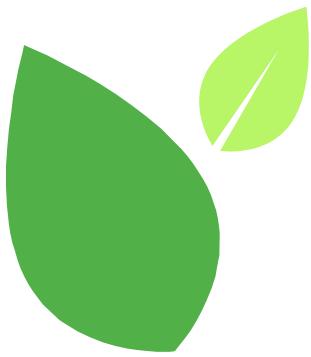




Primary 1

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

Miss Tan Ee Leng Elaine	Master Teacher English
Miss Sharon Cardoza Ann	HOD CCE
Miss Lee Su Ping	HOD Mother Tongue
Mr Razli Abdol Jalil	HOD PE/CCA
Miss Michell Chia Yuen Feng	HOD English
Miss Loh Siew Yi	HOD Mathematics
Miss Vivian Chiau Siang Chin	HOD Student Management
Miss Sin Sok Yeng (Sharon Yang)	HOD Science
Miss Lee Sze Ru	School Staff Developer



Key Personnel

Miss Kok Xinyi Kerin	Subject Head (ICT)
Miss Teng Poh Yin Julia	Subject Head (Aesthetics)
Mr Low Tuang Lim	Subject Head (Discipline)
Miss Du Yinwei	Subject Head (Student Well-Being)
Mrs The Yu Leen	Year Head (Primary 5 & 6)
Miss Nur Faiqah Hamzah	Year Head (Primary 3 & 4)
Mdm Nurilhuda Ahmad	Assistant Year Head (Primary 1 & 2)
Mdm See Pek Hwa Joanne	Assistant Year Head (Primary 5 & 6)



Primary 1

Total Curriculum Briefing

Programme Outline

1. CHARM
2. Assessment Matters
3. English
4. Mathematics
5. Mother Tongue
6. CCE
7. PAM (PE, Art, Music)
8. PAL



Student Outcomes

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

21st Century Competencies

English

Mathematics

Science

Mother Tongue

PE, Art,
Music

Character &
Citizenship
Education

PAL

Co-curricular
Activities

Total Curriculum



Whole Child

Performance
Character

CHARM
Learning
Dispositions

Growth Mindset
Effective Effort

Moral
Character

Social
Emotional
Competencies

GRAIN
Values

Confident Child

CHARM

Learning

Dispositions



CHARM

- ▶ Curiosity
- ▶ Humility
- ▶ Adaptability
- ▶ Reflectiveness
- ▶ Motivation



CHARM Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	<ul style="list-style-type: none">✓ Asks questions to learn more✓ Shows interest in exploring new ideas
Humility	<ul style="list-style-type: none">✓ Cooperates well with others in a group learning setting✓ Respects ideas shared by peers✓ Listens actively to what others have to say
Adaptability	<ul style="list-style-type: none">✓ Responds positively when faced with difficulties

CHARM Learning Dispositions

Learning Disposition	Observable Actions
Reflectiveness	✓ Acts on feedback to improve (Use of Feedback)
Motivation (Joy of Learning)	<ul style="list-style-type: none">✓ Participates actively in learning.✓ Completes homework assigned with effort (Commitment)✓ Pays attention in class (Focus)



Observing CHARM in Students

Edusave Merit Bursary Good Progress Award (P2 onwards)

Collective decision by teachers based on observation of learning dispositions (CHARM)

For Singapore Citizens

Subjected to MOE's approval



Assessment Matters



Non-Weighted Assessment

- Transition from kindergarten to primary school
- Check for understanding
- Focus on the process of learning, enjoy learning and experience success along the way
- Variety of assessment tasks depending on the learning and progress of our pupils
- 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



HOLISTIC DEVELOPMENT PROFILE (HDP)

HOW DO I USE IT ?



This is a report card to update you on how your child has developed in both academic and non-academic areas, and how you can work with teachers to support your child in his growth.



So, what does it consist of?

1



ACADEMIC
LEARNING
PROGRESS

2



CONDUCT, COMMENTS
AND PERSONAL
QUALITIES

3



PHYSICAL FITNESS,
VALUES-IN-ACTION, CCAs,
ENRICHMENT AND
AWARD

How can I support my child in these areas?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

Essentially, it means that you should...

{ Focus on your child's
HOLISTIC DEVELOPMENT }

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



English Language



Learning Outcomes for P1

Semester 1

Listening	1. Listen attentively and follow simple instructions
Speaking	2. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations and discussions
Reading	3. Demonstrates basic word recognition skills (know the letters of the alphabet, able to pronounce words accurately) 4. Understand P1 texts (e.g., STELLAR texts) and is able to identify simple aspects of fiction (e.g., main characters and setting)
Writing	5. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing

Learning Outcomes for P1

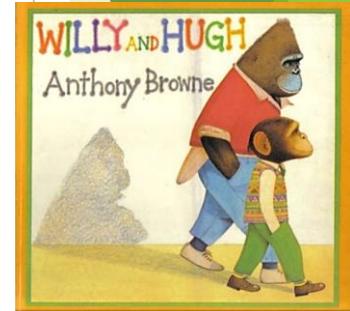
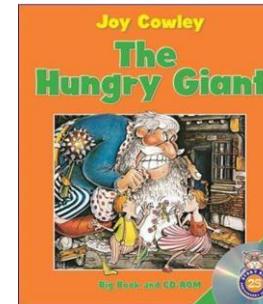
Semester 2

Listening	1. Listen attentively and follow simple instructions
Speaking	2. Speak clearly to express their thoughts, feelings and ideas
Reading	3. Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression
Writing	4. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing 5. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events

Key Programmes

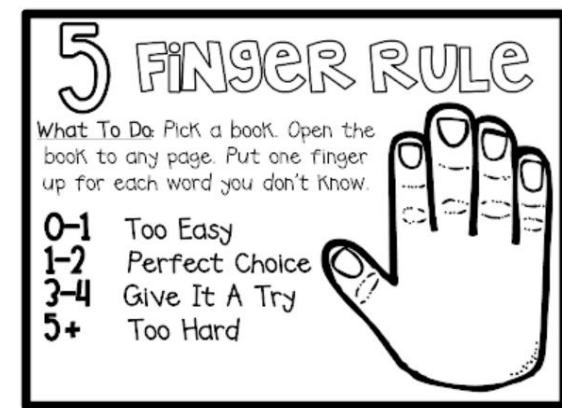
Process Drama

- used to explore a theme or a problem, produced in a classroom setting
- language acquisition & appreciation
- character & citizenship education
- social & emotional learning
- critical & inventive thinking
- integrated with stories that pupils read during English lessons



Extensive Reading programme

- ❖ aims to promote a love of reading
 - school library visits
 - reading periods
 - Read Every Day (RED)
 - 10-minutes silent reading during EL lessons



source: <http://ayearofmanyfirsts.blogspot.com/2012/11/five-finger-rule.html>

How you can help your child

- ❖ Go to the library together
- ❖ Allow your child to choose books to read and reread
- ❖ Read to and with your child (or, have your child read to you)
 - reading in a mother tongue language also fosters a love for books and knowledge
- ❖ Talk about the books and characters read
- ❖ Playing language games like word scavenger hunt.
(Looking for a word in the book.)



How you can help your child

- ❖ Reading aloud a book and asking your child to identify words beginning with the same sound, for example, '*p*' – *pancake, pick, put, police, pat, etc.*
- ❖ Helping your child learn more interesting words by thinking of new words to replace known words, for example, '*big*' – *huge, enormous, large, gigantic, etc.*
- ❖ Getting your child to retell a story to you in his or her own words
- ❖ Suggesting that your child give a different ending to the story read

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



Key Programmes



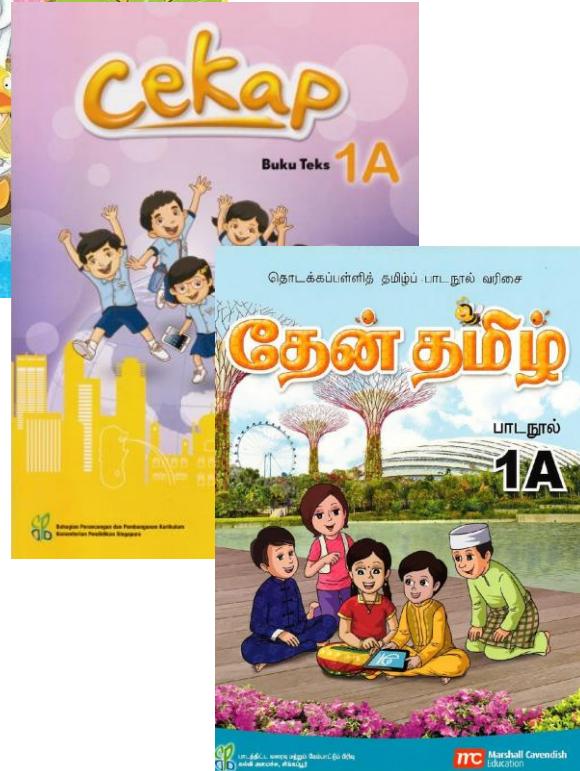
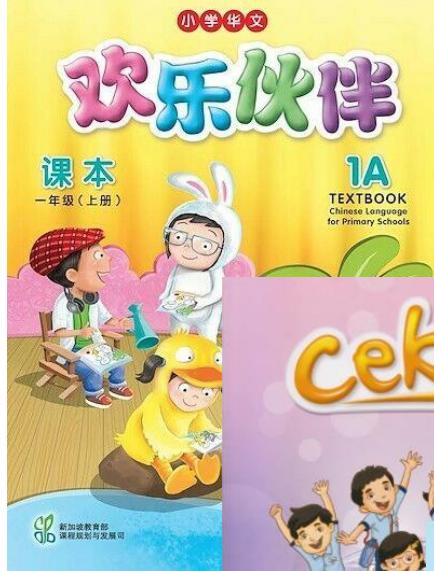
- ★ **Maths Games**
 - Logical Reasoning
 - Critical Thinking

- ★ **Financial Literacy**
 - Earn, Save, Spend & Donate

.

Mother Tongue





Why it is important to learn MTL in school

- Communicate more effectively in MTL
- Appreciation of cultural heritage
- Connect with wider communities across Asia and the world

Learning Outcomes for P1

Semester 1

Listening	1. Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and/or respond to simple questions related to daily life.
Reading	4. CL: Recognise characters taught in Primary 1. ML: Recognise words taught in Primary 1. TL: Recognise letters and words taught in Primary 1.
Writing	5. 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	1. Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	2. Ask and/or respond to simple questions related to daily life.
Reading	3. Read aloud Primary 1 texts with accuracy. 4. Understand Primary 1 texts and are able to identify some details with guidance.
Writing	5. CL & ML: Write words, phrases and simple sentence(s) about daily life with guidance. TL: Write words and simple phrases with guidance.



FARRER PARK
PRIMARY SCHOOL

Programmes to support MTL curriculum



- Reading Programme**
- Process Drama**
- MTL Fortnight**

Reading Programme

STAR Reading Card

Hands-on activities (such as design a book jacket, draw favourite part of the story, act out your favourite character, create hand puppets, share moral of the story etc.)



Process Drama

Students will take on roles during process drama to explore different perspectives based on a picture book.



MTL Fortnight

Students are exposed to cultural activities to deepen understanding of cultural heritage.

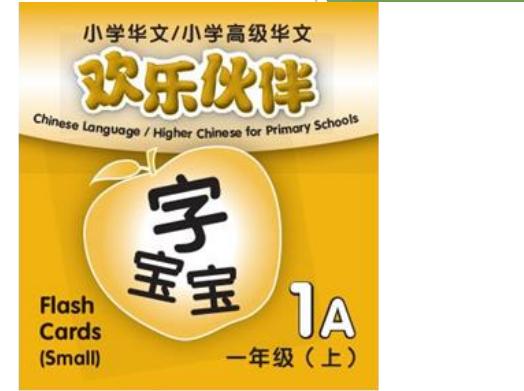


How can parents support your child's learning at home?

- Read MT books with your child regularly
- Watch MT TV programmes suitable for children
- Have a 'Speak MT Day' at home
- Play games
- Use ICT resources
- Watch e-sharing sessions and view e-exhibits at the annual Mother Tongue Languages Symposium (MTLS)

Revise with your child

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



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

Character and 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.

My child did a good job!
 Parent's / Guardian's signature

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!

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

Word Search



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

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



P1CCE (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 V/A 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

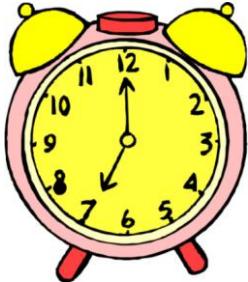
FOCUS

COMMITMENT

RESOURCEFULNESS

The 6 Elements of Effective Effort

Pupils will learn these in P1



Time

Put in the time
to do our work

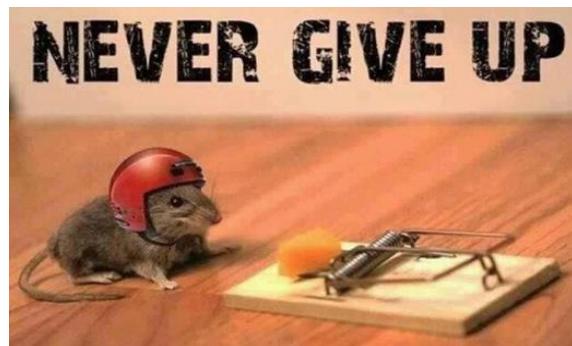


Focu

Listen in class and pay
attention to our work

Persistence

Keep trying even
when I am stuck



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, 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.



Movement Concepts

- ▶ Body Awareness
- ▶ Spatial Awareness
- ▶ Effort
- ▶ Relationships



MUSIC Learning Outcomes

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



Instrumental Skills

Level	Instruments
P1/P2	Small percussion instruments/ Xylophones/ Keyboard
P3	Global Percussion Instruments
P4	Ukulele
P5/P6	Ensemble-Playing



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.



ART Experience

- ▶ Modelling Clay
- ▶ Water Colour, Traditional Painting
- ▶ Mixed medium collage
- ▶ Ceramics
- ▶ Observational Drawing
- ▶ Digital Drawing
- ▶ Photography



Why we need PAM

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



Programme for Active Learning (PAL)



Learning Outcomes

- ▶ Students learn socio-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.



Thank You

