



Parents Information Booklet 2022 (Primary 2)



PREFACE

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

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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.

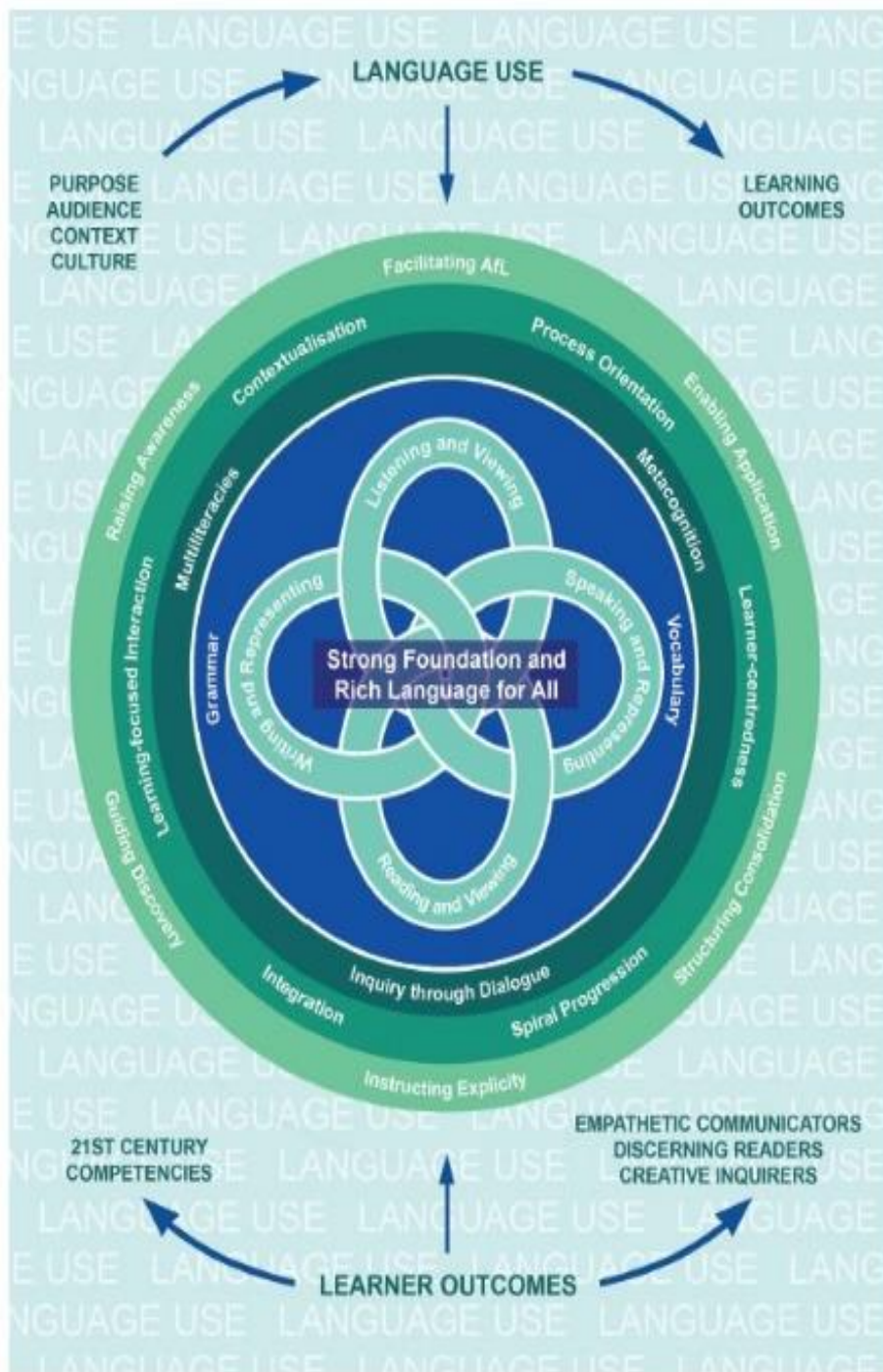
ENGLISH LANGUAGE FRAMEWORK

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



Approach to
EL Teaching and Learning

EL Teaching Processes
(ACoLADE)

Principles of
EL Teaching and Learning
(CLIPS)

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	<p>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.</p> <p>Specific Information Students will have to listen to specific information and match with the correct picture.</p> <p>Picture Association Students will have to listen and pick the correct pictures that best match the given statements.</p> <p>Information Categorising Students will have to listen and categorise information.</p>
Reading & Viewing	<p>Reading Aloud Students will read a short passage to demonstrate their ability to read accurately and fluently.</p> <p>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.</p> <p>CAPtivate Booklet Students will be taught critical thinking skills through short stories.</p> <p>Reading and Recording using Moo-O Students will be required to do a recording of a story with their group members using Moo-O.</p>
Writing & Representing	<p>Spelling Students will be required to spell words from the STELLAR readers.</p> <p>MLEA (Individual Writing) Students will demonstrate their ability to organise their ideas coherently by writing on a given topic.</p>
Language Use	<p>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:</p> <ul style="list-style-type: none">- Vocabulary- Grammar MCQ

Language Skills	Components / Tasks
	<ul style="list-style-type: none"> - 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

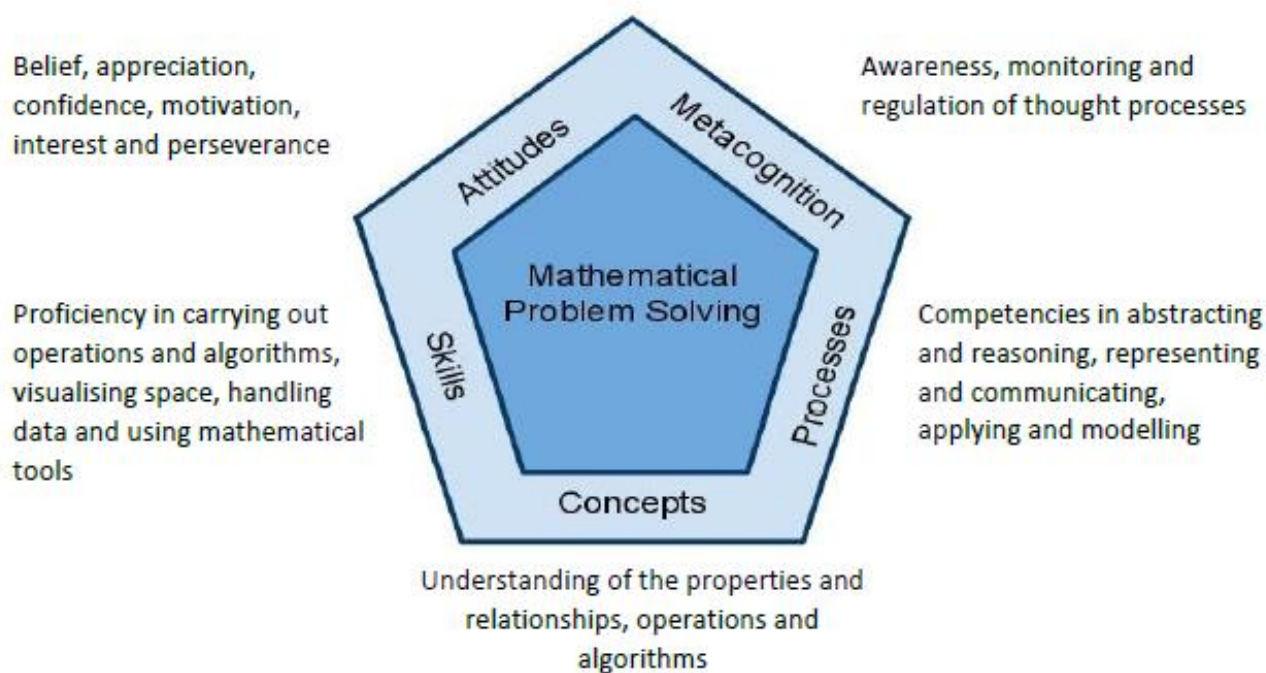
The primary mathematics syllabus aims to enable all students to:

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



Scope Of Learning

Content Chart	Component/ Tasks
(A)Numbers to 1000	<ol style="list-style-type: none">1. Counting2. Place Value: Hundreds, Tens, Ones3. Comparing and Ordering Numbers4. Number Patterns5. Even and Odd Numbers
(B) Addition and Subtraction within 1000	<ol style="list-style-type: none">1. Addition and Subtraction2. Addition without Renaming3. Addition with Renaming4. Subtraction without Renaming5. Subtraction with Renaming

Content Chart	Component/ Tasks
(C) Length	<ol style="list-style-type: none"> 1. Measuring Length in Metres 2. Comparing Lengths 3. Word Problems on Length (in m or cm)
(D) Multiplication and Division	<ol style="list-style-type: none"> 1. Multiplication 2. Division 3. Equal Sharing 4. Equal Grouping 5. Multiplication and Division
(E) Multiplication Tables of 2, 5 and 10	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Telling Time to the Minute 2. Measuring Time in Hours and Minutes 3. Converting Time
(H) Addition and Subtraction	<ol style="list-style-type: none"> 1. Word Problems
(I) Multiplication Tables of 3 and 4	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Dollars and Cents 2. Converting Money 3. Comparing Money 4. Word Problems
(K) Fractions	<ol style="list-style-type: none"> 1. Halves and Quarters 2. Comparing and Ordering Fractions 3. Addition and Subtraction of Fractions

Content Chart	Component/ Tasks
(L) Volume	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Making Picture Graphs 2. Tally Chart
(K) Shapes	<ol style="list-style-type: none"> 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

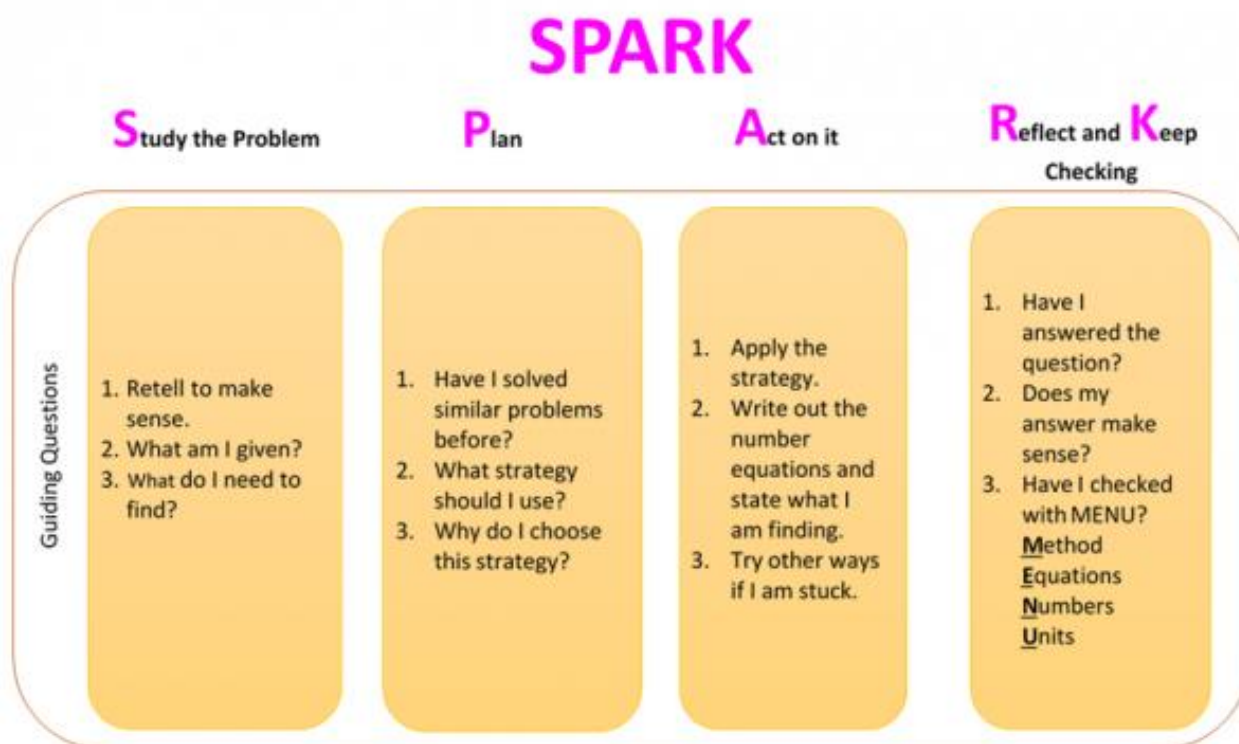
Engagement

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

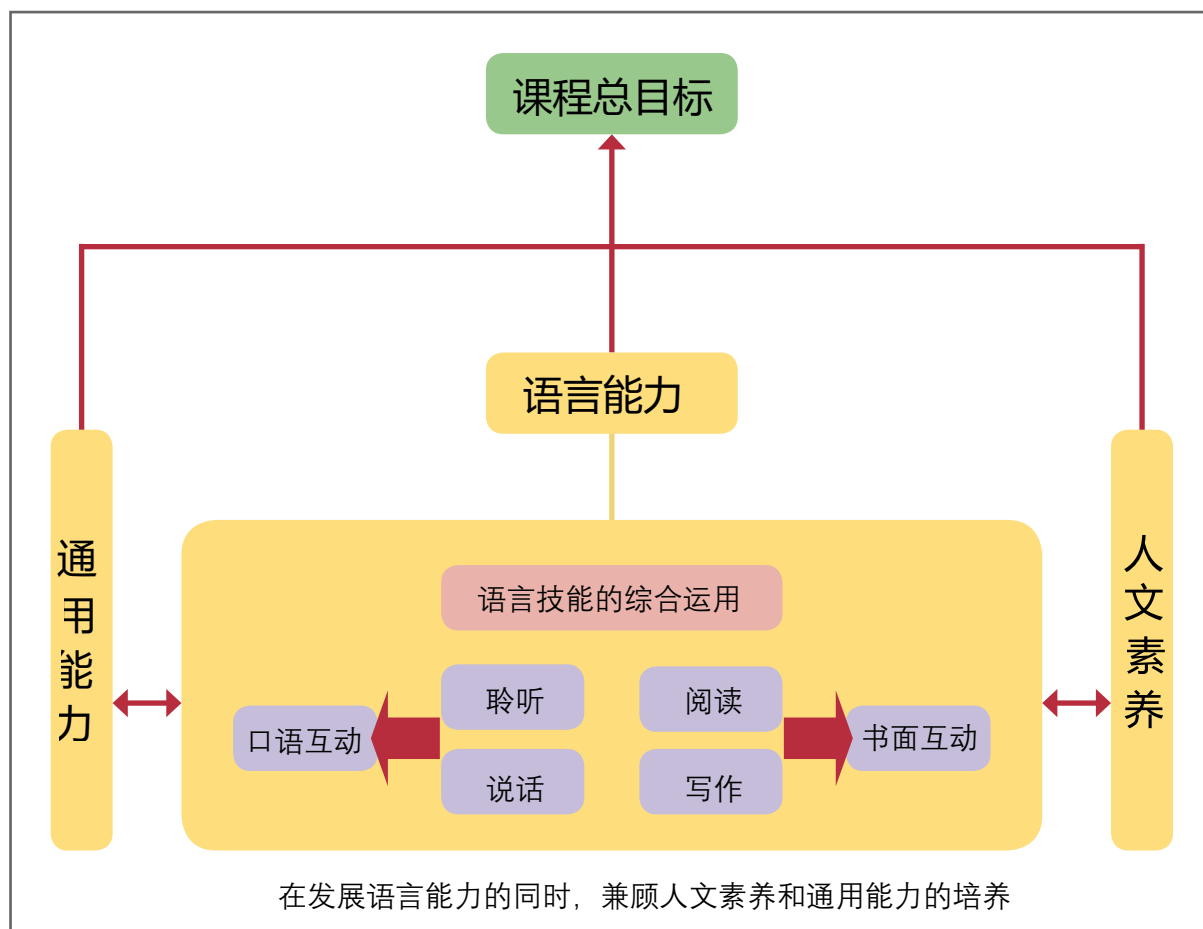
1. Primary Mathematics Textbook 2A & 2B
 2. Primary Mathematics Practice Book 2A & 2B
- (please note that the P2 will be using new books in 2022)

华文

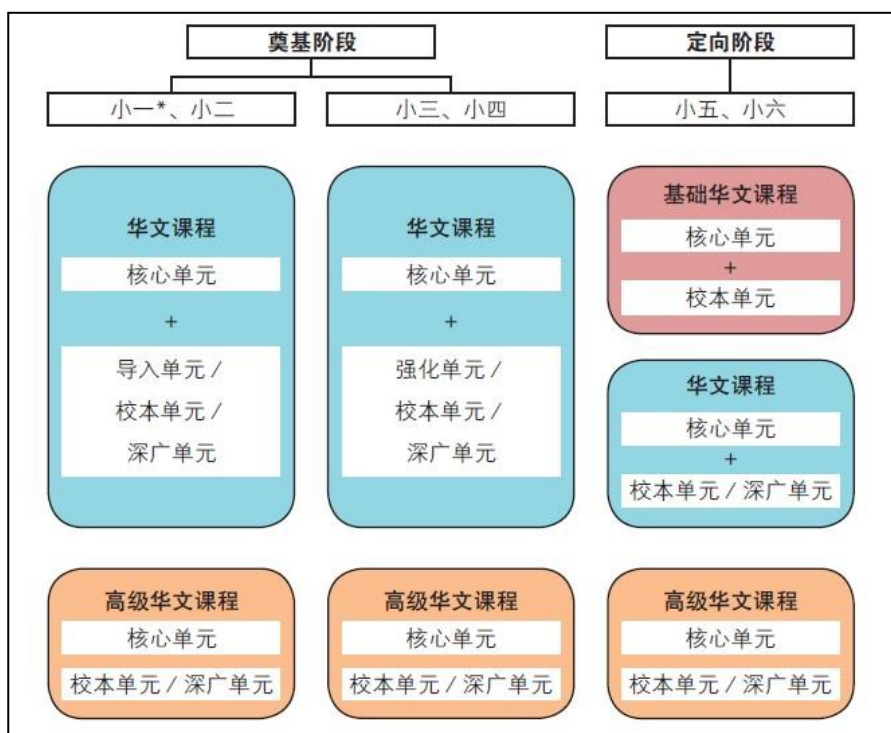
小学华文课程的总目标

- 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：



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

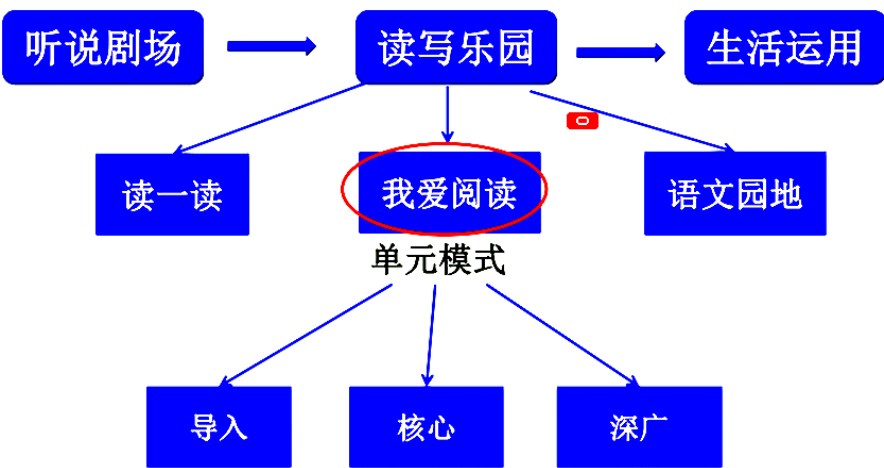
单元模式的主旨不在于将学生分流，而是为了让不同能力的学生能以最适合他学习的进度来学习华文。

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（第一和第三学段）

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.

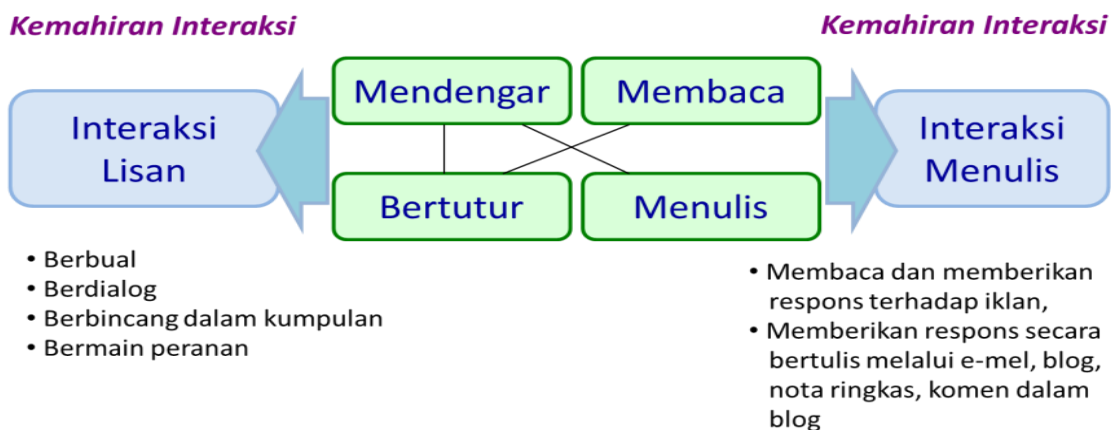
OBJEKTIF KURIKULUM BAHASA MELAYU

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 tugas 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	<u>Kefahaman Mendengar</u> <ul style="list-style-type: none">• Murid mendengar dengan teliti, memahami dan menghayati teks. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	<u>Bacaan Lantang</u> <ul style="list-style-type: none">• 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 sendiri atau berpasangan. <u>Kefahaman Membaca</u> <ul style="list-style-type: none">• Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai. <u>Baca Ria</u> <ul style="list-style-type: none">• 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	<u>Bertutur</u> <ul style="list-style-type: none">• Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	<u>Menulis</u> <ul style="list-style-type: none">• Murid menulis beberapa ayat untuk menjadikan sebuah cerita berdasarkan rangsangan. <u>Bengkel Drama dan Pertuturan</u> <ul style="list-style-type: none">• 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.
Interaksi Penulisan	<u>Interaksi Penulisan</u>

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
	<ul style="list-style-type: none"> Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.
Interaksi Lisan	<u>Pembelajaran Kolaboratif Lisan!</u> <ul style="list-style-type: none"> Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Budaya	<u>Minggu Dwibahasa Ibunda</u> <ul style="list-style-type: none"> 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.
Kosa Kata	<u>Tinta Bahasa</u> <ul style="list-style-type: none"> Objektif Program Tinta Bahasa ialah untuk meningkatkan motivasi murid dalam pembelajaran Bahasa Melayu. Selain itu, program ini bertujuan untuk menyemai sifat yakin diri disamping mengasah kemahiran bertutur murid agar mereka dapat menyampaikan idea dan pendapat dalam Bahasa Melayu dengan berkesan. Program ini dijalankan pada Penggal 1 dan 4. Pelbagai aktiviti yang menyeronokkan, yang berkaitan dengan kosa kata diadakan.

SISTEM BAHASA

Berikut adalah aspek tatabahasa yang akan dipelajari:

1. Tatabahasa

<ul style="list-style-type: none"> Kata Tunggal Kata Terbitan Kata Ganda Penuh Kata Majmuk Kata Berimbuhan (meN-,beR-,teR-,peN-,di-,ke-,-an,-kan) Kata Nama Kata Kerja 	<ul style="list-style-type: none"> 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
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2. Kosa Kata

- berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

3. Tanda Baca

- tanda noktah (.), koma (,), soal (?), sempang (-)

BAHAN PEMBELAJARAN

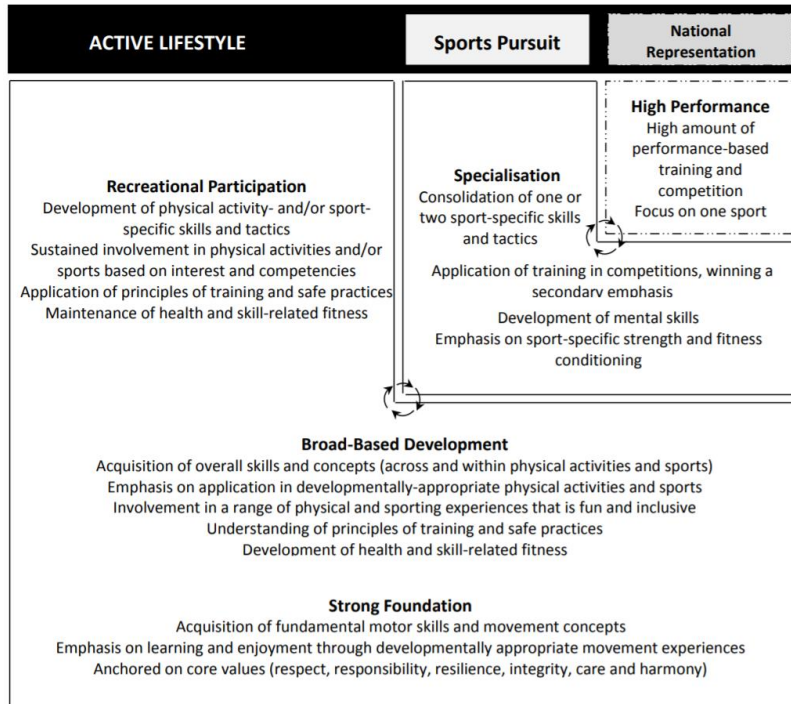
1. Buku Teks CEKAP 2A & 2B
2. Buku Aktiviti CEKAP 2A & 2B
3. Buku Kecil (4 siri) 2A & 2B
4. Lembaran Kerja Darjah 2
5. Ruang Belajar Pelajar (SLS)

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



**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.

SCOPE OF LEARNING

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.

ASSESSMENT

Physical Education Primary 2 Assessment Plan 2022

Topics	Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
1. Physical Health and Fitness 2. Outdoor Education 3. Games and Sport 4. Gymnastic 5. Dance	<u>(Wk 5)</u> <u>Physical Health and Fitness</u> Acquire a range of safety practices while playing, using the road, and in public places.	<u>(Wk 9)</u> <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.	<u>(Wk 4)</u> <u>Gymnastic</u> Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.	<u>(Wk 2)</u> <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)
	<u>(Wk 10)</u> <u>Physical Health and Fitness</u> Demonstrate good health practices (oral care and disease prevention)	<u>(Wk 10)</u> <u>Outdoor Education</u> Move across a variety of ground surfaces in a familiar environment safely and confidently.	<u>(Wk 9)</u> <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).	<u>(Wk 5)</u> <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.

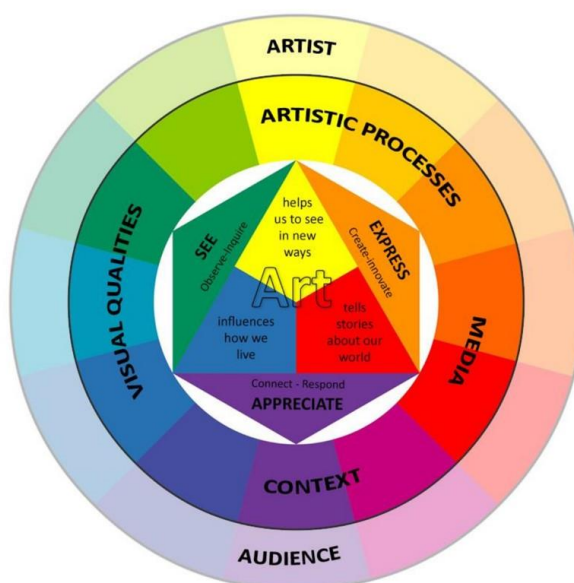


Figure: Primary Art Syllabus Framework 2018

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 <i>Seeing</i> 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 <i>Expressing</i> 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 <i>Appreciating</i> 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, 2022

	Term 1	Term 2	Term 3	Term 4
Focus Areas	Self and Immediate Environment	Singapore Past, Present, Future	Self and Immediate Environment	The World and Region Around Us
Theme	Living Things	Places and Time	Core Drawing Module	Imaginary World
Topic	Animals Around Me	Playground	Drawing Through Play	Creatures In My Mind
Learning Objectives	<ul style="list-style-type: none"> • Explore their surroundings • Create an animal 	<ul style="list-style-type: none"> • Explore their surroundings • Explore composition 	<ul style="list-style-type: none"> • Learn through play 	<ul style="list-style-type: none"> • Develop their imagination and the use

	Term 1	Term 2	Term 3	Term 4
<i>Students will be able to:</i>	sculpture using recyclables • Understand public sculptures and the significance of location	in drawing of a playground • Understand the history of Singapore	• Collaborators in their own learning • Develop awareness of their own likes, dislikes and are sensitised to those of others	of simple shapes • Explore use of mixed media in collage making • Understand the concept of abstract art

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

The key assessment areas for art are *Art Content*, *Art-Related Behaviours and Values and Attitudes*. The key emphasis is to engage students to evaluate their own art and adopt different perspective to reflect on their own learning. Portfolio Assessment, using a *four*-step process of -*collect, reflect & select & connect (guided)* for Primary 1 and 2 and four step process of – *collect, reflect, select & connect* for Primary 3 to 6, is part of the formative and summative assessment practices.

Table 3: Art Education Primary 2 Assessment Plan 2022
(Art Content)

Term 1	Term 2	Term 3	Term 4
<u>Sculpture</u> <u>(Week 7)</u> Create an animal sculpture using recyclables.	<u>Drawing & Painting</u> <u>(Week 7)</u> Create a picture of a place	<u>Core Drawing</u> <u>(Week 7)</u> Create artworks using different materials.	<u>Collage</u> <u>(Week 3)</u> Create a collage of real/ imaginary animals.

MUSIC EDUCATION

AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. develop awareness and appreciation for music in local and global cultures
2. develop ability for creative expression and communication through music
3. provide the basis to develop an informed and life-long 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 expected knowledge and skills that students should acquire over the two years of each stage are detailed in the learning outcomes. The learning outcomes are organised around five overarching Learning Objectives (LOs). All the learning outcomes would be addressed and learned in an integrative manner, where elements and concepts are learned through active musical experiences, such as music creation, performance as well as movement in music. The display of musical skills draws on students' learning and understanding of musical elements and concepts during their musical exploration.

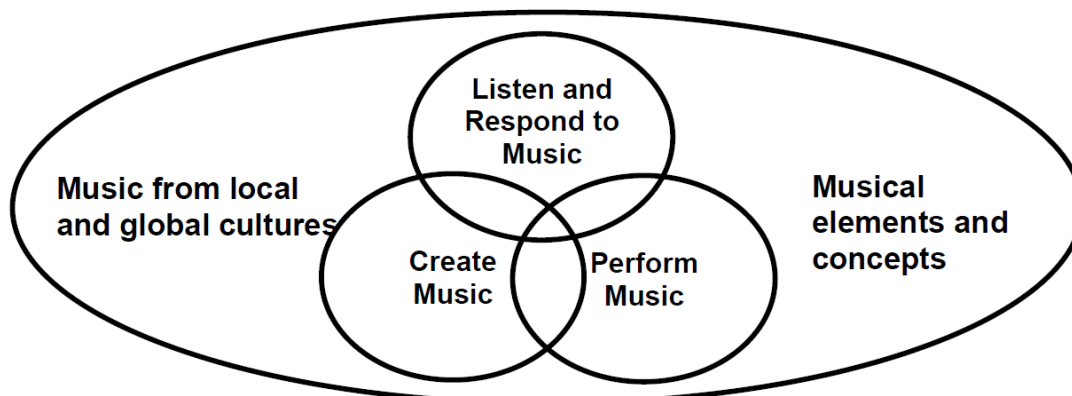
LO1: Perform Music in both instrumental and vocal settings, individually and in groups
LO2: Create Music in both instrumental and vocal settings, individually and in groups

LO3: Listen and Respond to Music

LO4: Appreciate Music in local and global cultures

LO5: Understand musical elements and concepts

The following diagram summarises the approach in which the five LOs can be achieved.



Framework for Teaching and Learning in the General Music Programme (GMP)

The following table illustrates the general skills and knowledge to be acquired for Music in Stage 1 (Primary 1 & 2):

STAGE 2 (PRIMARY 1 & 2)

Musical Skills	Musical Elements and Concepts
Sing with accuracy and clarity	Tempo, Rhythm and Beats
Sing expressively with appropriate tempo, dynamics, articulation and phrasing	Pitch
Sing and perform as an ensemble	Dynamics
Play a melodic instrument to the basic proficiency and perform, individually and as an ensemble	Expression
Improvise with voice and instruments	Form
Create and perform rhythmic & melodic phrases and soundscapes using body percussion, voice and instruments	Timbre / Tone Colours
Express their thoughts and feelings towards music that they listen to, making reference to the elements of music	Tonality and Harmony
Appreciate music from local and global cultures	Texture

PROGRAMMES

In the musical journey at UPS, students will be developing their skills in **listening and responding, creating and performing**. This will equip them with the musical capacities to express themselves and expand their learning and understanding of musical elements and concepts.

In an academic year, there will be 2 broad domains in focus:

Domain 1: Musical Experience

Domain 2: Musical Exploration

In Domain 1, students will develop understanding of the elements and concepts of music (theory rudiments) through various cultures / genres of music. There will be opportunities for students to appreciate music and express themselves through voice, instruments and movements. In Domain 2, students will be able to explore different types of musical instruments and perform ensemble music. In both domains, there will be platforms provided for students to improvise and create with their vocals and musical instruments. Opportunities will also be provided for them to work collaboratively in groups through processes of music creation and performance. The following themes and components will be weaved into the School Music Curriculum so as to contextualise students' acquisition of the music skills and knowledge.

P2 Domain / Themes / Components
<ul style="list-style-type: none"> • Orff / Instrumental Ensemble • Appreciation of Local Cultures • Voice / Classroom Instruments / Movement • Music Theory Rudiments

The main form of assessment is Formative assessment.

Formative Assessment

- Informs teacher on how to improve teaching and learning
- Nurtures reflective and self-directed learners
- Feedback will be given to students regularly throughout the year based on the musical activities

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.

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)

ASSESSMENT

Music Primary 2 Assessment Plan 2022

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

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 citizens. 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.

School Values	Desired Behaviours	Level	Practices
Integrity	<ul style="list-style-type: none"> Is honest & sincere in both words & actions. 	All	<ul style="list-style-type: none"> Is sincere & honest in words & actions.
		P3 onwards	<ul style="list-style-type: none"> Completes work on his/her own.
	<ul style="list-style-type: none"> Does the right thing even when it is a difficult thing to do. 	All	<ul style="list-style-type: none"> Returns items that do not belong to them.
		P5 onwards	<ul style="list-style-type: none"> Stands up for what is right.
Care	<ul style="list-style-type: none"> Shows care for self, others & the environment. 	All	<ul style="list-style-type: none"> Takes care of own grooming & attire.
		P3 onwards	<ul style="list-style-type: none"> Takes care of personal space & cleanliness. Shows care for school & public property.
		P5 onwards	<ul style="list-style-type: none"> Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.
	<ul style="list-style-type: none"> Values self and others. 	All	<ul style="list-style-type: none"> Shows acts of kindness to peers & community.
		P3 onwards	<ul style="list-style-type: none"> Is sensitive to the feelings of others.
		P5 onwards	<ul style="list-style-type: none"> Reflects on impact of own actions on others.
Harmony	<ul style="list-style-type: none"> Contributes to the group one belongs to. 	All	<ul style="list-style-type: none"> Is a good team player.
		P3 onwards	<ul style="list-style-type: none"> Volunteers to render help to others.
		P5 onwards	<ul style="list-style-type: none"> Leads peers in their actions.
	<ul style="list-style-type: none"> Shows inclusivity with peers. 	All	<ul style="list-style-type: none"> Gets along well with friends from different races and cultures. Respects others' point of view.
		P3 onwards	<ul style="list-style-type: none"> 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 MS Excel, including the application of formula.

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
<ul style="list-style-type: none">▪ Refresher modules for basic operations and Touch-typing▪ Learning with Text (Advanced)▪ Learning with multimedia	<ul style="list-style-type: none">▪ Log in to school laptops and the SLS portal.▪ Master touch-typing skills.▪ Type an individual writing based on a given topic.▪ Inserting of relevant images.▪ Use of different font styles to enhance their work.▪ Add page colour, border design, 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 so as 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

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 Formative Assessment Plan 2022

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
<p><u>Formative Assessment 1</u></p> <p><u>(Wk 6 / 15 min)</u> Component: Listening & Representing Format of Paper: Sound Discrimination (Beginning/ Ending Sound) Picture Association</p> <p>Scope of Testing: 1. Term 1 STELLAR Units 2. Term 1 School-based Packages</p>	<p><u>Formative Assessment 3</u></p> <p><u>(Wk 5 /5 min)</u> Component: Speaking & Representing Format of Paper: Reading Aloud</p> <p>Scope of Testing: 1. Term 2 STELLAR Units 2. Term 2 School-based Packages</p>	<p><u>Formative Assessment 5</u></p> <p><u>(Wk 4 /5 min)</u> Component: Speaking & Representing Format of Paper: Stimulus Based Conversation</p> <p>Scope of Testing: 1. Term 3 STELLAR Units 2. Term 3 School-based Packages</p>	<p><u>Formative Assessment 7</u></p> <p><u>(Wk 4 / 45 min)</u> Component: Writing & Representing Format of Paper: Individual Writing on MLEA</p> <p>Scope of Testing: 1. Term 4 STELLAR Units 2. Term 4 School-based Packages</p>
<p><u>Formative Assessment 2</u></p> <p><u>(Wk 8 / 10 min)</u> Component: Writing & Representing Format of Paper: Spelling</p> <p>Scope of Testing: 1. Term 1 STELLAR Units 2. Term 1 School-based Packages</p>	<p><u>Formative Assessment 4</u></p> <p><u>(Wk 8 /30 min)</u> Component: Language Use Format of Paper: Grammar MCQ Grammar Cloze Vocabulary Cloze</p> <p>Scope of Testing: 1. Term 2 STELLAR Units 2. Term 2 School-based Packages</p>	<p><u>Formative Assessment 6</u></p> <p><u>(Wk 8 /30 min)</u> Component: Language Use Format of Paper: Word Order Visual Text Comprehension</p> <p>Scope of Testing: 1. Term 3 STELLAR Units 2. Term 3 School-based Packages</p>	<p><u>Formative Assessment 8</u></p> <p><u>(Wk 7 /30 min)</u> Component: Language Use Format of Paper: Grammar MCQ Grammar Cloze Comprehension</p> <p>Scope of Testing: 1. Term 4 STELLAR Units 2. Term 4 School-based Packages</p>

Mathematics Primary 2 Formative Assessment Plan 2022

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
<u>Formative Assessment 1</u> <u>(Wk 9 / 30 min)</u> Format of Paper: 5 MCQ 6 SAQ 2 LAQ Scope of Testing: 1. Numbers to 1000 2. Addition & Subtraction within 1000	<u>Formative Assessment 2</u> <u>(Wk 8 /40 min)</u> 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 <u>Performance Task (Wk 9 - 10)</u> Mass	<u>Formative Assessment 3</u> <u>(Wk 8 /40 min)</u> 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	<u>Formative Assessment 4</u> <u>(Wk 8 /40 min)</u> Format of Paper: 5 MCQ 6 SAQ 2 LAQ Scope of Testing: 1. Fractions 2. Volume 3. Picture Graphs <u>Performance Task (Wk 9 - 10)</u> Shapes

Chinese Language Primary 2 Formative Assessment Plan 2022

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
<p><u>Formative Assessment 1</u></p> <p><u>(Wk 5 / 20 min)</u> Component: Listening & Representing Format of Paper: Listening Comprehension - Picture Matching - Response to simple narratives</p> <p>Scope of Testing: 1. Term 1 CL Curriculum Units</p>	<p><u>Formative Assessment 3</u></p> <p><u>(Wk 4 / 6 min)</u> Component: Speaking & Representing Format of Paper: Oral Interactive Performance Task</p> <p>Scope of Testing: 1. Term 2 CL Curriculum Units 2. School-based Oral Interactive Package</p>	<p><u>Formative Assessment 5</u></p> <p><u>(Wk 4 / 6 min)</u> Component: Speaking & Representing Format of Paper: Oral - Reading aloud: Simple paragraph - Picture Description - Conversation: related to theme of the picture</p> <p>Scope of Testing: 1. Term 2 - 3 CL Curriculum Units 2. School-based Oral Package</p>	<p><u>Formative Assessment 7</u></p> <p><u>(Wk 5 / 40 min)</u> Component: Writing & Representing Format of Paper: Writing - 5W1H - Transitive phrases - Dialogue</p> <p>Scope of Testing: 1. School-based Writing Package</p>
<p><u>Formative Assessment 2</u></p> <p><u>(Wk 7 / 6 min)</u> Component: Speaking & Representing Format of Paper: Oral - Reading aloud: Simple paragraph - Picture Description - Conversation: related to theme of the picture</p> <p>Scope of Testing: 1. Term 1 CL Curriculum Units 2. School-based Oral Package</p>	<p><u>Formative Assessment 4</u></p> <p><u>(Wk 8 / 1 h 15 min)</u> Component: Language Use Format of Paper: Language Use - Hanyu Pinyin - Grammar/Vocabulary - Sentence structure - Comprehension MCQ - Comprehension OE</p> <p>Scope of Testing: 1. Term 1 - 2 CL Curriculum Units 2. School-based Comprehension Package</p>	<p><u>Formative Assessment 6</u></p> <p><u>(Wk 9 / 20 min)</u> Component: Listening & Representation Format of Paper: Listening Comprehension - Picture Matching - Response to simple narratives</p> <p>Scope of Testing: 1. Term 3 CL Curriculum Units</p>	<p><u>Formative Assessment 8</u></p> <p><u>(Wk 7 / 1 h 15 min)</u> Component: Language Use Format of Paper: Language Use - Hanyu Pinyin - Grammar/Vocabulary - Sentence structure - Comprehension MCQ Comprehension OE</p> <p>Scope of Testing: 1. Term 1-4 CL Curriculum Units 2. School-based Comprehension Package</p>

Malay Language Primary 2 Formative Assessment Plan 2022

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
<p><u>Formative Assessment 1</u></p> <p>(Wk 5 / 20 min) Component: Listening & Representing Format of Paper: Listening Comprehension - Picture Matching - Response to simple narratives</p> <p>Scope of Testing: 1. Term 1 ML Curriculum Units</p>	<p><u>Formative Assessment 3</u></p> <p>(Wk 4 / 6 min) Component: Speaking & Representing Format of Paper: Oral Interactive Performance Task</p> <p>Scope of Testing: 1. Term 2 ML Curriculum Units 2. School-based Oral Interactive Learning Sheets</p>	<p><u>Formative Assessment 5</u></p> <p>(Wk 4 / 6 min) Component: Speaking & Representing Format of Paper: Oral - Reading Aloud: Simple Paragraph - Conversation based on picture stimulus</p> <p>Scope of Testing: 1. Term 3 ML Curriculum Units 2. School-based Oral Learning Sheets</p>	<p><u>Formative Assessment 7</u></p> <p>(Wk 5 / 30 min) Component: Writing & Representing Format of Paper: Sentence Construction</p> <p>Scope of Testing: 1. School-based Writing Learning Sheets</p>
<p><u>Formative Assessment 2</u></p> <p>(Wk 7 / 6 min) Component: Speaking & Representing Format of Paper: Oral - Reading Aloud: Simple Paragraph - Conversation based on picture stimulus</p> <p>Scope of Testing: 1. Term 1 ML Curriculum Units 2. School-based Oral Learning Sheets</p>	<p><u>Formative Assessment 4</u></p> <p>(Wk 8 / 1 h 15 min) Component: Language Use Format of Paper: Language Use - Spelling - Vocabulary - Suffixes - Word Class - Rearranging of Words - Comprehension MCQ - Comprehension OE</p>	<p><u>Formative Assessment 6</u></p> <p>(Wk 9 / 20 min) Component: Listening & Representing Format of Paper: Listening Comprehension - Picture Matching - Response to simple narratives</p> <p>Scope of Testing: 1. Term 3 ML Curriculum Units</p>	<p><u>Formative Assessment 8</u></p> <p>(Wk 7 / 1 h 15 min) Component: Language Use Format of Paper: Language Use - Spelling - Vocabulary - Suffixes - Word Class - Rearranging of Words - Comprehension MCQ - Comprehension OE</p>

Term 1 (0%)	Term 2 (0%)	Term 3 (0%)	Term 4 (0%)
	Scope of Testing: 1. Term 1 - 2 ML Curriculum Units 2. School-based Learning Sheets		Scope of Testing: 1. Term 3 - 4 ML Curriculum Units 2. School-based Learning Sheets