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P1 Parents Engagement

Welcome to Ngee Ann Primary School!





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TODAY'S PROGRAMME

- ✿ Welcome by Principal
- ✿ Enhancing your Child's Health & Well-Being
- ✿ Curriculum Briefing
- ✿ Snippet of your Child's Learning





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Welcome Address

Principal, Mdm Pang Siu San





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Grow Well SG emphasises early intervention in four key areas:

Eat Well - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

Sleep Well - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

Learn Well - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

Exercise Well - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.



Grow Well SG

to Support Families
in Building Healthy Habits in Children

3 Initiatives:

Purposeful screen use;
A Health Plan for every child; and
Enhanced support for schools.

Bleeding Heart

Associated with love, friendship, and warmth at home



An inclusive education system with opportunities for all

Every Child is provided with Timely and Appropriate Support to learn and achieve his/her potential

Every Teacher can help diverse learners to achieve their potential by cultivating an inclusive learning environment

Every Parent is understanding and caring to every child and others' children for their growth

Every School is committed to a culture that embraces and values students with diverse needs



Students
with
Additional
Needs
(SwANs)



Dandelions
hope, healing, resilience, transformation

3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication



2 Role Models

3 Real Connections

Parenting for Wellness



Our children do best when schools and parents work hand in hand to support them.

Lotus Flower
peace, inner calmness, and wholeness

Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

STAY POSITIVE
WORK HARD

make it happen



Love and affection

Consistency and boundaries

Communication and listening

Encouragement and support





Thank you,



from the bottom
of my heart ❤️

Our children
make our hearts
smile every day.



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Enhancing your Child's Health & Well-Being

Year Head (Lower Primary), Mdm Kong Wing Yan





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Student Well-Being



- ✿ Recess Activities
- ✿ Buddy Programme - P1 and P4
- ✿ Termly Check-In Survey and Activities
- ✿ Level Cheer and Termly Bonding Time
- ✿ Teacher-Student Interaction through Dialogue
- ✿ Motivational Reward Card & Birthday Celebration
- ✿ Short Morning Sessions & Assembly Programme





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Student Well-Being



- ✿ Recess Activities
- ✿ Buddy Programme - P1 and P4



Student Well-Being



- ✿ Termly Check-In Survey and Activities
- ✿ Motivational Reward Card & Birthday Celebration

How do you feel about coming to Primary 1?

Sit around the emoji that reflects your feelings.



Happy



Sad



Excited



Scared





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Student Well-Being



Short Morning Sessions & Assembly Programme





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Cyber Wellness



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

Parents may not be aware of the online risks

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

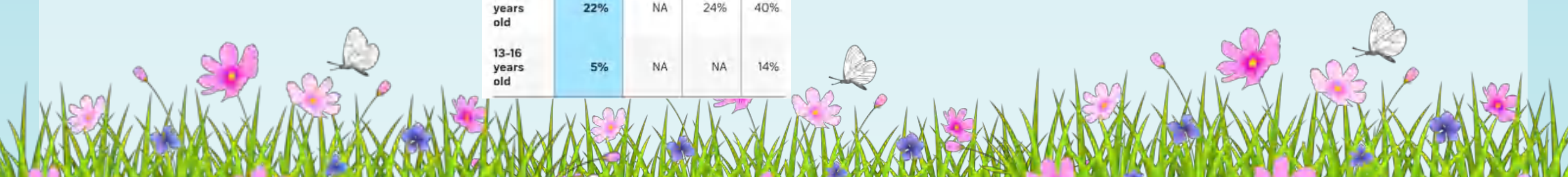
Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents might not be aware, but...

- 1 in 3** children has chatted with strangers online
- 1 in 3** children has been exposed to pornographic materials
- 1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023





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Cyber Wellness



It is important for our children to navigate the cyber space safely.

Cyber Wellness education is done through our curriculum which aims to

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
- maintain a **positive presence in cyberspace;** and
- be **safe and responsible users** of ICT.





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Cyber Wellness during CCE (FTGP)

Lessons

During CCE(FTGP)* lessons, students will be taught:

- **Basic online safety rules**
 - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being;
- **Protecting personal information**
 - Understand the risks of disclosing personal information

*Character and Citizenship Education(Form Teacher Guidance Period)



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld



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Cyber Wellness during CCE (FTGP)

Lessons



During CCE(FTGP)* lessons, students will be taught:

- **Cyber Contacts**
 - Understand that the profiles of strangers that we see online may not be their real identities
 - Recognise the dangers of chatting with strangers online
 - Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home

Family Chat Time!
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- share with my family members how I can be safe in the cyberworld.
- remind my family members to follow the safety rules together.

We did this together!

Family/Guardian's address

E.g. Family Time in the lesson on Staying Safe in the Cyberworld

*Character and Citizenship Education(Form Teacher Guidance Period)





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Guidance on Screen Use

As part of Grow Well SG initiative, MOH had updated the Guidance on Screen Use in Children.

7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.

- ✓ When using screens:
 - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
 - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
 - ! You should not give your child access to social media services.
 - ! Do not give your child mobile devices with unrestricted access to internet and applications.

- ✓ If you have concerns that your child has problems with screen use
 - ✓ Speak to your child, develop and agree on a realistic screen use timetable to balance their screen use with other activities.
 - ✓ Seek help from the school, community partners or professionals, if the problem persists.



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How can parents help their child develop good digital habits?

- Role model good digital habits for your child/ward (e.g. parents/guardians not using devices during mealtimes).
- Provide a safe space for regular conversations with your child to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
- Discuss and develop a timetable with your child to moderate their time spent on screens.





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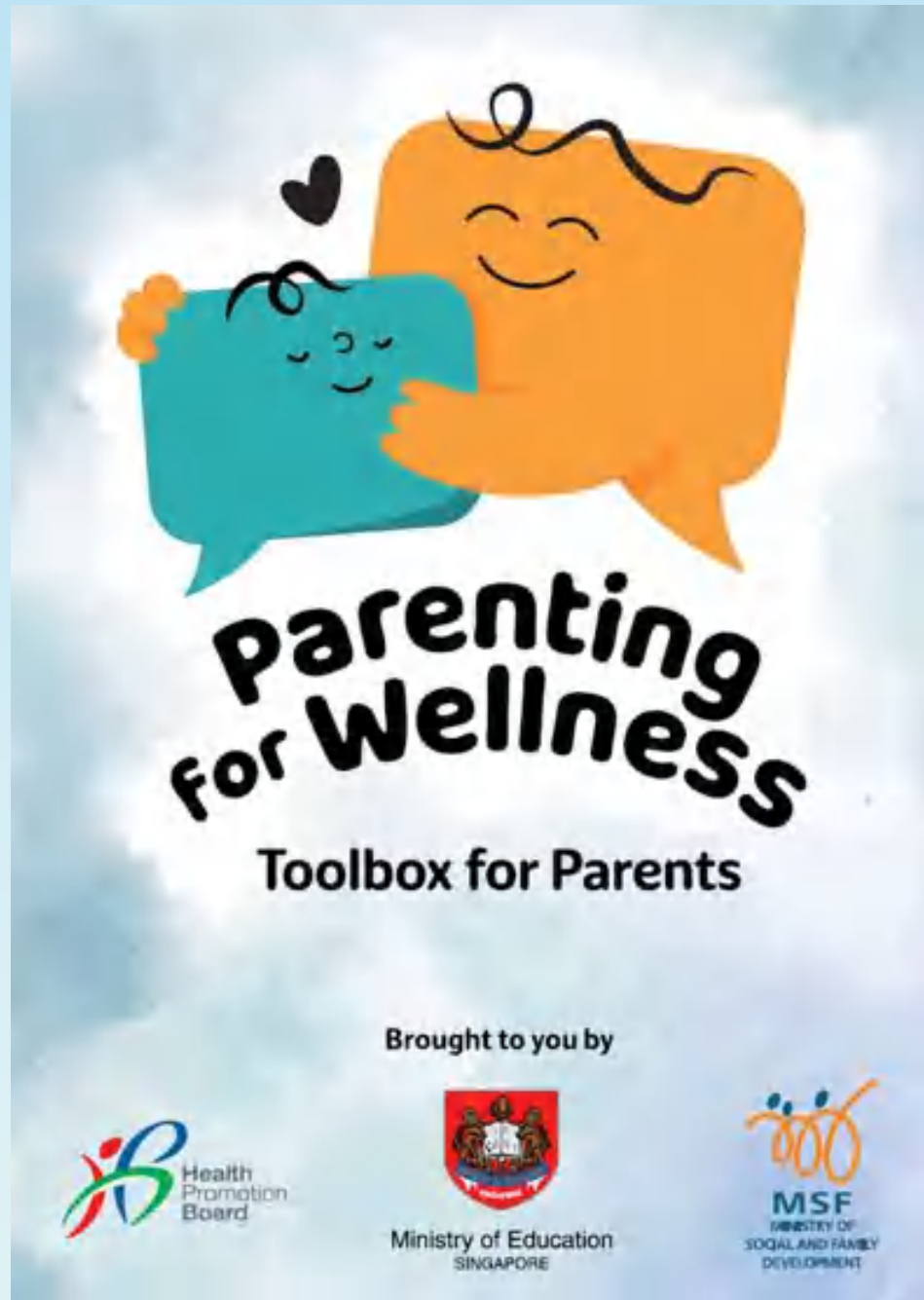
How can parents better support their child's digital habits?

- **Achieving balanced screen time**
 - Have consistent screen time limits.
- **Using parental controls to manage device use and stay safe online**
 - A group of settings that put you in control of what your child can see and do on a device or online.
 - Allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
 - Used to **monitor and limit screen time.**



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Parenting for Wellness Toolbox



- Contains quick tips and practical strategies, equipping parents with the knowledge and skills to:
 - build strong parent-child relationships;
 - strengthen your child's mental well-being and emotional resilience; and
 - parent effectively in the digital age.

Parenting for Wellness Toolbox



Building Relationships Page 9

Setting Goals with Your Child

As you communicate with your child, they are likely to share their hopes for what they want to achieve, as well as their challenges and worries. Setting goals together using the **S.M.A.R.T.** framework can guide them towards their goals, while strengthening your parent-child relationship.

SMART.



Tips

- Ask what they hope to achieve before offering suggestions.
- Guide your child to set **Specific** goals.
- Make sure progress towards the goal is **Measurable**.
- Guide your child using specific steps to set **Achievable** goals.
- If your child is imposing high expectations on themselves, guide them to set **Realistic** goals.
- Make sure the goals are **Time-bound**.

Sample Conversations

1 You've been on the track and field team for a while. How are you feeling about the upcoming year?

It would be nice if I could win a medal at the National School Games.

2 That's an amazing goal! What's a good timing to get a medal for the 1.6 km run event?

Maybe under...8 minutes?

3 Currently, your timing is around 8 minutes 30 seconds. What do you need to do to be on track towards reaching your goal?

I think that I need to cut my timing down by 5 seconds every two weeks.

4 So, you will be training every week then?

Hmm...I will probably do interval trainings twice a week at my target speed, and maybe endurance and strength training once a week.

5 Wow! 3 days of training sounds intense. **6** Maybe you should discuss this with your team coach to see if she thinks this plan is feasible? **7** You have half a year until the competition. Let's make sure you have a good plan that can help you meet your goal.

Building Relationships Page 17

Helping Your Child Develop Good Daily Habits

Developing good daily habits and coping skills can help your child lead a healthy, balanced lifestyle and manage their feelings. This can help them buffer the negative effects of distress.

Things You Can Do

- Affirm your child when they engage in good daily habits. Role model these habits yourself too.
- Use a planner to keep track of daily activities.
- Even during hectic periods, encourage your child to set aside time for rest and exercise.

4 important areas in our lives in which to build healthy daily habits:

1 Nutrition



Have a balanced diet of nutritious food.

- Involving your child in preparing nutritious meals can make them more willing to eat healthily.
- Limit the number of snacks available at home. Opt for water as a default beverage or choose beverages that are lower in sugar.

• "What do you think about setting a rule for how often we should eat fast food?"

2 Exercise



Have an average of 1 hour of physical activity per day across a week, at moderate or vigorous intensity.

- This can be as simple as walking home instead of taking the bus.

• "What kind of exercise do you enjoy? How can we make this a habit?"

3 Sleep



Have a regular sleep routine and healthy pre-sleep rituals.

- Avoid screen use at least 1 hour before bedtime.
- If your child has difficulty falling asleep due to overstimulation, they can try a non-stimulating activity like listening to soothing music.

• "What should we do or not do before bedtime?"

4 Digital



Have a healthy balance of age-appropriate screen use and offline activities that are important for your child's development.

When deciding how much screen use is appropriate for your child, consider your child's age and needs to strike a healthy balance. Children aged 7-12 should have consistent screen time limits.

- Have regular conversations with your child to better understand what they do online. Is it school work or are they engaging in recreational activities?
- Discuss and develop a timetable with your child to moderate the time spent on recreational screen use. Parental control settings can be used to monitor and limit screen use as agreed with your child.

• "What do you think is a reasonable amount of time to spend on your phone for leisure?"

Building Relationships Page 18

Supporting Your Child in Performing Age-Appropriate Tasks

Life experiences can equip your child with the skills, mindset, independence and confidence needed to thrive on their own. You can intentionally create a nurturing and empowering environment that is safe and conducive for your child to try new things and learn from setbacks.



Things You Can Do

- Involve your child in selecting and scheduling activities for the family** (e.g. planning meals or doing grocery shopping). When your child is ready, encourage them to plan these activities independently.
- Give your child opportunities to make age-appropriate decisions.**
 - For younger children, this could be found in day-to-day matters like what to eat or what co-curricular activity to join.
 - For older children, this could involve more important decisions in areas such as careers or relationships.
- Involve your child in household chores.**
 - Show your child how to do the chores properly, then do it together with them. Finally, encourage your child to try doing it on their own.
 - Allow your child to make mistakes and learn from them.
 - Affirm your child's progress while they are doing the chores, instead of only after they have completed them.

Things You Can Say

- Affirm your child's efforts and encourage them to try again if they fail.**

It was nice of you to help me cook. I know the chicken was a little charred, but it's okay. Let's try again next week. What changes shall we make to the cooking process?
- Express concerns in an open and respectful way. Let your child know that you trust their judgement.**

While I don't think that you should leave your pieces of homework till the last week of the holidays, I trust that you have planned enough time to complete them.



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Parenting for Wellness Toolbox



Helping Your Child Build Healthy Relationships



Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.



Things You Can Do

1 Expose your child to a range of social situations.

- For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
- For older children, encourage them to make friends with peers who have similar interests.

2 Encourage your child to strengthen existing relationships.

- Foster healthy relationships with supportive extended family members.
- Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day)

Things You Can Say

1 Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?

2 Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.

3 Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?



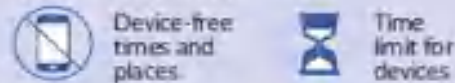
Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



Giving Your Child S.P.A.C.E. to Build Resilience



Resilience is not something that you are either born with or not. It is something that everyone can develop and grow. Give your child space to find ways to solve their problems, while remaining available to provide help if and when they reach out. This will help your child see their family as a safe and reliable source of support.

Give your child S.P.A.C.E. by trying the following tips:

Tips

- Support**
 - Let your child know that you are there for them
 - Be willing to listen to your child
- Problem-solve**
 - Guide your child in solving problems together
- Affirm**
 - Affirm your child's strengths and effort
 - Provide your child with words of encouragement
- Cheer**
 - Cheer your child on for the effort that they make
 - Share inspirational stories of how you or others had overcome challenges

Sample Conversations

1 It's normal to feel nervous when you have to speak in front of so many people. I'm proud of you for trying your best. If this is making you feel down, you can always share that with me. (I'll always be here for you.) 2 Instead of worrying about what has already happened, let's think of how you can better prepare for future presentations! 3 Is there anything that I can do to help?

3 Can I practise for my next presentation with you as my audience?

Yes, you can! 4 Let's take baby steps towards your goal and learn along the way.

I think I might also want to try preparing a speech, and timing myself to ensure that I keep to the time limit.

Empower

- Let your child make decisions
- Encourage your child to voice their ideas, and to carry out plans that they have made

5 They both sound like good ideas. Trying different methods is a good way to see what works best for you.



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List of Useful Resources

1. Parenting for Wellness Main Site ([link](#))
2. Parenting for Wellness Toolbox ([link](#))
3. MOE's online publication – Schoolbag ([link](#))
4. Screen Time Advisory ([link](#))
5. Screen Use Agreement ([link](#))
6. Families for Life Parenting Resources ([link](#))



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Start It Right



Attendance & Reporting Time

- Regular attendance is important.
- Report to school before 7.30am.
- Students who are absent should produce a Medical Certificate and pass it to their Form Teacher on the day they return to school.





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Eat Well



Snack Time

- Include healthier choices such as fruits, nuts, oat biscuits, veggie sticks and full cream milk.
- Pack snacks that are easy and tidy to eat.
- Refrain from providing chips and sweet juices.

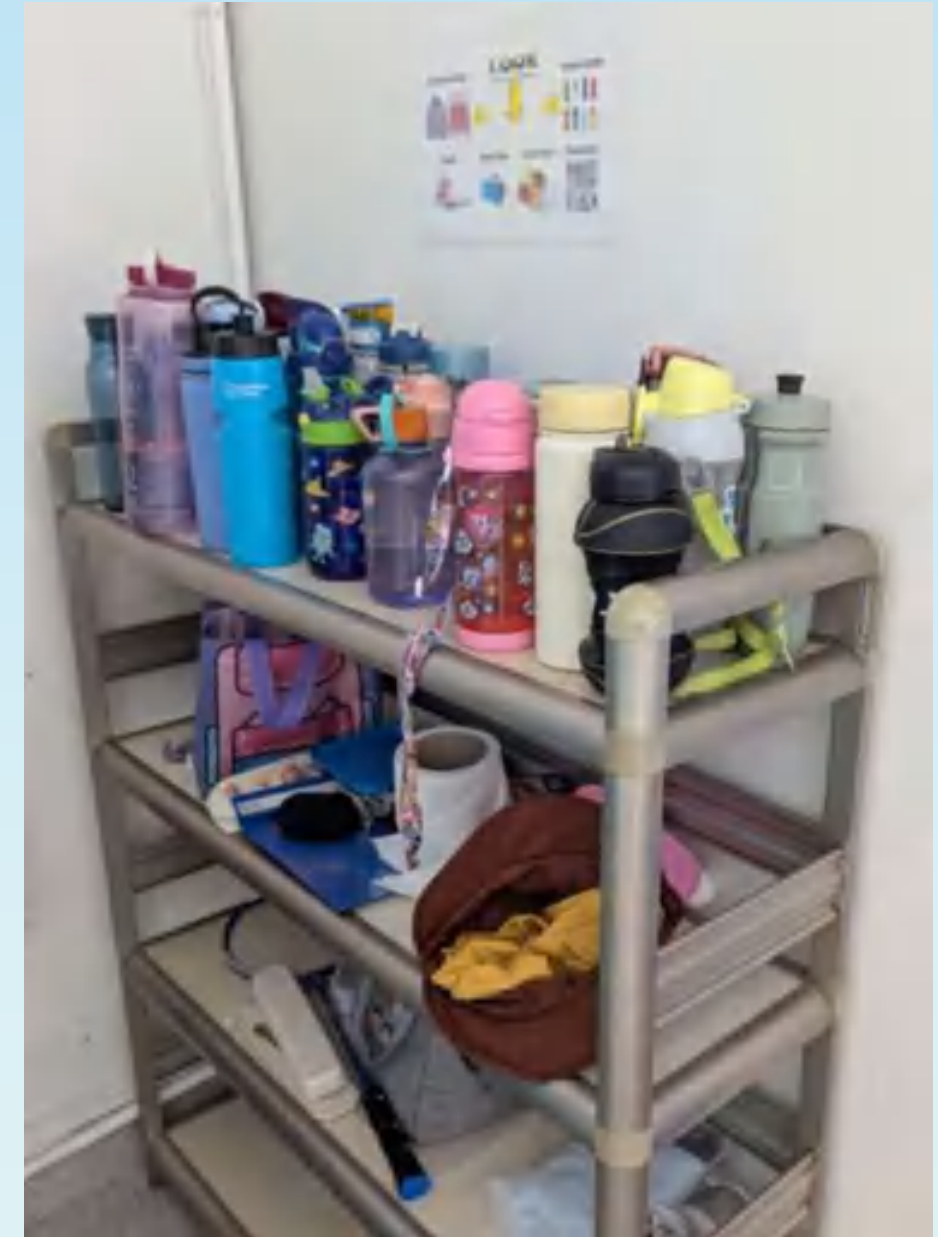


Nurturing Responsibility



Labelling of Items

- Label personal items such as water bottles, lunch bag, stationeries etc.
- Remind your child to take their belongings along with them.





‘Learn For Life’

Excel Beyond Exam Results

- Holistic assessments - use of qualitative descriptors to report students’ learning
- Help our young ones to discover more joy and develop stronger intrinsic motivation in learning



English Language Curriculum

Subject Head (English Language), Mdm Azizah



English Language



Primary 1



CONTENTS



**English
Syllabus 2020**



**Learning
Experiences
and
Milestone
Checks**



**School-Home
Partnership**





01

English Language Syllabus





02 STELLAR



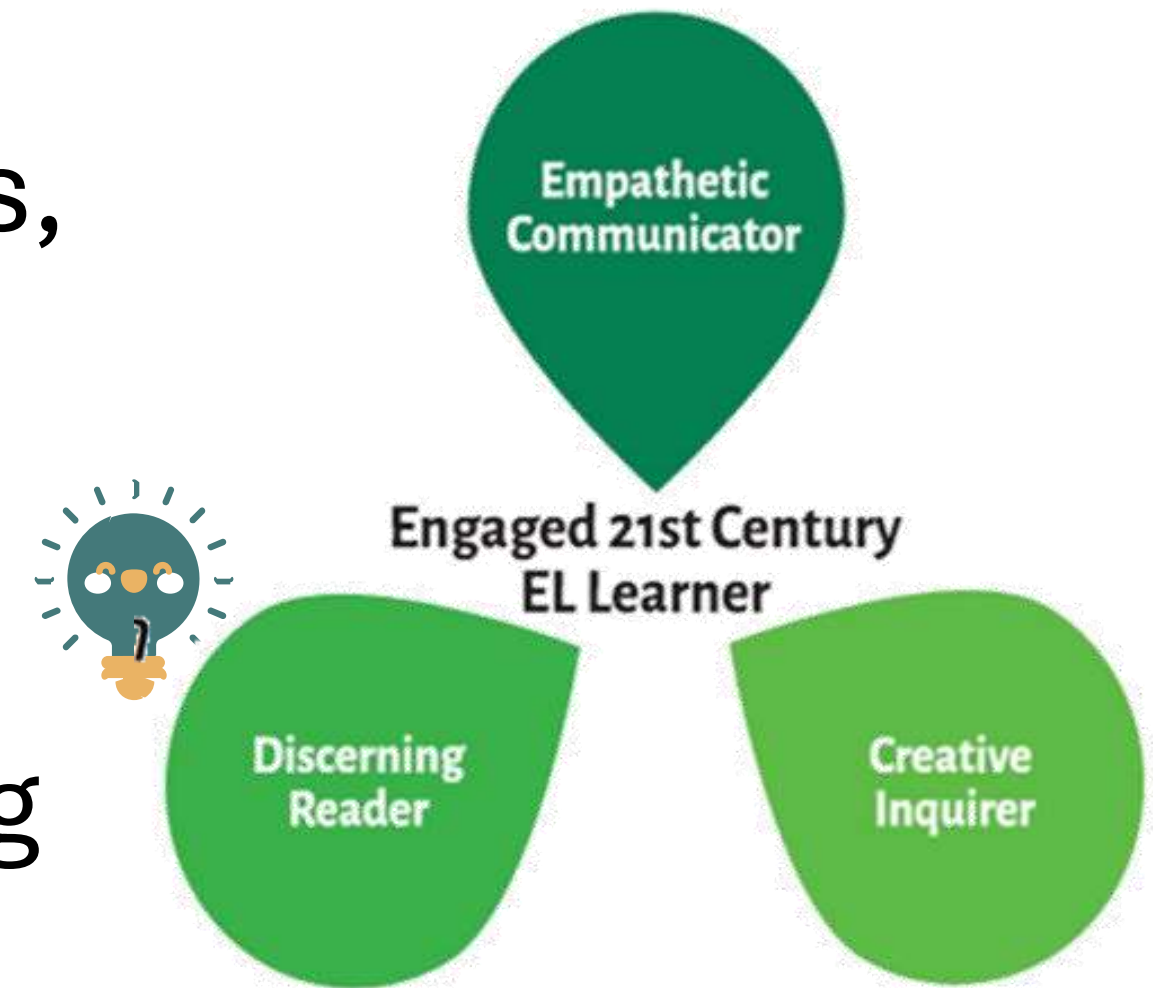
What is STELLAR?



Strategies for English Language Learning And Reading

It aims to nurture students who are confident communicators, critical thinkers, and effective users of English.

It is designed to develop students' language skills through a rich and engaging literacy experience – to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.



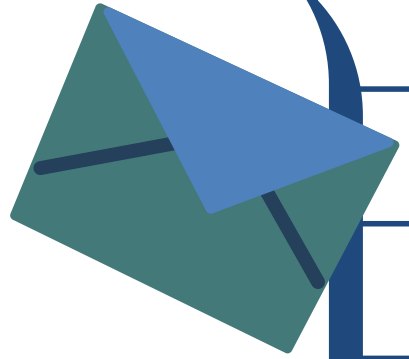


03

Learning Experiences & Milestone Checks



How do we monitor the learning progress of a child?



- There are no examinations for Primary 1 and Primary 2 students. Their progresses are **monitored through their daily work and activities.**
- **Formative feedback** provides more accurate and timely feedback to support students' learning, gauge their learning progress and address their learning gaps.



How do we monitor the learning progress of a child?



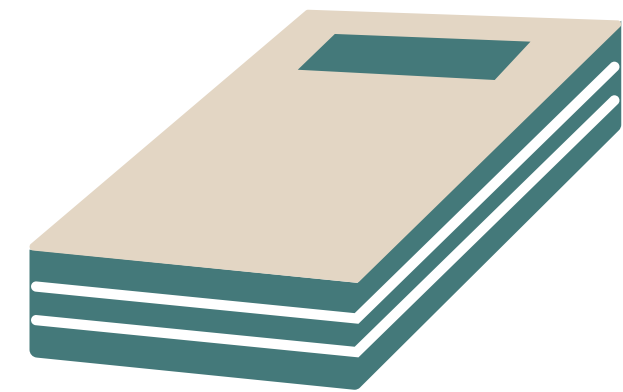
- Classwork, discussions and bite-sized assessment are some examples of checkpoints which allow teachers to gather information about students' learning.
- Qualitative descriptors will also be used in place of marks and grades to report students' progress.

Qualitative Descriptors (QDs)

Skills	P1 Learning Outcomes	P2 Learning Outcomes
Listening	<ul style="list-style-type: none"> Listen attentively and follow simple instructions. 	<ul style="list-style-type: none"> Listen attentively and identify relevant information.
Speaking	<ul style="list-style-type: none"> Speak clearly to express thoughts, feelings and ideas. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions. 	<ul style="list-style-type: none"> Speak clearly to express thoughts, feelings and ideas. Build on others' ideas in the conversations or discussion respectfully.
Reading	<ul style="list-style-type: none"> Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). Understand Primary 1 Texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression. 	<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. 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.
Writing	<ul style="list-style-type: none"> Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events. 	<ul style="list-style-type: none"> Apply basic spelling strategies using knowledge about phonic elements and spelling rules Write short paragraphs to recount appropriately sequences event, describe details, and use tenses and connectors accurately.



LEARNING EXPERIENCES @NAPS



Developing language competencies to bring about learning outcomes:

Listening & Viewing

Big Books, songs, and storytelling to develop listening and comprehension

Modified Language Experience Approach (MLEA)

Writing & Representing

Reflections
presentation, role-playing, and class discussions

Reading & Viewing

Shared Book Approach (SBA) and Supported Reading

Speaking & Representing



Writing and Representing – collaborative work and class dictated story



Story Exploration Circle

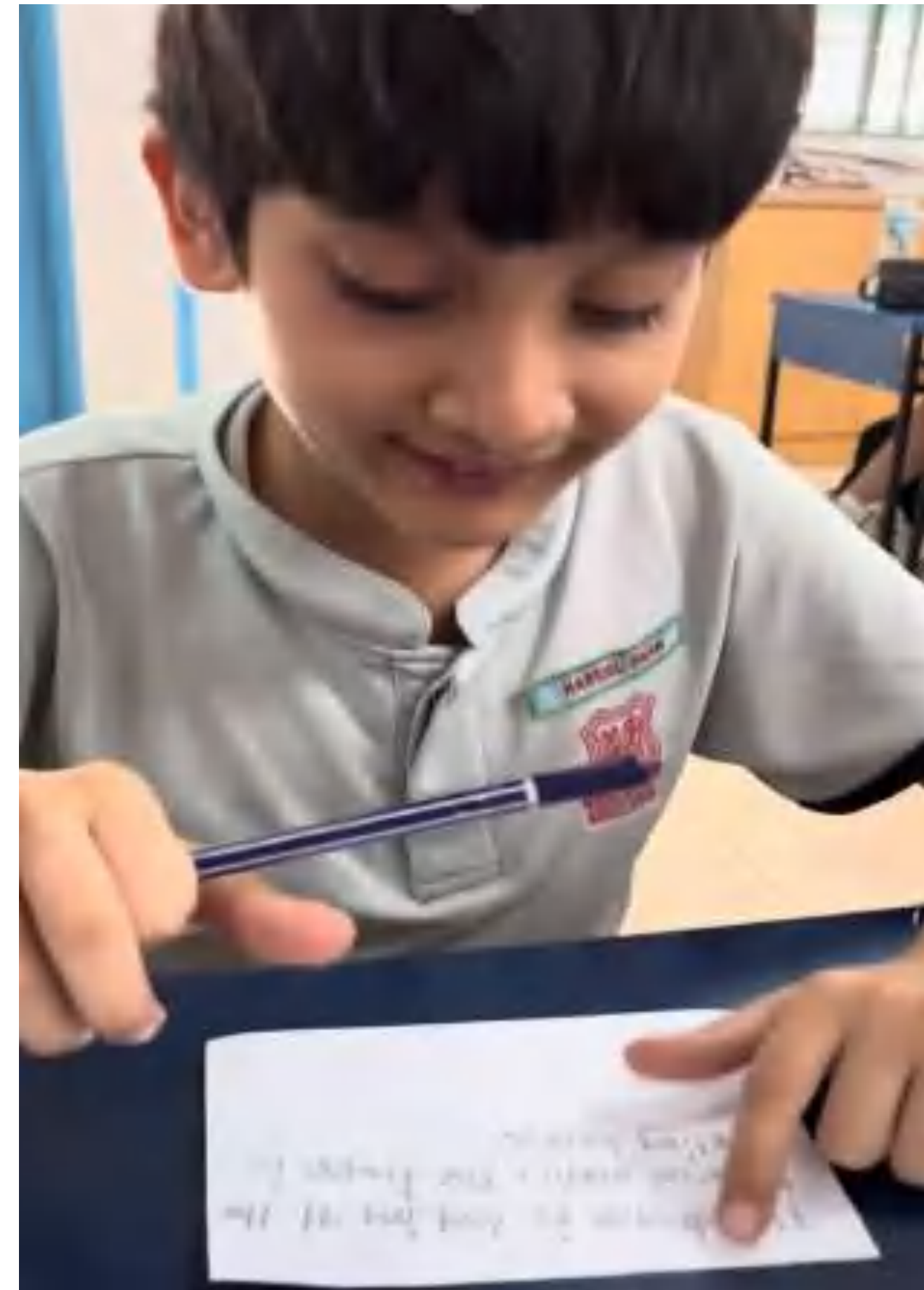
**Collaboration
, Collective
decision-
making**



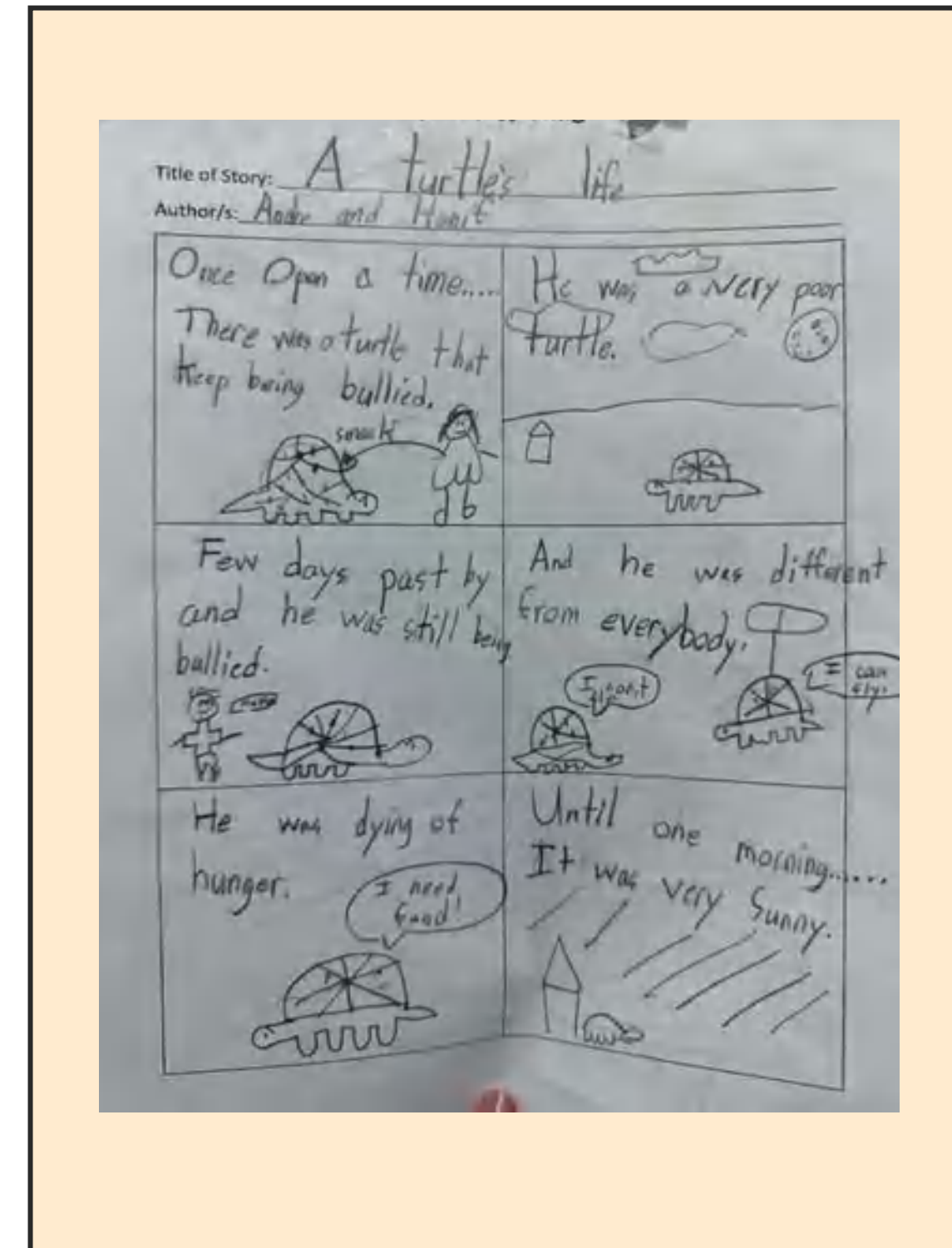
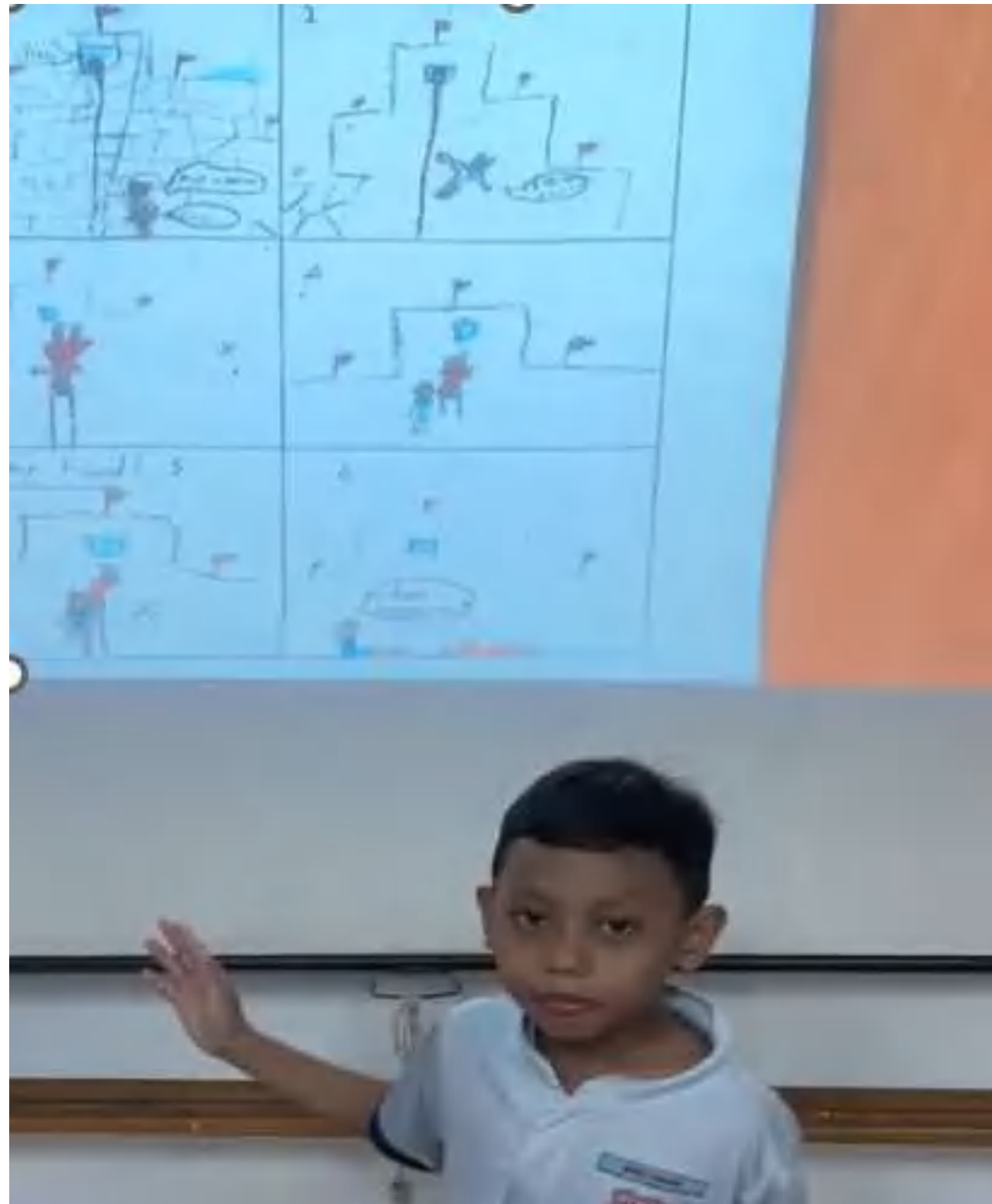
Builds confidence in sharing of ideas

Strengthens expression and active listening skills

Fostering Creativity, Respecting Diversity



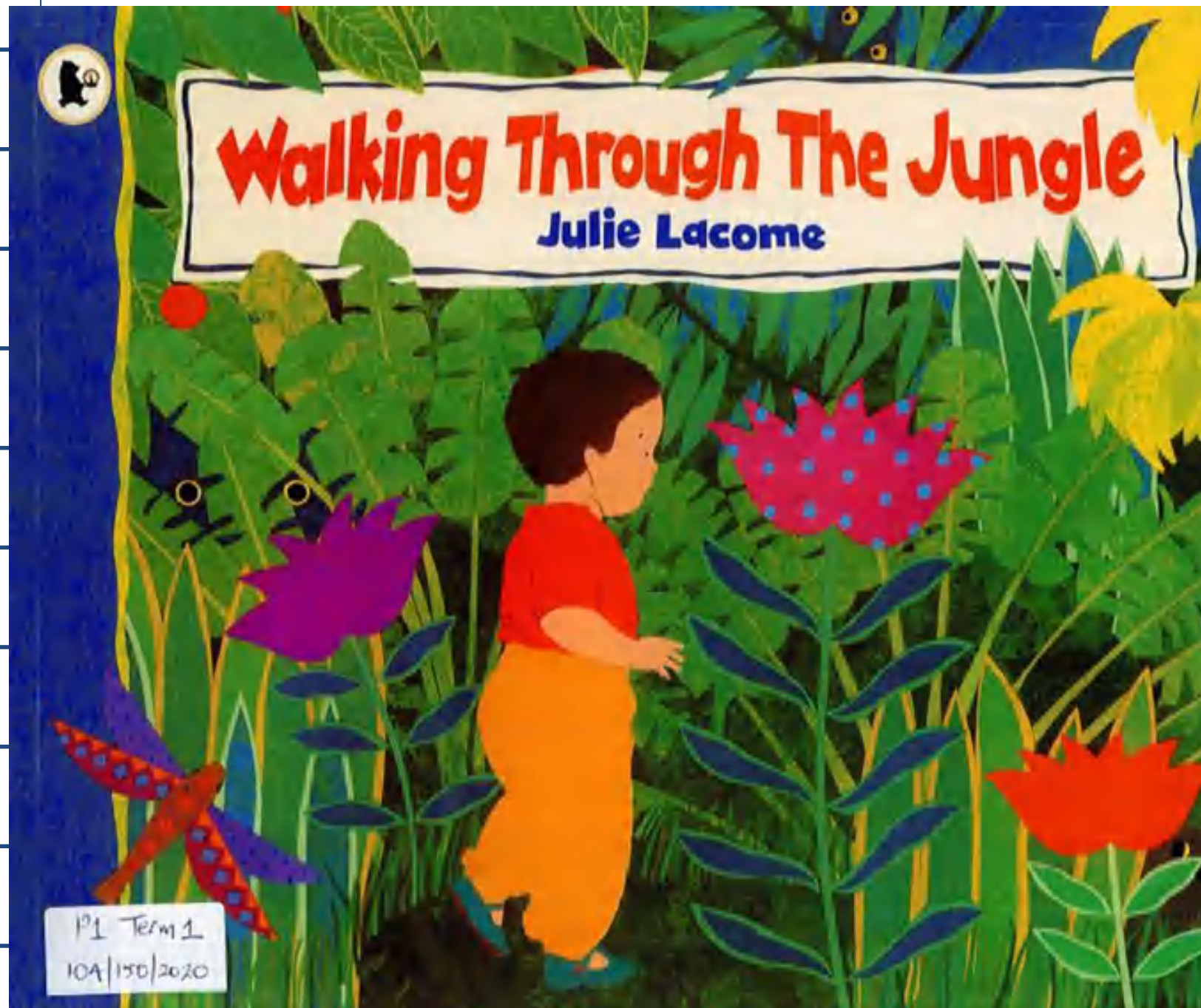
Stretching Students' Learning. Realising their Potential.



Language Activities



Language Activities





04

School-Home Partnership



Encourage Joy of Learning by ...

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



I want to go for soccer tryouts.

6/11/10!!!

Don't focus only on results

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

The illustration shows a boy with a soccer ball and a girl with a stack of books. A speech bubble from the girl says '6/11/10!!!' and another from the boy says 'I want to go for soccer tryouts.' The background is a dark green circle.




Let's do this!

Goals
✓90/100, A*
Get into xx school

Set goals together

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

The illustration shows a parent pointing to a whiteboard with a child. The whiteboard lists 'Goals' with '✓90/100, A*' and 'Get into xx school'. A speech bubble from the parent says 'Let's do this!'.



Why can't you be like your brother?

He's top in the class!

Don't compare

celebrate their successes instead of comparing with others.

The illustration shows a parent talking to two children. One child is looking down while the other is smiling. Speech bubbles from the parent say 'Why can't you be like your brother?' and from the smiling child say 'He's top in the class!'.

Give your child/ward the time and space to deepen learning



I'M NOT WASTING TIME...



...I'M PLANNING MY FIRST NOVEL!
Learning happens in different ways.




I'M NOT DISTRACTED...



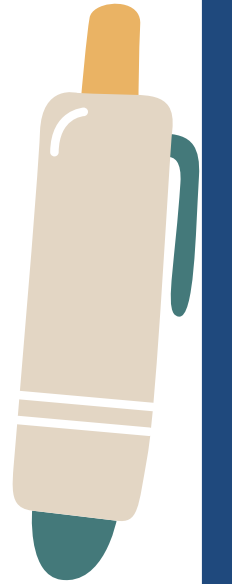

...I'M LEARNING HOW PLANES FLY!
Learning happens in different ways.



I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!
Learning happens in different ways.



READ!



- ✓ Read to/with your child (or, have your child read to you)
- ✓ Opens up the world for children
- ✓ Helps children think and wonder
- ✓ Increases children's vocabulary and knowledge about the world around them
- ✓ Provides good examples of writing

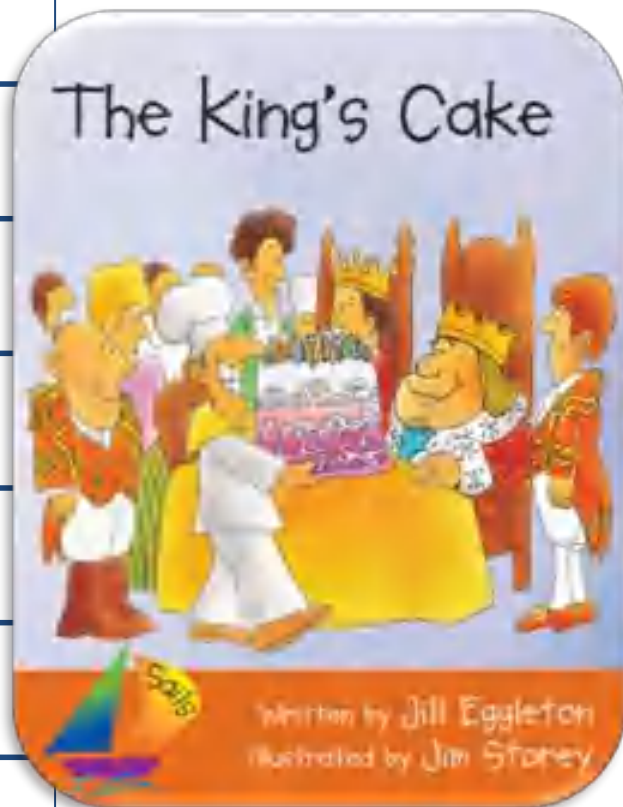
Some activities you can engage your child in

✓ Helping your child learn more interesting words by replacing known words

E.g. 'big' – huge, enormous, gigantic, etc.

✓ Getting your child to retell a story to you in his or her own words

✓ Suggesting that your child provide a different ending to the story read



How you can help your child



HAVE CONVERSATIONS

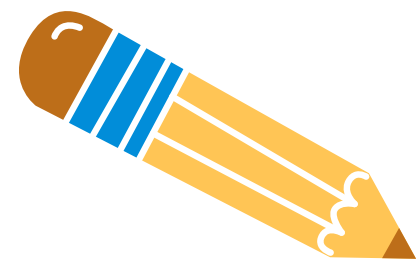
- Talk about the characters and story
- Improves speaking and listening skills and enhances vocabulary
- Model turn-taking and social etiquette while being engaged in conversations and discussions with others

How you can help your child



WRITING

- ensure that your child has acceptable penmanship
- maintain a daily journal,
- write short stories or letters
- fostering creativity and enhancing writing skills



A

B

C

THANK

YOU!





Mother Tongue Curriculum

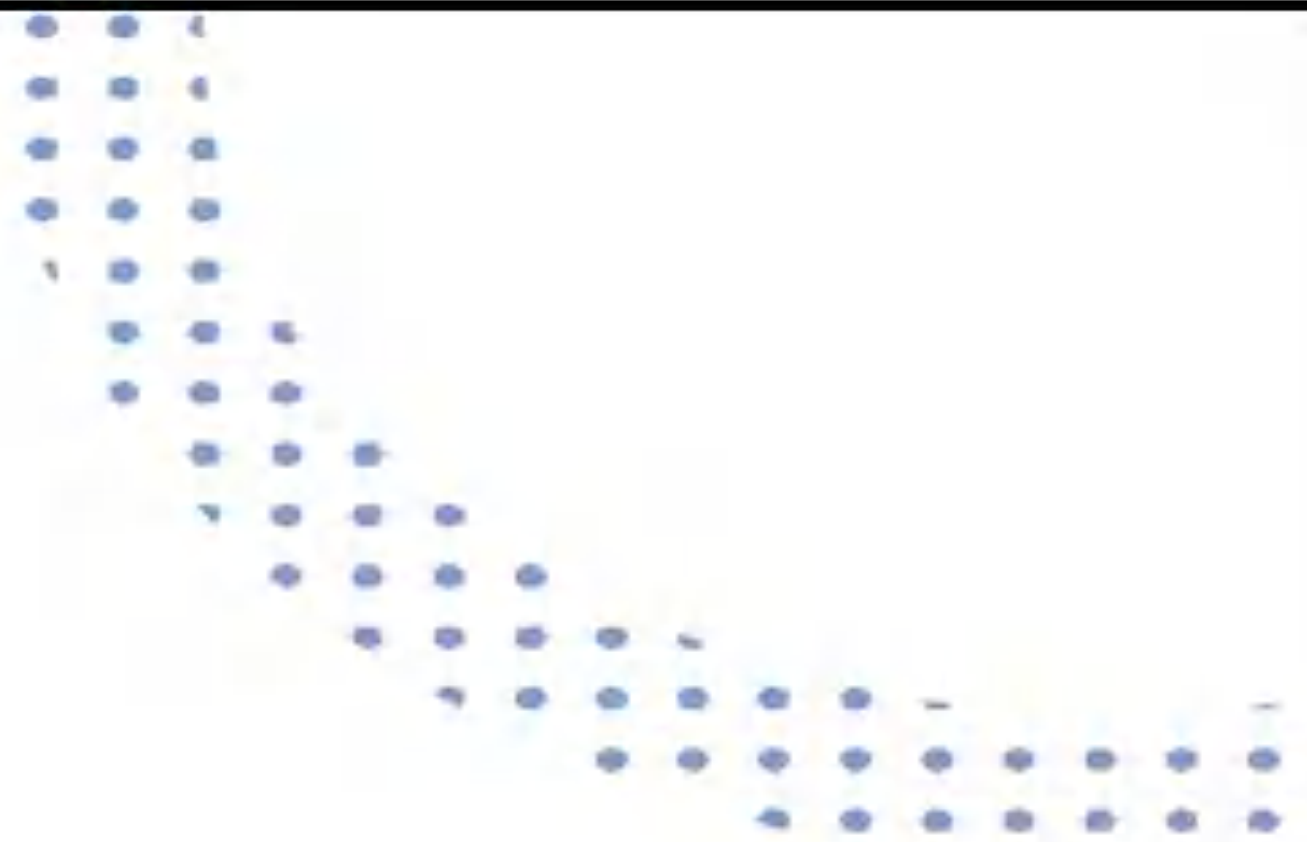
Subject Head (Chinese Language), Ms Angeline Lee



2024 Primary Mother Tongue Languages (MTL) Curriculum

Information Session for Parents

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



Overview

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

2024 Primary MTL Curriculum Framework

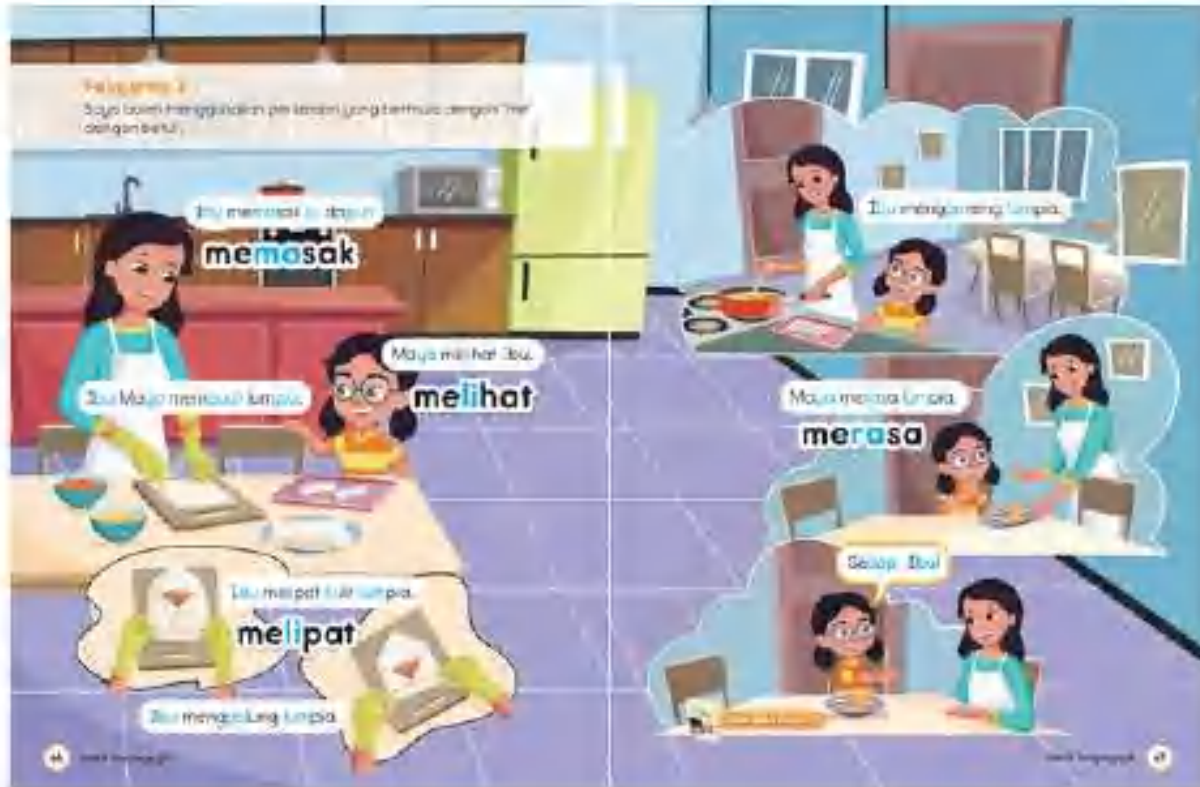
1. The New Primary MTL Curriculum was implemented last year starting with Primary 1 and it **builds on the strengths of the 2015 curriculum.**
2. The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.
3. The new curriculum equips learners with the **communication and language competencies, culture & values and 21st Century Competencies** and helps them become confident MTL users.

Joyful Learning, Confident User



Key Feature #1

Greater emphasis on 21st century competencies



Textbook

Cross-Cultural Literacy

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



Big Book



Civic and Cross-Cultural Literacy

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

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



TL Digital Resource: Reading Pen

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



Printed Resource: Spot the Difference Game

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

Key Feature #3

Authentic contexts and materials

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



Textbook



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

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

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



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

Key Feature #4

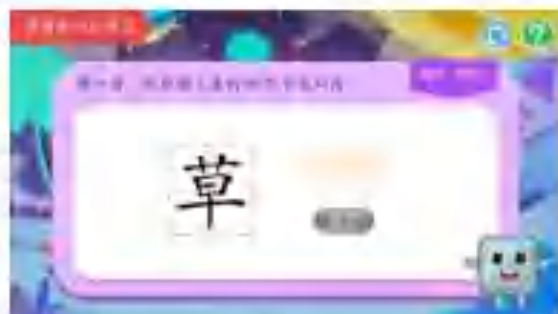
Use of technology to sustain interest and encourage self-directed learning



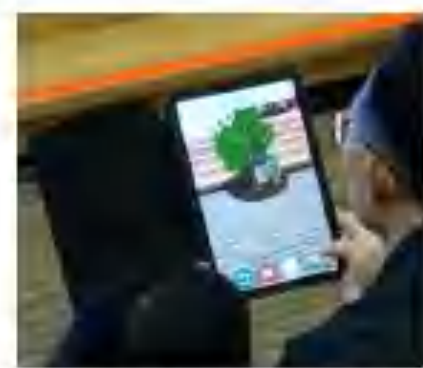
CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos

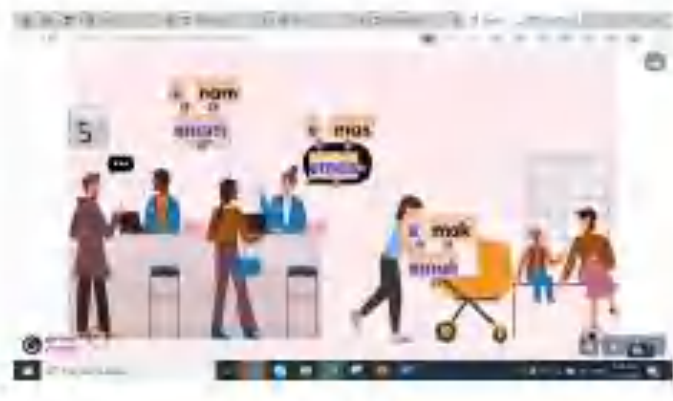


CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource:
Bridging Videos



Resources for Primary One



Printed Resources

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



ICT Resources

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



Toolkit

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

Wide range of resources and activities to help students experience the joy of learning MTL

Examples of Learning Resources (Chinese)



Examples of Learning Resources (Malay)



arnab
zip jeli
pensel



Examples of Learning Resources (Tamil)

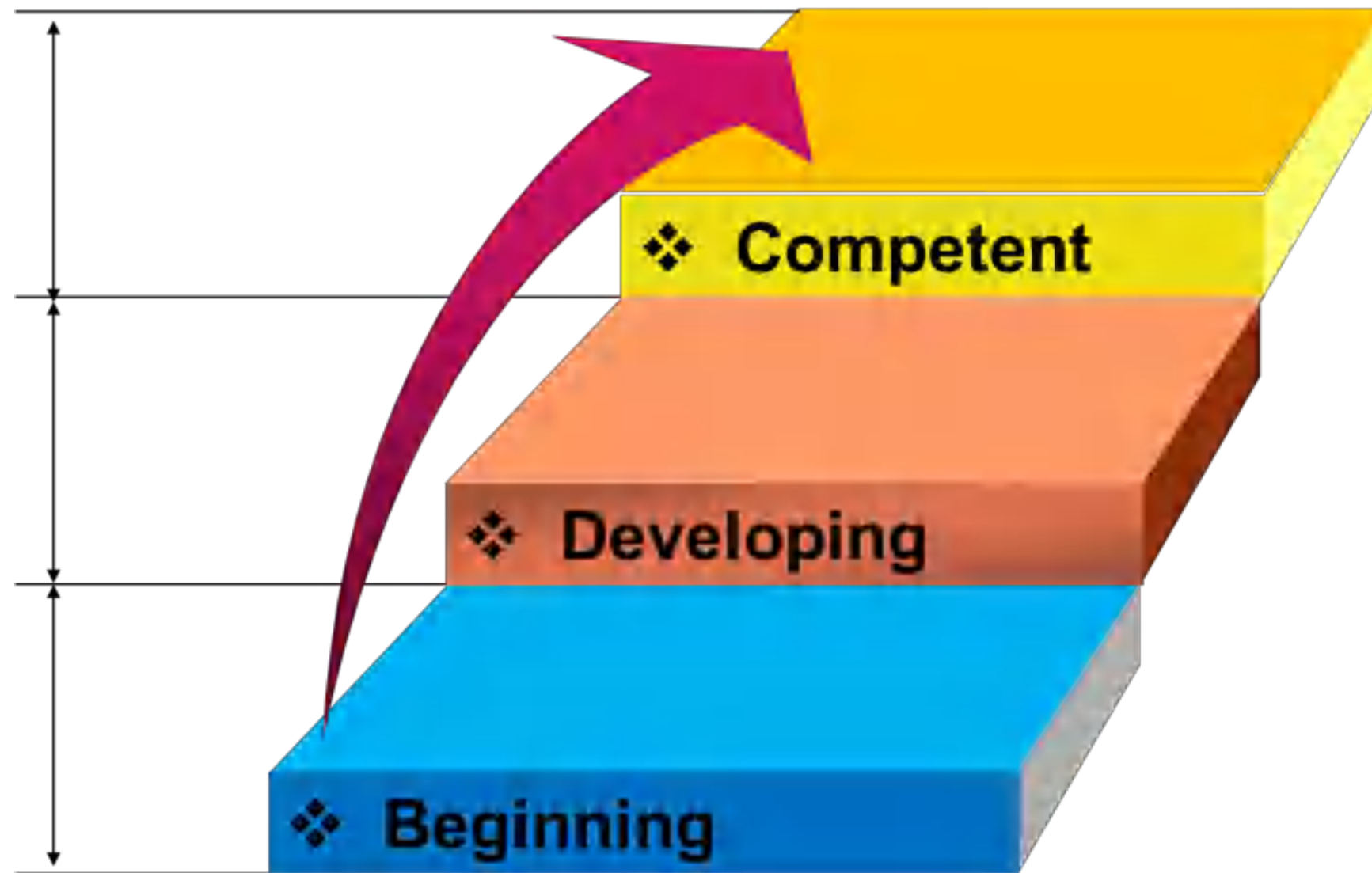


• How do teachers and parents know the progress of your child?

- Students' progress are monitored through their daily work and activities.
- Different range of non-weighted assessment mode allows teachers to provide more accurate and timely feedback to support students' learning, gauge their learning progress and address their learning gaps.



Qualitative descriptors will also be used in place of marks and grades to report students' learning progress.



Holistic Development Profile

Skills	Learning Outcomes
Listening (听)	1. Listen attentively to short, simple spoken content related to daily life.
Speaking and Spoken Interaction (说)	2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and/or respond to simple questions related to daily life.
Reading (读)	4. Recognise characters taught in Primary 1. (CL) <ul style="list-style-type: none">• Recognise words taught in Primary 1. (ML)• Recognise letters and words taught in Primary 1. (TL) 5. Read aloud Primary 1 texts with accuracy. 6. Understand Primary 1 texts and are able to identify some details with guidance.
Writing (写)	7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML) <ul style="list-style-type: none">• Write words and simple phrases with guidance. (TL)

Supporting your child in MTL Learning

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



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

SCHOOLBAG
THE EDUCATION NEWS SITE

Supporting Your Child Through the Primary 1 Journey

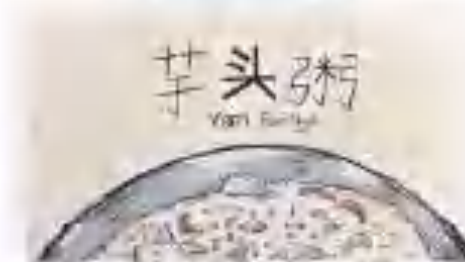


Parenting Resources



Parents Gateway

Learning
Life Learning Language Learning Edmi



The Yam Porridge (芋头粥)
This warm porridge has the softness of porridge with a little bit of yam.



Learn Together with Joji-Fruits (Belajar Bersama Joji-Buah-Buahan)
Join us to learn with Joji-Fruits.

Supporting your child in MTL Learning



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



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



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



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



- You support can ignite your child's confidence and love for learning MTL
 - Confident and Capable MTL users.

Thank you

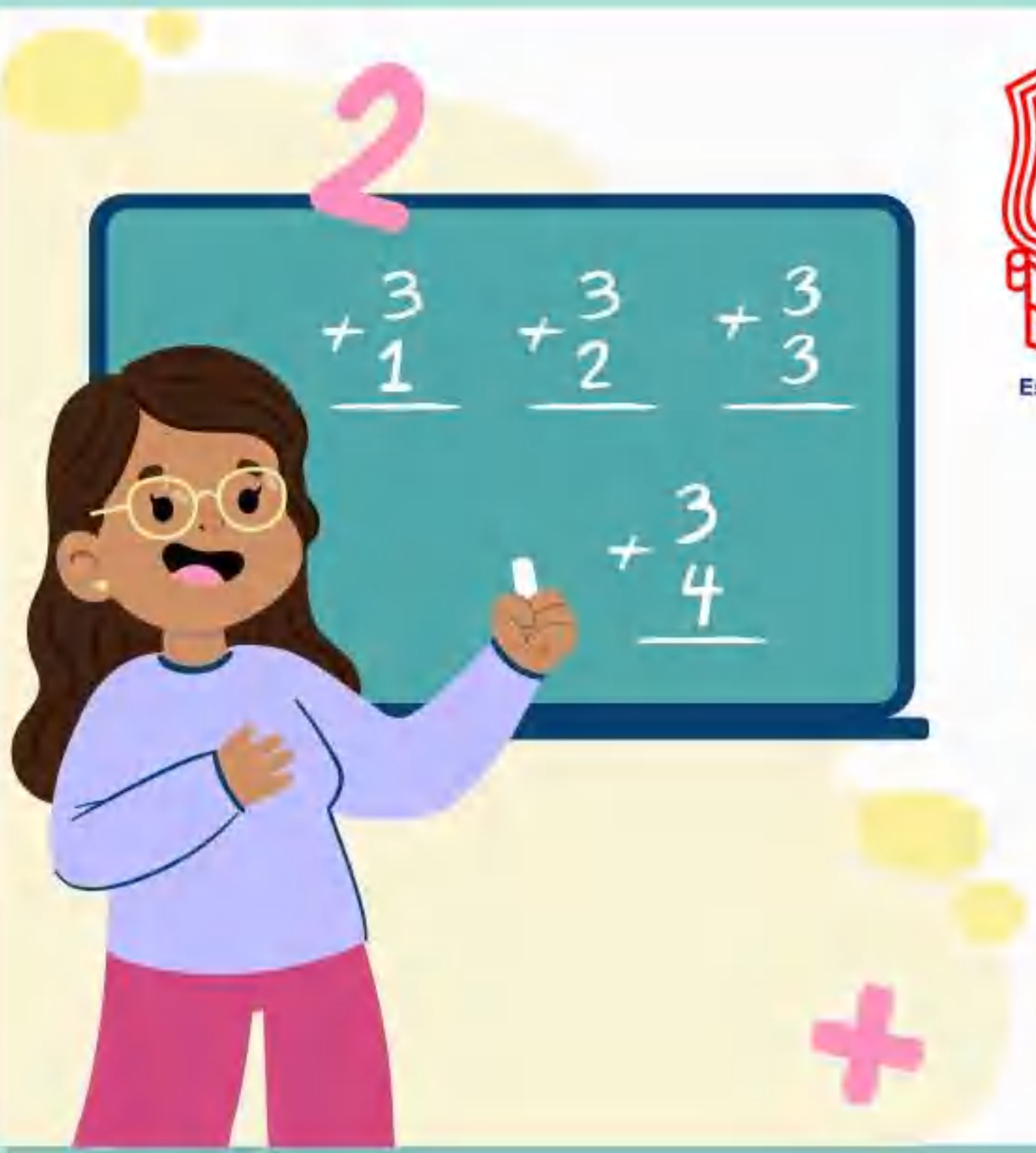




Mathematics Curriculum

Subject Head (Mathematics), Mdm Justina Neo





Ngee Ann Primary School

Learning of Mathematics

at Primary 1

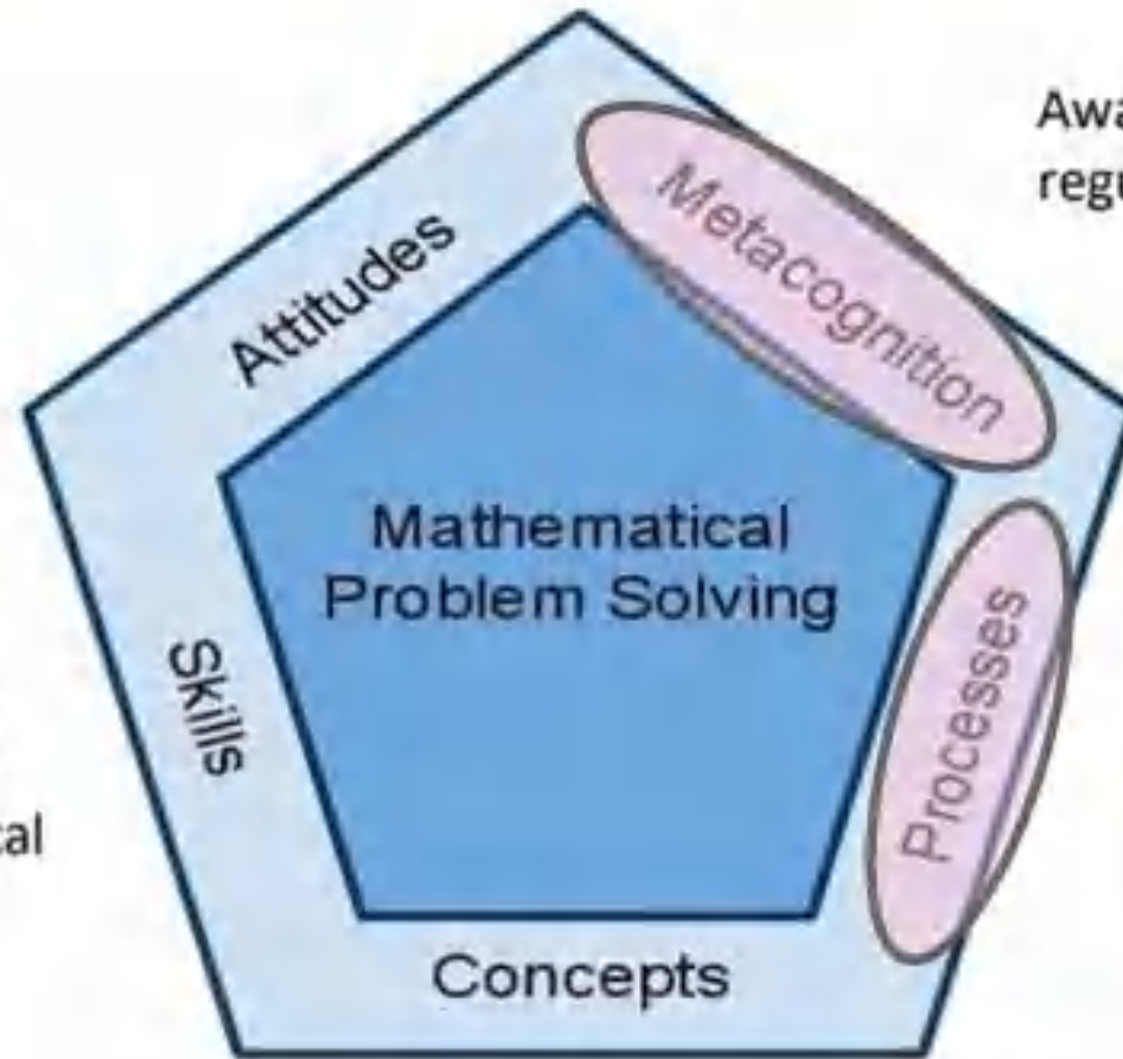
1

Curriculum Framework

Build numeracy and conceptual understanding

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms



Learning Outcomes

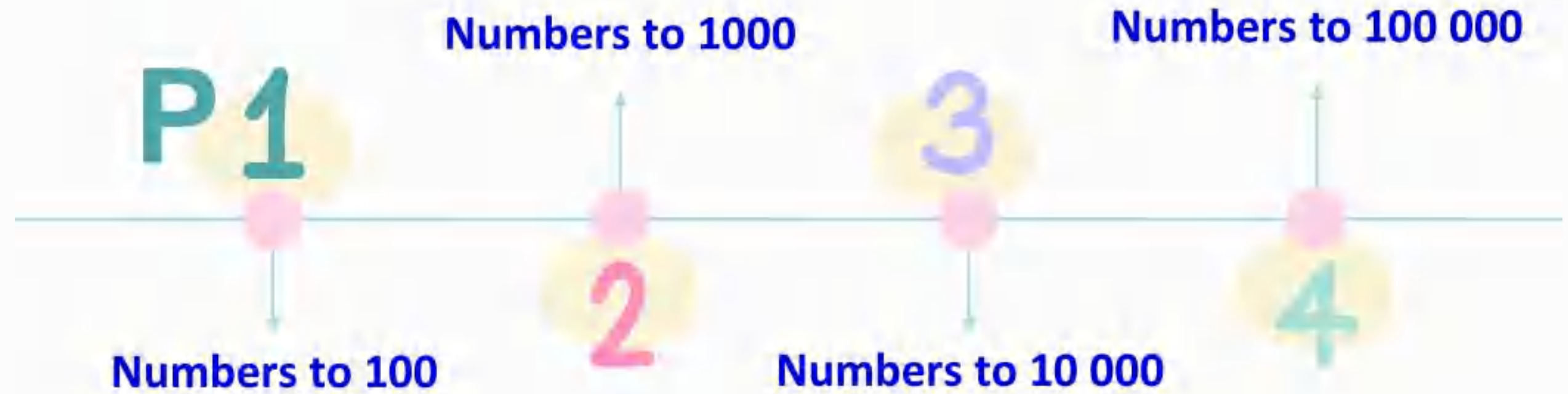
at the **start** and **end** of P1



(@ start of P1) Knowledge, Skills & Dispositions (KSDs)	(@ end of P1) Learning Outcomes
<i>Competencies children should reasonably demonstrate :</i>	<i>Milestones students should achieve :</i>
<ol style="list-style-type: none">1. Recognise simple patterns such as “apple, orange, apple, orange”2. Recite numbers (1-10) in the right order3. Count up to 10 objects4. Recognise numbers in numerals and words (1 to 10)5. Write numbers (1 to 10)6. Compare which of two groups has “more”, “less” or “same”	<ol style="list-style-type: none">1. Understand numbers up to hundred.2. Understand addition and subtraction.3. Add and subtract numbers.4. Understand multiplication and division.5. Identify, name, describe and sort shapes.6. Tell time to 5 minutes.7. Measure and compare lengths using everyday objects.8. Read and interpret picture graphs.

Identified knowledge, skills and dispositions and numeracy outcomes

Learning Process



Introduce and build on concepts through a spiraling approach



Use of CPA approach to promote conceptual understanding

Learning Process

2 There are 5 blue bean bags and 5 green bean bags in a basket. When Ken takes out any 7 bean bags from the basket, how many are blue and how many are green?



What is the relationship between $698 - 5$, $698 - 50$ and $698 - 55$?



Ask questions to foster critical thinking and deepen conceptual understanding



Use a blended approach to enhance learning and sustain interest

2

Learning at NAPS

A peek into our classrooms

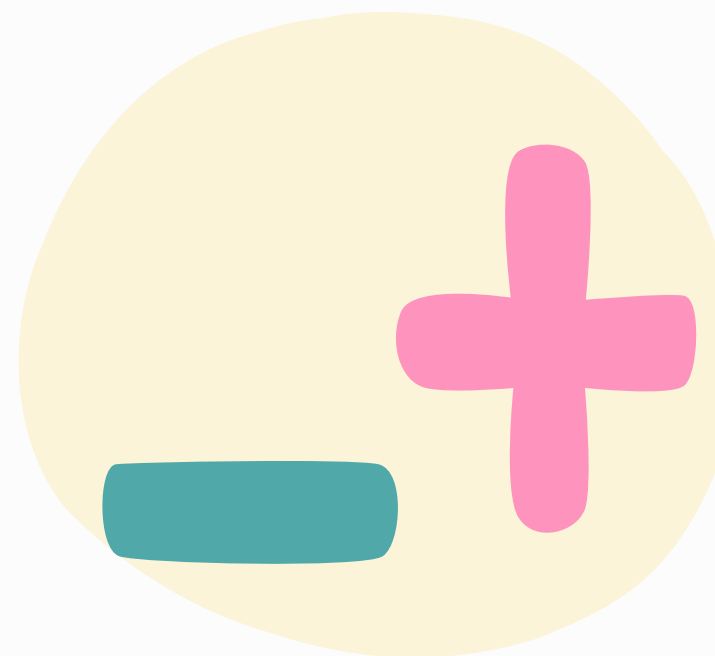


Use of mini whiteboards as learning checkpoints



Math around us

Authenticate
learning experiences



How are numbers used?

Which examples show numbers that are used
in counting?



HDB Flat—Block 5



4 people



6 crayons



Bus 2



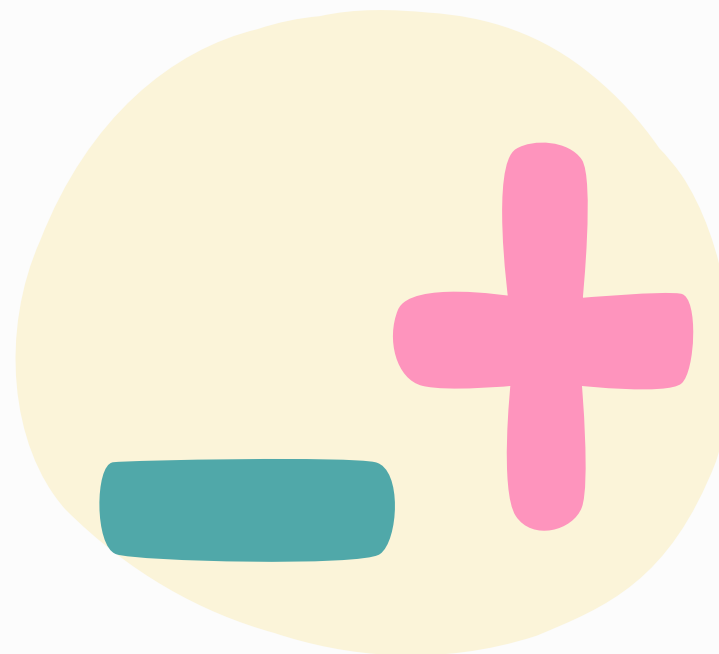
Can you give more
examples of numbers
used in counting and
not used in counting?



Sharing how numbers come
to life around them

Reasoning and communication

Encourage use of
Math language to
reason ideas



Let's Try!
4

Compare.



There are desks than children.

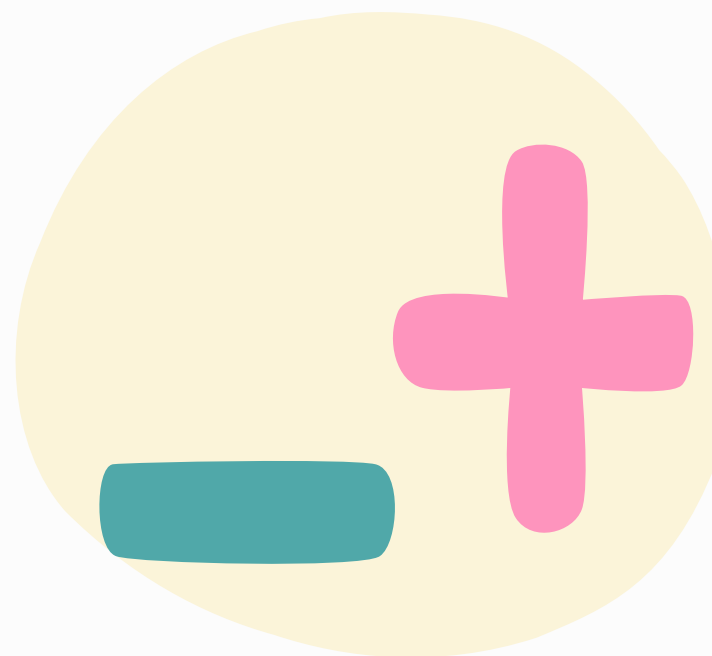
There are children than desks.



Comparing and reasoning
why there are more desks
than children

Reasoning and communication

Encourage use of
Math language to
reason ideas



1 Compare.

Raju's chocolate bars



Xinyi's chocolate bars



Raju has fewer chocolate bars.

Xinyi has more chocolate bars.

Raju and Xinyi have the same number of chocolate bars.

Leila

Jiahao

Anna

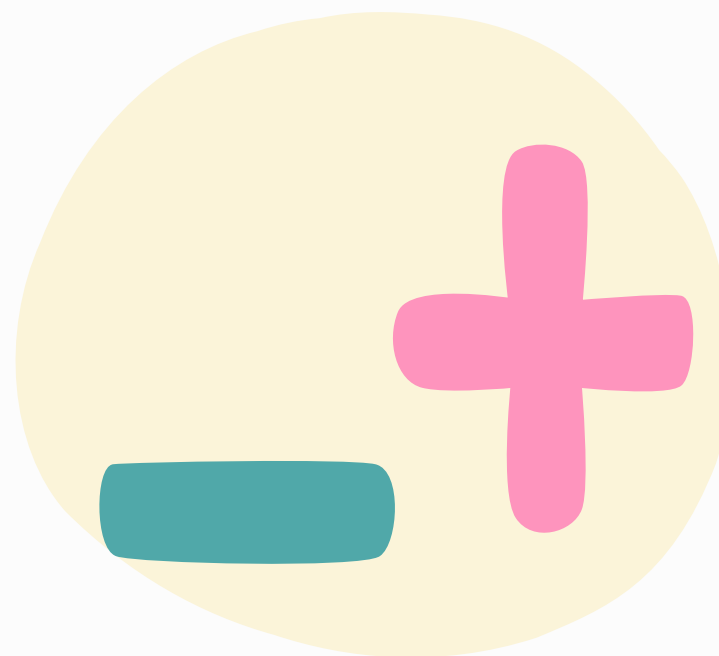
Who is correct?



Explaining with clarity why
Anna is correct.

Hands-on approach

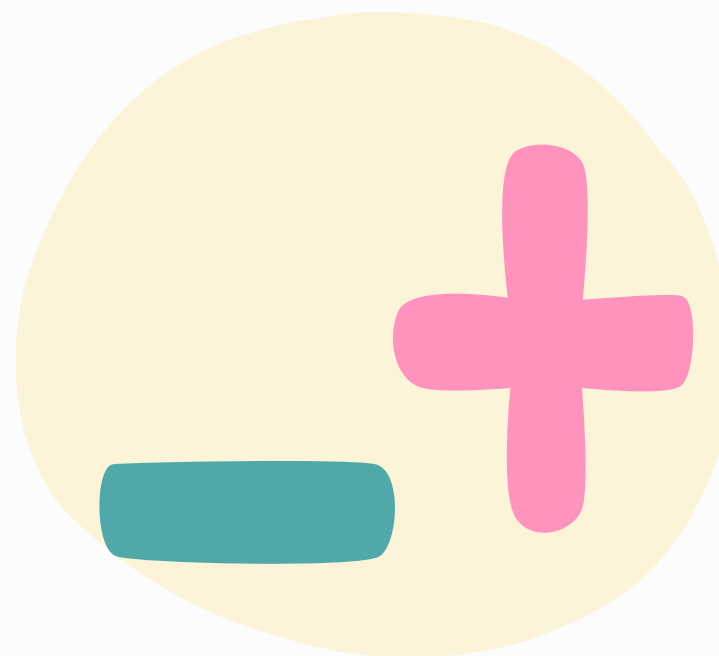
Concretise learning using manipulatives



Sharing how they understand the mathematical concepts through the use of manipulatives.

Blended approach

Leverage on technology to make learning visible



2 There are 5 blue bean bags and 5 green bean bags in a basket. When Ken takes out any 7 bean bags from the basket, how many are blue and how many are green?

The illustration shows two boys, one with glasses, looking at a basket of bean bags. To the left, a diagram consists of two circles connected to a central circle containing the number 7.

Show starred responses [Insert as slide](#)

Search name or answer Showing 23 responses

2 green and 5 blue KYRAN 2	2 green and 5 blue 3 AKIF 1	2 green and 5 blue SUDHARSHAN 1	2green5blue TEI 1
2 green and 5 blue 3 green and 4 blue 4 green and 3 blue 5 green and 2 blue MINH ANH 1	2 green and 4 blue 3green and 4blue 4green and 3blue 5green and 2blue AGASTYA 1	2 green 5 blue AERIN 1	5 blue and 2 green 5 green and 2 blue EN KAI 1
2 green and 5 blue 3 green and 4 blue 4 green and 3 blue 5 green and 2 blue	2 green and 5 blue SAMAYA 1	2green,5blue 3green,4blue 4green,3blue 3green,2blue JIAYI 1	5 blue and 2 green AERIS 1
			2green and 5 blue

3

Math Programmes

To support and strengthen learners



NAPS Math Week to add excitement using games and puzzles



Learning Support for Mathematics (LSM) to support learning and instil confidence



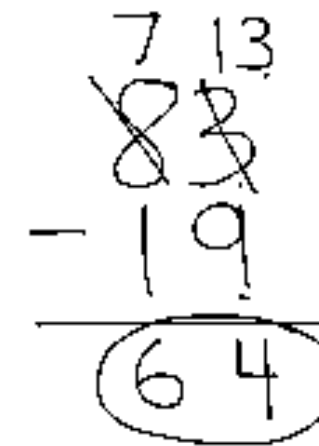
4

Partnership

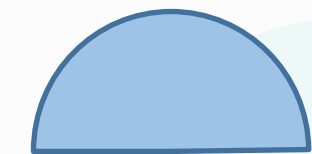
Home and school to bring out joy of learning



Relate the learning of Math to daily routines



Renaming



Half circle



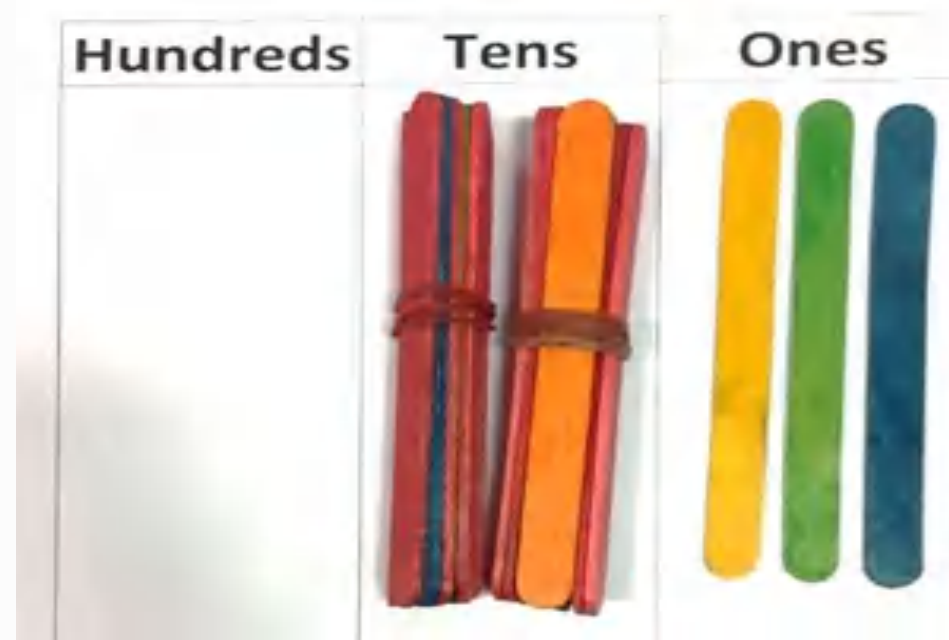
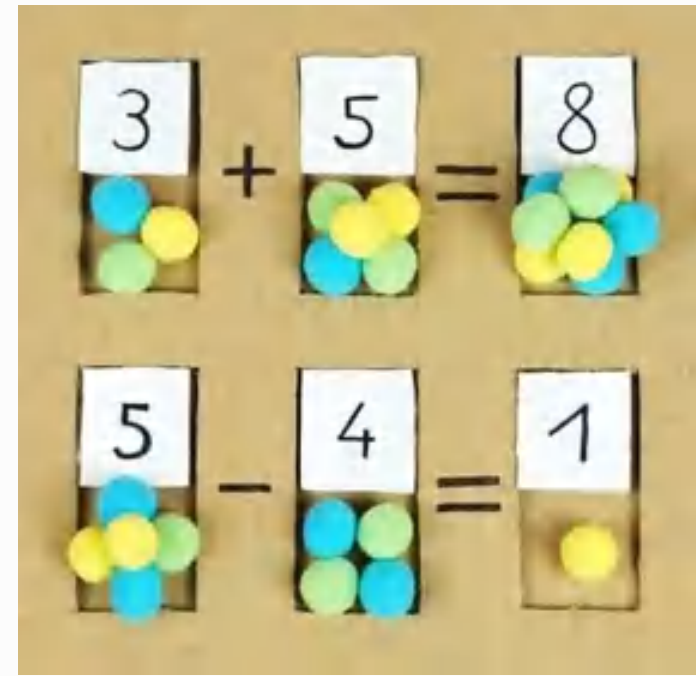
Quarter circle

Use common Math vocabulary consistently

4

Partnership

Home and school to bring out joy of learning



Tap on concrete objects to reinforce numeracy concepts



Use stories, songs and games to set meaningful contexts



Thanks!

Do you have any questions?

Email address

lisa_lee-chong@schools.gov.sg

neo_poh_tin_justina@schools.gov.sg

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Established 1940

PE & Aesthetics

Curriculum

Head of Department (PE/Aesthetics), Mr Shafiruddin





GRowing Appreciation for Creative Expression (GRACE)

- A framework that encompasses all visual and performing arts experiences at Ngee Ann Primary School.
- Leverages on visual and performing arts to speak to the affective domains of our students and imbibe in them values that will serve as strong moral compass to navigate a future yet unknown.
- Through GRACE, students develop socio-emotional skills and competencies that will enable them to thrive in their lives ahead.





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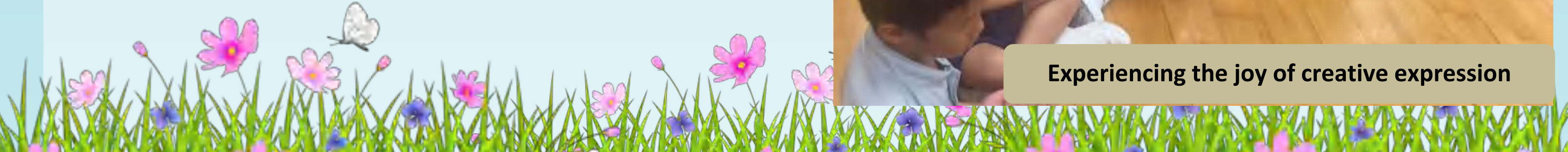
Expressing themselves through various art forms



Primary 1 Music
GRowing Appreciation for Creative Expression



Experiencing the joy of creative expression





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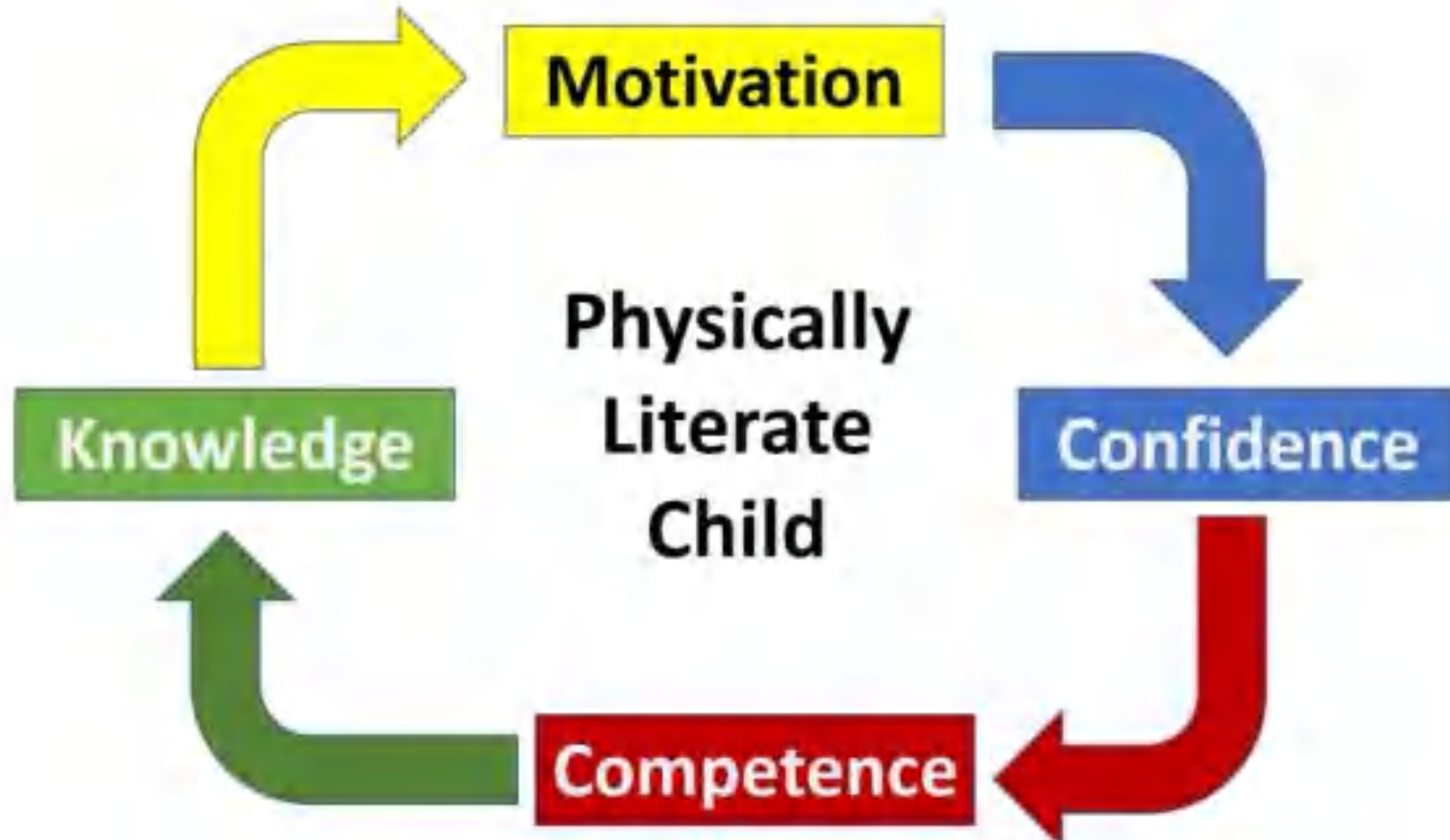
Primary 1 Art
GRowing Appreciation for Creative Expression



PHYSICAL LITERACY

Developing a
Physically Literate child





Physical Literacy

Exposure to wide range of:

Locomotor Skills

Manipulative Skills





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Character & Citizenship Education

Head of Department (CCE), Ms Sharon Kuah





**Ngee Ann Primary
Character & Citizenship
Education (CCE)**

**Character &
Citizenship
Education (CCE)
Curriculum**

**Key Student
Development
Experiences (SDEs)**

**Home-School
Partnership**



CCE Curriculum

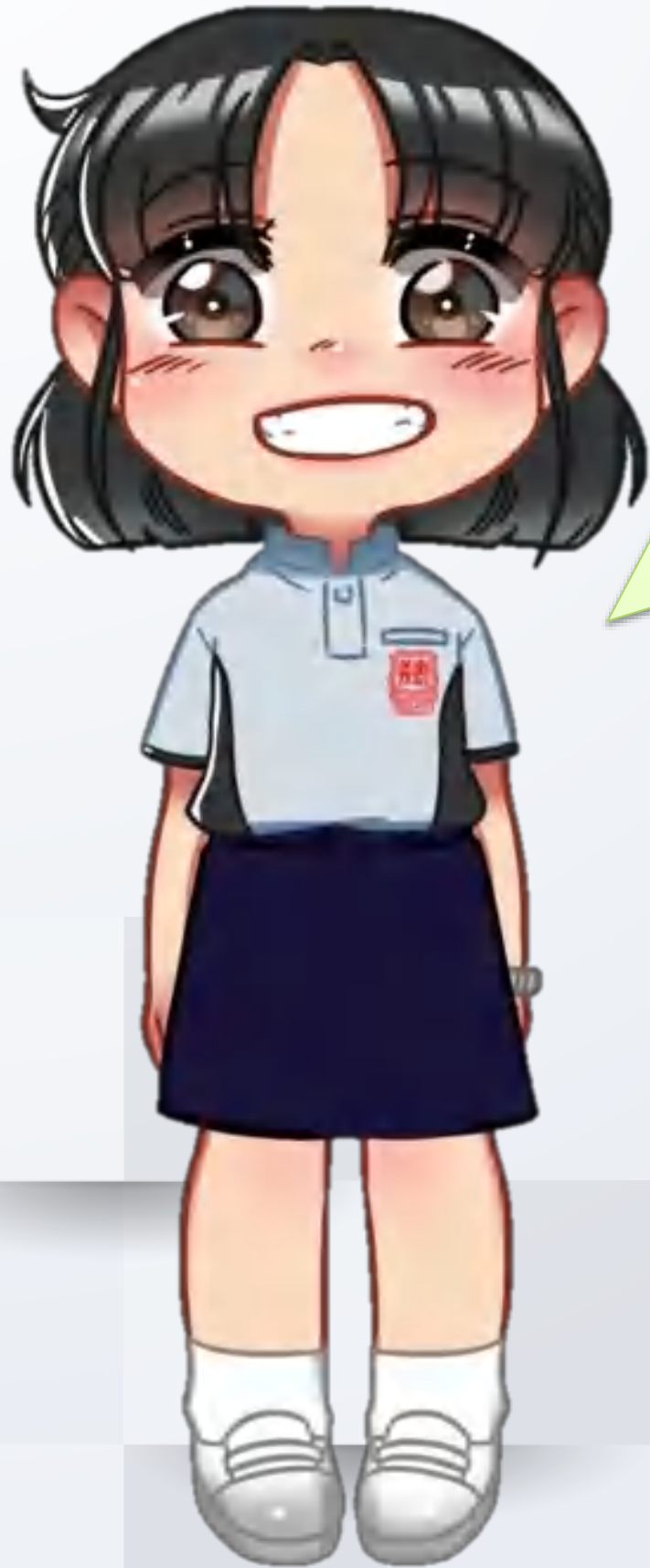
Goals of CCE 2021

Good
Character

Resilience
&
Well-Being

Active
Citizenship

Future-
Readiness



CCE curriculum

- **CCE Form Teacher Guidance Period (CCE FTGP)**
- **CCE Mother Tongue Language (MTL)**
- **Programme for Active Learning (PAL)**



CCE Form Teacher Guidance Period (CCE FTGP)

**1 period per
week**

Character and Citizenship Education

(Form Teacher Guidance Period)

Primary

1

Name: _____

Class: _____

Contents

Pages 2-5	Understand and Care for Myself
Pages 6-12	In My New School ①②③
Pages 13-15	Understanding My Feelings ①②③④
Pages 16-22	Staying Safe in the Cyberworld ①②
	Good Touch, Bad Touch ①②③
	Do My Best
Pages 24-29	What Is Important ①②③④
Pages 30-32	Follow What Is Right ①②③
	Care and Respect for Others
Pages 34-38	Caring for Family and Friends ①②③④⑤
Pages 39-40	Different yet Similar ①②
	Our Singapore and the World
Pages 42-47	Playing My Part in Total Defence
	ASEAN Story
	Respecting My Friends
	Singapore, Our Home
Page 48	Reflection
Pages 49-55	Stickers

CCE Form Teacher Guidance Period (CCE FTGP) Journal

In My New School 2 Date:

School is a fun place for learning and there are many people who care for us.

How do you feel about your new school? **I feel...**

Paste sticker from page 49.



4 Understand and Care for Myself

In My New School 3

Family Chat Time!
I can...

- Ask my family members/guardians:
 - » What was your primary school like?
 - » What did you enjoy about primary school?
- Share with my parents/guardians:
 - » How I feel about my new school.
 - » What I have learnt in school.

We enjoyed Family Time!

Parent's / Guardian's signature

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- **Supporting Transition**
(<https://go.gov.sg/p1ftgp-transitionsupport>)
- **Social Skills**
(<https://go.gov.sg/p1ftgp-socialskills>)



5 Understand and Care for Myself



**CCE Mother Tongue Language (MTL)
2 periods per week**



Programme for Active Learning (PAL)

4 periods per week

Primary One	Primary Two
Outdoor Education	Performing Arts (Drama)
Performing Arts (Music)	Performing Arts (Dance)
Visual Arts	Sports & Games
Life Skills Module	Lego



Key Student Development Experiences (SDEs)

- **Values In Action (VIA)**
- **Cohort Learning Journeys (LJ)**
- **National Education (NE)
Commemorative Events**



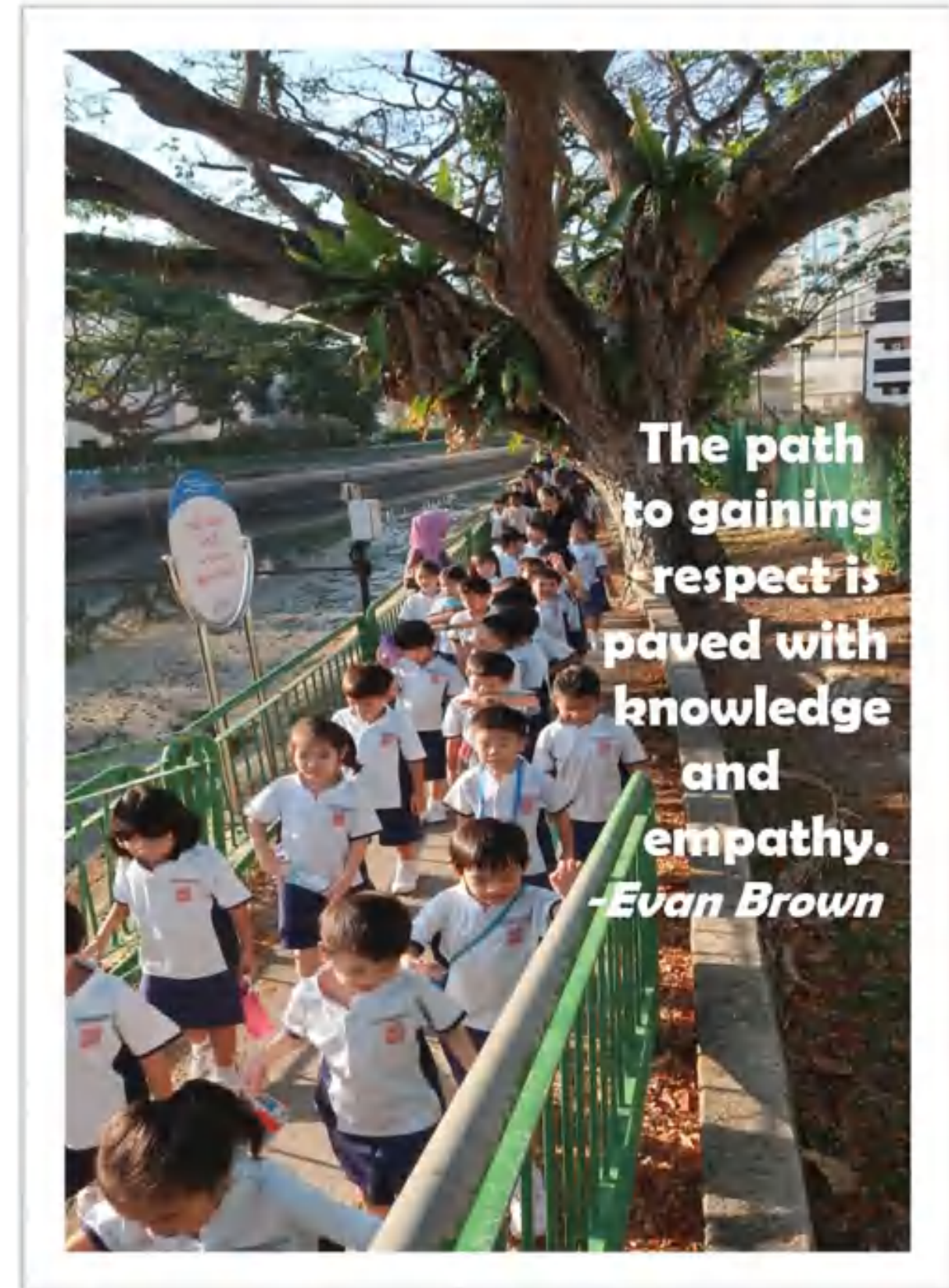
Values In Action (VIA)

- **I am a Happy Helper**

- Cultivate lifelong good habits and responsibility by helping with the household chores
- Learn keep their class clean and create a conducive classroom environment
- Submit a photograph or video of their completed tasks through SLS

Cohort Learning Journeys (LJ)

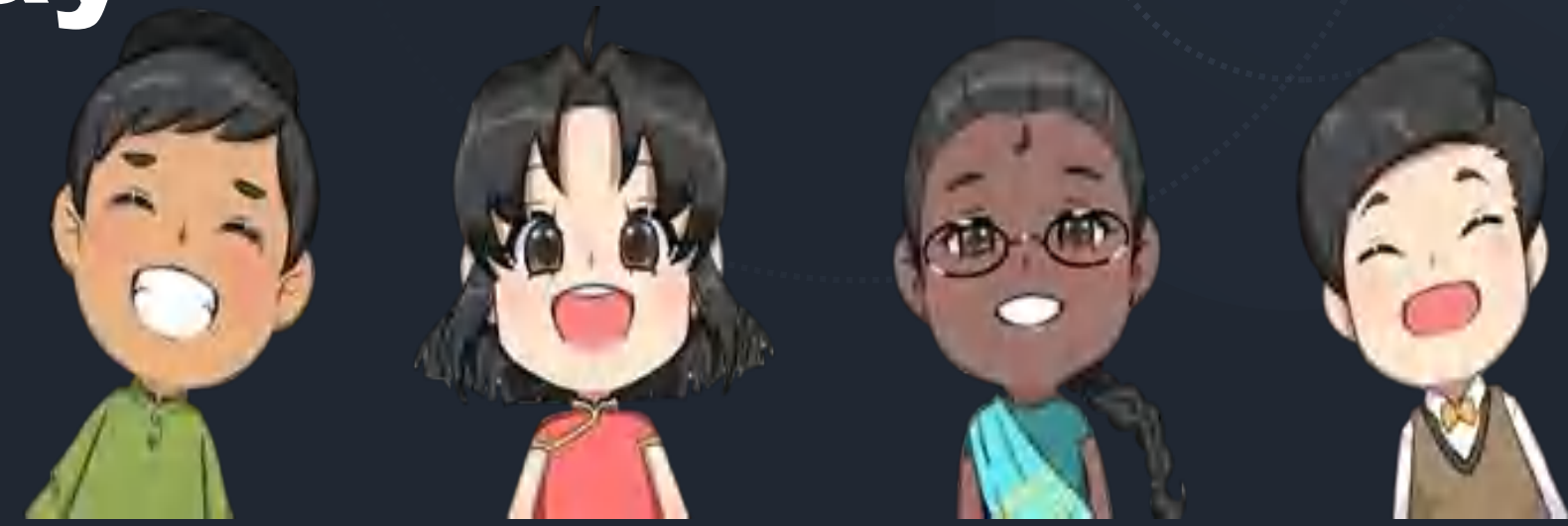
- **Upcoming LJ to Singapore Zoological Gardens**
- **More details will be provided closer the date.**





National Education (NE) Commemorative Events

- **Total Defence Day**
- **International Friendship Day**
- **Racial Harmony Day**
- **National Day**



NAPS

Character Champions



Who are character champions?

- Character Champions are students who not only know what the school values are, but have shown them through their actions consistently.
- Through this, we hope to encourage more students to strive to do the right thing and be leaders of good character.



Character Champions





Established 1940

**THANK
YOU**





Our Next Engagement with You



Meet-the-Parents Session

- End of Term 2
- Dialogue with the teachers

