Unity Primary School

UNITY PRIMARY SCHOOL

In Unity, We Achieve

Parents Information Booklet 2026

Primary 1

SCHOOL

PREFACE

Dear Parents

We would like to welcome you and your child to Primary 1 in Unity Primary School. It is our privilege to partner you in supporting your child as he/she begins his/her primary school journey.

Our Department Heads and Primary 1 subject teachers have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes for the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More specific information on the weighted assessment items will be given at the beginning of each term.

We hope that this booklet will be helpful to you and enable you to support your child better.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. Learning and growth at Unity Primary goes beyond just the academics to include the holistic development; striking a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

We look forward to a fruitful partnership with you as we commit to the nurturing of each child and maximising his/her potential.

Yours sincerely,
Mrs Finella Goh
Principal

CONTENT PAGE

ENGLISH LANGUAGE

AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS
The Primary English Language Syllabus aims to enable all students to:

1. **Listen, read and view** critically and with accuracy, show understanding and appreciation of a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
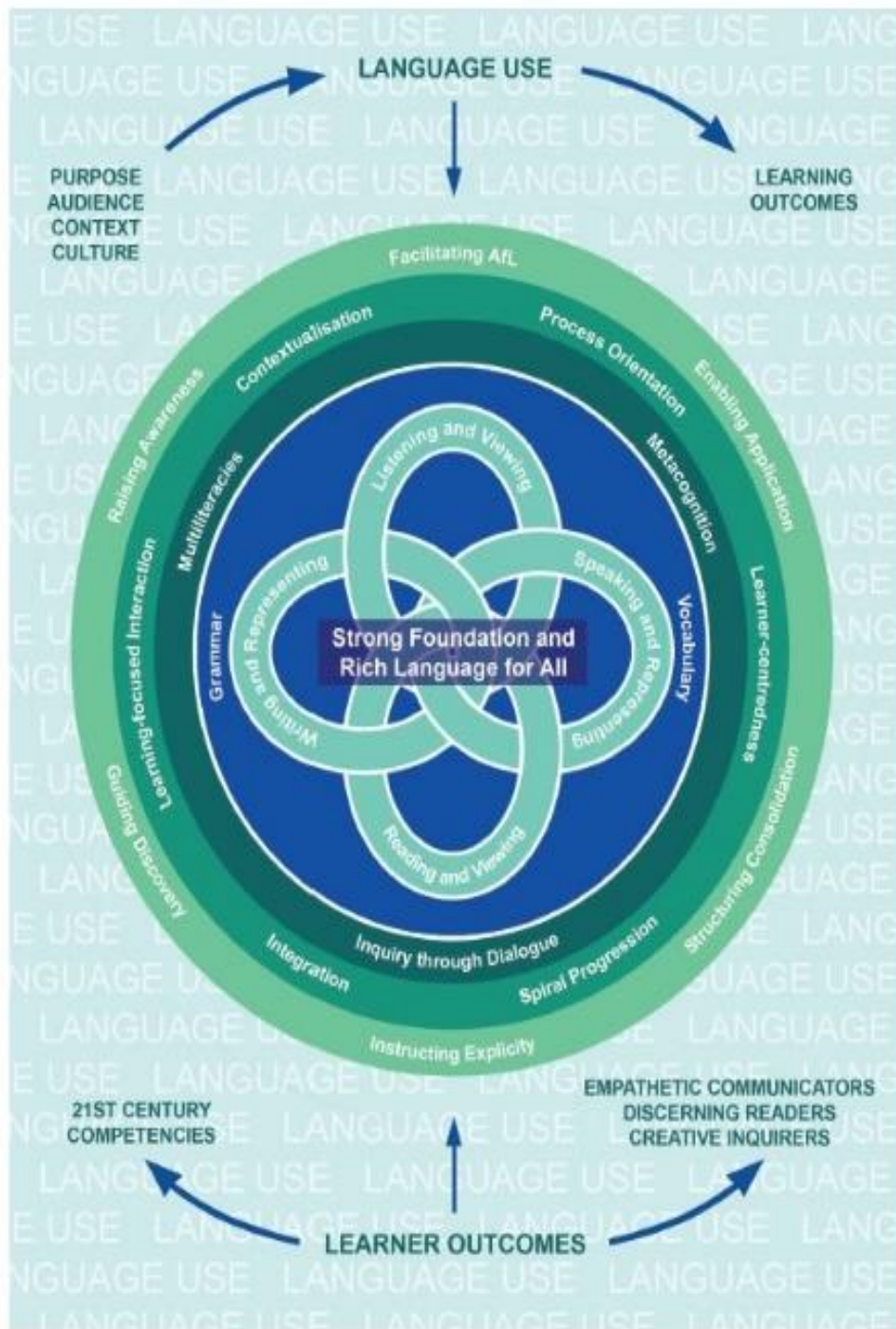
ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2020* is to develop effective language use. Besides developing in children, the love for reading and a strong foundation in the English Language, STELLAR 2.0 aims to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

They will learn to communicate confidently, effectively and sensitively while working towards shared goals. As they distinguish between fact and falsehood, they will be able to process information more critically and with discernment.

Students' language use is reflected in the following areas of language learning:
- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary

LANGUAGE USE

PURPOSE
AUDIENCE
CONTEXT
CULTURE

LEARNING
OUTCOMES

Facilitating AfL

Contextualisation

Process Orientation

Raising Awareness

Multiliteracies

Listening and Viewing

Metacognition

Enabling Application

Learning-focused Interaction

Grammar

Writing and Representing

Speaking and Representing

Vocabulary

Learner-centredness

Strong Foundation and
Rich Language for All

Guiding Discovery

Reading and Viewing

Structuring Consolidation

Integration

Inquiry through Dialogue

Spiral Progression

Instructing Explicitly

21ST CENTURY
COMPETENCIES

EMPATHETIC COMMUNICATORS
DISCERNING READERS
CREATIVE INQUIRERS

LEARNER OUTCOMES

Approach to
EL Teaching and Learning

EL Teaching Processes
(ACoLADE)

Principles of
EL Teaching and Learning
(CLLIPS)

Pedagogical Emphases
(Multiliteracies,
Metacognition, Inquiry
through Dialogue)

Knowledge about
Language

Receptive and
Productive Skills

SCOPE OF LEARNING

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

Language Skills	Components / Tasks
Listening & Viewing	**Sound Discrimination** Students will have to listen and pick the correct pictures based on the beginning or ending sounds of each given set of words. **Specific Information** Students will have to listen to specific information and match with the correct picture. **Picture Association** Students will have to listen and pick the correct pictures that best match the given statements.
Speaking & Representing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Speak to CAPtivate** Students will be required to present a performance item after going through 8 weeks of Speech and Drama workshop. **Reading and Recording using Moo-O** Students will be required to do a recording of a story with their group members using Moo-O.
Reading & Viewing	**Read part of a Big Book to English Teacher** Students will be required to read a part of a Big Book to the English teacher.
Writing & representing	**Spelling** Students will be required to spell words from the STELLAR readers. **MLEA (Individual Writing)** Students will demonstrate their ability to organise their ideas coherently by writing on a given topic.
Language Use	**Explicit Skills Instruction** Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use: - Grammar MCQ - Vocabulary MCQ - Grammar Cloze - Word Order - Comprehension

PROGRAMMES

STELLAR

The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. The key strategies used in the lower primary classrooms are the Shared Book Approach and Modified Language Experience Approach.

Shared Book Approach (SBA)

There are two parts to the Shared Book Approach. First, the teacher introduces and shares a Big Book with the students. In the second part, the teacher teaches language items, structures and skills explicitly, including concepts of print, phonics and grammar.

There is a range of follow-up activities such as drama and art and craft for teachers to select according to their students' learning needs.

Modified Language Experience Approach (MLEA)

In MLEA, there is a shared experience that is linked to the Big Book that has been read during Shared Reading. The shared experience provides the context and content for the students to think and talk about, using the target language structures and vocabulary they have been exposed to in SBA.

With the help of the teacher who transcribes the students' input, they will come up with a piece of class writing. This becomes the basis for group writing, when the students work in small groups, before they go on to individual writing.

The whole process is scaffolded for success and students also learn about cooperative learning as they work together in mixed-ability groups.

Learning Support Programme for English (LSP)

This programme provides learning support to students who enter Primary 1 with weak English language and literacy skills. Students are identified for LSP through a systematic screening process carried out at the beginning of Primary 1. The students will be equipped with basic literacy skills so that they could access learning in the regular classroom.

Applied Learning Programme (ALP)

Learning comes alive when students are involved in hands-on and experiential learning. This programme embeds the critical thinking elements that build on learning in the classroom, and takes it forward to enrich students' overall learning.

RESOURCES USED
1. STELLAR Learning Sheets
2. Penmanship Book
3. School Based Packages
4. Moo-O Application
5. Extensive Reading
6. Speak to CAPtivate (Speech and Drama class conducted by EL teachers)

MATHEMATICS

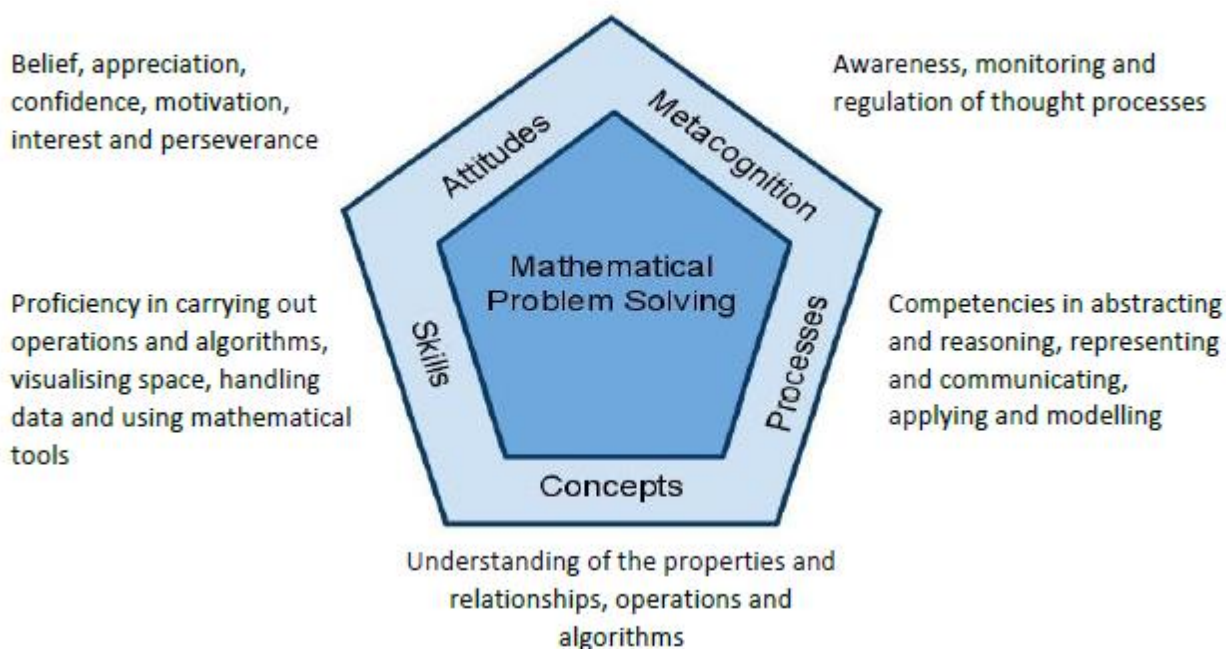## AIMS OF MATHEMATICS EDUCATION IN SCHOOLS
The Primary Mathematics Syllabus aims to enable all students to:
1. Acquire and apply mathematical concepts and skills
2. Advance cognitive and metacognitive skills through a mathematical problem-solving approach
3. Develop positive attitudes towards Mathematics.

MATHEMATICS FRAMEWORK
The central focus of the framework is mathematical problem-solving; that is, using mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of Mathematics at all levels, from primary to tertiary. It advocates for a well-rounded and practical approach to mathematics education. It values not only the acquisition of knowledge but also the development of positive attitudes towards Mathematics, as well as application of mathematical principles in real-world situations.

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Awareness, monitoring and regulation of thought processes

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms

Scope Of Learning

Content Chart	Component/ Tasks
(A) Numbers to 100	1. Counting to tell the number of objects in a given set 2. Number notation, representation and place values (tens, ones) 3. Reading and writing numbers in numerals and in words 4. Comparing the number of objects in two or more sets 5. Comparing and ordering numbers 6. Patterns in number sequences 7. Ordinal numbers (first, second, up to tenth) and symbols (1st, 2nd, 3rd, etc) 8. Number bonds for numbers up to 10

Content Chart	Component/ Tasks

(B) Addition & Subtraction	1. Concepts of addition and subtraction
	2. Use of +, — and =
	3. Relationship between addition and subtraction
	4. Adding more than two 1-digit numbers
	5. Adding and subtracting within 100
	6. Adding and subtracting using algorithms
	7. Solving 1-step word problems involving addition and subtraction within 20
	8. Mental calculation involving addition and subtraction
	   • within 20
	   • of a 2-digit number and ones without renaming
	   • of a 2-digit number and tens

(C) Multiplication & Division	1. Concepts of multiplication and division 2. Use of × and ÷ 3. Multiplying within 40 4. Dividing within 20 5. Solving 1-step word problems involving multiplication and subtraction with pictorial representation

(D) Money	1. Counting amount of money
	   • in cents up to $1
	   • in dollars up to $100
	2. Solving 1-step word problems involving addition and subtraction of money in dollars or in cents only

(E) Length	1. Measuring length in centimetres 2. Use of abbreviation cm 3. Comparing and ordering lengths in cm 4. Measuring and drawing a line segment to the nearest cm
(F) Time	1. Telling time to 5 minutes 2. Use of "am" and "pm" 3. Use of abbreviations h and min 4. Duration of one hour / half hour
(G) Shapes	1. Identifying, naming, describing and classifying 2D shapes – rectangle, square, triangle, circle, half circle and quarter circle 2. Forming different 2D shapes with rectangle, square, triangle, half circle and quarter circle 3. Identifying the basic shapes that make up a given figure 4. Copying figures on dot grid or square grid

| Content Chart	Component/ Tasks
(H) Picture Graphs	1. Reading and interpreting data from picture graphs

PROGRAMMES

Engagement

Students are engaged in a series of learning activities to explore and learn mathematical concepts and skills. From concrete manipulatives and experiences, scaffolding is provided to help students uncover abstract mathematical concepts and deepen conceptual understanding. Students are also given opportunities to apply concepts and skills learnt to achieve mastery.

Problem-Solving

SPARK Framework

We infused Polya's steps in problem solving into our problem-solving framework – SPARK. Effective questioning is used to guide students in their thought processes to scaffold and aid problem-solving.
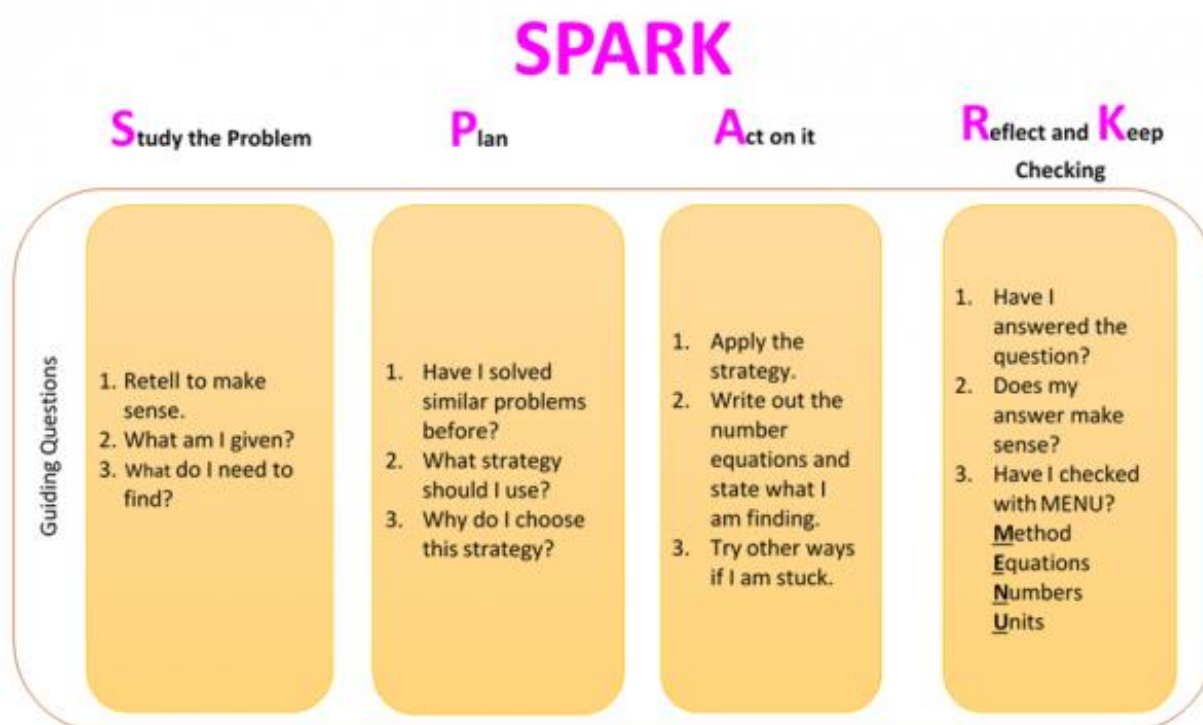
Heuristics Package

Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving and these strategies are cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.
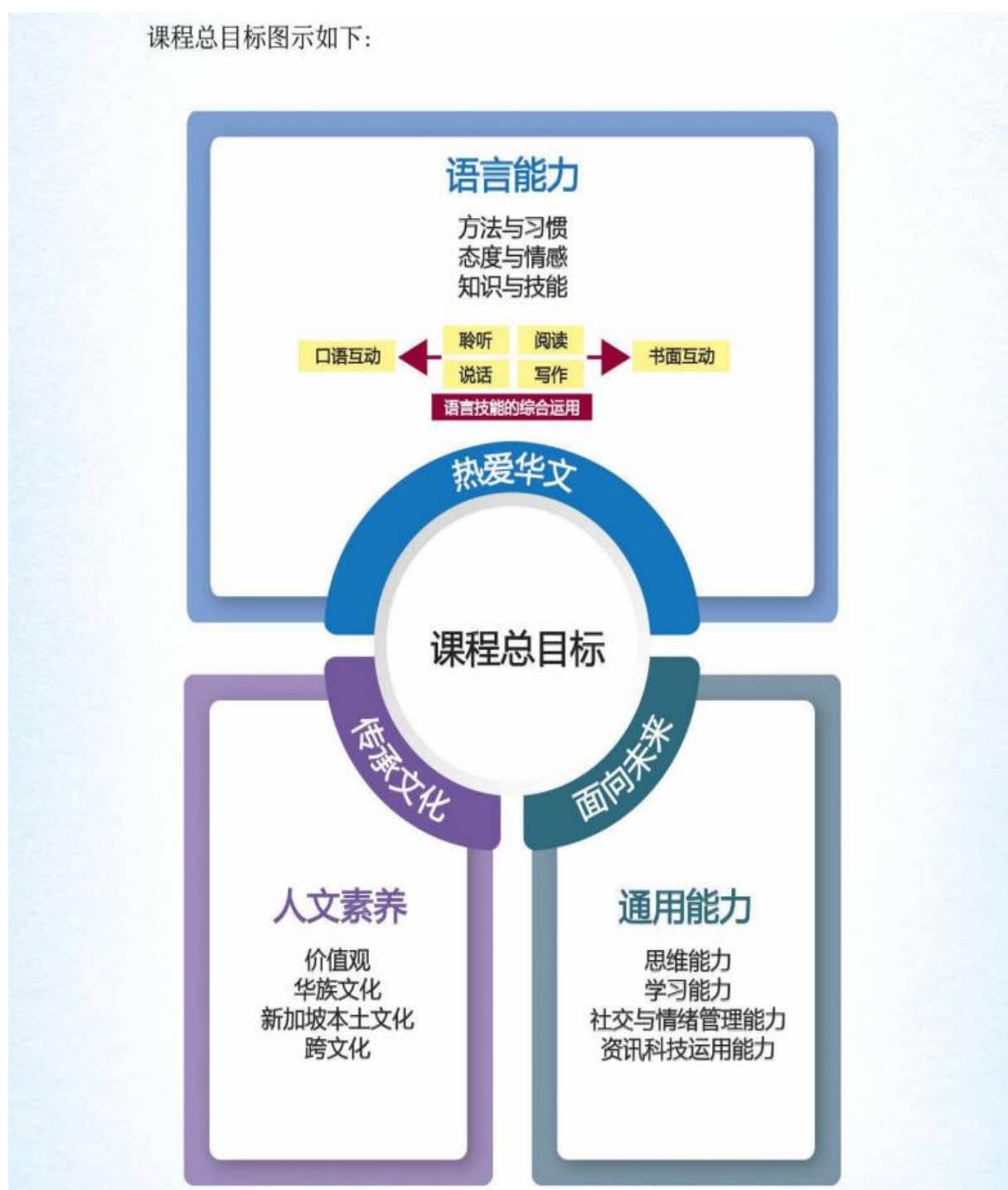
RESOURCES USED

1. Primary Mathematics Textbook & Practice Book 1A & 1B
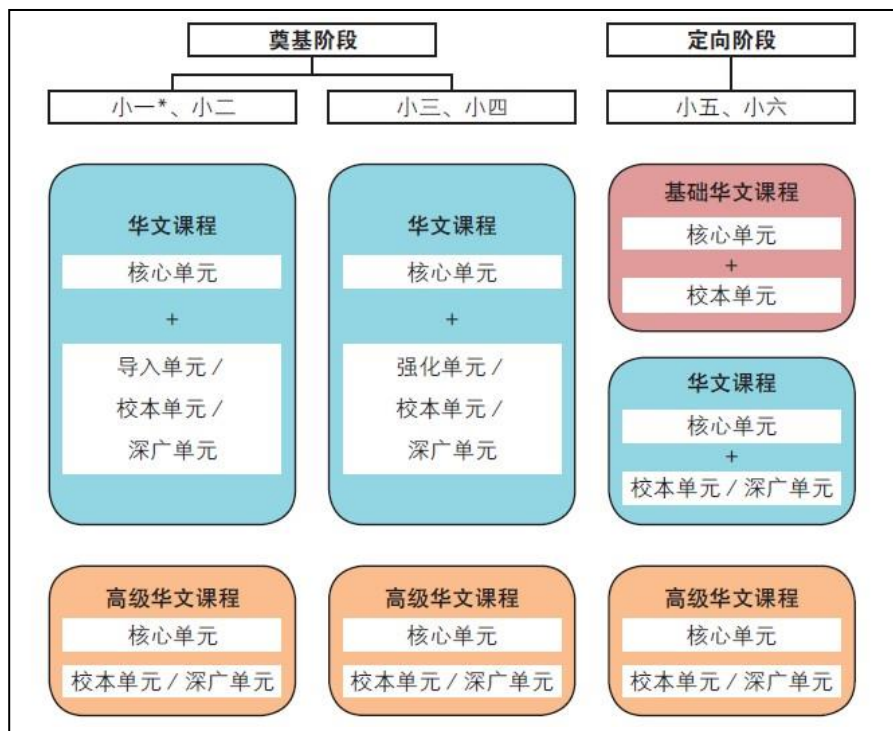2. Topical Learning Sheets
3. Heuristics Booklet

华文

小学华文课程的总目标

1) 培养语言能力
2) 培养人文素养
3) 培养通用能力

课程总目标图示如下：

课程架构

- 小学各课程采用单元模式，以照顾学生家庭语言背景的不同和学生能力的差异，使华文教学更具灵活性。
- 修读华文课程的学生都必须学习核心单元。
- 需要额外帮助的学生将学习导入单元；能力较强的学生将学习深广单元。
- 导入单元的教学会安排在核心单元教学之前；深广单元的教学则在核心单元教学之后。
- 学校在第一会为一年级的学生进行单元分班（导入、核心或深广班）。教师将通过以下几方面来进行评估：
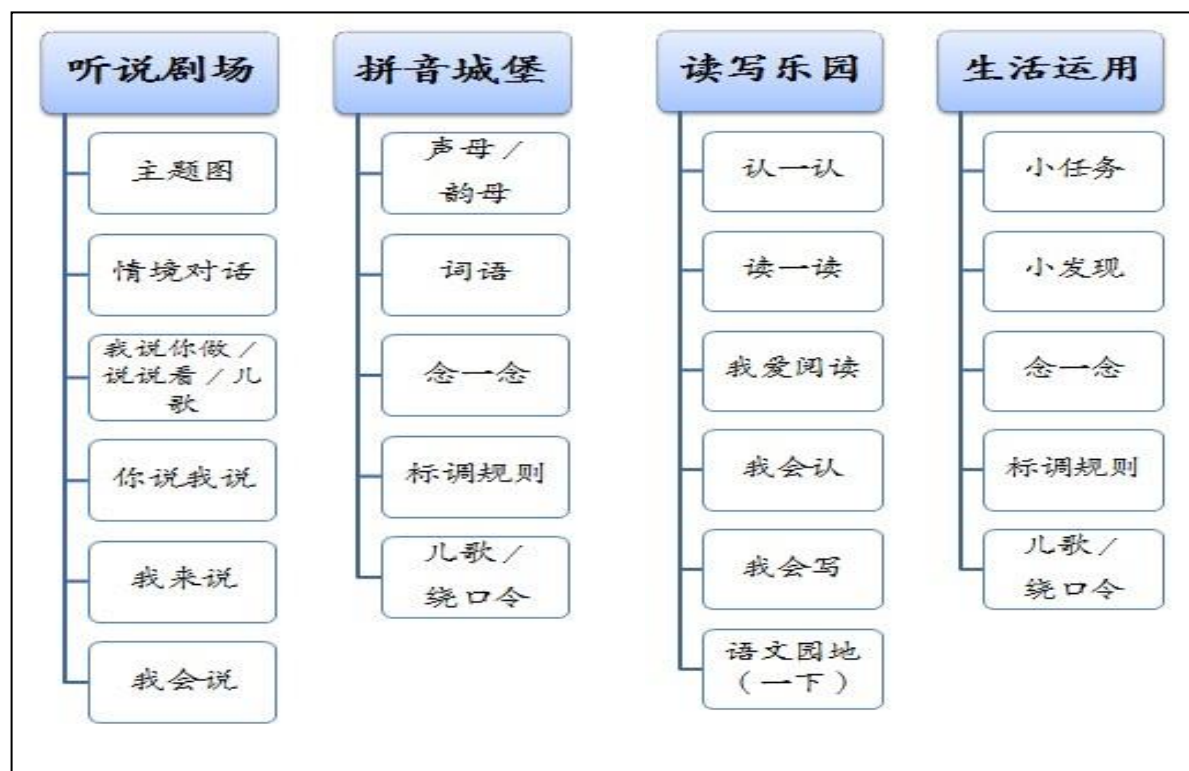 - 学生的课堂表现
  - 学生的学习态度
  - 学生的学习成绩

单元模式的主旨不在于将学生分流， 而是为了让不同能力的学生能以最适合他学习的进度来学习华文。

教材特点

- 听说、读写分流并进
- 围绕六大范畴，按照主题组织教学内容
- 系统地培养语言知识与技能
- 重视资源开发，综合的教学配套

课堂教学	
纸本教材	课本、活动本、习字本、校本配套
数码资源	SLS 平台、易知识平台

课本体例

班级阅读计划（第一至第四学段）
通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。

母语双周活动（第三学段）
为了让学生有多点机会接触母语和认识华族的传统文化，学校安排各级学生参与并体验不同主题的文化活动。

评价
评价的形式多元，除了考查学生的学习成果，老师们也会对学生在不同方面的学习能力、兴趣和需要进行更全面的了解。

全面性评价
全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，在"德、智、体、群、美"五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

MALAY LANGUAGE

TUJUAN PEMBELAJARAN BAHASA MELAYU
Kurikulum Bahasa Melayu Sekolah Rendah bertujuan untuk membolehkan murid:

Rajah 2: Tujuan Pembelajaran dan Pengajaran Bahasa Ibunda
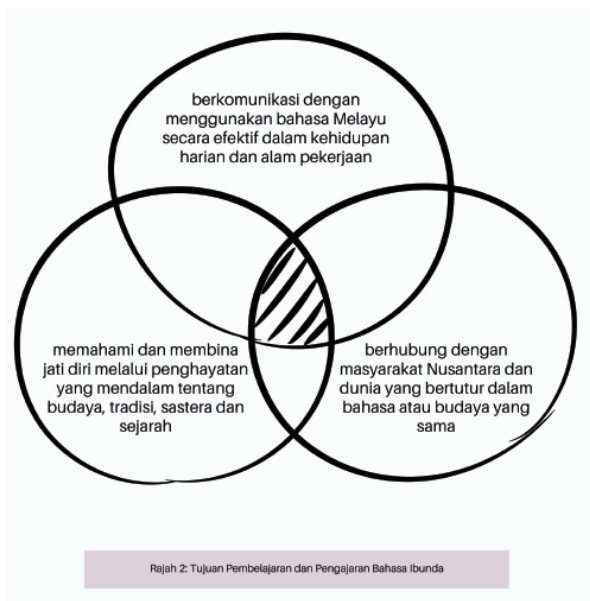
OBJEKTIF PEMBELAJARAN BAHASA MELAYU
Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:
- mendengar dan memahami teks pertuturan dengan teliti dalam situasi formal dan tidak formal dengan memberikan tindak balas atau respons yang wajar,
- bertutur dengan petah berdasarkan konteks yang berkaitan dengan diri dan sekitarnya,
- membaca pelbagai bahan bercetak dan bahan media elektronik dan digital dengan menggunakan teknik membaca yang sesuai dan berkesan untuk memperoleh maklumat, idea dan pengetahuan serta memberikan respons yang sesuai,
- menulis pelbagai jenis teks tentang pelbagai tajuk yang sesuai berdasarkan tujuan, khalayak dan situasi,
- berinteraksi secara lisan dan bertulis dengan berkesan tentang perkara-perkara yang berkaitan dengan diri dan sekitarnya, mengenai pelbagai tajuk yang sesuai berdasarkan tujuan, khalayak dan situasi,
- berfikir secara kreatif, kritis dan adaptif untuk menguasai, meneroka, mereka cipta, menyelesaikan masalah, mencapai persetujuan bersama dan membuat keputusan tentang sesuatu perkara melalui penggunaan bahasa,
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu serta budaya dan nilai negara dan kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

PROGRAM DAN AKTIVITI PEMBELAJARAN
Program dan aktiviti pembelajaran Bahasa Melayu di sekolah ini disesuaikan dari segi pendekatan, kaedah, isi kandungan serta bahan pengajaran mengikut keperluan, keupayaan dan gaya belajar setiap murid. Pembelajaran berpusatkan murid ini dapat meningkatkan pelibatan koperatif dan kolaboratif di dalam dan di luar bilik darjah. Selain itu, murid juga melibatkan diri secara aktif dalam pembelajaran untuk meningkatkan kemahiran berfikir kerana mereka diberi peluang untuk menyoal, menghasilkan idea dan mengemukakan serta berkongsi pendapat serta menyampaikan hasil perbincangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Mendengar	Kefahaman Mendengar • Murid mendengar dan memahami teks. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	Bacaan Lantang • Murid membaca pelbagai jenis teks dengan sebutan baku, intonasi, jeda dan kelancaran yang betul serta memahami bahan yang dibaca. Mereka juga diberi peluang untuk menilai bacaan mereka secara kendiri atau berpasangan. Kefahaman Membaca • Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai. Program Membaca • Untuk menanam minat membaca buku-buku Bahasa Melayu, program membaca secara berstruktur, SOAR (**S**park interest, **O**pen minds, **A**ppreciate cultural roots, **R**ise as a bilingual reader atau Terbang Tinggi Bersayapkan Buku) akan dijalankan. Setiap minggu, satu masa pelajaran selama 30 minit diperuntukkan untuk guru dan murid-murid melakukan pelbagai aktiviti yang berkaitan dengan membaca. • Selain itu, masa selama lebih kurang 10 minit setiap hari diperuntukkan untuk murid membaca buku cerita atau bahan bacaan lain dalam Bahasa Melayu. Kemudian, murid merekodkan buku yang telah mereka baca dalam rekod bacaan mereka.
Bertutur	Bertutur • Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	Menulis • Murid melengkapkan atau menulis beberapa ayat untuk menjadikan sebuah cerita berdasarkan rangsangan.
Interaksi Penulisan	Interaksi Penulisan • Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.
Interaksi Lisan	Pembelajaran Kolaboratif Lisan • Murid akan melakukan tugasan secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Bahasa dan Budaya	Minggu Dwibahasa Ibunda • Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz dan bengkel untuk membolehkan murid menggunakan Bahasa

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
	Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan.

KANDUNGAN SKOP TATABAHASA
Berikut adalah aspek tatabahasa yang akan dipelajari:

• Kata Berimbuhan (meN-,beR-,teR-,peN-,-an,-kan) • Kata Ganda Penuh • Kata Nama	• Kata Kerja • Kata Adjektif • Kata Tugas (kata hubung, kata arah) • Ayat Tunggal

BAHAN PEMBELAJARAN
1. Buku Teks Cita 1A & 1B
2. Buku Aktiviti Cita 1A & 1B
3. Buku Kecil (4 siri) 1A & 1B
4. Lembaran Kerja Darjah 1
5. Ruang Belajar Pelajar (SLS)

TAMIL LANGUAGE

<u>தமிழ்மொழிக் கற்றல் நோக்கங்கள்</u>

தொடக்கநிலை தமிழ்மொழிப் பாடத்திட்டம், அடிப்படை மொழித்திறன்களில் முறையாகப் பயிற்சி பெறுவதையும், கருத்துப்பரிமாற்றத் திறன்களை வளர்த்தலையும், நாட்டு உருவாக்கத்திற்குத் தேவையான பண்பாட்டையும் விழுமியங்களையும் உள்ளுணர்ந்து கற்பதையும் கற்றல் நோக்கங்களாகக் கொண்டுள்ளது.

தொடக்கநிலை 1 மாணவர்கள் நான்கு அடிப்படை மொழித்திறன்களில் திடமான ஆதாரம் பெறும் வகையில், பாடத்திட்டம் அமைந்துள்ளது.

கேட்டல்

- எளிய கட்டளைகளையும் அறிவிப்புகளையும் கேட்டுத் தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.
- எளிய பேச்சுரைகளையும் பாடல்களையும் கதைகளையும் பகுதிகளையும் கேட்டுத் தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.
- ஒலி / சொல் / பொருள், இவற்றுக்கிடையே உள்ள தொடர்பைப் புரிந்துகொள்வார்கள்.
- தமிழ் எழுத்துக்கள், எளிய சொற்கள், சொற்றொடர்கள் ஆகியவற்றைக் கேட்டுப் புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

பேசுதலும் பேச்சுவழிக் கருத்துப்பரிமாற்றமும்

- அன்றாட வாழ்க்கையோடு தொடர்புடைய சிறு கலந்துரையாடல்களில் வழிகாட்டுதலுடன் ஈடுபடுவார்கள்.
- கலந்துரையாடலில் ஈடுபட்டுத் தங்கள் கருத்தை / விருப்பங்களை / உணர்வை வெளிப்படுத்திப் பேச்சுத்தமிழில் இயல்பாகப் பேசுவார்கள்.
- மற்றவர்களிடம் தங்கள் சந்தேகங்களைக் கேட்டுத் தெளிவுபடுத்திக் கொள்வார்கள்.
- படத்தைப் பார்த்தோ பொருளைச் சுட்டிக்காட்டியோ தங்கள் கருத்துகளைச் சரியான உச்சரிப்புடன் பேச்சுத்தமிழில் வெளிப்படுத்துவார்கள்.

படித்தல்

- தனி எழுத்துக்களையும் சொற்களையும் அடையாளம் கண்டு, எழுத்துக்கூட்டிச் சரியான உச்சரிப்போடு சரளமாக வாய்விட்டுப் படிப்பார்கள்.
- எளிய சொற்றொடர்களையும் வாக்கியங்களையும் அடையாளம் கண்டு வாசித்துத் தங்கள் புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

எழுதுதல்

- தமிழ் எழுத்துக்களைத் தெளிவாகவும் வரிவடிவம் சிதையாமலும் பிழையில்லாமல் எழுதுவார்கள்.
- படித்த எழுத்துக்களையும் சொற்களையும் வழிகாட்டுதலுடன் எழுதுவார்கள்.

<u>பரிந்துரைக்கப்படும் எழுத்துக்களின் வரிசைமுறை</u>

தொடக்கநிலை 1	
பருவம் 1	பருவம் 2
கருத்துப்பரிமாற்றம் ட் ட டா, ப் ப பா, ம் ம மா ர் ர ரா, ச் ச சா க் க கா த் த தா, ந் ந நா வ் வ வா அகர ஆகார உயிர் ன் ன னா ண் ண ணா ல் ல லா ள் ள ளா, ழ் ழ ழா ய் ய யா, ங் ங ஙா ஞ் ஞ ஞா, ற் ற றா	பாடத்திருப்பம் இகர உயிர் இகர உயிர்மெய் ஈகார உயிர் ஈகார உயிர்மெய் உகர உயிர் உகர உயிர்மெய்

<u>இலக்கணக் கூறுகள்</u>

தொடக்கநிலை 1 மாணவர்களுக்கு, அவர்களின் வயதுக்கும் அனுபவத்திற்கும் ஏற்பவும் எழுத்து அறிமுகத்திற்கு ஏற்பவும் இலக்கணக் கூறுகள் எளிய நிலையில், பயன்பாட்டு முறையில் அறிமுகப்படுத்தப்படும்.

- உயிரெழுத்து
- மெய்யெழுத்து
- உயிர்மெய்யெழுத்து
- குறில், நெடில்
- இனவெழுத்து
- முற்றுப்புள்ளி (.)
- வினாக்குறி (?)
- ஆண்பால், பெண்பால்
- பெயர்ச்சொல், வினைச்சொல்
- சுட்டுப்பெயர்
- ஒருமை பன்மை
- மூவிடப்பெயர்
- எழுவாய் பயனிலை இயைபு
- வேற்றுமை உருபுகள்
- வினாப்பெயர்
- பதிலிடுபெயர்
- அடைமொழி

மொழி வளங்கள்

மாணவர்கள் தமிழ்மொழியை மகிழ்வுறக் கற்றுத் தன்னம்பிக்கையுடன் பயன்படுத்தவும், அவர்களுடைய அனுபவத்திற்கு உட்பட்ட சொல்வளத்தைப் பெருக்கவும் பல்வேறு வளங்கள் பாடத்திட்டத்தோடு இணைக்கப்பட்டுள்ளன. அவற்றில் சில,

- அசைவுபடக் காட்சிகள்
- ஒலிக்கோல்
- காந்த எழுத்துக்கள்
- பேசுதல் அட்டைகள்
- பெரிய புத்தகம்
- சிறுவர் கதைநூல்

மாணவர்களுக்கு இளம்வயதிலேயே வாசிப்பில் ஈடுபாட்டை வளர்த்து, வாசிக்கும் பழக்கத்தை ஊக்குவிக்க பெரிய புத்தகங்கள் அறிமுகப்படுத்தப்பட்டுள்ளன. ஒவ்வொரு பாடத்தை அறிமுகப்படுத்த, அதன் தொடக்கமாக பெரிய புத்தகங்கள் அமையும். பள்ளியில் ஆசிரியரின் துணைகொண்டும் வீட்டில் பெற்றோரின் துணைகொண்டும் கதையில் உள்ள சொற்களை வாய்விட்டு வாசித்துப் பழகி, சரியான உச்சரிப்பைக் கற்றுக்கொள்வார்கள். கதையின் நடையைப் பற்றியும் முடிவு அல்லது தலைப்பை ஒட்டியும் கலந்துரையாடல்களில் ஈடுபடுவார்கள். இது, பின்னாளில் மாணவர்களின் சிந்தனை வளர்ச்சியை ஆழப்படுத்துவதோடு சுயமாக வாசிக்கும் பழக்கத்தை நிலைநாட்டவும் உதவும்.

PHYSICAL & HEALTH EDUCATION

PHYSICAL EDUCATION (PE) IN SCHOOLS

Physical Education is an integral component of Singapore's school curriculum to develop students holistically. By emphasising the importance of movement, and an individual's interaction with the environment, Physical Education seeks to develop the whole child to bring about a nation of physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.
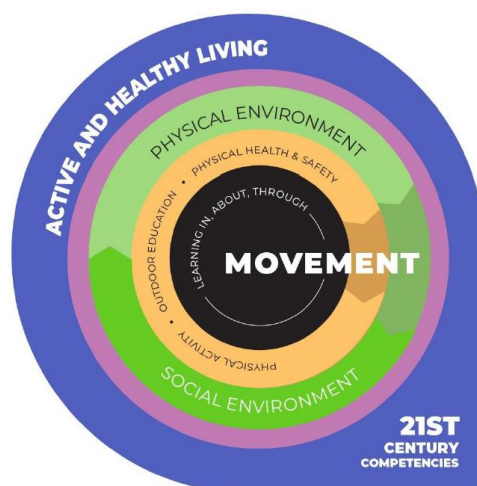

Figure 2. Physical Education Curriculum Framework

The three learning areas of Physical Activity, Outdoor Education, and Physical Health and Safety are pivotal in providing the content for design and enactment of students' meaningful learning experiences in, about and through movement. These areas leverage the physical and social environment to provide real-life contexts that strengthen students' learning. A balanced and well-designed Physical Education curriculum, delivered through effective pedagogies and purposeful assessment can enable students to apply the skills, knowledge, practices and values to lead an active and healthy lifestyle. Additionally, it can help them acquire the 21st century competencies to thrive in the fast changing and complex world.

PURPOSE AND GOALS OF PE

The purpose of Physical Education is to develop physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.

Goal 1: Movement Competence. Students are competent and confident to participate in a range of physical and outdoor activities.

Goal 2: Healthy Lifestyle Practices. Students have a personal commitment to healthy lifestyle practices in physical activity, nutrition, sleep, outdoor time and hygiene.

Goal 3: Safety Mindset. Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.

Goal 4: Core Values. Students make informed and responsible decisions with regard to personal behaviour and social interactions based on sound values-based judgements.

Goal 5: Enjoyment. Students enjoy and value physical activities and healthy living in a sustainable way.

ASSESSMENT

Physical Education Primary 1 Assessment Plan 2026

Topics	Term 1	Term 2	Term 3	Term 4
1. **Physical Activity** 2. **Outdoor Education** 3. **Physical Health and Safety**	(Wk 10) Physical Health and Safety Acquire a range of personal safety practices in school, at home and when using the road.	(Wk 7) Gymnastic Students will be able to perform a gymnastic sequence of two different movements with smooth transition.	(Wk 8) Games and Sports Students will be able to throw/catch a ball using the 2-handed underarm movement pattern to a partner 2m away.	(Wk 2) Physical Health and Safety Demonstrate good health practices and habits in personal care (eye care and UV-protection) and hygiene.
	(Wk 10) Games and Sports Students will be able to roll a ball using the underhand movement pattern with their dominant hand from a distance of 2m towards a large target.	(Wk 10) Physical Health and Safety Demonstrate good health practices (drinking water, food choices and physical activities)	(Wk 9) Dance Students will be able to perform a pre-designed movement experience to the music "Chan Mali Chan"	(Wk 6) Outdoor Education Move across a variety of ground surfaces in a familiar environment safely and confidently.

Semester 1 Learning Objectives (LO)
- LO1 - Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects (G & S)
- LO2 - Perform a gymnastic sequence of two different movements with smooth transition (GYM)
- LO5 - Demonstrate an understanding of healthy eating practices in the consumption of: i) fruit and vegetables, ii) snacks (PHS)

Semester 2 Learning Objectives (LO)
- LO1 - Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects (G & S)
- LO3 - Perform a movement experience to a stimulus, that includes timing (i.e., unison and take turns). (DANCE)
- LO4 - Discover through sensory cues different places within the school compound safely. (OE)
- LO5 - Demonstrate an understanding of healthy eating practices in the consumption of: i) fruit and vegetables, ii) snacks. (PHS)

ART EDUCATION

AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:
- enjoy art,
- communicate visually, and
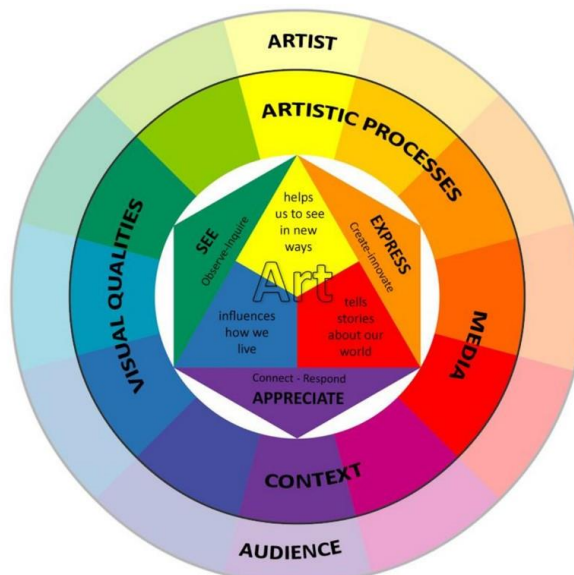- make meaning through connecting with society and culture.

Figure: Primary Art Syllabus Framework 2018

ART SYLLABUS FRAMEWORK

The art syllabus framework is presented in the form of a colour wheel. It shows the dynamic relationship between the various key features of the syllabus as an integrated concept for the learning of art to be holistic and enduring.

The three key ideas at the heart of the framework form the enduring understandings that provide focus for the teaching and learning of art. The key ideas frame the three Learning Domains of *See, Express and Appreciate* that present learning opportunities for students to develop the Key Competencies of observe, inquire, create-innovate, and connect-respond. Our students learn to *see, express and appreciate* through the four key components of the Learning Content - *context, artistic processes, media and visual qualities.* In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

SCOPE OF LEARNING ART

The learning outcomes of our school's art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of *See*, *Express* and *Appreciate*. The three behavioural domains of *seeing, expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

The school's art curriculum includes well-designed learning experiences to provide engaging and meaningful ways for students to encounter learning content through two areas:

- *Core Learning Experiences* and
- *Dynamic Learning Experiences*.

For Core Learning Experiences, students will experience drawing as a tool to develop their language, cognitive and executive function. In Primary 4 museum learning experience provides students with authentic context for the learning of local art as part of students' understanding of Singapore's history and heritage. Art exhibitions experience deepen students' understanding of the aesthetics and is an important part of their artistic learning cycle. For Dynamic Learning Experiences, the school extend students' experiences through engagement in community art and competitions.

Table 1: Domain and Key Competencies

See	Express	Appreciate
In *Seeing art,* our students observe their surrounding closely, and analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing students' observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and lived experiences.	In *Expressing* art, our students generate ideas from what they see and explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, qualities of materials, tools and six artistic processes in order to meet an artistic intention. To promote metacognition and deepen the dispositions as artist and audience, students get to present choices and voices within their art processes, progress and products through portfolio process and display platforms in tandem with their developmental capacities and interest.	In *Appreciating* art, our students acquire skills and use appropriate vocabulary to discuss and interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other cultures and context to make connections and understand the values of art in their lives and society.

PROGRAMMES

The schools' art programmes for Primary 1:

Table 2: Learning and Assessment Areas in Primary 1, 2026

	Term 1	Term 2	Term 3	Term 4
Learning Outcomes	**LO1:** Identify simple visual qualities in what they see around them **LO2:** Draw to express curiosity, ideas and things that relate to personal interests and experiences **LO3:** Play with a variety of materials and tools to create different effects in their art **LO4:** Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making **LO5:** Collect artefacts/learning evidence for portfolio based on given criteria **LO6:** Share and talk about their artworks using appropriate art vocabulary **LO7:** Discuss and relate artworks created by others to their own artworks and experiences			
Topic	**Topic:** All about Me	**Topic:** What animal represents me?	**Topic:** My Feelings	**Topic: Drawing**

	Term 1	Term 2	Term 3	Term 4
Learning and Assessment Areas	Mixed Media: Collage, assemblage or various media mixed together to create a low-relief artwork.	Sculpture: Modelling with clay to create animal figurines.	Abstraction with paint: Use of visual elements to represent emotions in an artwork. Action Painting: Use of bold gestures that engage the body to create artwork.	Learning to Draw Nurturing the Natural: Mark-making, shapes and feelings, colour exploration, personal expression, simple visual storytelling.

RESOURCES USED

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Artrage)
- National Gallery Art Reference
- Thinking Routines Charts
- Singapore Teachers' Academy for the Arts (STAR) Resources
- Reflection Checklist
- Assessment Rubrics
- Art Books (Reference)
- Student Development Curriculum Division (MOE) Resources

MUSIC EDUCATION

AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing.**
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts.

Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives.

Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural, and historical awareness.

SCOPE OF LEARNING

To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

LO1: Listen and Respond to Music
LO2: Create Music in both vocal and instrumental settings, individually and collaboratively
LO3: Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively sing and play instruments.

Students also acquire a set of Knowledge, Skills, and Values (KSVs) in listening, creating and performing with the corresponding musical elements and concepts as well as musical cultures described under "Making Connections". The figure below illustrates how the different KSVs can be acquired in an integrated way at each stage.
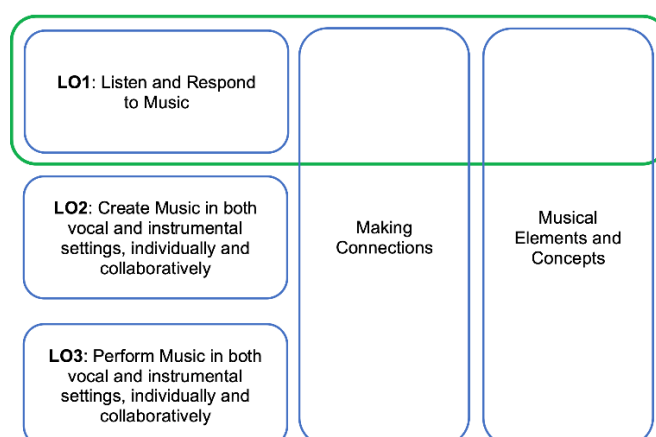
The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

On the other hand, the KSVs for **"Making Connections"** highlight the connections students can make when they listen, create and perform music in and from a variety of contexts. This includes providing students with authentic musical tasks and raising their awareness of how social, cultural and historical contexts have shaped music, as well as the music and musicians from various genres, traditions and styles in our communities. The use of core and dynamic repertoire from our local cultures and inclusion of authentic learning opportunities outside the classroom are important ways for "Making Connections".

Below are the general skills and knowledge to be acquired for Music in Stage 1 (Primary 1):

1.	Listening & Responding to Music
	a. Responding to rhythmic patterns through imitation.
	b. Responding to elements of music & moods through movement.
	c. Describing sound produced by instrument.
	d. Describing how elements of music are used for different purposes in the music they listen to.
2.	Creating Music
	a. Explore music ideas using voice & body percussion
	b. Create 1-bar rhythmic ostinato to accompany a melodic piece.
	c. Create & perform soundscape to a poem.
	d. Use graphic, e.g. lines, colours & shapes or stick notation, to record music ideas.
3.	Performing Music
	a. Singing simple chants & rhymes, call & response & simple songs using do, mi, sol, la notes.
	b. Playing simple melodies & rhythms on pitched & non-pitched instruments.

PROGRAMMES

In their musical journey at UPS, students are given opportunities to perform and showcase what they learn in class. Below are some of the programmes the students experience throughout the year.

Classroom-Based
- Singing of songs from local and global cultures [T1-T4]
- Playing non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

Level-Based
- Programme for Active Learning [T2] – to enable students to learn socio-emotional competencies through musical activities.

School-Based
- National Day Singing & Unity's Got Talent [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert.
- Children's Day [T3] – to encourage joy of learning and living through mass singing of Semogia Bahagia (May You Achieve Happiness) at the end of the concert.

ASSESSMENT

Assessment is an integral part of the teaching and learning process and helps our students become self-directed learners. It enables the teachers to monitor students' progress and to give feedback to students regularly throughout the year based on the musical activities done inside the classroom.

As a holistic part of music education, students will be exposed to the musical skills of **Listening and Responding, Creating, and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

Music Assessment Plan 2026

SEMESTER 1		SEMESTER 2	
Term 1 (0%)	**Term 2 (0%)**	**Term 3 (0%)**	**Term 4 (0%)**
FA 1 (Wk 5) Play *Engine, Engine No. 9* rhythm on a percussion instrument. (ta, ti-ti)	**FA 3 (Wk 4)** Listen to and describe how pitched and unpitched musical instruments are played and the sounds they produce.	**FA 5 (Wk 4)** Create and perform music that represent the characters from a simple storybook.	**FA 7 (Wk 4)** Compose rhythmic ostinato of at least two bars to accompany the song *Apple Tree*.
LO8 KSV 3B (i) Play **rhythmic** patterns on non-pitched classroom instruments expressively (e.g. appropriate tempo, dynamics, articulation and phrasing), and with accurate rhythm and pitch.	**LO1 KSV 1 (iii)** Describe the sound produced by instruments (e.g. low, high, jingling) and how they are played (e.g. blown, hit/struck, shaken, scraped, bowed).	**LO5 KSV 2 (iv)** Create and perform soundscapes to a given stimulus (e.g. poem, story, visuals).	**LO3 KSV 2 (ii)** Create rhythmic ostinato of at least 2 bars to accompany a melodic piece.
FA 2 (Wk 9) Listen, describe, and perform tempo or dynamics used in *Johannes Brahms' Hungarian Dance No. 5*.	**FA 4 (Wk 7)** Sing the song *Diddle Diddle Dumpling* individually while tapping the beat/doing the song actions.	**FA 6 (Wk 8)** Draw and compose music based on sounds they hear in the morning before going to school.	**FA 8 (Wk 6)** Compose a 2-bar melody using C-pentatonic scale.
LO2 KSV 1 (iv) Describe ways in which the elements of music are used for different purposes in the music they listen to, create, and perform.	**LO7 KSV 3a (i)** Sing with accuracy and expression (e.g. appropriate tempo, dynamics, articulation and phrasing). Singing may be accompanied with movement and/or body percussion (e.g. action songs and singing games).	**LO6 KSV 2 (v)** Use graphic (e.g. lines, colour blocks, shapes) or standard notation (e.g. stick notation) and/or technology to record music ideas.	**LO4 KSV 2 (iii)** Create a melodic phrase of at least 2 bars, based on the C-pentatonic scale.

RESOURCES USED

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR).

CHARACTER AND CITIZENSHIP EDUCATION

AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

CCE 2021 aims to develop in our students:

a) Good character: Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;

b) Resilience and social-emotional well-being: Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;

c) Future readiness: Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and

d) Active citizenship: Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

SCOPE OF LEARNING
The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

a) CCE Lessons

These lessons, which include CCE Form Teacher Guidance Period (FTGP), CCE Mother Tongue Languages (MTL) and Programme for Active Learning (PAL), provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

(i) explicit teaching of values, and social and emotional skills, which addresses the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, and developing skills for responsible decision-making and deepening moral values and one's cultural identity in CCE (MTL).

(ii) equipping students with knowledge and skills to better understand and navigate the real-world, e.g. understand mental health issues, navigate cyberspace responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and

(iii) providing opportunities for contribution to family, school and community through Values in Action (VIA) projects. Time will be given to identify the needs and establish the intent of project, planning the activities and reflecting on learning.

b) Key Student Development Experiences

Student development experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral and social domains.
Key SDEs are programmes and activities that all Singapore schools provide for all their students. These comprise the following:

- Co-Curricular Activities (CCA);
- Cohort Learning Journeys (LJs);
- Education and Career Guidance (ECG) Experiences;
- National Education (NE) Commemorative Days;
- Outdoor Adventure Learning (OAL) Cohort Camps;
- Student Leadership Development (SLD) Programmes; and
- Values in Action (VIA), including Everyday Responsibilities.

For each of these programmes and activities, specific CCE learning outcomes are articulated, and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

c) School-based Initiatives

As every school context is different, and the needs, interests and abilities of students vary within each context, schools design and implement programmes and activities for CCE that cater to the profile of their students. These school-based initiatives also take reference from the CCE learning outcomes and apply the guiding principles of student-centricity, intentionality and coherence to ensure that the students' learning experiences meaningfully blend in with the overall whole-school approach to CCE.

d) Other Subjects

In primary school, CCE complements other learning platforms and subjects in the development of students. Social Studies, Music and Art are subjects with natural opportunities to explore national identity, contemporary issues, as well as Singapore's constraints and vulnerabilities. The teaching of English and Mother Tongue Languages also provides opportunities to hone students' sensitivity towards others and learn communication skills for relationship building. Physical Education (PE) allows for students to learn sportsmanship and take responsibility for a healthy lifestyle.
Besides linking CCE learning outcomes to content knowledge in other subject areas, the learning of values and social-emotional competencies can also occur through teachable moments. As students interact with one another through group activities, they learn the skills of working together harmoniously, appreciating diversity and active listening. They also learn how to demonstrate values such as respect, integrity and responsibility as they are encouraged to do their best in various learning tasks and relate to their teachers and fellow classmates. They demonstrate care as they look out for and support their classmates and friends in times of need.

e) Personal Application

For CCE to be meaningful for students, they should be taught to reflect on their character growth as a lifelong process. There are many authentic learning opportunities within and beyond school for our students to develop the habit of self-reflection and gratitude. As they practise thinking back on positive and negative life experiences, they consider what can be learnt from these experiences and commit to working towards better versions of themselves. The time they spend in school after lessons, during recess and lunch break

with their school mates, as well as after school with their families, friends in the community and other social groups, online and offline, have a great influence on who they are and who they choose to become. CCE provides the knowledge and skills to help our students make sense of their life experiences and the language to express their learning and development.

RESOURCES USED
1. CCE Textbooks and Journals
2. FTGP Journals
3. Teacher-created resources for PAL
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

ASSESSMENT
Assessment will be formative and include:
- **Teacher's assessment**
  Teacher provides feedback and words of encouragement to motivate students to learn and improve
- **Self-assessment**
  Students reflect on their own learning through reflections and self-checklists
- **Peer assessment**
  Students give feedback to one another for improvement
- **Parents' feedback**
  Parents affirm students' effort through positive comments

School Values

School Values	Desired Behaviours	Practices/ Examples of what I can do.
Respect Believe in my own self-worth & the intrinsic worth of people.	Show genuine consideration for boundaries & rules.	✓ Follow instructions given promptly. ✓ Maintain cleanliness in shared areas by tidying up.
	Demonstrate respect in all interactions, communicate with courtesy.	✓ Greet teachers & peers. ✓ Use polite words like "please", "thank you" & "excuse me". ✓ Listen attentively during conversations & wait patiently for my turn to speak.
Resilience Demonstrate emotional strength & persevere in the face of challenges. Show courage, optimism, adaptability & resourcefulness.	Demonstrate resilience & perseverance when facing challenges.	✓ Learn from mistakes & try again. ✓ Stay focused & complete a task even when it requires more time & effort. ✓ Try different ways to solve a problem or respond to an issue.
	Demonstrate intellectual curiosity through thoughtful questioning, exploration & experimentation.	✓ Ask questions to clarify. ✓ Strive to improve by learning from others to achieve the highest standards. ✓ Express opinions & offer suggestions for improvement.
Responsibility	Do things to the best of my ability.	✓ Am punctual for school & class activities. ✓ Take care of personal belongings, space &

School Values	Desired Behaviours	Practices/ Examples of what I can do.
Recognise I have a duty to myself, my family, community, nation & the world & fulfill my responsibilities with love & commitment.		grooming. ✓ Act in a considerate manner.
	Keep to my words & promises.	✓ Keep up with the deadlines of all assigned tasks, e.g., homework, projects, duties, etc. ✓ Participate actively in school & class activities. ✓ Am aware that choices have consequences & I am accountable for the decisions I make.
Integrity Uphold ethical principles & have the moral courage to stand up for what is right.	Be honest & sincere in both words & actions.	✓ Complete work & tasks to the best of my ability. ✓ Own up to my mistakes & not blame others. ✓ Speak the truth with tact.
	Do the right thing even when it is difficult to do so.	✓ Return item that do not belong to me. ✓ Follow rules at home, in school or on digital platforms even when no one is watching. ✓ Speak up against what is wrong.
Care Act with kindness & compassion & contribute to the betterment of the community & the world.	Value self & others.	✓ Am sensitive to the feelings of others. ✓ Listen attentively to peers in need. ✓ Consider how my actions & words affect others in both digital & in-person interactions.
	Show care for others & the environment.	✓ Use school & public property with care. ✓ Contribute actively to conservation efforts, e.g., reducing waste, recycling, etc.
Harmony Promote social cohesion & appreciate the unity & diversity of a multicultural society.	Foster harmony through positive contributions.	✓ Ensure everyone's voice is heard. ✓ Appreciate different perspectives while interacting with others. ✓ Volunteer to help others. ✓ Lead peers by setting a positive example through exemplary actions.
	Be inclusive.	✓ Appreciate & respect people from different social, cultural & religious backgrounds. ✓ Get along well with friends from different races & cultures. ✓ Work with others to contribute to shared goals.

SOCIAL STUDIES

AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an **informed** citizen, the student would:
- understand his/her own identity vis-à -vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a **concerned** citizen, the student would:
- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a **participative** citizen, the student would:
- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.

SCOPE OF LEARNING

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

	Cluster of study	Inquiry focus
Cluster 1: Discovering self and Immediate Environment		
Primary 1	Knowing Myself, Others & My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
Cluster 2: Understanding Singapore in the Past and Present		
Primary 3	Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
Primary 4	Valuing our Past	How is life in Singapore today shaped by what happened in the past?
Cluster 3: Appreciating the World and Region We Live In		
Primary 5	Part 1: Understanding Singapore's Development as a Nation	How has Singapore developed as a nation since its independence?
	Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	What makes up Southeast Asia and how are the countries interconnected?
Primary 6	Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

At Primary 1, students will learn about themselves, people around them and their immediate environment. Students will explore who they are in relation to the people and places around them. Through examining the different roles they play, students will understand how their actions can affect the people and places around them.

RESOURCES USED

1. Social Studies Big Books
2. Social Studies: Inquiring Into Our World Activity Book 1
3. NE passports

ASSESSMENT

SS is a non-examinable subject at the primary level but assessment is important to help monitor students' progress in their learning of SS. Primary 1 students will be assessed based on the performance task activities in their Activity Book and NE passport and their participation level during lessons. The school will use subject-specific learning outcomes (LOs) and qualitative descriptors to report their learning progress at the end of each semester.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

AIM OF ICT EDUCATION IN SCHOOLS
The aim of ICT education in schools is to equip students with the skills to navigate, curate, collaborate and connect in the digital world. At the end of their P6 education in UPS, it is our goal that our students would have acquired a set of Baseline ICT skills and knowledge as listed below:

1. Operate computers and applications in an ICT-enabled learning environment.
2. Create short documents using MS Word and Google Doc.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using Google Slides.
5. Perform simple computations with data using Google Sheets.
6. Collaborate with others using Google Doc, Google Slides and Google Sheets.
7. Perform core computation and coding concepts through simple visual programming-based lessons.
8. Apply Generative AI for content creation.

In addition to the mastery of technical ICT skills, the school will also focus on nurturing our students with the appropriate dispositions to harness ICT for lifelong learning.

SCOPE OF LEARNING

ICT Focus	Skills & Knowledge
▪ Basic operations	▪ Perform basic ICT operations, such as logging in to school laptops and the SLS portal.
▪ Touch-typing	▪ Master basic touch-typing skills.
▪ Learning with MS Word	▪ Type 5 to 8 sentences using MS Word with a given topic.

ASSESSMENT
Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. For P1, students will assess their own learning by completing a self-checklist on ICT Baseline Competencies.

CYBER WELLNESS (CW)
Our Cyber Wellness (CW) programme, guided by MOE CW Framework, focuses on developing students' instincts to protect and empower themselves to take responsibility for their own well-being in cyberspace.

The three guiding principles of CW are:
1. Respect for Self & Others
2. Safe & Responsible Use
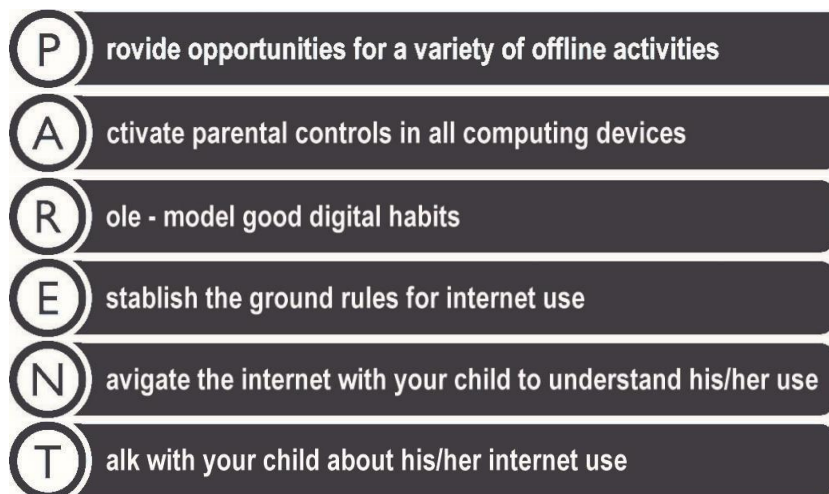3. Positive Peer Influence

At the end of P6, the following topics will be covered:
1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright
6. Handling Inappropriate Content – Scams & Spam

For P1 students, a level Assembly Talk will be conducted on the topic of 'Netiquette' and lessons will also be delivered via Form Teacher Guidance Period (FTGP).

To complement the CW Curriculum in schools, parents can set a good example at home in the use of technology and to play an active role in guiding the students on how to navigate in cyberspace. To ensure that our students are safe and have positive online experiences, parents can do the following:

Provide opportunities for a variety of offline activities

Activate parental controls in all computing devices

Role - model good digital habits

Establish the ground rules for internet use

Navigate the internet with your child to understand his/her use

Talk with your child about his/her internet use

HOME-BASED LEARNING (HBL)
Home-Based Learning (HBL) exercises will be conducted in every academic year. For each HBL exercise, students will be assigned both online and offline assignments.

The school will keep parents informed of the HBL schedule for each exercise via the school website. This allows parents to play a complementary role by helping to monitor their children's learning progress and work completion.

Students will receive their HBL schedule through the Student Learning Space (SLS) and can also access it via the school website. This encourages them to take responsibility for their own learning and develop as self-directed learners.

STUDENT LEARNING SPACE (SLS)
SLS is an online learning portal rolled out by MOE to all primary schools. This online platform, containing curriculum-aligned resources and learning tools, will support teaching and learning in school. It serves to empower our students to drive their own learning and to be able to learn anytime, anywhere and at their own pace, both independently and with their peers.

As part of our effort to engage our students to learn with the use of ICT, Home-Based Learning (HBL) exercises will be conducted for our students to complete their online assignments via SLS. Moving forward, with Blended Learning as a feature of school experiences, school will be equipping students with basic ICT skills, for example, how to do voice recording, how to do uploading of audio clips and/or videos up to SLS. This is to ease students' submission of work while having HBL exercises. Teachers will also use SLS to complement their classroom teaching and to set additional work or learning resources to aid students in their learning.

HOLISTIC ASSESSMENT

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans appended in the following pages for your reference are:
1. English Language
2. Mathematics
3. Chinese Language
4. Malay Language
5. Tamil Language

The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

English Language Primary 1 Assessment Plan 2026

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **Wk 8 / 5 min / 20 m)** Sight Word Reading	**Formative Assessment 2** **(Wk 7 - 8 / 5 min / 10 m)** Stimulus Based Conversation (SBC)	**Formative Assessment 3** **(Wk 5 / 15 min / 8 m)** Listening Comprehension 1. Sound Discrimination (Beginning/ Ending Sound) 2. Picture Association **Formative Assessment 4** **(Wk 7 - 8 / 5 min / 6 m)** Reading Aloud	**Formative Assessment 5** **(Wk 4 / 45 min / 12 m)** Modified Language Experience Approach (MLEA) 1 picture **Formative Assessment 6** **(Wk 7 / 40 min / 18 m)** Language Use 1. Grammar MCQ (6m) 2. Vocabulary Cloze (4m) 3. Word Order (3m) 4. OE Comprehension (5m)

Mathematics Primary 1 Formative Assessment Plan 2026

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 (Wk 8 / 45 min) **Format of Paper:** 5 MCQ 12 SAQ **Scope of Testing:** 1. Numbers to 10 2. Addition within 10 3. Subtraction within 10	**Formative Assessment 2 (Wk 8 /45 min)** **Format of Paper:** 5 MCQ 12 SAQ **Scope of Testing:** 1. Numbers to 20 2. Ordinal Numbers 3. Addition & Subtraction within 20 **Performance Task (Wk 2-3)** Shapes	**Formative Assessment 3 (Wk 8 /45 min)** **Format of Paper:** 5 MCQ 12 SAQ **Scope of Testing:** 1. Numbers to 100 2. Addition & Subtraction within 100 3. Length	**Formative Assessment 4 (Wk 7 /45 min)** **Format of Paper:** 5 MCQ 12 SAQ **Scope of Testing:** 1. Multiplication 2. Division 3. Time **Performance Task (Wk 8-10)** Money

Chinese Language Primary 1 Formative Assessment Plan 2026

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 9 / 20 min/ 10 m)** **Component:** Listening & Representation **Format of Paper:** Listening Comprehension (10 m) - Pinyin Matching - Picture Matching **Scope of Testing:** 1. Term 1 CL Curriculum Units	**Formative Assessment 2** **(Wk 8 / 6 min/ 30 m)** **Component:** Speaking & Representing **Format of Paper:** Oral (30 m) - Reading aloud: Pinyin & words - Picture Description - Conversation: related to theme of the picture **Scope of Testing:** 1. Term 1-2 CL Curriculum Units 2. School-based Oral Package	**Formative Assessment 3** **(Wk 6 / 6 min/ 20 m)** **Component:** Speaking & Representing **Format of Paper:** Oral Interactive Performance Task (20 m) **Scope of Testing:** 1. Term 1-3 CL Curriculum Units 2. School-based Oral Package **Formative Assessment 4** **(Wk 9 / 30 min/ 30 m)** **Component:** Language Use **Format of Paper:** Language Use - Hanyu Pinyin (8 m) - Grammar/Vocabulary (12 m) - Sentence structure (10m) **Scope of Testing:** 1. Term 1-3 CL Curriculum Units	**Formative Assessment 5** **(Wk 5 / 30 min/ 10 m)** **Component:** Writing & Representing **Format of Paper:** Sentence Construction (10 m) **Scope of Testing:** 1. School-based Writing Package **Formative Assessment 6** **(Wk 7 / 50 min/ 40 m)** **Component:** Language Use **Format of Paper:** Language Use - Hanyu Pinyin (7 m) - Grammar/Vocabulary (19 m) - Sentence structure (8 m) - Comprehension (6 m) **Scope of Testing:** 1. Term 1 - 4 CL Curriculum Units 2. School-based Comprehension Package

Malay Language Primary 1 Formative Assessment Plan 2026

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **Wk 9 / 20 min / 10 m)** **Component:** Listening & Representation **Format of Paper:** Listening Comprehension (10m) - Picture Matching - Response to simple narratives **Scope of Testing:** 1. Term 1 ML Curriculum Units	**Formative Assessment 2** **Wk 8 / 6 min / 30 m)** **Component:** Speaking & Representing **Format of Paper:** Oral (30m) - Reading aloud - Picture Description **Scope of Testing:** 1. Term 1-2 ML Curriculum Units 2. School-based Oral Learning Sheets	**Formative Assessment 3** **Wk 6 / 6 min / 20 m)** **Component:** Speaking & Representing **Format of Paper:** Oral Interactive Performance Task (20m) **Scope of Testing:** 1. Term 1 - 3 ML Curriculum Units 2. School-based Oral Interactive Learning Sheets **Formative Assessment 4** **(Wk 9 / 30 min / 30 m)** **Component:** Language Use **Format of Paper:** Language Use (30m) - *Ejaan* - *Kosa Kata* - *Imbuhan* - *Golongan Kata* - *Ayat* **Scope of Testing:** 1. Term 1 – 3 ML Curriculum Units 3. School-based Learning Sheets	**Formative Assessment 5** **(Wk 5 / 30 min / 10 m)** **Component:** Writing & Representing **Format of Paper:** Sentence Construction (10m) **Scope of Testing:** 1. School-based Writing Learning Sheets **Formative Assessment 6** **(Wk 7 / 50 min / 40 m)** **Component:** Language Use **Format of Paper:** Language Use (40m) - *Ejaan* - *Kosa Kata* - *Imbuhan* - *Golongan Kata* - *Ayat* - *Kefahaman* **Scope of Testing:** 1. Term 1 - 4 ML Curriculum Units 2. School-based Learning Sheets

Tamil Language Primary 1 Formative Assessment Plan 2026

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 9 / 20 min)** **Component:** Listening Representing (LO1) **Format of Paper:** - Selecting the correct picture **Scope of Testing:** 1. Term 1 TL Curriculum Units	**Formative Assessment 2** **(Wk 8 / approx. 6 min)** **Components:** Reading & Speaking Representing (LO2 & LO4) **Format of Paper:** Oral - Reading aloud (simple words & phrases) - Speaking with correct pronunciation using vocabulary learnt. **Scope of Testing:** 1. Term 1 & 2 TL Curriculum Units	**Formative Assessment 3** **(Wk 6 / approx. 6 min)** **Component:** Speaking Representing (LO3) **Format of Paper:** Oral Interactive Performance Task - Speaking with correct pronunciation using vocabulary learnt. **Scope of Testing:** 1. Term 1 – Term 3 TL Curriculum Units **Formative Assessment 4** **(Wk 9 / 40 min)** **Component:** Language Use (LO7) **Format of Paper:** Language Use - Matching (words) - Fill in the blanks (alphabets) - Word formation - Spelling - Rearranging letters **Scope of Testing:** 1. Term 1 – Term 3 TL Curriculum Units	**Formative Assessment 5** **(Wk 5 / 30min)** **Component:** Language Use (LO7) **Format of Paper:** Sentence Construction - Match phrases to form simple sentences **Scope of Testing:** 1. Term 1 – Term 4 TL Curriculum Units **Formative Assessment 6** **(Wk 7 / 50min)** **Component:** Language Use (LO7) **Format of Paper:** Language Use -Matching (words) -Fill in the blanks (alphabets) -Word formation -Spelling -Rearranging letters **Scope of Testing:** 1. Term 1 – Term 4 TL Curriculum Units