



**Lower Primary Level
Briefing**
Key Personnel's Address
23 February 2024



Agenda

- Home-School Partnership
- Assessment Matters
 - Debunking myths
 - Reporting Lower Primary Students' Learning Progress
 - Learning Dispositions
- School Programmes: Teaching and Learning
- Higher Mother Tongue Languages: Information Session for Parents



Home-School Partnership

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's MC must be provided;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.



Home-School Partnership

Reporting absence from school

Absences covered by Parent's letter for illness/private reasons must not exceed 5 per semester.

(Families with extenuating circumstances would be considered on a case-by-case basis.)



Home-School Partnership

Leave during Curriculum Time (Local and overseas)

- Students are not encouraged to be brought overseas during curriculum time with the exception of festive periods;
- Ask FT for a hardcopy of the form or download the form from the school's website and submit the softcopy via email to the FT or hard copy to the GO.
- <https://palmviewpri.moe.edu.sg/for-parents/home-school-partnership/forms>

Home-School Partnership

Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - ➔ Late coming: arriving after **7.30 a.m.**
 - ➔ After the 3rd instance of late coming, Form Teacher will call the parents;
 - ➔ After the 6th instance of late coming, there will be School-Parent conferencing;
 - ➔ For persistent late coming, a “Fair” conduct grade may be given



Home-School Partnership

School Discipline and Tone

- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarity;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow.



Home-School Partnership

- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!

Home-School Partnership

Main communication channels with the school:

1. Student Diary
2. Class Teachers' email address and direct phone extension number
3. CES email (@schools.gov.sg)
4. MOE Parents Gateway App ([allow notification](#))



Home-School Partnership



How to Manage Your Kid's Screen Time

- Set Rules on Screen Time
- Use Parental Controls to Limit Screen Time
- Keep an Eye On It
- Offer Alternative Activities
- No Means No

<https://www.healthhub.sg/live-healthy/screen-time-infants-baby-toddlers>

Encourage Joy of Learning!

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't compare

celebrate their successes instead of comparing with others.

Give our children the time and space to deepen learning

I'M NOT
WASTING TIME...



...I'M PLANNING
MY FIRST NOVEL!

Learning happens in different ways.

I'M NOT
DISTRACTED...



...I'M LEARNING
HOW PLANES FLY!

Learning happens in different ways.

I'M NOT IDLE...



...I'M DESIGNING
A FUTURE CITY!

Learning happens in different ways.

Assessment Matters



#CuriousMinds #CaringHearts #CreativeSpirits

MYTH



Without exams, I do not know how to support my child in his learning.



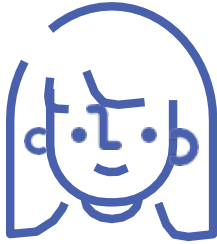
FACT:

Instead of periods of last-minute cramming for exams, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to check on and consolidate their learning as they go.

Help your child stay on top of revision by:

- Talking to your child to find out about his/her “day-to-day” learning experience in school. This will help your child reflect on his/her learning, and help him/her remember the lesson better.

QUESTION



How can I be kept updated of my child's learning progress in school?

Instead of relying on just marks from a few assessment points, you can draw different sources of information on your child's learning progress via:

- Teachers' written feedback provided through classroom assessment practices such as, in-class work, homework, projects and class tests;
- Teachers' meetings with parents;
- Holistic Development Profile also known as the 'report book'.

Reporting P1 and P2 Students' Learning Progress in the Holistic Development Profile

- Primary schools are to report students' learning progress based on a list of learning outcomes (LOs), using a common set of qualitative descriptors (QDs) for all subjects.
- Learning Outcomes are subject-specific and aligned to the subject syllabus.
- This aims to help parents focus on their child's learning progress in each subject in relation to the intended LOs.
- 4-level QDs: Beginning; Developing; Competent; Accomplished.

Learning Outcomes – Mathematics

Primary 1

1. Understand numbers up to hundred.
2. Understand addition and subtraction.
3. Add and subtract numbers.
4. Understand multiplication and division.
5. Identify, name, describe and sort shapes.
6. Tell time to 5 minutes.
7. Measure and compare lengths of objects.
8. Read and interpret picture graphs.

Primary 2

1. Understand numbers up to thousand.
2. Solve mathematical problems involving addition and subtraction.
3. Multiply and divide numbers within multiplication tables.
4. Identify, name, describe and sort shapes and objects.
5. Tell time to 5 minutes.
6. Compare and order objects by length, mass, or volume.
7. Read and interpret picture graphs with scales.
8. Understand fractions.

School's Planning of the Learning Outcomes (LOs) by semester – Primary 1 Mathematics

Semester	Learning Outcomes	Checkpoints
1	<ul style="list-style-type: none">▪ Understand numbers up to a hundred.▪ Understand addition and subtraction.▪ Identify, name, describe and sort shapes.▪ Read and interpret picture graphs.	<ul style="list-style-type: none">▪ Combined Review▪ Use of manipulatives▪ Performance Tasks▪ Daily work and daily observation
2	<ul style="list-style-type: none">▪ Add and subtract numbers▪ Understand multiplication and division.▪ Tell time to 5 minutes.▪ Measure and compare lengths of objects.	

School's Planning of the Learning Outcomes (LOs) by semester – Primary 2 Mathematics

Semester	Learning Outcomes	Checkpoints
1	<ul style="list-style-type: none">▪ Understand numbers up to thousand.▪ Multiply and divide numbers within multiplication tables.▪ Tell time to 5 minutes.	<ul style="list-style-type: none">▪ Combined Review▪ Use of manipulatives▪ Performance Tasks▪ Daily work and daily observation
2	<ul style="list-style-type: none">▪ Solve mathematical problems involving addition and subtraction.▪ Understand fractions.▪ Identify, name, describe and sort shapes and objects.▪ Compare and order objects by length, mass, or volume.▪ Read and interpret picture graphs with scales.	

Reporting of P1 & P2 Students' Learning Progress in the Holistic Development Profile

Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.		Holistic Development Profile	
Name	: Jane Ong	Date	: 6 Nov 2022
Age on 1st Jan	: 6	Identification No	: XXXX231A
Class	: P1 Aristotle	S/N	: 5
Form Teacher	: Miss Tan	Course	: Primary One
Form Teacher	: Mr Low		
MATHEMATICS			
• Understands number notations, representations and place values up to tens.			Accomplished
• Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.			Competent
• Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)			Competent
• Adds and subtracts reliably and fluently using number facts.			Developing

An Example

Mathematics (Primary 2) LO8: Understand fractions.

Beginning	Developing	Competent	Accomplished
Able to name fractional part with a lot of guidance.	Able to name fractional part with some guidance.	Able to name fractional part with little guidance.	Able to name fractional part independently.
Able to write fraction shown on a pictorial representation with a lot of guidance.	Able to write fraction shown on a pictorial representation with some guidance.	Able to write fraction shown on a pictorial representation with little guidance.	Able to write fraction shown on a pictorial representation independently.
Able to identify the greater or the smaller fraction correctly.	Able to compare and order fractions correctly some of the time.	Able to compare and order fractions correctly most of the time.	Able to compare and order fractions correctly almost all the time.
Able to write the part that makes a whole with a lot of guidance.	Able to write the part that makes a whole with some guidance.	Able to write the part that makes a whole with little guidance.	Able to write the part that makes a whole independently.

Learning Dispositions (Primary 1 & 2)

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.
- P1, P2 Edusave Merit Bursary and P2, P3 Good Progress Award will be awarded based on qualitative assessment of a student's learning dispositions
- Signals the importance of cultivating the right learning dispositions and values from young

Learning Dispositions @ Palm View

Learning Disposition	Actions
	Lower Primary (P1 & P2)
Curious Minds	<ul style="list-style-type: none">▪ Asks questions to develop deeper understanding.▪ Shows interest in learning new things.
Enthusiasm	<ul style="list-style-type: none">▪ Regular attendance and punctual for school/class▪ Participates actively in lessons across subjects.
Caring Hearts	<ul style="list-style-type: none">▪ Takes care of learning resources and class/school environment.▪ Cooperates well with others' and encourages peers with kind words and actions.

Learning Dispositions @ Palm View

Learning Disposition	Actions
	Lower Primary (P1 & P2)
Creative Spirit	<ul style="list-style-type: none">▪ Tries out new ideas or solutions; consider others' viewpoints.▪ Generates possibilities to problems/challenges.
Ownership in Learning	<ul style="list-style-type: none">▪ Works towards goals in a determined / disciplined manner.▪ Completes and submits school/homework done independently and with pride.
Resilience & Grit	<ul style="list-style-type: none">▪ Does not give up easily when faced with difficulties/problems and knows who to approach for help.▪ Acts on feedback and uses it to improve performance.



Curriculum Matters



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English Language



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Key English Language Department Approaches

- Focus on the development, reinforcement and extension of language skills in the primary years;
- Through an enjoyment of the language and the promotion of extensive reading;
- Leveraging on oracy, reading and writing skills to develop knowledge and independent use of the language.

Department Programmes & Activities



English and Math Carnival	Little Theatre Speech and Drama Programme
Shared Book Approach (SBA) Extensive Reading (ER)	
Explicit teaching of Grammar, Vocabulary, Oracy skills	
Modified Language Experience Approach (MLEA) Writing	



Mathematics



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Department Programmes & Activities

English & Math Carnival	Learning Journeys
Learning Experience Activities	
Learning Support for Mathematics	



Learning Journey to River Wonders



Mother Tongue Languages



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Key MTL Department Approaches

- Emphasis on listening and speaking skills
- Arouse interest in the learning of Mother Tongue Languages through games, stories, drama and SLS platform
- Cultivate habits for reading

Department Programmes & Activities

Term 1	Term 2	Term 3	Term 4
Lunar New Year Celebration	Hari Raya Celebration	Mother Tongue Fortnight Programme	<u>Deepavali</u> Celebration
	Speech and Drama Programme		
Reading, Speaking & Cultural Appreciation Programme			





2024

Primary Mother Tongue Languages (MTL) Curriculum

Information Session for Lower Primary Parents



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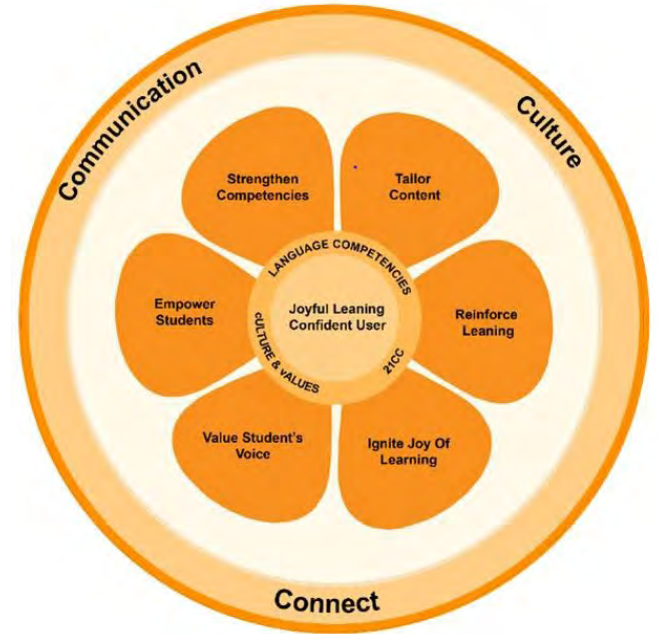
Overview:

1. **2024 New Primary Mother Tongue Languages Curriculum**
2. **Key Features of the New Primary MTL Curriculum**
3. **Supporting Your Child in MTL Learning**

2024 Primary MTL Curriculum Framework

1. The 2024 New Primary MTL Curriculum is being implemented this year, starting with Primary 1. It will **build on the strengths of the 2015 curriculum.**
2. The new curriculum will place greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

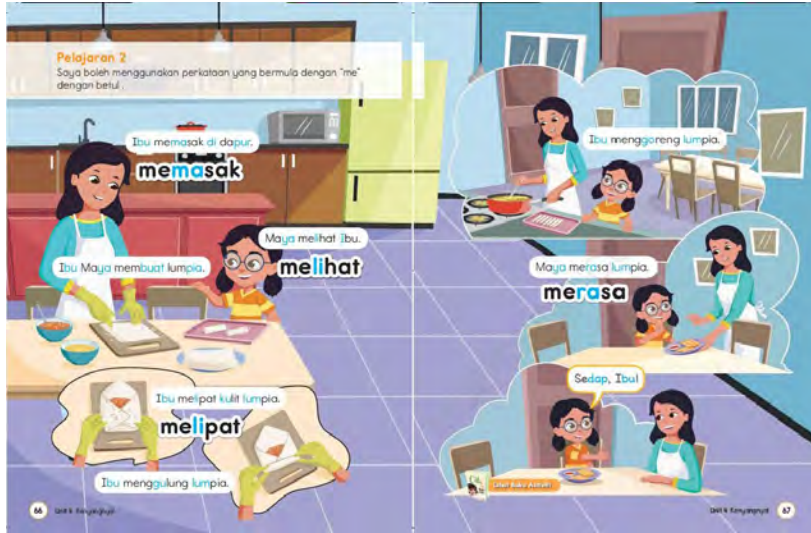
Joyful Learning, Confident User



2024 New Primary MTL Curriculum Framework

Key Feature #1

Greater emphasis on 21st century competencies



Textbook

Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book

Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

Key Feature #3

Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation

TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource:
Bridging Videos



Resources for Primary One



Printed Resources

**Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers**



ICT Resources

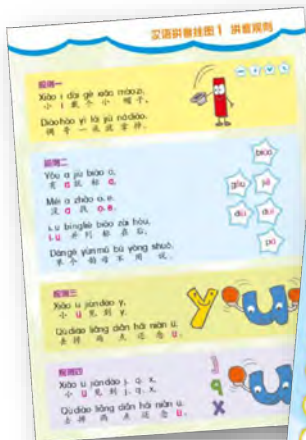
**Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc**



Toolkit

**Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar
Cards, Letter
Manipulatives,
Reading Pen, etc**

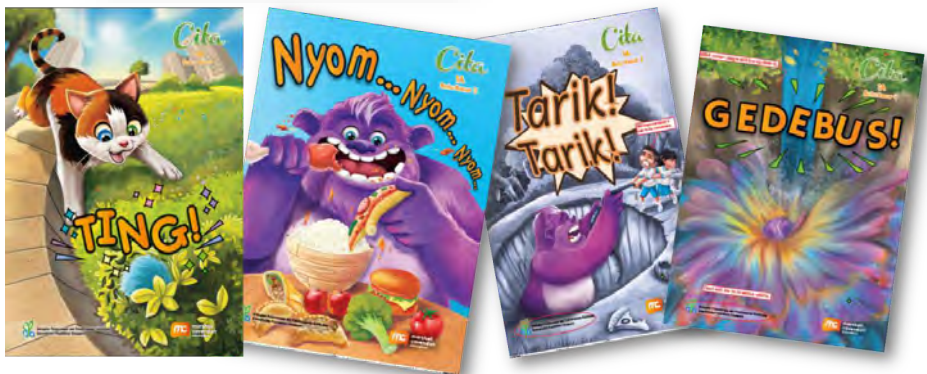
Examples of Learning Resources (Chinese)



Examples of Learning Resources (Malay)



arnab
zip jeli
pensel



Examples of Learning Resources (Tamil)



Supporting your child in MTL Learning

- Tips for Parents *(video launching in Jan 2024)*



SCHOOLBAG
THE EDUCATION NEWS SITE

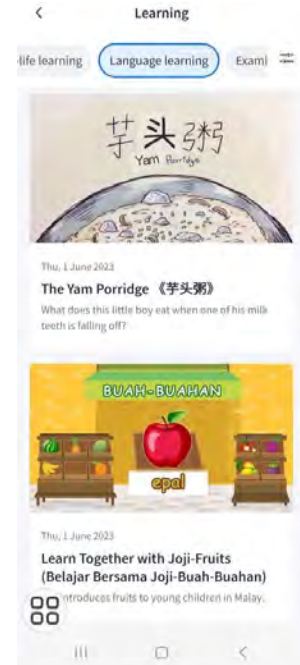
Supporting Your Child Through the Primary 1 Journey




Parenting Resources



Parents Gateway



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)

Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books

P3 & P4

Higher Mother Tongue Languages

Information Session for Lower Primary Parents



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Overview:

- Learning a Mother Tongue Language in primary school
- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Selection guidelines
- Key features of P3 & P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P3 and other related issues





Learning a Mother Tongue Language in primary school

Mother Tongue Language (MTL) is offered in Singapore schools as a second language.

The Mother Tongue Language curriculum focuses on listening, speaking, reading, writing and interaction skills.



What is the purpose of offering HMTL?

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who show strong proficiency and interest in Mother Tongue Language (MTL).

To further strengthen the learning of MTL from an early age, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting from 2022.



What is the purpose of offering P3 and P4 HMTL?

It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.

What is the Criteria?

1

For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.

What is the Criteria?

2

Evidence of students' performance throughout the year

Gather information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

What is the Criteria?

3

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

Literary-based text Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P3 and P4 level?

As the curriculum includes literary-based text, **two additional periods per week in the afternoon** would be required to provide an enjoyable early experience and exposure to ethnic literature and cultural knowledge.

How would assessment look like for HMTL at P3 and P4 level for my child?

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The schools would also indicate your child's progress in HMTL in the Holistic Development Profile.



How will my child benefit from the offering of HMTL?

Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early and learn MTL to as high a level as he/she can.**



Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 and P4 level?

Your child can still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. You are strongly encouraged to discuss with the school which course best suits the need of your child.



If my child decides to discontinue with HMTL during P3 or P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P3, he/she should offer HMTL for at least two years to ascertain his/her ability to cope with it.



Art and Music



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Holistic Assessment

- Portfolio Assessment
- Rubrics-based

Art Curriculum Overview



P1 & P2

Art Curriculum Learner Objectives

**Semester
1**

Identify Simple Visual Qualities in what they see around them

Ask Questions about what they see

Play with a variety of materials and tools to make art

Share their imagination, thoughts and feelings through art making.

Show interest in looking at a variety of artworks

**Semester
2**

Identify Simple Visual Qualities in what they see around them

Ask Questions about what they see

Play with a variety of materials and tools to make art

Draw from their imagination and observation

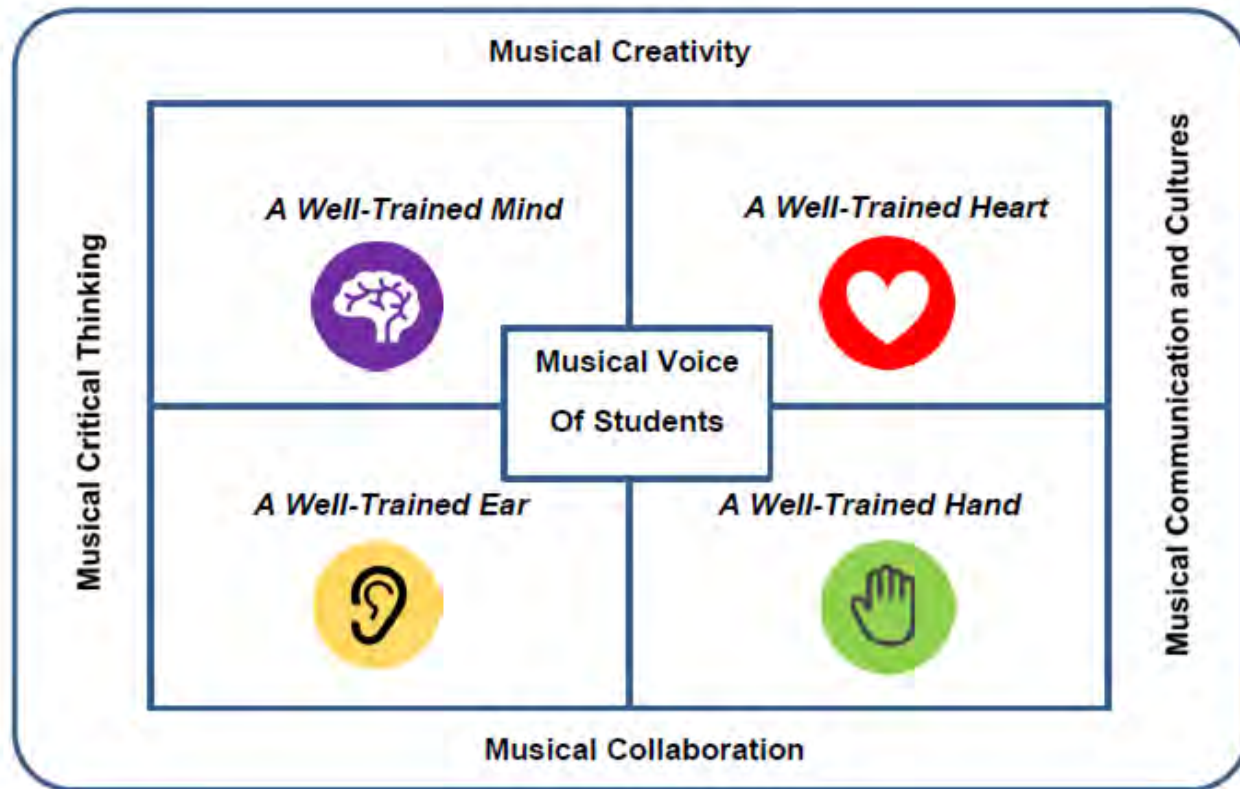
Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion



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Music Curriculum Overview

Level	Term 1	Term 2	Term 3	Term 4
P1	Singing with body percussion	Singing with percussion instruments	Singing and Creating	Singing and Creating with percussion instruments
P2	Singing with Tuned percussion instruments	Ensemble work with Tuned percussion instruments	Singing and Improvisation with instruments	Singing and Improvisation with instruments



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Physical Education



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Physical Education Syllabus

P1 & P2

- Sports & Games (Fundamental Movement Skills)
- Gymnastics
- Dance
- Outdoor Education
- Health Education

Example for Primary 1

<u>PHYSICAL EDUCATION</u>	Beginning	Developing	Competent	Accomplished
Games and Sports Your child is able to:				
Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects				

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Parent's Involvement

- Schedule time for outdoor play
- Spend time with them exercising, playing games and enjoying the outdoors
- Healthy snacks, for example, wholemeal bread



Character and Citizenship Education

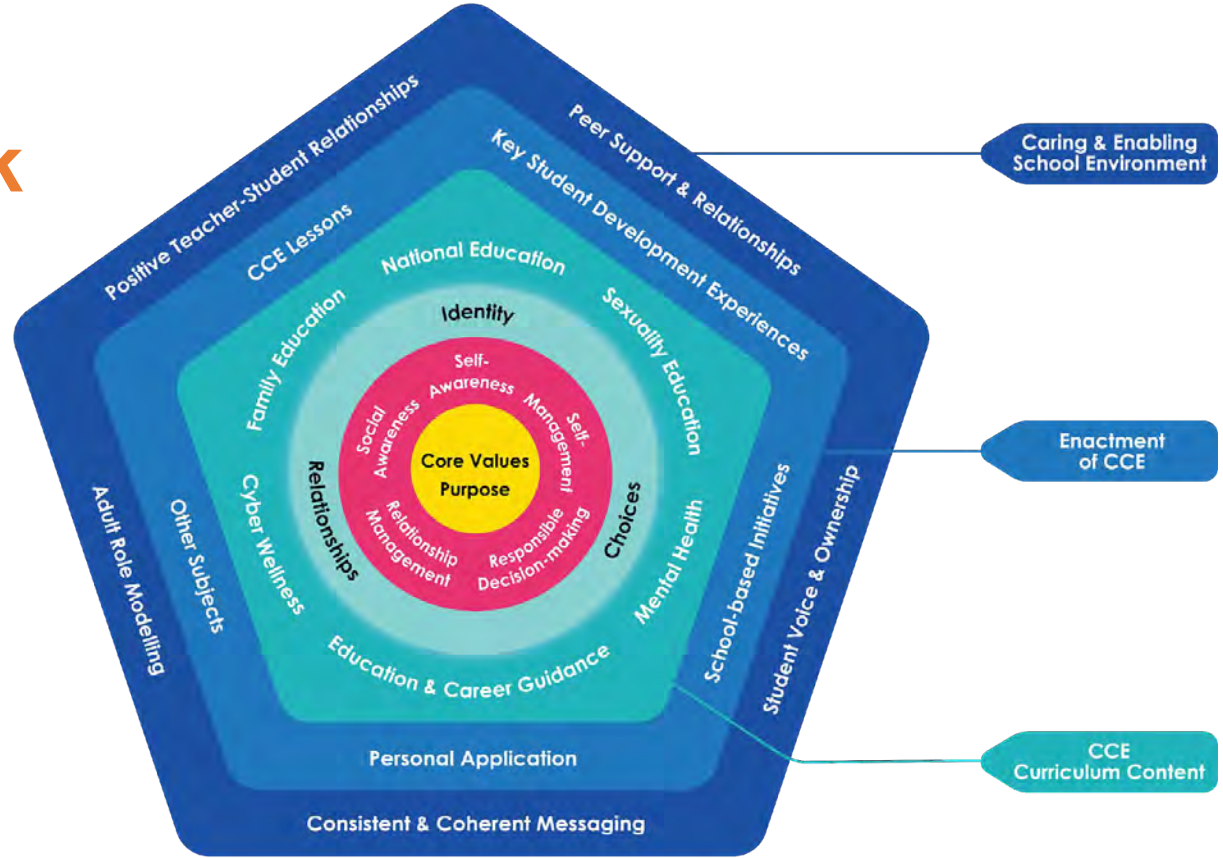


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CCE 2021 Framework



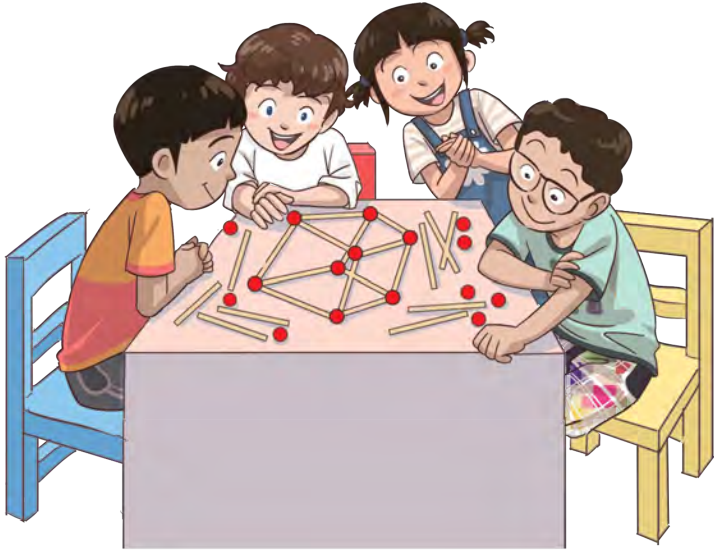


CCE 2021 Goals

- Good Character
- Resilience and Social-Emotional Well-being
- Active Citizenship
- Future Readiness



Coherence between CCE (FTGP) and CCE (MTL)



CCE (FTGP) lessons:

- Explicit teaching and learning of **fundamental social-emotional skills, values** and citizenship dispositions

CCE (MTL) lessons:

- Deepens the learning of **values** through cultural stories, songs, proverbs, practices unique to each MTL
- Reinforces the teaching and learning of **fundamental social-emotional skills**



Programme for Active Learning (PAL)

an **integral part** of the curriculum for all **Primary 1 and 2** students



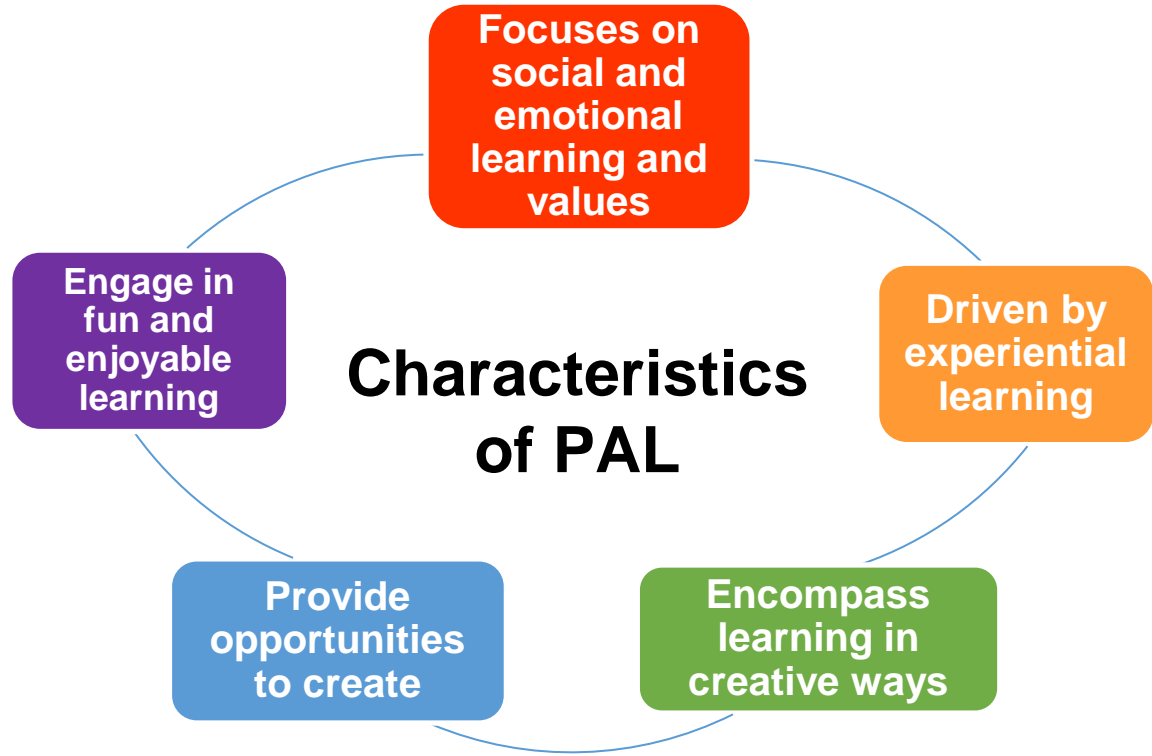
PAL offers...

- hands-on and
- experiential learning



PAL provides opportunities for students to ...

- ✓ discover new interests
- ✓ develop character
- ✓ learn social effectiveness skills
- ✓ develop social-emotional competencies



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1

Demonstrate a lively curiosity and find joy in the people and things around us

2

Work in a respectful manner with others



P1

Drama

Visual Arts

Outdoor
Education

P2

Drama

Sports
and
Games

Outdoor
Education



P1

Enrichment
Programmes

- Hip Hop
- Clay Modelling

P2

Enrichment
Programmes

- Coding
- Choral Singing



Safety Matters



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School Safety Motto: *Safety Begins With Me*



Entrance to School

- Watch out for traffic entering and exiting the school

School Safety Motto: *Safety Begins With Me*



Entrance to School

- Refrain from cutting across lanes or stopping at unauthorised areas to allow child to alight from vehicle

School Safety Motto: *Safety Begins With Me*



Walking to the mall

- **Watch out for traffic entering and exiting the loading and unloading carpark of the mall next to school**

School Safety Motto: *Safety Begins With Me*



- Walking to the mall**
- **Watch out for traffic entering and exiting the carpark of the condominium next to school**

School Safety Motto: *Safety Begins With Me*



Crossing the road

- Use the traffic light outside of school
- LTA is in the midst of fixing traffic lights
- Meanwhile, please avoid crossing the road at the 'gap' in the middle of the road

Q & A

