



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

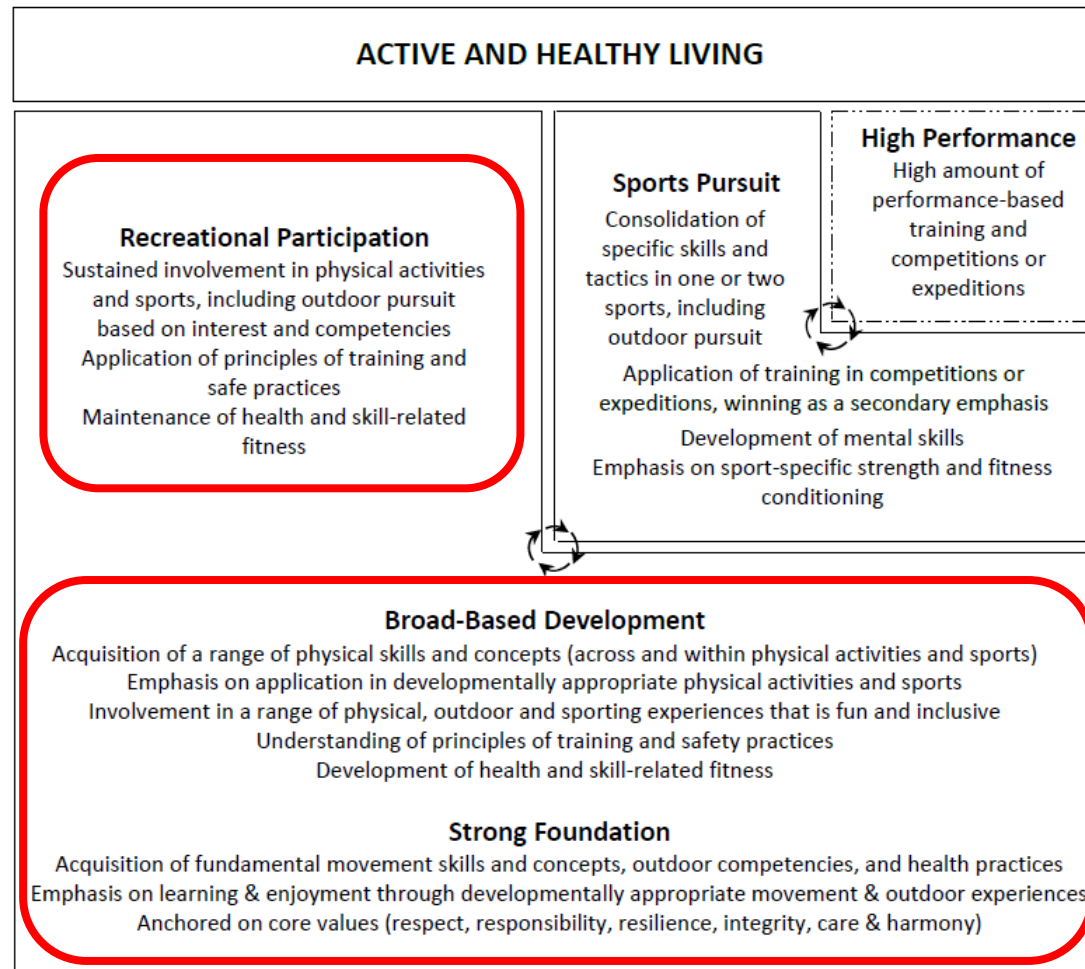
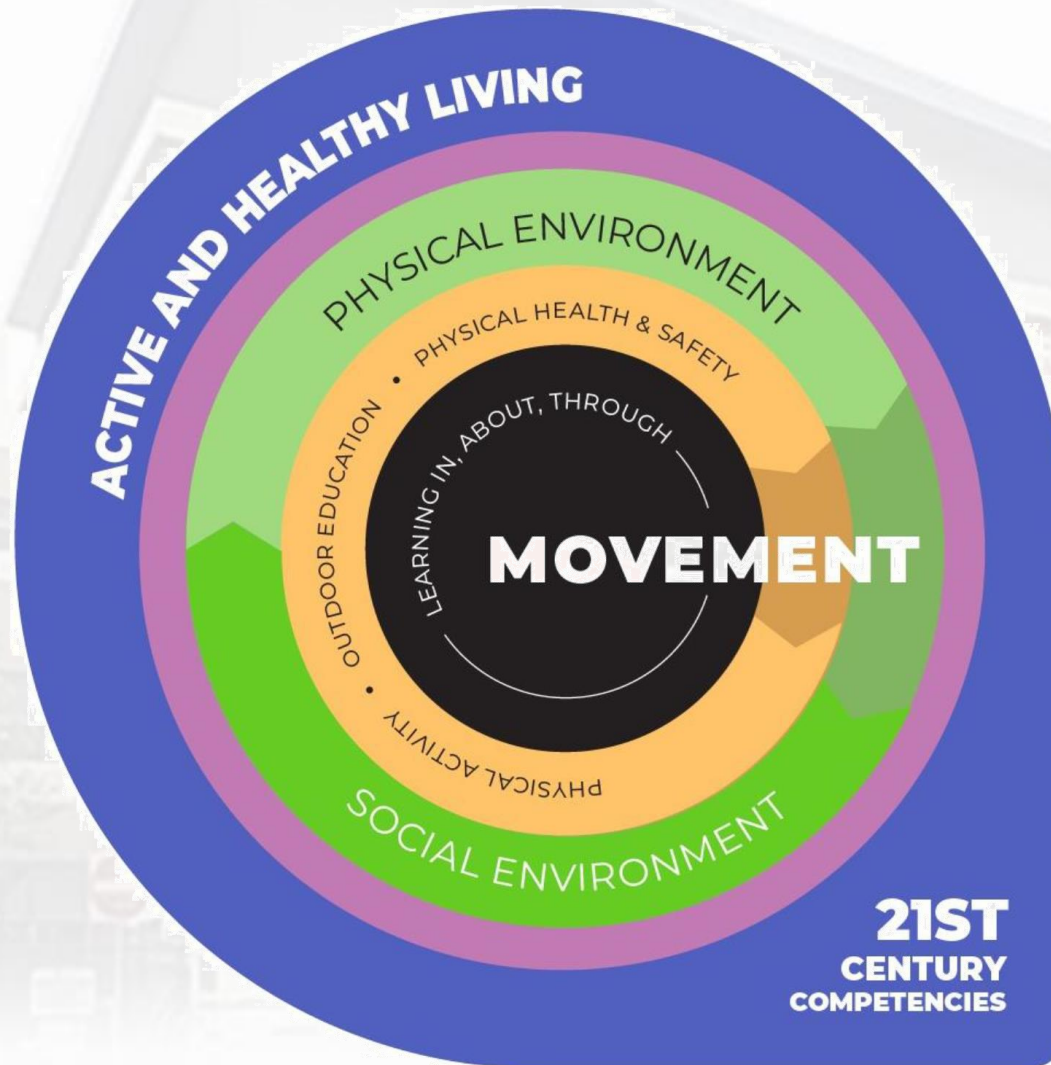


Figure 1. Physical Education and Sports Development Framework



Physical Education Curriculum Framework





Learning Areas of PE

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

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



Physical Education in Junyuan

Athletics



Dance



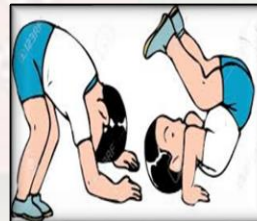
Games & Sports



Health education



Gymnastics



Outdoor Education



Swimming (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

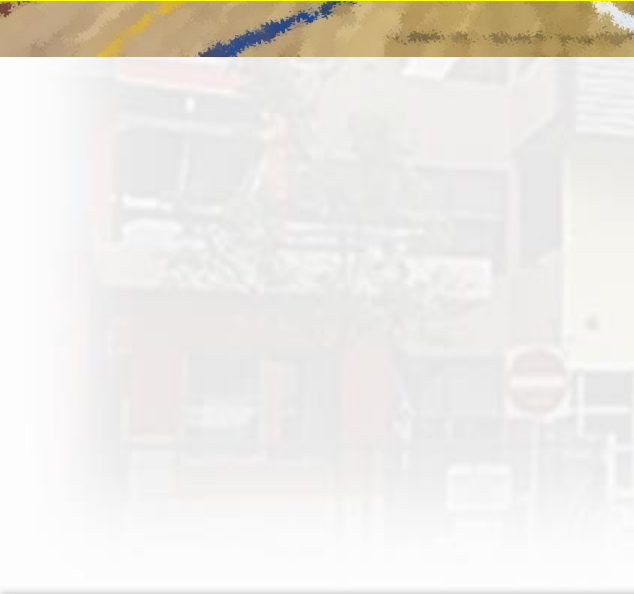
Apply key principles and considerations of packing for a day trip, e.g., a trip to the neighbourhood park.



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

Catching

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.



External learning opportunities





Outdoor Education Framework



PRIMARY 3 – OUTDOOR EDUCATION

Theme: 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> <ol style="list-style-type: none">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> <ol style="list-style-type: none">3. Understand the key principle of categorisation when packing for an outdoor activity.
Sense of place	<u>Navigation</u> <ol style="list-style-type: none">1. Observe and interact with the flora, fauna, and people to learn more about a place. <u>Trip Planning</u> <ol style="list-style-type: none">2. Use non-disposables when packing for an outdoor activity.
Risk assessment and management	<ol style="list-style-type: none">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

1**Eat Well**

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2**Sleep Well**

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3**Learn Well**

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4**Exercise Well**

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.

**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 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 screening¹, immunisations² 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,

_____ 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.

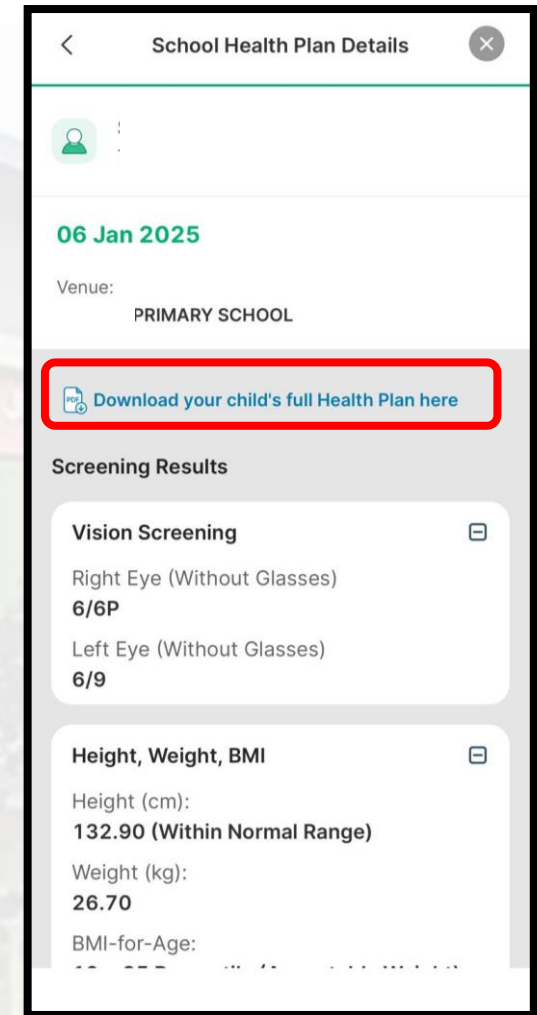
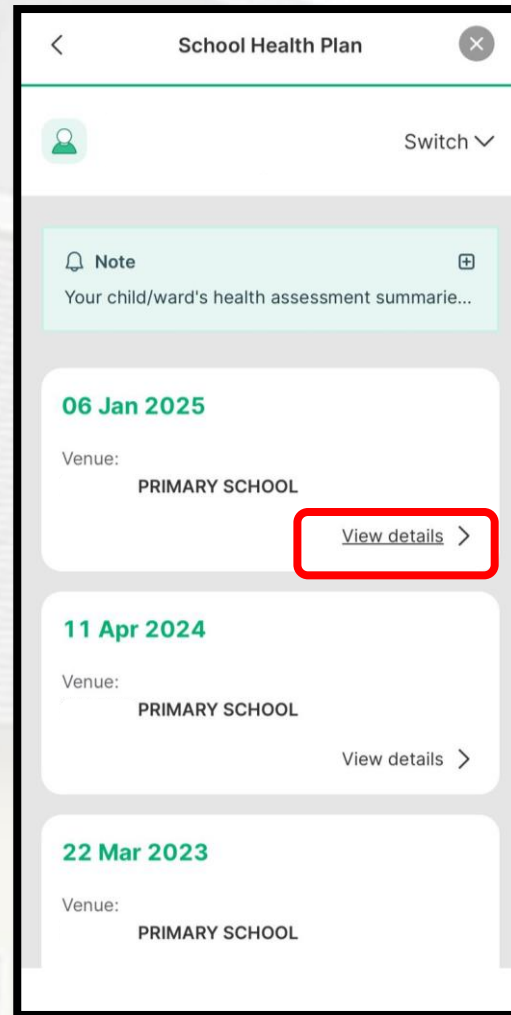
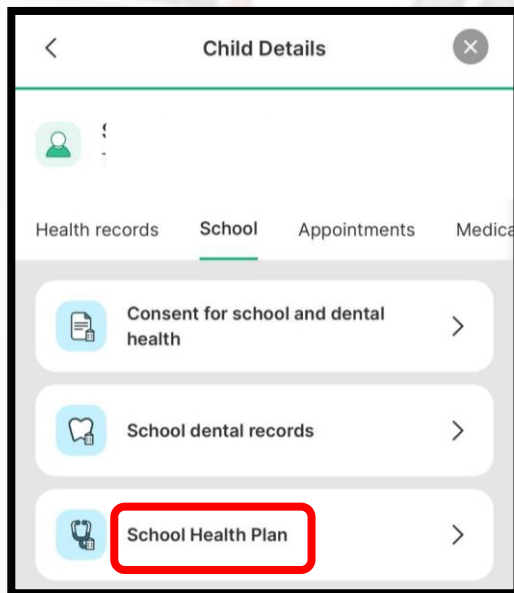
These habits are important for your child's overall well-being and development. Your support and encouragement play a crucial role in helping him stay consistent with these changes. Let's cheer him on!

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**

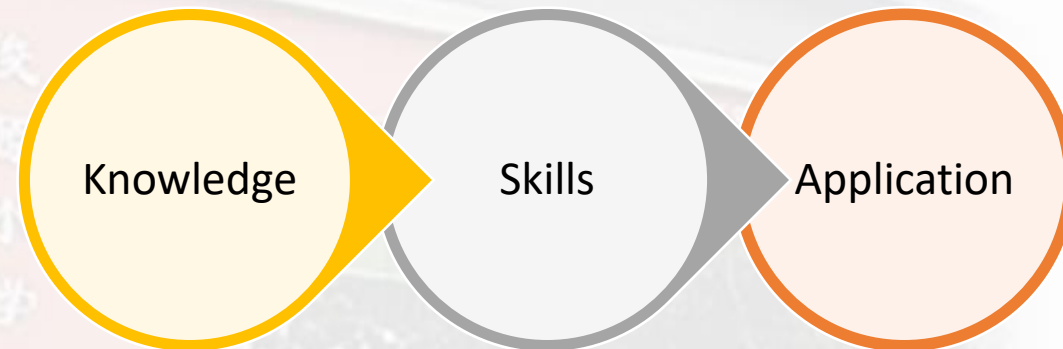
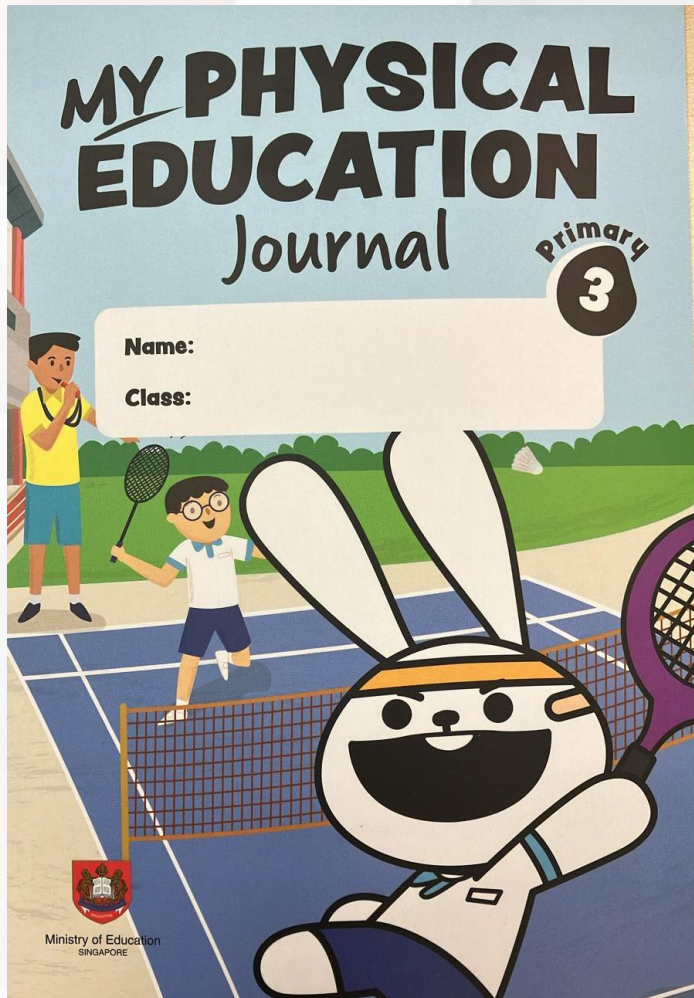


Retrieve Health Plan through Health Hub App





My Physical Education Journal





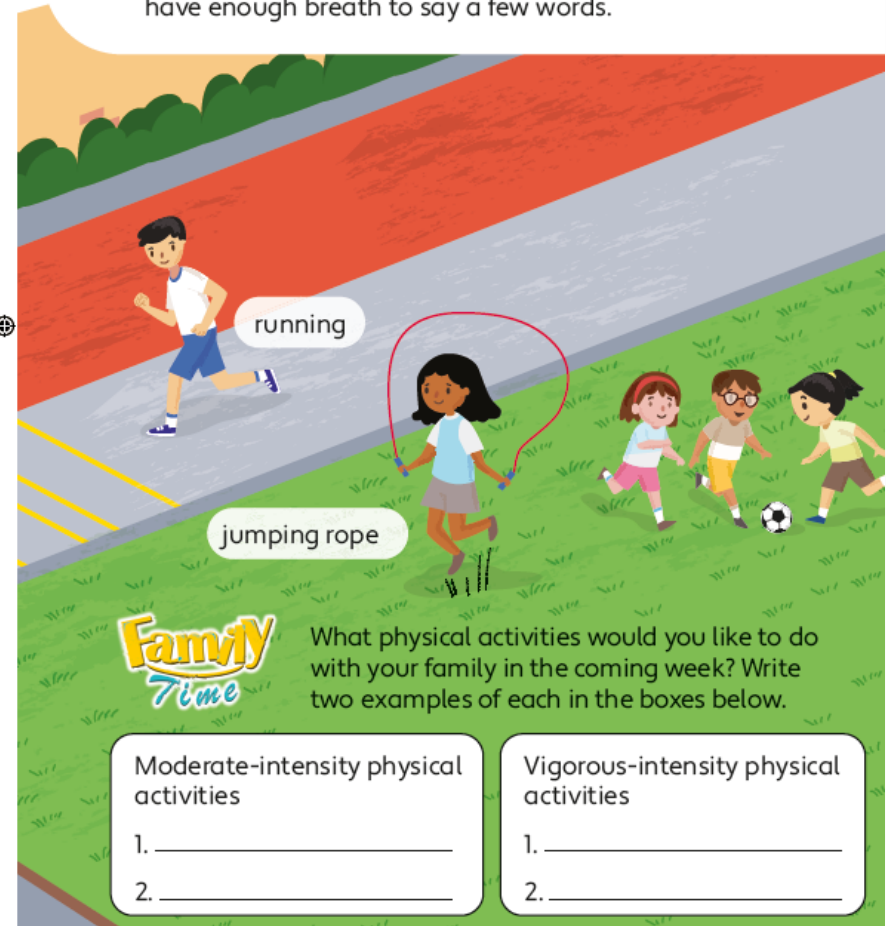
TAKING CARE OF YOUR WELL-BEING

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.



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.



Moderate-intensity physical activities

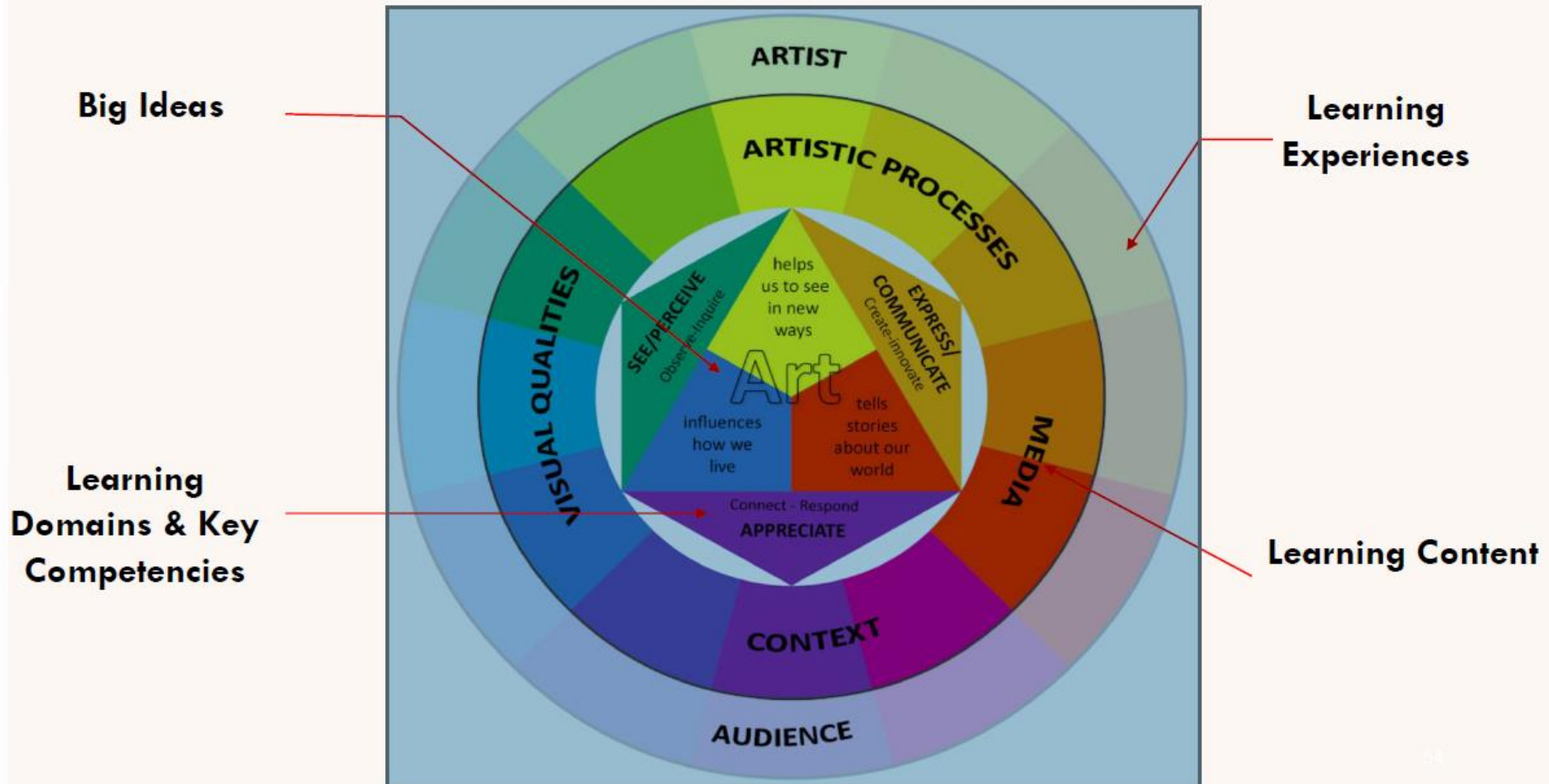
1. _____
2. _____

Vigorous-intensity physical activities

1. _____
2. _____



Art Framework





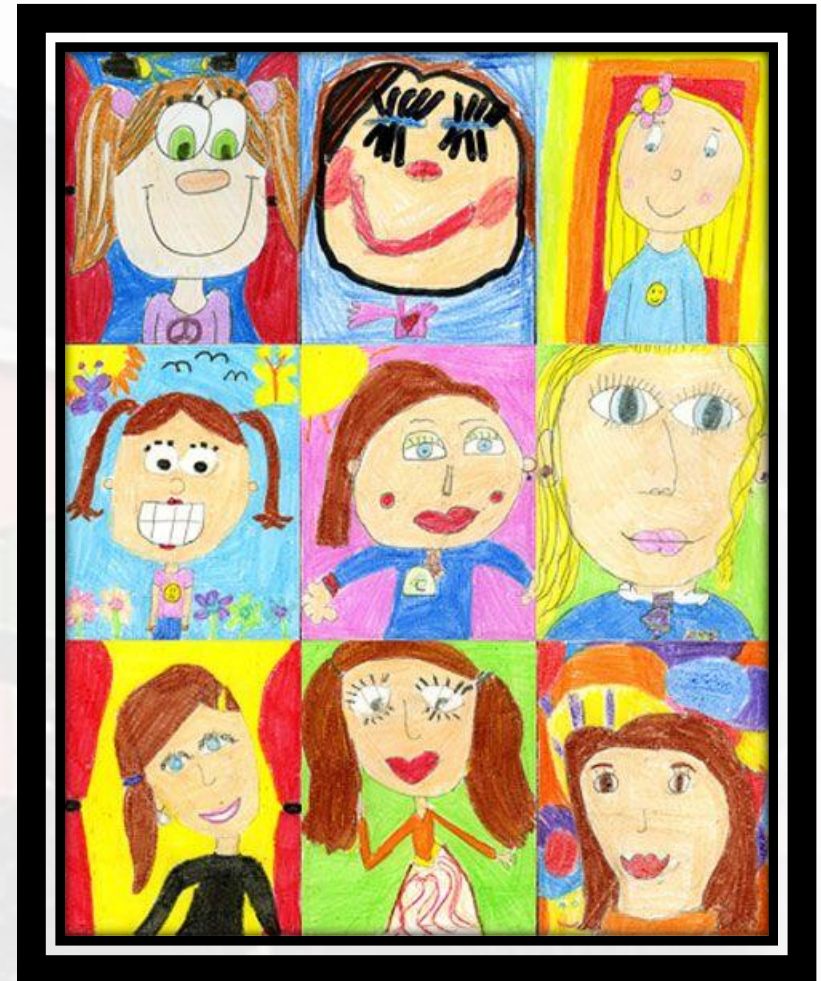
Domain: See

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?



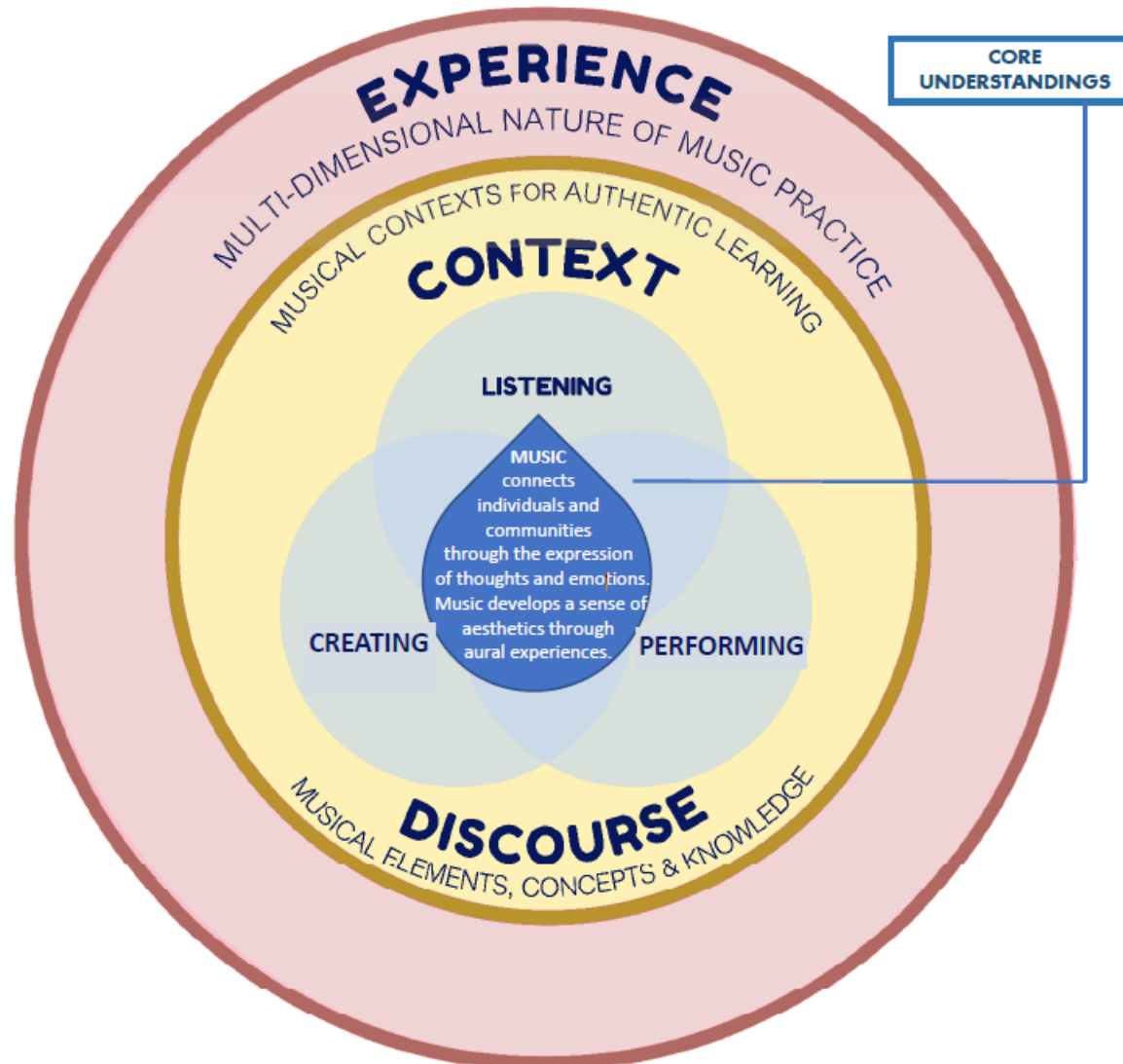
P3 – Batik Art

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. |

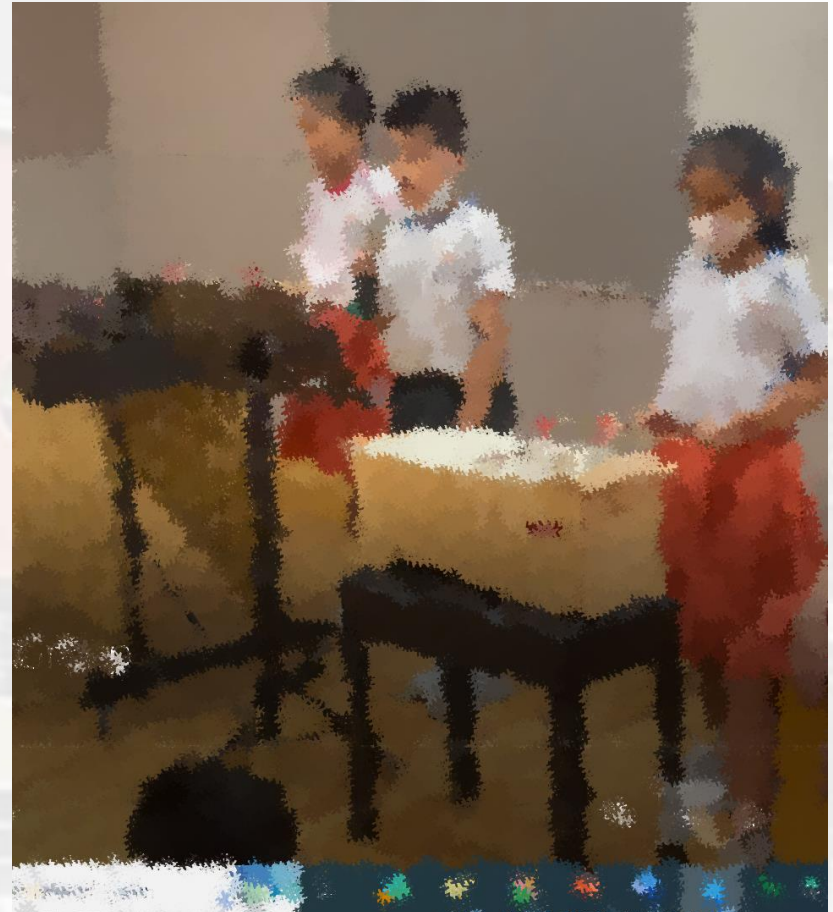
**STAGE 2 (PRIMARY 3 AND 4)**

L01 Perform Music in both instrumental and vocal settings, individually and in groups	L02 Create Music in both instrumental and vocal settings, individually and in groups
<p>Students should be able to:</p> <p>Sing</p> <ul style="list-style-type: none">(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.(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing.(iii) sing as an ensemble, melodic ostinati and 2 - 3 part canons with increasing rhythmic and melodic complexity <p>Play Instruments</p> <ul style="list-style-type: none">(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">• C pentatonic mode• C, F, G major and A minor.(v) play a main melodic instrument to the basic proficiency appropriate for the instrument (e.g. recorder, keyboard, guitar).	<p>Students should be able to:</p> <ul style="list-style-type: none">(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.(ii) compose and perform 2 - part rhythmic phrases of least 4 bars.(iii) compose melodic phrases of at least 4 bars, using voice and instruments, based on the C pentatonic and the C major scales.(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.(v) create a soundscape or melodic composition using the basic techniques of selection loops.



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 & 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/>



Choices of CCAs offered in Junyuan

Physical Sports Groups	Visual and Performing Arts Groups	Uniformed Groups	Clubs and Societies
Floorball	Chinese Dance	Scouts	Drama Club
Volleyball	Malay Dance		Info Comm Club
Taekwondo	Modern Dance		Environment Club
Tchoukball	Music Interest Club ↗		
	Visual Art Club ↗		



Why join a CCA?

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





When does CCA start?

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

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



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
CCA Experience	CCA Selection	CCA starts	
Choose a CCA to experience/try out	Choose a CCA to join (4 options) Assigning to a CCA based on 1st 2 options	CCA sessions may start (depending on CCA)	<u>All CCAs</u> 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>	https://tinyurl.com/2026tchoukballccaexpregform
Volleyball		https://tinyurl.com/2026volleyballccaexpregform
Chinese Dance		https://tinyurl.com/2026chinesedanceccaexpregform
Music Interest Club		https://tinyurl.com/2026micccaexpregform
Scouts	Fridays 13 Feb / 20 Feb / 27 Feb <i>(only choose 1 date to attend per CCA)</i>	https://tinyurl.com/2026scoutssccaexpregform
Environment Club		https://tinyurl.com/2026envclubccaexpregform
Floorball		https://tinyurl.com/2026floorballccaexpregform
Taekwondo		https://tinyurl.com/2026taekwondoccaexpregform



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Thank You