



# **PE, Art, Music, PAL and CCA Curriculum Briefing**

## *Mission*

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



# Physical Education and Sports Development Framework

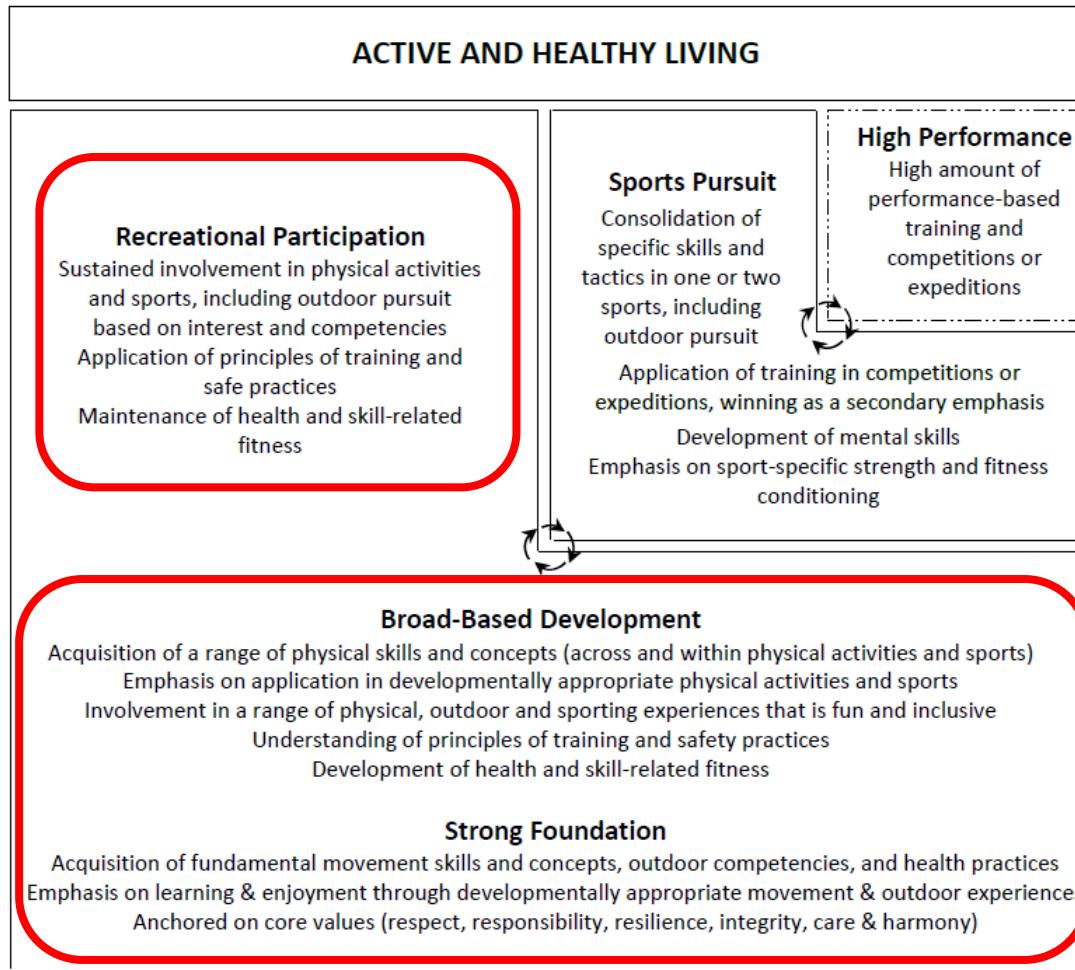
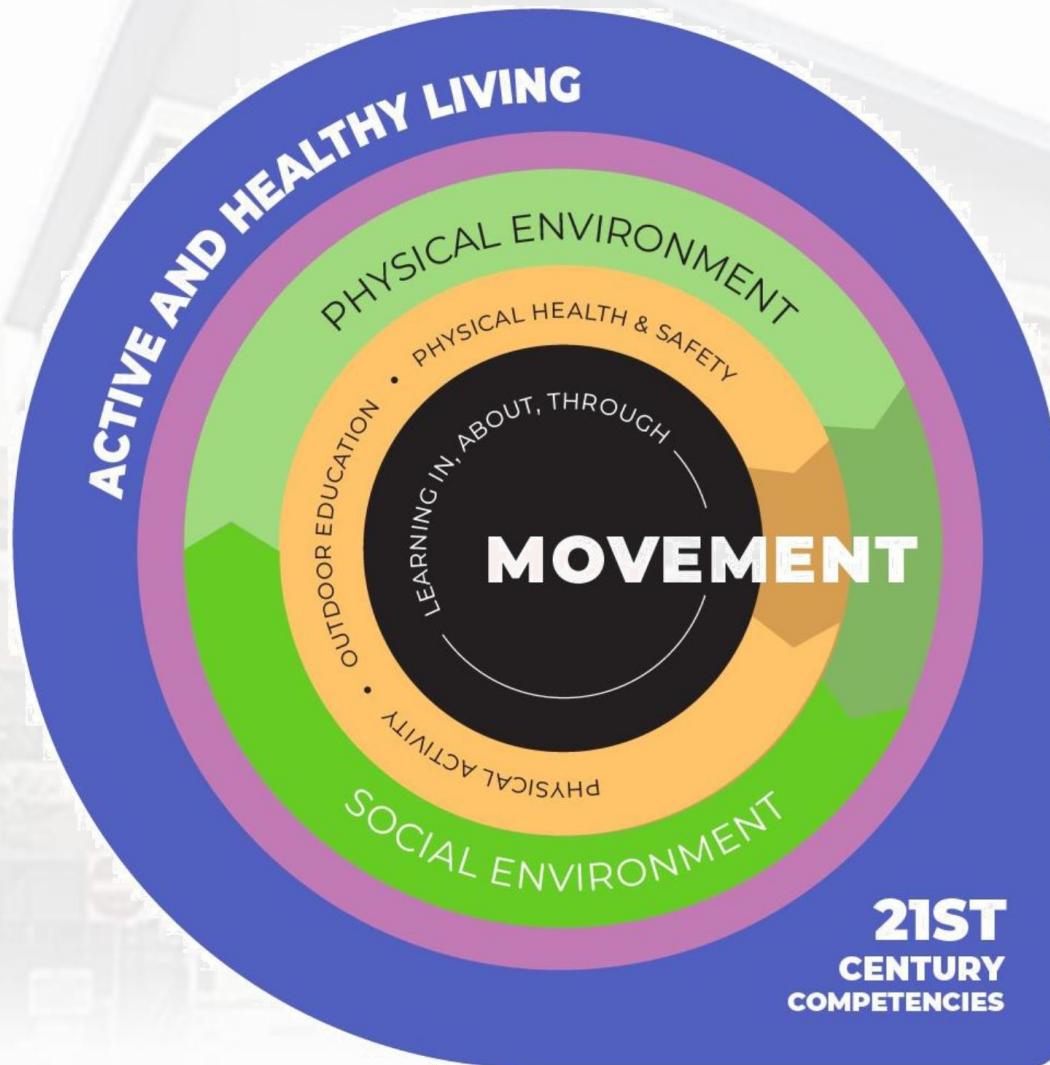
**CCA****PE Lessons**

Figure 1. Physical Education and Sports Development Framework



# Physical Education Curriculum Framework





# Learning Areas of PE

<b>Learning Area</b>	<b>Content Area</b>	<b>Strand</b>
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**



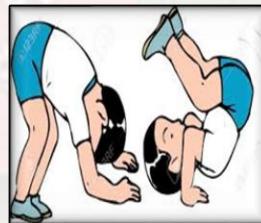
**Games & Sports**



**Health education**



**Gymnastics**



**Outdoor Education**



**Swimming (in P4)**

# PE Learning Outcomes

## Dance

Explore movement phrases in variations of position (i.e. above/below, in front of/behind, beside, between) and formation12, with and without contacting group members, in response to music.



## Outdoor Education

### Navigation Skills

Locate the position of self in relation to the landmarks in the school and its neighbourhood using pictorial charts.

### Outdoor Living Skills

Apply key principles and considerations of packing for a day trip, e.g., a trip to the neighbourhood park.



## Games and Sports



**Sending to a partner (Stationary/Moving)**



**Striking with hands**



## Dribbling

### Sports and Games

Dribble using the hands, keeping away from a defender, either through moving or shielding the ball.

## Striking with a racket

Strike using the underhand, forehand and backhand stroke a racket and ball continuously with a partner over a low net.

## Sending to a partner

### Games and Sports

Throw using the backhand pattern, a disc to a stationary and moving partner, who will catch at different levels.

### Games and Sports

Throw (Pass) and catch using one and two hands away from the body, a variety of objects with a partner while both partners are moving, at least a distance of 4 to 12 meters away.

## Catching



# External learning opportunities





# Outdoor Education Framework



<b>PRIMARY 3 – OUTDOOR EDUCATION</b>	
<b>Theme:</b> Understanding my school and its neighbourhood	
Students explore the school compound safely and discover the social and ecological aspects of different places. Students pack a backpack for an outdoor activity while adopting environmentally sustainable practices. Learning opportunities are provided to deepen their understanding of places through active engagement.	
Strand	Learning Outcome
Outdoor living	<u>Navigation</u> 1. Understand what symbols represent on a simplified map. 2. Undertake a route and move towards the prescribed landmark using a simplified map. <u>Trip Planning</u> 3. Understand the key principle of categorisation when packing for an outdoor activity.
Sense of place	<u>Navigation</u> 1. Observe and interact with the flora, fauna, and people to learn more about a place. <u>Trip Planning</u> 2. Use non-disposables when packing for an outdoor activity.
Risk assessment and management	1. Identify potential weather and other physical hazards and risks during an outdoor activity. 2. Take actions to mitigate the identified risks.



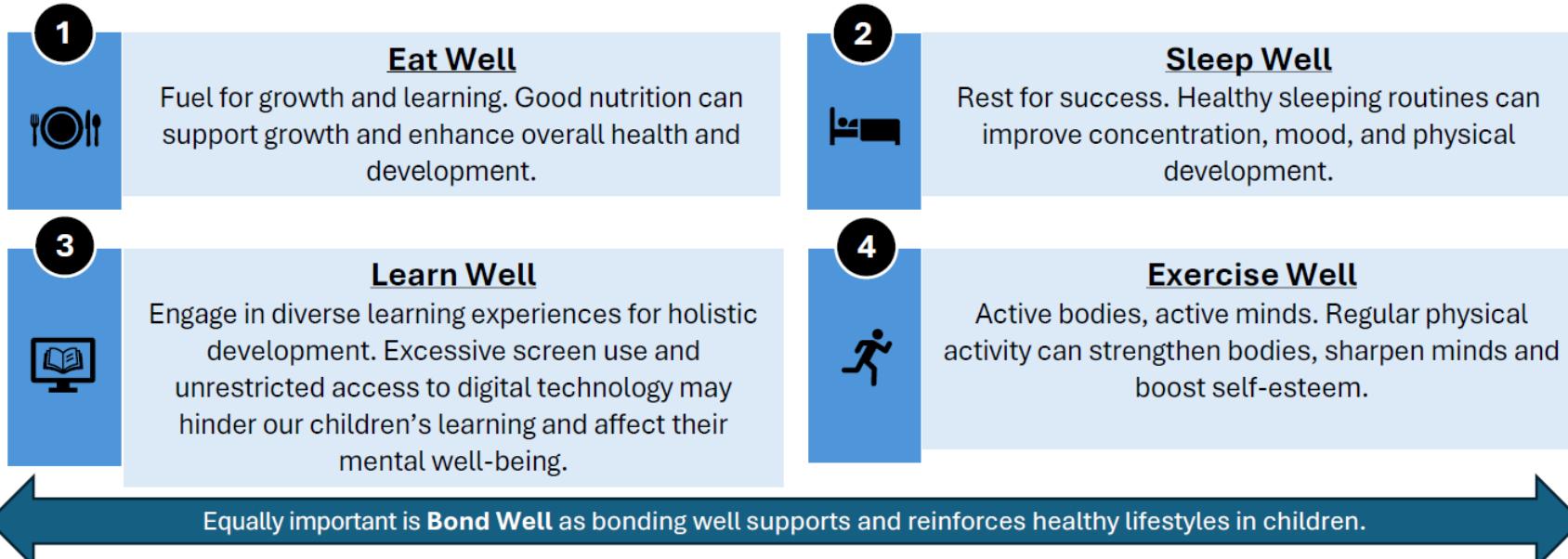
# Grow Well SG

Junyuan Primary School  
Health Plan Journey



**Grow Well SG**

**Grow Well SG** is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young



**Bond Well**  
Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.



# Health Plan for Every Child

The Health Plan comprises 4 key aspects.



## Lifestyle Questionnaire (LQ)

01

- Collates responses from parents on child's current lifestyle habits for discussion with healthcare professionals during health screening
- Disseminated via PG at the start of the year with the health screening consent forms

## Lifestyle Prescription (LP) & Health Plan Booklet

02

- Each child receives a personalised LP outlining potential lifestyle changes based on individual consultations with healthcare professionals
- Parents can view their child's Health Plan and LP via HealthHub and act on key areas stated

These are the 2 parts of the Grow Well SG process that parents are involved in:

- Providing information of child's health habits
- Receiving individualized Health Plan after School Health Check



### **Lifestyle Questionnaire (LQ)**

**01**

- Collates responses from parents on child's current lifestyle habits for discussion with healthcare professionals during health screening
- Disseminated via PG at the start of the year with the health screening consent forms

**Parents providing information of child's health habits**

**[IMPORTANT] Complete Consent for Health and Dental Screening**

8 JAN 2026, 1:11PM • |

**DETAILS**

Dear Parents,

The Health Promotion Board (HPB) will be visiting your child's school for the yearly health and dental screenings.

As part of the Grow Well SG (GWSG) initiative, your child will receive a Health Plan as part of HPB's screening. This plan will include personalised lifestyle advice tailored to your child's interest and habits, based on both the health screening and the Child Lifestyle Questionnaire you complete.

*The Health Plan initiative started with P1-P3 students from 2025 and will be extended to P4-P5 students from 2026.*

You can find details in the letter attached below.

Your Consent is Needed

**Consent Portal**

Government officials will **NEVER** ask you to transfer money or disclose bank log-in details over a phone call. Call the 24/7 ScamShield Helpline at 1799 or visit [scamshield.gov.sg](http://scamshield.gov.sg) if you are unsure if something is a scam.

**School Health and Dental Services**

The Health Promotion Board's School Health and Dental Services provide health screening<sup>1</sup>, immunisations<sup>2</sup> and basic dental services for school-going children. To allow us to provide these services to your child, we will require your consent.

**Information you will need to give consent**

✓ Child/ ward/ student's birth certificate, NRIC or FIN number  
✓ Medical conditions  
✓ Medications  
✓ Allergies  
✓ Past vaccination records

Note: For first-time users, this form may take up to 20 minutes to complete.

Please login using your Singpass to give consent

**Lifestyle Prescription (LP)  
& Health Plan Booklet****02**

- Each child receives a personalised LP outlining potential lifestyle changes based on individual consultations with healthcare professionals
- Parents can view their child's Health Plan and LP via HealthHub and act on key areas stated

**CONFIDENTIAL****SCHOOL HEALTH SERVICE**  
Youth Preventive Service Division**HEALTH PLAN**Name:  
BC/NRIC/FIN.

Date of Assessment: 20/01/2025

**Lifestyle Prescription:**

Dear Parent,

He is keen to try out the following lifestyle changes:

- Physical Activity: In addition to his current activities, he would like to play badminton/go to the playground regularly, for an extra 1 day a week for 60 minutes per session. Regular exercise can improve strength, memory and thinking.

- Sweet drinks: He is keen to cut down his intake of sweet drinks to 2 days a week. Limiting his sugar intake and having a well-balanced diet can improve his attention in class and support his growth.

- Sleep: In addition, to help him grow well and concentrate in class, he should try to have at least 9 hours of sleep every night. Try to avoid screen use 1 hour before his bedtime for quality sleep.

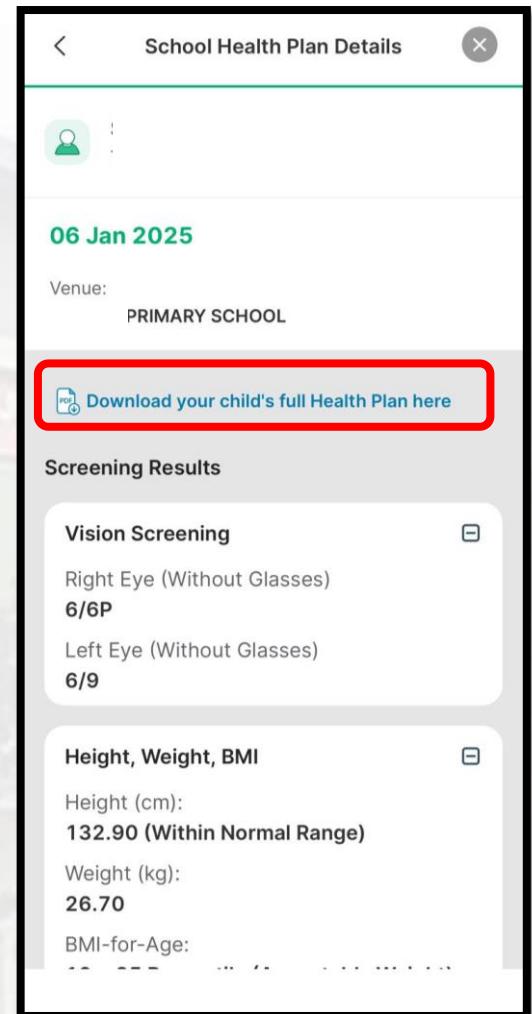
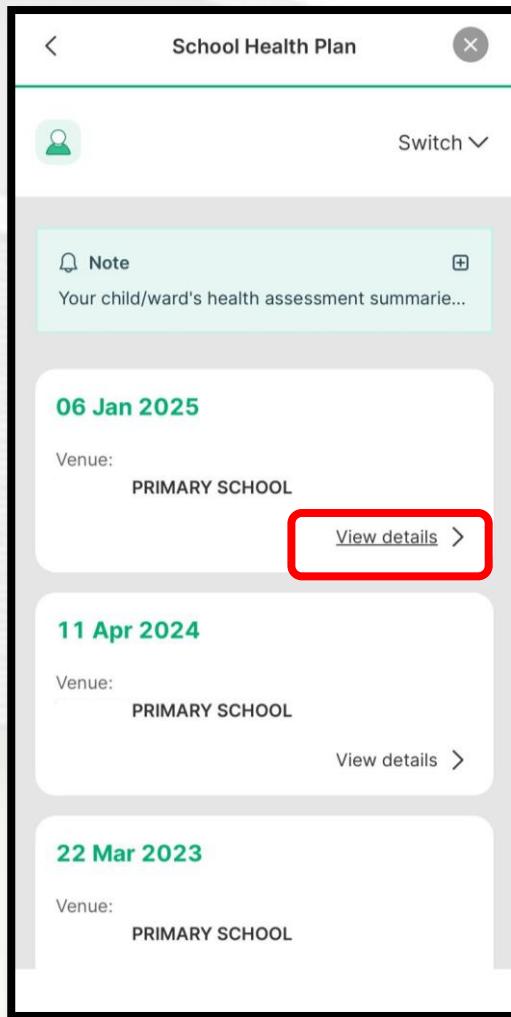
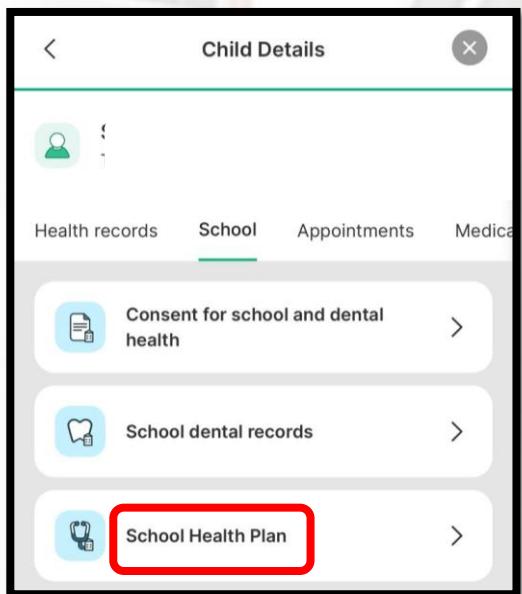
These habits are important for your child's overall well-being and development. Your support and encouragement play a crucial role in helping him stay consistent with these changes. Let's cheer him on!

Note: If your child is on follow-up for any medical condition or allergy, do check in with your doctor to ensure the above are safe for him to do so before starting lifestyle changes.

**Parents receiving individualized Health Plan after School Health Check**

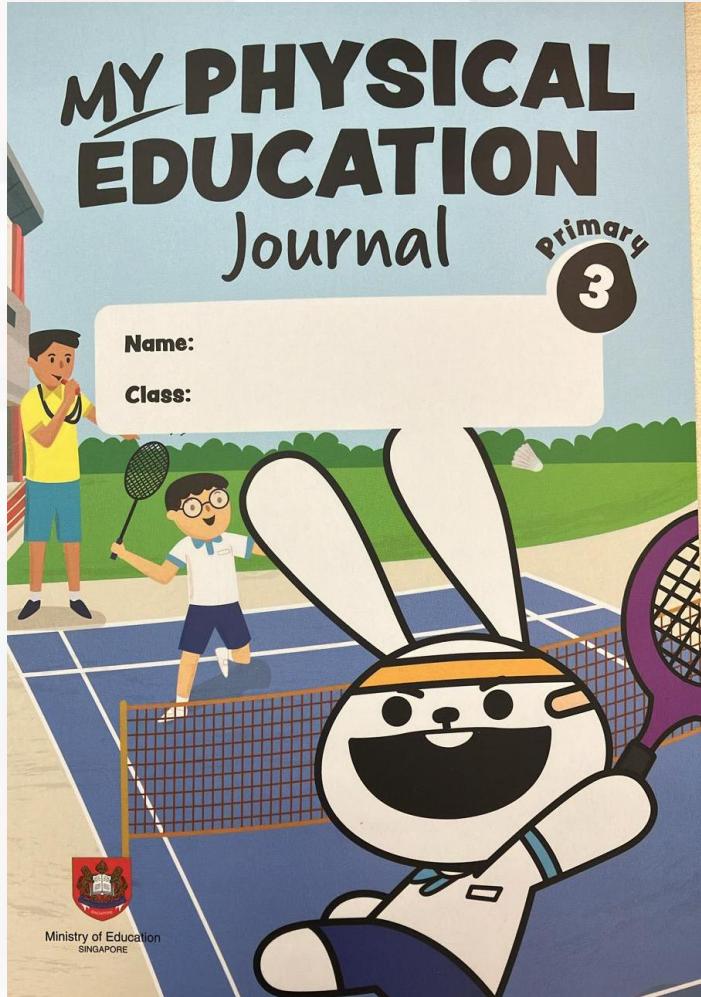


## Retrieve Health Plan through Health Hub App





# My Physical Education Journal



## TAKING CARE OF YOUR WELL-BEING

### ENGAGE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY PHYSICAL ACTIVITY EVERY DAY

Moderate-intensity physical activities make you breathe a little faster than when you are not moving. Your heart will also beat faster. While doing moderate-intensity physical activities, you will be able to talk, but not sing.

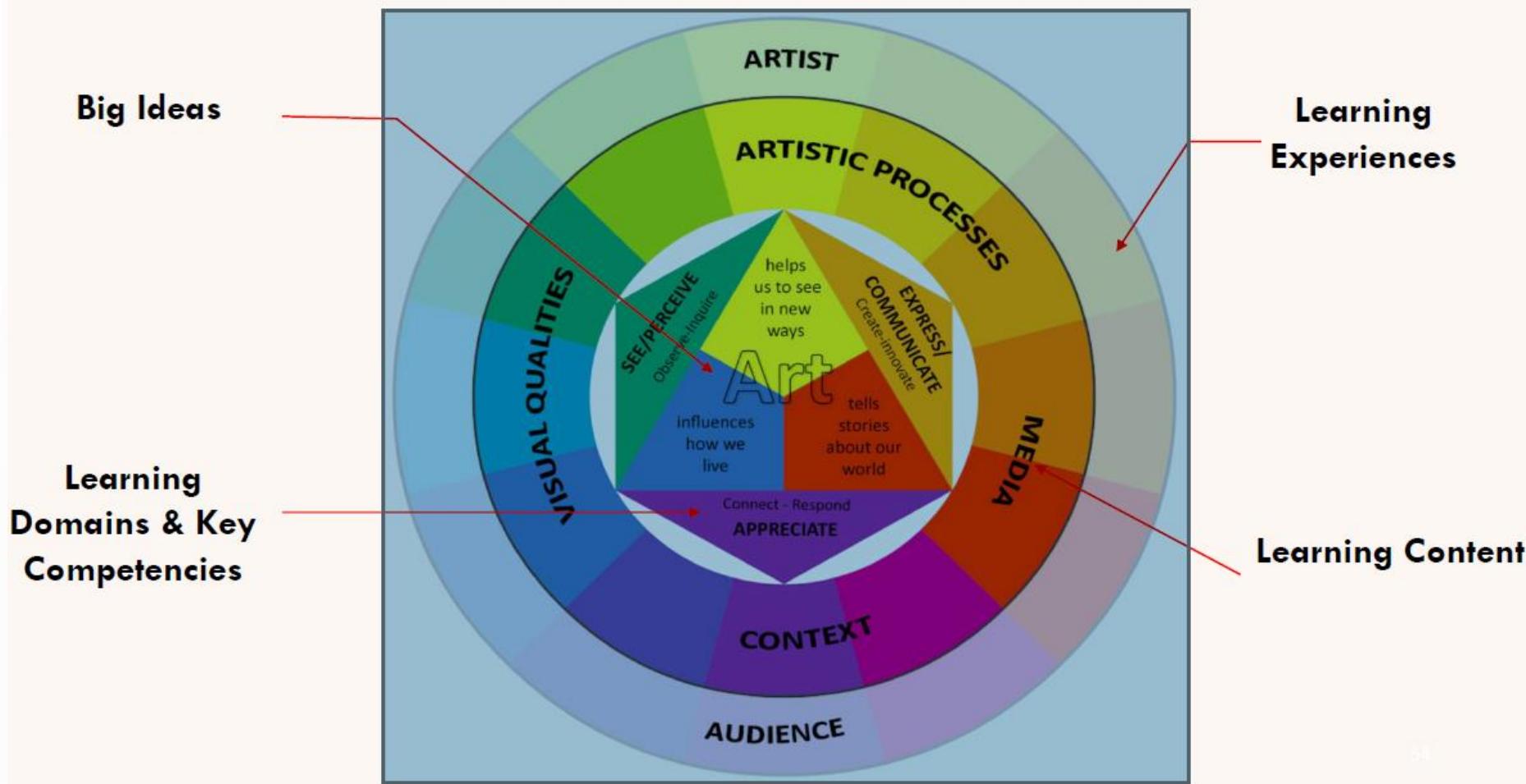


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Vigorous-intensity physical activities make your heart beat faster. You also breathe faster than when you are carrying out moderate-intensity physical activities. You may only have enough breath to say a few words.



# Art Framework



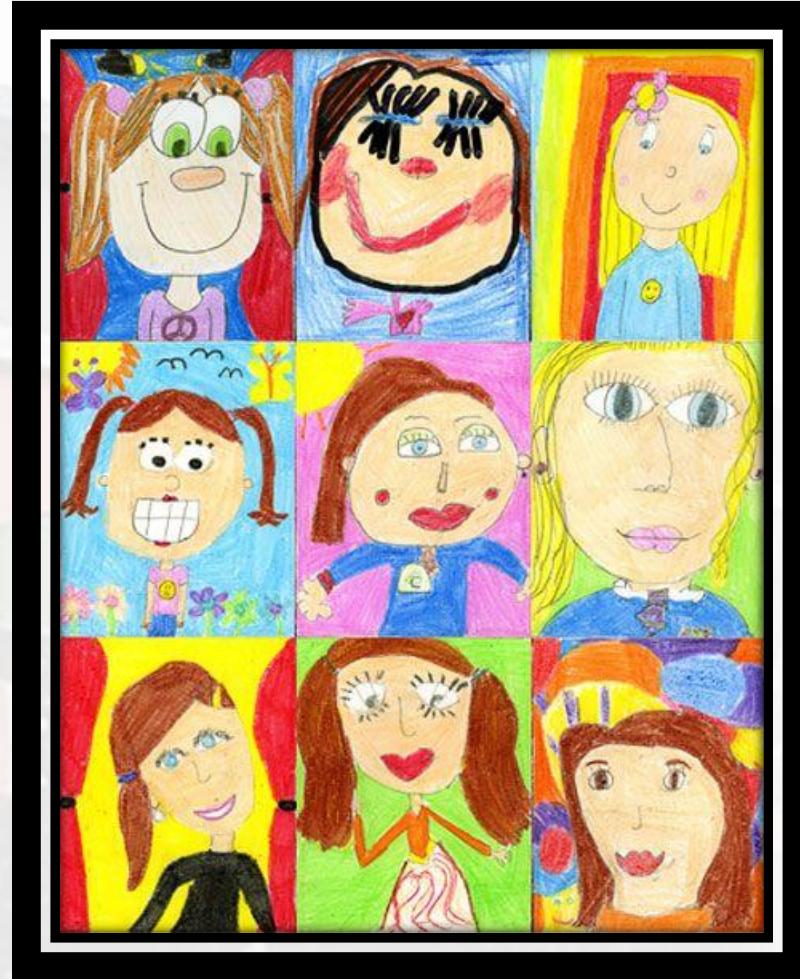
# Domain: See

## 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

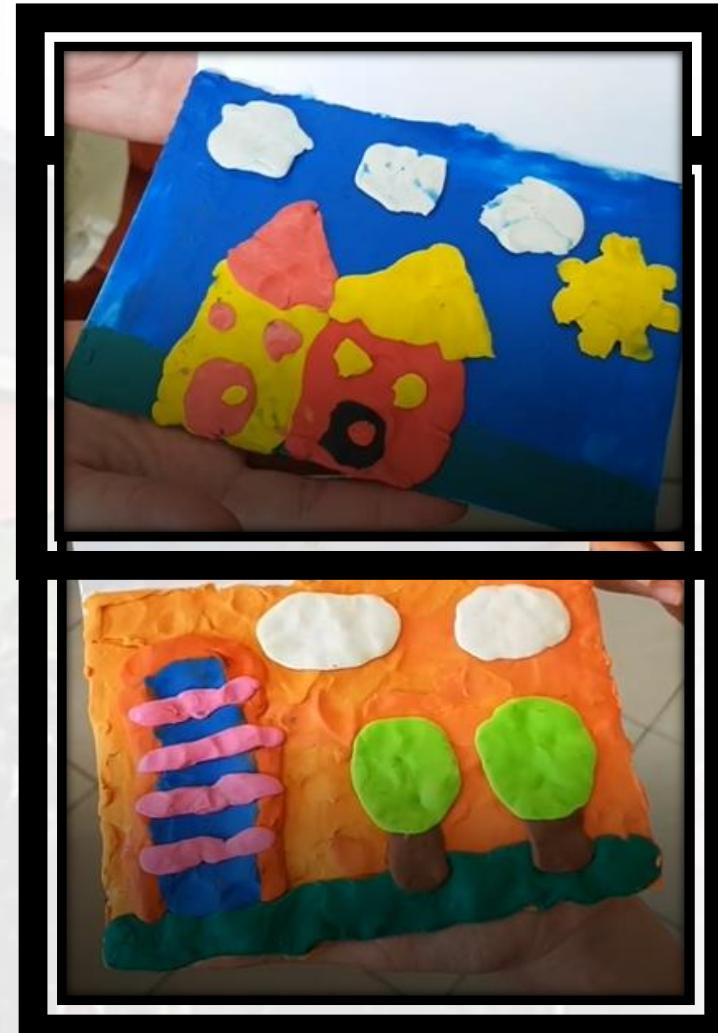
LO5: Share their imagination, thoughts and feelings through art making

# 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



## VTR: What makes you say that?



Starry Night, 1888

- What did he draw?
- How do you feel when you look at the painting?
- Do you like the painting?

See – think – wonder



Water Lilies (1919)

101 x 200 cm

What do you see in this painting?

How do you think he made this art work?

Have you wondered what he was thinking or feeling when he did this?



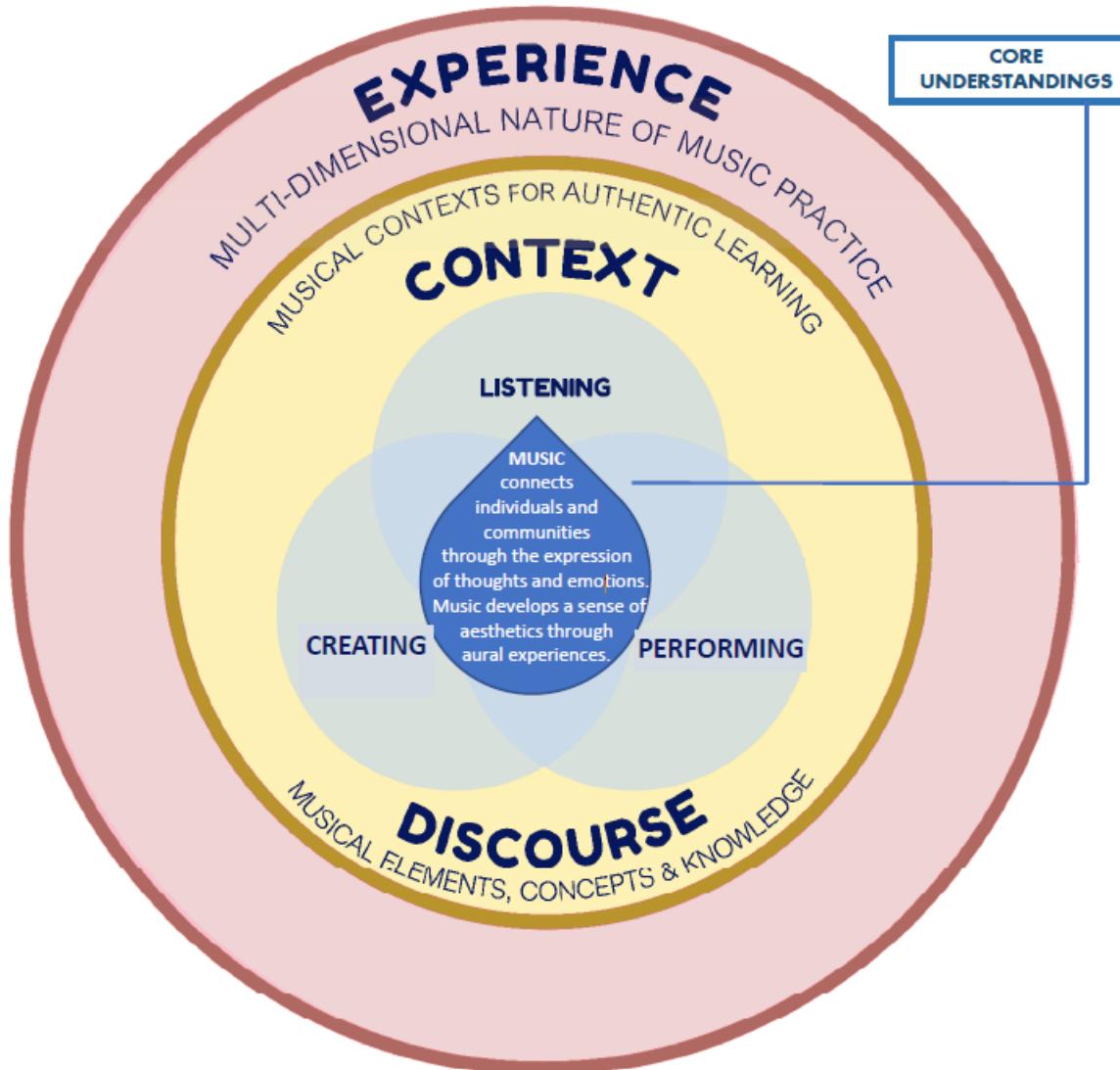
# P3 – Batik Art

Students will create Batik artworks using cold wax and contrasting/bold colours.





# Music Curriculum





The 2023 Music Syllabus aims to enable students to:

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

## Signature modules

Primary 3	Primary 4	Primary 5	Primary 6
P3 Xylophones & ensemble playing	P4 Keyboard	P5 Ukulele Module	P6 Pop Band Ensemble



# Music

## Learning Outcomes of Listening, Creating and Performing

1

### **LO1 Listen and Respond to Music**

LO1 seeks to enable students to actively listen to experience and explore how music from a range of cultures and genres can convey ideas, experiences and emotions. At the primary level, students build their foundation in listening skills through active listening.

2

### **LO2 Create Music**

LO2 seeks to harness and develop students' innate creativity within the context of music. Through improvising, composing and other ways of creating, students learn to communicate their ideas in and through music, build their expressive skills and develop their unique personal voice.

3

### **LO3 Perform Music**

LO3 provides experiential means through singing and instrumental playing for students to interact with a wide variety of repertoire to deepen their understanding of the characteristics of music. It would also be important to have opportunities for students to perform individually as well as in collaboration with others in an ensemble in class or as part of a community.

**STAGE 2 (PRIMARY 3 AND 4)**

<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>
<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 reasonable technique, a variety of songs (e.g. folksongs and songs from musicals) in 2/4, 3/4, 4/4 and 6/8 time.</li><li>(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing.</li><li>(iii) sing as an ensemble, melodic ostinati and 2 - 3 part canons with increasing rhythmic and melodic complexity</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 2/4, 3/4, 4/4 and 6/8 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) play a main melodic instrument to the basic proficiency appropriate for the instrument (e.g. recorder, keyboard, guitar).</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>(i) improvise with voice and classroom instruments, pentatonic melodic and rhythmic responses of at least 2 bars, demonstrating understanding of the elements of music as stated in LO5.</li><li>(ii) compose and perform 2 - part rhythmic phrases of least 4 bars.</li><li>(iii) compose melodic phrases of at least 4 bars, using voice and instruments, based on the C pentatonic and the C major scales.</li><li>(iv) create and perform soundscapes to a given stimulus, and produce graphic notations of their soundscapes. Students should be able to explain the rationale behind musical decisions.</li><li>(v) create a soundscape or melodic composition using the basic techniques of selection loops.</li></ul>



# P3 Xylophones & ensemble playing

- Students will learn how to:
- Play xylophones and mallet instruments with correct techniques
- Learn music theory on note recognition & understanding how to read and play simple music scores
- Play as an ensemble, practicing active music making skills of reading, listening and performing





# Co-curricular Activities (CCA)

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



**CCAs**

Physical Sports Group ▾

Visual &amp; 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/>



# Choices of CCAs offered in Junyuan

Physical Sports Groups	Visual and Performing Arts Groups	Uniformed Groups	Clubs and Societies
<a href="#">Floorball</a>	<a href="#">Chinese Dance</a>	<a href="#">Scouts</a>	<a href="#">Drama Club</a>
<a href="#">Volleyball</a>	<a href="#">Malay Dance</a>		<a href="#">Info Comm Club</a>
<a href="#">Taekwondo</a>	<a href="#">Modern Dance</a>		<a href="#">Environment Club</a>
<a href="#">Tchoukball</a>	<a href="#">Music Interest Club ↗</a>		
	<a href="#">Visual Art Club ↗</a>		



# Why join a CCA?

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





# When does CCA start?

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

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



# When can my child choose and join a CCA?

Primary Three			
Term 1 Week 5 - 9	Term 2 Week 1 - 2	Term 2 Week 7	Term 3 Week 1
<b>CCA Experience</b>  Choose a CCA to experience/try out	<b>CCA Selection</b>  Choose a CCA to join (4 options)  Assigning to a CCA based on 1st 2 options	<b>CCA starts</b>  CCA sessions may start (depending on CCA)	<b>All CCAs</b> will start



# P3 CCA Experience

CCA	Dates of CCA Experience	Registration Form links
Tchoukball	Mondays 9 Feb / 23 Feb / 2 Mar <i>(only choose 1 date to attend per CCA)</i>	<a href="https://tinyurl.com/2026tchoukballccaexpregform">https://tinyurl.com/2026tchoukballccaexpregform</a>
Volleyball		<a href="https://tinyurl.com/2026volleyballccaexpregform">https://tinyurl.com/2026volleyballccaexpregform</a>
Chinese Dance		<a href="https://tinyurl.com/2026chinesedanceccaexpregform">https://tinyurl.com/2026chinesedanceccaexpregform</a>
Music Interest Club		<a href="https://tinyurl.com/2026micccaexpregform">https://tinyurl.com/2026micccaexpregform</a>
Scouts	Fridays 13 Feb / 20 Feb / 27 Feb <i>(only choose 1 date to attend per CCA)</i>	<a href="https://tinyurl.com/2026scoutscccaexpregform">https://tinyurl.com/2026scoutscccaexpregform</a>
Environment Club		<a href="https://tinyurl.com/2026envclubccaexpregform">https://tinyurl.com/2026envclubccaexpregform</a>
Floorball		<a href="https://tinyurl.com/2026floorballccaexpregform">https://tinyurl.com/2026floorballccaexpregform</a>
Taekwondo		<a href="https://tinyurl.com/2026taekwondoccaexpregform">https://tinyurl.com/2026taekwondoccaexpregform</a>



**JUNYUAN PRIMARY SCHOOL**

Future-Ready Learners . Leaders of Character

# Thank You