



# **APSN TANGLIN SCHOOL**

## **CURRICULUM CONTENT**

**2024**

# TABLE OF CONTENT

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**APSN Tanglin School**  
**Literacy Curriculum**  
**VISION: BUILDING LITERACY FOR LIVING, LEARNING & WORKING**

**Theme (2024): Our Little Red Dot (Singapore)**  
**Receptive Language Skills – Listening & Reading Comprehension**

**Listening Comprehension**

**Text types/forms – dialogues; announcements; narratives; recounts; short information texts; procedural texts**

Focus Area	Module 1	Module 2	Module 3	Module 4
Identify factual details or literal information in the text	<ul style="list-style-type: none"> <li>▪ Identify literal information referring to who, what, which and when</li> <li>▪ Identify factual details referring to how and why</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify literal information referring to who, what, which and when</li> <li>▪ Identify factual details referring to how and why</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify literal information referring to who, what, which and when</li> <li>▪ Identify factual details referring to how and why</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify literal information referring to who, what, which and when</li> <li>▪ Identify factual details referring to how and why</li> </ul>
Comprehend the ideas presented in the text	<ul style="list-style-type: none"> <li>▪ Identify at least one key idea in the text</li> <li>▪ Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify at least two key ideas in the text</li> <li>▪ Identify the gist of the text</li> <li>▪ Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify more than two key ideas in the text</li> <li>▪ Identify the gist of the text</li> <li>▪ Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify all the key ideas in the text</li> <li>▪ Identify the gist of the text</li> <li>▪ Make connection to self, text, or world</li> </ul>
Make inferences or predictions from the text	<ul style="list-style-type: none"> <li>☐ Identify meanings conveyed through audio cues (volume, tone)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify inferred meanings from the text (including making predictions)</li> <li>▪ Identify meanings conveyed through audio cues (volume, tone)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify inferred meanings from the text (including making predictions)</li> <li>▪ Identify meanings conveyed through audio cues (volume, tone)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify inferred meanings from the text (including making predictions)</li> <li>▪ Identify meanings conveyed through audio cues (volume, tone)</li> </ul>

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Reading Comprehension				
Text types/ forms: Narratives; recounts; information texts; procedural texts; brochures; maps; advertisements; letters; emails; notices;				
Focus Area	Module 1	Module 2	Module 3	Module 4
Read a given text	<ul style="list-style-type: none"> <li>Identify lower and upper case letters of the alphabet</li> <li>Identify letter initial, end and mid consonant sounds</li> <li>Identify short vowels and long vowels</li> <li>Read common blends</li> <li>Read common sight words</li> <li>Decode new unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Identify different text types</li> <li>Read a given text with fluency</li> <li>Scan a text for specific information</li> </ul>	<ul style="list-style-type: none"> <li>Identify different text types</li> <li>Read a given text with fluency</li> <li>Scan a text for specific information</li> <li>Skim a text for gist</li> </ul>	<ul style="list-style-type: none"> <li>Identify different text types</li> <li>Read a given text with fluency</li> <li>Scan a text for specific information</li> <li>Skim a text for gist</li> </ul>
Identify factual details or literal information in the text	<ul style="list-style-type: none"> <li>Identify literal information referring to who, what, which and when</li> </ul>	<ul style="list-style-type: none"> <li>Identify literal information referring to who, what, which and when</li> <li>Identify factual details referring to how and why</li> </ul>	<ul style="list-style-type: none"> <li>Identify literal information referring to who, what, which and when</li> <li>Identify factual details referring to how and why</li> </ul>	<ul style="list-style-type: none"> <li>Identify literal information referring to who, what, which and when</li> <li>Identify factual details referring to how and why</li> </ul>
Comprehend the ideas presented in the text	<ul style="list-style-type: none"> <li>Identify at least one key idea in the text</li> <li>Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>Identify at least two key ideas in the text</li> <li>Identify the gist of the text</li> <li>Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>Identify more than two key ideas in the text</li> <li>Identify the gist of the text</li> <li>Make connection to self, text, or world</li> </ul>	<ul style="list-style-type: none"> <li>Identify all the key ideas in the text</li> <li>Identify the gist of the text</li> <li>Make connection to self, text, or world</li> </ul>
Make inferences or predictions from the text	NA	<ul style="list-style-type: none"> <li>Identify inferred meanings from the text (including making predictions)</li> </ul>	<ul style="list-style-type: none"> <li>Identify inferred meanings from the text (including making predictions)</li> </ul>	<ul style="list-style-type: none"> <li>Identify inferred meanings from the text (including making predictions)</li> </ul>

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<b>Expressive Language Skills – Speaking &amp; Writing</b>				
<b>Speaking</b>				
<b>Focus Area</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
Speak clearly (coherent and cohesion)	<ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary, grammar and terms of address</li> <li>▪ Pronounce words clearly</li> <li>▪ Express feelings and emotions related to self</li> <li>▪ Talk about familiar things and events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary, grammar and terms of address</li> <li>▪ Pronounce words clearly using appropriate stress patterns and rhythm</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> <li>▪ Express feelings and emotions related to self and others</li> <li>▪ Talk about things and events</li> <li>▪ Describe familiar things, people and places</li> <li>▪ Share personal experiences and interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary, grammar and terms of address</li> <li>▪ Pronounce words clearly using appropriate stress patterns and rhythm</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> <li>▪ Express feelings and emotions related to self and others</li> <li>▪ Talk about things and events</li> <li>▪ Describe things, people and places</li> <li>▪ Share personal experiences and interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary, grammar and terms of address</li> <li>▪ Pronounce words clearly using appropriate stress patterns and rhythm</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> <li>▪ Express feelings and emotions related to self and others</li> <li>▪ Talk about things and events</li> <li>▪ Describe things, people and places</li> <li>▪ Share personal experiences and interest</li> </ul>
Communicate ideas, thoughts and information				
Seek clarification				
Respond to questions (pertaining to personal details and open-ended questions)				

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Speaking				
Focus Area	Module 1	Module 2	Module 3	Module 4
Initiate and maintain a conversation with others	<ul style="list-style-type: none"> <li>☑ Initiate a face-to-face conversation</li> <li>☑ Perform at least three face-to-face exchanges</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> </ul>	<ul style="list-style-type: none"> <li>☑ Initiate a face-to-face conversation</li> <li>▪ End a conversation</li> <li>▪ Maintain at least five face-to-face exchanges</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> </ul>	<ul style="list-style-type: none"> <li>☑ Initiate a face-to-face conversation</li> <li>▪ End a face-to-face conversation</li> <li>▪ Maintain at least five face-to-face exchanges</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> <li>▪ Repair a face-to-face conversation</li> </ul>	<ul style="list-style-type: none"> <li>☑ Initiate a face-to-face conversation</li> <li>▪ End a face-to-face conversation</li> <li>▪ Maintain at least five face-to-face exchanges</li> <li>▪ Demonstrate appropriate body language and audio cues (tone volume)</li> <li>▪ Repair a face-to-face conversation</li> </ul>
Understand and follow social rules during conversations				
Participate in a discussion	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Offer and accept opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Offer and accept opinions</li> <li>▪ Use persuasion when negotiating</li> </ul>
Give a presentation	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Use appropriate sentence structures to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Use appropriate sentence structures to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Use appropriate sentence structures to convey meaning</li> <li>▪ Organise ideas and information adequately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use adequate and appropriate vocabulary and grammar to convey meaning</li> <li>▪ Use appropriate sentence structures to convey meaning</li> <li>▪ Organise ideas and information adequately</li> </ul>

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<b>Writing</b>				
<b>Focus Area</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
Communicate wants, needs, thoughts and feelings in a written text	<ul style="list-style-type: none"> <li>▪ Use adequate and appropriate vocabulary to convey meaning</li> <li>▪ Use correct grammar, spelling and punctuation</li> <li>▪ Convey ideas using short phrases, simple sentences and/or visuals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use adequate and appropriate vocabulary to convey meaning</li> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use correct grammar, spelling and punctuation</li> <li>▪ Convey ideas using simple and compound sentences clearly</li> <li>▪ Write at least 2 paragraphs</li> <li>▪ Organise ideas and information adequately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use adequate and appropriate vocabulary to convey meaning</li> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use correct grammar, spelling and punctuation</li> <li>▪ Convey ideas using simple and compound sentences clearly</li> <li>▪ Write at least 3 paragraphs</li> <li>▪ Organise ideas and information adequately with appropriate formatting (e.g. spacing, paragraphs and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use adequate and appropriate vocabulary to convey meaning</li> <li>▪ Provide sufficient content to support the topic</li> <li>▪ Use correct grammar, spelling and punctuation</li> <li>▪ Convey ideas using a range of sentence structures</li> <li>▪ Write at least 4 paragraphs</li> <li>▪ Organise ideas and information adequately with appropriate formatting (e.g. spacing, paragraphs, numbering, bullet points and punctuation).</li> </ul>
Express ideas in a written text				
Review and edit written text	NA	<ul style="list-style-type: none"> <li>▪ Check spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check spelling, punctuation, grammar and coherence</li> </ul>

**\*Concepts and skills taught are based on a spiral progression approach where they are re-visited at each module in increasing depth and in different context and where the complexity of tasks differs.**

**\*Learning outcomes are aligned to the Singapore SPED Curriculum: Communication and Language (Teaching and Learning Syllabus)**

**APSN Tanglin School  
Numeracy Curriculum  
Secondary 1 to 3**

**SEMESTER 1**

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
<p><b><u>Number Sense</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify numerals to 99</li> <li>▪ Place value and expanded notation (2-digit)</li> <li>▪ Compare &amp; sequence numbers within 99</li> <li>▪ Use of ordinal numbers (1<sup>st</sup> through 10<sup>th</sup>)</li> <li>▪ Count sets within 20 and 100</li> </ul>	<p><b><u>Number Sense</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify numerals to 999</li> <li>▪ Place value and expanded notation (3-digit)</li> <li>▪ Identify number patterns and sequences</li> <li>▪ Compare &amp; sequence numbers within 999</li> <li>▪ Use of ordinal numbers (1<sup>st</sup> through 20<sup>th</sup>)</li> <li>▪ Skip count in 2s, 5s and 10s</li> </ul>	<p><b><u>Number Sense</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify numerals to 9999</li> <li>▪ Identify even and odd numbers</li> <li>▪ Place value and expanded notation (4-digit)</li> <li>▪ Identify number patterns and sequences</li> <li>▪ Compare &amp; sequence numbers within 9999</li> <li>▪ Use of ordinal numbers (1<sup>st</sup> through 100<sup>th</sup>)</li> <li>▪ Skip count in 2s, 5s and 10s</li> </ul>	<p><b><u>Number Sense</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify numerals above 9999</li> <li>▪ Identify even and odd numbers</li> <li>▪ Place value and expanded notation (5-digit)</li> <li>▪ Identify number patterns and sequences</li> <li>▪ Compare &amp; sequence numbers beyond 9999</li> <li>▪ Count beyond 1000 in hundreds</li> </ul>
<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Number bonds to 10</li> <li>▪ Add/ Subtract within 10 and 20</li> <li>▪ Add/ Subtract up to 2-digit without regrouping</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Number bonds to 20</li> <li>▪ Add/ Subtract up to 2-digit with regrouping</li> <li>▪ Add three or four single-digit whole numbers</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Number bonds to 100</li> <li>▪ Add/ Subtract up to 4-digit</li> <li>▪ Add three or four multi-digit whole numbers</li> <li>▪ Solve one/two-step word problems</li> </ul>	<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Number bonds to 100</li> <li>▪ Add/ Subtract up to 4-digit</li> <li>▪ Add three or four multi-digit whole numbers</li> <li>▪ Solve one/two-step word problems</li> </ul>
<p><b><u>Multiplication</u></b></p> <ul style="list-style-type: none"> <li>▪ x2 &amp; x5 tables</li> <li>▪ Solve word problems</li> </ul>	<p><b><u>Multiplication</u></b></p> <ul style="list-style-type: none"> <li>▪ x2 ~ x5 &amp; x10 tables</li> <li>▪ Solve word problems</li> </ul>	<p><b><u>Multiplication</u></b></p> <ul style="list-style-type: none"> <li>▪ 2-digit by 1-digit multiplication</li> <li>▪ Solve word problems</li> </ul>	<p><b><u>Multiplication/ Division</u></b></p> <ul style="list-style-type: none"> <li>▪ 3-digit by 2-digit multiplication</li> <li>▪ 2-digit by 1-digit division (including remainder)</li> <li>▪ 3-digit by 1-digit division (no remainder)</li> <li>▪ Solve word problems</li> </ul>



**APSN Tanglin School  
Numeracy Curriculum  
Secondary 1 to 3**

<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>
<p><b><u>Measurement of Time</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify days &amp; months</li> <li>▪ Read a calendar &amp; planner</li> <li>▪ Tell time by the hour and half-hour</li> <li>▪ Calculate duration in days and hours</li> <li>▪ Read &amp; interpret a class timetable/ event schedule</li> <li>▪ Identify opening and closing hours on a signboard</li> </ul>	<p><b><u>Measurement of Time</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify days &amp; months</li> <li>▪ Read &amp; use a calendar &amp; planner</li> <li>▪ Tell time by five-minute interval (including am/pm)</li> <li>▪ Calculate duration in days/weeks, hour or minutes</li> <li>▪ Solve word problems</li> <li>▪ Read &amp; interpret a TV/Movie guide</li> </ul>	<p><b><u>Measurement of Time</u></b></p> <ul style="list-style-type: none"> <li>▪ Read &amp; use a planner</li> <li>▪ Identify time in 24-hour format</li> <li>▪ Tell time by one-minute interval (including am/pm)</li> <li>▪ Calculate duration in hours, minutes or hours &amp; minutes</li> <li>▪ Solve word problems</li> <li>▪ Read &amp; interpret a transport and work schedule</li> </ul>	<p><b><u>Measurement of Time</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and use a planner</li> <li>▪ Identify and sequence dates in different formats</li> <li>▪ Identify time in 24-hour format</li> <li>▪ Calculate duration (in hours and minutes).</li> <li>▪ Convert time units</li> <li>▪ Solve word problems</li> <li>▪ Read and interpret a work schedule</li> </ul>
<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify prices and amounts (within \$20)</li> <li>▪ Identify notes &amp; coins</li> <li>▪ Use estimation strategy</li> <li>▪ Count money (in full dollar amounts up to \$20; set of coins up to \$2)</li> <li>▪ Count sets of mixed notes &amp; coins (up to \$20)</li> <li>▪ Calculate change (within \$2 &amp; \$10)</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify prices and amounts (within \$100)</li> <li>▪ Identify notes &amp; coins</li> <li>▪ Use estimation strategy and show estimated full dollar amount (up to \$100)</li> <li>▪ Count money (in full dollar amounts up to \$100; sets of coins up to \$5)</li> <li>▪ Count sets of mixed notes &amp; coins (up to \$50)</li> <li>▪ Calculate change (within \$10 &amp; \$50)</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify prices and amounts (within \$1000)</li> <li>▪ Calculate net/gross pay</li> <li>▪ Count money (up to \$100)</li> <li>▪ Count sets of mixed notes/coins up to \$100</li> <li>▪ Convert money amounts</li> <li>▪ Calculate change (within \$100)</li> <li>▪ Solve one/ two-step word problems</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify prices &amp; amounts (within &amp; beyond \$1000)</li> <li>▪ Calculate net/gross pay</li> <li>▪ Count sets of mixed notes/coins (within/ beyond \$100)</li> <li>▪ Solve one to three-step word problems</li> </ul>
<p><b><u>Data Analysis: Pictograph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read &amp; interpret data from Pictographs</li> </ul>	<p><b><u>Data Analysis: Bar graph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Bar graphs</li> </ul>	<p><b><u>Data Analysis: Line graph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Line graphs</li> <li>▪ Present information using Line graphs</li> </ul>	<p><b><u>Data Analysis: Pie Chart</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Pie charts</li> </ul>

**APSN Tanglin School  
Numeracy Curriculum  
Secondary 1 to 3**

Module 1	Module 2	Module 3	Module 4
<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify basic 2D shapes</li> <li>▪ Identify standard tools for measuring lengths/mass/volume and the appropriate units</li> <li>▪ Compare and order by length/ mass/ capacity</li> <li>▪ Measure lengths (within 10cm/ 1m)</li> <li>▪ Measure weight using a kitchen scale</li> <li>▪ Measure volume/ capacity (within 1 litre)</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify standard tools for measuring lengths/ mass/ capacity and the appropriate units</li> <li>▪ Measure lengths (within 20cm/2m)</li> <li>▪ Measure weight using a bathroom &amp; kitchen scale</li> <li>▪ Measure volume/ capacity (within 1 litre)</li> <li>▪ Calculate perimeter/ area (square/ rectangle)</li> <li>▪ Identify temperature taken in degrees Celsius</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Measurement of Length</u></b></p> <ul style="list-style-type: none"> <li>▪ Measure lengths (within 50cm/5m)</li> <li>▪ Measure weight using a bathroom &amp; kitchen scale</li> <li>▪ Measure volume/ capacity in litres and millilitres</li> <li>▪ Convert units of measurement</li> <li>▪ Calculate perimeter/ area (include triangle)</li> <li>▪ Identify 3D solids and its net</li> <li>▪ Measure/ identify temperature in degrees Celsius</li> <li>▪ Solve one/ two-step word problems</li> </ul>	<p><b><u>Measurement of Length</u></b></p> <ul style="list-style-type: none"> <li>▪ Measure lengths (within 50cm/5m)</li> <li>▪ Measure weight using a bathroom &amp; kitchen scale</li> <li>▪ Measure volume/ capacity in litres and millilitres</li> <li>▪ Convert units of measurement</li> <li>▪ Calculate perimeter/ area (regular &amp; irregular shapes, with/ without conversion)</li> <li>▪ Calculate volume of 3D solids</li> <li>▪ Identify line of symmetry, 3D solids &amp; its net</li> <li>▪ Measure/ identify temperature in degrees Celsius</li> <li>▪ Solve one/ two-step word problems</li> </ul>
<b>SEMESTER 2</b>			
Module 1	Module 2	Module 3	Module 4
<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Add/ Subtract up to 2-digit (with regrouping)</li> <li>▪ Solve one-step word problems</li> </ul>	<p><b><u>Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Add/ Subtract up to 4-digit (no regrouping)</li> <li>▪ Solve one/two-step word problems</li> </ul>	<p><b><u>Number Sense/ Addition/ Subtraction</u></b></p> <ul style="list-style-type: none"> <li>▪ Round off to nearest ten and hundred</li> <li>▪ Add/ Subtract up to 4-digit</li> <li>▪ Add three or four multi-digit whole numbers</li> <li>▪ Solve word problems</li> </ul>	<p><b><u>Number Sense/ Rational Numbers (Decimals)</u></b></p> <ul style="list-style-type: none"> <li>▪ Round off to nearest hundred and thousand</li> <li>▪ Compare &amp; order decimal numbers</li> <li>▪ Add/ Subtract decimal numbers</li> <li>▪ Add and subtract unlike fractions</li> </ul>
<p><b><u>Multiplication/ Division</u></b></p> <ul style="list-style-type: none"> <li>▪ x3, x4 &amp; x10 tables</li> <li>▪ Divide whole numbers by 2, 5 &amp; 10</li> </ul>	<p><b><u>Multiplication/ Division</u></b></p> <ul style="list-style-type: none"> <li>▪ x6, x7, x8 &amp; x9 tables</li> <li>▪ Solve word problems</li> <li>▪ Division facts (within 81, no remainder)</li> <li>▪ Divide 2-digit by 1-digit (without remainder)</li> </ul>	<p><b><u>Multiplication/ Division</u></b></p> <ul style="list-style-type: none"> <li>▪ 2-digit by 2-digit multiplication</li> <li>▪ 2-digit by 1-digit division (with remainder)</li> <li>▪ Solve word problems</li> </ul>	<p><b><u>Division</u></b></p> <ul style="list-style-type: none"> <li>▪ 3-digit by one/two-digit division (with remainder)</li> <li>▪ Solve word problems</li> </ul>

**APSN Tanglin School  
Numeracy Curriculum  
Secondary 1 to 3**

Module 1	Module 2	Module 3	Module 4
<p><b><u>Data Analysis: Pictograph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Pictographs (with symbols 1:2, 1:5 &amp; 1:10)</li> </ul>	<p><b><u>Data Analysis: Bar graph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Bar graphs</li> </ul>	<p><b><u>Data Analysis: Line graph</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Line graphs</li> <li>▪ Present information using line graphs</li> </ul>	<p><b><u>Data Analysis: Pie Chart, Average</u></b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret data tables</li> <li>▪ Read and interpret data from Pie charts</li> <li>▪ Calculate the mean of a given set of data</li> </ul>
<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Compare single-price items and determine the best buy (within \$20 in full dollar amounts)</li> <li>▪ Identify savings from advertisements (within \$20)</li> <li>▪ Calculate total cost of 2 items (total within \$40)</li> <li>▪ Identify 'income' and 'expenses'</li> <li>▪ Calculate total wages up to \$20</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Compare single-price items and determine the best buy (within \$100)</li> <li>▪ Calculate savings from advertisements (within \$100, full dollar amounts)</li> <li>▪ Calculate total cost (up to 3 items, total ≤\$100)</li> <li>▪ Identify 'income' / 'expenses' &amp; calculate savings</li> <li>▪ Calculate total wages up to \$100</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Compare savings achieved when purchasing in bulk &amp; determine best buy (unit price within \$10)</li> <li>▪ Calculate savings from advertisements</li> <li>▪ Calculate total cost of up to 5 items</li> <li>▪ Prepare a shopping list (within \$50 budget)</li> <li>▪ Calculate savings achieved with a given discount (50% &amp; 10%)</li> <li>▪ Identify 'income' / 'expenses' &amp; calculate 'savings'</li> <li>▪ Read a bank statement</li> <li>▪ Calculate total wages up to \$1000</li> </ul>	<p><b><u>Money Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Calculate &amp; compare unit pricing to determine best buy (unit price within \$10)</li> <li>▪ Calculate savings from advertisements</li> <li>▪ Calculate total cost of up to 5 items</li> <li>▪ Prepare a shopping list (within \$100 budget)</li> <li>▪ Calculate savings achieved with a given discount and selling price (50%, 10%, 20%, 25%)</li> <li>▪ Calculate instalments for a hire purchase plan</li> <li>▪ Read a bank/ CPF statement</li> <li>▪ Calculate 'expenses' / 'savings' &amp; total wages</li> </ul>
<p><b><u>Rational Numbers</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify simple fractions with denominators to 10</li> <li>▪ Compare like fractions (denominators within 10)</li> <li>▪ Add/ Subtract like fractions (within 1 whole)</li> </ul>	<p><b><u>Rational Numbers</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify simple fractions with denominators to 12</li> <li>▪ Compare &amp; order like fractions {denominators within 12}</li> <li>▪ Add/ Subtract like fractions (within 1 whole)</li> </ul>	<p><b><u>Rational Numbers</u></b></p> <ul style="list-style-type: none"> <li>▪ Express a fraction in its simplest form</li> <li>▪ Identify equivalent fractions</li> <li>▪ Compare and order unlike fractions</li> <li>▪ Identify proper/ improper fractions &amp; mixed numbers</li> <li>▪ Add/ Subtract mixed numbers with like fractions</li> <li>▪ Multiply proper fractions</li> <li>▪ Add/ subtract related fractions (within 1 whole)</li> <li>▪ Identify place value and value of decimals (up to hundredths)</li> </ul>	<p><b><u>Rational Numbers</u></b></p> <ul style="list-style-type: none"> <li>▪ Express a fraction in its simplest form</li> <li>▪ Identify equivalent fractions</li> <li>▪ Compare and order unlike fractions</li> <li>▪ Convert fractions</li> <li>▪ Add/ Subtract mixed numbers with like fractions (with regrouping)</li> <li>▪ Multiply &amp; divide proper fractions</li> </ul>

**APSN Tanglin School  
Numeracy Curriculum  
Secondary 1 to 3**

Module 1	Module 2	Module 3	Module 4
<p><b><u>Calculator Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Use a calculator to perform computations of whole numbers and decimal numbers</li> </ul>	<p><b><u>Calculator Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Use a calculator to perform computations of whole numbers and decimal numbers</li> </ul>	<p><b><u>Calculator Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Use a calculator to perform computations of whole numbers/ decimal numbers, and to find discounts</li> </ul>	<p><b><u>Calculator Skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Use a calculator to perform computations of whole numbers/ decimal numbers, and to find discounts</li> </ul>

**APSN Tanglin School**  
**Secondary 4 Numeracy Curriculum**

Beginner Module	Basic Module	Intermediate Module
<u>Number Sense</u> <ul style="list-style-type: none"> <li>▪ Identify numerals to 999</li> <li>▪ Place value &amp; expanded notation (up to Hundreds)</li> <li>▪ Count sets within 20 and 100</li> <li>▪ Identify number patterns/sequences (within 99)</li> </ul>	<u>Number Sense</u> <ul style="list-style-type: none"> <li>▪ Identify numerals to 9999</li> <li>▪ Place value &amp; expanded notation (up to Thousands)</li> <li>▪ Count sets within 20 and 100</li> <li>▪ Identify number patterns/sequences (within 999)</li> </ul>	<u>Number Sense</u> <ul style="list-style-type: none"> <li>▪ Identify numerals above 9999</li> <li>▪ Place value &amp; expanded notation (up to Ten Thousands)</li> <li>▪ Count sets within 20 and 100</li> <li>▪ Identify number patterns/sequences (within 9999)</li> </ul>
<u>Addition/ Subtraction</u> <ul style="list-style-type: none"> <li>▪ Add/ Subtract (up to 3-digit by 3-digit)</li> <li>▪ Add 3 single-digit numbers</li> <li>▪ Solve one-step word problems</li> </ul>	<u>Addition/ Subtraction</u> <ul style="list-style-type: none"> <li>▪ Add/ Subtract (up to 4-digit by 4-digit)</li> <li>▪ Add three 2-digit/3-digit numbers</li> <li>▪ Solve one/two-step word problems</li> </ul>	<u>Addition/ Subtraction</u> <ul style="list-style-type: none"> <li>▪ Add/ Subtract (up to 5-digit by 4-digit)</li> <li>▪ Add three or four 4-digit numbers</li> <li>▪ Add 3 multi-digit numbers</li> <li>▪ Solve one/two-step word problems</li> </ul>
<u>Multiplication</u> <ul style="list-style-type: none"> <li>▪ <math>\times 1 \sim \times 10</math> tables</li> <li>▪ Solve one-step word problems</li> </ul>	<u>Multiplication</u> <ul style="list-style-type: none"> <li>▪ 3-digit by 1-digit multiplication</li> <li>▪ 2-digit by 2-digit multiplication</li> <li>▪ Solve word problems (up to 2-digit by 1-digit)</li> </ul>	<u>Multiplication</u> <ul style="list-style-type: none"> <li>▪ 4-digit by 1-digit multiplication</li> <li>▪ 3-digit by 2-digit multiplication</li> <li>▪ Solve word problems (up to 2-digit by 2-digit)</li> <li>▪ 2 d.p. by 1-digit</li> </ul>
<u>Division</u> <ul style="list-style-type: none"> <li>▪ 2-digit by 1-digit (basic division facts, no remainder)</li> </ul>	<u>Division</u> <ul style="list-style-type: none"> <li>▪ 3-digit by 1-digit division (without/with remainder)</li> <li>▪ Solve word problems (up to 3-digit by 1-digit without remainder, 2-digit by 1-digit with remainder)</li> </ul>	<u>Division</u> <ul style="list-style-type: none"> <li>▪ Up to 4-digit by 1-digit (without/with remainder)</li> <li>▪ Solve word problems (up to 3-digit by 1-digit without/with remainder)</li> <li>▪ Express answer in decimals</li> </ul>
<u>Addition/ Subtraction of Decimals</u> <ul style="list-style-type: none"> <li>▪ Place value (Tenths)</li> <li>▪ Add/Subtract decimal numbers (1 d.p, within 99)</li> </ul>	<u>Addition/ Subtraction of Decimals</u> <ul style="list-style-type: none"> <li>▪ Place value (Tenths, Hundredths)</li> <li>▪ Add/Subtract decimal numbers (up to 2 d.p, within 99)</li> </ul>	<u>Addition/ Subtraction of Decimals</u> <ul style="list-style-type: none"> <li>▪ Place value (Tenths, Hundredths)</li> <li>▪ Add/Subtract decimal numbers (up to 2 d.p, within 99)</li> </ul>

**APSN Tanglin School**  
**Secondary 4 Numeracy Curriculum**

Beginner Module	Basic Module	Intermediate Module
<p><u>Measurement of Time</u></p> <ul style="list-style-type: none"> <li>▪ Identify days &amp; months</li> <li>▪ Read &amp; use a calendar</li> <li>▪ Tell time (by full/ half/ quarter hour) in am/pm</li> <li>▪ Read &amp; interpret schedules</li> <li>▪ Find duration in full hour</li> <li>▪ Solve word problems (find end time or duration)</li> </ul>	<p><u>Measurement of Time</u></p> <ul style="list-style-type: none"> <li>▪ Read &amp; use a calendar</li> <li>▪ Tell time (by 5 min interval) in am/pm</li> <li>▪ Tell time in 24-hour format</li> <li>▪ Read &amp; interpret schedules</li> <li>▪ Find duration in full/half hour, minutes or hours &amp; mins</li> <li>▪ Solve word problems (find end/ start time or duration)</li> </ul>	<p><u>Measurement of Time</u></p> <ul style="list-style-type: none"> <li>▪ Tell time (by 5 min &amp; 1 min interval) in am/pm</li> <li>▪ Tell time in 24-hour format</li> <li>▪ Read &amp; interpret schedules</li> <li>▪ Find duration (in hours and minutes)</li> <li>▪ Solve word problems (find end/ start time or duration, including 24h format timings)</li> <li>▪</li> </ul>
<p><u>Money Skill</u></p> <ul style="list-style-type: none"> <li>▪ Identify value of notes/coins</li> <li>▪ Count sets of money in full dollar amounts (up to 3 mixed denominations)</li> <li>▪ Identify prices from charts/ menus/ tables</li> <li>▪ Calculate total cost (2 items)</li> <li>▪ Calculate change within \$50</li> <li>▪ Solve word problems on calculating total cost/ change</li> </ul> <p><u>Best Buys &amp; Discounts</u></p> <ul style="list-style-type: none"> <li>▪ Identify 'Usual Price' (U.P) &amp; 'Selling Price'</li> <li>▪ Calculate 'Amount saved' (U.P – S.P)</li> <li>▪ Calculate 'Price after discount'</li> <li>▪ Solve word problems (find amount saved or price after discount)</li> </ul>	<p><u>Money Skill</u></p> <ul style="list-style-type: none"> <li>▪ Identify value of notes/coins</li> <li>▪ Count sets of money in full dollar amounts (up to 5 mixed denominations)</li> <li>▪ Identify prices from charts/ menus/ tables</li> <li>▪ Calculate total cost (up to 3 items)</li> <li>▪ Calculate change within \$100</li> <li>▪ Solve word problems on calculating total cost/ change</li> </ul> <p><u>Best Buys &amp; Discounts</u></p> <ul style="list-style-type: none"> <li>▪ Identify 'Usual Price' (U.P) &amp; 'Selling Price'</li> <li>▪ Calculate 'Amount saved' (U.P – S.P)</li> <li>▪ Calculate 'Price after discount'</li> <li>▪ Calculate amount of discount &amp; price after discount (50%, 10%)</li> <li>▪ Solve word problems (find amount of discount, U.P. or price after discount)</li> </ul>	<p><u>Money Skill</u></p> <ul style="list-style-type: none"> <li>▪ Count sets of money in mixed denominations (within \$100)</li> <li>▪ Identify prices from charts/ menus/ tables</li> <li>▪ Calculate total cost (up to 5 items)</li> <li>▪ Calculate change within \$100</li> <li>▪ Solve word problems on calculating total cost/ change</li> </ul> <p><u>Best Buys &amp; Discounts</u></p> <ul style="list-style-type: none"> <li>▪ Identify 'Usual Price' (U.P) &amp; 'Selling Price'</li> <li>▪ Calculate 'Amount saved' (U.P – S.P)</li> <li>▪ Calculate 'Price after discount'</li> <li>▪ Calculate amount of discount &amp; price after discount (50%, 10%, 20% &amp; 25%)</li> <li>▪ Solve word problems (find amount of discount, U.P. or price after discount)</li> </ul>

**APSN Tanglin School**  
**Secondary 4 Numeracy Curriculum**

Beginner Module	Basic Module	Intermediate Module
<p><u>Data Analysis</u></p> <ul style="list-style-type: none"> <li>▪ Read &amp; interpret data table</li> <li>▪ Read &amp; interpret bar graphs</li> <li>▪ Solve problems using data from bar graphs</li> </ul>	<p><u>Data Analysis</u></p> <ul style="list-style-type: none"> <li>▪ Read &amp; interpret data table</li> <li>▪ Read &amp; interpret bar &amp; line graphs</li> <li>▪ Solve problems using data from the graphs</li> <li>▪ Find mean of a set of data</li> </ul>	<p><u>Data Analysis</u></p> <ul style="list-style-type: none"> <li>▪ Read &amp; interpret data table</li> <li>▪ Read &amp; interpret line graphs/pie charts</li> <li>▪ Solve problems using data from the graphs</li> <li>▪ Find mean, mode &amp; median of a set of data</li> </ul>
<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>▪ Area &amp; Perimeter of regular shapes (square/ rectangle)</li> <li>▪ Read temperature taken in degrees Celsius</li> <li>▪ Solve word problems on measurement of length, weight, volume/capacity and temperature (using a calculator)</li> </ul>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>▪ Area &amp; Perimeter of regular shapes (square/ rectangle/ triangle) and composite figures</li> <li>▪ Conversion of units</li> <li>▪ Read temperature taken in degrees Celsius</li> <li>▪ Solve word problems on measurement of length, weight, volume/capacity and temperature (using a calculator)</li> </ul>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>▪ Area &amp; Perimeter of regular shapes (square/ rectangle/ triangle) and composite figures</li> <li>▪ Conversion of units</li> <li>▪ Use of calculator (using Pythagoras' theorem)</li> <li>▪ Volume of cube/ cuboid</li> <li>▪ Read temperature taken in degrees Celsius</li> <li>▪ Solve word problems on measurement of length, weight, volume/capacity and temperature (using a calculator)</li> </ul>
<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>▪ Identify fractions with denominators to 12</li> <li>▪ Add/ subtract like fractions within 1 whole (denominators within 12)</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>▪ Identify fractions with denominators to 12</li> <li>▪ Add/ subtract like fractions</li> <li>▪ Simplify fractions to lowest terms</li> <li>▪ Express common fractions as a decimal (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> &amp; <math>\frac{3}{4}</math>)</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>▪ Identify fractions with denominators to 12</li> <li>▪ Add/ subtract fractions</li> <li>▪ Simplify fractions to lowest terms</li> <li>▪ Express common fractions as decimals &amp; %</li> </ul>

**APSN Tanglin School**  
**Social Emotional Learning (SEL) / Healthy & Safe Relationships (HSR) /**  
**Character and Citizenship Education (CCE)**

<b>TERM 1</b>	
<b>Learning, Living &amp; Working (LLW) Outcomes (Living): Personal Management and Safety</b> <ul style="list-style-type: none"> <li>Manage personal living needs and well-being</li> </ul>	
<b>Theme: Sense of Self</b> <b>CCE Value: Commitment</b>	
<b>Content Areas</b> <b>Secondary 1 and 2</b> (Self-Awareness / Self-Management)	<b>Content Areas</b> <b>Secondary 3 and 4</b> (Self-Awareness / Self-Management)
<p><b>Unit: Coping with transition (Secondary 1); Taking the lead (Secondary 2)</b></p> <p><u>Self-awareness</u></p> <ul style="list-style-type: none"> <li>Self-image / Self-worth</li> <li>Personal aspirations</li> <li>Goal setting</li> <li>Coping with unfamiliar / challenging situations</li> </ul> <p><u>Body Awareness</u></p> <ul style="list-style-type: none"> <li>Male and female differences</li> <li>Puberty (physical and emotional changes)</li> <li>Menstruation</li> </ul> <p><b>Responsible Citizenship</b> Total Defence Day</p>	<p><b>Unit: In control (Secondary 3); Balance with confidence (Secondary 4)</b></p> <p><u>Self-awareness</u></p> <ul style="list-style-type: none"> <li>Self-esteem/ Self-confidence</li> <li>Personal aspirations/ future aspirations and goals</li> <li>SMART Goal Setting</li> <li>Self-regulation</li> <li>Connection between feelings-actions/ thoughts-feelings-actions</li> </ul> <p><u>Sexual Health (Facts &amp; Awareness)</u></p> <ul style="list-style-type: none"> <li>Sexual development</li> <li>Reproductive system</li> <li>Pre-marital sex and abstinence</li> <li>Self-touch/Masturbation</li> </ul> <p><b>Responsible Citizenship</b> Total Defence Day</p>



**APSN Tanglin School**  
**Social Emotional Learning (SEL) / Healthy & Safe Relationships (HSR) /**  
**Character and Citizenship Education (CCE)**

<b>TERM 2</b>	
<b>LLW Outcomes (Living): Personal Management and Safety; Positive Interactions and Relationships</b> <ul style="list-style-type: none"> <li>Exercise personal safety and psychological safety and seek help when needed</li> <li>Form and maintain positive relationships</li> </ul>	
<b>Theme: Safe Relationships</b> <b>CCE Value: Resilience</b>	
<b>Content Areas</b> <b>Secondary 1 and 2</b> (Self-Awareness/ Social Awareness / Relationship Management)	<b>Content Areas</b> <b>Secondary 3 and 4</b> (Self-Awareness/ Social Awareness / Relationship Management)
<p><b>Unit: Social norms (Secondary 1);</b>  <b>Exploring relationships (Secondary 2)</b></p> <p><a href="#">Relationships</a></p> <ul style="list-style-type: none"> <li>Authority figures at home, school and community</li> <li>Circles of support</li> </ul> <p><a href="#">Sexual Abuse</a></p> <ul style="list-style-type: none"> <li>Personal boundaries</li> <li>Sexual abuse involving touch/ non-touch</li> <li>Cyber-safety</li> <li>Assertiveness and seeking help</li> </ul> <p><b>Responsible Citizenship</b>  <a href="#">International Friendship Day</a>  <a href="#">Values in Action</a></p>	<p><b>Unit: Establish Close Relationships (Secondary 3);</b>  <b>Establish and Maintain Close Relationships (Secondary 4)</b></p> <p><a href="#">Relationships</a></p> <ul style="list-style-type: none"> <li>Circles of support, especially close relationships</li> <li>Peer influence – positive and negative</li> <li>Ways to maintain positive relationships</li> </ul> <p><a href="#">Sexual Abuse</a></p> <ul style="list-style-type: none"> <li>Personal boundaries</li> <li>Assertiveness and seeking help</li> <li>Singapore law – age of consent, statutory rape</li> </ul> <p><b>Responsible Citizenship</b>  <a href="#">International Friendship Day</a>  <a href="#">Values in Action</a></p>

**APSN Tanglin School**  
**Social Emotional Learning (SEL) / Healthy & Safe Relationships (HSR) /**  
**Character and Citizenship Education (CCE)**

<b>TERM 3</b>	
<p><b>LLW Outcomes (Living): Positive Interactions and Relationships; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>• Display positive social behaviours when interacting with others               <ul style="list-style-type: none"> <li>• Take pride in one's self and national identity</li> </ul> </li> </ul>	
<p><b>Theme: Respect Self, Others and Nation</b>  <b>CCE Value : Respect</b></p>	
<p><b>Content Areas</b>  <b>Secondary 1 and 2</b>            (Social Awareness / Relationship Management/            Responsible Decision-Making)</p>	<p><b>Content Areas</b>  <b>Secondary 3 and 4</b>            (Social Awareness / Relationship Management /            Responsible Decision-Making)</p>
<p><b>Unit: Appropriate Interactions (Secondary 1);            Respectful Interactions (Secondary 2)</b></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>▪ Social cues: verbal and non-verbal</li> <li>▪ Social skills for class and group interactions</li> </ul> <p><u>Personal safety</u></p> <ul style="list-style-type: none"> <li>▪ Responding to online harm</li> <li>▪ Assertiveness and seeking help</li> </ul> <p><b>Responsible Citizenship</b>            Racial Harmony Day            National Day</p>	<p><b>Unit: Coping with difficult social situations (Secondary 3);            Working Harmoniously (Secondary 4)</b></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>▪ Managing disagreements</li> <li>▪ Making an apology</li> <li>▪ Resolving conflicts</li> </ul> <p><u>Personal safety</u></p> <ul style="list-style-type: none"> <li>▪ Responding to online harm</li> <li>▪ Assertiveness and seeking help</li> </ul> <p><b>Responsible Citizenship</b>            Racial Harmony Day            National Day</p>

**APSN Tanglin School**  
**Social Emotional Learning (SEL) / Healthy & Safe Relationships (HSR) /**  
**Character and Citizenship Education (CCE)**

<b>TERM 4</b>	
<p><b>LLW Outcomes (Living): Personal Management and Safety; Positive Interactions and Relationships</b></p> <ul style="list-style-type: none"> <li>Manage personal living needs and well-being</li> <li>Display positive social behaviours when interacting with others</li> </ul>	
<p><b>Theme: Becoming my Best Self</b>  <b>CCE Value: Integrity</b></p>	
<p><b>Content Areas</b>  <b>Secondary 1 and 2</b>            (Self-Management / Relationship Management / Responsible Decision-Making)</p>	<p><b>Content Areas</b>  <b>Secondary 3 and 4</b>            (Self-Management / Relationship Management / Responsible Decision-Making)</p>
<p><b>Unit: Listening to Elders (Secondary 1);            Listening to Others' Views (Secondary 2)</b></p> <p><u>Self-management</u></p> <ul style="list-style-type: none"> <li>Express comfortable and uncomfortable emotions</li> <li>Coping strategies</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>Respectful behaviour towards parents and grandparents</li> <li>Listen with humility</li> <li>Be willing to change based on given feedback</li> </ul>	<p><b>Unit: Being a Positive Influence (Secondary 3);            Managing Dilemmas (Secondary 4)</b></p> <p><u>Self-management</u></p> <ul style="list-style-type: none"> <li>Express comfortable and uncomfortable emotions</li> <li>Coping strategies</li> <li>Cultivate good habits</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>Encourage and support one another positively</li> <li>Evaluate consequences of each option</li> <li>Evaluate impact of decision on self and others</li> </ul>

**APSN Tanglin School**  
**Daily Living Skills (DLS)**  
**Curriculum Content -2024**

Key Area	<b>Term 1: Community and Mobility (CM)</b>			
	Students learn to access community services and facilities safely and responsibly. They can commute using public transport, and learn positive social behaviours including abiding by community rules and social etiquette which enables them to meaningfully participate and integrate in the community.			
Term 1 Learning Area	Learning Objectives			
	Sec 1 (Awareness)	Sec 2 (Exploration)	Sec 3 (Planning)	Sec 4 (Application / Generalization)
<b>CM1:</b> Navigate in the community	<ul style="list-style-type: none"> <li>Identify common facilities in the community and know their purpose</li> <li>Identify ways to be safe in different situations in the community</li> <li>Follow community rules and laws</li> <li>Follow directional signs</li> <li>Follow social etiquette, rules and regulations when accessing facilities and services</li> </ul>	<ul style="list-style-type: none"> <li>Use facilities and community services (within walking distance from the school)</li> <li>Know where to rest or take a break when out in the community</li> <li>Know how to seek help when in need</li> <li>Make a shopping list of items to buy</li> <li>Identify and distinguish between needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use the facilities and community services (using public transport)</li> <li>Make purchases within a budget</li> <li>Know the common modes of payment and decide which payment mode is suitable for use</li> <li>Know the different people and their roles in the facilities in order to seek help when in need.</li> </ul>	<p><b>Generalize skills in:</b></p> <p><b>CM1 &amp; CM2.1:</b></p> <ul style="list-style-type: none"> <li>Use the services at disability community agencies such as SG Enable.</li> <li>Access self-check-in system, safe entry, registration portal to community services</li> <li>Respond to situations that require one's help</li> <li>Know when and how to request for a refund / make exchange (in person)</li> </ul>
<b>CM2.1</b> Know how to commute in the community	<ul style="list-style-type: none"> <li>Follow directional signs</li> <li>Prepare and bring along items needed for navigating in the community.</li> <li>Make purchases in the community</li> <li>Generalisation of skills learnt Learning journey to Redhill MRT Station and NTUC at SG Enable</li> </ul>	<ul style="list-style-type: none"> <li>Seek assistance when encountering problems during commute</li> <li>Identify and distinguish between needs and wants</li> <li>Make purchases in the community</li> <li>Generalisation of skills learnt Learning Journey to Tiong Bahru MRT and NTUC at Beo Crescent</li> </ul>	<ul style="list-style-type: none"> <li>Use facilities in the community</li> <li>Make purchases in the community</li> <li>Identify ways to be safe in different situations in the community</li> <li>Generalisation of skills learnt Learning Journey at NTUC at Beo Crescent</li> </ul>	<ul style="list-style-type: none"> <li>Be a responsible citizen in the community</li> <li>Follow community rules and laws when commuting and using community facilities</li> <li>Generalisation of skills learnt during the Project Based learning by planning and implementing the Learning Journey to designated places of interest in Singapore.</li> </ul>

**APSN Tanglin School**  
**Daily Living Skills (DLS)**  
**Curriculum Content -2024**

Key Area	Term 2: Leisure (LE)			
	Students learn the importance of leisure and acquire skills to occupy themselves meaningfully during free time. They choose and participate in preferred leisure activities for enjoyment, enrichment and maintain social connectedness.			
Term 2 Learning Area	Learning Objectives			
	Sec 1 (Awareness)	Sec 2 (Exploration)	Sec 3 (Planning)	Sec 4 (Application / Generalization)
<p><b>LE1:</b> Express personal preferences for leisure activities</p>	<ul style="list-style-type: none"> <li>Know what work and leisure mean, and their importance</li> <li>Identify leisure activities that people commonly engage in</li> <li>Request to participate in preferred leisure activities (within school)</li> </ul>	<ul style="list-style-type: none"> <li>Request to participate in preferred leisure activities (within / beyond school)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the activity that he/she participated in</li> <li>Invite others to participate in the activity</li> </ul>	<p><b>Generalize all skills in LE1</b></p> <ul style="list-style-type: none"> <li>Explore preferred indoor and outdoor activities, that they can meaningfully engage in independently or in groups.</li> </ul>
<p><b>LE2:</b> Participate in preferred leisure activities</p> <p><b>LE3:</b> Make plans to engage in leisure activities</p>	<ul style="list-style-type: none"> <li>Get ready for leisure activity (within school)</li> <li>Follow the rules or steps to participate in the activity</li> <li>Return items / equipment to its storage location after use (within school)</li> <li>Know when to disengage from leisure and recreational activities (with prompts)</li> <li>Know how to keep safe when participating in the activities</li> <li>Behave in a socially considerate manner when engaging in the activity (in school)</li> </ul>	<ul style="list-style-type: none"> <li>Get ready for leisure activity (within / beyond school)</li> <li>Return items / equipment to its storage location after use (public items / equipment)</li> <li>Know when to disengage from leisure and recreational activities (independently)</li> <li>Respond to the outcome of an activity in an appropriate manner</li> <li>Behave in a socially considerate manner when engaging in the activity (community)</li> </ul>	<ul style="list-style-type: none"> <li>Get ready for leisure activity (facility bookings / prepare packing list)</li> <li>Accept / Decline invitation to participate in leisure activities with others (beyond school (home / community)</li> <li>Plan for leisure time using a schedule</li> <li>Search for information on preferred leisure engagements or classes</li> </ul>	<p><b>Generalize all skills in LE2</b></p> <ul style="list-style-type: none"> <li>Know the cost, time, location and physical requirements of preferred leisure engagements or classes</li> <li>Sign up for leisure engagements or classes</li> </ul>

**APSN Tanglin School**  
**Daily Living Skills (DLS)**  
**Curriculum Content -2024**

Key Area	Term 3: Health (H)			
	Students develop and maintain good health through healthy eating habits, regular exercise and regulating emotions. Students learn to care for themselves through communicating their discomfort, accessing medical facilities and taking medication appropriately. They are also able to attend to injuries with simple first aid and recognise medical situations, be it for self or others, and seek emergency medical attention when necessary.			
Term 3 Learning Area	Learning Objectives			
	Sec 1 (Awareness)	Sec 2 (Exploration)	Sec 3 (Planning)	Sec 4 (Application / Generalization)
<p><b>H1.1:</b> Know one’s body and health conditions</p> <p><b>H1.2:</b> Communicate health condition and/or accommodations required</p>	<ul style="list-style-type: none"> <li>Identify parts of the body that are in pain or discomfort</li> <li>Use a digital thermometer to accurately measure one’s body temperature</li> <li>Know when to stop exercising, and when feeling unwell</li> </ul>	<ul style="list-style-type: none"> <li>Engage in regular exercise and know its benefits</li> <li>Know the importance of maintaining healthy weight range</li> <li>Know the importance of adequate sleep</li> </ul>	<ul style="list-style-type: none"> <li>Take the appropriate dosage of medication</li> <li>Discard expired medication</li> <li>Store medication safely</li> <li>Stop taking medicine when well, unless necessary to finish the course</li> </ul>	<p><b>Generalize all skills in H1.1-H1.2</b></p> <ul style="list-style-type: none"> <li>Know the health risks of smoking, drug and alcohol abuse</li> <li>Recognise some of the signs of negative emotions and stress (covered in SEL)</li> <li>Practise strategies to manage negative emotions and stress (covered in SEL)</li> </ul>
<p><b>H2.1:</b> Identify healthcare services, including therapy and mental health</p> <p><b>H2.2:</b> Use healthcare services</p>	<ul style="list-style-type: none"> <li>Understand the importance of using personal medication</li> <li>Know how to seek help from others</li> <li>Know the common healthcare and dental services</li> <li>Practise good posture</li> <li>Practise healthy eye habits</li> </ul>	<ul style="list-style-type: none"> <li>Know the different healthcare professionals to seek help from</li> <li>Know location of first aid box, identify the basic items in the first aid box and their uses</li> <li>Follow schedule for medical and dental appointments</li> </ul>	<ul style="list-style-type: none"> <li>Report symptoms of illnesses and dental problems</li> <li>State one’s own pre-existing medical condition(s)</li> <li>Request for accommodations or inform others of precautionary measures to take, due to one’s disability or health</li> </ul>	<p><b>Generalize all skills in H2.1-H2.2:</b></p> <ul style="list-style-type: none"> <li>Follow schedule for medical and dental appointments</li> <li>Recognise registration counter, write or cite personal information, show Health card and complete online registration</li> <li>Request for medical certificate and / or receipt</li> </ul>

**APSN Tanglin School**  
**Daily Living Skills (DLS)**  
**Curriculum Content -2024**

Key Area	Term 4: Self Care (SC)			
	Students learn to take care of their personal hygiene and modesty, and take pride in maintaining a well-groomed appearance. They understand and practice safe toileting behaviour and etiquette to maintain privacy.			
Term 4 Learning Area	Learning Objectives			
	Sec 1 (Awareness)	Sec 2 (Exploration)	Sec 3 (Planning)	Sec 4 (Application / Generalization)
<p><b>SC1:</b> Maintain personal hygiene and modesty</p> <p><b>SC 3:</b> Maintain a neat and tidy appearance</p> <p><b>SC 4:</b> Carry out dressing appropriately</p>	<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>Cover mouth and nose when sneezing / coughing</li> <li>Blow nose into tissue and/or wipe own mouth and nose to clear mucus or drool</li> <li>Wear a mask properly</li> <li>Wash and dry hands</li> <li>Practise safe behaviour and toileting etiquette</li> </ul>	<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>Indicate when to have a haircut</li> <li>Identify preferred hairstyles and communicate to hairdresser (Where applicable)</li> <li>Indicate when it is time to trim nails</li> </ul>	<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>Ensure privacy when dressing and undressing</li> <li>Check and maintain outfit for personal hygiene and neatness</li> <li>Select and wear clothing appropriate to given situation, weather and/or activity</li> </ul>	<p><b>Generalize all skills in:</b> <b>SC1 SC3 SC4</b></p> <ul style="list-style-type: none"> <li>Carry out skincare routines</li> <li>Wash and dry face</li> <li>Apply basic skincare products</li> <li>Remove facial/body hair</li> </ul>
<p><b>SC2:</b> <b>Take care of gender specific needs (Females)</b></p> <p>SC2:1 Understand the menstruation process</p> <p><b>SC2.2:</b> <b>Demonstrate menstrual hygiene</b></p>	<p><b>Self-Care (Gender Specific Girls)</b></p> <ul style="list-style-type: none"> <li>Identify possible pre-menstrual conditions (Identify and manage possible symptoms of menstruation including premenstrual syndrome)</li> <li>Know when and how to wear and change a sanitary pad.</li> </ul> <p><b>Self-Care (Boys) Part 1</b></p> <ul style="list-style-type: none"> <li>Personal hygiene and care in different situations/activities</li> </ul>	<p><b>Self-Care (Gender Specific Girls/Boys)</b></p> <ul style="list-style-type: none"> <li>State the changes that one undergoes during puberty</li> <li>Manage the physical changes and effects of puberty</li> </ul> <p><b>Self-Care (Girls)</b></p> <ul style="list-style-type: none"> <li>Symptoms of menstruation and how to manage (PMS)</li> </ul> <p><b>Self-Care (Boys) Part 2:</b></p> <ul style="list-style-type: none"> <li>Personal hygiene and care in different situations/activities</li> </ul>	<p><b>Self-Care (Gender Specific Girls/Boys)</b></p> <ul style="list-style-type: none"> <li>State the changes that one undergoes during puberty</li> <li>Manage the physical changes and effects of puberty</li> </ul> <p><b>Self -Care (Boys) (Part 2)</b></p> <ul style="list-style-type: none"> <li>Check and maintain outfit for personal hygiene and neatness</li> <li>Select and wear clothing appropriate to given situation, weather and/or activity</li> </ul>	<p><b>Generalize all skills in:</b> <b>SC2 SC2.1SC2.2</b></p> <p><b>Self-Care (Girls)</b></p> <ul style="list-style-type: none"> <li>Symptoms of menstruation and how to manage (PMS)</li> </ul> <p><b>Self -Care (Boys) (Part 2)</b></p> <ul style="list-style-type: none"> <li>Check and maintain outfit for personal hygiene and neatness</li> <li>Select and wear clothing appropriate to given situation, weather and/or activity</li> </ul>

**APSN Tanglin School**  
**ICT Digital Literacy Curriculum Content 2024**

**DIGITAL SKILLS FOR LIVING, LEARNING AND WORKING**

**DIGITAL COMPETENCIES**

<p><u>1. Digital Setup and Smart Device Usage</u></p> <ul style="list-style-type: none"> <li>• Overview of smart devices: Phones, tablets, smartwatches, etc.</li> <li>• Basic device setup: creating accounts, connecting to Wi-Fi and configuring initial settings.</li> <li>• Key features of smart devices and common applications</li> <li>• Accessibility tools on devices</li> <li>• Device maintenance: Cleaning and maintaining smart devices</li> <li>• Best practices for digital hygiene, such as securing devices with passwords</li> <li>• Responsible device usage: Healthy screen time habits and a balance of digital and offline activities</li> </ul>	<p><u>2. Digital Exploration of Online Information</u></p> <ul style="list-style-type: none"> <li>• Nature of digital information, and distinction between online and offline sources</li> <li>• Digital repositories and libraries for research and self-directed learning such as the NLB Mobile app, Libby, Student Learning Space (SLS)</li> <li>• Techniques for conducting efficient and targeted online searches using search engines like Google Search</li> <li>• Criteria for assessing the credibility and reliability of online information</li> <li>• Recognition of reliable news sources such as newspapers' apps (e.g., The Straits Times)</li> <li>• Strategies for identifying false or intentionally misleading information, including fact-checking and critical analysis</li> <li>• Responsible sharing of news content on social media and the impact of sharing misinformation</li> </ul>	<p><u>3. Digital Communication Skills</u></p> <ul style="list-style-type: none"> <li>• Overview of key digital communication tools: Email, instant messaging apps, SMS, social media platforms and video conferencing tools</li> <li>• Basics of crafting and sending professional emails, including email etiquette</li> <li>• Communication norms on different platforms for effective interaction</li> <li>• Setup and management of various digital communication tools</li> <li>• Privacy in online communication</li> <li>• Netiquette principles with rules and tips for fostering a positive online presence</li> <li>• Impact of social media communication: responsible and meaningful engagement</li> </ul>	<p><u>4. Digital Transactions and Online Security</u></p> <ul style="list-style-type: none"> <li>• Overview of various digital transaction activities, including online shopping, cashless payments, reservations (medical appointments, sports facilities, cinema tickets), and journey planning using transport apps</li> <li>• Common cashless payment methods, including mobile payment apps, common cards and tokens such as EZ Link, PayLah, POSB Smart Buddy</li> <li>• Tips for safe and secure online transactions with an emphasis on recognising trustworthy e-commerce websites</li> <li>• Common types of online scams, red flags and warning signs</li> <li>• Strategies for safeguarding sensitive personal and financial information online</li> <li>• Importance of security in online transactions</li> </ul>
<p><u>5. Digital Safety and Wellness</u></p> <ul style="list-style-type: none"> <li>• Cyber Use: Balanced use of technology</li> <li>• Cyber Identify and Citizenship</li> <li>• Cyber Relationships</li> <li>• Cyber Security</li> </ul>			



**APSN Tanglin School**  
**Vocational Education Curriculum 2024**

Level/Term	Focus Area			
	Term 1	Term 2	Term 3	Term 4
Secondary 1	<p><b><u>Vocational Guidance</u></b></p> <ul style="list-style-type: none"> <li>Understand the concept of work.</li> <li>Explore and discover one's interest, preferences and strengths in relation to work.</li> <li>Plan and prepare for possible work and continual learning pathways.</li> </ul> <p><b><u>Housekeeping</u></b></p> <ul style="list-style-type: none"> <li>Follow steps to carry out sweeping and mopping tasks according to workplace requirements.</li> <li>Select appropriate tools and chemical for wiping of furniture.</li> </ul>	<p><b><u>Housekeeping</u></b></p> <ul style="list-style-type: none"> <li>Identify and sort different towels and bed linens.</li> <li>Follow steps to carry out tasks according to industry standards in making a single-size bed</li> <li>Practical / Oral Assessment</li> </ul>	<p><b><u>Retail Operations (RO)</u></b></p> <ul style="list-style-type: none"> <li>Learn basic knowledge and skills in Retail Operations</li> <li>Observe safety rules in a retail mart.</li> <li>Maintain Professional Image</li> <li>Demonstrate appropriate posture when carrying and/or lifting goods.</li> </ul>	<p><b><u>Retail Operations (RO)</u></b></p> <ul style="list-style-type: none"> <li>Display merchandise on shelves according to industry standards.</li> <li>Demonstrate appropriate housekeeping skills in a retail mart.</li> <li>Practical / Oral Assessment</li> </ul>
Secondary 2	<p><b><u>Food &amp; Beverage (FB)</u></b></p> <ul style="list-style-type: none"> <li>Apply good personal hygiene techniques when preparing food.</li> <li>Observe workplace safety in the kitchen.</li> <li>Demonstrate clean and safe food handling techniques when preparing food.</li> </ul>	<p><b><u>Food &amp; Beverage (FB)</u></b></p> <ul style="list-style-type: none"> <li>Identify the ingredients needed for meal preparation.</li> <li>Follow steps to carry out tasks according to industry standards.</li> <li>Practical / Oral Assessment</li> </ul>	<p><b><u>Housekeeping</u></b></p> <ul style="list-style-type: none"> <li>Follow steps to carry out sweeping and mopping tasks according to workplace requirements in different environment.</li> <li>Select appropriate tools and chemical for wiping in different areas.</li> <li>Follow steps to use vacuum cleaner appropriately.</li> </ul>	<p><b><u>Housekeeping</u></b></p> <ul style="list-style-type: none"> <li>Identify and sort different towels and bed linens for different sizes of bed.</li> <li>Follow steps to carry out tasks according to industry standards in making a queen-size bed</li> <li>Practical /Oral Assessment</li> </ul>
Secondary 3	<p><b><u>Retail Operations (RO)</u></b></p> <ul style="list-style-type: none"> <li>Learn and apply skills and knowledge in Retail Operations</li> <li>Observe safety rules when working in a retail mart.</li> <li>Maintain Professional Image</li> <li>Demonstrate appropriate body posture when carrying and/or lifting goods.</li> </ul>	<p><b><u>Retail Operations (RO)</u></b></p> <ul style="list-style-type: none"> <li>Display merchandise on shelves according to industry standards.</li> <li>Demonstrate appropriate housekeeping skills in a retail mart.</li> <li>Practical / Oral VE Assessment</li> </ul>	<p><b><u>Horticulture</u></b></p> <ul style="list-style-type: none"> <li>Appropriate use of Personal Protective Equipment (PPE)</li> <li>Observe safety rules</li> <li>Identify and keep gardening tools in an organized manner</li> <li>Equip techniques of composting within sustainable gardening.</li> </ul>	<p><b><u>Horticulture</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate appropriate posture when carrying and lifting of gardening equipment</li> <li>Grow plants from seeds/ saplings in pots or on ground.</li> <li>Practical / Oral Assessment</li> </ul>

**APSN Tanglin School**  
**Vocational Education Curriculum 2024**

Level/Term	Focus Area			
	Term 1	Term 2	Term 3	Term 4
<b>Secondary 4</b>	<p><b><u>Horticulture</u></b></p> <ul style="list-style-type: none"> <li>Identify different types of safety signs and observe safety rules.</li> <li>Demonstrate good personal hygiene and observe personal safety in the gardens</li> </ul>	<p><b><u>Horticulture</u></b></p> <ul style="list-style-type: none"> <li>Propagate plants using different gardening methods</li> <li>Apply different gardening skills in landscape maintenance e.g. watering, weeding, pruning.</li> <li>Practical / Oral VE Assessment</li> </ul>	<p><b><u>Food &amp; Beverage (FB)</u></b></p> <ul style="list-style-type: none"> <li>Apply good personal hygiene techniques when preparing a variety of in cooking / baking.</li> <li>Demonstrate clean and safe food handling techniques in the kitchen.</li> </ul>	<p><b><u>Food &amp; Beverage (FB)</u></b></p> <ul style="list-style-type: none"> <li>Identify mixing/culinary methods in baking/cooking.</li> <li>Observe workplace safety in the kitchen e.g. Use of oven/stove safely when baking/cooking.</li> <li>Practical / Oral Assessment</li> </ul>

**APSN Tanglin School  
Physical Education (PE)  
Curriculum Map -2024**

	Term 1	Term 2	Term 3	Term 4
<p><b>Key Area: Physical Fitness &amp; Health Education</b> Students will develop competencies in the areas of health and fitness management and personal safety in physical activities. To ensure that all students have the opportunity to obtain and maintain health-related physical fitness standards, the school’s PE programme adopts the Brockport Physical Fitness Test framework. This framework focuses on both Physical Fitness and Functional Fitness, providing students with the ability to meet the demands of daily living. It assesses students’ aerobic capacity and musculoskeletal functioning (muscular strength, muscular endurance, flexibility and range of motion).</p>				
<p><b>Key Area: Games &amp; Sports</b> Games &amp; Sports skills acquisition, provides the contexts and platform for students to display the acquired fundamental movement skills through various games and sports activities. The school’s PE programme offers a range of game play experiences from territorial-invasion (e.g., soccer, basketball and floorball) to net-barrier (e.g., badminton) games. In order to encourage student learning and maximum participation, the games and sports are adapted, with modification to the game rules, instructions and equipment to suit every student’s ability and level of understanding (Adapted Physical Education strategies).</p>				
<b>Sec 1 &amp; 2</b>	<p><b>Territorial-invasion Games:</b> Captain’s Ball Basketball</p>	<p><b>Territorial-invasion Games:</b> Soccer Floorball</p>	<p><b>Territorial-invasion Games:</b> Basketball</p> <p><b>Net-barrier Games:</b> Badminton</p>	<p><b>Net-barrier Games:</b> Badminton</p> <p><b>Territorial-invasion Games:</b> Soccer</p>
<b>Sec 3 &amp; 4</b>	<p><b>Territorial-invasion Games:</b> Soccer Floorball</p>	<p><b>Territorial-invasion Games:</b> Basketball</p> <p><b>Net-barrier Games:</b> Badminton</p>	<p><b>Territorial-invasion Games:</b> Floorball Soccer</p>	<p><b>Net-barrier Games:</b> Badminton</p> <p><b>Territorial-invasion Games:</b> Basketball</p>