

Please scan the
QR code to register



[https://go.gov.sg/2024p1fpsconnects
reg](https://go.gov.sg/2024p1fpsconnectsreg)







Primary 1 Total Curriculum Briefing



Principal Mr Dennis Yap

Vice Principals



Mr Ramesh
Mukundhan
(Academic)



Mdm Rahima Bte
Abdul Rahman
(Academic)



Mr Yong Wei Leong
(Administration)

Key Personnel



Elaine Tan Ee Leng (Mrs Yeo)

Master Teacher (EL)



Lee Su Ping

HOD Mother Tongue



Sin Sok Yeng (Sharon Yang)

HOD Science



Michell Chia Yuen Fung

HOD English



Loh Siew Yi

HOD Mathematics



Lee Sze Ru

**School Staff
Developer**

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)**



Teng Poh Yin Julia

**Subject Head
(Aesthetics)**

Key Personnel



**Subject Head
PE/CCA**



**Subject Head
(Discipline)**



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



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

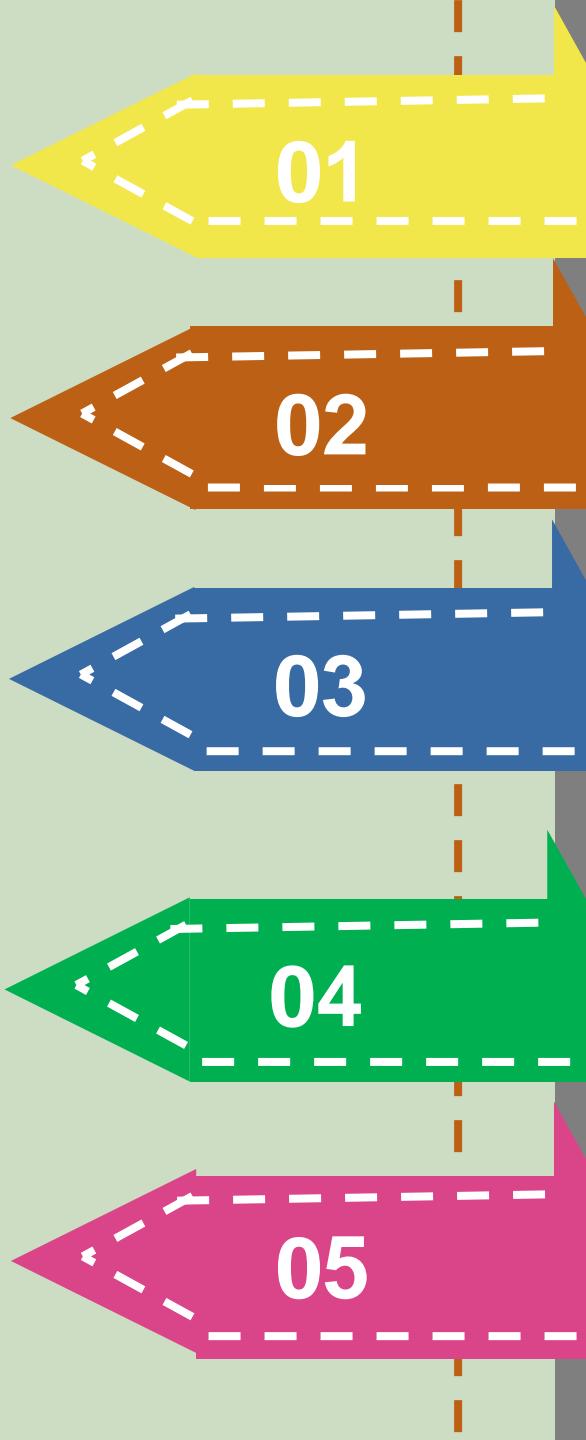


**Assistant Year Head
(Primary 1 - 3)**



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

Programme Outline



Learning Dispositions

Assessment Matters

**English, Mathematics
and Mother Tongue**

**Character &
Citizenship Education**

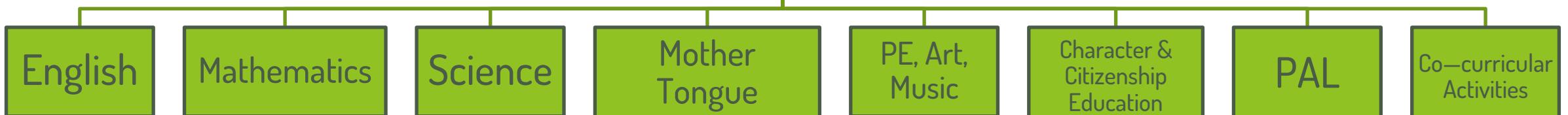
PAM & PAL



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



FARRER PARK
PRIMARY SCHOOL

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
- ✓ Able to participate actively

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 Awards

Edusave Merit Bursary

Collective decision by
teachers based on
observation of learning
dispositions

For Singapore
Citizens

Subjected to
MOE's
approval



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



FARRER PARK
PRIMARY SCHOOL

Focus on your child's

Holistic
Development



FARRER PARK
PRIMARY SCHOOL

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) <small>24</small> 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)

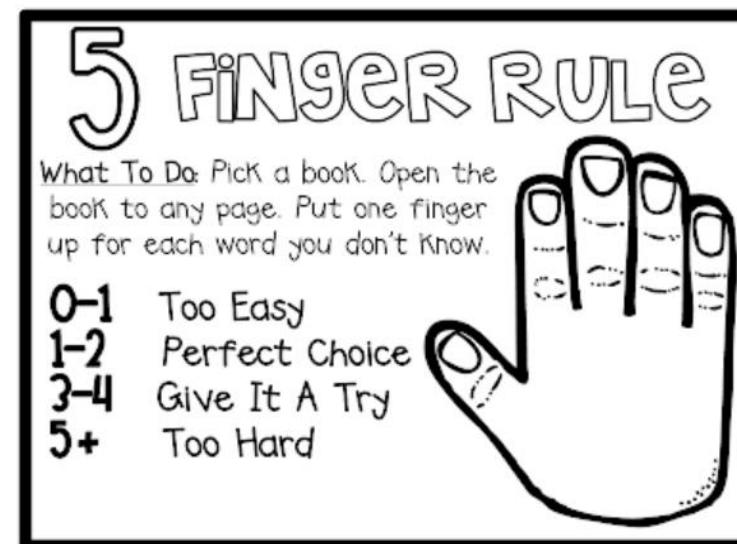
Key Programmes

Extensive Reading Programme

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



Primary School Book Recommendations (NLB)



What you can do to help your child

Go to the library

Read to your
children

Play language
games

Reading
Aloud

Suggest that
they give a
different ending

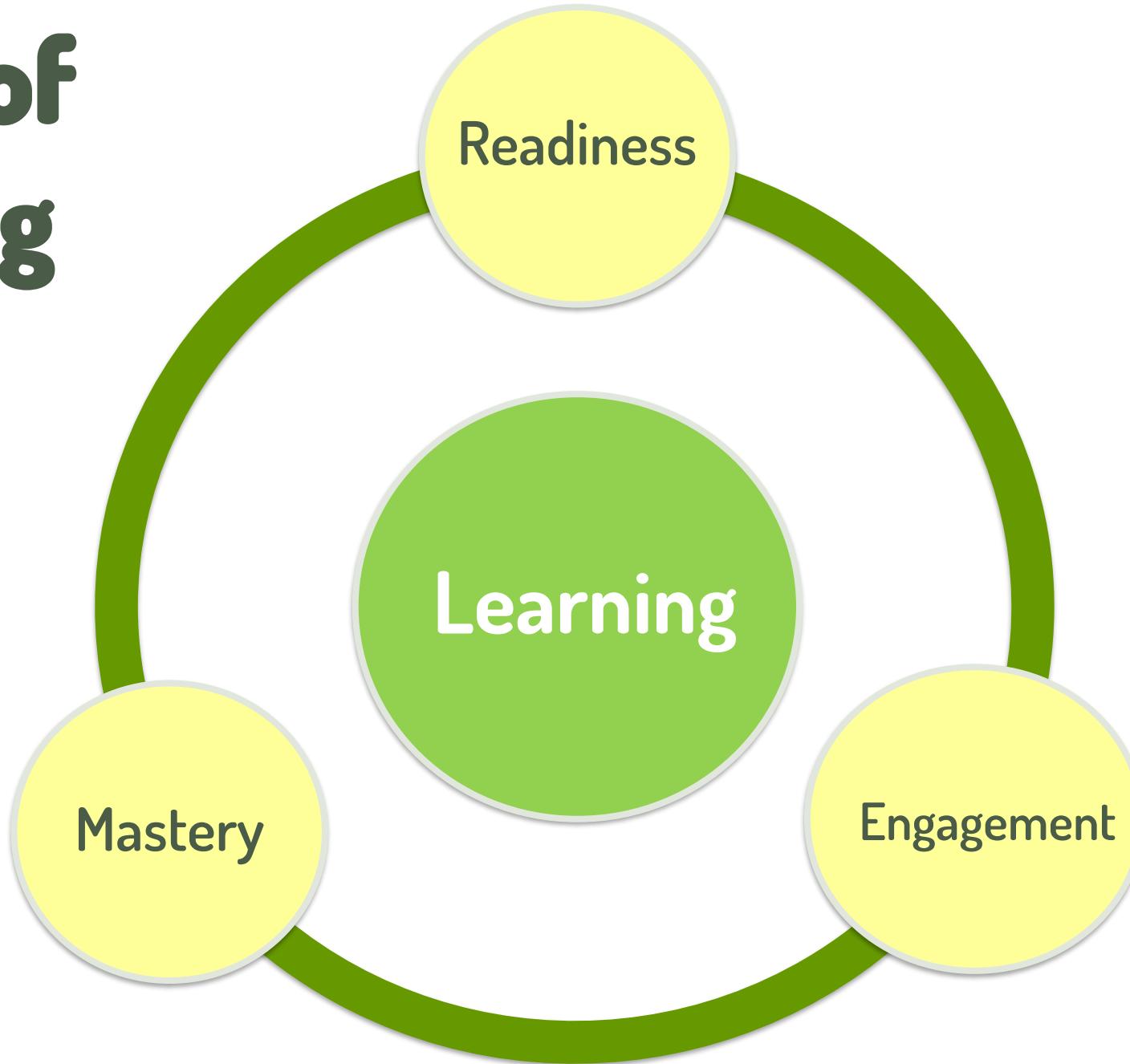
MATHEMATICS



Learning Outcomes for P1

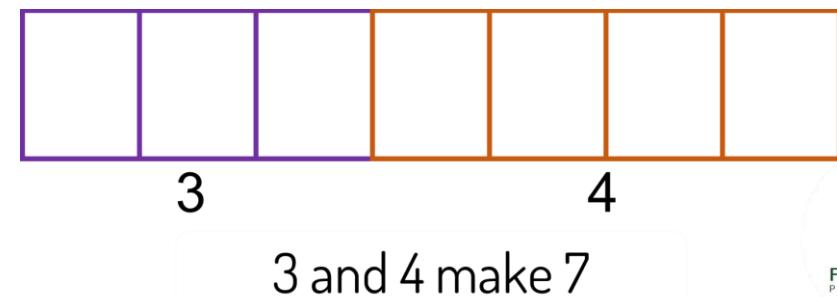
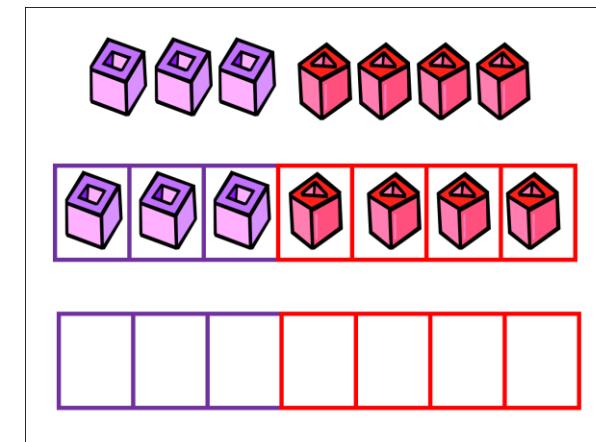
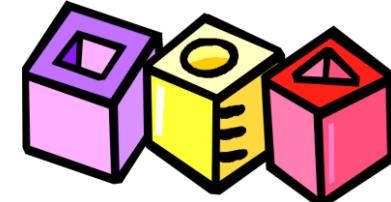
Semester 1	Semester 2
Understand numbers up to 100	Add and subtract numbers
Understand addition and subtraction	Understand multiplication and division
Identify, name, describe and sort shapes	Tell time to 5 minutes
Read and interpret picture graphs	Measure and compare lengths of objects

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.



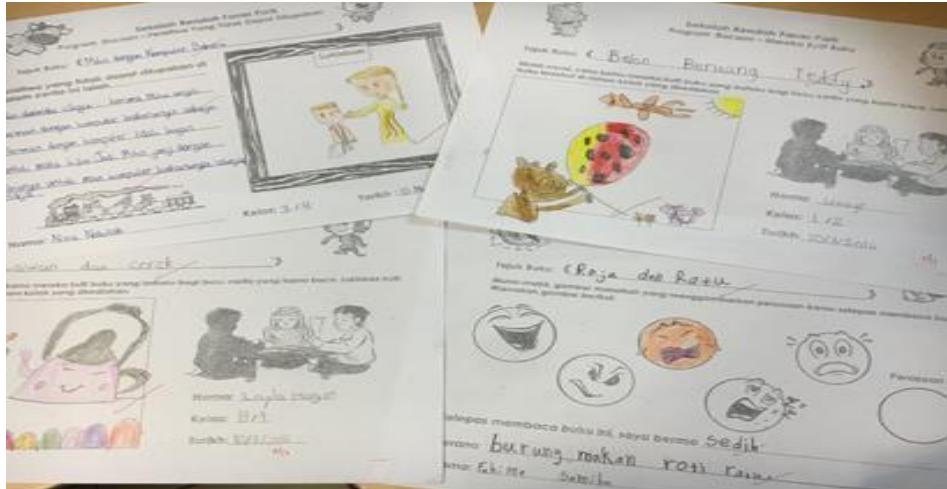
Learning Outcomes for P1

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
Card

Programmes to support MTL curriculum

MTL Fortnight



38

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

മഹുപടിയും	പിൻപ്
எந்த	ஓரு
പോல	കേள்

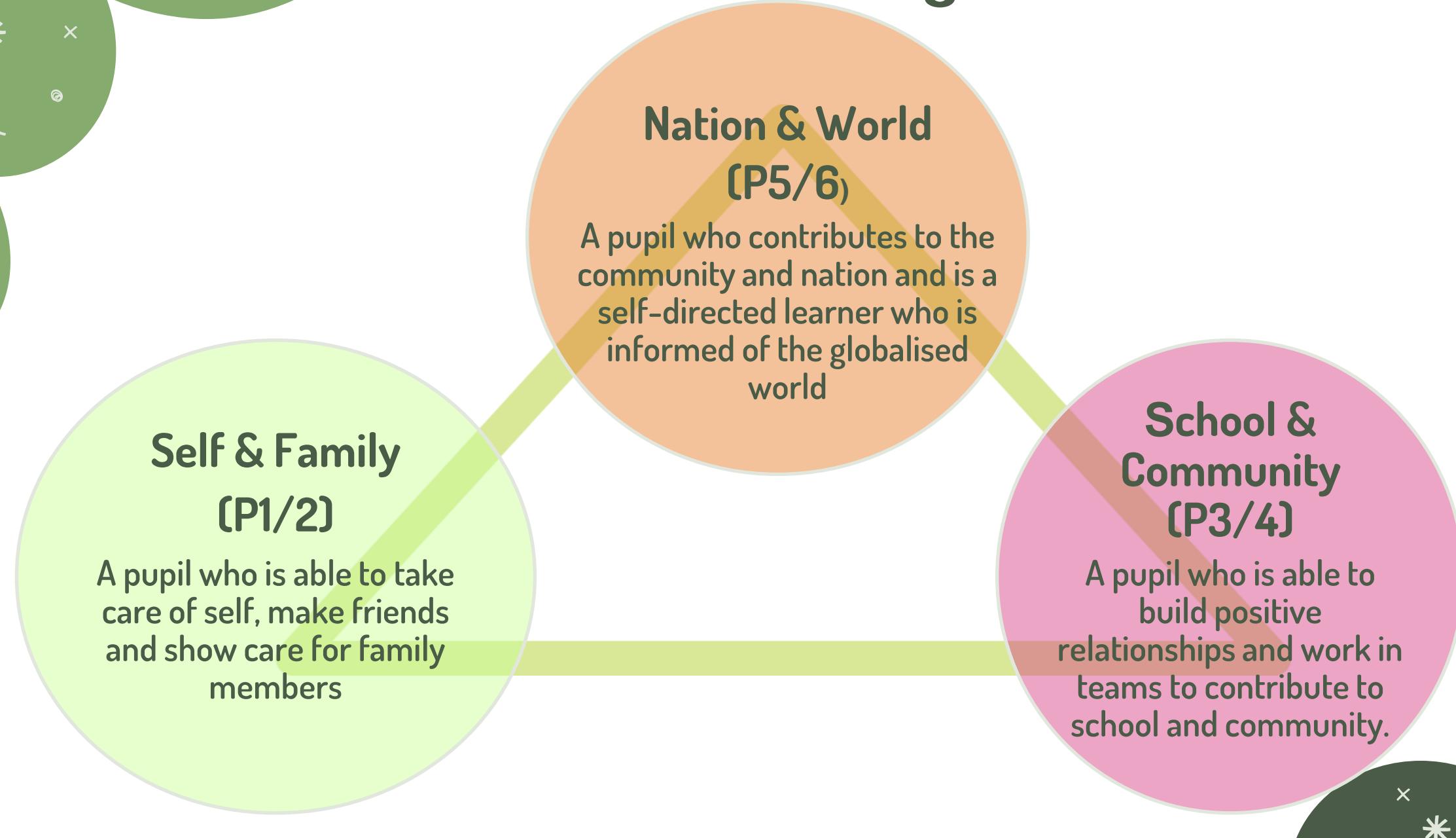
ibu	sate	meja
gigi	ibu	sate
feri	meja	gigi
meja	feri	ibu
sate	gigi	feri

- ❖ Revise for spelling on Thursdays

Character & Citizenship Education (CCE)



CCE 6 Year Programme



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 Sooper 5 practising these daily good habits.

- 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!

A Note to Parents/Guardians: Family Time 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. 2022
Issue 1



FARRER PARK
PRIMARY SCHOOL

P1 CCE (FTGP) Units

Theme	P1 Units
Understand and Care for Myself	In My New School
	Understanding My Feelings
	Staying Safe in the Cyberworld
	Good Touch, Bad Touch
Do My Best	What Is Important
	Follow What Is Right
Care and Respect for Others	Caring for Family and Friends <i>(includes VIA planning and reflection)</i>
	Different Yet Similar
Our Singapore and the World	Playing My Part In Total Defence
	ASEAN Story
	Respecting My Friends
	Singapore, Our Home

FPPS Approach

GROWTH MINDSET:

Why should I work hard?

EFFECTIVE EFFORT:

How can I work hard?

TIME

PERSISTENCE

USE OF FEEDBACK

FOCUS

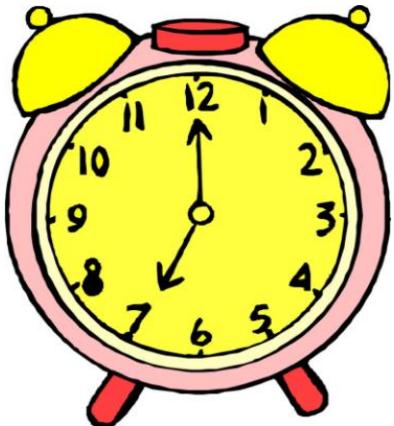
COMMITMENT

RESOURCEFULNESS



The 6 Elements of Effective Effort

Pupils will learn these in P1



Time

Put in the time to do our work

Persistence

Keep trying even when I am stuck

Focus

Listen in class and pay attention to our work



NEVER GIVE UP



FARRER PARK
PRIMARY SCHOOL

Values Inculcation At Home

- Be Good Role Models
- Share Personal Experiences
- Recognise and Affirm Good Behaviour
- Communicate Effectively
- Monitor Television and Internet Use



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 classes are
in level 2.
The FTs will direct you to
the classroom.

