

P1 FPPS Connects

7.45am – 8.30am:
P1 Total Curriculum Briefing

8.30am – 9.30am :
Classroom Experience

**Please scan the
QR code to register**



[https://go.gov.sg/2024p1fppsconnects
reg](https://go.gov.sg/2024p1fppsconnectsreg)





Primary 1 Total Curriculum Briefing



Principal Mr Dennis Yap

Vice Principals



Mr Ramesh
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(Academic)



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(Academic)



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Key Personnel



Elaine Tan Ee Leng (Mrs Yeo)

Master Teacher (EL)



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HOD Mother Tongue



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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)**



FARRER PARK
PRIMARY SCHOOL

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

01

Learning Dispositions

02

Assessment Matters

03

**English, Mathematics
and Mother Tongue**

04

**Character &
Citizenship Education**

05

PAM & PAL

Student Outcomes

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

21st Century Competencies

English

Mathematics

Science

Mother
Tongue

PE, Art,
Music

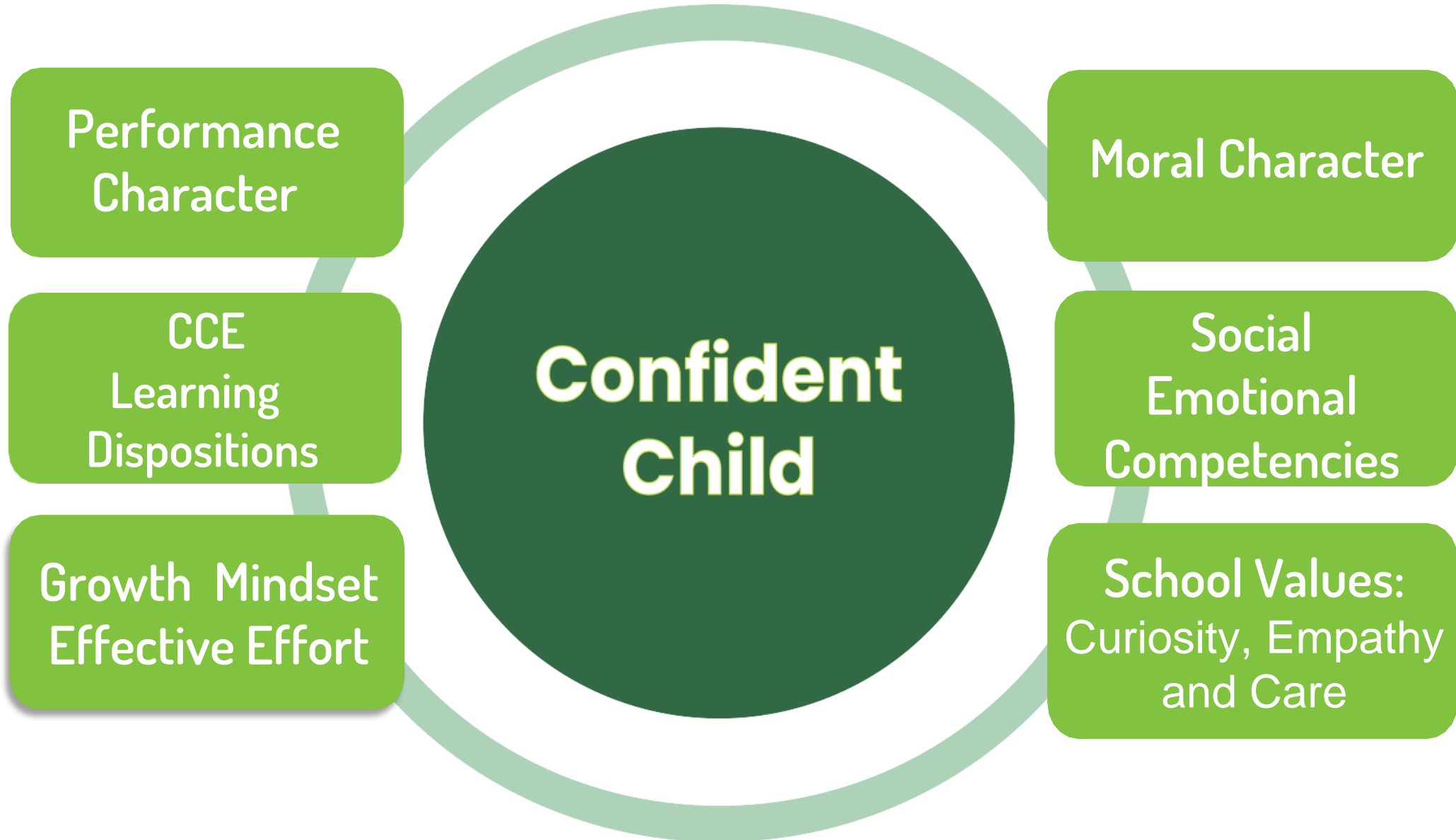
Character &
Citizenship
Education

PAL

Co-curricular
Activities

Total Curriculum

Whole Child



Learning Dispositions

- ❖ Curiosity
- ❖ Empathy
- ❖ Care



Learning Dispositions

EMPATHY

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

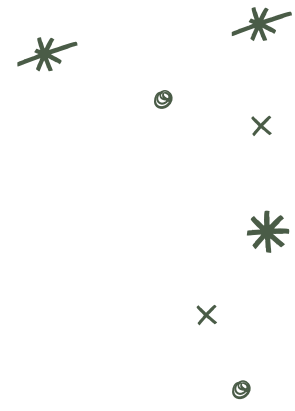
CURIOSITY

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

CARE

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

Learning Dispositions



CARE

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- ✓ Able to take care of personal belongings

EMPATHY

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Learning Dispositions

CURIOSITY

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CARE

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EMPATHY

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P1 Awards

Edusave Merit Bursary

Collective decision by teachers based on observation of learning dispositions

For Singapore Citizens

Subjected to MOE's approval

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Assessment Matters

Non-Weighted Assessment

Check for understanding

Focus on the process of learning

Variety of assessment tasks

Natural process of learning

Non-stressful environment



HOLISTIC REPORTING

SUBJECT	SEMESTER 1
ENGLISH LANGUAGE	
Listening: Listen attentively and follow simple instructions.	Accomplished
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Competent
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent

SUBJECT	SEMESTER 1
MUSIC	
Appreciate Music from local and global cultures.	Competent
Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	Accomplished
Listen and respond to Music.	Developing



How can I support my child in these areas ?

Encourage and affirm your child

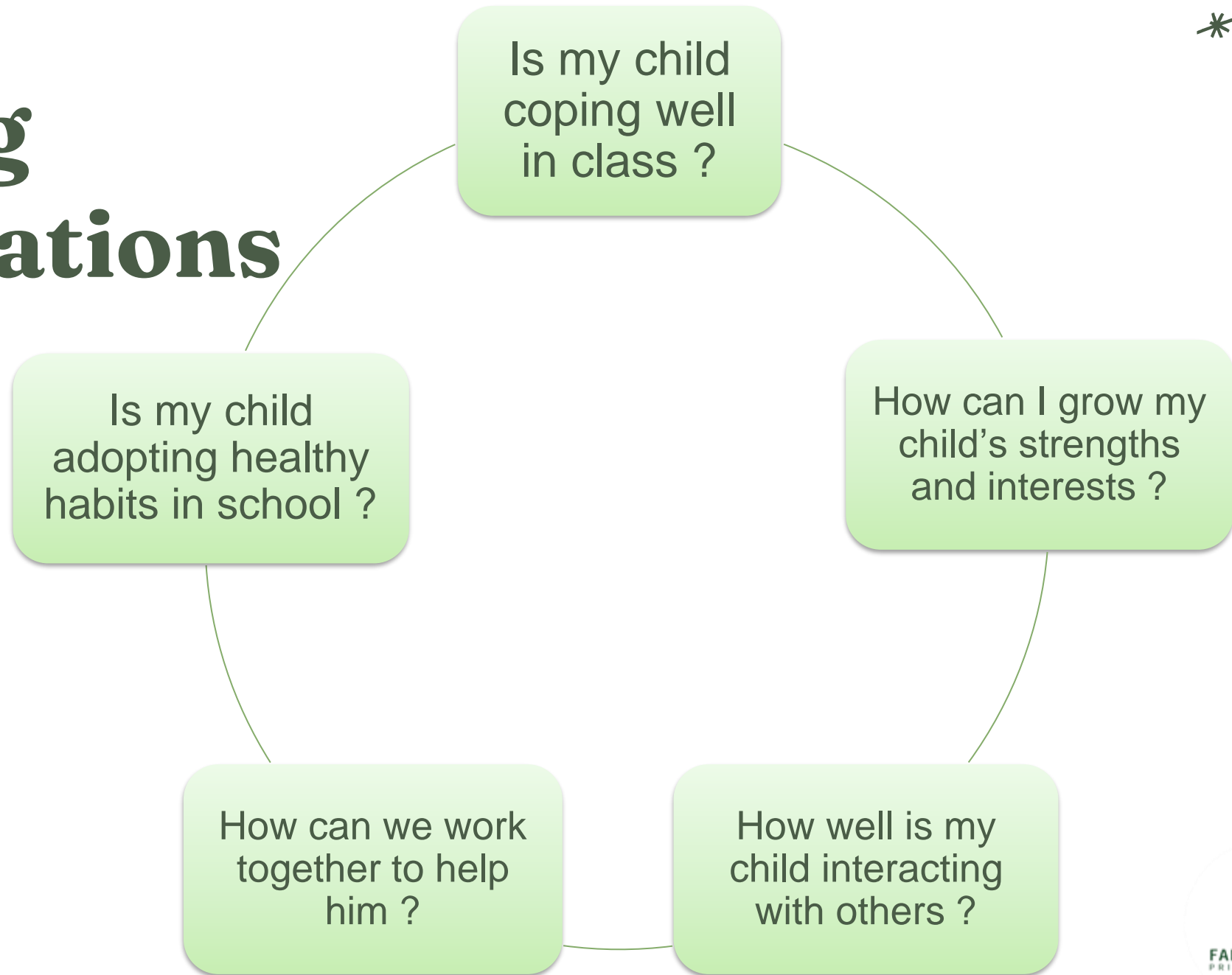
Discuss strengths and interests

Discuss with your child his/her plans

Focus on your child's

Holistic
Development

Learning Conversations



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)



5 FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

0-1	Too Easy
1-2	Perfect Choice
3-4	Give It A Try
5+	Too Hard

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

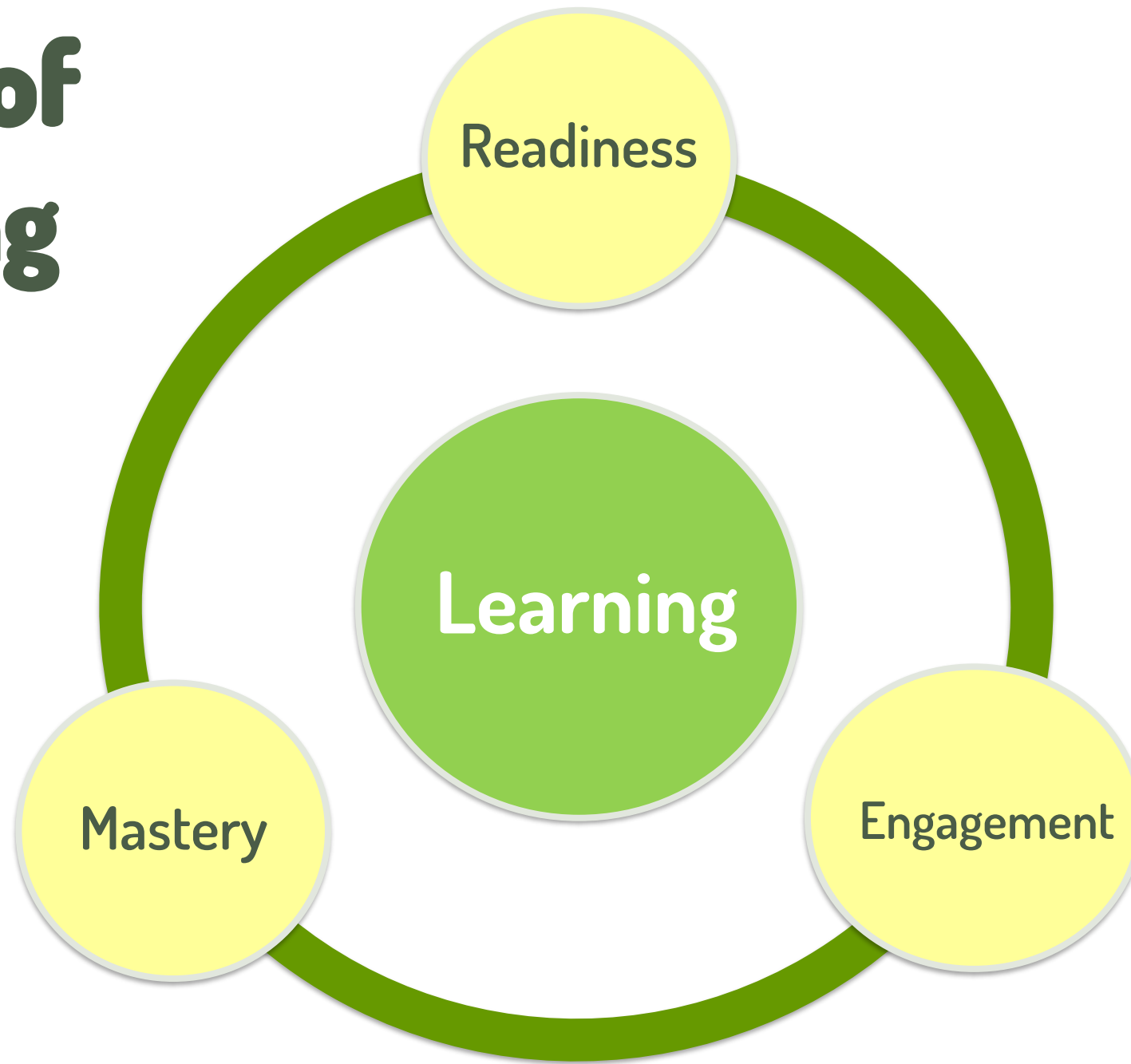
MATHEMATICS



Learning Outcomes for P1

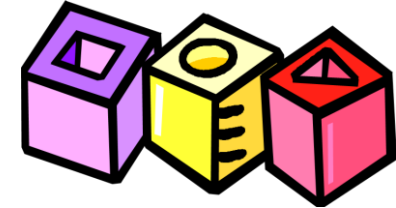
Semester 1	Semester 2
Understand numbers up to 100	Add and subtract numbers
Understand addition and subtraction	Understand multiplication and division
Identify, name, describe and sort shapes	Tell time to 5 minutes
Read and interpret picture graphs	Measure and compare lengths of objects

Phases of Learning



Concrete-Pictorial-Abstract (CPA)

- ▶ Concrete – actual representation

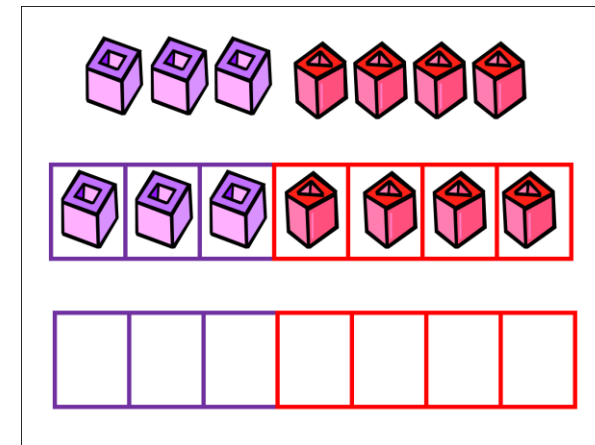


- ▶ Pictorial

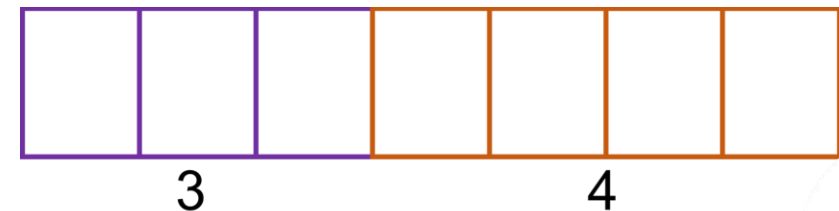
- ▶ **Drawings**

- ▶ **Representations** using shapes

- ▶ Transition from concrete to pictorial



- ▶ Abstract – using numbers to represent



3 and 4 make 7



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



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

Read MT books to you child regularly

Have a " Speak MT A Day' at home

Watch MT TV programmes

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

Play Games

Use ICT Resources

Revise with your child

❖ Get your child to recite from the textbook

❖ Go through the characters /words your child has learnt

❖ Revise for spelling on Thursdays



மறுபடியும்	பின்பு
எந்த	ஒரு
போல	கேள்

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

Character & Citizenship Education (CCE)



CCE 6 Year Programme

Nation & World (P5/6)

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

Self & Family (P1/2)

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

School & Community (P3/4)

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

Family Education

Family Time Activities



Understanding My Feelings 4

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

A Note to Parents/Guardians:

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

- 1 Take time to actively notice and name your child's/ward's emotions together.
Eg. Make talking about their feelings a natural part of conversations.
- 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.

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

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!

Kindsville Times Jr. 2022
Issue 1

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)

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

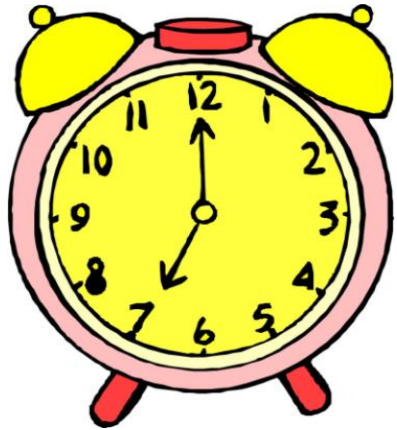
FOCUS

COMMITMENT

RESOURCEFULNESS

The 6 Elements of Effective Effort

Pupils will learn these in P1



Time

Put in the time to do our work

Focus

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 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.



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Music Learning Outcomes

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



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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.

