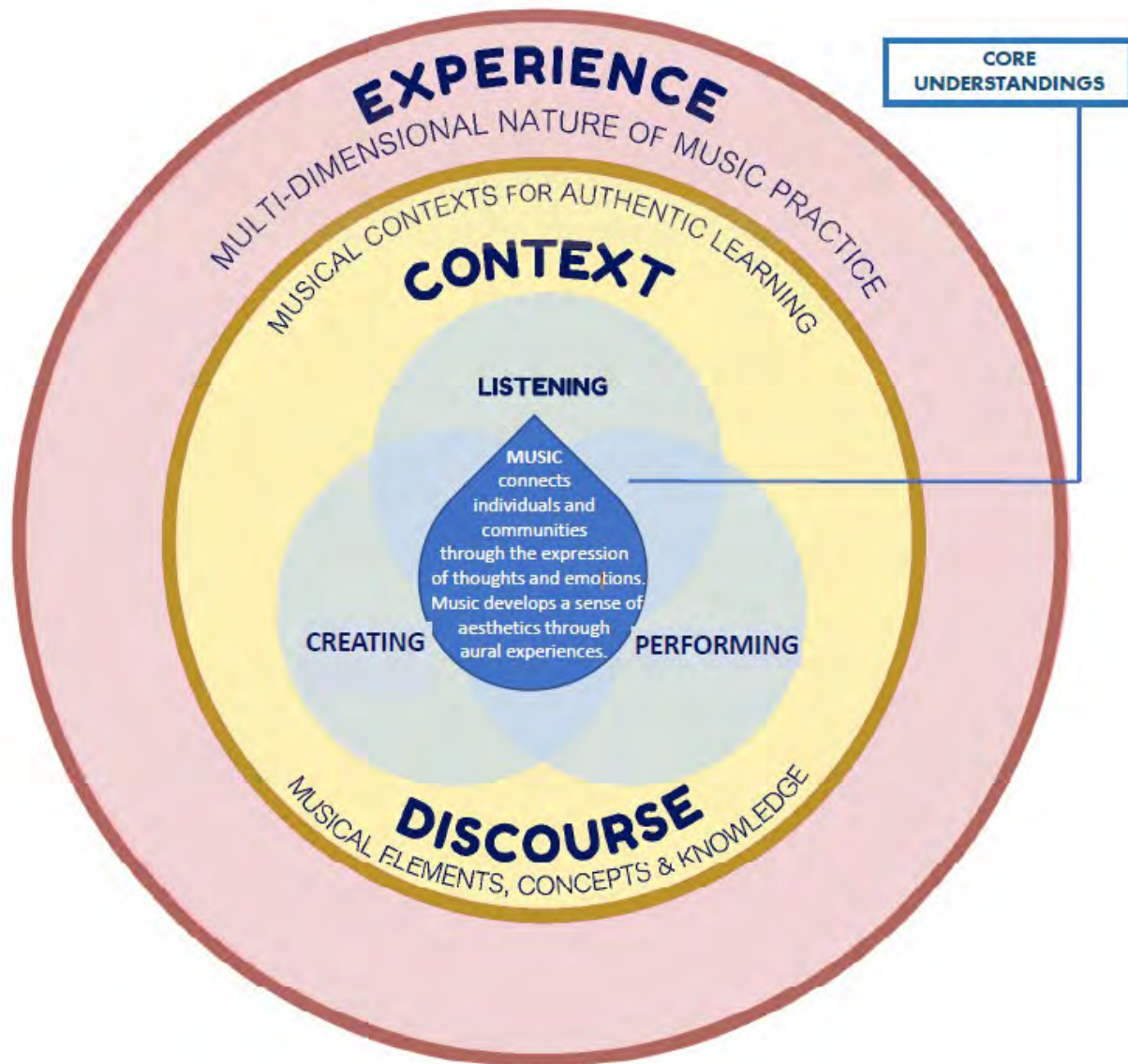
## P5 – Art with Music

Students to use juxtaposition of digital photography and hand-drawn images to show a contrast of past and future Singapore. Students will create a simple soundscape/digital music to represent their artworks.





# Music Curriculum







## STAGE 3 (PRIMARY 5 AND 6)

<b>LO1</b> <b>Perform Music in both instrumental and vocal settings, individually and in groups</b>	<b>LO2</b> <b>Create Music in both instrumental and vocal settings, individually and in groups</b>	<b>LO3</b> <b>Listen and Respond to Music</b>
<p>Students should be able to:</p> <p><b>Sing</b></p> <ul style="list-style-type: none"><li>(i) sing with accuracy, clarity and with proper technique and clear articulation, a wide variety of songs in both simple and compound time.</li><li>(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing, to convey the overall mood of the piece.</li><li>(iii) sing as an ensemble, 2-part songs.</li></ul> <p><b>Play Instruments</b></p> <ul style="list-style-type: none"><li>(iv) perform, individually and as an ensemble, rhythmic, melodic and harmonic patterns, in simple and compound time. Repertoire should be based on the following tonalities:<ul style="list-style-type: none"><li>• C pentatonic mode</li><li>• C, F, G major and A minor.</li></ul></li><li>(v) demonstrate a higher level of proficiency on a main melodic instrument, demonstrating understanding of the elements of music as stated in LO5.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(i) improvise/compose and perform with voice and classroom instruments, pentatonic and diatonic melodic and rhythmic responses of at least 4 bars, demonstrating understanding of the elements of music as stated in LO5.</li><li>(ii) create a rhythmic composition to a given context, form and structure for a small ensemble of at least 2 parts, using classroom instruments and/or everyday objects.</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(i) listen to music of various cultures and styles, and respond through various modes of expression to musical elements, e.g. creating a movement sequence or an art piece which reflects the music.</li><li>(ii) analyse and evaluate a performance with reference to the elements of music as stated in LO5.</li></ul>



# Creating and performing music





# P5 Ukulele Module

Students will learn how to:

- Play the instrument with correct posture
- Read chord diagrams and playing popular chords
- Navigate chord transitions
- Read a Ukulele chordal score
- Sing and play along to popular songs with the ukulele as an accompanying instrument





# Co-curricular Activities (CCA)

- ❑ Holistic development of a child
- ❑ Individual student-centric/focused
- ❑ Can be explored as a possible DSA route (even if CCA is not offered in school)

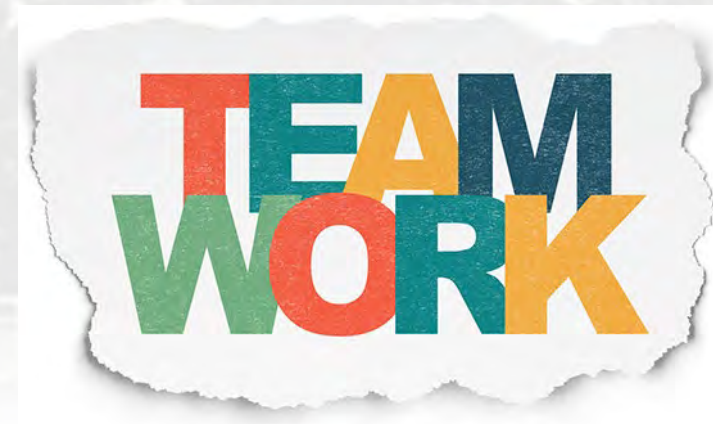




# Why join a CCA?



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





CCAs

Physical Sports Group ▾

Visual & Performing Arts  
Group ▾

Visual & Performing Arts  
Group ▾

Visual & Performing Arts  
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.junyuanpri.moe.edu.sg/cca/CCAs/>



# Commitment to CCA

Primary 4 & Primary 5		Primary 6
Term 1-2	Term 3-4	Term 1-2
CCA	CCA	CCA
Students remain in current CCA.	<p>All students are to remain in current CCA until end of Term 4.</p> <p><u>All requests to change CCA can only take place towards the end of Term 4</u> after which, students will join new CCA in Term 1 the following year.</p>	Students remain in current CCA until end of Term 2. Students will step down from CCA at Term 3.





**JUNYUAN PRIMARY SCHOOL**

Future-Ready Learners . Leaders of Character

*Thank You*

# Q&A



<b>Qn 1)</b>	<b>Kindly share the dates for the kids camp?</b>
Answer	The dates for 2025 P5 Camp will be from 13 to 15 October 2025.
<b>Qn 2)</b>	<b>My child is interested to apply DSA - Visual Art. What kind of support can the school provide my child?</b>
Answer	If your child is part of the Visual Art Club CCA, we encourage them to connect with their CCA teachers for personalised guidance. They will receive valuable advice on suitable DSA schools to aim for, as well as expert feedback on their art portfolio to ensure they showcase their talents effectively. If your child is not part of the Visual Art Club CCA, he/she can approach his/her Art teacher and the same guidance will be given to your child.
<b>Qn 3)</b>	<b>In future, can the school consider having the Swim Safer lessons start at P3 instead? It may be too late now. This is because having SS class nearing to child's WA will be tiring for the child.</b>
Answer	Students will start taking their WA papers from P3 onwards. The well-being and academic success of our students are our top priority. Although our P3-P6 students will be taking their WA papers at different times, we will work closely with all departments to ensure they are well-prepared. If needed, we are flexible and willing to make adjustments to accommodate our students' needs, including those participating in the Swimsafer programme at the P4 level.