

Primary 2



Curriculum Briefing

Friday, 24 Feb 2023



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Outline of Briefing

1. Principal's Address
2. Introduction of School Key Personnel
3. Introduction of P2 Form Teachers
4. Learning Experiences in Primary 2
3. School-Based Assessment
4. Feedback on Student Learning
5. Breakout Session to P2 Classrooms with Form Teachers



Principal Address



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School Vision, Mission and Values

School Mission

Nurturing the Whole Child, Growing Future Leaders

School Vision

Every Student An Educated Child and Contributing Citizen, Ready to Serve and Lead

Knowledge
Dispositions
Skills

Purposeful Parental Engagement



School Values

Empathy,
Mindfulness, Care

21st century competencies



Socio-emotional competencies

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To ready them for the future, we provide opportunities for our students to

- deepen their learning and develop their strengths, passion and interests**
- learn to acquire deep knowledge and competencies, such as a sense of curiosity, problem-solving, critical and inventive thinking and collaboration**
- look beyond academic grades and scores as only indicators of success; broaden definitions of success to look at strengths, passion and contributions beyond oneself**
- acquire dispositions of resilience, responsibility, open-mindedness, courage and confidence for lifelong learning and be adaptable to changes**



InPsychful

HOW TO BE MORE INVOLVED IN YOUR CHILD'S LEARNING



As your child progresses to Primary 2....

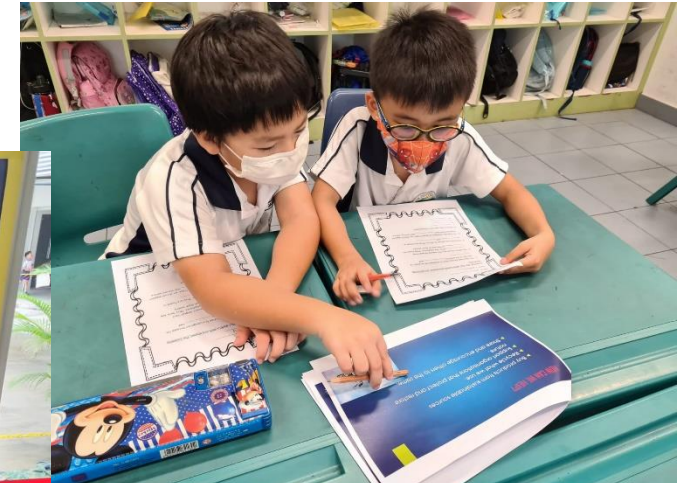
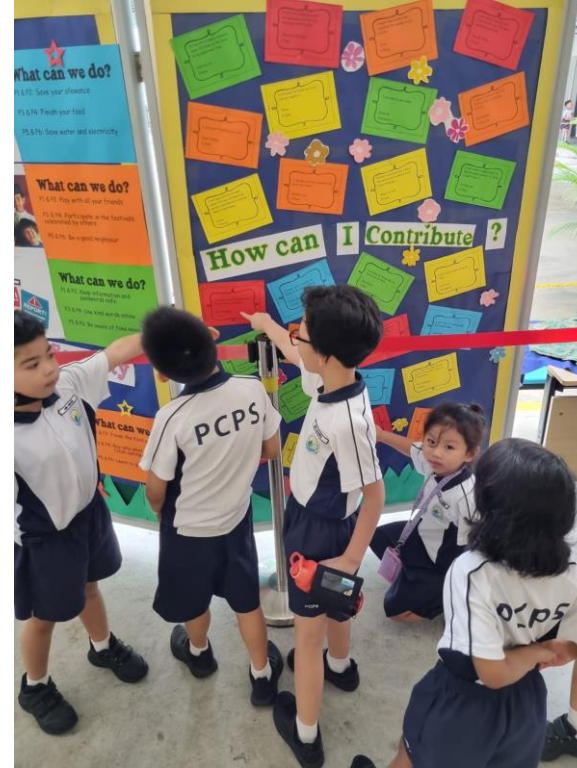


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Revisit Our Purpose

- Ignite the curiosity and joy in learning
- Lay a strong foundation in literacy and numeracy
- Nurture the whole child
- Learn and grow in a happy and engaging learning environment



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Your Child in Lower Primary

Lower Primary (P1-2) : Learning to read and write; Oral communications skills and speaking confidently; Using concrete objects to learn



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Expectations at Primary 2

- **Build a strong foundation in English and Math - reinforce routines, inculcate good habits and connect learning to real life**
- **Encourage READING and learning of the TIMES TABLES**
- **More time to deepen learning during transitional years and provide space for exploration, self-discovery and ignite the joy of learning**
- **Encourage your child to pursue their interests and try new things**

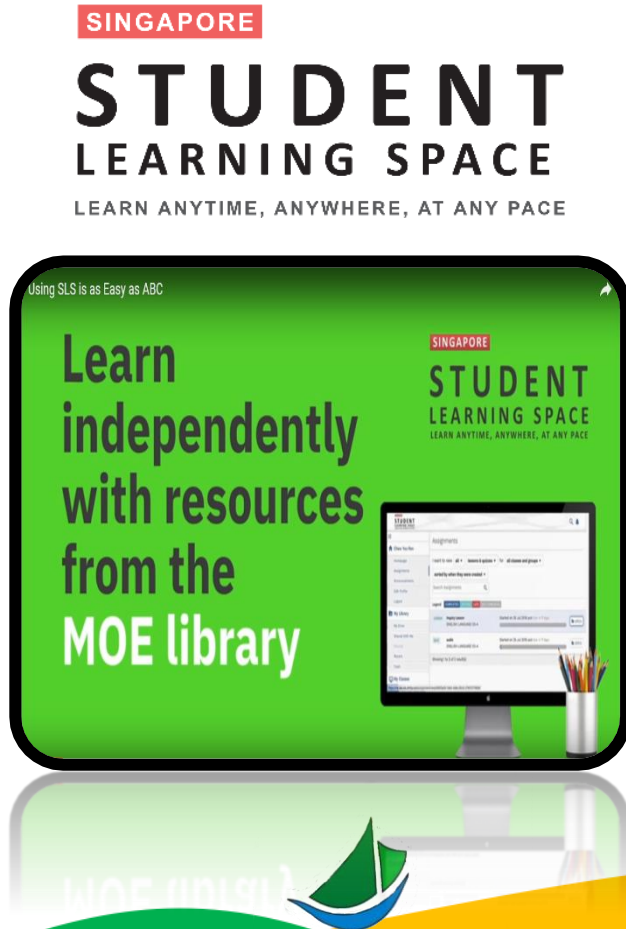


School-based Assessment Policy at P2

- **No weighted assessments and examinations for P2**
- **Holistic Assessment adopted to use alternative modes of assessment to monitor students' progress such as mastery tests, show and tell, reading tasks, penmanship, writing tasks, journals, quizzes**
- **Student achievements are measured by learning outcomes (LOs) of knowledge and skills acquired**
- **Students' progress are assessed by the improvement they show in their learning dispositions (Empathetic, Mindful, Caring and Resilient Learner)**



Use of ICT platforms and tools such as SLS, Google Classroom (Student ICON) and Zoom will complement classroom teaching – instil independent learning and self-directedness



Google Classroom



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As Parents, you can:

- Encourage Joy of Learning by not over-emphasising academic performance
- Set goals together with them. Talk about their strengths, abilities and goals and how to achieve them
- Focus on your child's learning journey, his/her effort and improvement rather than compare them to others
- Reinforce school rules, values and learning dispositions



Don't focus only on results
Encourage them to pursue their strengths, interests and try new things.

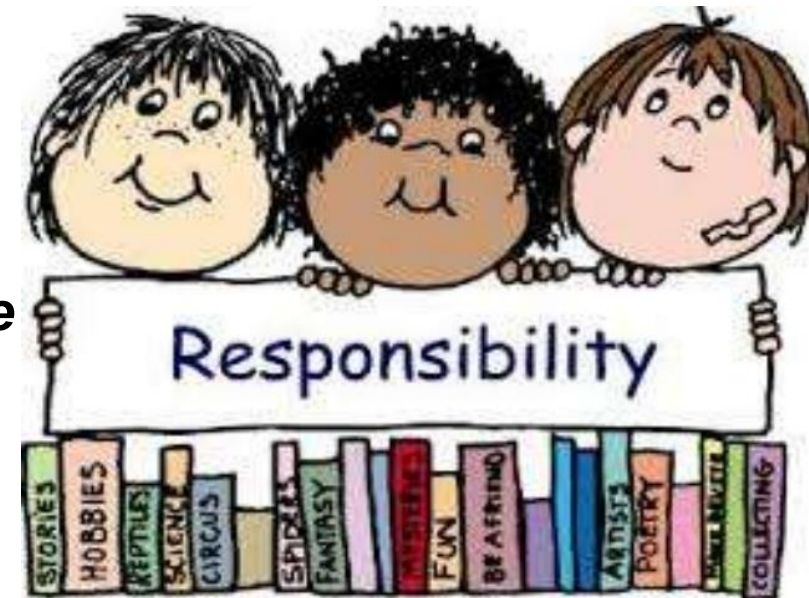


Set goals together
Talk about their strengths, abilities and goals and how they can achieve them.



Your Support in developing the Mindful Learner ...

- **Ensure that they attend school everyday and be in school by 7.25 am** *(reinforce the value of punctuality and respect for self and others)*
- **Build in them the sense of responsibility and confidence** *(learn to read time-table and pack their own school bag, bring needful books and items to school, ask questions to clarify and deepen understanding)*
- **Help your child learn to prioritise and self-management** *(record homework and tests in Student Handbook, routines such as time-table for homework, manage time for work and play, school homework come first)*
- **Limit your child's screen time for gaming and social media** *(encourage the habit of reading, exercise, healthy diet and have at least 9 hours of sleep)*



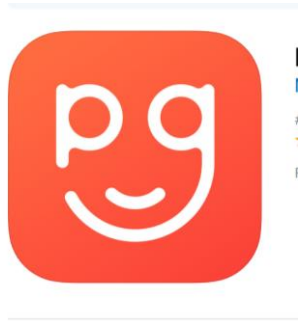
Stay connected with the Teachers

- Collaborate with the Teachers to better support your child. Make appointments to see our Teachers when needed.

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails and through Parents Gateway

Teachers are not expected to share their personal mobile phone numbers with parents



We want to INVOLVE you.....

- **Consider joining the school's Parent Support Group (PSG) or volunteering at the school**
- **Create shared experiences with your child through supporting school programmes and events**



Provide constructive feedback and suggestions to schools on programmes and practices through the various school's communication channels and platforms

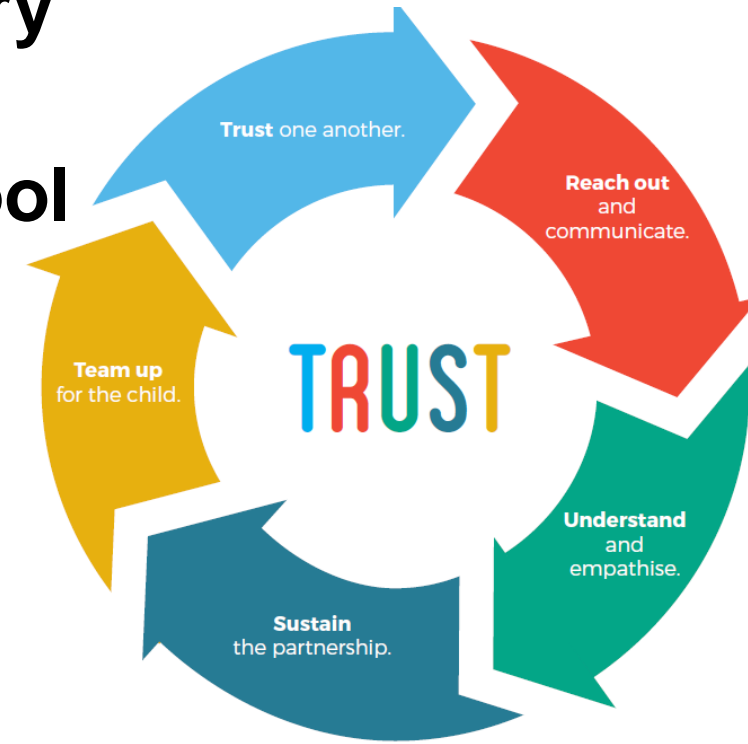


Partnering with School

- Observe safety measures when driving and entry into school premises
- Keep in touch with school happenings via School Website and through Parents Gateway
- We welcome your Feedback and Suggestions

Contact us at punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)



SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



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Primary 2

Learning Experiences, School-Based Assessment & Feedback for Learning



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Total Curriculum for a Well-Rounded Learning in PCPS

Subject-Based Learning	Character-Based Learning
English	CCE Form Teacher Guidance Programme (FTGP)
Mathematics	Programme for Active Learning
Mother Tongue	
Physical Education	
Art and Craft	
Music	
Social Studies	



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Programme for Active Learning (PAL)

In PAL, students:

- are nurtured to be confident, curious about their environment and grow cooperation skills to work with others.
- are exposed to varied and fun learning experiences in various domains: Sports and Games, Outdoor Education, Performing Arts and Visual Arts.
- learn socio-emotional competencies such as respecting others and responsible decision making.



Programme for Active Learning (PAL)

In Primary 2, students will cover the following domains:

- Visual Arts
- Outdoor Education
- Drama



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New Media and ICT (New MICT)

In New Media and ICT, students are the **consumer and creator** in this digital era:

- basic computing skills
- Microsoft Office
- interactive computer programmes
- Cyber Wellness



English Language

1 Shared Reading Experiences

Children read storybook with the teacher and engage in oral discussions with teacher and peers.

3 Language Activities in Learning Centres

The teacher prepares mini lessons based on specific needs of children to prepare them for reading & writing activities, e.g. grammar, vocabulary, word recognition, decoding skills, spelling.

2 Shared Writing Experiences

The teacher models writing using children's language. Children engage in writing together and in writing independently.

- The English Curriculum adopts **STELLAR**: **S**tategies for **E**nglish **L**anguage **L**earning and **R**eading
- Build the love for the language through various English programmes:
 - Drama Lessons
 - English Fiesta
 - ALP Programme
 - Learning Journey



English Language Learning Outcomes

SEMESTER 1	SEMESTER 2
<p><u>Listening</u></p> <ul style="list-style-type: none">Listen attentively and identify relevant information. <p><u>Speaking</u></p> <ul style="list-style-type: none">Speak clearly to express their thoughts, feelings and ideas. <p><u>Reading</u></p> <ul style="list-style-type: none">Read multi-syllabic words accurately.Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression. <p><u>Writing</u></p> <ul style="list-style-type: none">Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	<p><u>Speaking</u></p> <ul style="list-style-type: none">Speak clearly to express their thoughts, feelings and ideas.Build on others' ideas in the conversations or discussions respectfully. <p><u>Reading</u></p> <ul style="list-style-type: none">Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events. <p><u>Writing</u></p> <ul style="list-style-type: none">Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



English Language-Transition to Primary 2

Primary 1	Primary 2
<ul style="list-style-type: none">• Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.• At least 50 words;	<ul style="list-style-type: none">• Writing: Based on a given theme with sequenced pictures.• At least 80 words;• Content: Generally simple and direct plot idea development with sound expression through descriptive vocabulary required• Describe details, and use tenses and connectors accurately.
<ul style="list-style-type: none">• Language Mastery: Comprehension OE• Examples of comprehension skillsets: identifying main idea, compare and contrast	<ul style="list-style-type: none">• Language Mastery: Comprehension OE• Examples of comprehension skillsets: cause and effect, identifying main idea, compare and contrast, sequencing etc
<p>Oral: Apart from reading aloud, greater emphasis on students' ability to engage in stimulus-based conversation through more thorough development of ideas supported by accurate grammar and vocabulary structures.</p>	

Mother Tongue

In Mother Tongue, students continue to:

- develop language skills with a focus in Listening and Speaking.
- converse in authentic real world conversation setting.
- immerse and appreciate culture.

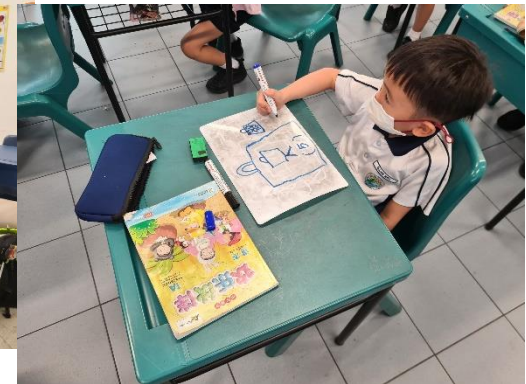
Listening

Speaking

Reading

Writing

Understanding Culture



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Mother Tongue – Transition to Primary 2

Primary 1

Primary 2

Both foundational years places strong emphasis on Listening and Speaking:

Learning to speak Words and short phrases.

Engage in daily conversation.

Han Yu Pin Yin skills for CL;
greetings for ML and TL.



- **Learning to speak abstract words and sentences.**
- **Able to give simple description.**
- **More emphasis on reading and writing as the year progress.**
- **Writing simple sentences.**
- **Simple comprehension skills will be taught.**
- **Speak with correct pronunciation using vocabulary and sentence structures from Pri 2 texts.**
- **Write a short sentence(s) about daily life with some guidance.**



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Mathematics

For Mathematics, students:

- Build interest in **numeracy** through daily **factual fluency**.
- Grasp **Mathematical concepts** through in-class learning experiences.
- Develop **good processes** in solving Mathematical problems.
- Express **thinking logically**.



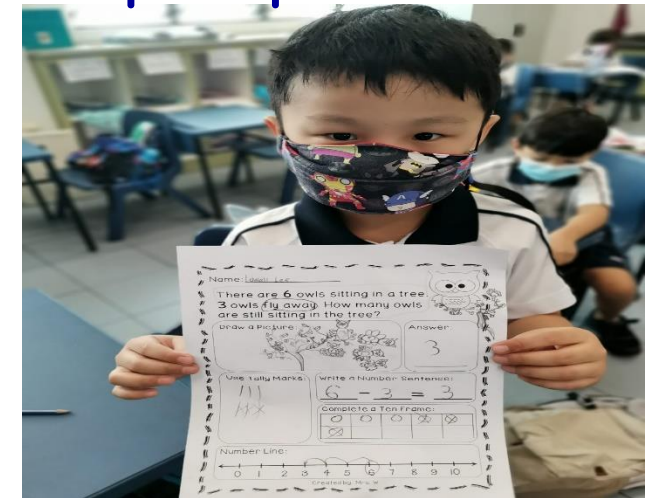
work with numbers



explore patterns



solve problems



express thinking



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Mathematics Topics

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none">• Numbers to 1000• Addition and Subtraction within 1000• Length• Multiplication and Division• Multiplication Tables of 2, 5 and 10• Mass• Time	<ul style="list-style-type: none">• Addition and Subtraction• Multiplication Tables of 3 and 4• Money• Fractions• Volume• Picture Graphs• Shapes



Mathematics Learning Outcomes

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



Mathematics – Transition to Primary 2

Some Areas of Transition for Primary 2 Mathematics

- Learn how to solve **2-steps word problems** instead of single step word problems
- Drawing bar models to understand and solve a word problem
- Multiply and divide numbers within multiplication tables
- Compare and order objects by **length, mass or volume**



Physical Education (PE)

Through the various activities and lessons in PE, students:

- learn fundamental movement.
- learn creativity in movement.
- develop broad-based physical competencies.



Art and Craft

In Art and Craft, students **see, express and appreciate** Art. Students:

- Identify colours, shapes and lines.
- Observe the physical surroundings and environment.
- Explore the use of varied materials in the process of art making.
- Share thoughts and opinions through artful thinking routine.
- Find joy in looking at varied artworks from artists and peers.
- Engage discussion about artworks.



Music

Through the **General Music Programme (GMP)** students:

- are provided with basic music education.
- develop an awareness and appreciation for music both local and global
- develop the creative expression and communication through music.
- develop a life-long and informed involvement in music.



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Social Studies (SS)

In Social Studies, students:

- discover about themselves and the immediate environment.
- understand about Singapore in the past and present.
- appreciate Singapore, the region and the world they live in.
- be concerned, participative and informed citizens.



value self & others



relate to others



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Character and Citizenship Education (CCE)

CCE aims to help our students:

- learn values, social-emotional competencies.
- shape their identities, build relationships and make wise and responsible choices.



make responsible choices



share personal experiences



consider others' feelings



interact with others



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CCE – Form Teacher Guidance Period (FTGP)

1. Provide **quality interaction time** between form teachers and students for positive teacher-student relationship.
2. Equip students with **social and emotional competencies**.
3. Lessons are divided into 4 themes, based on the domains of:
 - Self-awareness
 - Social Awareness
 - Self Management
 - Relationship Management

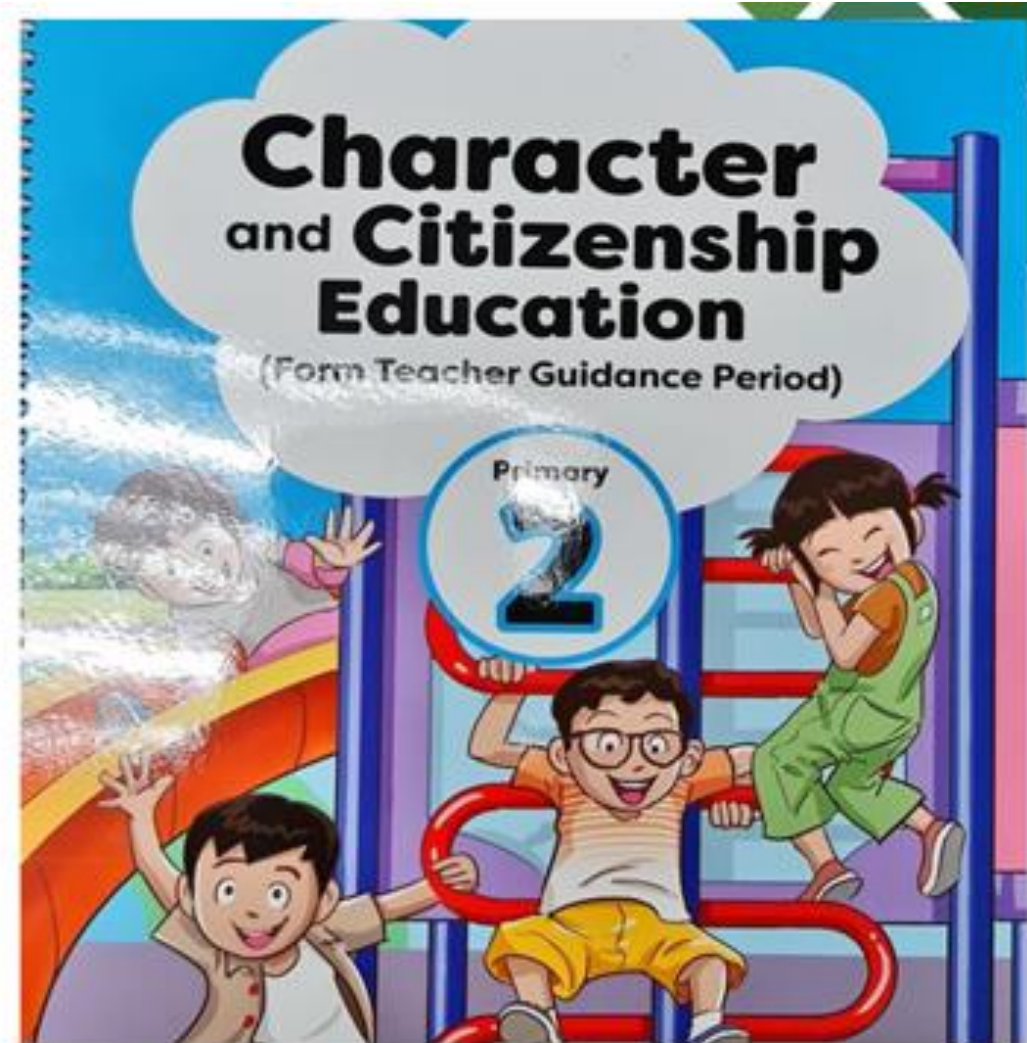
The aspect of **Responsible Decision Making** runs through all the lessons.



CCE – Form Teacher Guidance Period (FTGP)

CCE FTGP Journal

A means for students to record their FTGP journey through their interactions with the Form Teachers and classmates, as well as their Social Emotional Learning in school.

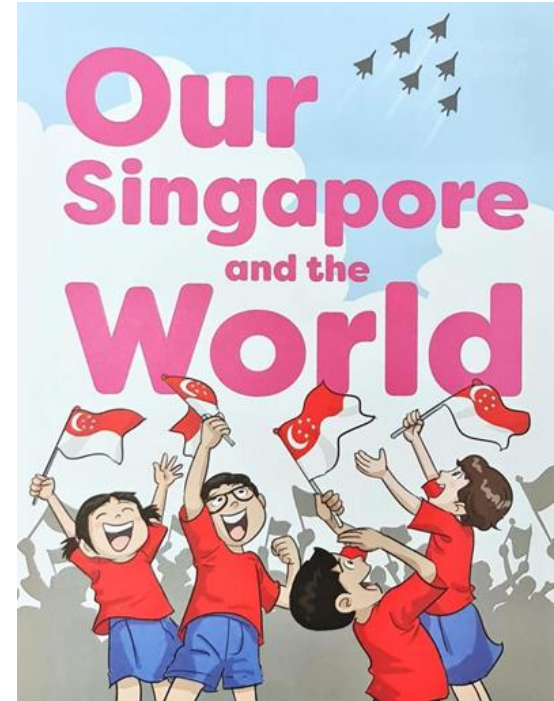


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CCE – Form Teacher Guidance Period (FTGP)

- Topics related to developing citizenship dispositions are also taught to build understanding and appreciation for one another's culture in a multicultural classroom setting.
- Topics on cyber-wellness are also infused in CCE(FTGP) to educate students on being safe on the Internet and be responsible users.



Do I Know You? 4 Date: _____

How Do I Keep Myself Safe from Tricky People Online?

Which of the actions are safe or unsafe? Circle your responses.

	Actions	SAFE 👍	UNSAFE 👎
1	I talk to people I do not know when I am playing online games.	<input type="radio"/>	<input type="radio"/>
2	I share my photo with a new friend I made online because I trust him/her.	<input type="radio"/>	<input type="radio"/>
3	I share my personal information with people whom I meet online when they ask me for it.	<input type="radio"/>	<input type="radio"/>
4	I share my username and password with my parents or caregiver.	<input type="radio"/>	<input type="radio"/>
5	I click on an unfamiliar link in an email because I want to find out what it is about.	<input type="radio"/>	<input type="radio"/>
6	I click on the pop-up messages because they look interesting.	<input type="radio"/>	<input type="radio"/>
7	I always tell my parents or caregiver what I will be doing online.	<input type="radio"/>	<input type="radio"/>



Learning Dispositions

Through FTGP, Assembly Talks and Student Well-Being Programmes, students:

- grow in social-and emotional competencies.
- taught to be Empathetic, Mindful and Caring.



Level Programmes

- To further support student's well-being, develop values, 21st century skills and social-emotional learning (SEL), provide authentic learning experiences and make sense of their learning, students are given further learning experiences beyond their classrooms:
- Primary 2 Social Skills Assembly
- Primary 2 PCPS Morning Express
- Primary 2 Peer Support Programme
- Primary 2 Life Skills Module
- Primary 2 PAL Outdoor Education Learning Journey (TBC)
- Primary 2 Maths Trail (TBC)



In summary, at PCPS, we take care of the students' PIES.

PHYSICAL Well-Being	INTELLECTUAL Well-Being	EMOTIONAL Well-Being	SOCIAL Well-Being
Physical Education Programme for Active Learning (PAL)	English Mathematics Mother Tongue Art and Craft Music New Mict	Programme for Active Learning (PAL) Character and Citizenship Education Form Teacher Guidance Programme (FTGP)	Programme for Active Learning (PAL)

How are our students benefitting from the learning experiences?

- Students enjoy learning.
- Students are more motivated to learn.
- Students have more opportunities to showcase their understanding.
- The holistic education caters to the different learning styles of students.



Feedback on Student Learning in PCPS

- **No weighted assessments in Primary 2.**
- Build **intrinsic motivation** in our students' learning.
- Focus on the **holistic development** of our students.
- **Use of qualitative descriptors** to report students' learning progress:
 - checklist
 - rubrics
 - topical reviews
 - progress reports by subjects
 - characteristics of the students



Feedback on Student Learning in PCPS

- Report Book Reporting
 - Use subject-specific **learning outcomes (LO)** and **qualitative descriptors** to report P2 students' learning progress for ALL subjects at the end of Semesters 1 and 2.
 - **LOs** reflects the syllabus outcomes for P2 and reported at least once in a year (either in Semester 1 or 2, or in both semesters).
 - **Qualitative descriptors** report students' learning progress for each LO.



Feedback on Student Learning

Reporting of P1 & P2 Students' Learning Progress in HDP Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.		Holistic Development Profile	
Name	:	Date	: 6 Nov 2019
Age on 1 st Jan	:	Identification No	: T0612345F
Class	:	S/N	: 5
Form Teacher	:	Course	: Primary Two
Co-Form Teacher	:		
		Learning Outcomes (LOs) for each subject	Customised Qualitative descriptors
SUBJECT			
MATHEMATICS			
• Solve mathematical problems involving addition and subtraction.		Accomplished	
• Multiply and divide numbers within multiplication tables		Competent	
• Identify, name, describe and sort shapes and objects		Competent	
• Tell time to 5 minutes		Developing	

Feedback on Student Learning

Learning Outcomes	Emerging	Developing	Proficient
LISTENING	Attempts to focus and follow simple instructions while listening	Fairly attentive while listening and occasionally able to follow simple instructions	Mostly attentive while listening and able to follow simple instructions
SPEAKING AND SPOKEN INTERACTION	Attempts to speak clearly to express thoughts feelings and ideas	Expresses thoughts, feelings and ideas by speaking clearly and distinctly most of the time	Expresses thoughts, feelings and ideas by speaking clearly and distinctly nearly all the time
READING	Attempts to demonstrate basic word recognition skills (e.g shows some knowledge of the letters of alphabet; attempts to pronounce words)	Inconsistently demonstrates basic word recognition skills (e.g know the letters of the alphabet; able to pronounce some words accurately)	Consistently demonstrates basic word recognition skills (e.g know the letters of the alphabet; able to pronounce words accurately)
	Attempts to read aloud Primary 1 texts with accuracy, fluency and expression	Partially able to read aloud Primary 1 texts with accuracy, fluency and expression	Able to read Primary 1 texts with accuracy, fluency and expression
WRITING	Attempts to demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing	Inconsistently demonstrates writing readiness and handwriting skills such as letter formation, placement, sizing and spacing	Consistently demonstrates writing readiness and handwriting skills such as letter formation, placement, sizing and spacing

Emerging:

skill observed occasionally

Developing:

skill observed sometimes

Proficient:

skill observed most or all the time



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Feedback on Student Learning in PCPS

- Subject Files and Daily Work
 - Files will contain students' work and tasks for the different subjects:
 - rubrics
 - teacher's qualitative comments
 - Files will be returned to students at least once per term.
 - Students' work for parent's signature.



Feedback on Student Learning

- Instead of receiving just a test score or grade, parents will now **receive qualitative feedback regarding the progress of your child for the learning outcomes** expected of students as highlighted in the MOE syllabus guide for each subject through the HDP.
- Parents may **use of this feedback to understand their child's progress such as areas of strength or growth** as how this would be reflected in their child's daily work and files.
- Parents can **have conversation** with child, or teachers when discussing on areas for growth.



Progression to Primary 3

- At the end of Primary 2, our P2 students will be **grouped based on their learning needs for 2024.**
- The class allocation is **based on a range of observations** such as mastery of knowledge, skills, needs, support and key learning dispositions.
- With this approach, it helps to reduce differentiation between classes and **provide opportunities for our students to develop their social and emotional competencies** as they learn from their peers and collaborate with others.



Form Teacher Interaction



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General Guidelines on Homework

Definition of Homework

- Homework refers to any learning activity that schools require students to complete outside curriculum time, regardless of the mode of delivery (i.e. pen-and-paper, virtual/ online). This includes assignments and projects but not revision of school work or studying for tests and examinations.

Objectives of Homework

- Effective use of homework can help students to :
 - Reinforce learning and deepen understanding of lessons taught.
 - Allow students to regularly practice, and apply skills and concepts taught
 - Develop good study skills and habits.
 - Encourage greater ownership and responsibility for independent/ self-directed learning.



General Guidelines on Homework

- **Students' Role**

To enjoy the benefits from the value of homework, students need to understand the importance and relevance of homework assigned and work towards:

- Completing and submitting in quality assignments on time.
- Seeking help from teachers and parents when encountering difficulties despite trying a few times independently.
- Reviewing feedback from teachers and take the necessary follow-up actions to improve.



General Guidelines on Homework

- **Parents' Role**

With proper guidance and supervision at home, parents can help to keep track of their children's progress and support their learning by:

- Taking an active interest in the work assigned to their children.
- Encouraging and supporting their children with praises when they complete their work.
- Providing a conducive environment, preferably a quiet and well-lit place, for the children to study and do their homework.
- Setting aside time for the children to complete their homework.
- Monitoring the child's Student Handbook for the type and amount of homework given each day.
- Working closely with teachers to support the holistic development of their children.



General Guidelines on Homework

Level	Monday – Thursday	Friday – Sun
Primary 2	1.5 hours per day <i>Max 30 min per subject</i>	1.5 hours in total <i>Max 30 min per subject</i>



Tips To Support Students Learning

English Mother Tongue

- Model the **use of Standard English** when communicating with your child. Encourage them to **read widely** and have them share with you the reasons they enjoy the book.
- Discuss **latest snippets of news** and have them share their thoughts.
- In addition to doing school worksheets for language learning, it also **requires frequent exposure** to listening, speaking, reading, viewing and writing opportunities and activities.
- Encourage your child to **note good language vocabulary/phrases** through their daily interaction.
- Watch **quality Chinese, Malay or Tamil language television programmes** together and talk about it.



Tips To Support Students Learning

Maths

- Relate the mathematics learnt in school to everyday life experiences.
- Help to ensure that your child **completes the daily homework** to the best of his/her ability and effort.
- Encourage your child to always **check his/her work before submitting**. Cultivate this as a habit.
- Encourage your child to **revise problems that he/she has done before**. Learn from the mistakes made and strive to avoid making the same mistakes subsequently.
- **Look through your child's written assignments** (e.g., workbook worksheets, journal book, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher.
- Cultivate as a habit to **revise regularly** what has been taught for the day or week.



Tips To Support Students Well-Being

- **Check the Student Handbook** regularly.
- **Encourage your child to share** on his/her **progress** and **challenges** in school.
- **Allow your child to share his/her learning experiences** with you.
- **Allow your child to share their feelings** about school.
- **Give encouragement** and help in areas for improvement.
- **Praise** your child for any progress they have made.
- **Ensure** the children **check their timetable** and **pack their schoolbags**.
- **Ensure** the children have **pocket money** or **food for recess**.



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Reminders and Updates for Parents



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Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.



Absence from School

- Medical Certificate or a letter from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- For matters pertaining to Covid-19, please reach out to the form teachers or school for clarifications.
- Call the General Office and leave a message for your child/ward Form Teacher.
- Remind your child/ward to **pass** the MC or letter to their Form Teacher when he/she is back in school.



Communication with External Stakeholders

- For communication with external stakeholders such as school dental services, school bookshop, school bus service, school uniform and student care centre, please refer to the following for their contact details:
 - Student Handbook
 - School Website (For Parents – Useful Links)



Parents Gateway (PG App)

- Download the free Parents Gateway mobile app on your mobile phone (available on iOS and Android platforms only) and perform a simple one-time on-boarding process.



Thank You



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