

# P2 FPPS Connects

7.45am - 8.15am:  
P2 Total Curriculum Briefing

8.15am - 8.45am:  
English Sharing on  
Raising Readers

8.45am – 9.30am :  
Classroom Experience

Please scan the  
QR code to register



[https://go.gov.sg/2025p2fppsconnects  
reg](https://go.gov.sg/2025p2fppsconnects reg)





# Primary 2 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)**



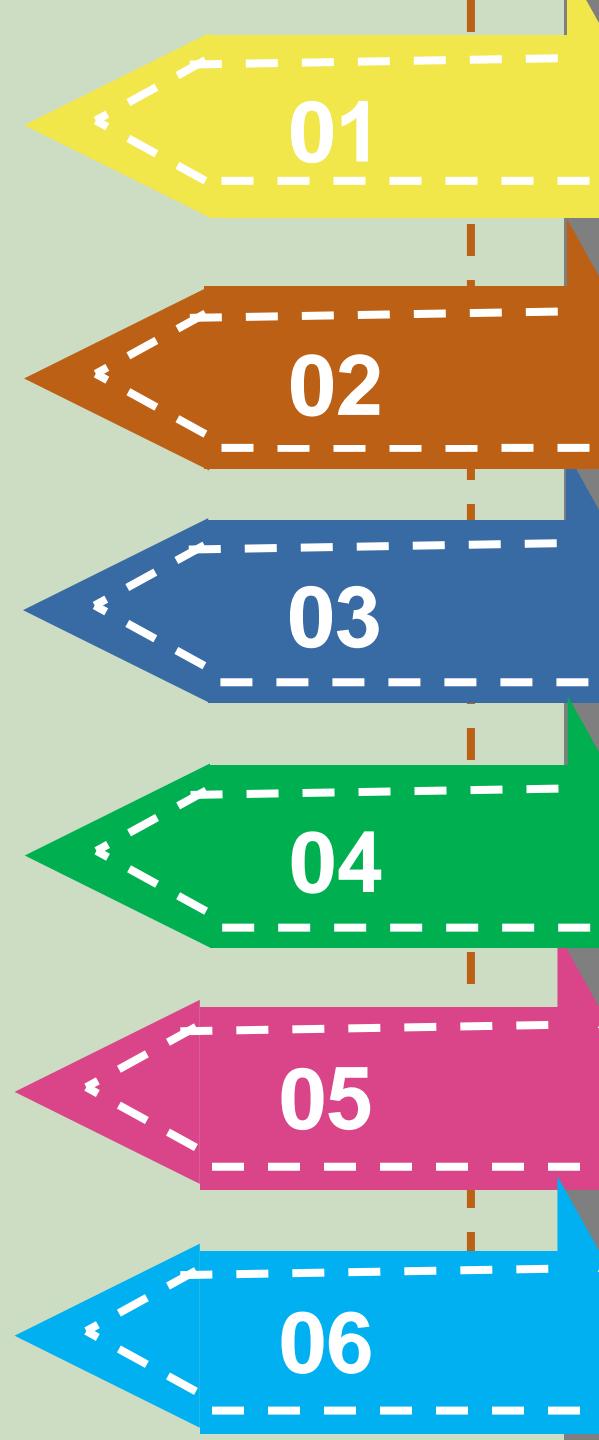
**Assistant Year Head  
(Primary 1 - 3)**



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



# Programme Outline



**Learning Dispositions**

**Assessment Matters**

**English, Mathematics  
and Mother Tongue**

**Character &  
Citizenship Education**

**Cyberwellness**

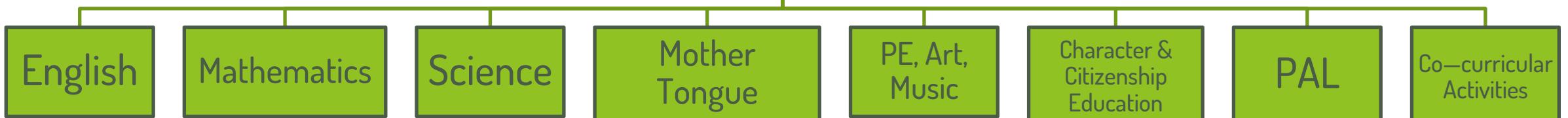
**PAM & PAL**



# **Student Outcomes**

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

## **21<sup>st</sup> 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
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### CURIOSITY

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# Learning Dispositions

## CARE

- ✓ Able to take care of oneself
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## CURIOSITY

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

## EMPATHY

- ✓ Able to recognize emotions in others
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# 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
<b>ENGLISH LANGUAGE</b>	
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
<b>MUSIC</b>	
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



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# 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 P2

Semester 1

<b>Listening</b>	1. Listen attentively and identify relevant information
<b>Speaking</b>	2. Speak clearly to express their thoughts, feelings and ideas. 3. Build on others' ideas in the conversations or discussions respectfully
<b>Reading</b>	4. Read multi-syllabic words accurately 5. Read aloud P2 texts (e.g., STELLAR texts) with accuracy, fluency and expression



# Learning Outcomes for P2

Semester 2

<b>Listening</b>	1. Listen attentively and identify relevant information
<b>Speaking</b>	2. Build on others' ideas in the conversations or discussions respectfully
<b>Reading</b>	4. Understand P2 texts (e.g., STELLAR texts) and is able to identify the big ideas in the texts and recall sequence of main events
<b>Writing</b>	4. Apply basic spelling strategies using knowledge about phonemic awareness and spelling rules 5. Write short paragraphs to recount appropriately sequenced events, describing details, and use tenses and connectors accurately



# 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)

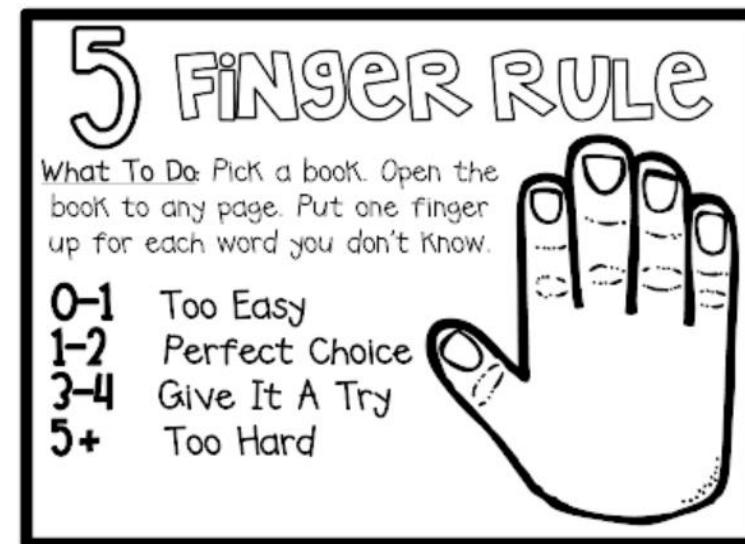
# Key Programmes

## Extensive Reading programme

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

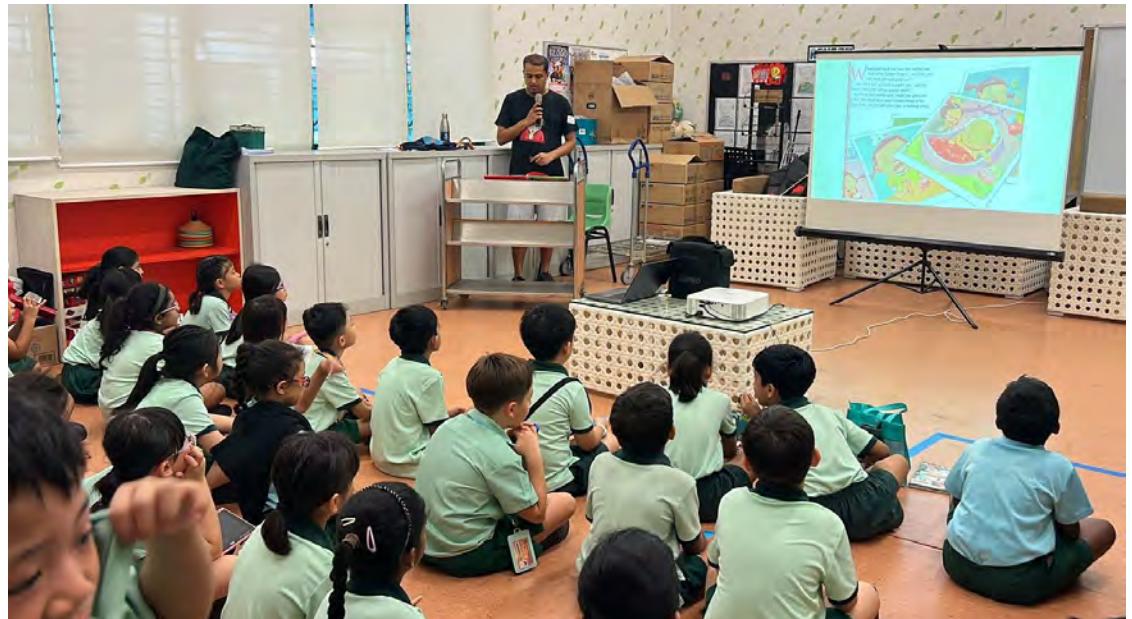


Primary School Book Recommendations (NLB)



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# Storytelling Sessions



# MATHEMATICS

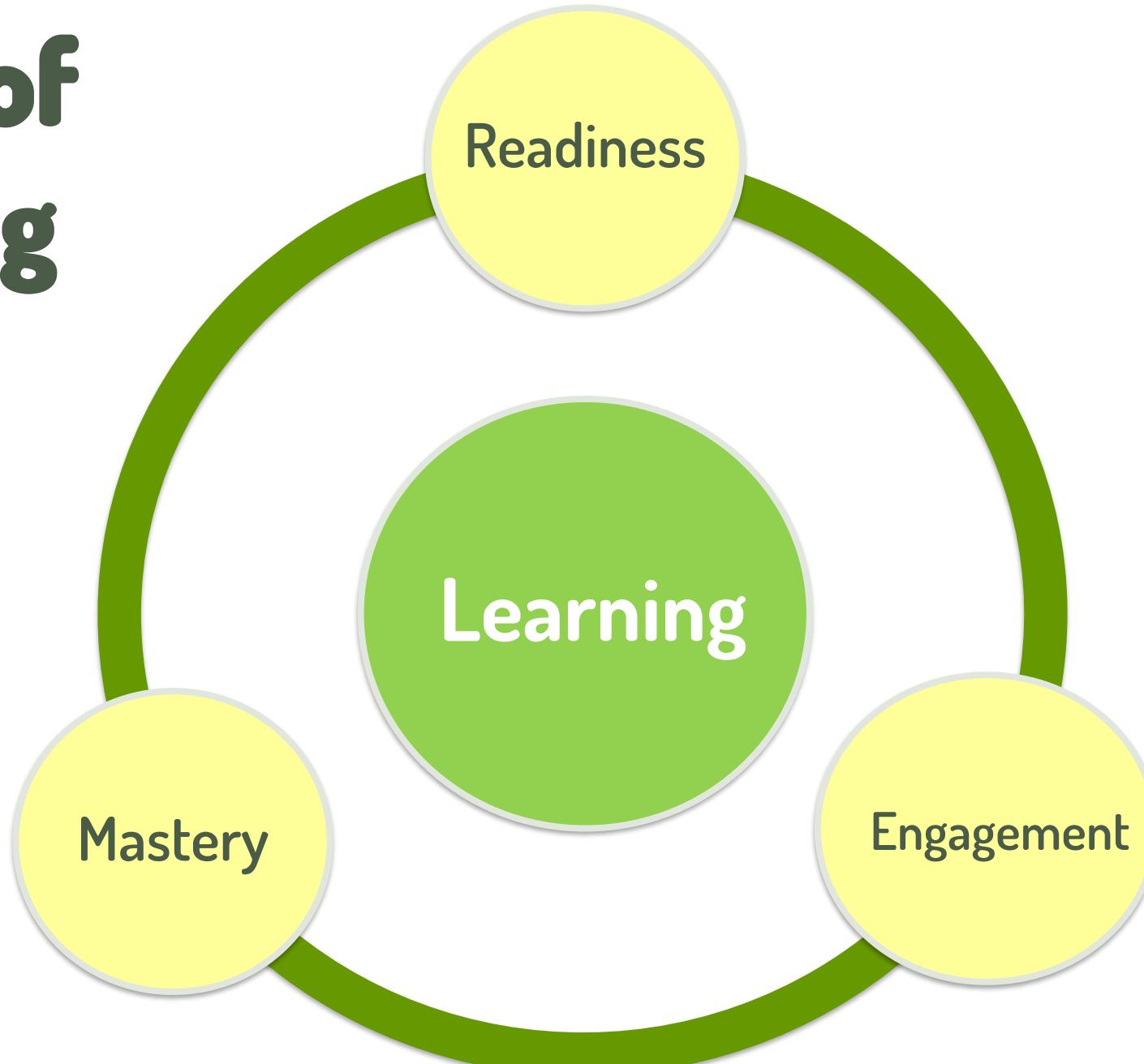


# Learning Outcomes for P2

Semester 1	Semester 2
Understand numbers up to thousand	Identify, name, describe and sort shapes and objects
Solve mathematical problems involving addition and subtraction	Multiply and divide numbers within multiplication tables
Tell time to the minute	Compare and order objects by length, mass or volume
	Read and interpret picture graphs with scales
	Understand fractions

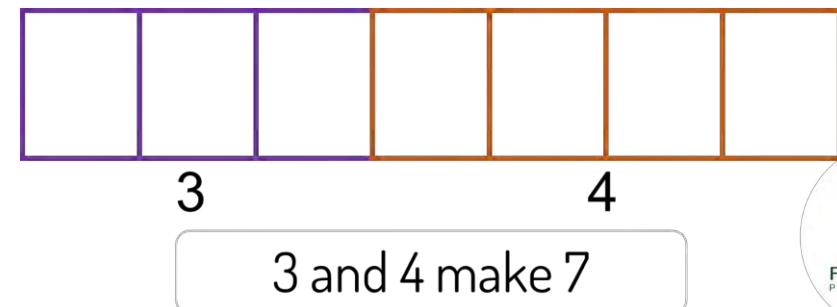
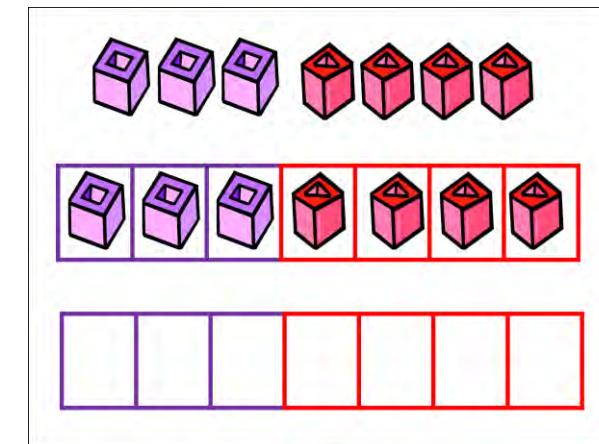
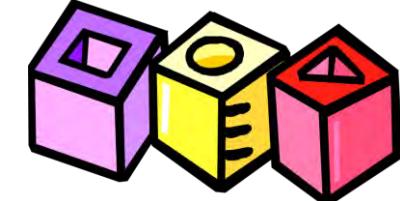


# Phases of Learning



# 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 P2

## Semester 1

Listening	Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.
Speaking and spoken interaction	Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.
Reading	CL: Recognise characters taught in Primary 2. ML: Recognise words taught in Primary 2. TL: Recognise letters and words taught in Primary 2. Read aloud Primary 2 texts with accuracy and fluency.
Writing	Write short sentence(s) about daily life with some guidance.



# Learning Outcomes for P2

## Semester 2

Listening	Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.
Speaking and spoken interaction	Participate in short conversations related to daily life with some guidance.
Reading	Read aloud Primary 2 texts with accuracy and fluency. Understand Primary 2 texts and are able to identify details with some guidance.
Writing	Write short sentence(s) about daily life with some guidance.



# Programmes to support MTL curriculum



Reading Programme  
MTL Fortnight



# **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**

**Revise with your  
child**

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

**Play Games  
and watch MT  
TV programmes**

**Use ICT  
Resources**

# 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



# P2 CCE (FTGP) Units

Theme	P2 Units
<b>Understand and Care for Myself</b>	Growing My Character Strengths
	How I Feel
	Do I Know You?
<b>Do My Best</b>	Yes I Can!
	Boss of My Actions
<b>Care and Respect for Others</b>	Understanding My Friends <i>(includes VIA planning and reflection)</i>
	Responding with Care and Respect
<b>Our Singapore and the World</b>	Being Careful, Being Prepared
	Languages of ASEAN
	Harmony as One
	My Wish for Singapore



# FPPS Approach

GROWTH MINDSET:

Why should I work hard?

EFFECTIVE EFFORT:

How can I work hard?

TIME

PERSISTENCE

USE OF FEEDBACK

FOCUS

COMMITMENT

RESOURCEFULNESS



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# The 6 Elements of Effective Effort



## Commitment

Do my best and finish what I started



## Use of Feedback

Listen to what my teachers say and use it to improve

## Resourcefulness

Look for help from different places





# 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

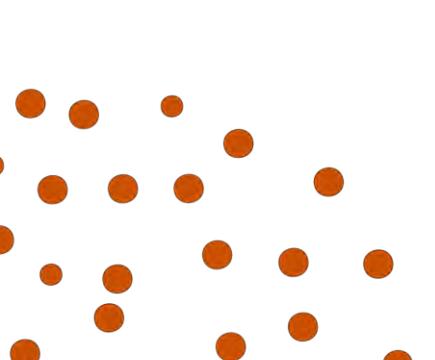
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



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 learn sport related skills, and values to enable them to enjoy a lifetime of active, healthy living.



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.



# 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.



# CCA

CCA is to develop interest and talent

Choose 1 CCA (P3 – P6)

Some CCAs may have 2 sessions due to competition

Students will be given a CCA that is based on their 6 choices



# PSG WHATSAPP GROUP

- An initiative by PSG ExCo Team
- Not managed by school
- To connect with fellow parents in the same level
- To share parenting information, workshops and activities
- Communication channel to PSG ExCo Parent Level Representative

P2 (Main) 2025 FPPS  
WhatsApp group





# Musical Tracing Map



# Raising Readers Sharing



# **Classroom Experience**

**All the P2 classrooms are  
on level 1.**

**The FTs will direct you to  
the classroom.**

