

## **P2 FPPS Connects**

**7.45am - 8.15am:**  
P2 Total Curriculum Briefing

**8.15am - 8.45am:**  
English Interactive Session

**8.45am - 9.30am :**  
Classroom Experience

**Please scan the  
QR code to register**



[https://go.gov.sg/2024p2fppsconnects  
reg](https://go.gov.sg/2024p2fppsconnectsreg)



# Primary 2

## Total Curriculum Briefing



# Principal Mr Dennis Yap

# Vice Principals



Mr Ramesh  
Mukundhan  
(Academic)



Mdm Rahima Bte  
Abdul Rahman  
(Academic)



Mr Yong Wei Leong  
(Administration)

# Key Personnel



Elaine Tan Ee Leng (Mrs Yeo)

**Master Teacher (EL)**



Lee Su Ping

**HOD Mother Tongue**



Sin Sok Yeng (Sharon Yang)

**HOD Science**



Michell Chia Yuen Fung

**HOD English**



Loh Siew Yi

**HOD Mathematics**



Lee Sze Ru

**School Staff  
Developer**



# Key Personnel



Vivian Chiau Siang Chin

**HOD Student Management**



Lawrence Loo

**HOD ICT**



Du Yinwei

**HOD CCE (Covering)**



Chua Suat Hong (Jackie)

**Level Head (Science)**



Winnie Leong

**Subject Head  
(Chinese)**



Teng Poh Yin Julia

**Subject Head  
(Aesthetics)**



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

## 21<sup>st</sup> Century Competencies

English

Mathematics

Science

Mother  
Tongue

PE, Art,  
Music

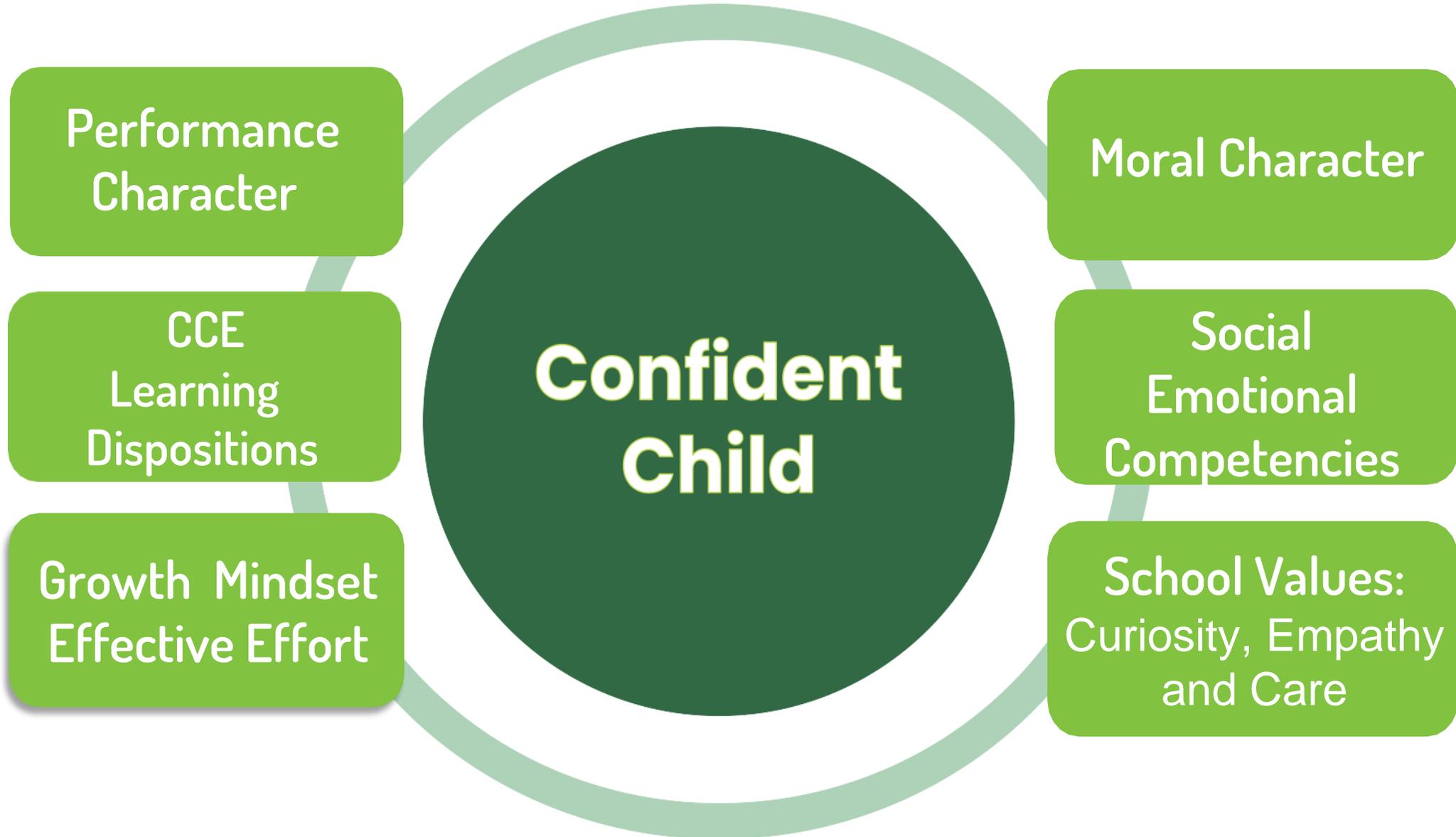
Character &  
Citizenship  
Education

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

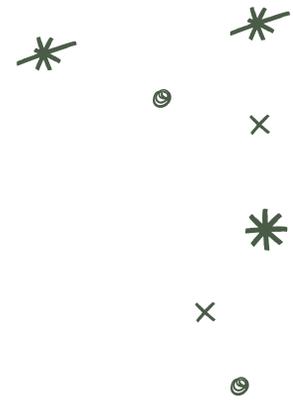
## CURIOSITY

- ✓ 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



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## EMPATHY

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# Learning Dispositions

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## EMPATHY

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# P2 Awards

**Edusave Merit Bursary  
Good Progress Award**

Collective decision by  
teachers based on  
observation of learning  
dispositions

For Singapore  
Citizens

Subjected to  
MOE's  
approval



# Assessment Matters

# Non-Weighted Assessment

Check for understanding

Focus on the process of learning

Natural process of learning

Variety of Assessment Tasks

Non-stressful environment



# HOLISTIC REPORTING

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

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



# How can I support my child in these areas ?

Encourage and affirm your child

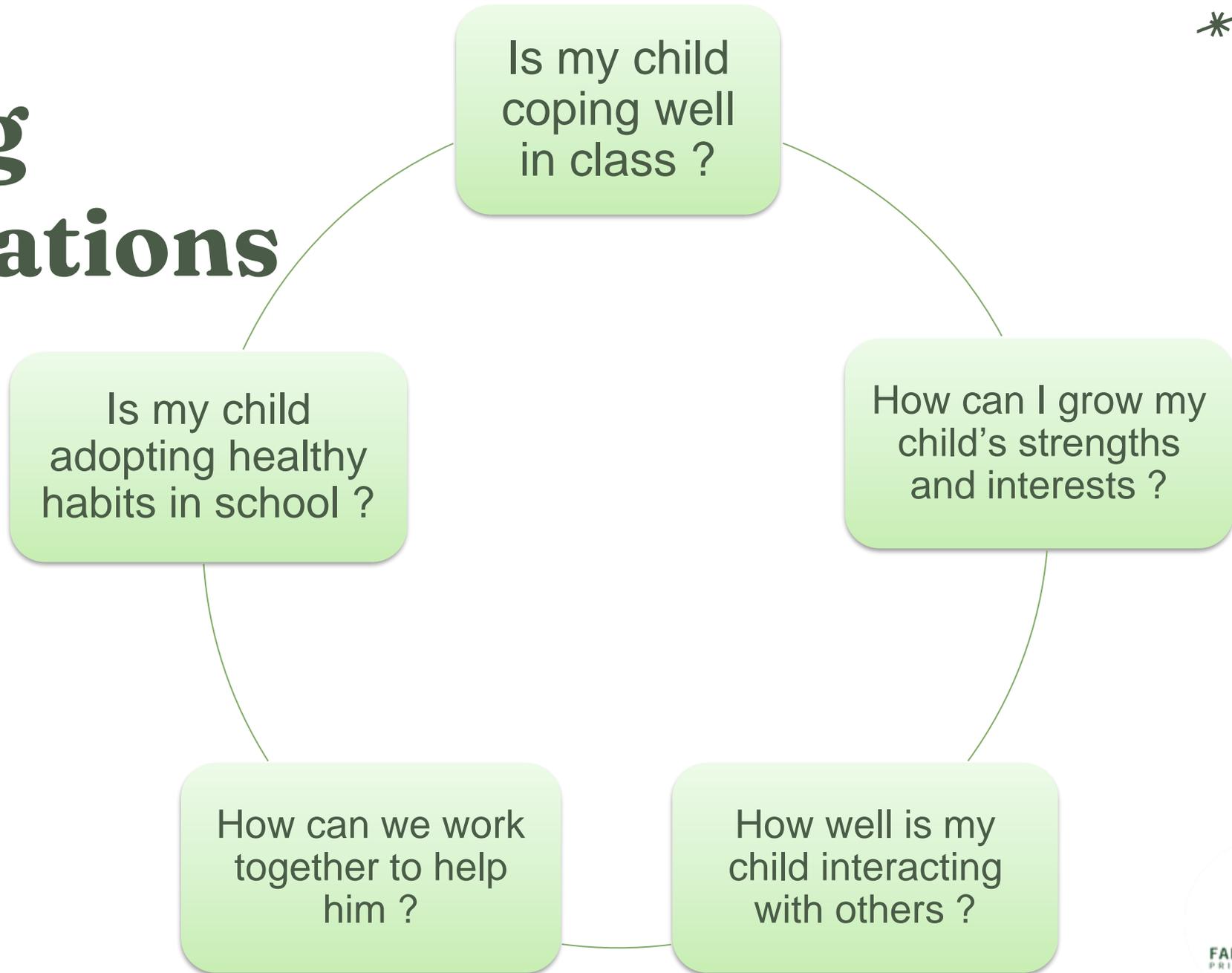
Discuss strengths and interests

Discuss with your child his/her plans

# Focus on your child's

Holistic  
Development

# Learning Conversations



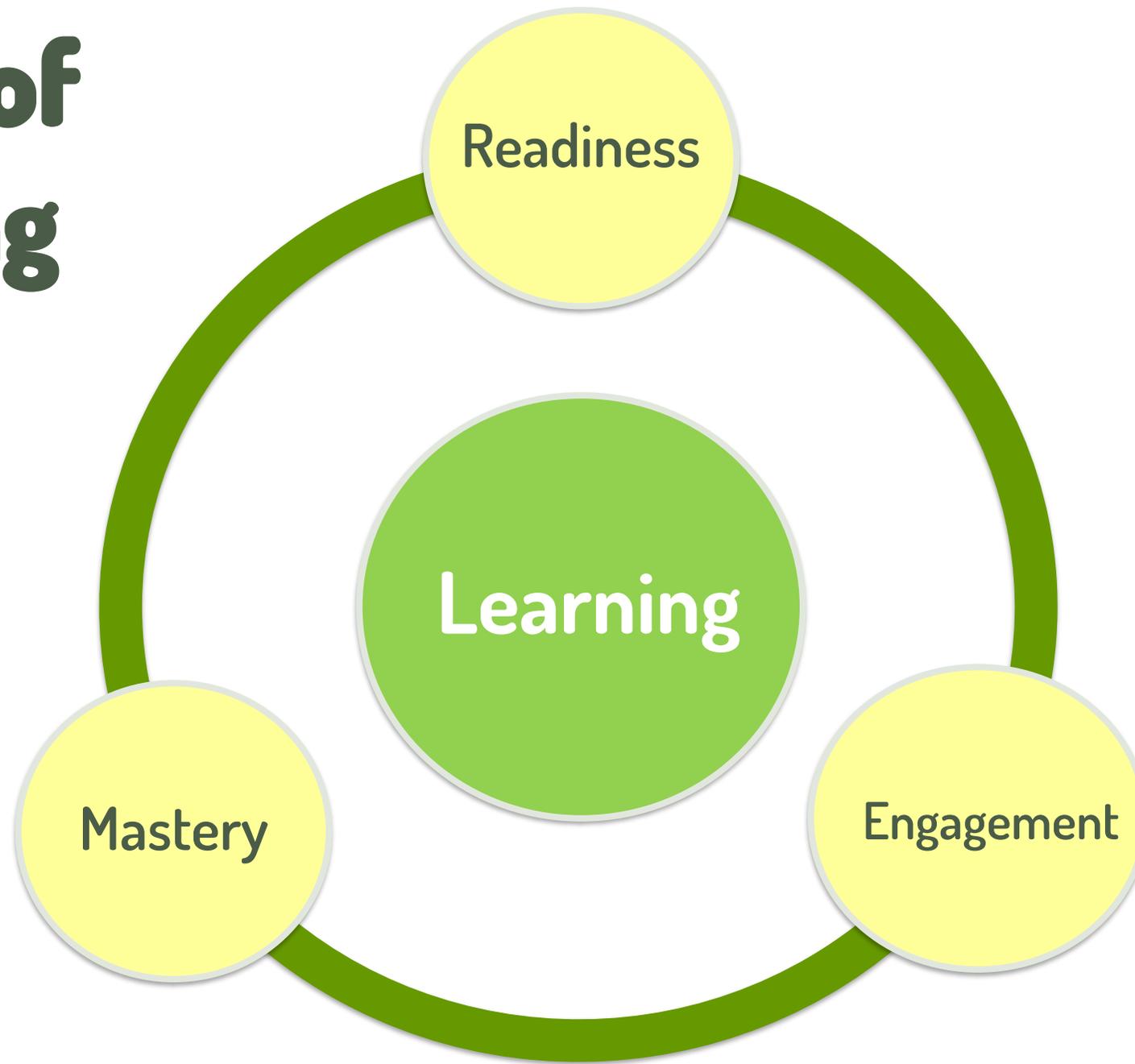
# MATHEMATICS



# Learning Outcomes for P2

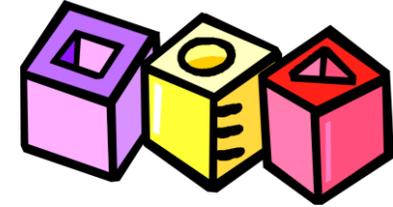
Semester 1	Semester 2
Understand numbers up to thousand	Identify, name, describe and sort shapes and objects
Solve mathematical problems involving addition and subtraction	Tell time to the minute
Multiply and divide numbers within multiplication tables	Compare and order objects by length, mass or volume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

# Phases of Learning



# Concrete-Pictorial-Abstract (CPA)

- ▶ Concrete – **actual** representation

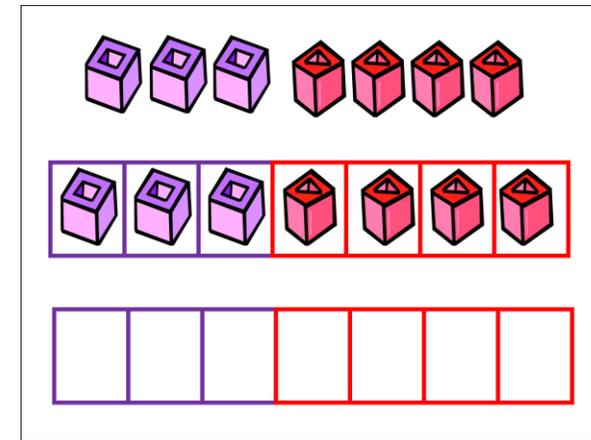


- ▶ Pictorial

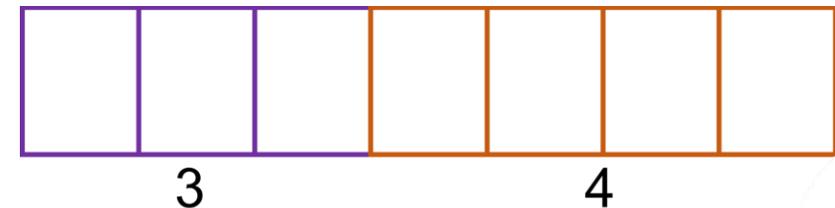
- ▶ **Drawings**

- ▶ **Representations** using shapes

- ▶ Transition from concrete to pictorial



- ▶ Abstract – using numbers to represent



3 and 4 make 7



# Key Programmes

## ❖ Maths Games

- Logical Reasoning
- Critical Thinking

## ❖ Financial Literacy

Earn, Save, Spend & Donate

# MOTHER TONGUE



# Learning Outcomes for P2

## Semester 1

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

# Learning Outcomes for P2

## Semester 2

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

# Programmes to support MTL curriculum



Reading Programme

MTL Fortnight

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

Read MT books to 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)

# P2 CCE (FTGP) Units

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

# FPPS Approach

**GROWTH MINDSET:**

Why should I work hard?

**EFFECTIVE EFFORT:**

How can I work hard?

**TIME**

**PERSISTENCE**

**USE OF FEEDBACK**

**FOCUS**

**COMMITMENT**

**RESOURCEFULNESS**

# The 6 Elements of Effective Effort



## Commitment

Do my best and finish what I started



## Use of Feedback

Listen to what my teachers say and use it to improve

## Resourcefulness

Look for help from different places



# PAM

# PE, ART and MUSIC



# PE Learning Outcomes

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



×

# Music Learning Outcomes

\*

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



×

\*

# Art Learning Outcomes

- Take part in activities and lessons that expands imagination and creativity
- Develop the capacity to observe, explore, reflect and go beyond what they currently know and are able to do.
- Develop confidence and skills to express and broaden their sensorial perception in arts appreciation.



# Programme For Active Learning (PAL)



# Learning Outcomes

- ▶ Students learn social-emotional competencies such as respecting others and responsible decision making.
- ▶ PAL nurtures confidence, curiosity and cooperation skills in students.



# CCA

CCA is to develop interest and talent

Choose 1 CCA (P3 – P6)

Some CCAs may have 2 sessions due to competition

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

# English Language



# Learning Outcomes for P2

## Semester 1

### Listening

1. Listen attentively and identify relevant information

### Speaking

2. Speak clearly to express their thoughts, feelings and ideas.
3. Build on others' ideas in the conversations or discussions respectfully

### Reading

4. Read multi-syllabic words accurately
5. Read aloud P2 texts (e.g., STELLAR texts) with accuracy, fluency and expression

# Learning Outcomes for P2

## Semester 2

### Listening

1. Listen attentively and identify relevant information

### Speaking

2. Build on others' ideas in the conversations or discussions respectfully

### Reading

4. Understand P2 texts (e.g., STELLAR texts) and is able to identify the big ideas in the texts and recall sequence of main events

### Writing

4. Apply basic spelling strategies using knowledge about phonemic awareness and spelling rules<sup>48</sup>  
5. Write short paragraphs to recount appropriately sequenced events, describing details, and use tenses and connectors accurately

# Key focus at the lower primary

P1	P2
Listen with empathy and respect	Listen attentively to understand different texts
Recognise letters of the alphabet and identify their sounds	Recognise and read with accuracy multisyllabic words
Adopt appropriate posture and book position while reading	Read and understand Primary 2 texts
Use clear and accurate pronunciation	Speak and present clearly personal opinions and thoughts
Penmanship (development of handwriting)	Write different types of text (e.g., narrative, instructions, invitation card)

# Key Programmes

## Extensive Reading programme

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



Primary School Book Recommendations (NLB)



## 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



# 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

# English Interactive Session

