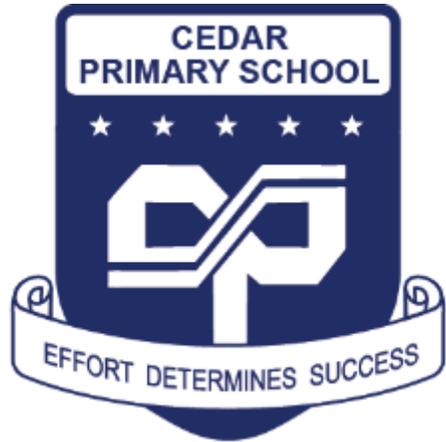


# PE, Art & Music (PAM)

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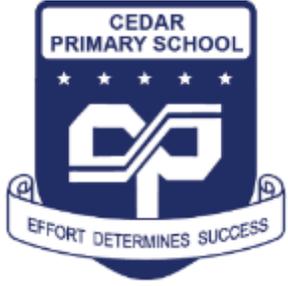
Primary 1 and 2



# Physical Education (PE)

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Primary 1 and 2



# Physical Education Syllabus

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

By emphasising the importance of **movement**, and an individual's **interaction with the environment**, Physical Education seeks to develop the **whole child** to bring about a nation of *physically competent and confident individuals who **enjoy** a lifetime of **active** and **healthy living safely** and **responsibly**.*

(PE Syllabus, 2024)

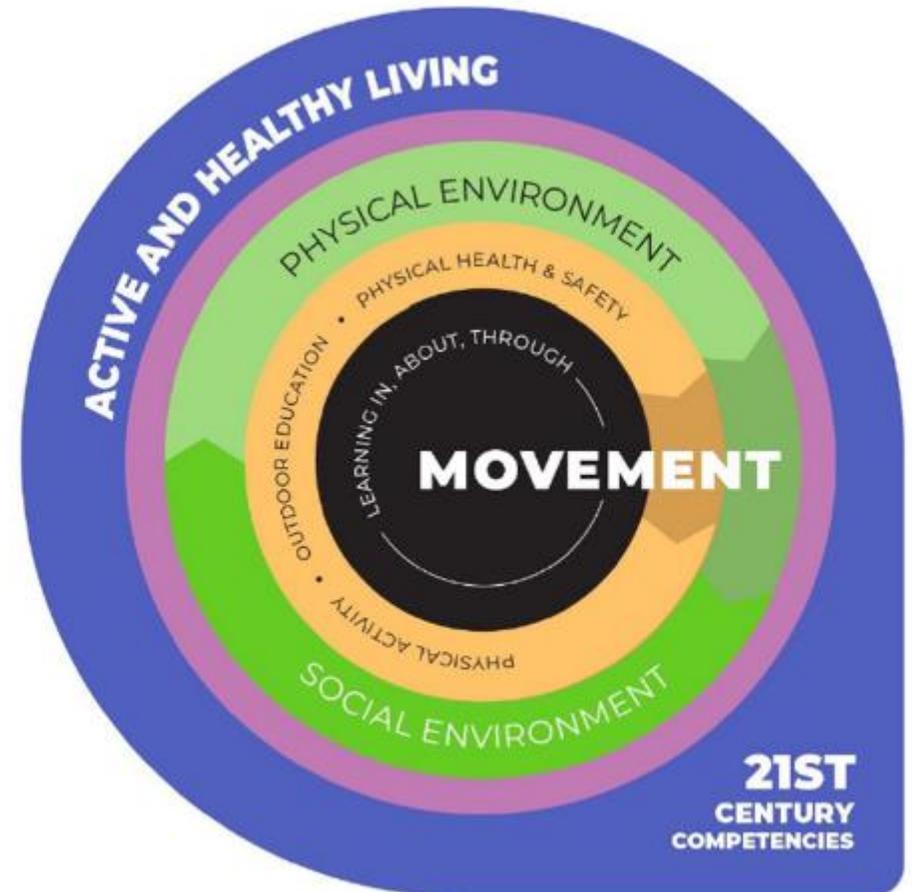
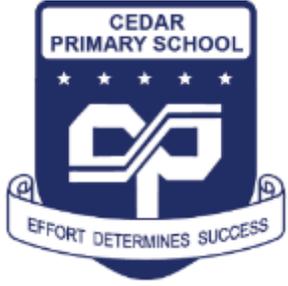


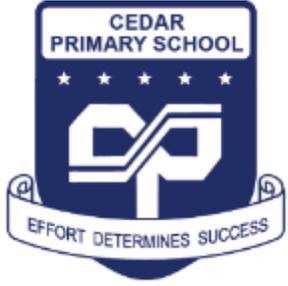
Figure 2. Physical Education Curriculum Framework



# Goals of Physical Education

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

|        |   |
|--------|---|
| Goal 1 | Acquire a <b>range of movement skills</b> to participate in a variety of physical activities.   |
| Goal 2 | Understand and apply movement concepts, principles and strategies in a <b>range of physical activities</b> .                          |
| Goal 3 | Demonstrate <b>safe</b> practices during physical and daily activities with <b>respect</b> to themselves, others and the environment. |
| Goal 4 | Display <b>positive</b> personal and social <b>behaviour</b> across different experiences.  |
| Goal 5 | Acquire and maintain <b>health-enhancing fitness</b> through <b>regular participation</b> in physical activities.                     |
| Goal 6 | <b>Enjoy and value</b> the benefits of living a physically active and healthy life.   |

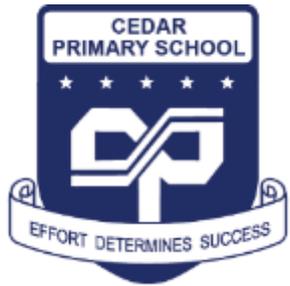


# P1 and P2 PE Learning Areas

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

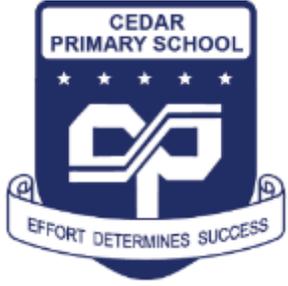
- Games and Sports
- Gymnastics
- Dance
- Outdoor Education
- Physical Health and Safety



# P1 PE Learning Outcomes

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

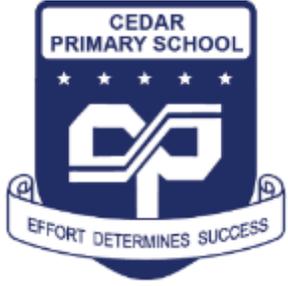
| Learning Area              | Learning Outcomes   |
|----------------------------|---|
| Games and Sports           | Demonstrate a range of <b>motor skills</b> in rolling, catching, and throwing a variety of objects.   |
| Gymnastics                 | Perform a <b>gymnastic sequence</b> of two different movements with smooth transition   |
| Dance                      | Perform a <b>pre-designed movement experience</b> 'Chan Mali Chan', and repeat with modification to timing (i.e. unison, take turns).                                 |
| Outdoor Education          | <b>Move</b> across a variety of ground surfaces in a familiar environment safely and confidently.   |
| Physical Health and Safety | Demonstrate <b>good health practices</b> (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene. |
|                            | Acquire a range of <b>personal safety practices</b> in school, at home and when using the road.   |



# P2 PE Learning Outcomes

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

| Learning Area              | Learning Outcomes   |
|----------------------------|---|
| Games and Sports           | Demonstrate a range of motor skills in catching, <b>dribbling</b> , and striking a variety of objects.  |
| Gymnastics                 | Perform a gymnastic sequence of two different movements with smooth transition, and <b>different start and end body positions</b> .                                     |
| Dance                      | Perform a pre-designed movement experience ' <b>Ode to Joy</b> ', and repeat with modifications to timing (i.e. <b>mirror, match, lead/follow</b> ).                    |
| Outdoor Education          | Move to landmarks in school safely and confidently, and apply knowledge about <b>weather conditions and their effects on oneself</b> .                                  |
| Physical Health and Safety | Demonstrate good health practices ( <b>oral care and disease prevention</b> ) and habits (make healthier food choices), and participate in regular physical activities. |
|                            | Acquire a range of safety practices while playing, using the road, and <b>in public places</b> .  |

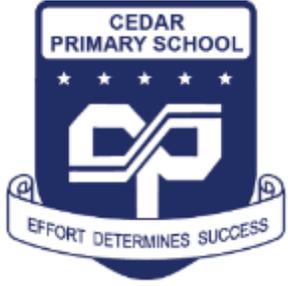


# Assessments

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Observations and feedback: teacher → students, students → students, students → teacher
- Formative assessments (self- and peer-assessments)
- Summative assessments (teacher assessments)



# A glimpse at the P1 PE learning experiences

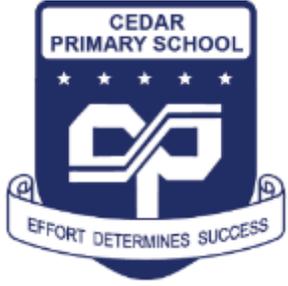
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Games & Sports – single-hand  
underhand roll

Gymnastics – balances and  
forming shapes

Outdoor Education – students  
recording living things they  
observe when moving around  
the school ground

Dance – performing to ‘Chan  
Mali Chan’



# A glimpse at the P2 PE learning experiences (examples)

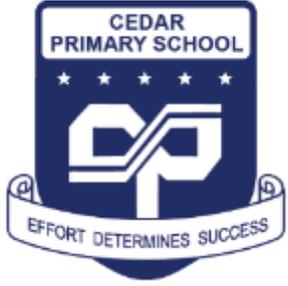
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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Outdoor Education –  
orientating pictorial chart to  
match symbols to the legend

Games & Sports –  
dribbling with single-  
hand with control and  
running movement

Dance – performing to ‘Ode to Joy’



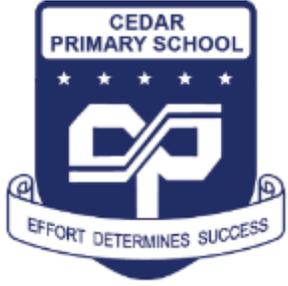
# What P1s have learned in Physical Health & Safety

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Exercise personal choice to eat a variety of healthier food. It is a home-school partnership to help students develop the habit of making healthier food choices.
- Food sold in school canteen abides by HPB guidelines that ensure that the ingredients are of healthier choices, with less oil and less salt in the food preparation process.



|                            |  |
|----------------------------|--|
| Physical Health and Safety | Demonstrate <b>good health practices</b> (drinking water, <u>food choices</u> and physical activities) and habits in personal care (eye care and UV-protection) and hygiene. |
|                            | Acquire a range of <b>personal safety practices</b> in school, at home and when using the road.  |



# Canteen Stalls and Food Sold

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



\*Small Meal is \$1.80  
Large Meal is \$2.50  
(Fruits Included)



Chicken cutlets rice set meal \$2.20



Curry chicken rice set meal small \$1.50  
medium \$1.80. big \$2.20



Vegetables rice set meal small \$1.50  
medium \$ 1.80. big \$2.20



Vegetables @\$0.70



Chicken meat @\$0.70



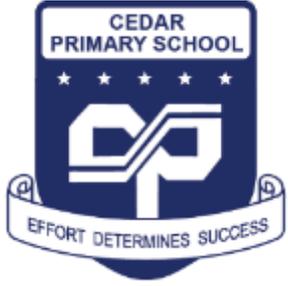
Egg @\$0.70



Plain rice \$0.70



Roasted spicy chicken wing @ \$0.70



# Canteen Stalls and Food Sold

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Sedap Malay Noodles

\*Small Meal is \$1.80  
Large Meal is \$2.50  
(Fruits Included)

**MACARONI SOUP**



**LONTONG GRAVY**



**LONTONG GORENG**



**TOM YAM  
NOODLE SOUP**



**MACARONI  
NACHOSE CHEESE**

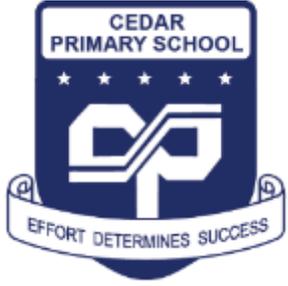


**CHICKEN PORRIDGE**



**MEE SOUP**





# Canteen Stalls and Food Sold

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Western Delights

\*Small Meal is \$1.80  
Large Meal is \$2.50  
(Fruits Included)



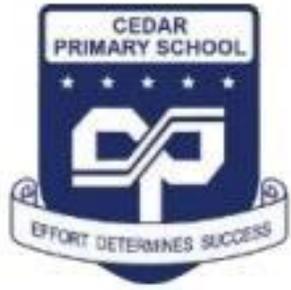


# Canteen Stalls and Food Sold

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



| S/No | Beverages                      | Price         | S/No | Snacks               | Price  |    |                               |               |
|------|--------------------------------|---------------|------|----------------------|--------|----|-------------------------------|---------------|
| 1    | Mineral Water                  | <b>\$0.60</b> | 1    | Red Bean Pau         | \$0.70 | 11 | Big Chicken Pau               | \$1.30        |
| 2    | Pokka Green Tea                | \$0.60        | 2    | Lotus Seed Pau       | \$0.80 | 12 | Small Fun Choy                | \$1.20        |
| 5    | Pokka Ice Lemon Tea            | \$0.60        | 3    | BBQ Pau              | \$0.80 | 13 | Lo Mai Kai                    | \$1.20        |
| 4    | Pokka Blueberries Tea          | \$0.60        | 4    | Black Pepper Pau     | \$0.80 | 14 | Sunshine Assorted Cream Rolls | <b>\$1.30</b> |
| 5    | Pokka Chrysanthemum Tea        | \$0.60        | 5    | Teriyaki Chicken Pau | \$0.80 | 15 | Muffin                        | \$0.70        |
| 6    | Pokka Soya Bean Drink          | \$0.60        | 6    | Curry Potato Pau     | \$0.80 | 16 | Chicken Curry Puff            | \$1.20        |
| 7    | Pokka Oolong Tea               | \$0.60        | 7    | Vegetable Pau        | \$0.80 | 17 | Slice Apple (per piece)       | \$0.20        |
| 8    | HL Fresh Milk / Chocolate Milk | \$1.00        | 8    | Siew Mai             | \$0.80 | 18 | Banana (per piece)            | \$0.50        |
| 9    | Peel Fresh                     | \$1.00        | 9    | Egg Tart             | \$0.90 | 19 | Mixed Fruits Cup              | <b>\$1.80</b> |
| 10   | H-Two-O                        | <b>\$0.80</b> | 10   | Small Chicken Pau    | \$0.80 |    |                               |               |
| 11   | Milo                           | <b>\$0.90</b> |      |                      |        |    |                               |               |



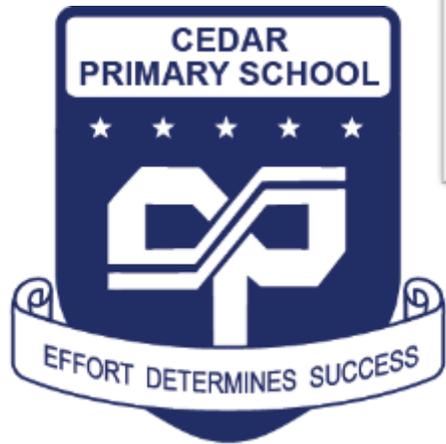
# For Snack Time at 11.30am

Eating a snack is not compulsory

## Healthy Snacks

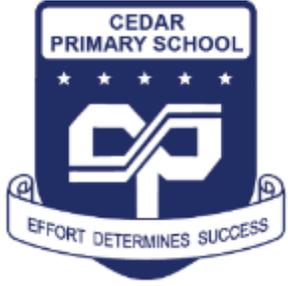
- Fruit
- Nuts
- Crackers
- Biscuits
- Sandwich





# Art

Primary 1 and 2



# The 21st Century Art Learner

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Art Syllabus Teaching and Learning Guide For Primary Schools

Our Vision!

The 21CC Art Learner

## 21<sup>st</sup> Century Art Learners



are **Active Artist & Informed Audience**

who **enjoy art**, are able to **communicate visually**,

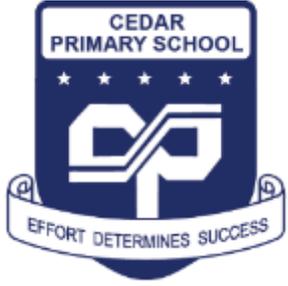
and

**make meaning through connecting with society and culture.**

He/she is

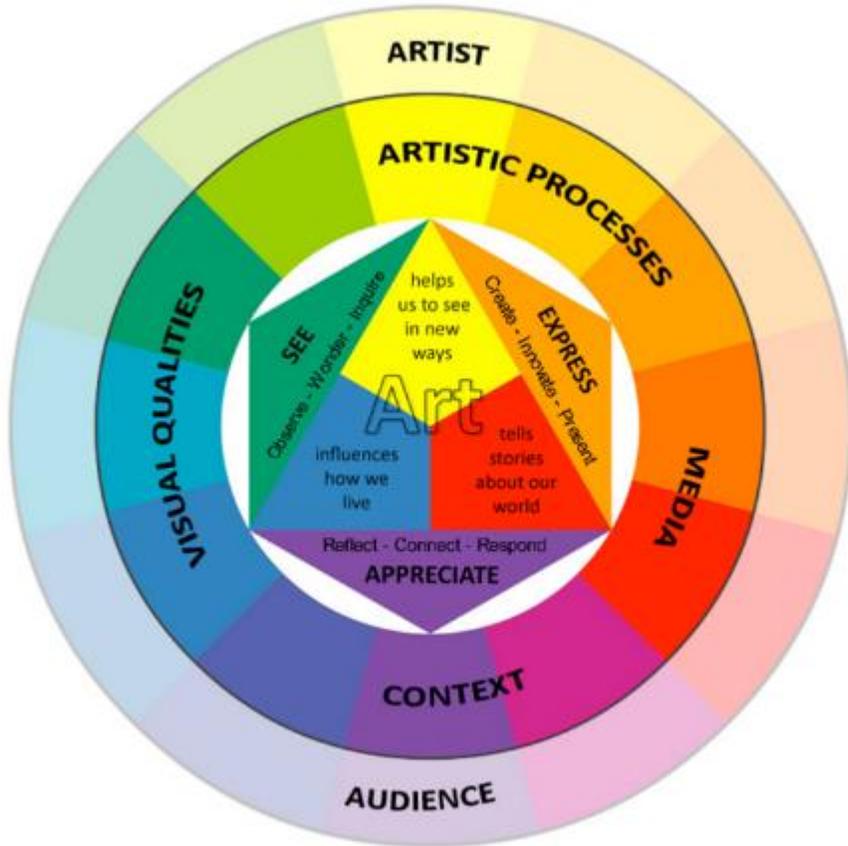
and

**A CONFIDENT PERSON, A SELF-DIRECTED LEARNER, AN ACTIVE CONTRIBUTOR, A CONCERNED CITIZEN.**



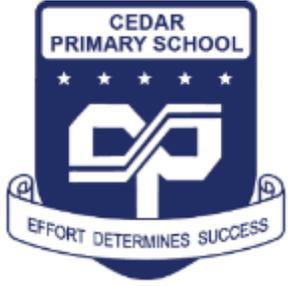
# Primary Art Syllabus Framework

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



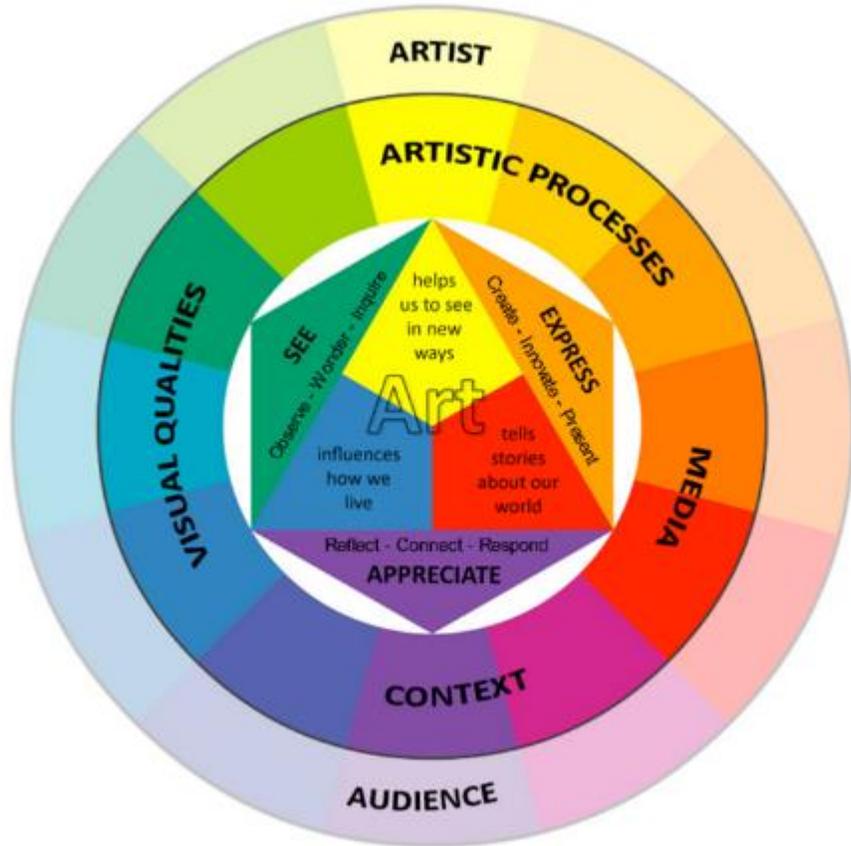
The three Big Ideas at the heart of the syllabus framework frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-wonder-inquire**, **create-innovate-present**, and **reflect-connect-respond**.

Figure 3: Primary Art Syllabus Framework



# Primary Art Syllabus Framework

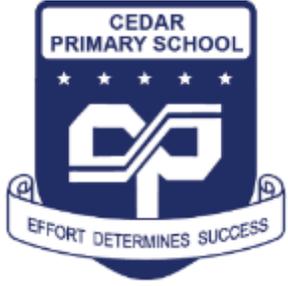
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



Students learn to see, express and appreciate through the four key components of the Learning Content - **context, artistic processes, media and visual qualities.**

In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

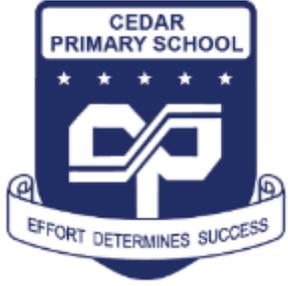
Figure 3: Primary Art Syllabus Framework



# P1 and P2 Learning Outcomes

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

| Domains                                | SEE  | EXPRESS  | APPRECIATE  |
|--|--|--|---|
| <b>Learning Outcomes (Key Stage 1)</b> | <ul style="list-style-type: none"> <li>• LO1: Identify simple visual qualities in what they see around them</li> <li>• LO2: Draw to express curiosity, ideas and things that relate to personal interests and experiences</li> </ul> | <ul style="list-style-type: none"> <li>• LO3: Play with a variety of materials and tools to create different effects in their art</li> <li>• LO4: Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</li> <li>• LO5: Collect artefacts/learning evidence for portfolio based on given criteria</li> </ul> | <ul style="list-style-type: none"> <li>• LO6: Share and talk about their artworks using appropriate art vocabulary</li> <li>• LO7: Discuss and relate artworks created by others to their own artworks and experiences</li> </ul> |

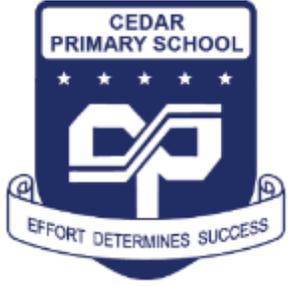


# Core Drawing Module (P1 – P6)

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Freedom to express and communicate their ideas and imagination
- Lesson unit that takes place over one term per level, for all students across six levels
- To broaden students' exposure to drawing as a tool to develop their language, cognitive and executive functions





# Engaging Art Learners through Art Making and Art Discussion

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

As artists and audience, students' learning and understanding of art is facilitated and strengthened through their **engagement** in art making and art discussion.

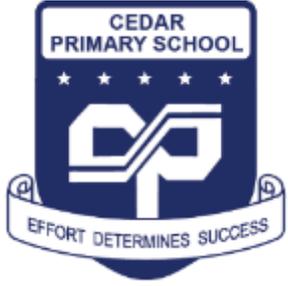
## Art Making

- students engage in **artistic processes** to create artworks that **communicate their ideas**

## Art Discussion

- students are **actively involved** in looking at and talking about art that develop their **thinking skills** such as observing, recalling, analysing, applying, comparing, questioning and making choices





# Assessment in Art

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

**Table 4: Overview of Key Assessment Areas in Art**

|  |  |
|--|--|
| <p><b>Art Content</b> comprising four key components namely <i>Context, Artistic Processes, Visual Qualities</i> and <i>Media</i></p>  | <p><b>Art-related Behaviours</b> articulated in the learning domains namely <i>observe, wonder, Inquire, create, innovate, present, reflect, connect and respond</i></p> |
| <p><b>Values and attitudes</b> by taking cues from active <i>Artist</i> and informed <i>Audience</i> i.e. Show positive attitudes toward art and advocate the relevance of art in daily life</p> |  |

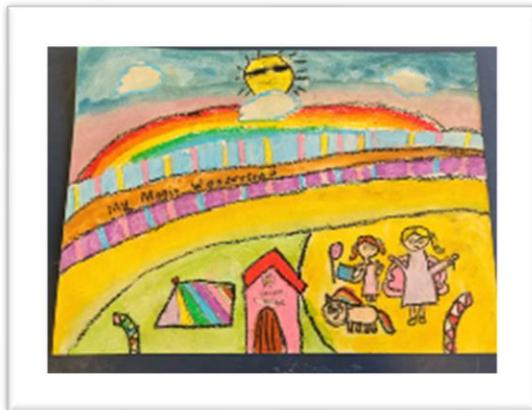


# Assessment in Art

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

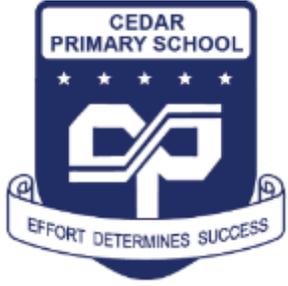
## Portfolio as the main assessment mode

- to engage students in evaluating their own art and adopting different perspectives to reflect on their own learning



**Table 5:** Examples of evidence of students' learning, assessment tools and strategies in a portfolio

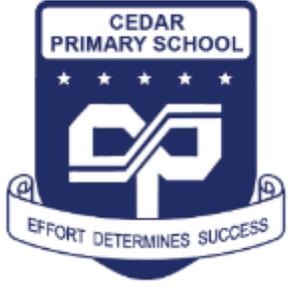
| Evidence of student learning  | Assessment Tools  | Assessment Strategy  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Work in progress</li> <li>• Documentation of process<br/>e.g. Sketches<br/>Photographs<br/>Visual journals<br/>Written ideas</li> <li>• Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition</li> <li>• Final artwork</li> <li>• Reflection</li> <li>• Participation in oral discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rubrics</li> <li>• Checklist</li> <li>• Rating Scale</li> </ul> | <p><u>Four-step process</u></p> <ul style="list-style-type: none"> <li>• <b>Collect</b> items (artefacts, evidence) for the portfolio;</li> <li>• <b>Select</b> items that demonstrate competencies and achievements, aligned to the learning objectives of the art curriculum;</li> <li>• <b>Reflect</b> on the item selected to articulate their thinking, demonstrating learning derived from the experiences; and</li> <li>• <b>Connect</b> art learning with personal, community and cultural experiences.</li> </ul> |



# P1 Art Modules in CPS

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

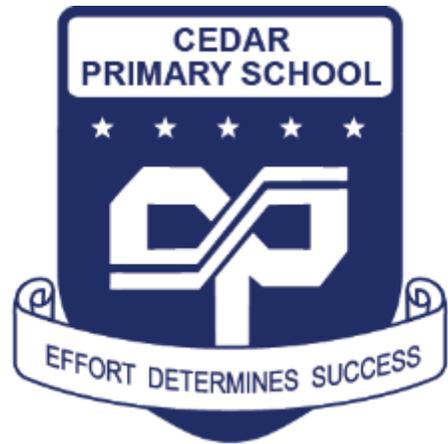
| Term 1                              | Term 2                            | Term 3                              | Term 4                     |
|-------------------------------------|-----------------------------------|-------------------------------------|----------------------------|
| Self and Immediate Environment      | Self and Immediate Environment    | The World and Region We Live In     | <b>Core Drawing Module</b> |
| <b>My Self-Portrait</b>             | <b>What animals represent me?</b> | <b>My Feelings</b>                  |                            |
| Drawing and Colouring (Mixed media) | 3D Sculpture (Clay Sculpture)     | Abstract Art (Drawing and Painting) |                            |



# P2 Art Modules in CPS

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

| Term 1                         | Term 2                             | Term 3                                  | Term 4                     |
|--------------------------------|------------------------------------|---|----------------------------|
| Self and Immediate Environment | Singapore Past, Present and Future | The World and Region We Live In         | <b>Core Drawing Module</b> |
| <b>The View from My Window</b> | <b>In My Neighbourhood</b>         | <b>Interesting Things about Animals</b> |                            |
| Drawing and Painting           | Drawing and Painting               | Batik Painting                          |                            |



# MUSIC

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Primary 1 and 2

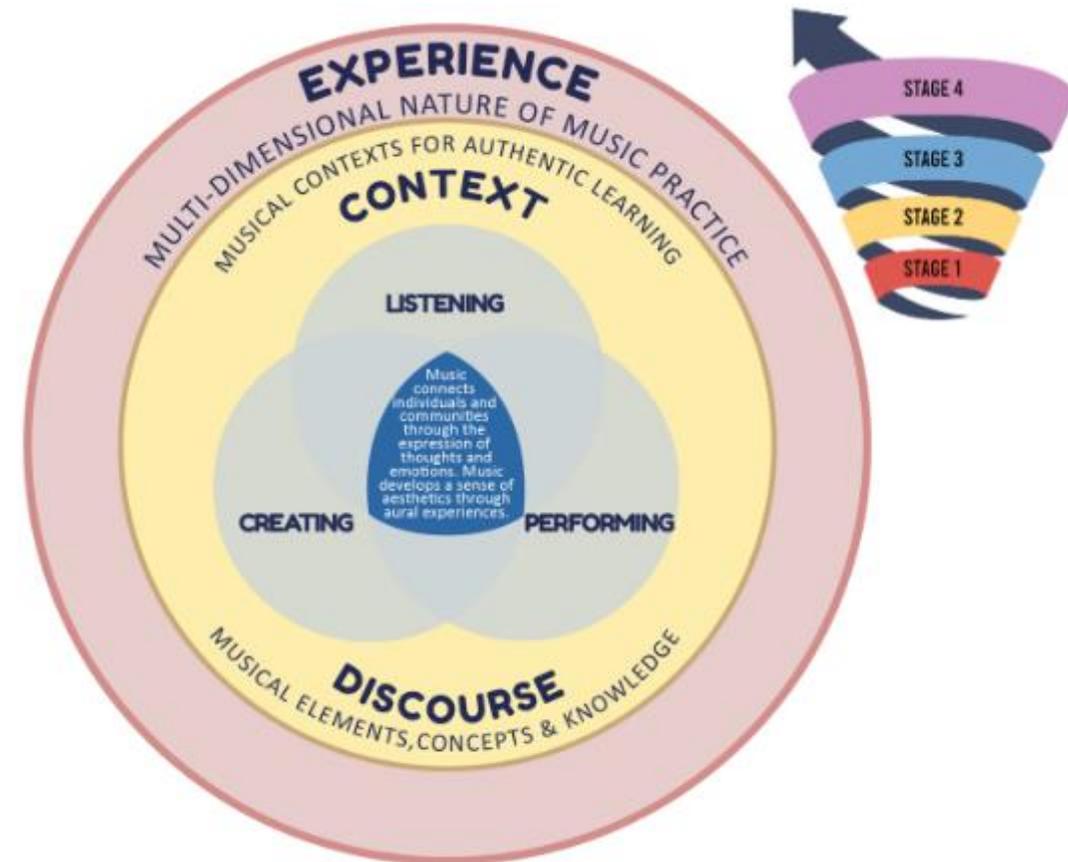


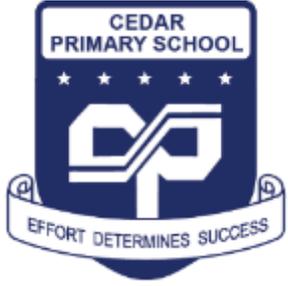
# Music Syllabus

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Philosophy and purpose of the Primary Music Syllabus:

- All children are **musical**.
- Seek to **develop** their **aural** and **expressive abilities** and **sensibilities** to **empower** them to **appreciate** and **participate** in music.
- Every child will be introduced to a **wide range of genres** and **styles** to put them in touch with their **heritage** as well as deepen their understanding of the **cultural diversity** of music in **Singapore** and **the world**.
- Music lessons will contribute to the **holistic development** of our students by developing 21st Century Competencies (21CC), values, character and social-emotional well-being. It also contributes towards extra-musical skills including psychomotor skills.





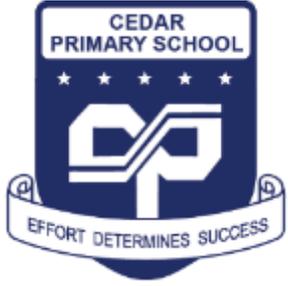
# Music Syllabus

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Aims

1. Acquire and apply musical skills, knowledge and understanding through Listening, Creating and Performing.
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.



# Music Programme in Cedar Primary School

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- In lower primary, a combination of *Orff Schulwerk* Music & Movement and *Dalcroze* Eurythmics focusses on child-centred learning and in developing the child's individual musical voice and creativity.
- We hope to develop the student into a musical individual who is also competent in 21<sup>st</sup> Century Competencies such as creativity, collaborative and critical thinking skills.

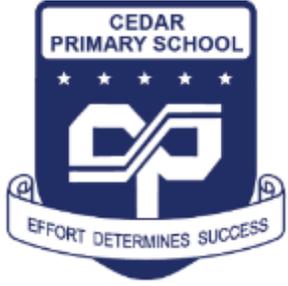


# A glimpse of the music learning experience (example)

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

P1 students exploring the  
different timbres of various  
instruments to create a  
soundscape

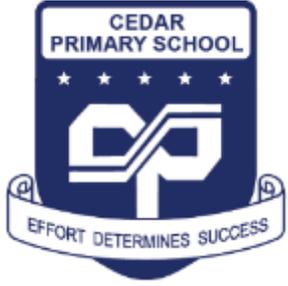


# A glimpse of the music learning experience

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

P2 students collaborating to  
produce a tune with  
xylophone.



# P1 and P2 Learning Outcomes

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Assessment

| Term 1  | Term 2 | Term 3  | Term 4 |
|---|--------|---|--------|
| <ul style="list-style-type: none"><li>• Describe sound produced by instruments &amp; how they are played</li><li>• Describe ways elements of music are used for different purposes in the music students listen to</li><li>• Sing with accuracy &amp; expression</li><li>• Play rhythmic &amp; melodic patterns on pitched &amp; non-pitched classroom percussion instruments</li></ul> |        | <ul style="list-style-type: none"><li>• Create rhythmic ostinato of at least 2 bars to accompany melody</li><li>• Create melodic phrase of at least 2 bars (C pentatonic scale)</li><li>• Create &amp; perform soundscapes to given stimulus</li><li>• Use graphic/ standard notation/ tech to record music ideas</li></ul> |        |



# Encouraging your children to appreciate the Arts

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- **Focus on Enjoyment**

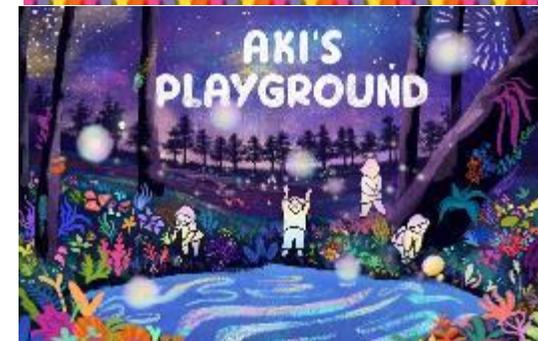
Your children like to have fun, so they are more likely to learn more if they enjoy the activity they are doing.

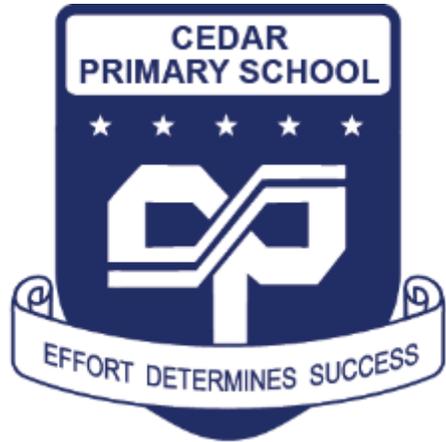
- ✓ Turn on the music and have a dance party, do some art and crafts activities at home or explore music apps on iPad or even musical instruments to encourage them to create their own music.

- **Exposure to the Arts**

- Visit the museums and galleries such as National Gallery Singapore or Children's Biennale or musical performances at community spaces or concert halls.

- **Join in the fun!**

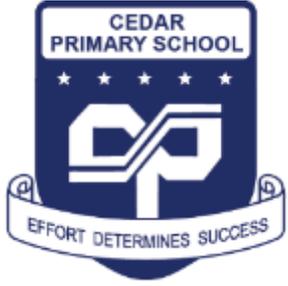




# Programme for Active Learning (PAL)

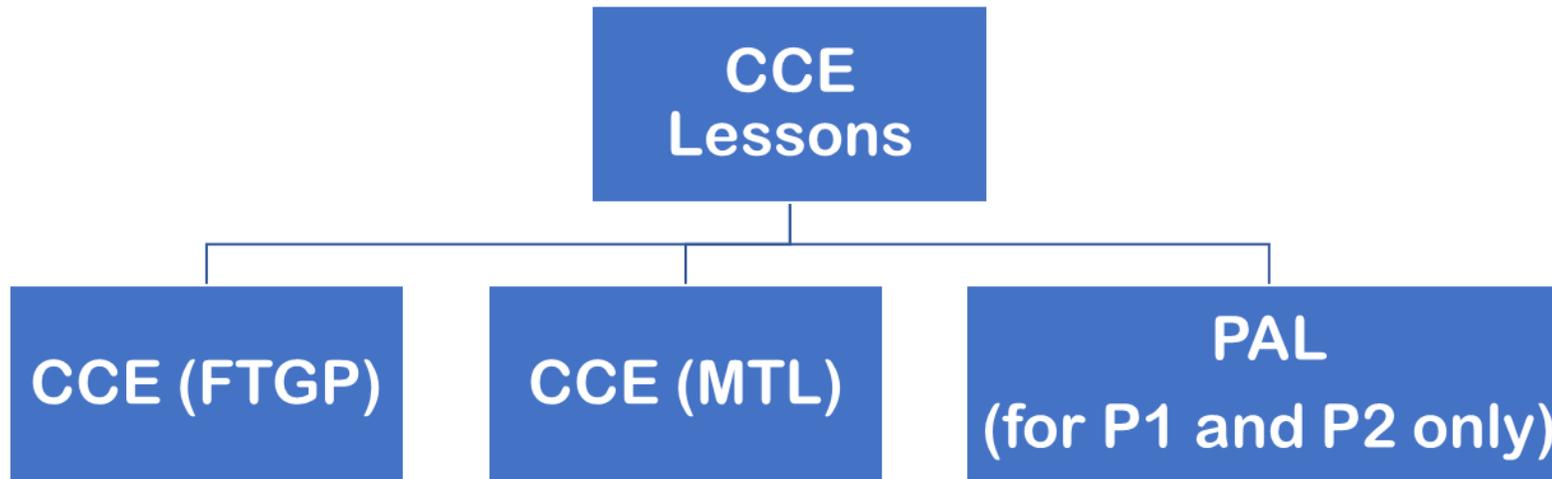
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**Primary 1 and 2**



# Programme for Active Learning (PAL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



At Primary 1 and 2 levels, PAL offers hands-on and experiential learning through the 4 domains of Sports and Games, Outdoor Education and Visual / Performing Arts.

PAL provides opportunities for students to discover new interests, develop character and enables them to develop social-emotional competencies.



# P1 Learning Outcomes (LOs)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Knowledge LOs

### **Being Curious**

- Recognise that being curious encourages us to learn new things from people, our environment and our daily activities and experiences, and experience joy

### **Working together**

- Recognise that everyone has something to contribute
- Understand the importance of working together

## Skills LOs

### **Self-motivation**

- Demonstrate enthusiasm to learn new things

### **Positivity**

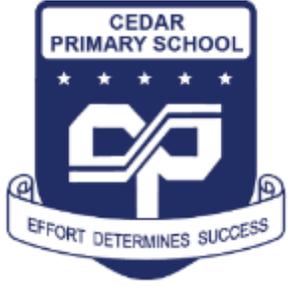
- Express thanks to the people around oneself

### **Self-reflection**

- Reflect on the experiences and people who help us learn and grow

### **Interpersonal Communication**

- Work cooperatively with others on a common task or for a common goal



# P2 Learning Outcomes (LOs)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Knowledge LOs

### **Working together**

- Understand the importance of working together
- Know that people have different ideas and there can be disagreements in working together

## Skills LOs

### **Interpersonal Communication**

- Manage disagreements through appropriate words and actions that demonstrate respect to others and their ideas
- Share our feelings, thoughts and views appropriately and respectfully with others
- Use respectful ways to put different ideas together effectively to complete group tasks

### **Self-reflection**

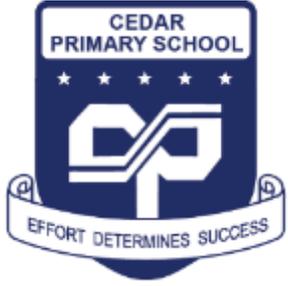
- Reflect on how respectful speech and behaviours make receivers feel



# Characteristics of PAL

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- . Focus on Social and Emotional Learning (SEL)
- . Engage through experiential, fun and enjoyable learning
- . Encompass learning in creative ways
- . Provide opportunities to collaborate and create



# Your child's experience in 2025



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

| Level     | Term 1          | Term 2            | Term 3            | Term 4           |
|-----------|-----------------|-------------------|-------------------|------------------|
| <b>P1</b> | Visual Arts     | Outdoor Education | Performing Arts   | Sports and Games |
| <b>P2</b> | Performing Arts | Sports and Games  | Outdoor Education | Visual Arts      |



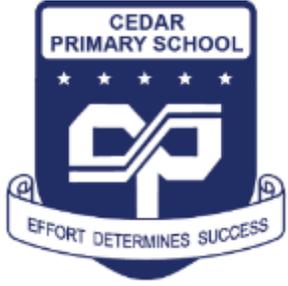
# P1 – Learning SEL skills through Visual Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Students learn to give praise to and be respectful of others in the process of making a superhero mask.

Students create a superhero shield with coping strategies to help them manage emotions.

Students learn to listen to and work with each other respectfully when creating a parachute for Superheros on a rescue mission.



# P1 – Learning SEL skills through Outdoor Education (examples)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Students learn to be observant of school surroundings, taking turns to share their ideas and be responsible in decision-making, knowing that their decisions will have consequences to the environment and will think before they act.



# P1 – Learning SEL skills through Sports & Games (examples)

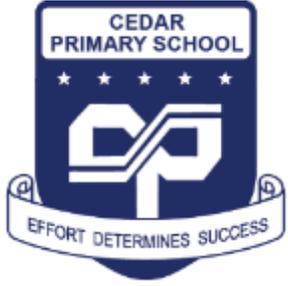
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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Students learn to praise others and influence one another positively when creating the D.I.Y Scissors, Paper, Stone Game.

Students learn to think before they act and be responsible for one's decisions and to manage their behaviours using Stop-Think-Do strategy during Driving Games.

Students learn to identify their emotions and contributing factors and understand how they may have different feelings and thoughts on the same matter through parachute games.



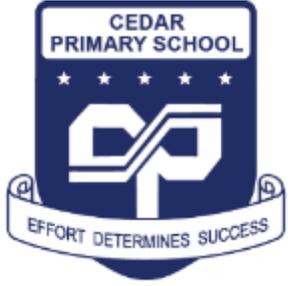
# P2 – Learning SEL skills through Performing Arts (examples)

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Students learn to disagree respectfully and ask for help when working on a group task such as rewriting the lyrics for a nursery rhyme.

Students worked together to create a performance. They learnt to work cooperatively together in an authentic situation.



# P2 – Learning SEL skills through Outdoor Education (examples)

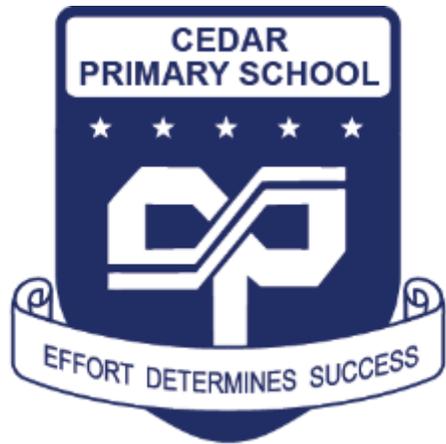
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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Students share their feelings, thoughts and views respectfully with others while learning to identify key landmarks in a school map.

Students cooperate and work together to find a solution in an authentic situation to build an outdoor shelter.

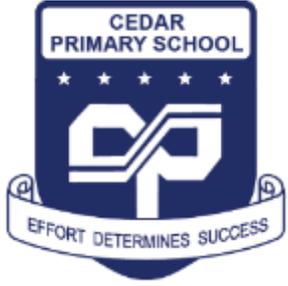
Students learn to express their gratitude when receiving help from their peers through their first aid experience.



# Co-Curricular Activities (CCAs) Try-Outs

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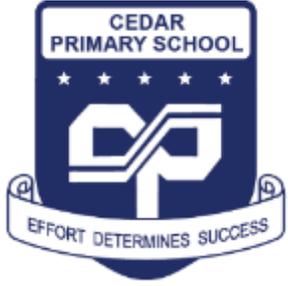
Primary 2



# P2 CCA Try-outs (Term 4)

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Co-Curricular Activities (CCAs) are an **integral** part of the school experience. While participation in CCAs in primary school is not compulsory, students are strongly encouraged to join one. At Cedar Primary, CCAs are offered from P3.
- Joining a CCA provides students with a broad-based experience to explore, discover and nurture their interests and strengths besides developing their 21CC, character and forging friendships. In the process, it imparts the school values.
- The school organises P2 CCA Try-outs to provide the P2 students with an authentic preview of the various CCAs offered in the school through hands-on activities.
- It is hoped that parents/guardians will be able to make informed decisions together with their children/wards when selecting their CCA during the CCA Registration Exercise in Term 4.



# Direct School Admission for Secondary School (DSA-SEC)

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Who is it meant for?

- Primary 6 students, who can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas.

## Should parents start preparing their child for DSA at P1?

- Let your child enjoy the broad-based school programmes while he/she explores and discovers his/her interests, strengths and talents at P1 and along the way.
- Go for CCA Try-out at P2 and join a CCA at P3!



Thank You

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