Unity Primary School

Parents Information Booklet 2023

(Primary 2)

Dear Parents

It is our privilege to have your child be a part of the Unity Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

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

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely,
Mrs Lee-Koh SC
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.
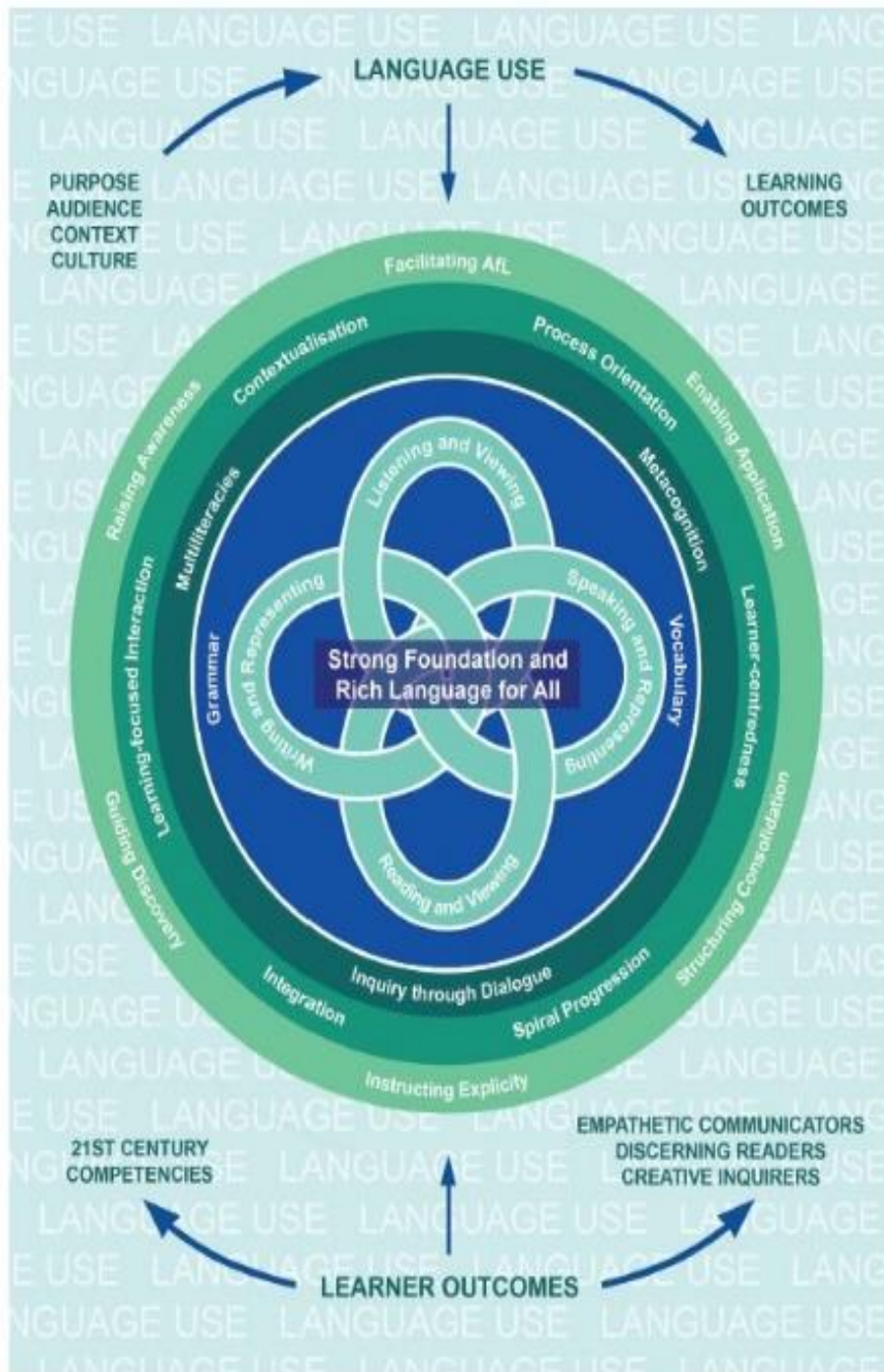
ENGLISH LANGUAGE FRAMEWORK

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

Enabling Application

Multiliteracies

Metacognition

Listening and Viewing

Learning-focused Interaction

Grammar

Speaking and Representing

Writing and Representing

Learner-centredness

Vocabulary

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. **Information Categorising** Students will have to listen and categorise information.
Reading & Viewing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Stimulus Based Conversation** Students will demonstrate their ability to provide a response to a given stimulus by sharing their views and reasons for thinking so. **CAPtivate Booklet** Students will be taught critical thinking skills through short stories. **Reading and Recording using Moo-O** Students will be required to do a recording of a story with their group members using Moo-O.
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: - Vocabulary - Grammar MCQ

Language Skills	Components / Tasks
	- Grammar Cloze - Word Order - Editing for Punctuation and Spelling - Visual Text Comprehension - 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.

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 are weak in 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. Captivate Booklet (Critical Thinking Package)

MATHEMATICS

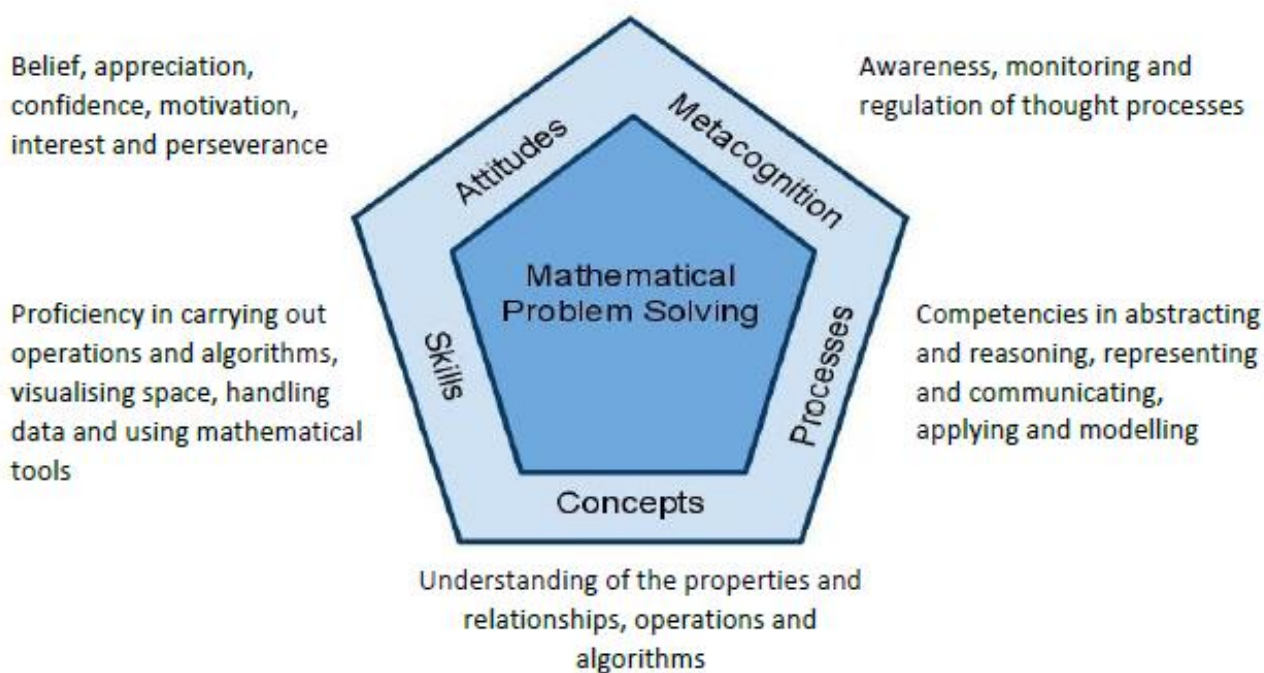## AIMS OF MATHEMATICS EDUCATION IN SCHOOLS
The primary mathematics syllabus aims to enable all students to:
1. Acquire and apply mathematical concepts and skills
2. Develop cognitive and metacognitive skills through a mathematical approach to problem-solving.
3. Develop positive attitudes towards mathematics.

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. The framework stresses conceptual understanding, skills proficiency and mathematical processes, and gives due emphasis to attitudes and metacognition.

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 1000	1. Counting 2. Place Value: Hundreds, Tens, Ones 3. Comparing and Ordering Numbers 4. Number Patterns 5. Even and Odd Numbers
(B) Addition and Subtraction within 1000	1. Addition and Subtraction 2. Addition without Renaming 3. Addition with Renaming 4. Subtraction without Renaming 5. Subtraction with Renaming

Content Chart	Component/ Tasks
(C) Length	1. Measuring Length in Metres 2. Comparing Lengths 3. Word Problems on Length (in m or cm)
(D) Multiplication and Division	1. Multiplication 2. Division 3. Equal Sharing 4. Equal Grouping 5. Multiplication and Division
(E) Multiplication Tables of 2, 5 and 10	1. Multiplication 2. Multiplication Table of 2 3. 2 more or 2 less 4. Double 5. Multiplying and Dividing by 2 6. Multiplication Table of 5 7. 5 more or 5 less 8. Multiplying and Dividing by 5 9. Multiplication Table of 10 10. Multiplying and Dividing by 10
(F) Mass	1. Mass 2. Measuring in Kilograms 3. Measuring in Grams 4. Comparing and Ordering Masses 5. Word Problems (Addition and Subtraction) 6. Word Problems (Multiplication and Division)
(G) Time	1. Telling Time to the Minute 2. Measuring Time in Hours and Minutes 3. Converting Time
(H) Addition and Subtraction	1. Word Problems
(I) Multiplication Tables of 3 and 4	1. Multiplication Table of 3 2. 3 more or 3 less 3. Multiplying and Dividing by 3 4. Multiplication Table of 4 5. 4 more or 4 less 6. Multiplying and Dividing by 4
(J) Money	1. Dollars and Cents 2. Converting Money 3. Comparing Money 4. Word Problems
(K) Fractions	1. Halves and Quarters 2. Comparing and Ordering Fractions 3. Addition and Subtraction of Fractions

| Content Chart	Component/ Tasks
(L) Volume	1. Volume 2. Measuring Volume in Litres 3. Comparing and Ordering Volumes in Litres 4. Word Problems (Addition and Subtraction) 5. Word Problems (Multiplication and Division)
(M) Picture Graphs	1. Making Picture Graphs 2. Tally Chart
(K) Shapes	1. Making Patterns with Shapes 2. 3-Dimension Shapes 3. Getting to know 3-Dimension Shapes 4. Building Figures with 3-Dimension Shapes 5. Making Patterns with 3-Dimension Shapes

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.
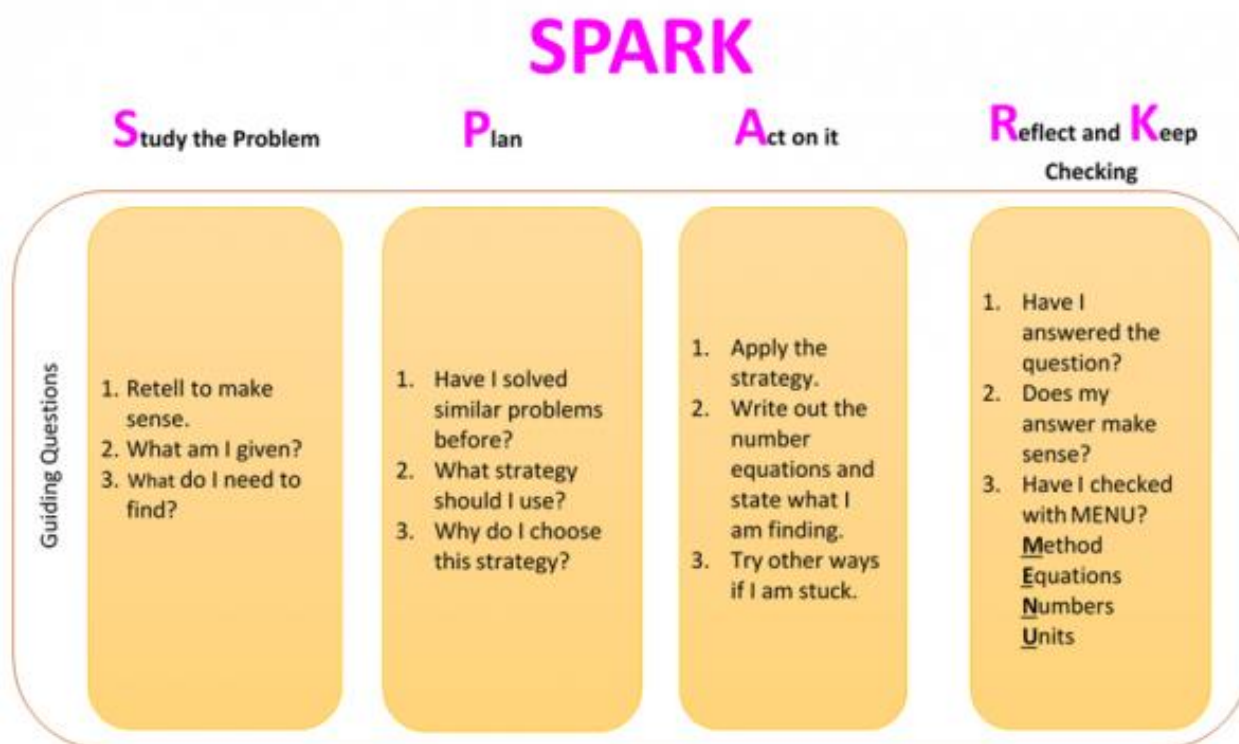
Heuristics Package

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.

Mental Sums

At the foundational levels, fluency in basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.
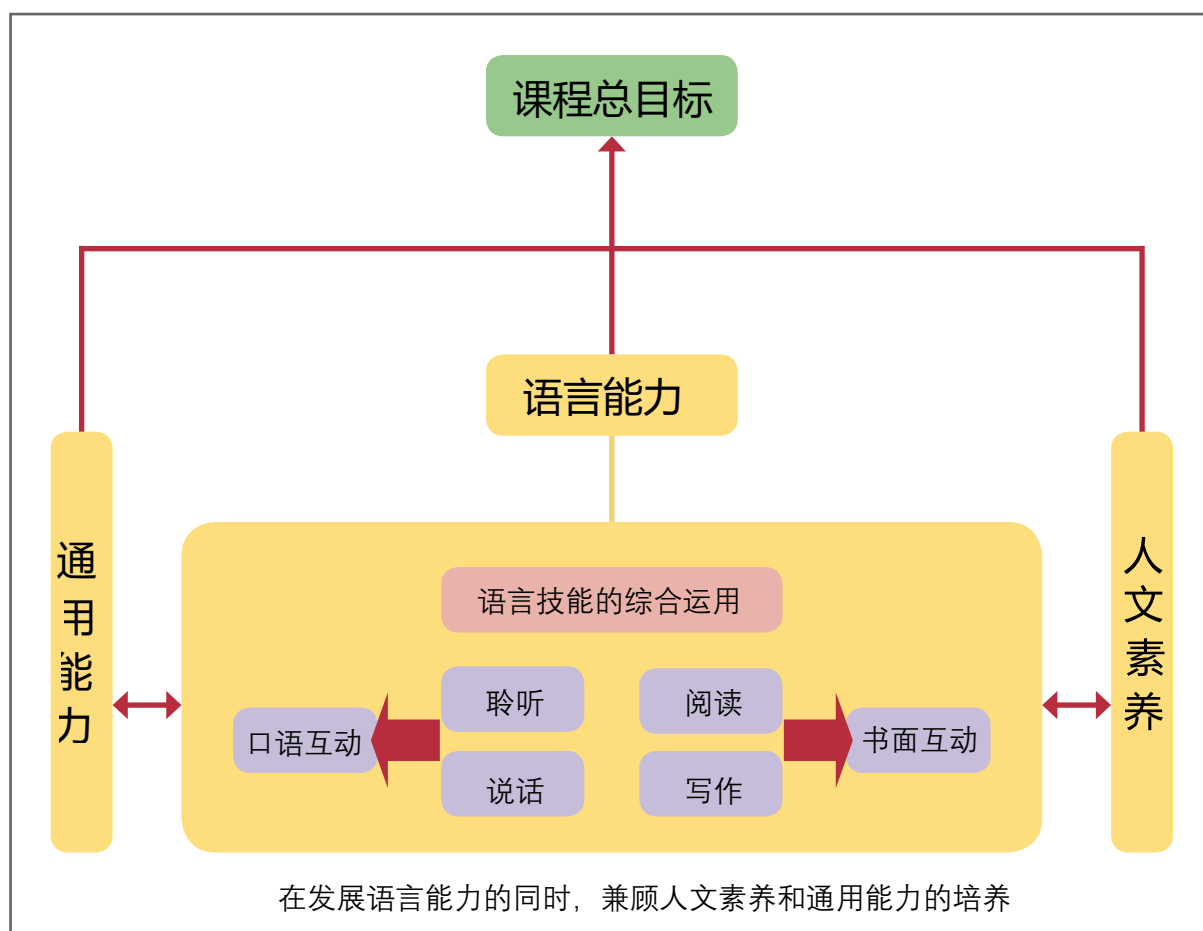
RESOURCES USED
1. Primary Mathematics Textbook 2A & 2B
2. Primary Mathematics Practice Book 2A & 2B
3. Topical Learning Sheets
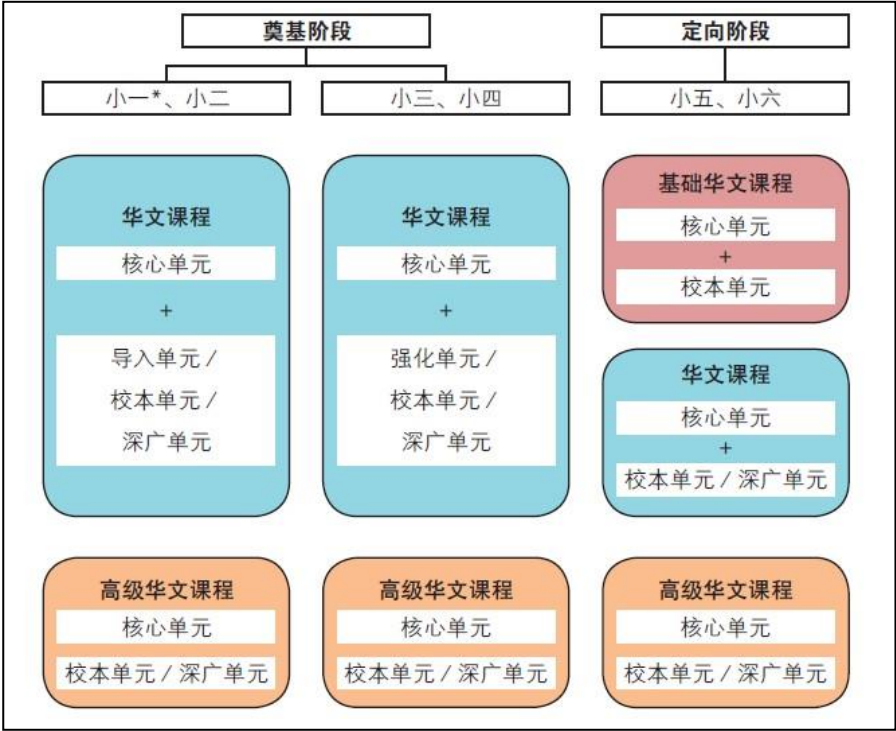4. Heuristics Booklet
5. Mental Sums Booklet

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

课程目标图示如下：

语言能力

课程总目标

语言技能的综合运用

聆听　说话　口语互动　阅读　写作　书面互动

通用能力　人文素养

在发展语言能力的同时，兼顾人文素养和通用能力的培养

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。
- 学校在开学时就会为二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：
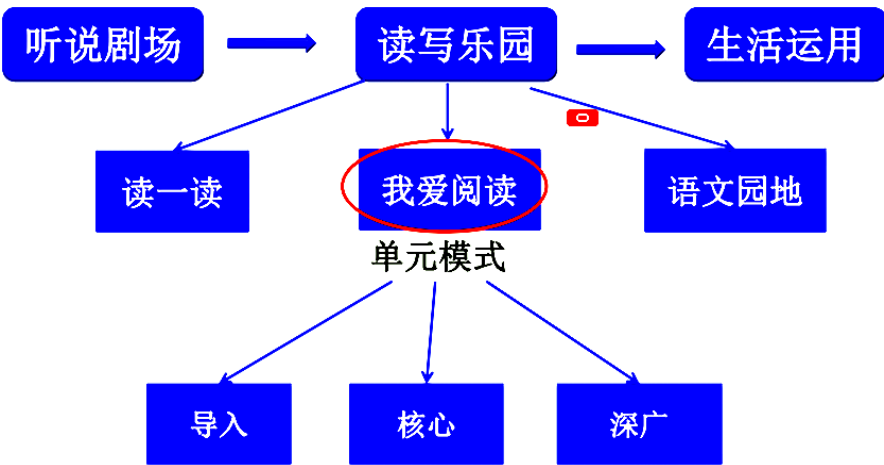 - 学生的课堂表现
  - 学生的学习态度
  - 学生的学习成绩

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。

"小小故事人"故事创作课程（第一至第二学段）
通过参与故事创作活动，让学生培养口语互动和沟通的能力。

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

MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Matlamat pendidikan Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. berkomunikasi secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang **budaya**, tradisi, sastera dan sejarah; dan
3. berhubung dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.

OBJEKTIF KURIKULUM BAHASA MELAYU

Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:

- mendengar dan memahami pengucapan dengan teliti;
- bertutur dengan petah menggunakan sebutan baku dan intonasi yang betul;
- membaca pelbagai bahan bercetak dan bahan media elektronik dan memberikan respons yang sesuai;
- menulis pelbagai jenis teks berdasarkan pelbagai tajuk yang sesuai;
- berinteraksi secara lisan dengan menggunakan sebutan baku;
- berinteraksi secara bertulis mengenai pelbagai tajuk yang sesuai;
- berfikir secara kreatif, kritis dan kritikal untuk mereka cipta, menyelesaikan masalah dan membuat keputusan melalui penggunaan bahasa;
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu dan kaum-kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugasan bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merangkumi kemahiran mendengar, membaca, bertutur, menulis interaksi lisan dan interaksi penulisan, seperti yang tertera dalam rajah di bawah ini.
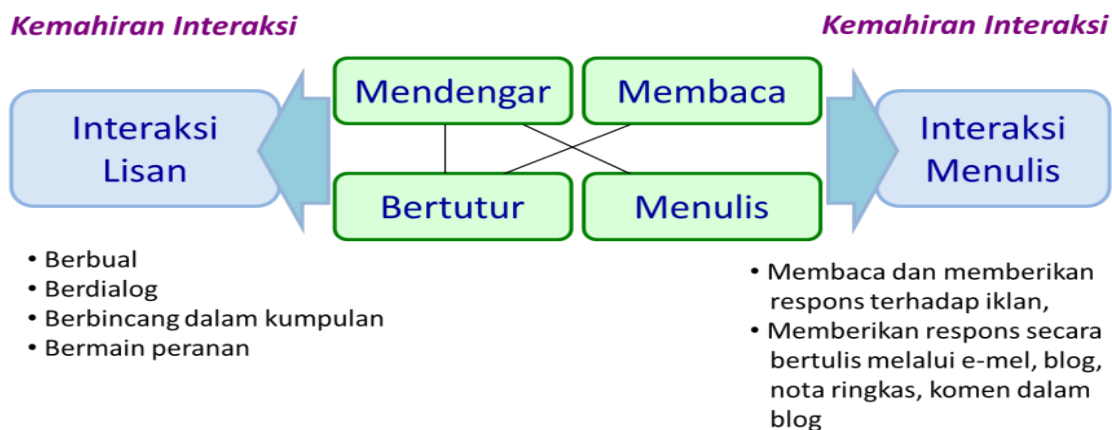
Model Kemahiran Teras Bahasa

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 dengan teliti, memahami dan menghayati 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. Baca Ria • Untuk memupuk minat membaca, 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. Bengkel Drama dan Pertuturan • Bengkel ini bertujuan untuk mengasah kemahiran komunikasi serta membina keyakinan murid bertutur di hadapan khalayak. Bengkel ini akan dijalankan dalam Penggal 1 dan 2, selama 8 sesi.
Menulis	Menulis • Murid menulis beberapa ayat untuk menjadikan sebuah cerita berdasarkan rangsangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
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.
Budaya	Minggu Dwibahasa Ibunda • Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz dan bengkel untuk membolehkan murid menggunakan Bahasa Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan.

SISTEM BAHASA
Berikut adalah aspek tatabahasa yang akan dipelajari:

1. Tatabahasa

• Kata Tunggal • Kata Terbitan • Kata Ganda Penuh • Kata Majmuk • Kata Berimbuhan (meN-,beR-,teR-,peN-,di-,ke-,-an, -kan) • Kata Nama • Kata Kerja	• Kata Adjektif (sifatan/keadaan, warna, ukuran, bentuk, pancaindera) • Kata Tugas (kata hubung, kata seru, kata nafi, kata sendi nama, kata tanya, kata arah) • Frasa • Pola Ayat • Bentuk Ayat • Susunan Ayat (Ayat Biasa) • Jenis Ayat

2. Kosa Kata
    • berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

3. Tanda Baca
    • tanda noktah (.) , koma (,) , soal (?), sempang (-)

BAHAN PEMBELAJARAN

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

TAMIL LANGUAGE

தமிழ்மொழிக் கற்றல் நோக்கங்கள்

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

தொடக்கநிலை 2 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.

- முக்கியக் கருத்துக்களையும் சில விவரங்களையும் அடையாளம் காண்பார்கள்.

பேசுதலும் பேச்சுவழிக்க கருத்துப்பரிமாற்றமும்

- அன்றாட வாழ்க்கையோடு தொடர்புடைய சிறு கலந்துரையாடல்களில் வழிகாட்டுதலுடன் ஈடுபடுவார்கள்.

- கலந்துரையாடலில் ஈடுபட்டுத் தங்கள் கருத்தை / விருப்பங்களை / உணர்வை வெளிப்படுத்திப் பேச்சுத்தமிழில் இயல்பாகப் பேசுவார்கள்.

- மற்றவர்களிடம் தங்கள் சந்தேகங்களைக் கேட்டுத் தெளிவுபடுத்திக் கொள்வார்கள்.

- எளிய பாடலைப் பாடுவார்கள்; கதையைக் கூறுவார்கள்.

- படத்தைப் பார்த்தோ பொருளைச் சுட்டிக்காட்டியோ தங்கள் கருத்துகளைப் பேச்சுத்தமிழில் வெளிப்படுத்துவார்கள்.

படித்தல்

- தனி எழுத்துக்களையும் சொற்களையும் அடையாளம் கண்டு, எழுத்துக்கூட்டிச் சரியான உச்சரிப்போடு சரளமாக வாய்விட்டுப் படிப்பார்கள்.

- எளிய சொற்றொடர்களையும் வாக்கியங்களையும் அடையாளம் கண்டு வாசித்துத் தங்கள் புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

- வயதிற்கும் அனுபவத்திற்கும் ஏற்ற எளிய கதைகளையும் பாடல்களையும் வாய்விட்டுப் படித்து, வழிக்காட்டுதலுடன் சில விவரங்களை அடையாளம் காண்பார்கள்.

எழுதுதல்

- தமிழ் எழுத்துக்களைத் தெளிவாகவும் வரிவடிவம் சிதையாமலும் பிழையில்லாமல் எழுதுவார்கள்.
- படித்த எழுத்துக்களை அடையாளங்கண்டு சொற்களையும் சொற்றொடர்களையும் சிறிய வாக்கியங்களையும் உருவாக்கி எழுதுவார்கள்.

<u>**பரிந்துரைக்கப்படும் எழுத்துக்களின் வரிசைமுறை**</u>

தொடக்கநிலை 2	
பருவம் 1	*பருவம் 2*
எகர உயிர் எழுத்து எகர உயிர்மெய் எழுத்து ஏகார உயிர் எழுத்து ஏகார உயிர்மெய் எழுத்து ஐகார உயிர் எழுத்து ஐகார உயிர்மெய் எழுத்து ஒகர உயிர் எழுத்து ஒகர உயிர்மெய் எழுத்து ஓகார உயிர் எழுத்து ஓகார உயிர்மெய் எழுத்து	ஔகார உயிர் எழுத்து ஔகார உயிர்மெய் எழுத்து ஃ உயிர் எழுத்துக்கள் மெய் எழுத்துக்கள் உயிர்மெய் எழுத்துக்கள்

இலக்கணக் கூறுகள்

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

- குறில் நெடில்
- பெயர்ச்சொல்
- வினைமுற்று
- சுட்டுப் பெயர்
- ஒருமை பன்மை
- மூவிடப்பெயர்
- எழுவாய் பயனிலை இயைபு
- வினாப்பெயர்

- முற்றுப்புள்ள
- வினாக்குறி

- ஒரு ஓர்
- உறவுமுறைப் பெயர்கள்

பெரிய புத்தகம் / சிறுவர் கதைநூல்

மாணவர்களுக்கு இளம்வயதிலேயே வாசிப்பில் ஈடுபாட்டை வளர்த்து, வாசிக்கும் பழக்கத்தை ஊக்குவிக்க இந்நூல்கள் அறிமுகப்படுத்தப்பட்டுள்ளன. 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 EDUCATION

AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS
The purpose of Physical Education is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.

PE AND SPORTS DEVELOPMENT FRAMEWORK

ACTIVE LIFESTYLE	Sports Pursuit	National Representation

High Performance
High amount of performance-based training and competition
Focus on one sport

Recreational Participation
Development of physical activity- and/or sport-specific skills and tactics
Sustained involvement in physical activities and/or sports based on interest and competencies
Application of principles of training and safe practices
Maintenance of health and skill-related fitness

Specialisation
Consolidation of one or two sport-specific skills and tactics

Application of training in competitions, winning a secondary emphasis

Development of mental skills
Emphasis on sport-specific strength and fitness conditioning

Broad-Based Development
Acquisition of overall skills and concepts (across and within physical activities and sports)
Emphasis on application in developmentally-appropriate physical activities and sports
Involvement in a range of physical and sporting experiences that is fun and inclusive
Understanding of principles of training and safe practices
Development of health and skill-related fitness

Strong Foundation
Acquisition of fundamental motor skills and movement concepts
Emphasis on learning and enjoyment through developmentally appropriate movement experiences
Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)

Figure: MOE PE Syllabus (2014)

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be it for recreation, personal challenge and achievement or national honours. A strong foundation anchored on fundamental motor skills and core values forms the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad based physical competencies which provide opportunities for exploration of interest. From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

GOALS OF PE
The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.
PE seeks to develop in each student the ability to:
Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.
Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.
Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.
Goal 4: Display positive personal and social behaviour across different experiences.

Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.

Goal 6: Enjoy and value the benefits of living a physically active and healthy life.

<u>**SCOPE OF LEARNING**</u>

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

<u>**ASSESSMENT**</u>

Physical Education Primary 2 Assessment Plan 2023

Topics	Term 1	Term 2	Term 3	Term 4
1. **Physical Health and Fitness** 2. **Outdoor Education** 3. **Games and Sport** 4. **Gymnastic** 5. **Dance**	(Wk 5) <u>Physical Health and Fitness</u> Acquire a range of safety practices while playing, using the road, and in public places.	(Wk 9) <u>Games and Sports</u> Students will be able to kick a ball using the instep of their dominant foot to a large target 2m away.	(Wk 4) <u>Gymnastic</u> Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.	(Wk 2) <u>Dance</u> Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)
	(Wk 10) <u>Physical Health and Fitness</u> Demonstrate good health practices (oral care and disease prevention)	(Wk 10) <u>Outdoor Education</u> Move across a variety of ground surfaces in a familiar environment safely and confidently.	(Wk 9) <u>Games and Sport</u> Students will be able to strike a small ball using a racket with their dominant hand over a low net (1m height).	(Wk 5) <u>Physical Health and Fitness</u> Demonstrate good health practices and habits (make healthier food choices), and participate in regular physical activities.

ART EDUCATION

AIMS OF ART EDUCATION IN SCHOOLS

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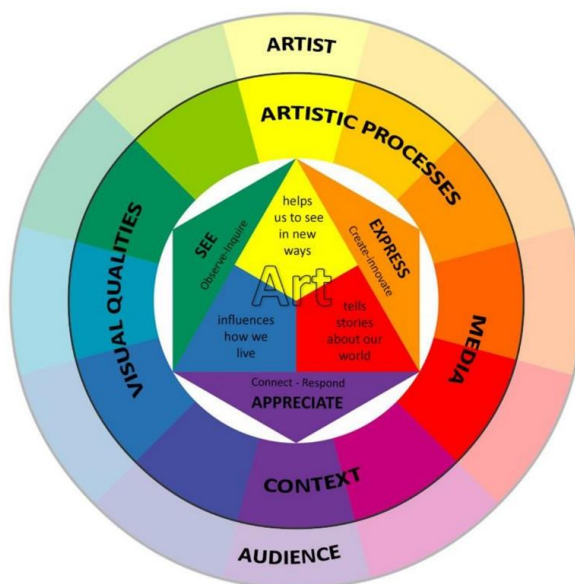- make meaning through connecting with society and culture.

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 surroundings & respond to what they see by asking questions & creating artworks. This heightens students' sensory awareness, arouses curiosity & encourages imagination & generation of ideas.	In *Expressing* art, our students generate ideas from what they see & explore ways to communicate their ideas, feelings & experiences. Students communicate through the various art forms & media as well as orally & in written text. This cultivates students' spirit of innovation & experimentation.	In *Appreciating* art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. They understand why & how artworks are made & value art in their lives & society. This heightens students' aesthetics & cultural awareness & raises the value of art among them.

PROGRAMMES

The schools' art programmes for Primary 2 focus on the following areas:

Table 2: Focus Areas In Art Learning in Primary 2, 2023

	Term 1	Term 2	Term 3	Term 4
Learning Outcomes	**LO1:** Identify simple visual qualities in what they see around them **LO2:** Ask questions about what they see **LO3:** Draw from their imagination and observation **LO4:** Play with a variety of materials and tools to make art **LO5:** Share their imagination, thoughts and feelings through art making **LO6:** Show interest in looking at a variety of artworks **LO7:** Talk about what they see, feel and experience using art vocabulary			
Topic	**Topic: Animal Sculpture**	**Topic: Drawing with Scissors**	**Topic: Abstract Action Painting**	**Topic: Drawing**
Learning Objectives	• Understand what sculptures	• Understand what basic &	• Observe the splashed, dribbled or	• Revisit basic & organic shapes that

	Term 1	Term 2	Term 3	Term 4
Students will be able to:	are & that they are 3D Art Ability to identify the different places that sculptures can be seen in Singapore	organic shapes is • Artworks can be created using paper cut-outs • Observe that one of the artworks is an installation	smeared, etc. of the paint • Movement that can be created in the painting using different gesture & action • Another form of abstract art besides paper cut-out	were taught in T2 • Observe what are things around them are made of basic shapes

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

ASSESSMENT

Table 3: Art Education Primary 2 Assessment Plan 2023

Term 1	Term 2	Term 3	Term 4
Topic: Animal Sculpture (Wk 9)	**Topic: Drawing with Scissors(Wk 9)**	**Topic: Abstract Action Painting (Wk 9)**	**Topic: Drawing (Wk 7)**
Using plasticine & paper clay to create an animal of their choice	Create abstract artwork using basic & organic shapes Given the same shapes, they can be manipulated to create different images	Explore the different things & ways to create their own action painting Mixing different media to create effect	Creatively use basic shapes to their advantage to create objects or to complete the drawing

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.
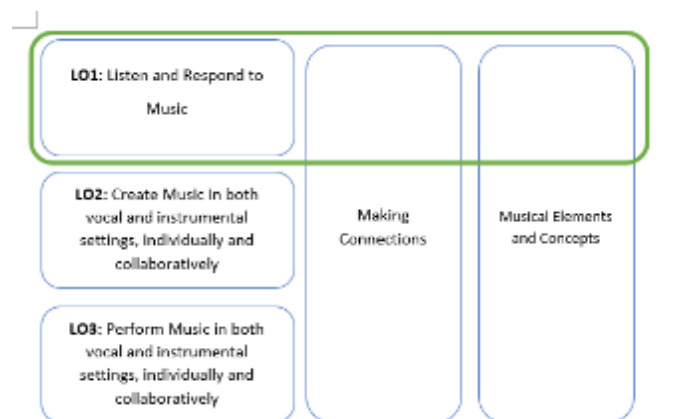
The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

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 2):

1.	Listening & Responding to Music
a.	Responding to rhythmic & melodic patterns through imitation.
b.	Responding to elements of music & moods through movement, performing & drawing.
c.	Describing sound produced by instrument & how they are played.
d.	Describing how elements of music are used for different purposes in the music they listen to & create.
2.	Creating Music
a.	Exploring & creating music ideas using voice & body percussion & instruments.
b.	Creating 2-bar rhythmic ostinato to accompany a melodic piece.
c.	Creating a melodic phrase of at least 2-bars, based on the C-pentatonic scale.
d.	Creating & perform soundscape to a poem, story & visual.
e.	Using graphic, e.g. lines, colours & shapes or standard notation to record music ideas.
3.	Performing Music
a.	Singing simple chants & rhymes, call & response & simple 2-part songs using do, re, mi, sol, la, do notes.
b.	Reading & singing simple scores in solfege.
c.	Playing simple melodies & rhythms on pitched & non-pitched instruments.
d.	Playing simple accompaniment for songs.

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 pitched and non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

Level-Based
- P2 Music Soundscape – Making Paintings Come Alive (Music & Art Collaboration) [T2] – to provide students opportunities to integrate the skills they learn from music and art lessons.
- Programme for Active Learning [T2] – to enable students to learn socio-emotional competencies through musical activities.

School-Based
- National Day Singing [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert
- Teachers' Day & Unity's Got Talent [T3] - to encourage appreciation for teachers & showcase individual talent as well as communal singing during the 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 Primary 2 Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 7)** **Topic** Perform Music **(LO3)** – Sing with accurate rhythm and pitch the song "Great Big House in New Orleans".	**Formative Assessment 2** **(Wk 8)** **Topic** Listen and Respond to Music **(LO1)** – Imitate rhythmic and melodic patterns using body percussion, voice, and classroom instruments.	**Formative Assessment 3** **(Wk 9)** **Topic** Create Music **(LO2**) – Compose a melodic phrase of at least two bars, based on the C pentatonic scale.	**Formative Assessment 4** **(Wk 6)** **Topic** Perform Music **(LO3)** – Perform as an ensemble using classroom instruments, melodic and rhythmic patterns.

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

Character and Citizenship Education (CCE) aims to inculcate values and build competencies in our students to develop them into good individuals and useful citizenships. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

LO1:   Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
LO2:   Act with integrity and make responsible decisions that uphold moral principles
LO3:   Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
LO4:   Be resilient and have the ability to turn challenges into opportunities
LO5:   Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
LO6:   Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony
LO7:   Care for others and contribute actively to the progress of our community and nation
LO8:   Reflect on and respond to community, national and global issues, as an informed and responsible citizen

SCOPE OF LEARNING

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

1. CCE lessons

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world

2. Form Teacher Guidance Period (FTGP)

The central idea, and purpose, behind FTGP is to provide protected time within the curriculum:
- to provide quality interaction time between form/co-form teachers and students
- for form/co-form teachers to build positive relationships with their students, and
- to equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Explicit teaching of social and emotional competencies
- Lessons on leadership competencies guided by Kouzes' The Leadership Challenge
- Lessons on Cyber Wellness and Education and Career Guidance

- Game and play-based activities between form/co-form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form/co-form teacher and students

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

3. School-based CCE Programme
This includes activities that complement CCE lessons, and could include assembly programme, values education talks and commemoration of National Education (NE) events and major festive celebrations.

4. CCE Guidance Module
The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

5. Values-in-action (VIA)
This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Through VIA, our students are encouraged to identify & understand community issues, initiate action among their peers to make a difference & improve the lives of others. Throughout the process, students reflect on what they have learnt & how they can continue to make a difference to others.

In UPS, a major aspect of VIA for P1 & P2 students is the learning of how they can improve their learning environment. Through a series of activities planned for the students, they will learn how they can take steps to improve their learning environment.

6. Programme for Active Learning (PAL)
PAL is a major initiative to address the need for greater emphasis on non-academic programmes for all P1 and P2 students. It consists of modules of activities in two broad areas which are carried out within the curriculum time:
- Sports & Games and Outdoor Education, and
- Performing Arts (Music and Drama) and Visual Art

Broadly, the purpose of PAL is three-fold:
- To provide students with broad exposure and experiences through fun and varied activities
- To facilitate the well-rounded development of students in the five broad learning domains of physical, cognitive, social, aesthetics and moral
- To provide varied avenues for students to develop social emotional competencies

In UPS, PAL facilitates holistic development of students in the five domains:
- Moral
- Cognitive
- Physical
- Social
- Aesthetics

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

School Values

School Values	Desired Behaviours	Level	Practices
Respect	• Treats others with dignity & courtesy.	All	• Greets teachers & peers. • Works & plays with friends of different races.
		P3 onwards	• Helps others in need. • Seeks permission before taking/ using someone else's belongings.
	• Obeys school rules and class rules.	All	• Follows school & class rules.
Resilience	• To question, explore & experiment.	All	• Asks questions to clarify. • Strives to improve in learning from self or others.
		P3 onwards	• Expresses opinions & makes suggestions. • Participates actively in class discussions.
		P5 onwards	• Is engaged in learning & strives for highest standards. • Exhibits initiative to come up with ideas & suggestions for school improvement.
	• To be persistent & not give up easily.	All	• Perseveres in the face of defeat or obstacles.
Responsibility	• Follows up on one's words & promises.	All	• Keeps up with the deadlines of all schoolwork.
		P3 onwards	• Manages own emotions & acts in a considerate manner.
	• Does things to the best of one's ability.	All	• Is punctual for class & school activities.
		P3 onwards	• Participates actively in class or school improvement projects.
		P5 onwards	• Is aware that choices have consequences & is accountable for decisions made.
Integrity	• Is honest & sincere in both words & actions.	All	• Is sincere & honest in words & actions.

School Values	Desired Behaviours	Level	Practices
		P3 onwards	• Completes work on his/her own.
	• Does the right thing even when it is a difficult thing to do.	All	• Returns items that do not belong to them.
		P5 onwards	• Stands up for what is right.
Care	• Shows care for self, others & the environment.	All	• Takes care of own grooming & attire.
		P3 onwards	• Takes care of personal space & cleanliness. • Shows care for school & public property.
		P5 onwards	• Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.
	• Values self and others.	All	• Shows acts of kindness to peers & community.
		P3 onwards	• Is sensitive to the feelings of others.
		P5 onwards	• Reflects on impact of own actions on others.
Harmony	• Contributes to the group one belongs to.	All	• Is a good team player.
		P3 onwards	• Volunteers to render help to others.
		P5 onwards	• Leads peers in their actions.
	• Shows inclusivity with peers.	All	• Gets along well with friends from different races and cultures. • Respects others' point of view.
		P3 onwards	• Appreciates the diversity of Singapore.

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 2, students will examine the customs and traditions of different communities living in Singapore. Through such an appreciation, students will be able to interact harmoniously with one another. Students will also understand that sharing a common identity, experiences and values unite us as people of Singapore.

RESOURCES USED

1. Social Studies Big Books
2. Social Studies: Inquiring Into Our World Activity Book 2
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 2 students will be assessed based on the performance task activities in their SS 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.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using MS PPT.
5. Perform core computation and coding concepts through simple visual programming-based lessons.
6. Perform simple computations with data using Google Sheets, including the application of formula.
7. Collaborate with others using Google Doc, Google Slides and Google Sheets.

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
▪ Refresher modules for basic operations and Touch-typing ▪ Learning with Google Doc ▪ Learning with multimedia	▪ Log in to school laptops and the SLS portal. ▪ Master touch-typing skills. ▪ Access Google Doc ▪ Type an individual writing based on a given topic using Google Doc. ▪ Inserting of relevant images. ▪ Use of different font styles to enhance their work. ▪ Add page colour, insert text box and shapes, add emoji etc.

ASSESSMENT

Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. For P2, the Form Teacher will assess the students based on an ICT Baseline Competencies Checklist.

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
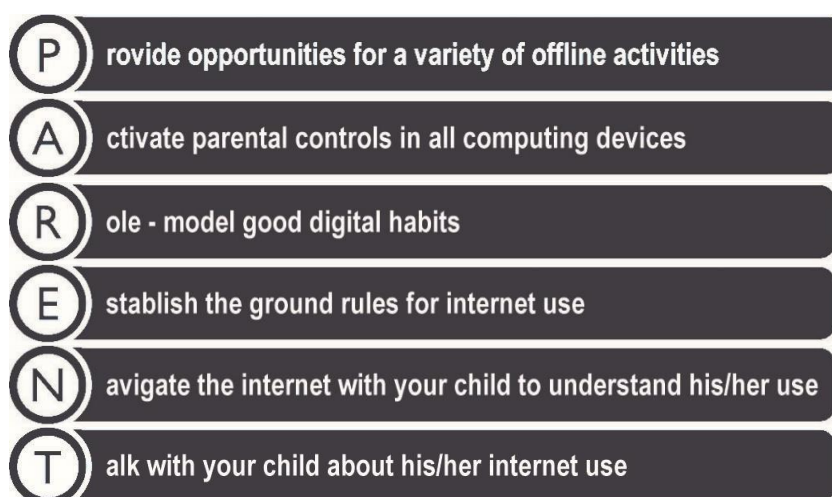2. Safe & Responsible Use
3. Positive Peer Influence

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 P2 students, a level Assembly Talk will be conducted on the topic of 'Cyberbullying' 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:

(P) rovide opportunities for a variety of offline activities

(A) ctivate parental controls in all computing devices

(R) ole - model good digital habits

(E) stablish the ground rules for internet use

(N) avigate the internet with your child to understand his/her use

(T) alk 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 with both online and offline assignments.

School will keep parents informed of the HBL schedule for each exercise via Parents Gateway (PG). This will allow parents to play a complementary role by helping to monitor the progress of their children's learning in terms of work completion.

As for the students, the HBL schedule will be shared with them via Student Learning Space (SLS) to encourage them to exercise responsibility for their own learning and to be 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. In particular, it empowers 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 through 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 Blending 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 2 Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 6 / 15 min)** Listening Comprehension 1. Sound Discrimination (Beginning/ Ending Sound) 2. Picture Association	**Formative Assessment 2** **(Wk 5 / 5 min)** Reading Aloud	**Formative Assessment 3** **(Wk 4 / 5 min)** Stimulus Based Conversation (SBC) **Formative Assessment 4** **(Wk 8 / 30 min)** Language Use 1. Grammar MCQ 2. Grammar Cloze 3. Vocabulary MCQ 4. Word Order 5. OE Comprehension	**Formative Assessment 5** **(Wk 4 / 45 min)** Modified Language Experience Approach (MLEA) 4 pictures **Formative Assessment 6** **(Wk 7 / 30 min)** Language Use 1. Grammar MCQ 2. Grammar Cloze 3. Vocabulary Cloze 4. Visual Text Comprehension

Mathematics Primary 2 Formative Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 9 /30 min)** **Format of Paper:** 5 MCQ 6 SAQ 2 LAQ **Scope of Testing:** 1. Numbers to 1000 2. Addition & Subtraction within 1000	**Formative Assessment 2** **(Wk 8 /40 min)** **Format of Paper:** 5 MCQ 6 SAQ 2 LAQ **Scope of Testing:** 1. Multiplication and Division 2. Multiplication Tables of 2, 5 & 10 3. Time **Performance Task (Wk 9 - 10)** Mass	**Formative Assessment 3** **(Wk 8 /40 min)** **Format of Paper:** 5 MCQ 6 SAQ 2 LAQ **Scope of Testing:** 1. Addition and Subtraction – 2-step Word Problems 2. Multiplication Tables of 3 & 4 3. Money	**Formative Assessment 4** **(Wk 8 /40 min)** **Format of Paper:** 5 MCQ 6 SAQ 2 LAQ **Scope of Testing:** 1. Fractions 2. Volume 3. Picture Graphs **Performance Task (Wk 9 - 10)** Shapes

Chinese Language Primary 2 Formative Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 9 / 20 min)** **Component:** Listening & Representation **Format of Paper:** Listening Comprehension - Picture Matching - Response to simple narratives **Scope of Testing:** 1. Term 1 CL Curriculum Units	**Formative Assessment 2** **(Wk 8 / 6 min)** **Component:** Speaking & Representing **Format of Paper:** Oral - Reading aloud: Simple paragraph - 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)** **Component:** Speaking & Representing **Format of Paper:** Oral Interactive Performance Task **Scope of Testing:** 1. Term 1-3 CL Curriculum Units 2. School-based Oral Interactive Package **Formative Assessment 4** **(Wk 8 / 50 min)** **Component:** Language Use **Format of Paper:** Language Use - Hanyu Pinyin - Grammar/Vocabulary - Sentence structure - Comprehension **Scope of Testing:** 1. Term 1 – 3 CL Curriculum Units 2. School-based Comprehension Package	**Formative Assessment 5** **(Wk 5 / 40 min)** **Component:** Writing & Representing **Format of Paper:** Writing – Sentence construction - 5W1H - Dialogue **Scope of Testing:** 1. School-based Writing Package **Formative Assessment 6** **(Wk 8 / 50 min)** **Component:** Language Use **Format of Paper:** Language Use - Hanyu Pinyin - Grammar/Vocabulary - Sentence structure - Comprehension **Scope of Testing:** 1. CL Curriculum Units 1-18 2. School-based Comprehension Package

Malay Language Primary 2 Formative Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **Wk 9 / 20 min)** **Component:** Listening & Representation **Format of Paper:** Listening Comprehension - Picture Matching - Response to simple narratives **Scope of Testing:** 1. Term 1 ML Curriculum Units	**Formative Assessment 2** **Wk 8 / 6 min)** **Component:** Speaking & Representing **Format of Paper:** Oral - Reading aloud: Simple paragraph - Picture Description - Conversation: related to theme of the picture **Scope of Testing:** 1. Term 1 ML Curriculum Units 2. Term 1 -2 School-based Oral Learning Units	**Formative Assessment 3** **Wk 6 / 6 min)** **Component:** Speaking & Representing **Format of Paper:** Oral Interactive Performance Task **Scope of Testing:** 1. Term 1 - 3 ML Curriculum Units 2. School-based Oral Interactive Learning Sheets **Formative Assessment 4** **(Wk 8 / 50 min)** **Component:** Language Use **Format of Paper:** Language Use - Spelling - Vocabulary - Suffixes - Word Class - Rearranging of Words - Comprehension MCQ - Comprehension OE **Scope of Testing:** 1. Term 1 - 3 ML Curriculum Units 2. School-based Learning Sheets	**Formative Assessment 5** **(Wk 5 / 20 min)** **Component:** Writing & Representing **Format of Paper:** Sentence Construction **Scope of Testing:** 1. School-based Writing Learning Sheets **Formative Assessment 6** **(Wk 7 / 50 min)** **Component:** Language Use **Format of Paper:** Language Use - Spelling - Vocabulary - Suffixes - Word Class - Rearranging of Words - Comprehension MCQ - Comprehension OE **Scope of Testing:** 1. Term 1 - 4 ML Curriculum Units 2. School-based Learning Sheets

Tamil Language Primary 2 Formative Assessment Plan 2023

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
Formative Assessment 1 **(Wk 9 / 20 min)** **Component:** Listening & Representation (LO1) **Format of Paper:** - Picture Matching - Response to simple instructions **Scope of Testing:** 1. Term 1 TL Curriculum Units	**Formative Assessment 2** **(Wk 8 / 6 min)** **Component:** Speaking & Representing (LO2 / LO4 and LO5) **Format of Paper:** Oral - Reading aloud (Letters and simple words) - Speaking with correct pronunciation using vocabulary and sentence structures from Primary 2 text based on textbook units. **Scope of Testing:** 1. Term 1 TL Curriculum Units 2. School-based Oral Package	**Formative Assessment 3** **(Wk 6 / 6 min)** **Component:** Speaking & Representing **Format of Paper:** Oral Interactive Performance Task **Scope of Testing:** 1. Term 3 TL Curriculum Units 2. School-based Oral Package **Formative Assessment 4** **(Wk 8 / 30min)** **Component:** Language Use (LO7) **Format of Paper:** Language Use - Matching (words and phrases) - Vocabulary - Fill in the blanks (alphabets) - Word formation - Spelling **Scope of Testing:** 1. Term 1 – Term 3 TL Curriculum Units	**Formative Assessment 6** **(Wk 8 / 30min)** **Component:** Language Use (LO7) **Format of Paper:** Language Use - Matching (words and phrases) - Vocabulary - Fill in the blanks (alphabets) - Word formation - Spelling **Scope of Testing:** 1. Term 1 – Term 4 TL Curriculum Units