

# Primary 2



## Curriculum Briefing

*Friday, 2 Feb 2024*



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## Our School Beliefs





# Our School Values

**Empathy**  
**Mindfulness**  
**Care**



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# Our School Mission

## Nurturing the Whole Child, Growing Future Leaders



2023 Students' Council Investiture







## Our School Vision

**Every student an Educated Child and  
Contributing Citizen, ready to Serve and Lead**



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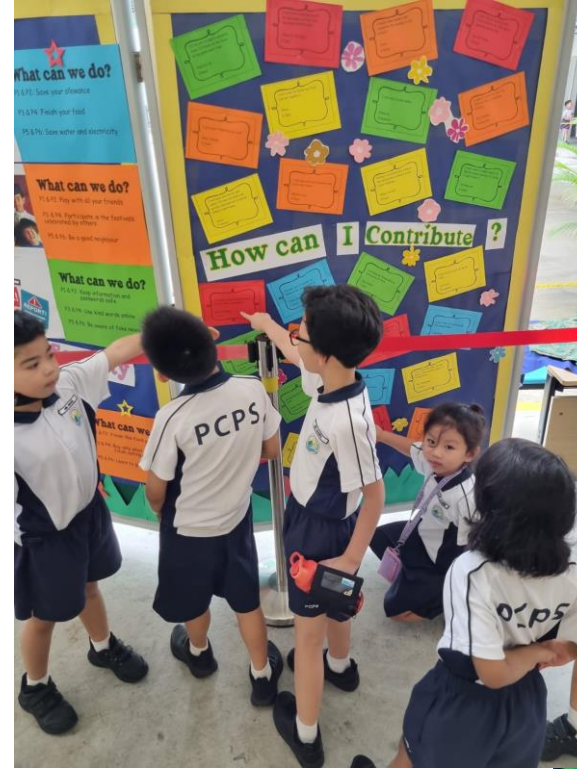
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# Revisit Our Purpose

- 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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**Primary 2**  
**Learning Experiences,**  
**School-Based Assessment**  
**&**  
**Feedback for Learning**



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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



# 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



- 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





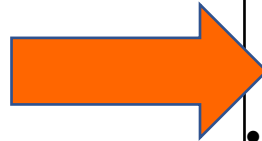
# English Language Learning Outcomes

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



# English Language-Transition to Primary 2

Primary 1	Primary 2
<ul style="list-style-type: none"> <li>• Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</li> <li>• <b>At least 50 words;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing: Based on a given <b>theme</b> with sequenced pictures.</li> <li>• <b>At least 80 words;</b></li> <li>• Content: Generally <b>simple and direct plot idea</b> development with sound expression through <b>descriptive vocabulary</b> required</li> <li>• Describe details, and use tenses and connectors accurately.</li> </ul>
<ul style="list-style-type: none"> <li>• Language Mastery: Comprehension OE</li> <li>• Examples of comprehension skillsets: identifying <b>main idea, compare and contrast</b></li> </ul>	<ul style="list-style-type: none"> <li>• Language Mastery: Comprehension OE</li> <li>• Examples of comprehension skillsets: <b>cause and effect</b>, identifying main idea, compare and contrast, <b>sequencing</b> etc</li> </ul>
<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.

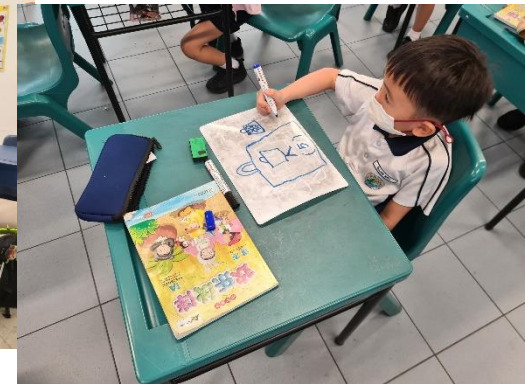
Listening

Speaking

Reading

Writing

Understanding Culture



# 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.**





# Mathematics

For Mathematics, students:

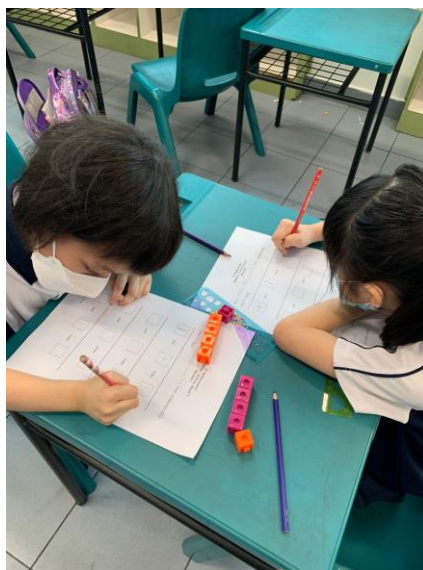
- Build interest in **numeracy** through daily **factual fluency**.
- Grasp **Mathematical concepts** through in-class learning experiences.
- Develop **good processes** in solving Mathematical problems.
- Express **thinking logically**.



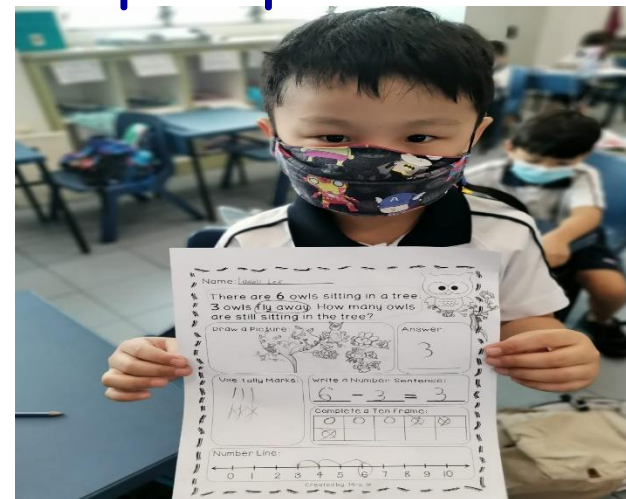
work with numbers



explore patterns



solve problems



express thinking



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# Mathematics Topics

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



# Mathematics Learning Outcomes

SEMESTER 1	SEMESTER 2
<p>Understand numbers up to <b>Thousand</b></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 <b>length, mass or volume</b></p> <p>Tell time to the minute</p>	<p>Understand <b>fractions</b></p> <p>Compare and order objects by <b>length, mass or volume</b></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)

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

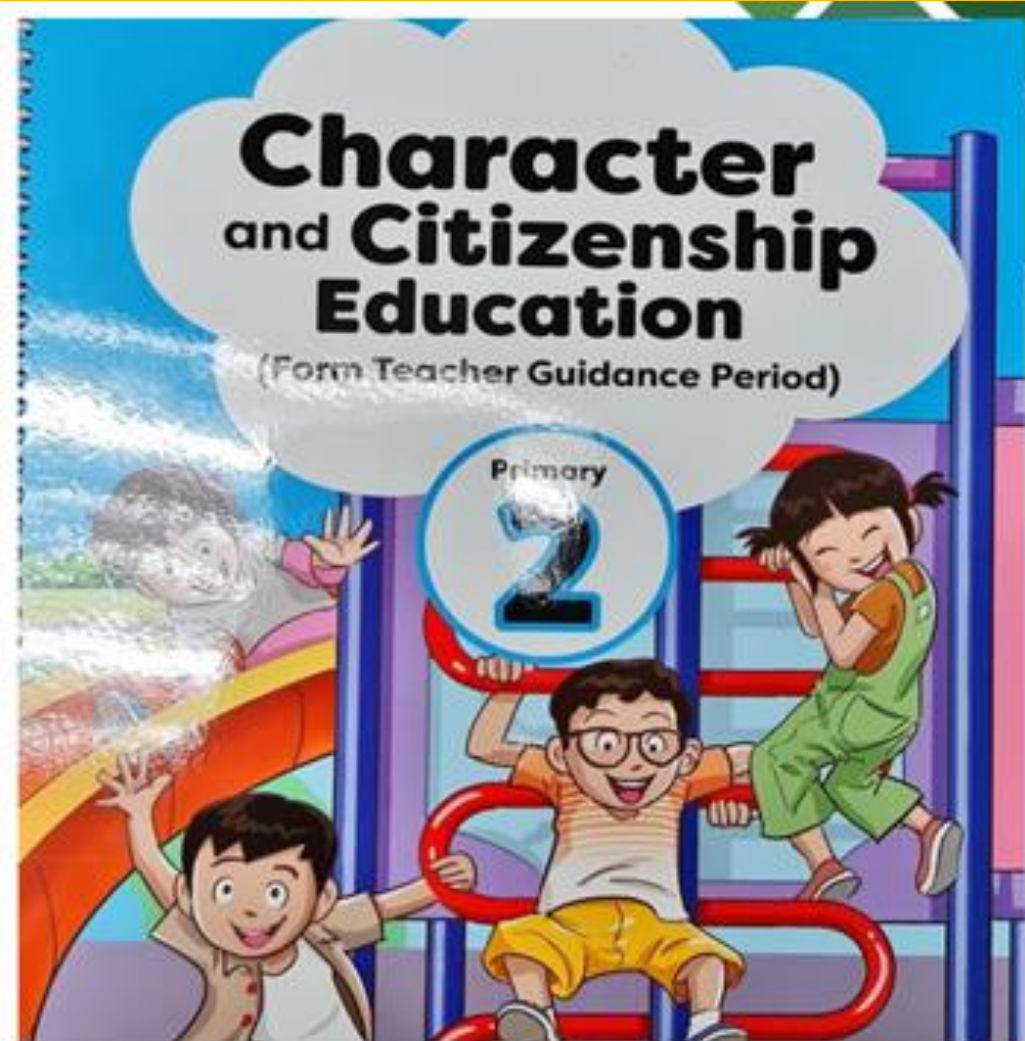
The aspect of **Responsible Decision Making** runs through all the lessons.



# CCE – Form Teacher Guidance Period (FTGP)

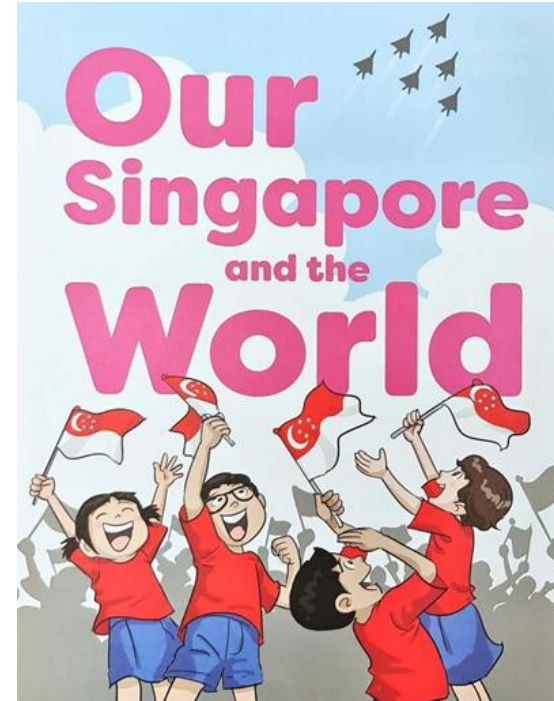
## CCE FTGP Journal

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.



# 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.		
2	I share my photo with a new friend I made online because I trust him/her.		
3	I share my personal information with people whom I meet online when they ask me for it.		
4	I share my username and password with my parents or caregiver.		
5	I click on an unfamiliar link in an email because I want to find out what it is about.		
6	I click on the pop-up messages because they look interesting.		
7	I always tell my parents or caregiver what I will be doing online.		





# 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 Assembly Programme
- Primary 2 Life Skills Module
- P2 English Fiesta
- Primary 2 English/PAL Outdoor Education Learning Journey (TBC)
- Primary 2 Maths Trail (TBC)
- Primary 2 Mother Tongue Fortnight



# 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.



# 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)



# Feedback on Student Learning in PCPS

- 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.		<b>Holistic Development Profile</b>	
Name :		Date :	2019
Age on 1 <sup>st</sup> Jan :		Identification No :	345F
Class :		Course :	Primary Two
Form Teacher :			
Co-Form Teacher :			
		<i>Learning Outcomes (LOs) for each subject</i>	<i>Customised Qualitative descriptors</i>
<b>SUBJECT</b>			
<b>MATHEMATICS</b>			
• Solve mathematical problems involving addition and subtraction.			Proficient
• Multiply and divide numbers within multiplication tables			Developing
• Identify, name, describe and sort shapes and objects			Developing
• Tell time to 5 minutes			Emerging

# Feedback on Student Learning

Learning Outcomes	Emerging	Developing	Proficient
<b>LISTENING</b>	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
<b>SPEAKING AND SPOKEN INTERACTION</b>	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
<b>READING</b>	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
<b>WRITING</b>	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.



## 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.



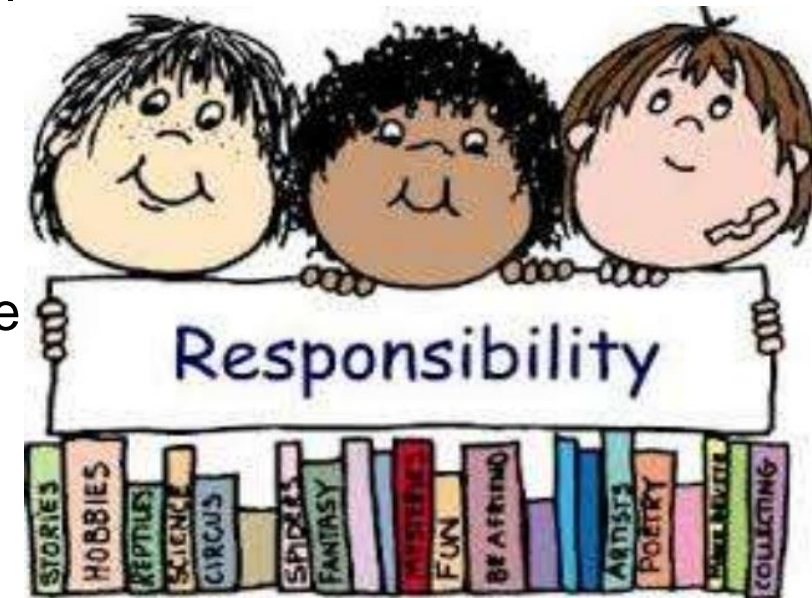
**Set goals together**  
Talk about their strengths, abilities and goals and how they can achieve them.





# 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)



# Progression to Primary 3

- At the end of Primary 2, our P2 students will be **grouped based on their learning needs for 2025.**
- 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.



# Reminders and Updates for Parents



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# Attire Decorum - Uniform

## Rationale:

- Uniform teaches decorum, inculcate values and help to establish in our children - clear expectations of how they should relate to teachers and peers within the school community.

## Expectations:

1. **Students should wear uniform when there is no PE or PAL Lessons.**
2. **P1 and P2** students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days.
3. **P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
4. **P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.



# Attire Decorum - Uniform

## Implementation:

- Students will exercise and work towards meeting the attire decorum expectations from **Term 2 onwards**.
- School personnel will be educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.

## Student Councillors:

- Provisions will be made for student councillors who are serving during recess.

## Parents' Support:

- School seeks parents' support in
  - ensuring that their child / ward comes to school in the correct attire and
  - guiding them to be responsible in managing their attire decorum.



# Attendance & Latecoming

- 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)





**Thank You**