

## P5 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: Relationship between the character affects the flow of the story line.</p> <p>Skill: Students compare and identify how a different relationship between the characters affect the flow storyline.</p>	<p>Students will map out the relationship of the characters and explore the possibility of how a change of relationship will affect the flow of events in the story, and provide clear explanation on how it affects the storyline.</p>	SLS / Goggle Classroom 1h
Malay Language	<p>Knowledge: Understanding the elements of a sajak (poem) focussing on theme, message and content of the sajak.</p> <p>Skill: Identifying and explaining the meaning behind the sajak; the theme and message that the poet tries to convey.</p>	<p>Write a short note on what they understand about the poem (content, theme and message)</p> <p>*For higher progress students, they may write their own poem with their own choice of theme.</p>	SLS / Goggle Classroom 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>	<ol style="list-style-type: none"> <li>1. Students will go through a reading passage in Theen Tamil Text book.</li> <li>2. They will discuss about the facts which they have read in the text book.</li> <li>3. They will answer questions related to the story in google classroom.</li> <li>4. They will find out about other aspects on Indian Traditional way of life.</li> <li>5. Students will do a presentations on their finds and share with their peers in the padlet.</li> </ol>	Goggle Classroom 1h
Science	<p>Knowledge: Respiratory System</p> <p>Skill: Scientific argumentation with evidence Science Investigation</p>	<p>Students will complete lesson on scientific argumentation in SLS.</p> <p>Students will consolidate their presentation for Science Investigative project.</p>	SLS & Google Classroom 1h

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
English	<p>Knowledge: Students know that a good presentation makes use of different semiotic modes to serve its purpose.</p> <p>Skill:</p> <ul style="list-style-type: none"> <li>• Students to be aware of how texts can be constructed to direct the viewer's attention to the intended message</li> <li>• Students to recognise how text layout and the ideas presented in different semiotic modes enhance understanding of the text.</li> </ul>	<ol style="list-style-type: none"> <li>1. Draft their opinion based on instructions given. They are to identify the different semiotic modes used in the presentation and explain how these are used to support their opinion.</li> <li>2. Students record their voices as they express their opinion with confidence.</li> </ol>	SLS 1h
PE	<p>Knowledge: Centre of gravity</p> <p>Skill: Counter balance and counter tension</p>	Take a photo/video while performing Counter balance and tension with a partner.	Google Classroom 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