



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

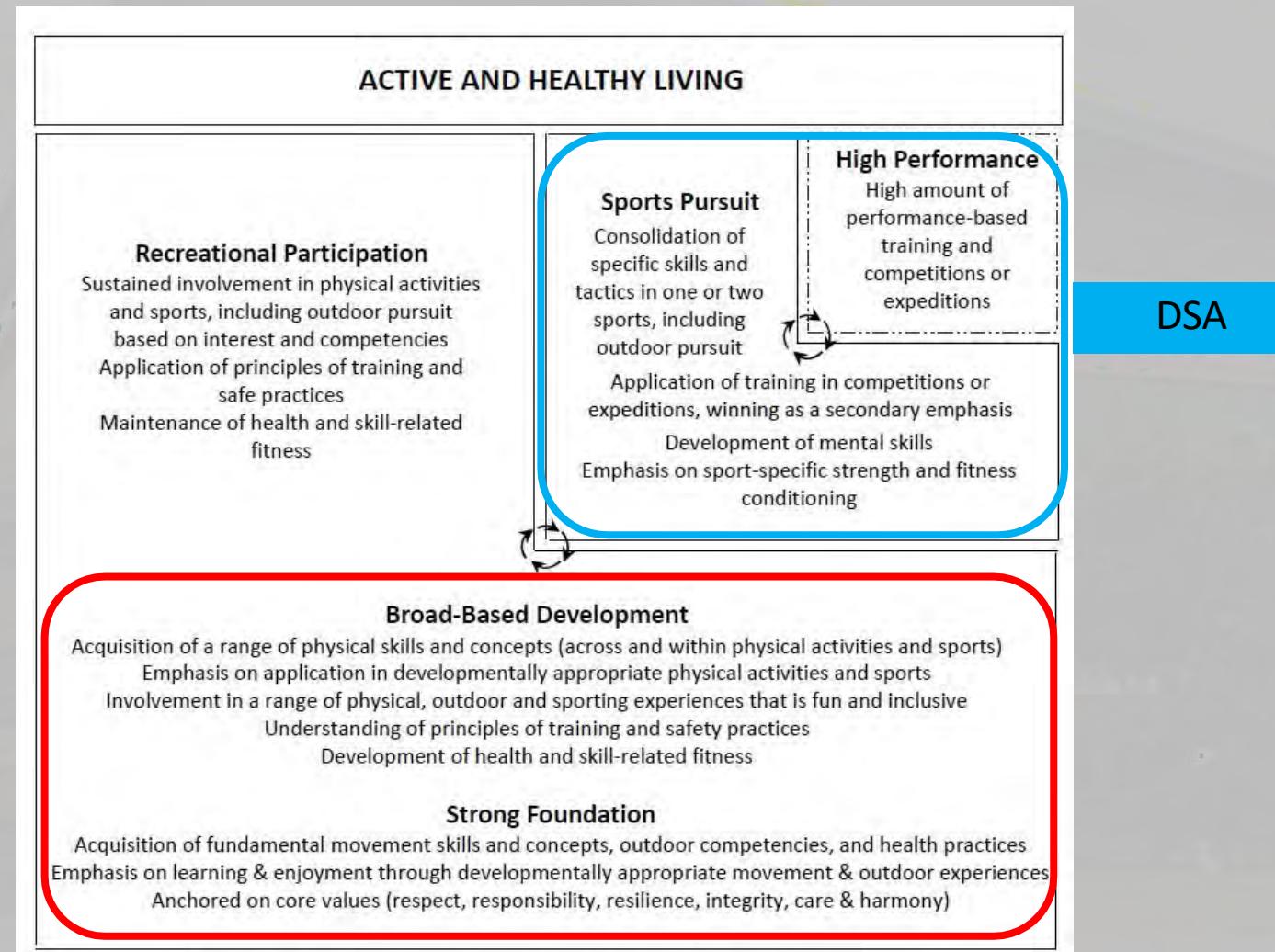
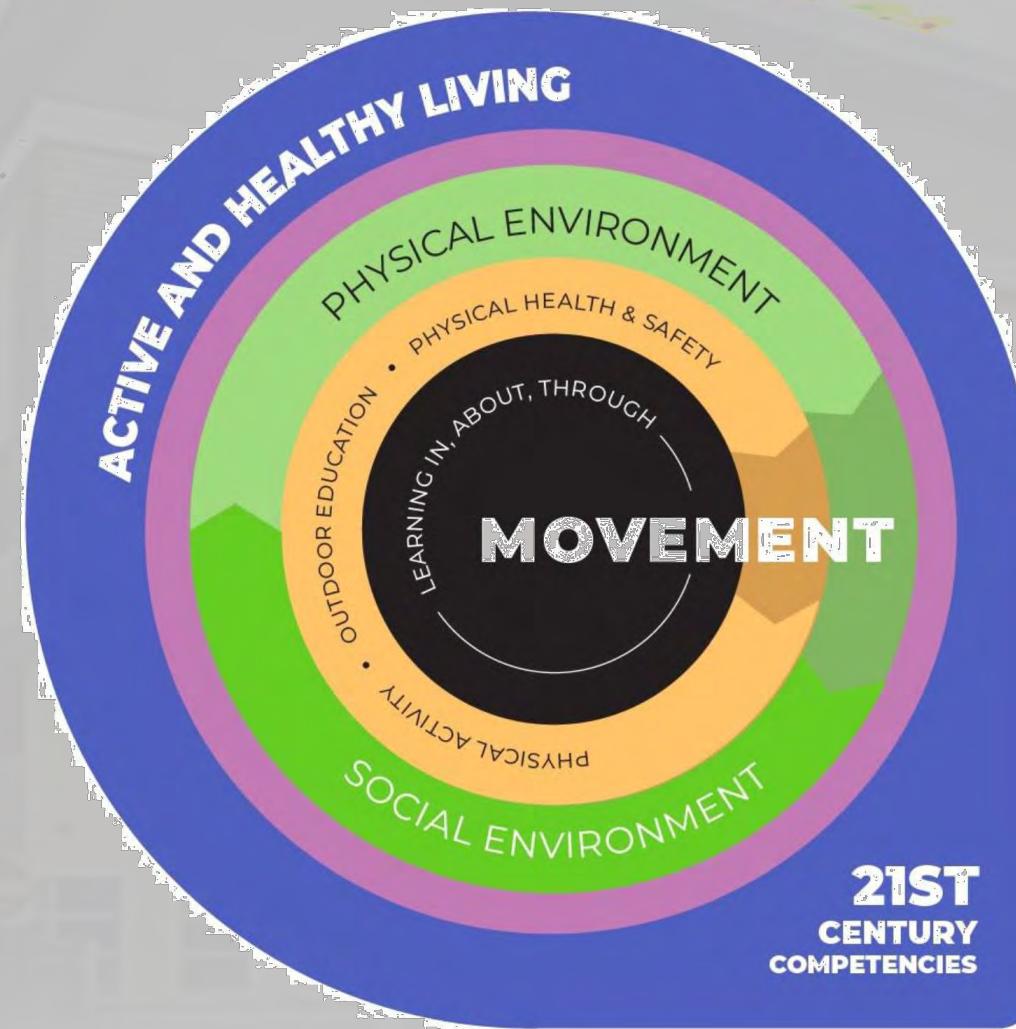


Figure 1. Physical Education and Sports Development Framework



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



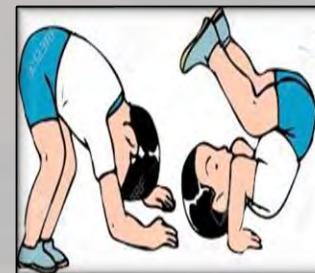
Games & Sports



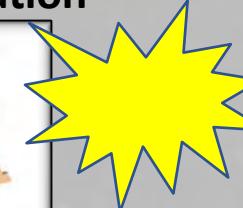
Health education



Gymnastics



Outdoor Education



Swimming





What will Students be learning during PE

Sports and Games (P5 & P6)

Net-Barrier

Striking & Fielding

Invasion/Territorial

Badminton

Softball

Football

Volleyball

Basketball

Tchoukball

Floorball



Learning outcomes for Games and Sports

| | Net-Barrier | Striking-Fielding | Territorial-Invasion | |
|----------------------------|--|---|--|---|
| Main intention of the game | 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). | Categories of Games |
| Games-related concept | Offence | Defence | Offence | Defence |
| | <ul style="list-style-type: none">• Winning the point• Setting up an attack | <ul style="list-style-type: none">• Defending against an attack• Defending space | <ul style="list-style-type: none">• Sending into space• Advancing bases to score | <ul style="list-style-type: none">• Defending space• Defending bases <ul style="list-style-type: none">• Keeping possession of the ball• Using space to invade• Creating space to invade• Attacking the goal <ul style="list-style-type: none">• Regaining possession of the ball• Delaying the invasion• Denying space to invade• Denying scoring opportunity |

Table 5. Games-related Concepts and Skills

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 | Propelling is 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.





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

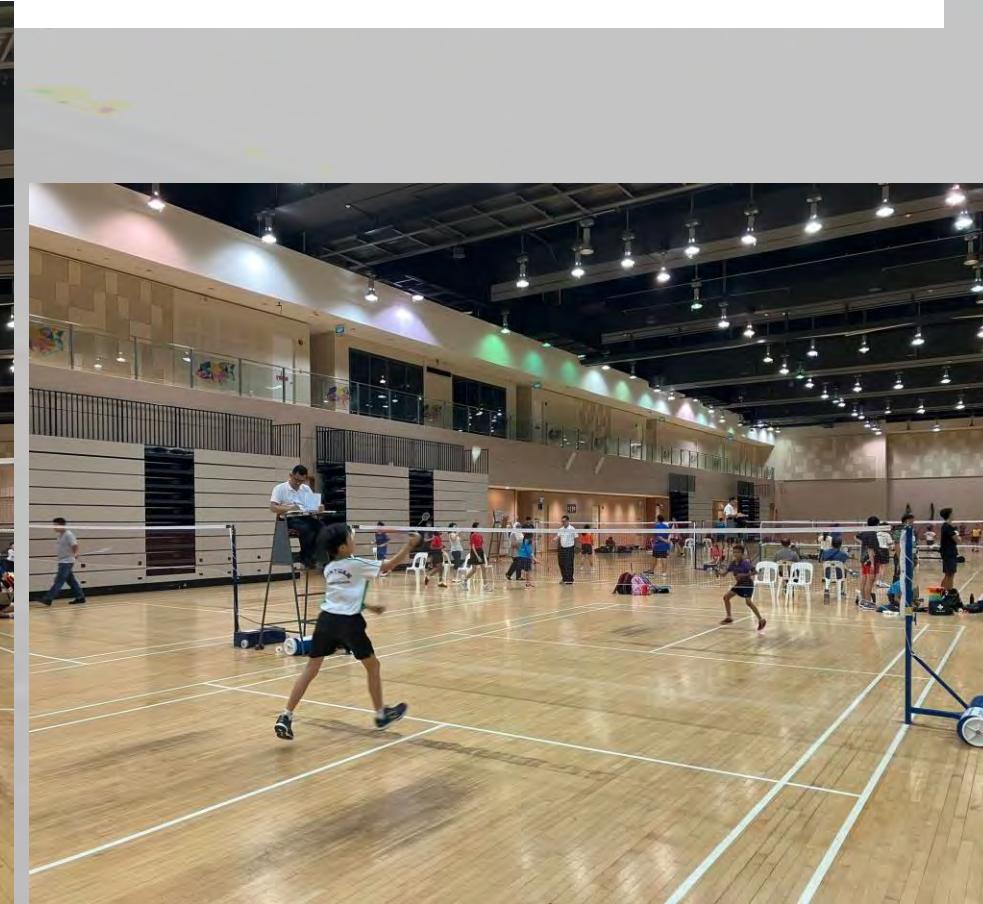
Multi Skill Event (MSE)
Junior Division





National School Games

Badminton (Junior Boys)



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 | (e) Have your meal before reporting (preferably about 1-2 hour before) | |
| 3.30pm | | West zone schools with names starting from B to H | | |
| | | West zone schools with names starting from J to Z | | |

Information will be sent via PG in Week 5



JUNYUAN PRIMARY SCHOOL

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.



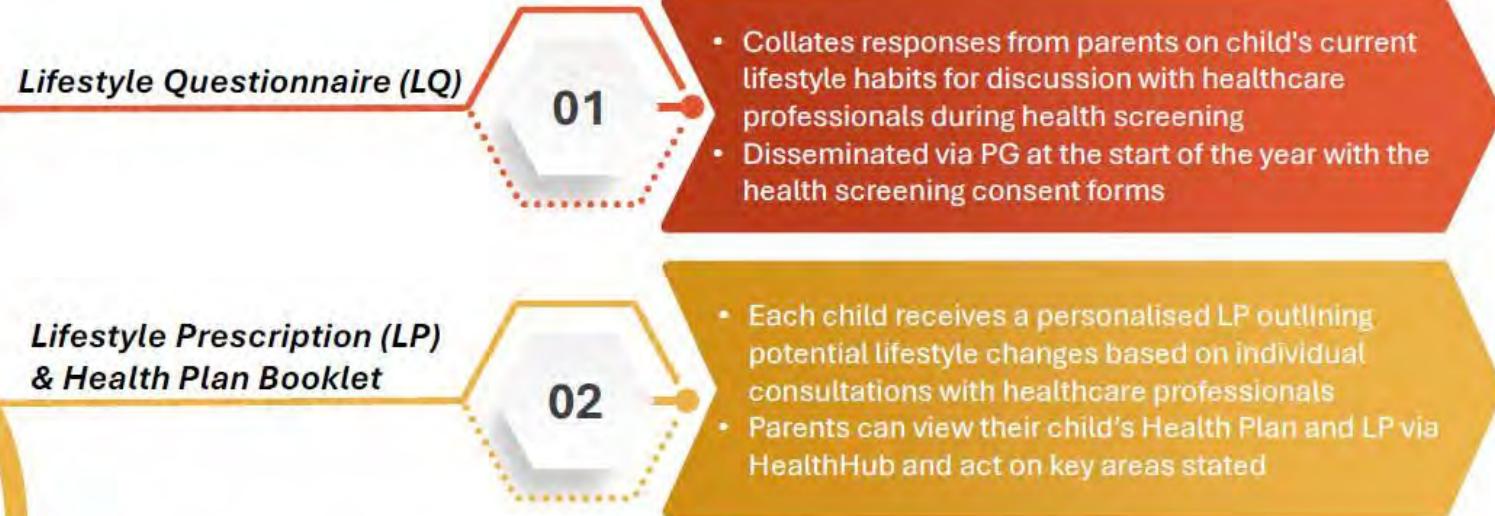
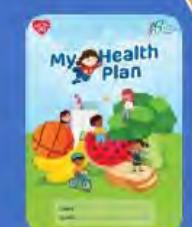
Bond Well

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.



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

Parents providing information of child's health habits

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

[IMPORTANT] Complete Consent for Health and Dental Screening

8 JAN 2026, 1:11PM • 1



DETAILS

Dear Parents,

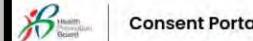
The Health Promotion Board (HPB) will be visiting your child's school for the yearly health and dental screenings.

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

CONFIDENTIAL

SCHOOL HEALTH SERVICE
Youth Preventive Service Division



HEALTH PLAN

Name:
BC/NRIC/FIN.

Date of Assessment: 20/01/2025

Lifestyle Prescription:

Dear Parent,

I am 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!

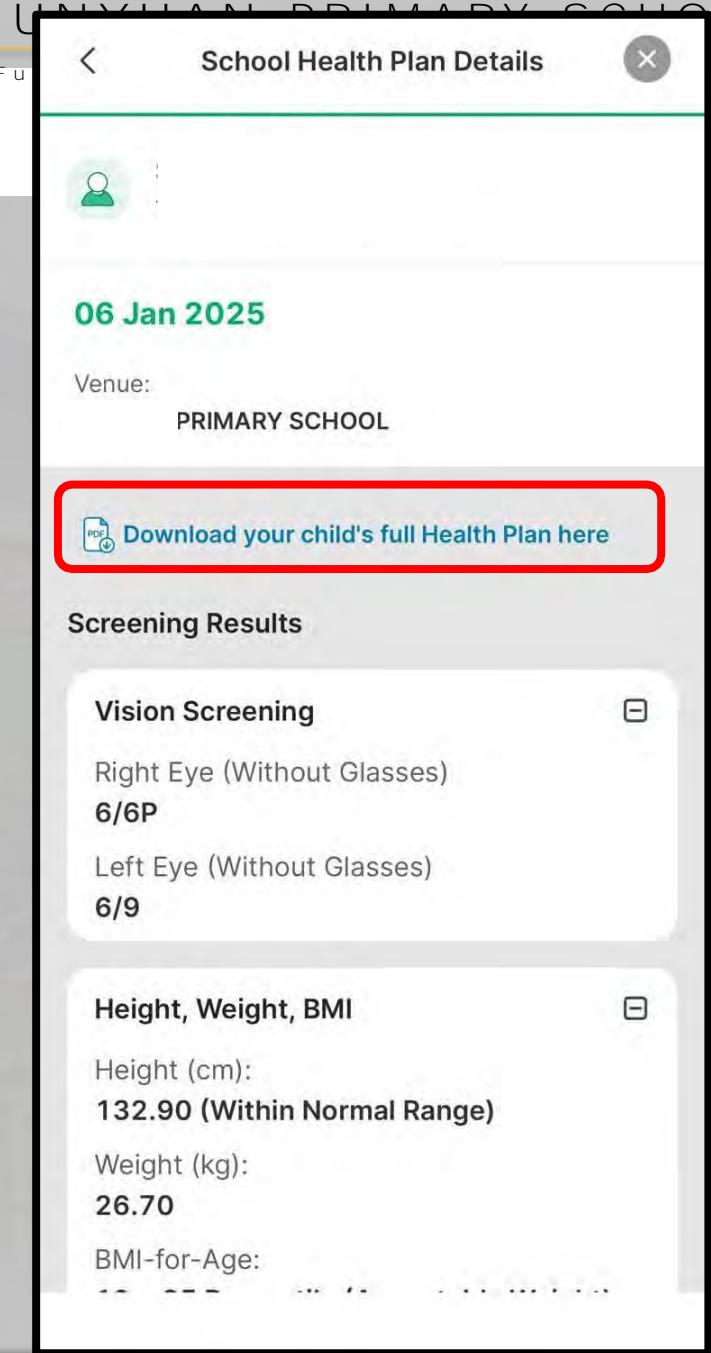
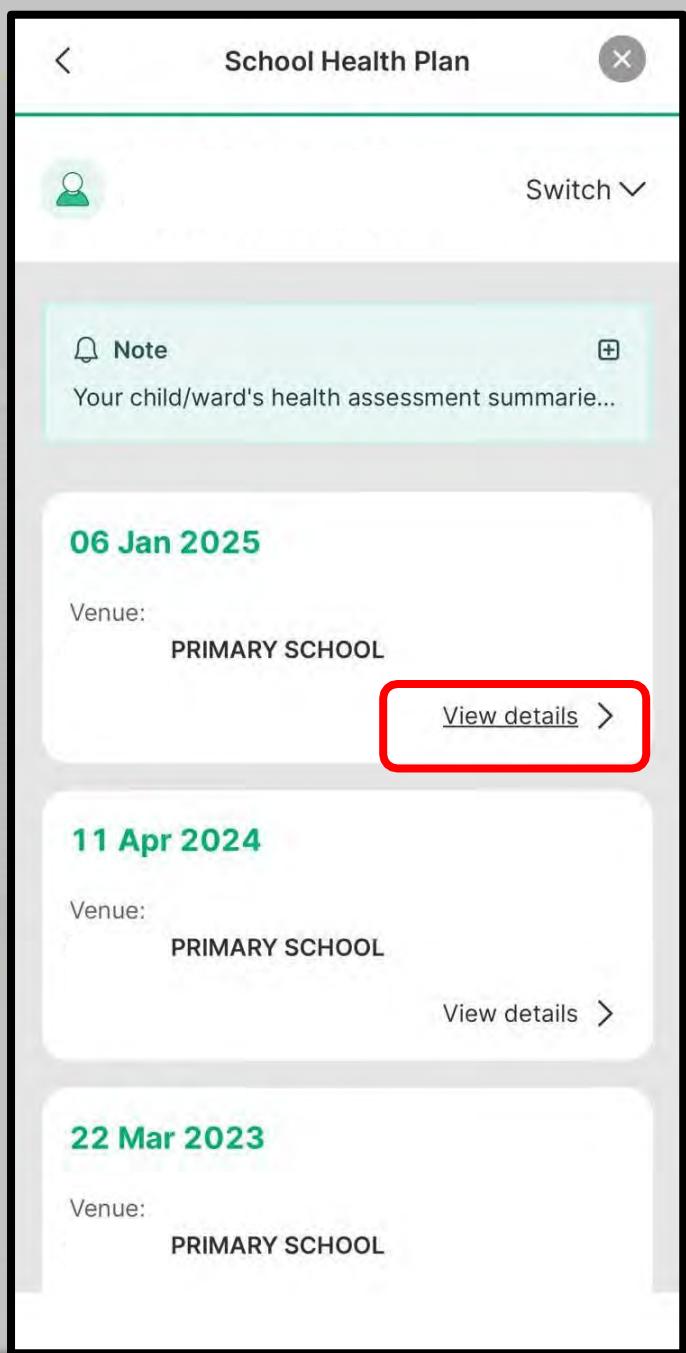
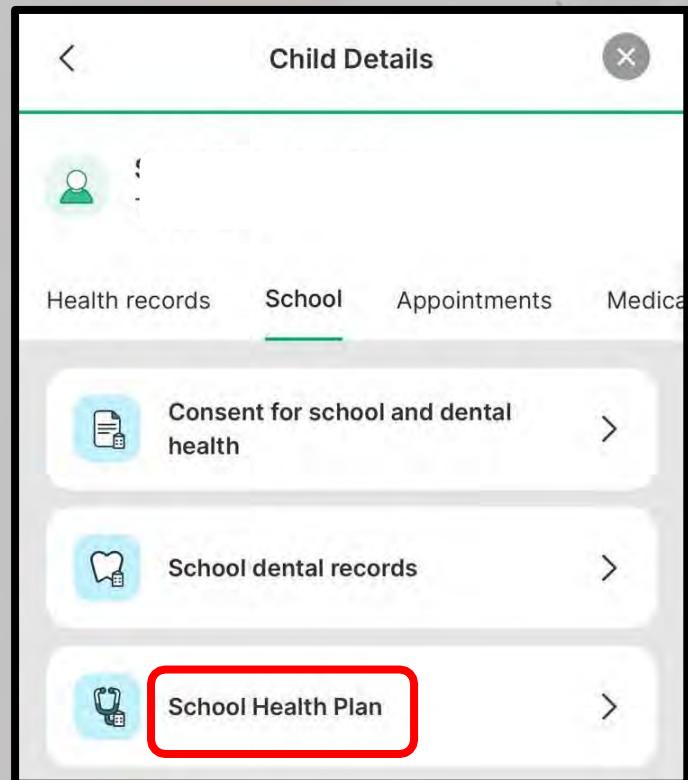
Note: If your child is on follow-up for any medical condition or allergy, do check in with your doctor to ensure the above are safe for him to do so before starting lifestyle changes.

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

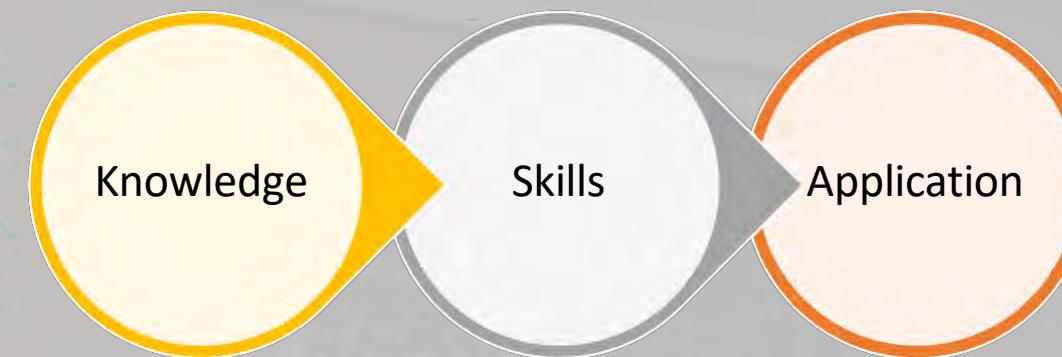
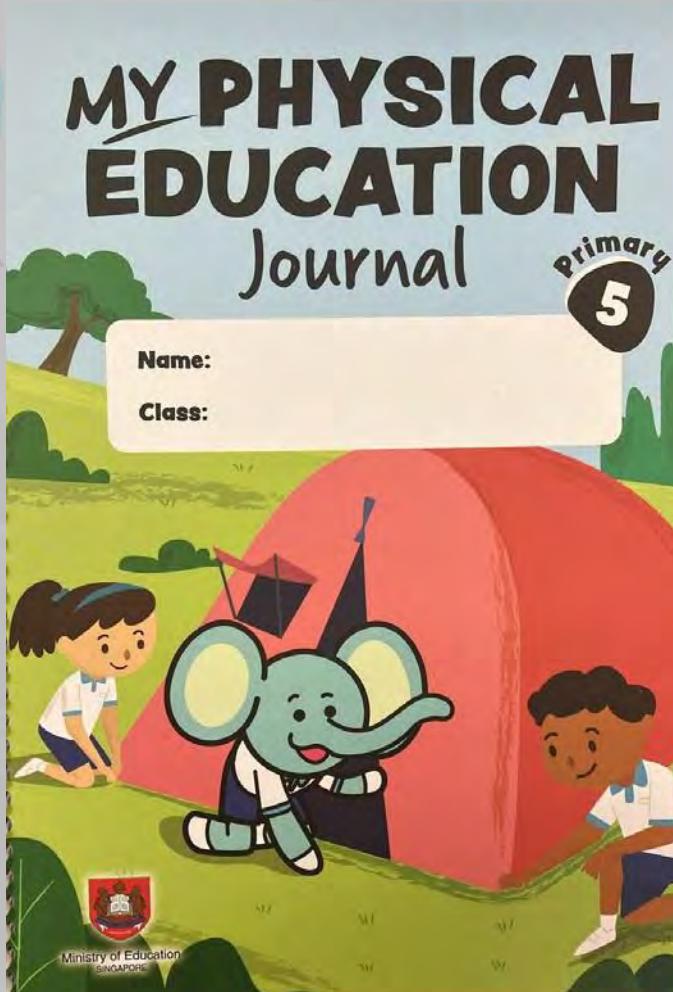
Parents receiving individualized
Health Plan after School Health
Check

Retrieve Health Plan through Health Hub App





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!



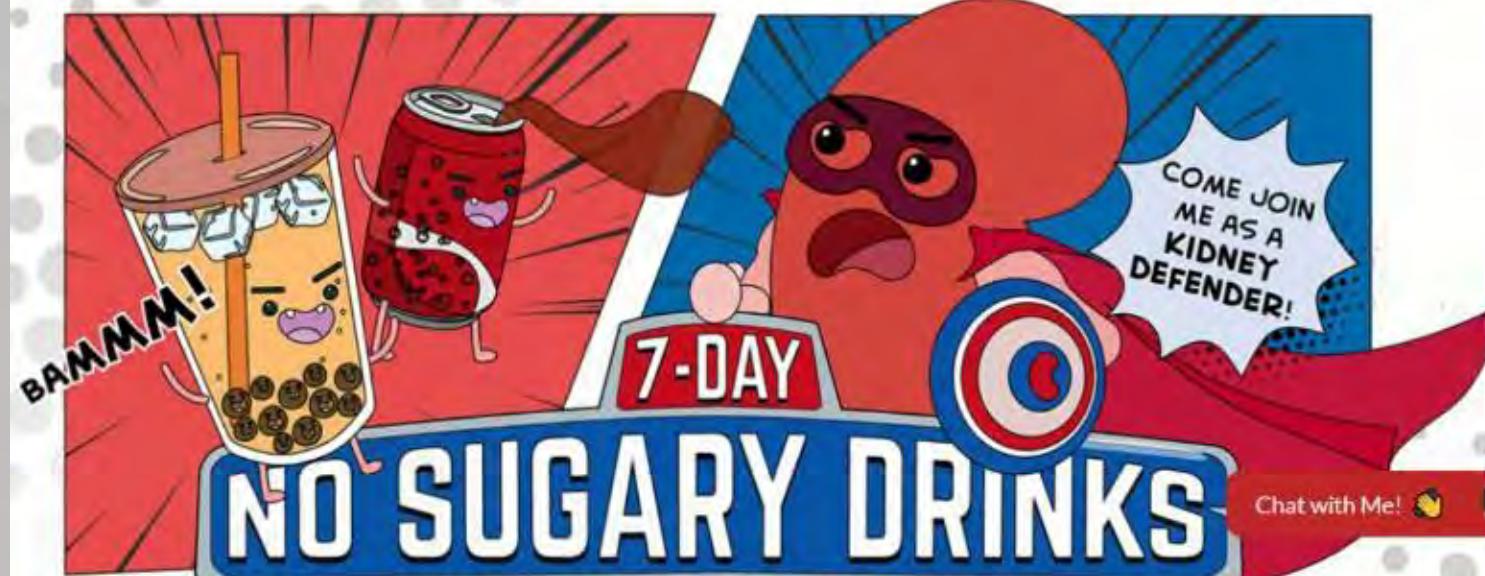
Instructions

- 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!



**7-DAY
NO SUGARY DRINKS**

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

COME JOIN ME AS A KIDNEY DEFENDER!

Chat with Me! 



Outdoor Education Framework



PRIMARY 5 – OUTDOOR EDUCATION

Theme: Exploring beyond my school and its neighbourhood

Students explore different places in the school and its neighbourhood safely through visual representations. Students pack a backpack for a trip with an overnight camping component while adopting environmentally sustainable practices. With deeper understanding of places around them, they are provided with learning opportunities to represent their personal experiences of places after exploration.

| Strand | Learning Outcome |
|--------------------------------|--|
| Outdoor living | <u>Navigation</u> 1. Create a map with a legend using abstract symbols to show relative sizes and positions of key landmarks. 2. Undertake a route with checkpoints within the school using a map. <u>Trip Planning</u> 3. Know the essential items to bring for an overnight camp: a. for personal hygiene and comfort; and b. personal medical and basic first-aid items. 4. Demonstrate key principles of packing for an overnight camp. |
| Sense of place | <u>Navigation</u> 1. Observe and interact with the physical features, flora, fauna, and people to learn more about a place. 2. Identify prosocial behaviours when exploring shared places. <u>Trip Planning</u> 3. When packing for a trip, apply environmentally sustainable practices such as: a. refuse; b. reduce use of disposables and new purchase; and c. reuse what you already have. |
| Risk assessment and management | 1. Identify potential hazards and risks during outdoor activities for an overnight camp. 2. 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 | - |



3D2N Residential Camp at Campsite

12-14 Oct 2026
(Mon-Wed)
*PSLE Marking
Days*





Teambuilding

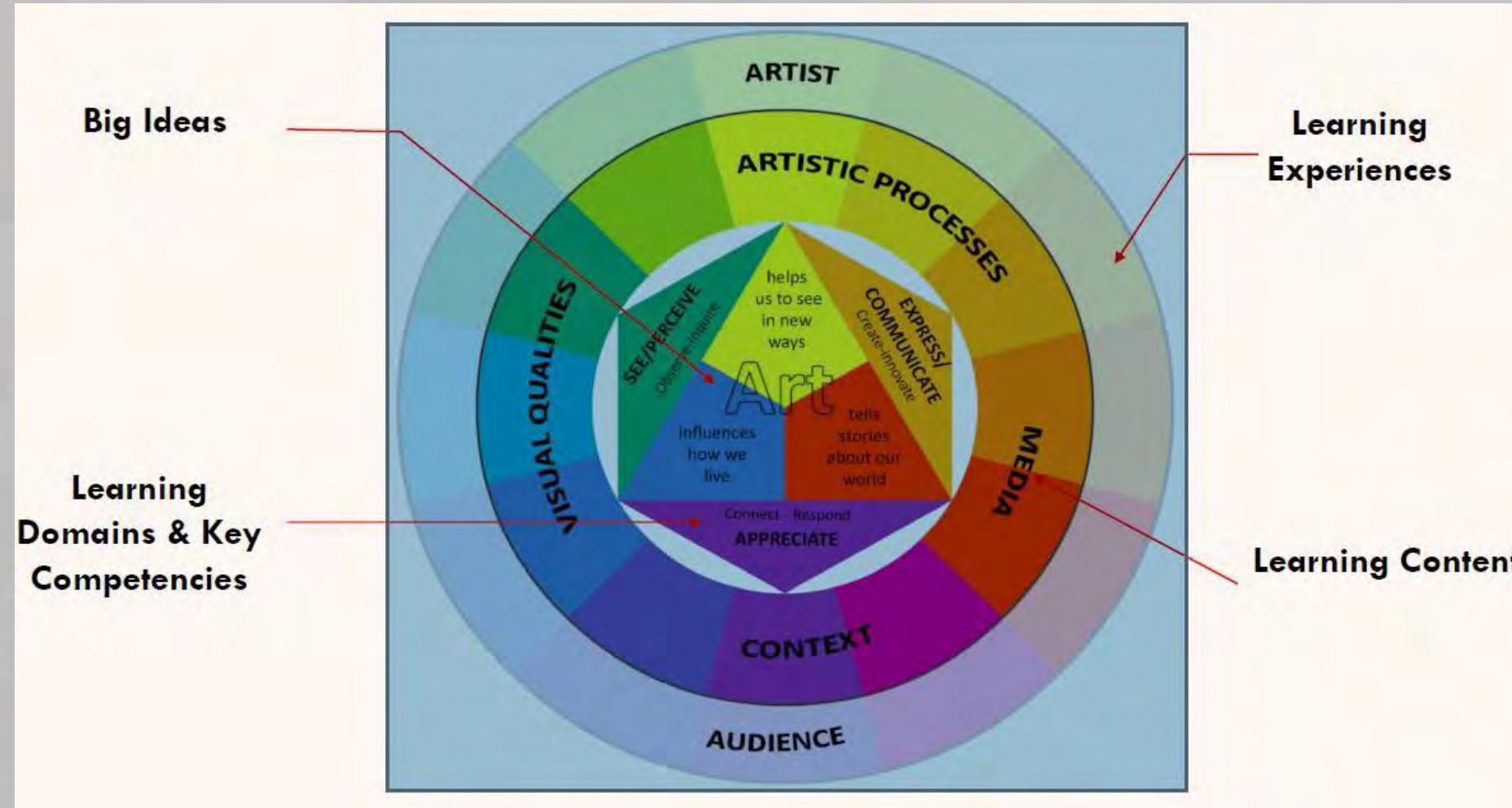


Adapting to different routines



Outdoor Living and Skills

Art Framework



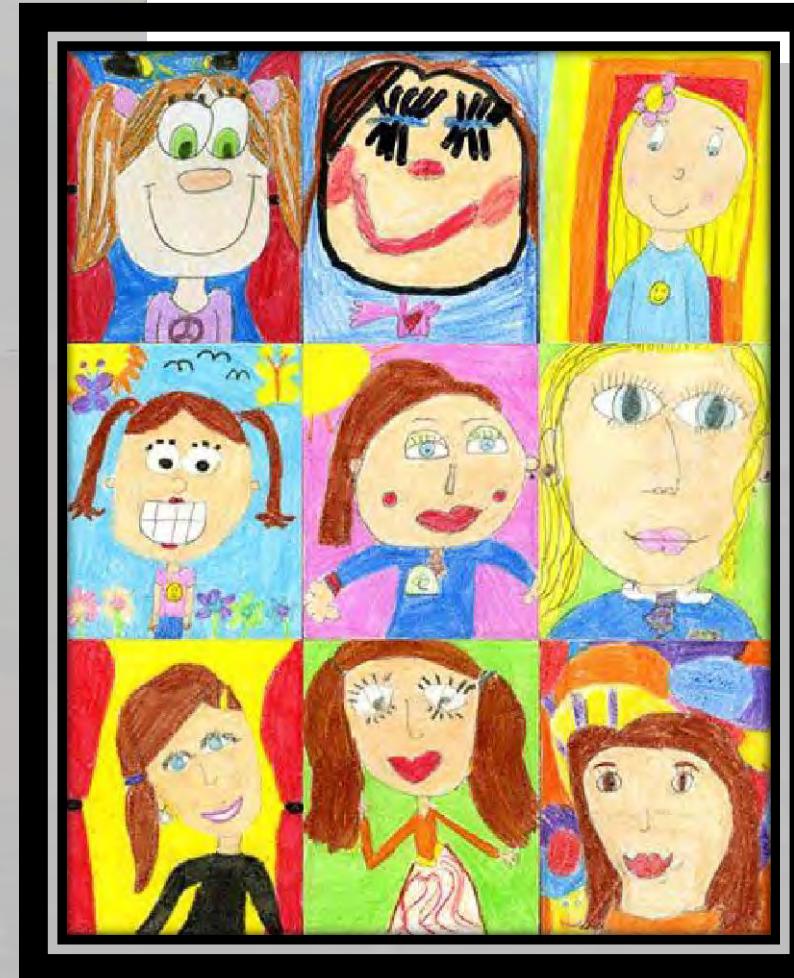
Domain: See

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

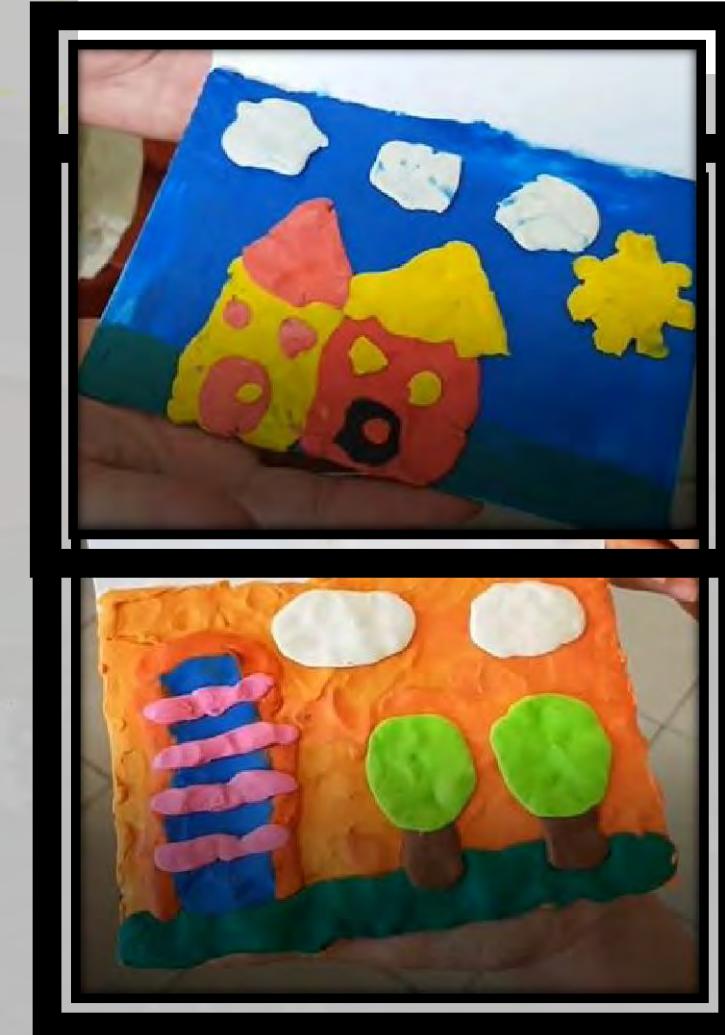
LO5: Share their imagination, thoughts and feelings through art making

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

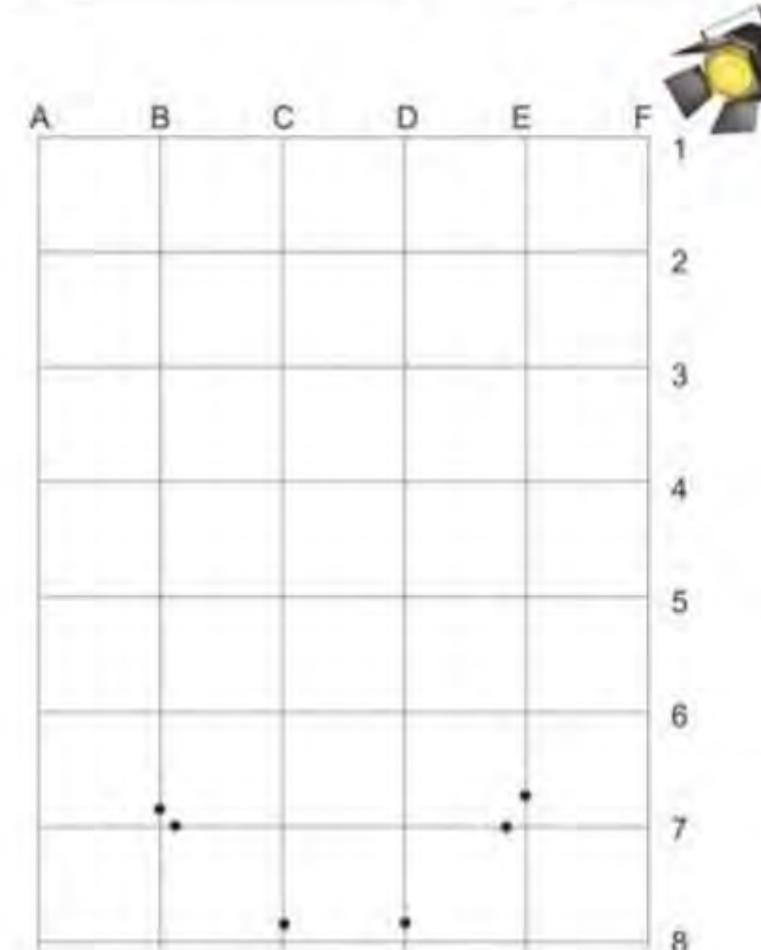
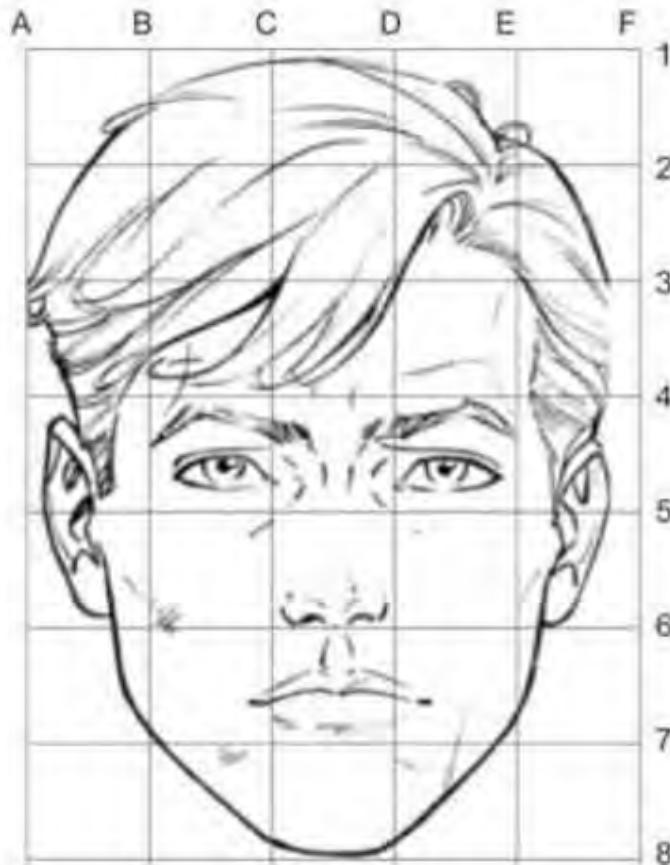
Grid-drawing

Junyuan Primary School
Primary 5- Grid transfer exercise

Name: _____

Class: _____

Date: _____

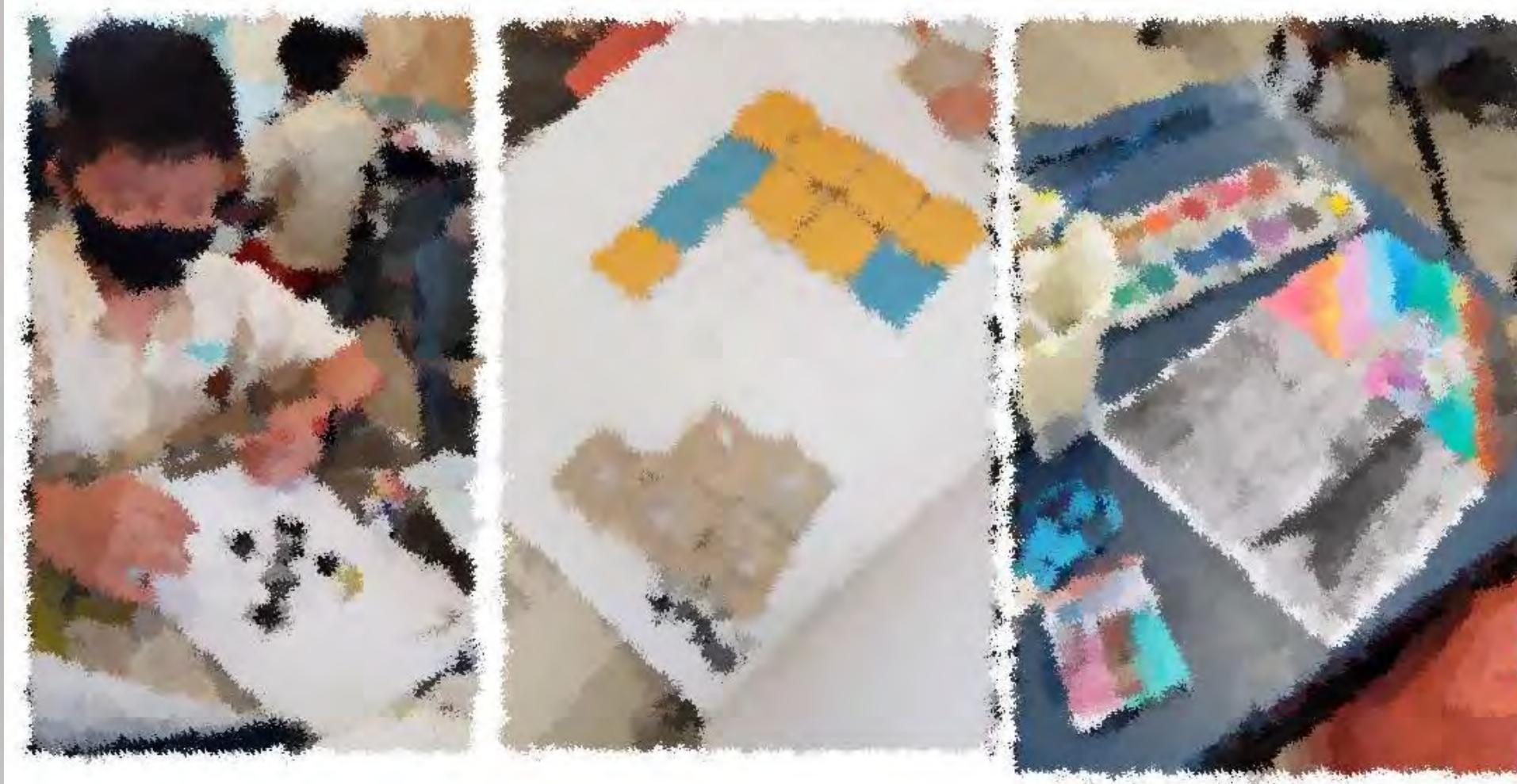




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Telling stories through tiles and watercolours





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.

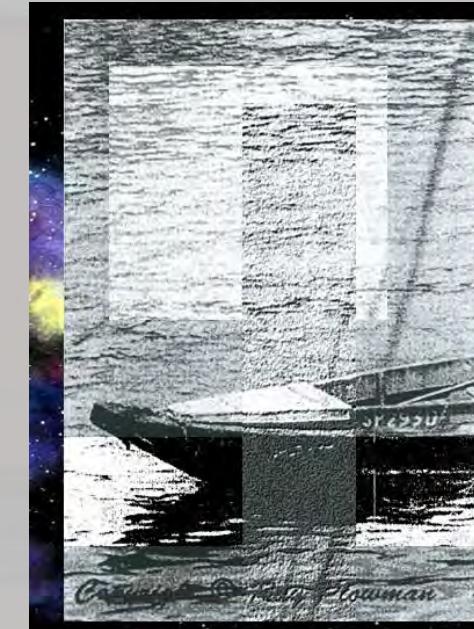
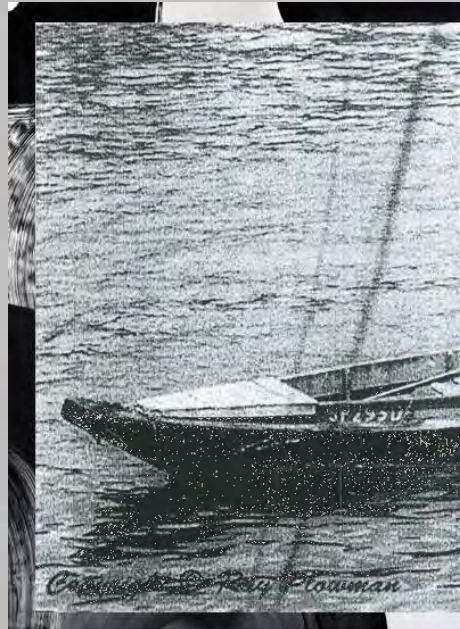


Doodling art



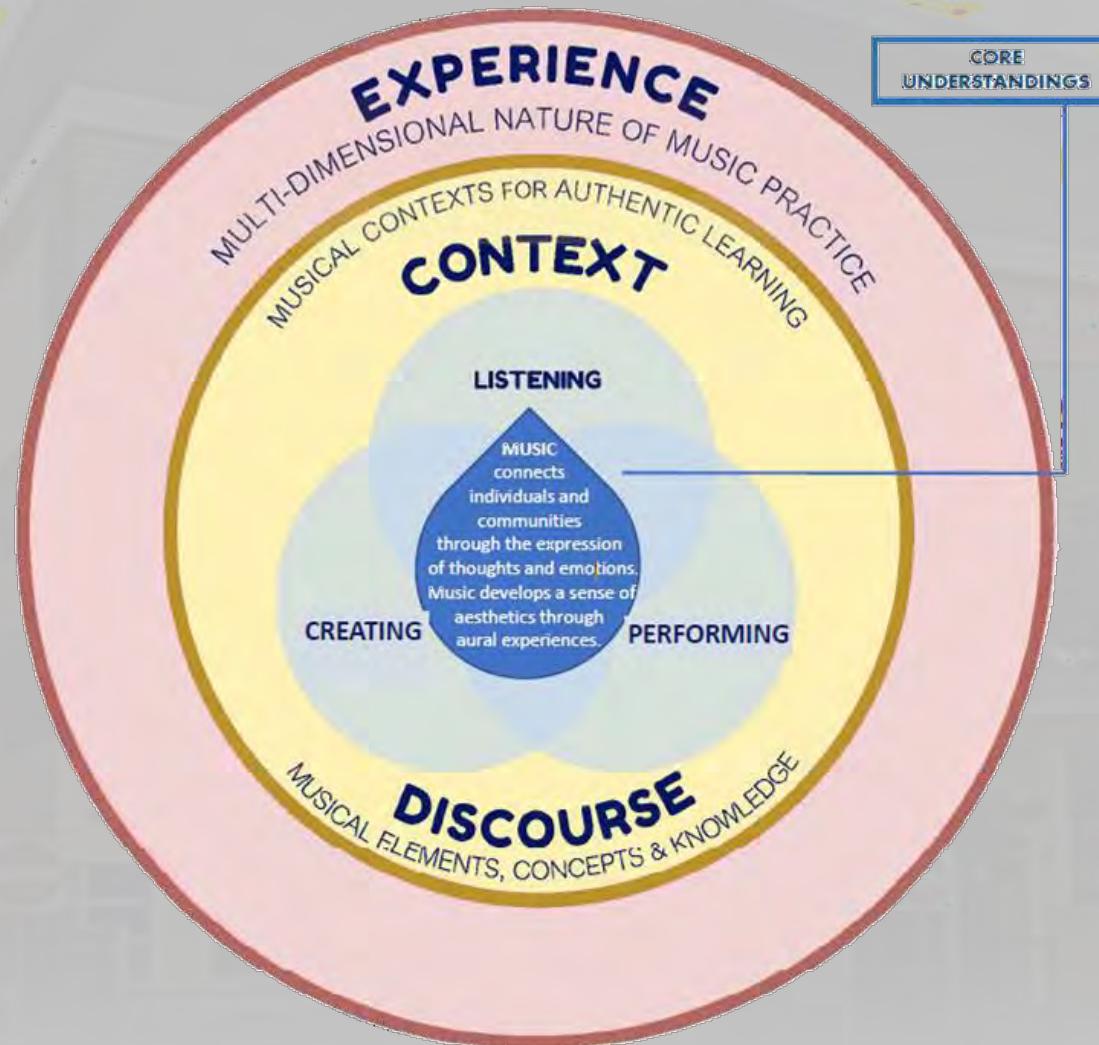
P5 – Art with Music

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

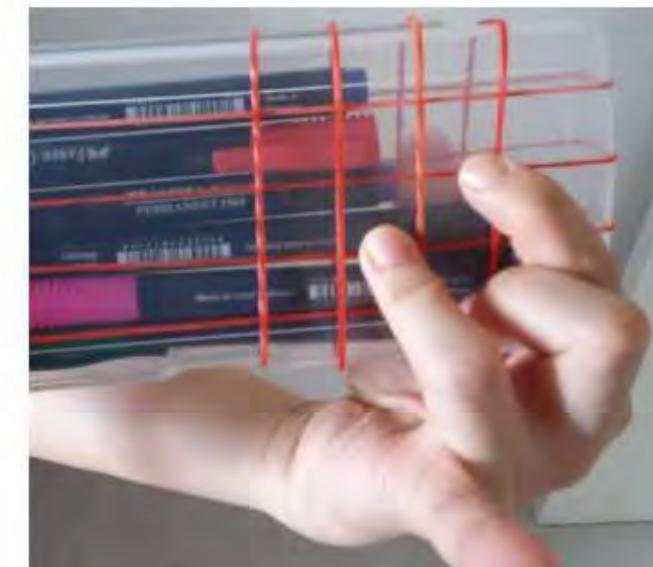




STAGE 3 (PRIMARY 5 AND 6)

| LO1 Perform Music in both instrumental and vocal settings, individually and in groups | LO2 Create Music in both instrumental and vocal settings, individually and in groups | LO3 Listen and Respond to Music |
|--|---|---|
| <p>Students should be able to:</p> <p>Sing</p> <ul style="list-style-type: none">(i) sing with accuracy, clarity and with proper technique and clear articulation, a wide variety of songs in both simple and compound time.(ii) sing expressively with appropriate tempo, dynamics, articulation and phrasing, to convey the overall mood of the piece.(iii) sing as an ensemble, 2-part songs. <p>Play Instruments</p> <ul style="list-style-type: none">(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">• C pentatonic mode• C, F, G major and A minor.(v) demonstrate a higher level of proficiency on a main melodic instrument, demonstrating understanding of the elements of music as stated in LO5. | <p>Students should be able to:</p> <ul style="list-style-type: none">(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.(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. | <p>Students should be able to:</p> <ul style="list-style-type: none">(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.(ii) analyse and evaluate a performance with reference to the elements of music as stated in LO5. |

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)





CCAs

Physical Sports 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/>



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. | All students are to remain in current CCA until end of Term 4. <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. | 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