



# 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

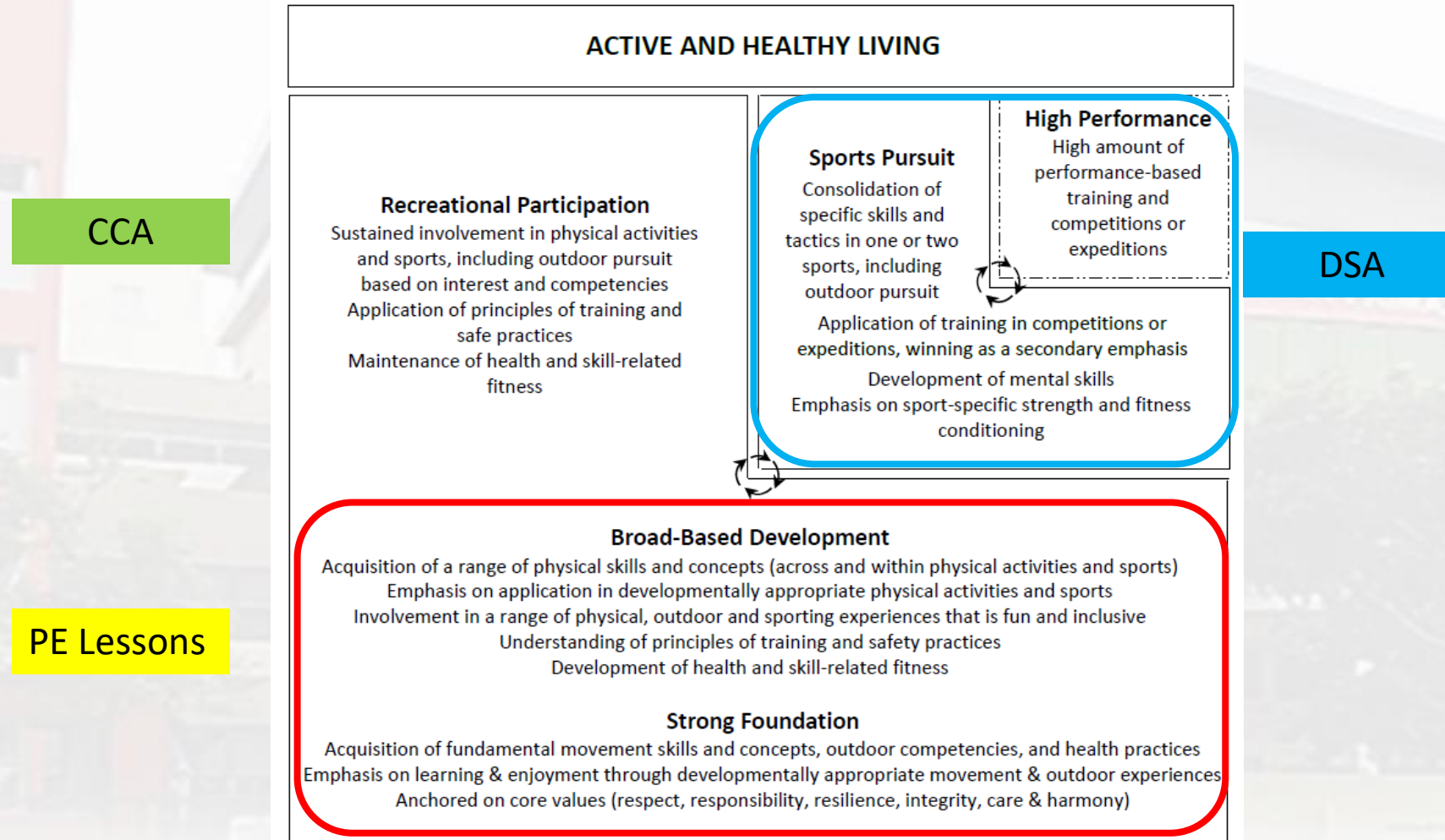
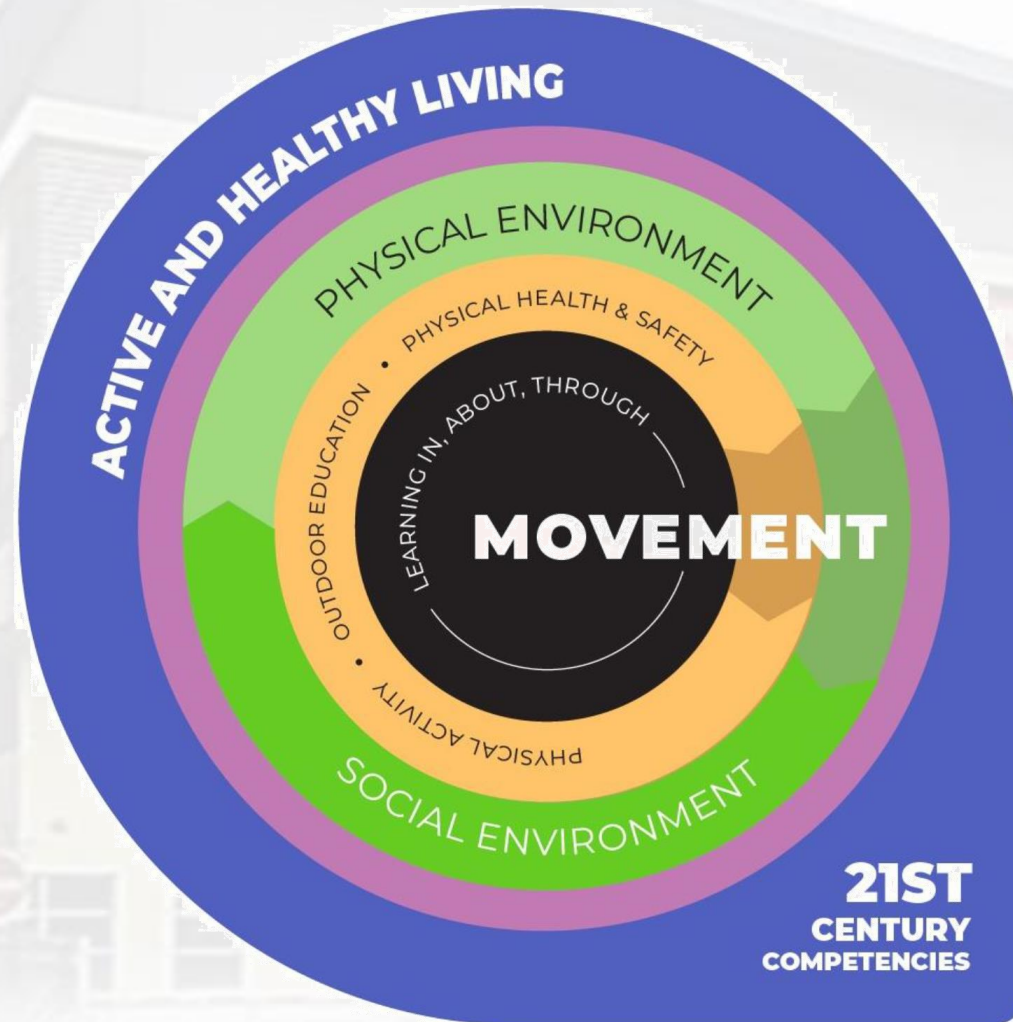


Figure 1. Physical Education and Sports Development Framework



# Physical Education Curriculum Framework





# Learning Areas of PE

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none"><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**



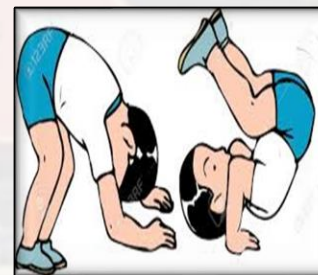
**Games & Sports**



**Health education**



**Gymnastics**



**Outdoor Education**



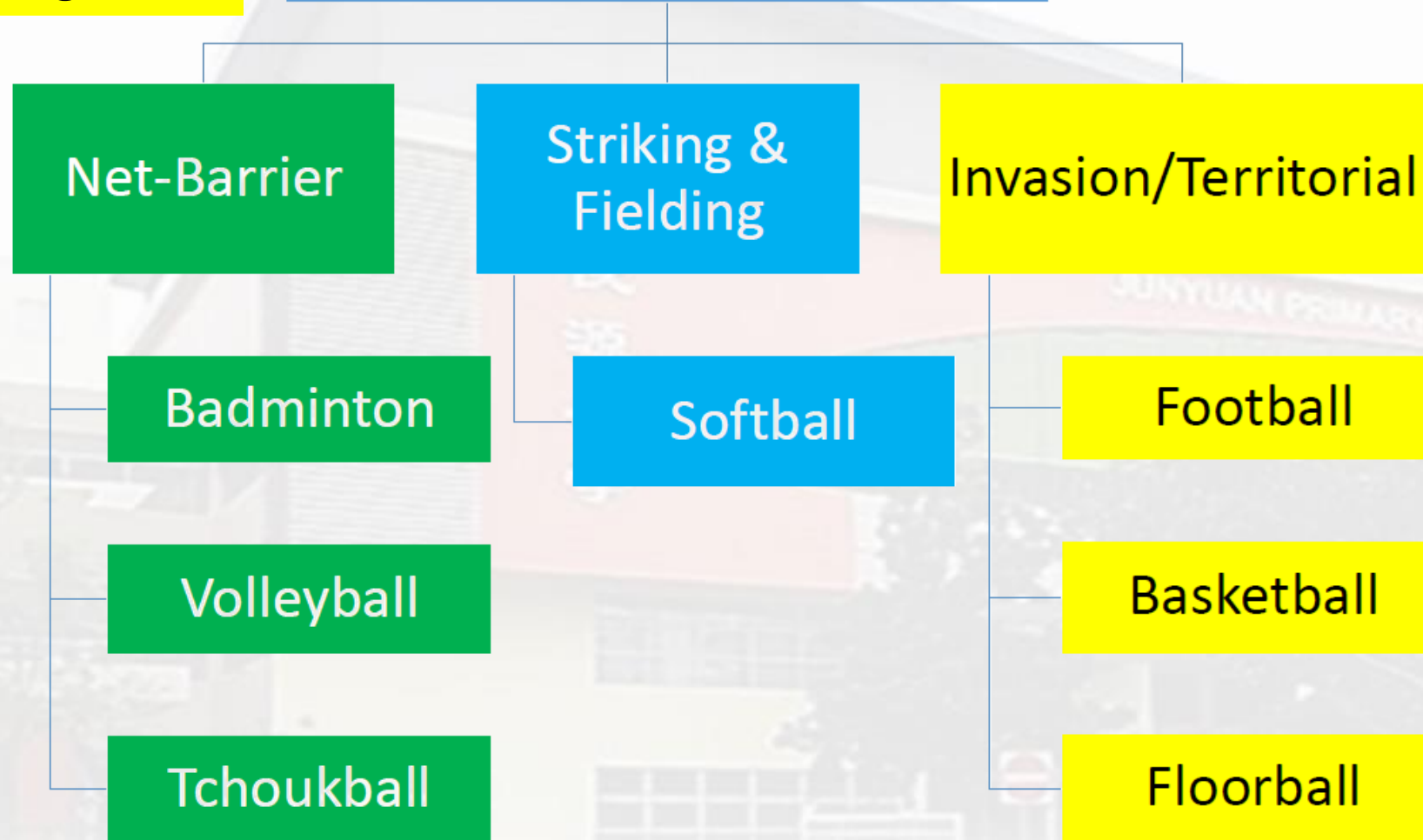
**Swimming**





What will Students be learning during PE

## Sports and Games (P5 & P6)





# 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).	
Games-related concept	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>

Categories of Games

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
2 v 0		*	*	A	a	*	*	a
1 v 1		#	a	#	*	#	a	a
2 v 1		a	a	*	a	a	a	a
2 v 2		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.





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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.





# Outdoor Education Framework



## PRIMARY 6 – OUTDOOR EDUCATION

### Theme: Exploring beyond my school and its neighbourhood

Students explore the distinctiveness of the school and its neighbourhood safely. 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	<ol style="list-style-type: none"><li>1. Explore the distinctiveness of places in the school and its neighbourhood.</li><li>2. Create an informative map to represent the distinctiveness of places.</li></ol>
Sense of place	<ol style="list-style-type: none"><li>1. Compare how personal experiences at a place in the school and its neighbourhood change over time.</li></ol>
Risk assessment and management	<ol style="list-style-type: none"><li>1. Identify potential hazards and risks during outdoor activities.</li><li>2. Take actions to mitigate the identified risks.</li></ol>



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# 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.

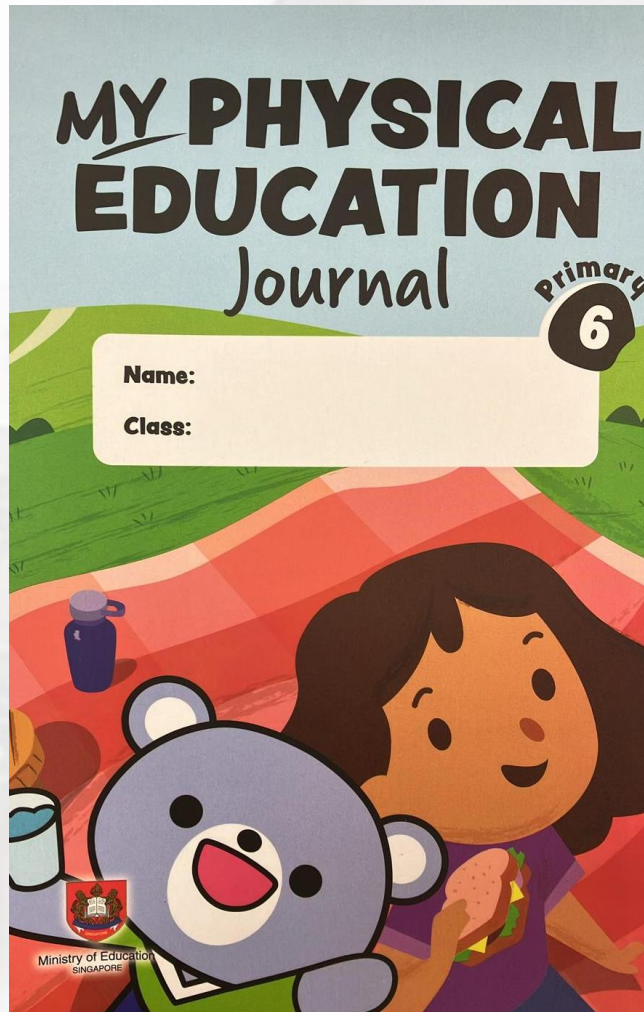


### Bond Well

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



# My Physical Education Journal







## WORKING TOWARDS A HEALTHIER YOU

### ADOPT HEALTHY LIVING PRACTICES

Reflect on your current practices of eating, drinking, sleeping and physical activity. Write down the ways in which you can improve those that are not ideal.



#### Intake of drinks

Current practice:

\_\_\_\_\_

\_\_\_\_\_

☐ To maintain

☐ To improve by

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Intake of fruit and vegetables

Current practice:

\_\_\_\_\_

\_\_\_\_\_

☐ To maintain

☐ To improve by

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



#### Physical activity

Current practice:

\_\_\_\_\_

\_\_\_\_\_

☐ To maintain

☐ To improve by

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Sleeping practices

Current practice:

\_\_\_\_\_

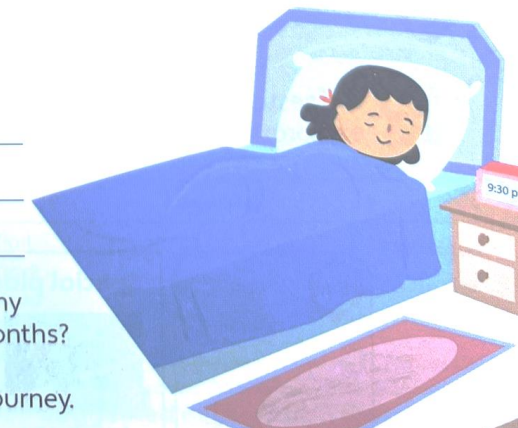
\_\_\_\_\_

☐ To maintain

☐ To improve by

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Have you been working on healthy living practices 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!

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

**TAKE UP THE CHALLENGE**

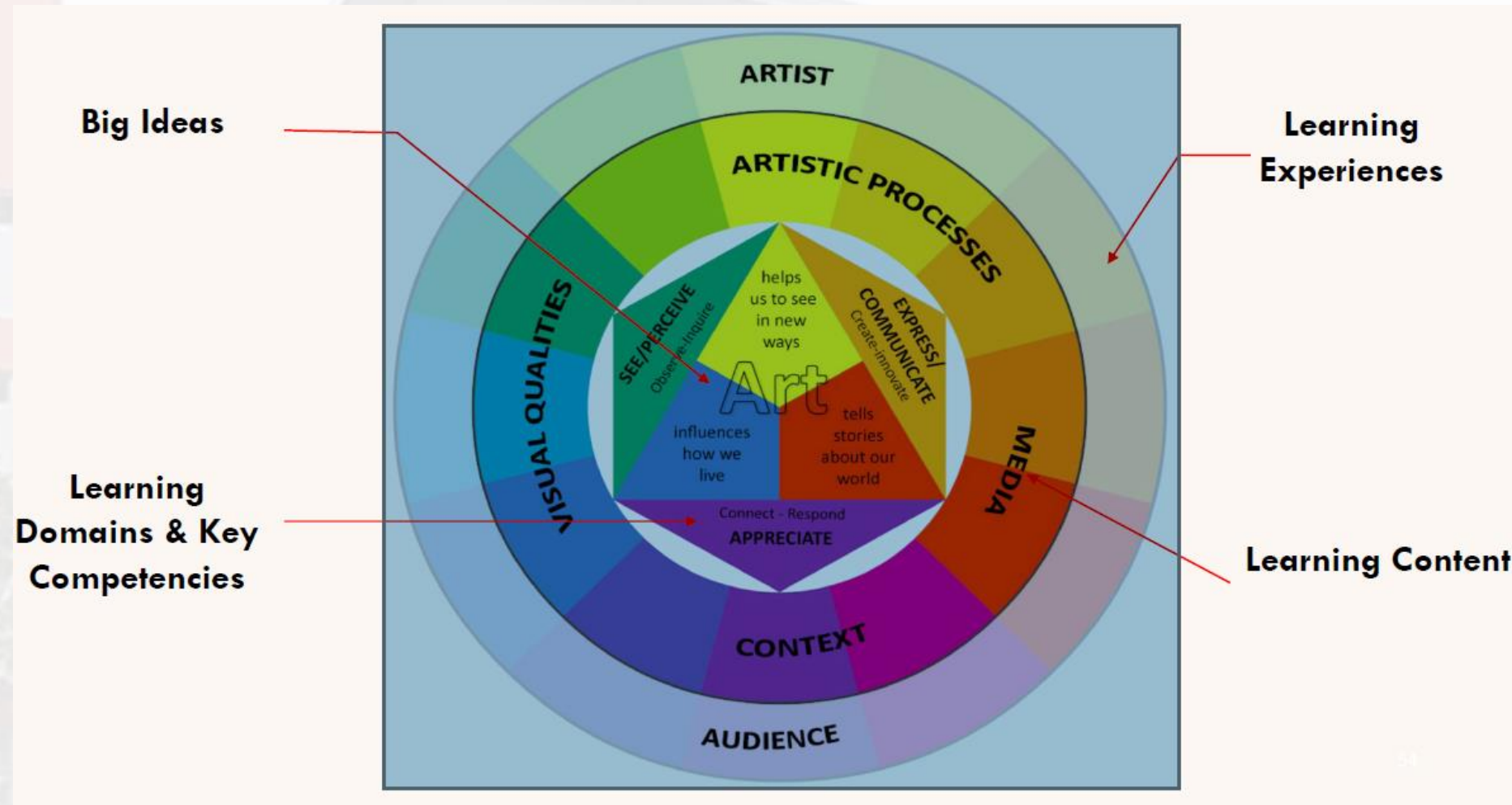
**LEARN ABOUT YOUR KIDNEYS**

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





# Art Framework





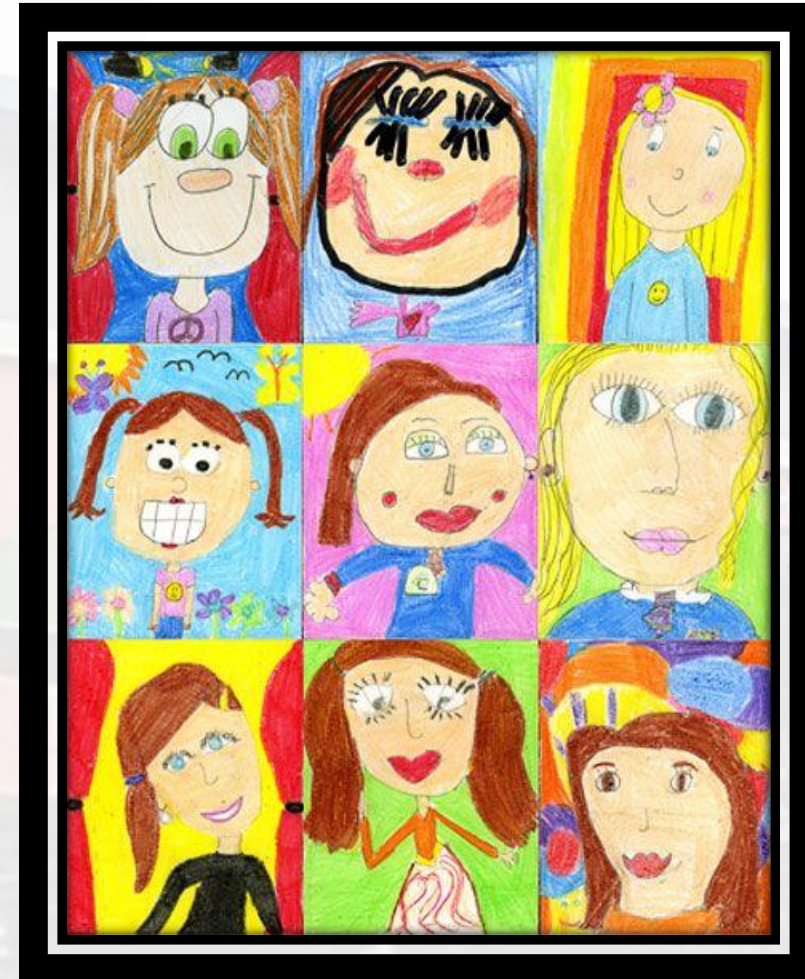
# Domain: See

## 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

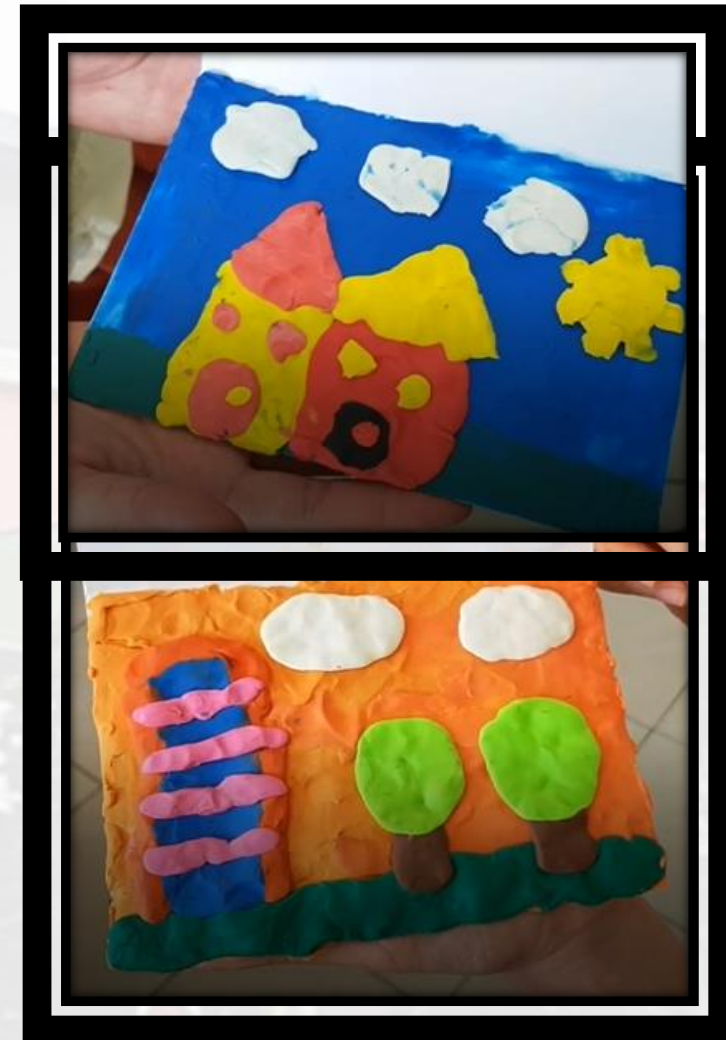
LO5: Share their imagination, thoughts and feelings through art making

# 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**





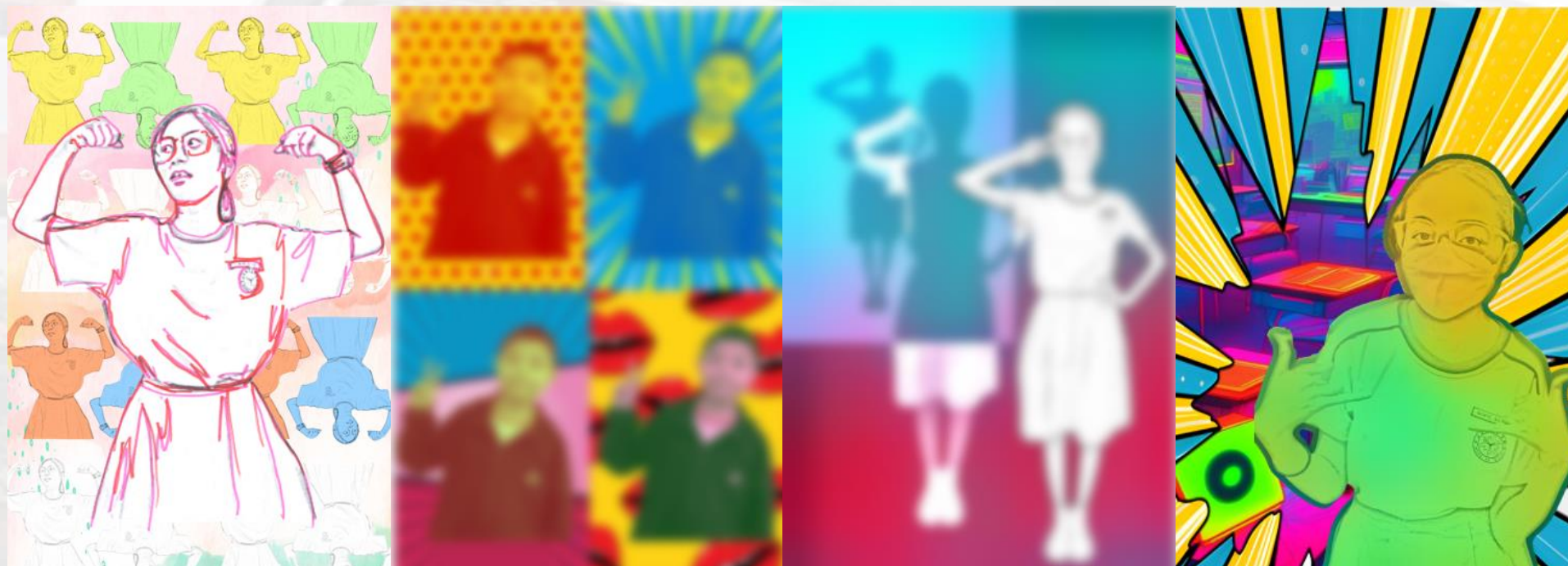






## P6 – Digital Art

Students will create self-portrait using digital art (photography & editing tools). They will use colors to represents their characters and emotions.





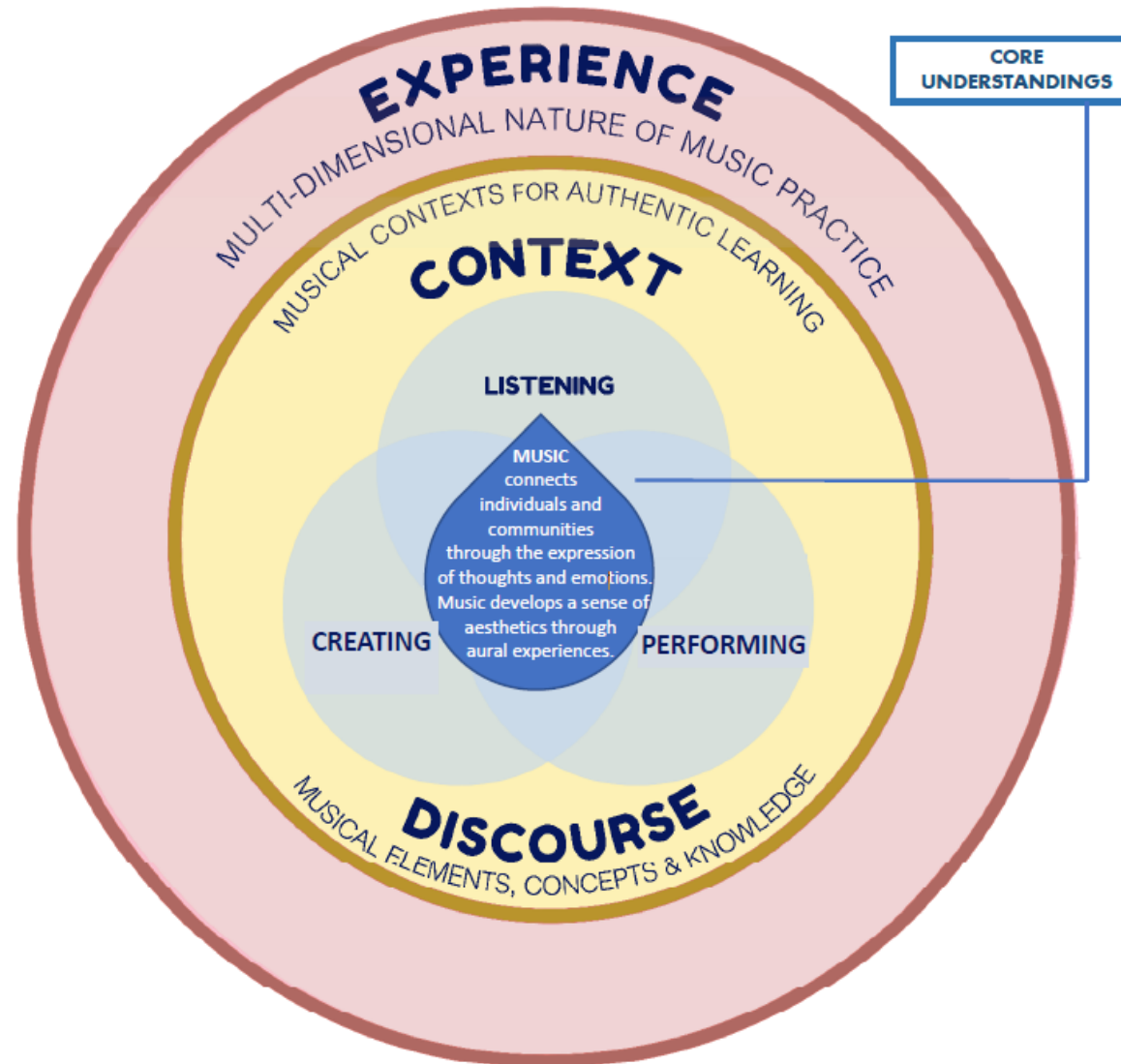
# Collaboration with external agencies to display students' talents







# Music Curriculum





## STAGE 3 (PRIMARY 5 AND 6)

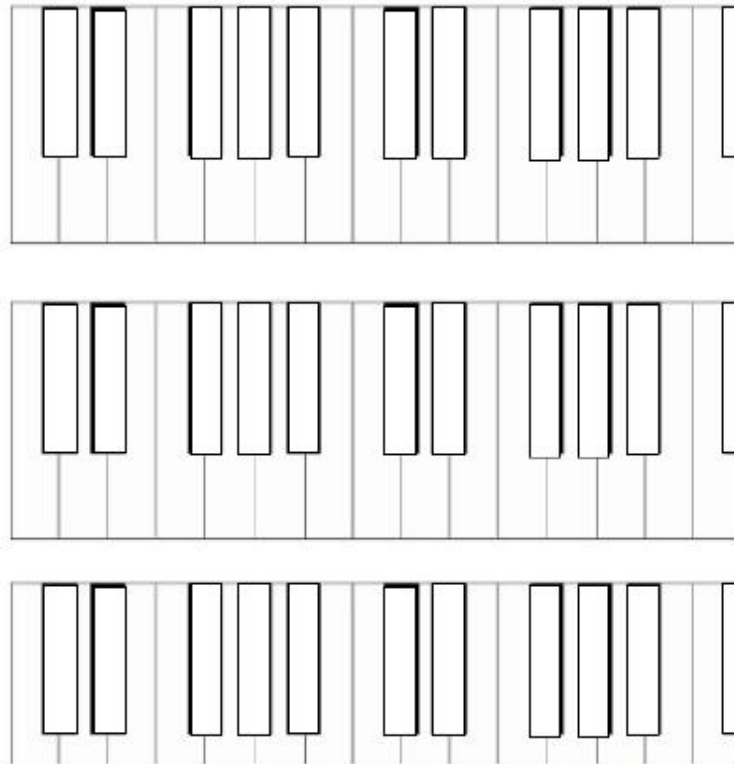
LO1 Perform Music in both instrumental and vocal settings, individually and in groups	LO2 Create Music in both instrumental and vocal settings, individually and in groups	LO3 Listen and Respond to Music
<p>Students should be able to:</p> <p><b>Sing</b></p> <ul style="list-style-type: none"><li>(i) sing 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>



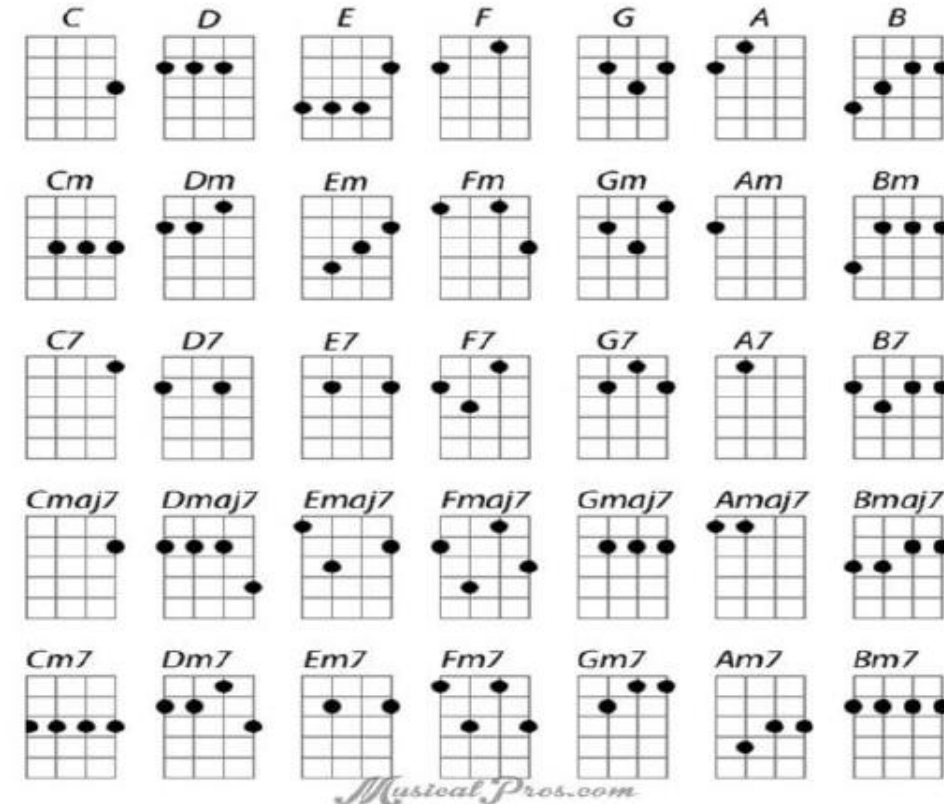
# Creating and performing music

Song: \_\_\_\_\_

Chord: \_\_\_\_\_



**Keyboard**



**Ukelele**





## Performing



## Appreciating cultures in music



## Keyboard





# P6 Pop Band Ensemble

Students will learn how to:

- Perform an instrument of their choice in a Pop Band setting
- Vocals, Ukulele, Keyboard, Box Drum
- Come up with an arrangement of their group's chosen song
- Work together with their peers in practicing for a Pop Band performance







# 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)





## 5 DSA questions you were too shy to ask – the answers may surprise you!

20 September, 2024



## Parent's Take on DSA: "Let your child take the lead"

21 May, 2021



## Parent's take on DSA: "Do what's good for their self-confidence"

21 May, 2021

<https://www.schoolbag.edu.sg/story-tag/direct-schools-admission/>



# DSA Portal and Timeline (2025 Dates; 2026 dates will be released soon)

**Jan to May**

## Explore school choices

Schools offer different talent areas and each has its own selection process and schedule. Visit the schools' websites for more information. They generally update the information by late April.

- [Eligibility](#)
- [Choose a DSA-Sec school](#)

**Wed, 7 May to Tue, 3 Jun 2025**

## Apply

Once you have explored and shortlisted the schools, submit your child's application online through the DSA-Sec Portal **by 3pm on Tuesday, 3 Jun 2025**.

- [How to apply](#)

**By Thu, 4 Sep 2025**

## Attend interviews, auditions or trials

Different schools have different selection processes. Check the DSA-Sec schools' websites for details. If shortlisted, your child will have to attend interviews, auditions or trials conducted by DSA-Sec schools.

Students will receive DSA-Sec outcomes directly from schools **by Thursday, 4 September 2025**.

- [Overview](#)
- [Selection outcomes](#)

**Mon, 27 Oct to Fri, 31 Oct 2025**

## Select preferred schools

Choose up to 3 school choices in order of preference using the DSA-Sec Portal **by 3pm on Friday, 31 October 2025**.

- [Overview](#)
- [Understand DSA-Sec Commitment](#)
- [Submit school preferences \(Mainstream primary school child\)](#)
- [Submit school preferences \(Non-mainstream school child\)](#)
- [Withdraw from DSA-Sec](#)

**Tue, 25 Nov 2025**

## Receive school allocation results

Receive school allocation along with PSLE results.

- [Overview](#)
- [Allocation outcomes](#)
- [Preparation for new school term](#)

<https://www.moe.gov.sg/secondary/dsa>



# FAQ about DSA

I am from JYPS Art Club CCA, am I able to apply for Football DSA?

- You can apply for any area, regardless of your current CCA
- You do not need to be in the CCA of the DSA area you are applying for





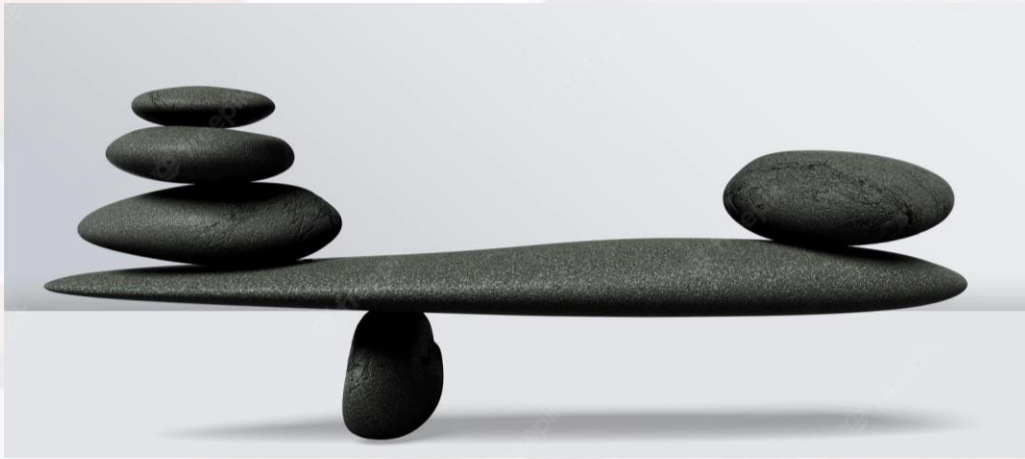
# FAQ about DSA

Do I need a testimonial/Letter of representation/Achievement from my CCA teachers?

- There is no need for a CCA Testimonial/DSA letter
- There will be a segment in the DSA portal where parents can upload external/private achievements related to the DSA area of application
- Any official school representation (National School Games, Singapore Youth Festival) will be keyed in by the school



# Why continue in a CCA?



*peer support*



# 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.



# CCA stand-down for P6

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 NWA weeks**
- ☐ Last CCA Session would be in **Friday, 22 May or Monday, 25 May 2026**





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*Thank You*