

P2 LwT Tasks (Term 3)

Day 1 – 15 Aug 2022

| Subject | Learning Outcome - What key knowledge and skills will the student acquire? | Assessment Task - How will students demonstrate understanding of desired knowledge and skills? | Format/Duration |
|------------------|--|---|-----------------|
| Chinese Language | <p>Knowledge: Students will know that there are whitespace in picture book for reader to ignite reader imagination.</p> <p>Skill: Students are able to identify the whitespace in the books, draw connection to the story line, and display their creativity.</p> | Students present the possible content of the white space through different modes (speech, mind map or drawing) | SLS 1h |
| Malay Language | <p>Knowledge: Understanding sajak (a modern poetry) and its features: 1. form / bentuk (stanza, baris & rima akhir), 2. tone / nada 3. themes / tema</p> <p>Skills: 1. Identifying the different features of sajak 2. Reciting sajak (deklamasi sajak) 3. Creating a verse (satu stanza) of sajak of any theme*</p> <p>*for higher progress students</p> | <ol style="list-style-type: none"> 1. Identify the form (stanza, baris & rima akhir) and tone (nada) of a given sajak. 2. Recite a sajak of their choice with correct pronunciation and intonation. | SLS 1h |
| Tamil Language | <p>Knowledge: - Understand the elements in the story and connect with their own experience. - Articulate their ideas in Tamil fluently.</p> <p>Skill: Research, oral presentation .</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. read an ebook on a story that took place in Singapore Bird Park. 2. answer questions related to the story in google classroom. 3. share their experience to any places of interest in Singapore through a photo/picture. 4. record a video presentation of themselves talking about their trip to a places of the interest which they have visited. | SLS 1h |

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| English | <p>Knowledge: To recognise that an organised structure in a speech makes it more convincing to the audience</p> <p>Skill: To apply the PEEL strategy and deliver a short speech</p> | <ol style="list-style-type: none"> 1. Compare and contrast two speeches, one written using PEEL and one written in no particular structure. 2. Appreciate that PEEL gives the speech a coherent structure which makes an argument more convincing. 3. Record a video of themselves giving a short speech, using the PEEL structure to organise the speech. | SLS 1h |
| PE | <p>Knowledge: - Prior knowledge on the CCAs available in our school - Strengths and Interest</p> <p>Skill: - FMS (for physical sports and dance) - Art & Craft (for Visual Arts) - Instrument Play (Instrument Ensemble) - Singing (Choir)</p> | <ol style="list-style-type: none"> 1. Recap to individual's strength and interest during ECG (FTGP) lesson and relate to your PAL lessons. 2. Submit a video/picture/drawing showing your talent (or interest) e.g. football skills, dance moves, playing musical instruments etc | SLS 30 min |
| CCE | <p>Knowledge: Values learnt (E.g.: Do It Right, 3 Seeks, Values, Etc.)</p> <p>Skill: From knowing to doing - application of values learnt</p> | Reflecting and journaling their thoughts and experiences. | SLS 30 min |