



PE, Art, Music 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

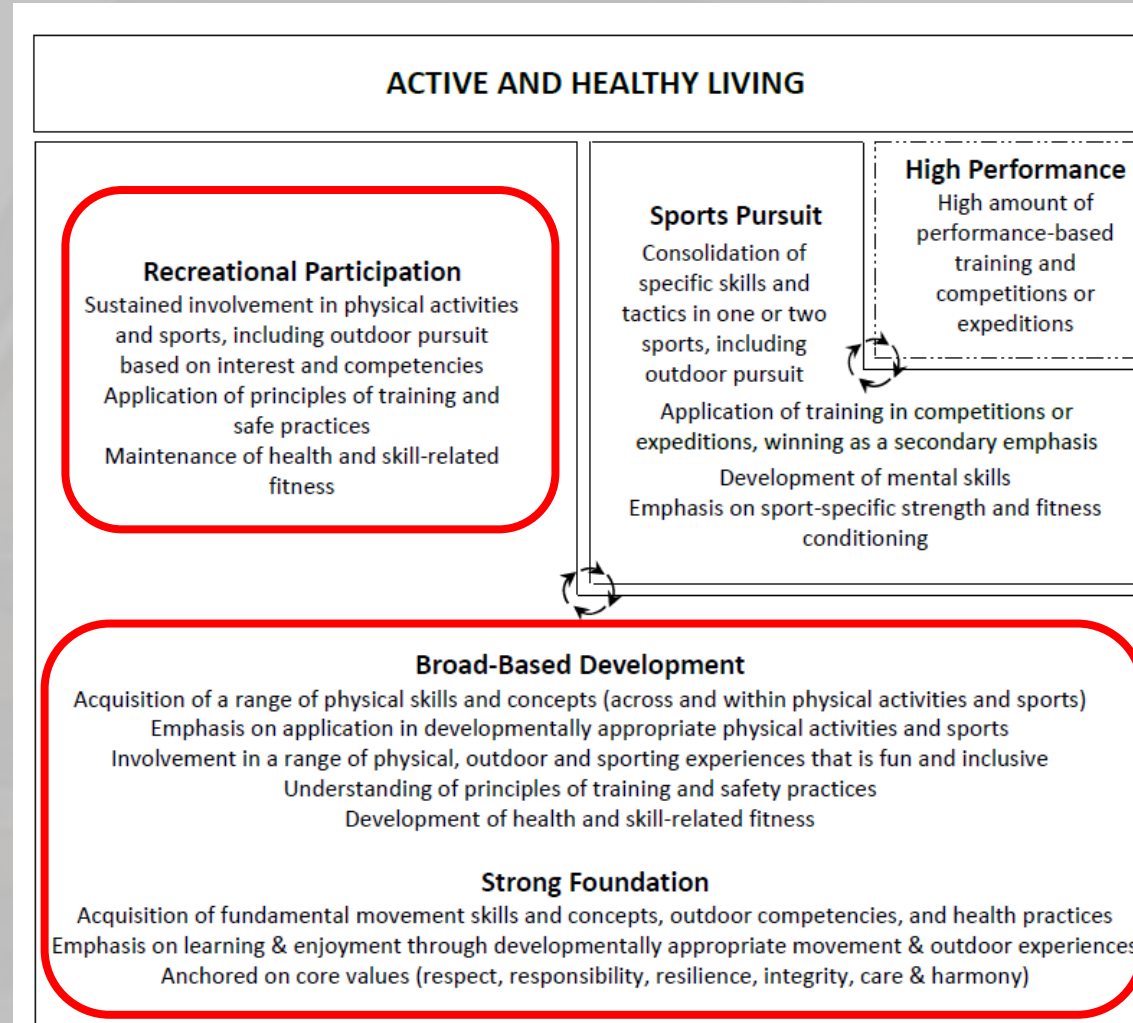
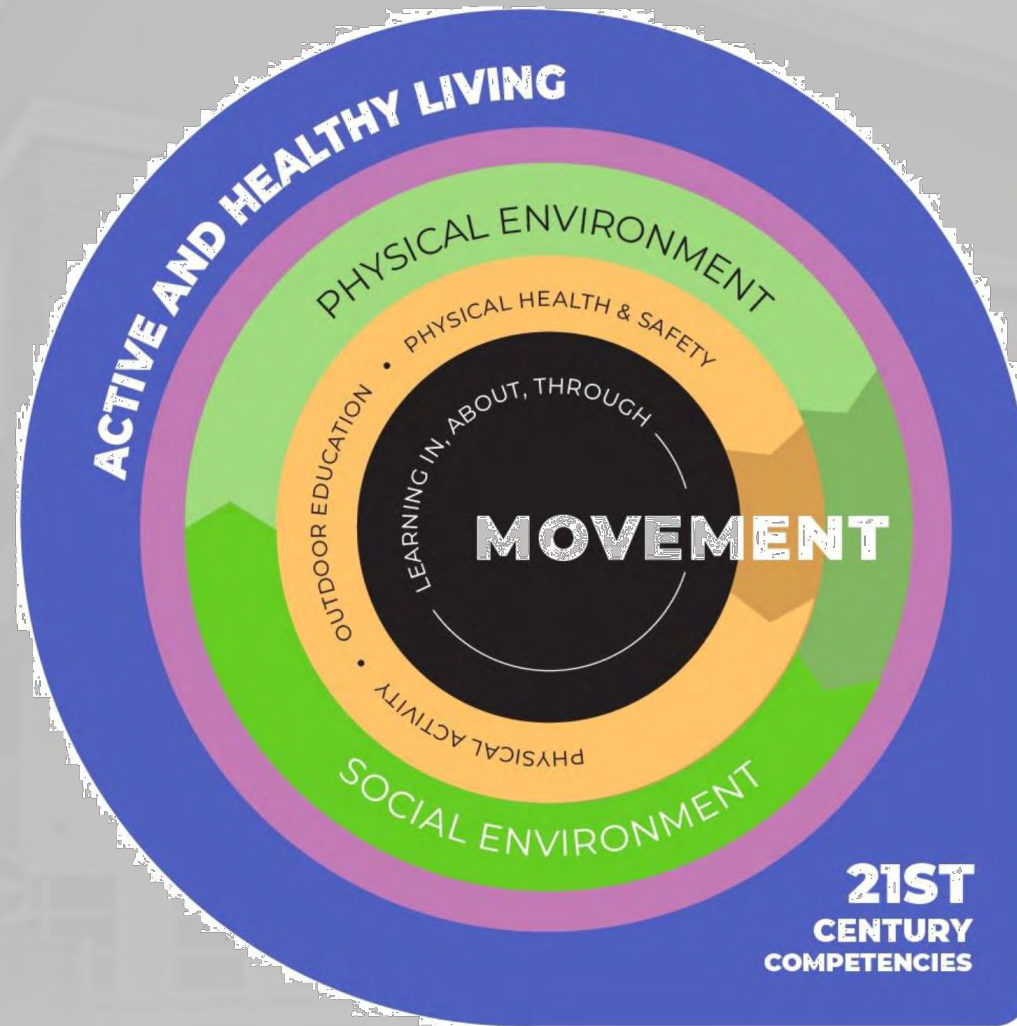


Figure 1. Physical Education and Sports Development Framework



Physical Education Curriculum Framework





Learning Areas of PE

| 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



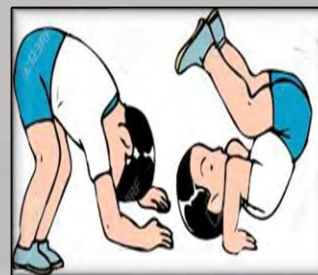
Games & Sports



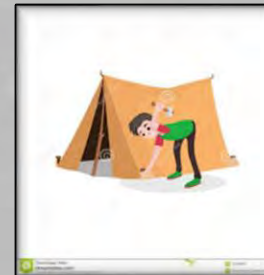
Health education



Gymnastics



Outdoor Education



Stage
1 only



Swimming



Sending to a partner (Stationary/Moving)

Games and Sports



Striking with hands



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



Non-CCA
Sport

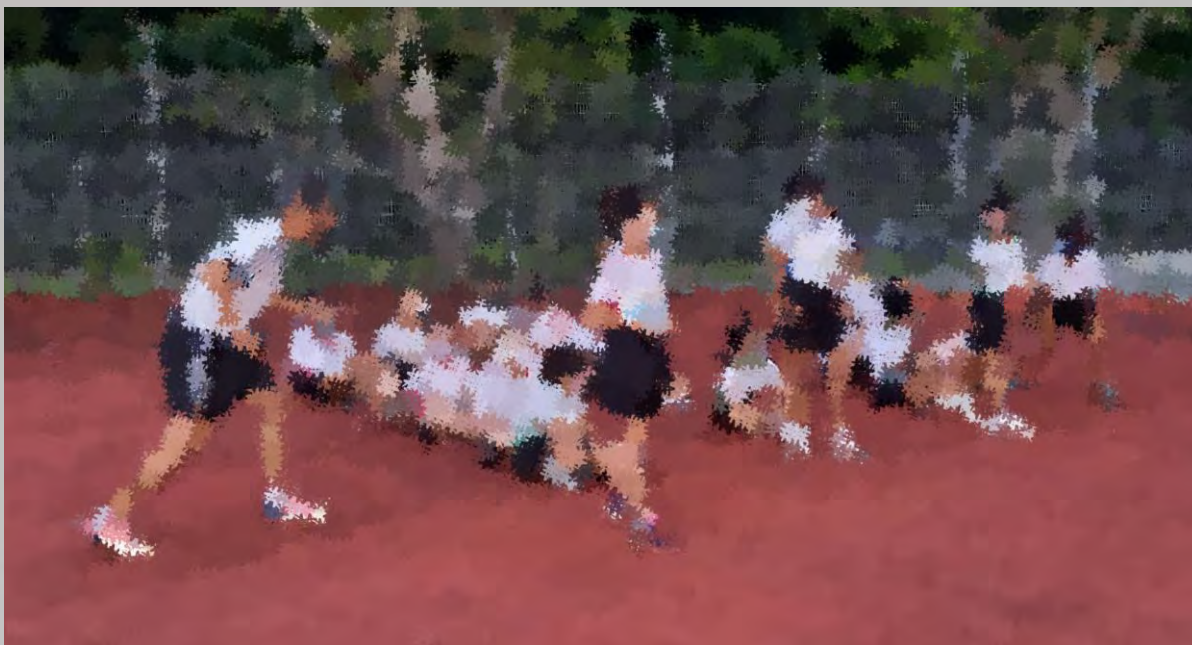


National School Games

Track & Field

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

**Non-CCA
Sport**





National School Games

Badminton (Junior Boys)

**Non-CCA
Sport**





Junior Sports Academy (JSA)

- The nation-wide JSA programme by MOE is for P4 and P5 students with higher abilities in the physical domain.
- Identifying and developing their sporting strength and talents.
 - School Nomination
 - Parent Nomination
- If students pass the JSA Trials, students invited to the JSA programme will participate in sport modules, conducted on Saturdays/Sundays 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.

| Date/Day | Venue | Reporting Time for Registration | Allocated Schools | Remarks |
|---------------------------|----------------------------------|---------------------------------|--|--|
| 14 Mar 2026 (Saturday) | OCBC Arena Hall 1 The Kallang | 8.15am | East zone schools with names starting from N to Y | (c) Bring Student EZ-Link Card |
| | | 10.15am | East zone schools with names starting from A to J | (d) Water bottle |
| | | 1.30pm | East zone schools with names starting from K to M West zone schools with names starting from B to H | (e) Have your meal before reporting (preferably about 1-2 hour before) |
| | | 3.30pm | West zone schools with names starting from J to Z | |

Information will be sent via PG in Week 5



Outdoor Education Framework



PRIMARY 4 – OUTDOOR EDUCATION

Theme: Understanding my school and its neighbourhood

Students explore different places in the school and its neighbourhood safely using a map. Students pack a backpack for a day trip 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">Undertake a route and move towards the checkpoints using a map of the school and its neighbourhood. <u>Trip Planning</u> <ol style="list-style-type: none">Know the essential items to bring for an outdoor day trip:<ol style="list-style-type: none">protection from different weather conditions; andsuitable food and drink.Demonstrate the key principle of categorisation when packing for an outdoor day trip. |
| Sense of place | <u>Navigation</u> <ol style="list-style-type: none">Observe and interact with the flora, fauna and people to learn more about a place.Understand and demonstrate acceptable behaviours when exploring shared places in the neighbourhood.Demonstrate environmentally sustainable practices when exploring the school and its neighbourhood. <u>Trip Planning</u> <ol style="list-style-type: none">Use non-disposables when packing for an outdoor day trip. |
| Risk assessment and management | <ol style="list-style-type: none">Identify potential hazards and risks during outdoor activities for a day trip.Take actions to mitigate the identified risks. |



Outdoor Education Culminating Events

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

SwimSafer

Learning Journey



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Future-Ready Learners . Leaders of Character

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

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- 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 • I



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:

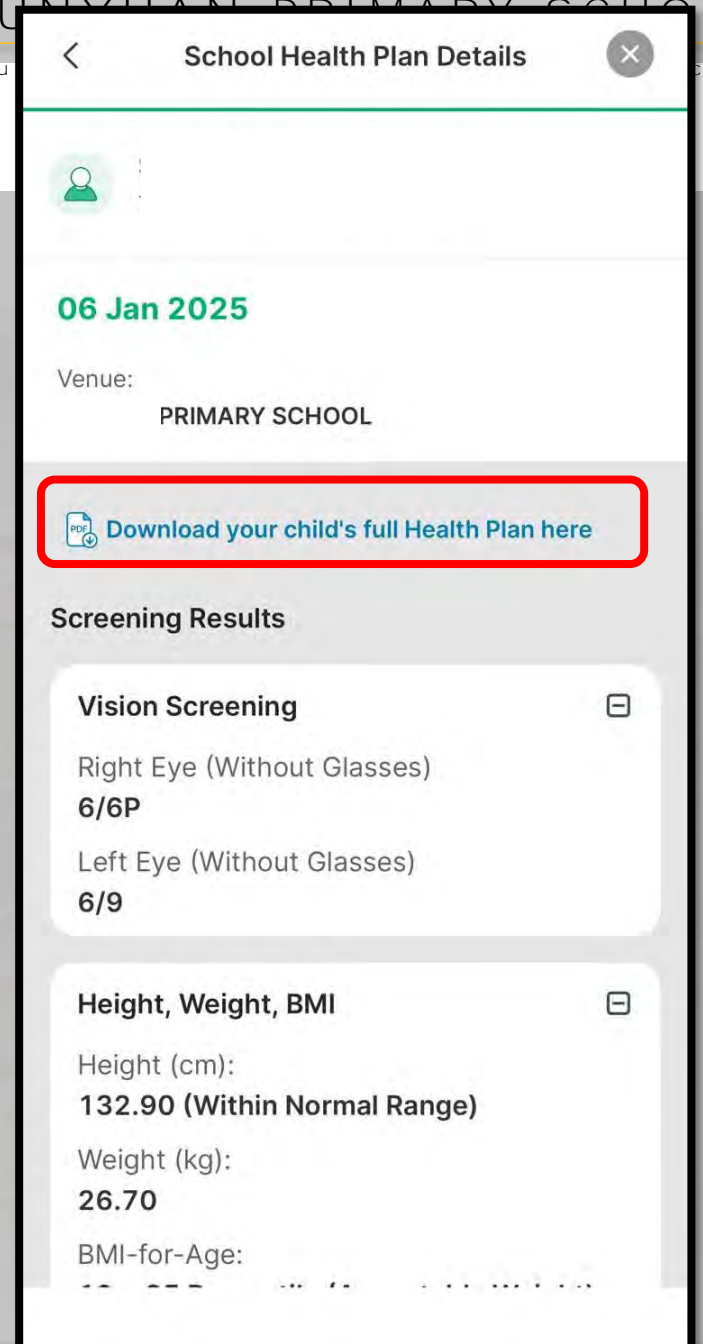
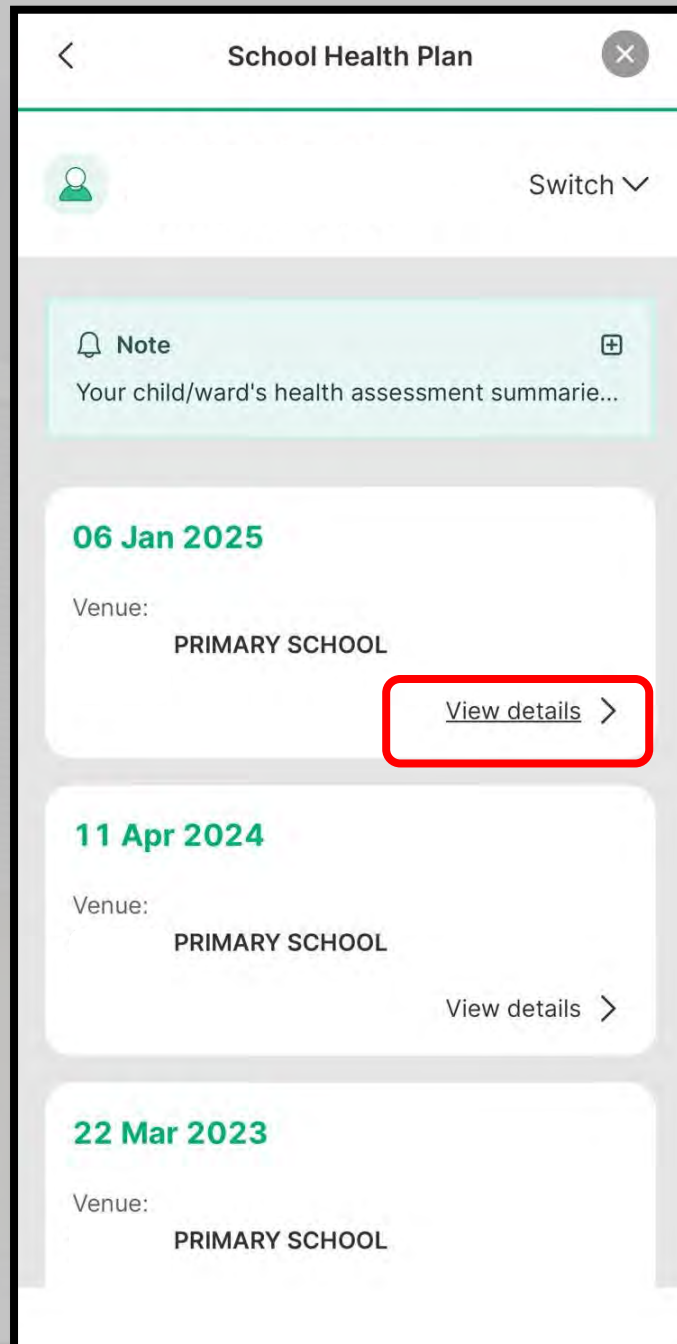
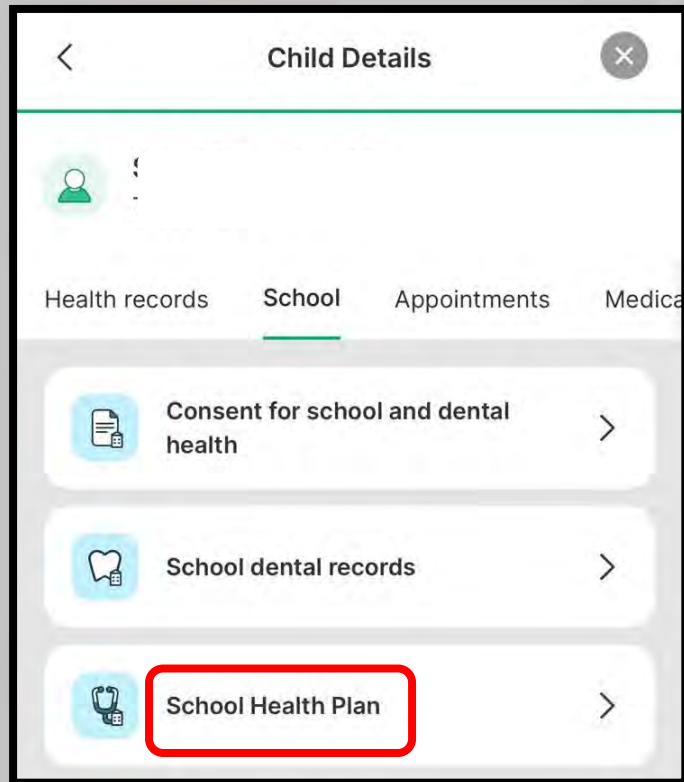
- Physical Activity: In addition to his current activities, he would like to play badminton/go to the playground regularly, for an extra 1 day a week for 60 minutes per session. Regular exercise can improve strength, memory and thinking.
- Sweet drinks: He is keen to cut down his intake of sweet drinks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

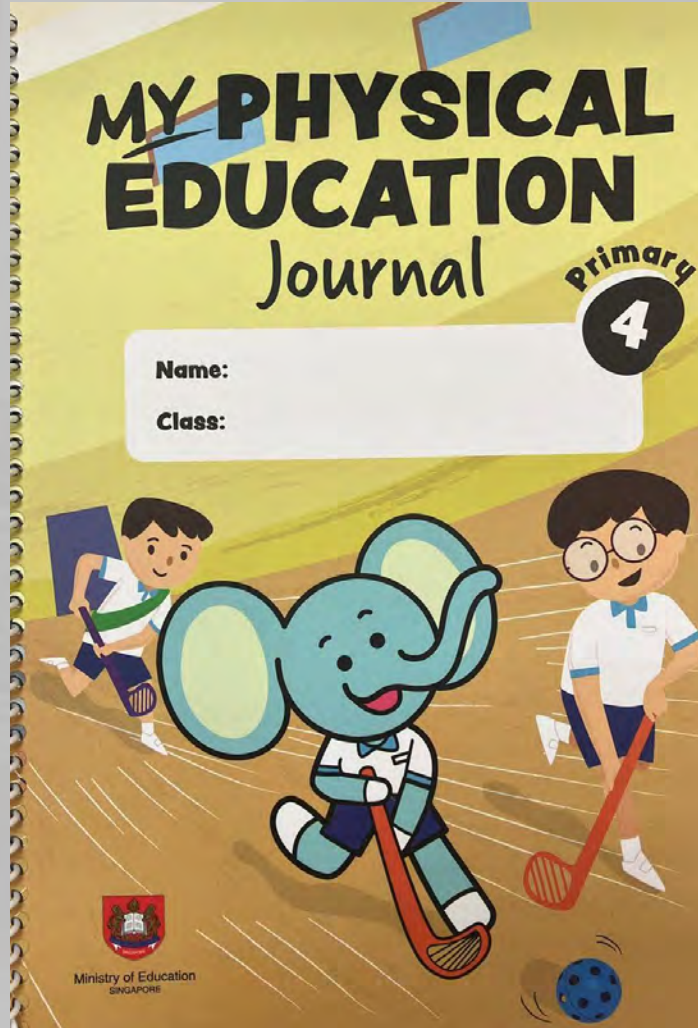
Parents receiving individualized
Health Plan after School Health
Check

Retrieve Health Plan through Health Hub App





My Physical Education Journal



WORKING TOWARDS A HEALTHIER YOU

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

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



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

Instructions:

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



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

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

Extension of learning of physical skills and healthy habits

GETACTIVE!
SINGAPORE

GetActive! Star Challenge 2022

Lower Primary

Collect **10 stars** to complete the challenge!

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Instructions

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



BAMMM!

7-DAY

NO SUGARY DRINKS

Chat with Me! 

CHALLENGE

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

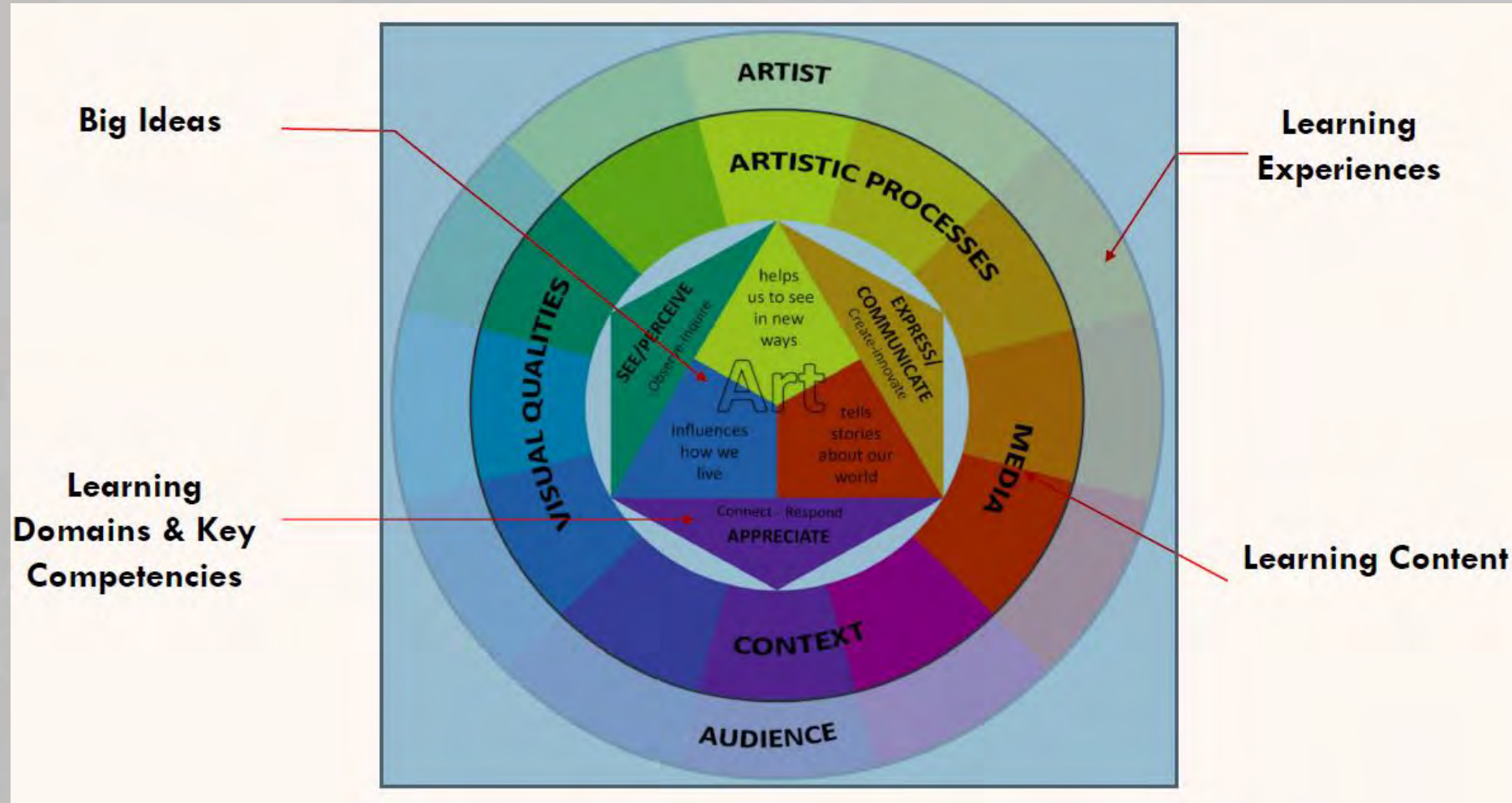
TAKE UP
THE CHALLENGE

LEARN
ABOUT YOUR
KIDNEYS

SHOW
YOUR SUPPORT AND
CARE TO KIDNEY
FAILURE PATIENTS



Art Framework





Domain: See

Competencies: Observe – Inquire

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

LO2: Ask questions about what they see

LO3: Draw from their imagination and observation



P1 Self Portrait



Domain: Express

Competencies: Create – Innovate

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

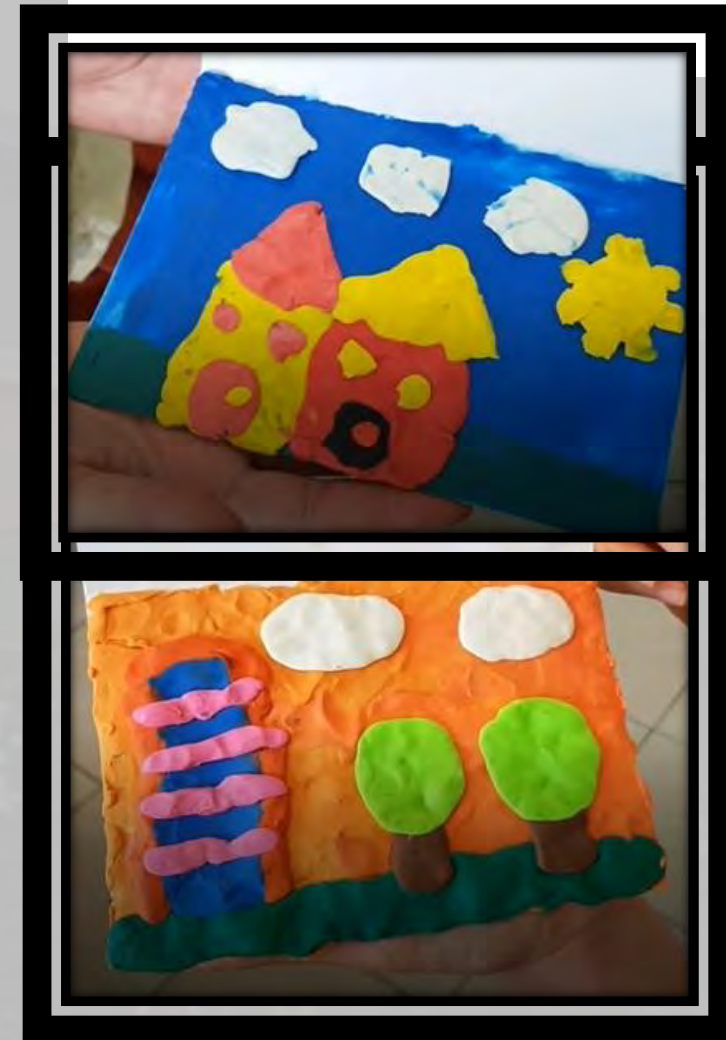
LO5: Share their imagination, thoughts and feelings through art making

Domain: Appreciate

Competencies: Connect – Respond

LO6: Show interest in looking at a variety of artworks

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



Creating Art pieces using Clay



Collaboration with external agencies to display students' talents





P4 – Museum-based Learning

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





Museum Based learning



See- Think- Wonder

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

Painting Class (1957)
Lim Yew Kuan

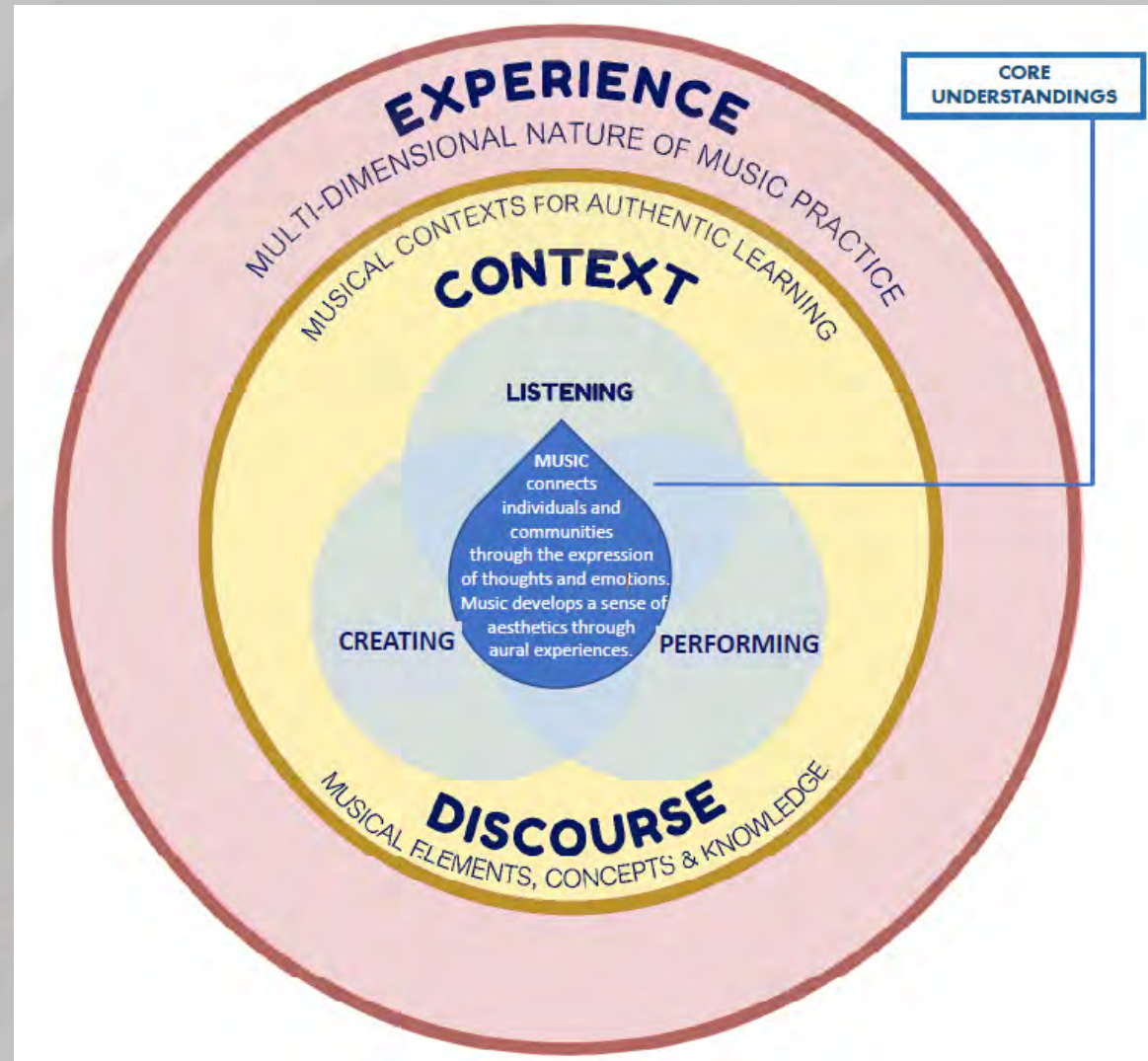


Batik Art





Music Curriculum





Music

Learning Outcomes of Listening, Creating and Performing

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



P4 Keyboard module

Students will learn how to:

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

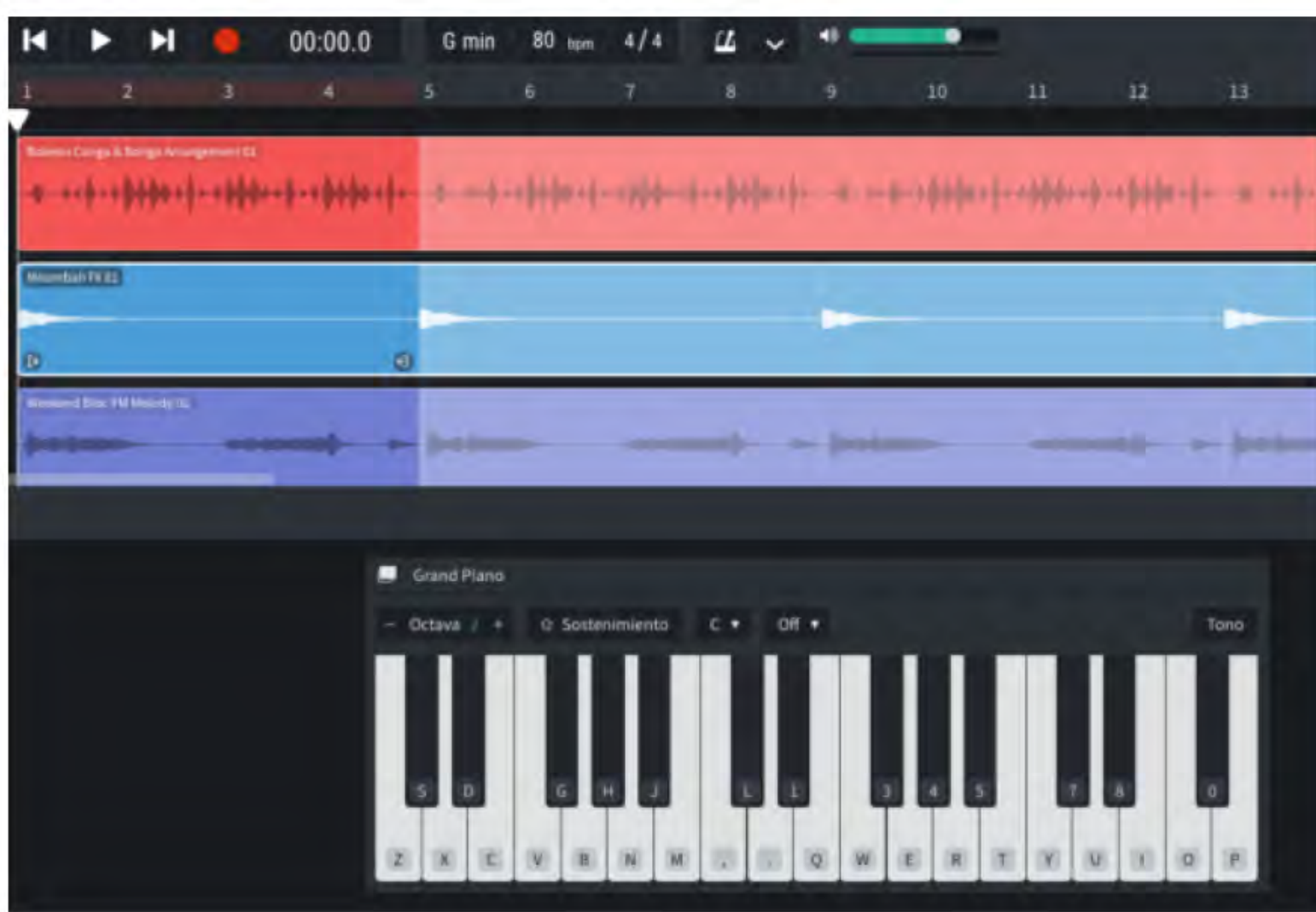


Digital Music



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Keyboard

Try playing this on your keyboard template

Hot Cross Buns

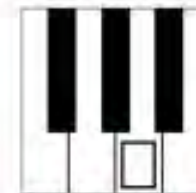
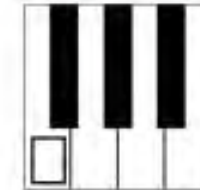
E D C - E D C -
Hot Cross Buns, Hot Cross Buns,

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

E D C - - -
Hot Cross Buns.



Write the name of each piano key in the box.





Co-curricular Activities (CCA)

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





CCAs

Physical Sports Group ▼

Visual & Performing Arts
Group ▼

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.**
- ☐ CCA schedule **continues as usual during WA weeks**
- ☐ Last CCA Session would be in **Term 4 Week 1 (14 or 18 Sept)** for **Year End Examinations**



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. |



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Thank You