

P1 FPPS Connects

7.45am – 8.30am:
P1 Total Curriculum Briefing

8.30am – 9.30am :
Classroom Experience

Please scan the
QR code to register



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Primary 1 Total Curriculum Briefing





Principal Mr Dennis Yap



Vice Principals



Mdm Rahima Bte
Abdul Rahman
(Academic)



Mr Yong Wei Leong
(Administration)



Key Personnel



Lee Sze Ru

**School Staff
Developer**



Michell Chia Yuen Fung

HOD English



Lee Su Ping

HOD Mother Tongue



Loh Siew Yi

HOD Mathematics



Sin Sok Yeng (Sharon Yang)

HOD Science



Jeremy Wan Kerr Wen

HODPE/CCA



Key Personnel



Vivian Chiau Siang Chin

HOD Student Management



Lawrence Loo

HOD ICT



Du Yinwei

HOD CCE (Covering)



Chua Suat Hong (Jackie)

Level Head (Science)



Winnie Leong

**Subject Head
(Chinese)**



Key Personnel



**Subject Head
PE/CCA**



**Subject Head
(Discipline)**



**Year Head
(Primary 1 - 3)**



**Year Head
(Primary 4 - 6)**



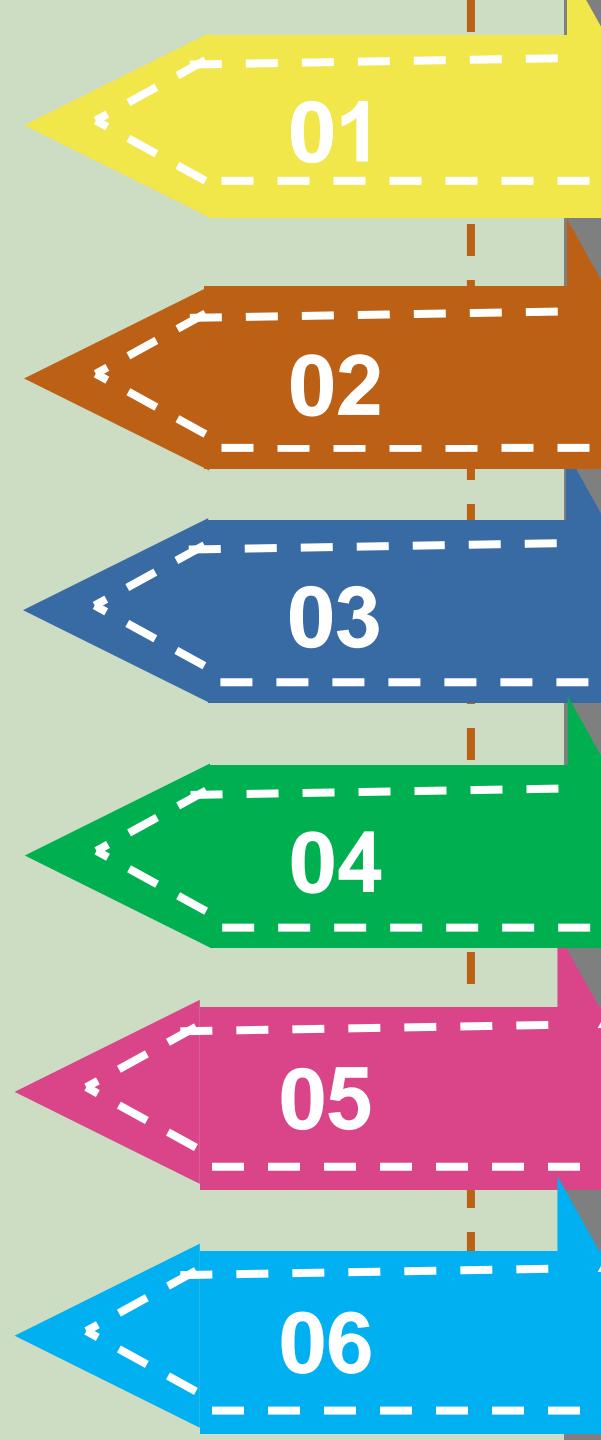
**Assistant Year Head
(Primary 1 - 3)**



**Assistant Year Head
(Primary 4 - 6)**



Programme Outline



Learning Dispositions

Assessment Matters

English, Mathematics
and Mother Tongue

Character &
Citizenship Education

Cyberwellness

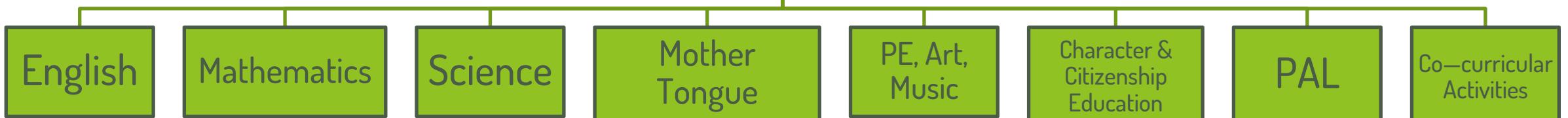
PAM & PAL



Student Outcomes

Confident Person, Self-Directed Learner
Concerned Citizen, Active Contributor

21st Century Competencies



Total Curriculum



Whole Child

Performance
Character

CCE
Learning
Dispositions

Growth Mindset
Effective Effort

**Confident
Child**

Moral Character

Social
Emotional
Competencies

School Values:
Curiosity, Empathy
and Care



Learning Dispositions

- ❖ Curiosity
- ❖ Empathy
- ❖ Care



Learning Dispositions

CURIOSITY

- ✓ Able to ask questions
- ✓ Able to participate actively

EMPATHY

- ✓ Able to recognize emotions in others
- ✓ Able to comfort and share joy with others

CARE

- ✓ Able to take care of oneself
- ✓ Able to show care to classmates and family
- ✓ Able to take care of personal belongings

Learning Dispositions

EMPATHY

CARE

- ✓ Able to take care of oneself
- ✓ Able to show care to classmates and family
- ✓ Able to take care of personal belongings

- ✓ Able to recognize emotions in others
- ✓ Able to comfort and share joy with others

CURIOSITY

- ✓ Able to ask questions
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Learning Dispositions

CARE

- ✓ Able to take care of oneself
- ✓ Able to show care to classmates and family
- ✓ Able to take care of personal belongings

CURIOSITY

- ✓ Able to ask questions.
- ✓ Able to participate actively

EMPATHY

- ✓ Able to recognize emotions in others
- ✓ Able to comfort and share joy with others

P1 and P2 Awards

Edusave Merit Bursary

Good Progress Award (P2 onwards)

Collective decision by
teachers based on
observation of learning
dispositions

For Singapore
Citizens





Assessment Matters



Non-Weighted Assessment

Check for understanding

Focus on the process of learning

Variety of assessment tasks

Natural process of learning

Non-stressful environment



HOLISTIC REPORTING

SUBJECT	SEMESTER 1
ENGLISH LANGUAGE	
Listening: Listen attentively and follow simple instructions.	Accomplished
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Competent
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent
SUBJECT	SEMESTER 1
MUSIC	
Appreciate Music from local and global cultures.	Competent
Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	Accomplished
Listen and respond to Music.	Developing



How can I support my child in these areas ?

Encourage and affirm
your child

Discuss strengths and
interests

Discuss with your child
his/her plans



Focus on your child's

Holistic
Development



Learning Conversations

Is my child adopting healthy habits in school ?

Is my child coping well in class ?

How can I grow my child's strengths and interests ?

How can we work together to help him ?

How well is my child interacting with others ?



ENGLISH LANGUAGE



Learning Outcomes for P1

Semester 1

Listening	Listen attentively and follow simple instructions.
Speaking	Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations and discussions
Reading	Demonstrates basic word recognition skills (know the letters of the alphabet, able to pronounce words accurately) Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.
Writing	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing



Learning Outcomes for P1

Semester 2

Listening	Listen attentively and follow simple instructions.
Speaking	Speak clearly to express their thoughts, feelings and ideas.
Reading	Understand P1 texts (e.g., STELLAR texts) and is able to identify simple aspects of fiction (e.g., main characters and setting)
Writing	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



Key Focus at the Lower Primary

P1	P2
Listen with empathy and respect	Listen attentively to understand different texts
Recognise letters of the alphabet and identify their sounds	Recognise and read with accuracy multisyllabic words
Adopt appropriate posture and book position while reading	Read and understand Primary 2 texts
Use clear and accurate pronunciation	Speak and present clearly personal opinions and thoughts
Penmanship (development of handwriting)	Write different types of text (e.g., narrative, instructions, invitation card)

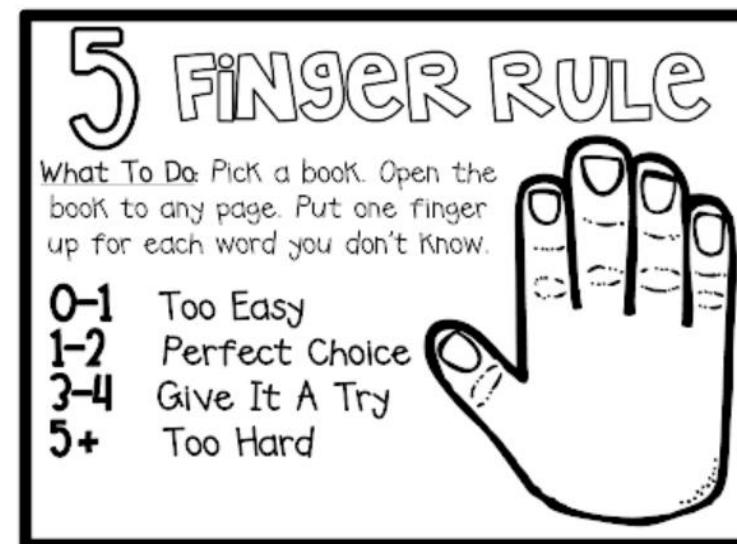
Key Programmes

Extensive Reading Programme

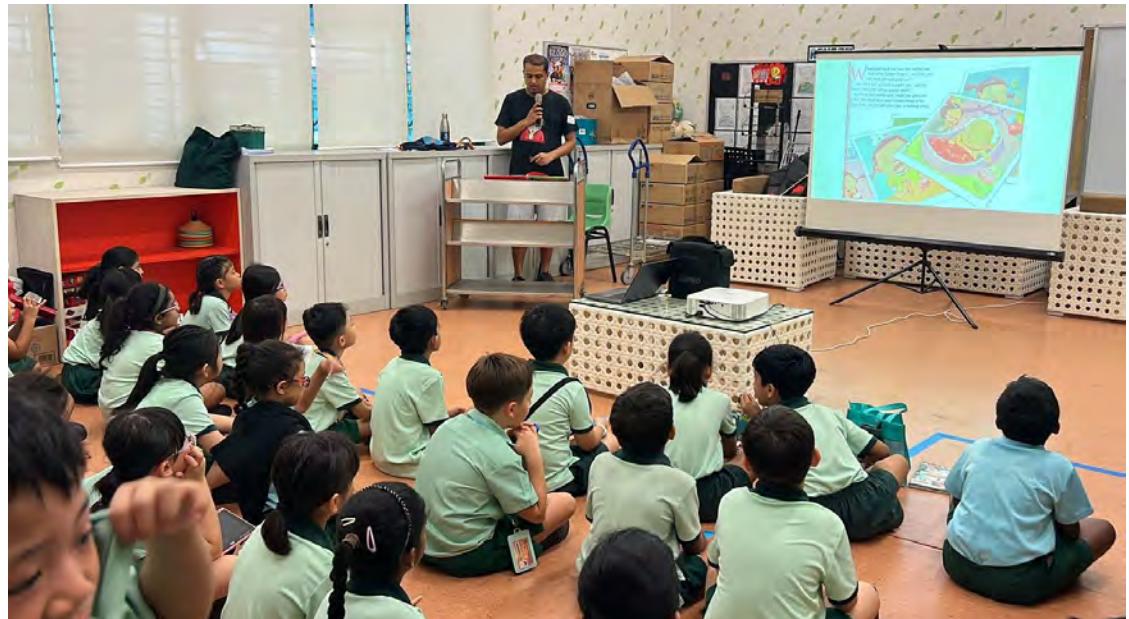
- ❖ aims to promote a love of reading
 - school library visits
 - reading periods
 - Read Every Day (RED)



Primary School Book Recommendations (NLB)



Storytelling Sessions



What you can do to help your child

Go to the
library

Read to your
children

Play
language
games

Reading
Aloud

Suggest they
give a
different
ending

MATHEMATICS

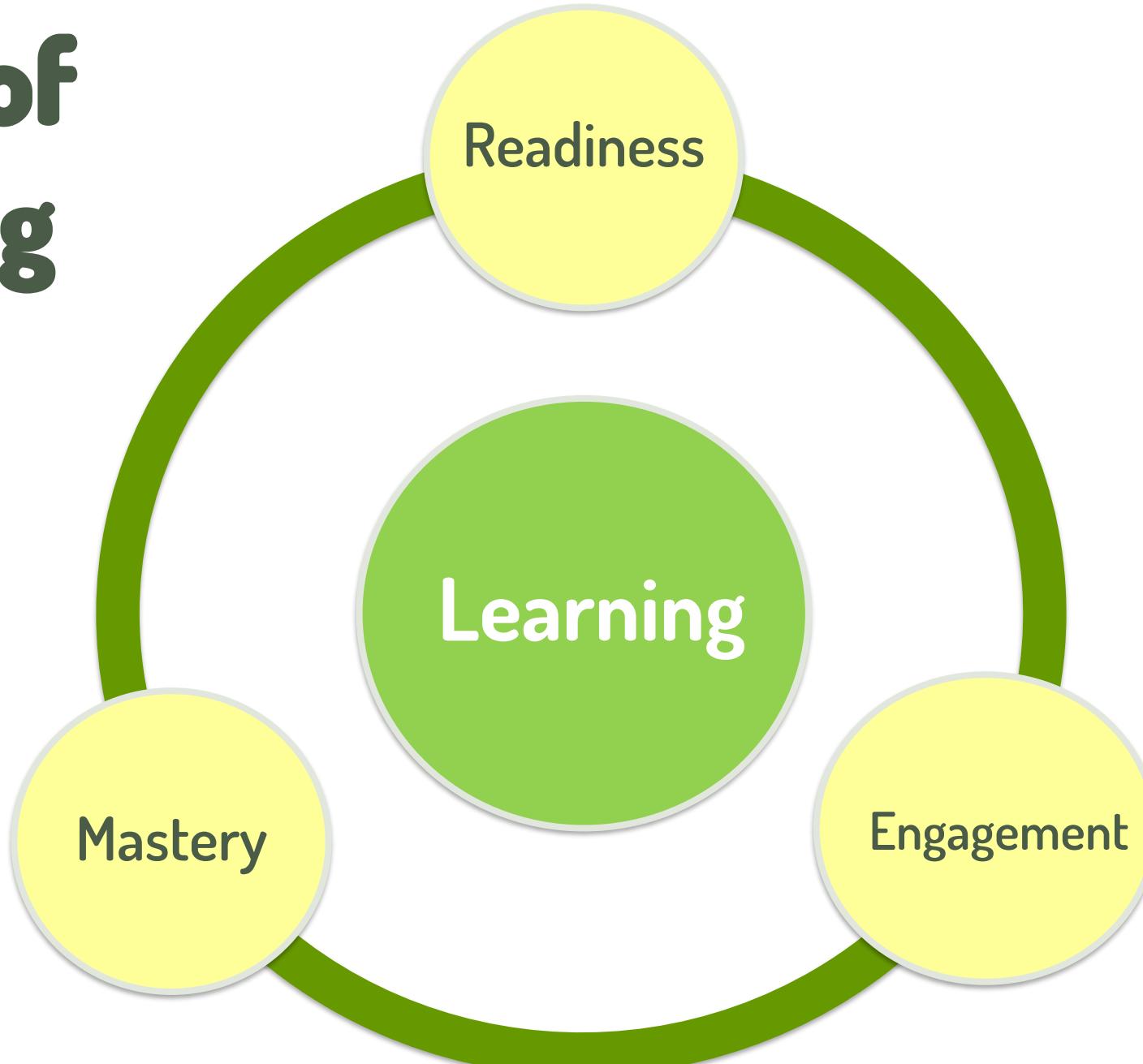


Learning Outcomes for P1

Semester 1	Semester 2
Understand numbers up to 100	Add and subtract numbers
Understand addition and subtraction	Understand multiplication and division
Identify, name, describe and sort shapes	Tell time to 5 minutes
Read and interpret picture graphs	Measure and compare lengths of objects

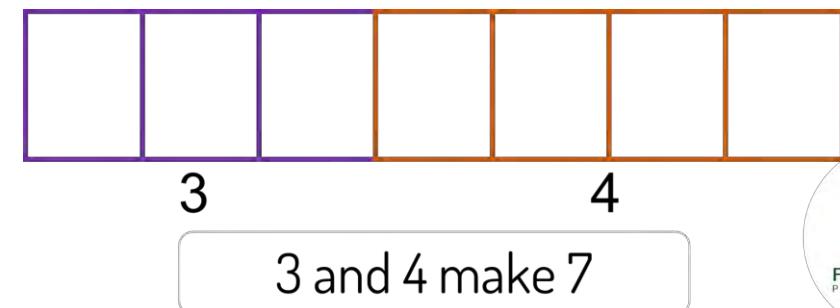
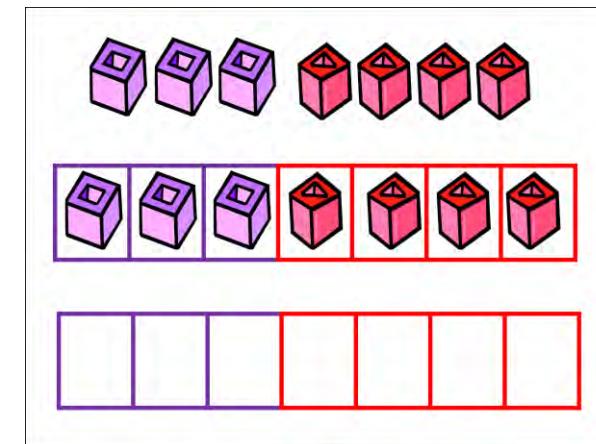
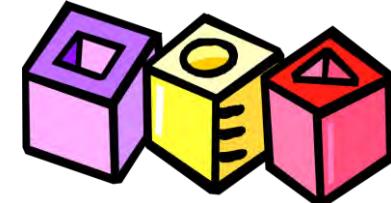


Phases of Learning



Concrete-Pictorial-Abstract (CPA)

- ▶ Concrete – actual representation
- ▶ Pictorial
 - ▶ **Drawings**
 - ▶ **Representations** using shapes
 - ▶ Transition from concrete to pictorial
- ▶ Abstract – using numbers to represent



Key Programmes



❖ Maths Games

- Logical Reasoning
- Critical Thinking

❖ Financial Literacy

Earn, Save, Spend & Donate

.



MOTHER TONGUE



Learning Outcomes for P1

Semester 1

Listening	Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. Ask and/or respond to simple questions related to daily life.
Reading	CL: Recognise characters taught in Primary 1. ML: Recognise words taught in Primary 1. TL: Recognise letters and words taught in Primary 1.
Writing	CL & ML: Write words, phrases and simple sentence(s) about daily life with guidance. TL: Write words and simple phrases with guidance.



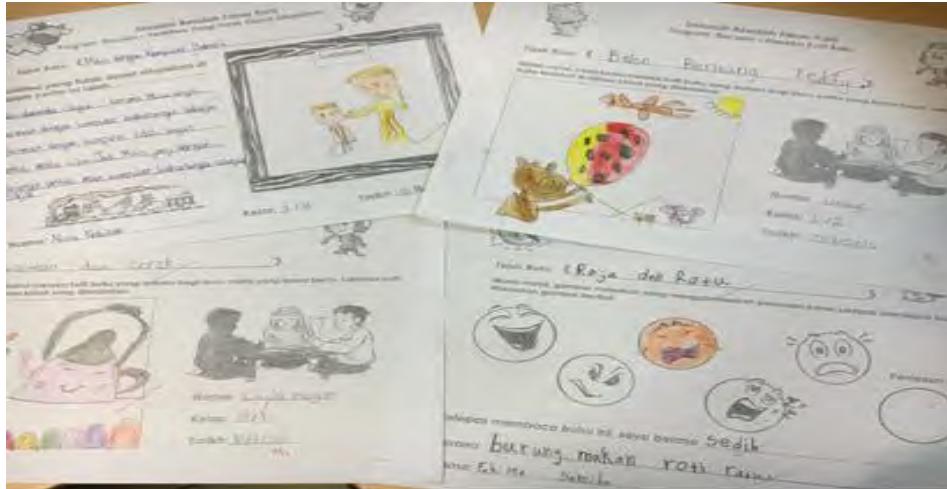
Learning Outcomes for P1

Semester 2

Listening	Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	Ask and/or respond to simple questions related to daily life.
Reading	Read aloud Primary 1 texts with accuracy. Understand Primary 1 texts and are able to identify some details with guidance.
Writing	CL & ML: Write words, phrases and simple sentence(s) about daily life with guidance. TL: Write words and simple phrases with guidance.



Programmes to support MTL curriculum



Reading Programme
- STAR Reading
Activity

Programmes to support MTL curriculum

MTL Fortnight



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How can you support your child's learning at home ?

**Read MT books
to your child
regularly**

**Have a “ Speak
MT A Day’ at
home**

**Watch MT TV
programmes**

Watch e-sharing sessions
and view e-exhibits at the
annual Mother Tongue
Languages Symposium
(MTLS)

Play Games

**Use ICT
Resources**

Revise with your child

- ❖ Get your child to recite from the textbook
- ❖ Go through the characters /words your child has learnt
- ❖ Revise for spelling



മനുപടിയും	പിൻപ്
எந்த	ஓரு
പോல	கேள்

ibu	sate	meja
gigi	ibu	sate
feri	meja	gigi
meja	feri	ibu
sate	gigi	feri

Character & Citizenship Education (CCE)



CCE 6 Year Programme

Self & Family (P1/2)

A pupil who is able to take care of self, make friends and show care for family members

Nation & World (P5/6)

A pupil who contributes to the community and nation and is a self-directed learner who is informed of the globalised world

School & Community (P3/4)

A pupil who is able to build positive relationships and work in teams to contribute to school and community.



Family Education

Family Time Activities

Understanding My Feelings 4

Family Chat Time! Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

A Note to Parents/Guardians:

Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS

- 1 Take time to actively notice and name your child's/ward's emotions together.
- 2 Connect with your child/ward on an emotional level. Eg. Make talking about their feelings a natural part of conversations.
- 3 Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 4 Discuss how your child/ward can manage his/her negative emotions. Eg. Practise the breathing or squeezing exercise.
- 5 Role model how you manage your emotions appropriately. Eg. Calmly admit that you are upset and take a 10-minute time-out.
- 6 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 7 Guide your child/ward to accept situations that he/she cannot change.
- 8 Have your child/ward share three things that he/she feels thankful about each day.

12 Understand and Care For Myself

OUR EVERYDAY RESPONSIBILITIES

Carrying out Everyday Responsibilities is a way of showing care and love for your family and community! Below are pictures of the Kindness Cubbies and Soaper 5 practising these daily good habits.

Have you done any? Tick the boxes below for the ones you have done!

- I throw my trash into the bin.
- I clean up after myself after meals.
- I switch the lights off after use.
- I help to empty the bin regularly.
- I wash my hands and turn off the tap while soaping.
- I help with the wipe-down routine at the canteen.

What have you not done? Paste the good habits stickers on your student handbook/personal items to remind yourself to complete them!

Family Time

A Note to Parents/Guardians: Family Activities

Create a care box for each family member and encourage your child/ward to paste the encouragement stickers in the care boxes regularly.

Find tips on promoting resilience in your child/ward. Refer to the 'Resilience - Fostering Interactions' poster on page 3.

My child did a good job!

Parent's / Guardian's signature

Do My Best 27

Word Search



T	K	X	S	E	C	R	E	T	S	Y	Z
F	M	E	E	T	I	N	G	J	V	I	Y
N	L	W	T	E	L	L	R	D	Q	H	G
Z	X	R	C	Q	B	K	W	L	N	H	K
U	U	H	A	L	W	A	Y	S	A	K	W
M	S	H	H	M	U	S	C	B	B	G	S
B	T	J	Q	O	C	T	N	V	G	J	A
V	R	E	S	P	E	C	T	B	H	Z	K

Family Chat Time Have a conversation with your parents/guardians about keeping safe.

We did this together!

Parent's / Guardian's signature

CCE (FTGP)

Kindsville Times Jr. Issue



P1 CCE FTGP Units

Themes	P1 Unit and Lessons
Understand and Care for Myself	In My New School
	Understanding My Feelings
	Staying Safe in the Cyber World
	Good Touch, Bad Touch
Do My Best	What Is Important
	Follow What Is Right
Care and Respect for Others	Caring for Family and Friends
	Different Yet Similar
Our Singapore and the World	Playing My Part In Total Defence
	ASEAN Story
	Respecting My Friends
	Singapore, Our Home



FARRER PARK
PRIMARY SCHOOL

FPPS Approach

GROWTH MINDSET:

Why should I work hard?

EFFECTIVE EFFORT:

How can I work hard?

TIME

PERSISTENCE

USE OF FEEDBACK

FOCUS

COMMITMENT

RESOURCEFULNESS



FARRER PARK
PRIMARY SCHOOL

The 6 Elements of Effective Effort



Time

Put in the time to do our work

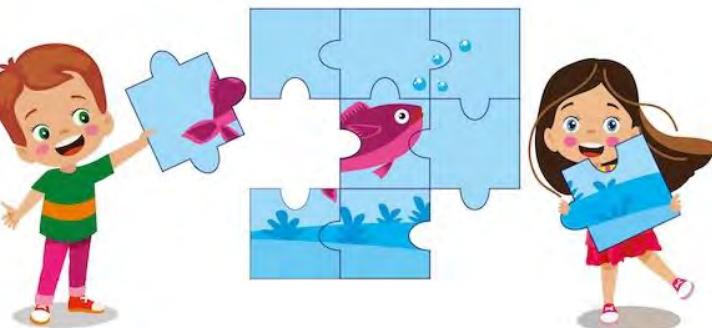


Focus

Listen in class and pay attention to our work

Persistence

Keep trying even when things gets difficult





Cyber Wellness



What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
 - equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes;
 - maintain a positive presence in cyberspace; and
 - be safe and responsible users of ICT.

Cyber Wellness during CCE (FTGP) lessons

During CCE(FTGP)* lessons, students will be taught:

● Basic online safety rules

- Talking to only people you know

● Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being

● Protecting personal information

- Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

Cyber Wellness during CCE (FTGP) lessons

● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

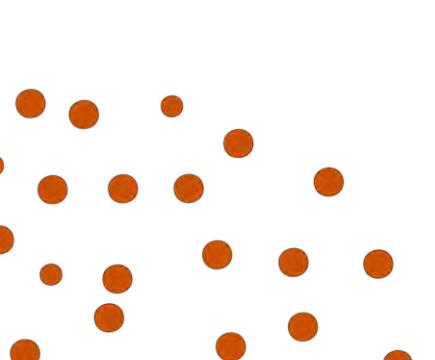
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

What are the school rules on digital device use?

- Use of smart phones and smart watches
- Responsibility for safekeeping of devices
- Consequences for unauthorised or unpermitted use of a mobile device



How can parents help their child develop good digital habits?

- Role model good digital habits
- Have regular conversations with your child
- Discuss and develop a timetable with your child
- Achieve a balanced screen time
- Use parental controls



Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
 - As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.
- Your screen use rules can include:
- Device-free times and places
 - Time limit for devices
- "What are some suggestions on when and where devices should not be used?"
 - "What should we do if we break our agreement?"
 - Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
 - Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



PAM

PE, ART and MUSIC



PE Learning Outcomes

- Students will demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.
- Students will become **Competent Movers** who demonstrate efficiency, effectiveness and versatility in movement.



x

Music Learning Outcomes

- ► Perform Music
- ► Create Music
- Listen and Respond to Music
- Appreciate Music from Local and Global cultures
- Understand Musical Elements and Concepts



x

Art Learning Outcomes

*

Take part in activities and lessons that

expands imagination and creativity

Develop the capacity to observe, explore,
reflect and go beyond what they
currently know and are able to do.

Develop confidence and skills to express
and broaden their sensorial perception
in arts appreciation.



Why we need PAM

- Develop Language and Reasoning
- Increase Coordination
- Spatial Intelligence and Pattern Recognition
- Builds Confidence and Teamwork



Programme For Active Learning (PAL)



Learning Outcomes

- ▶ Students learn social-emotional competencies such as respecting others and responsible decision making.
- ▶ PAL nurtures confidence, curiosity and cooperation skills in students.





Students are exposed to varied and fun learning experiences in four domains: Visual Arts, Performing Arts, Outdoor Education and Sports & Games.



Classroom Experience

All the P1 classrooms are
on level 2.

The FTs will direct you to
the classroom.

