



Primary 2

Total Curriculum Briefing



Principal

Mr Dennis Yap



Vice Principals



Mr Ramesh
Mukundhan
(Academic)



Mdm Rahima Bte
Abdul Rahman
(Academic)



Mr Yong Wei Leong
(Administration)





Key Personnel

Miss Tan Ee Leng Elaine	Master Teacher English
Miss Sharon Cardoza Ann	HOD CCE
Miss Lee Su Ping	HOD Mother Tongue
Mr Razli Abdol Jalil	HOD PE/CCA
Miss Michell Chia Yuen Feng	HOD English
Miss Loh Siew Yi	HOD Mathematics
Miss Vivian Chiau Siang Chin	HOD Student Management
Miss Sin Sok Yeng (Sharon Yang)	HOD Science
Miss Lee Sze Ru	School Staff Developer



Key Personnel

Miss Kok Xinyi Kerin	Subject Head (ICT)
Miss Teng Poh Yin Julia	Subject Head (Aesthetics)
Mr Low Tuang Lim	Subject Head (Discipline)
Miss Du Yinwei	Subject Head (Student Well-Being)
Mrs The Yu Leen	Year Head (Primary 5 & 6)
Miss Nur Faiqah Hamzah	Year Head (Primary 3 & 4)
Mdm Nurilhuda Ahmad	Assistant Year Head (Primary 1 & 2)
Mdm See Pek Hwa Joanne	Assistant Year Head (Primary 5 & 6)



Primary 2

Total Curriculum Briefing

Programme Outline

1. CHARM
2. Assessment Matters
3. English
4. Mathematics
5. Mother Tongue
6. CCE
7. PAM (PE, Art, Music)
8. PAL



Student Outcomes

Confident Person, Self-Directed Learner
Concerned Citizen, Active Contributor

21st Century Competencies

English

Mathematics

Science

Mother Tongue

PE, Art,
Music

Character &
Citizenship
Education

PAL

Co-curricular
Activities

Total Curriculum

Whole Child

Performance
Character

CHARM
Learning
Dispositions

Growth Mindset
Effective Effort

**Confident
Child**

Moral
Character

Social
Emotional
Competencies

GRAIN
Values

CHARM Learning Dispositions



CHARM

- ▶ Curiosity
- ▶ Humility
- ▶ Adaptability
- ▶ Reflectiveness
- ▶ Motivation



CHARM Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	<ul style="list-style-type: none">✓ Asks questions to learn more✓ Shows interest in exploring new ideas
Humility	<ul style="list-style-type: none">✓ Cooperates well with others in a group learning setting✓ Respects ideas shared by peers✓ Listens actively to what others have to say
Adaptability	<ul style="list-style-type: none">✓ Responds positively when faced with difficulties

CHARM Learning Dispositions

Learning Disposition	Observable Actions
Reflectiveness	✓ Acts on feedback to improve (Use of Feedback)
Motivation (Joy of Learning)	✓ Participates actively in learning. ✓ Completes homework assigned with effort (Commitment) ✓ Pays attention in class (Focus)

Observing CHARM in Students

Edusave Merit Bursary Good Progress Award (P2 onwards)

Collective decision by
teachers based on
observation of learning
dispositions (CHARM)

For Singapore
Citizens

Subjected to
MOE's
approval



Assessment Matters

Non-Weighted Assessment

- Check for understanding
- Focus on the process of learning, enjoy learning and experience success along the way
- Variety of assessment tasks depending on the learning and progress of our pupils
- Natural process of learning
- Non-stressful environment

HOLISTIC REPORTING

SUBJECT

SEMESTER 1

ENGLISH LANGUAGE

Listening: Listen attentively and follow simple instructions.

Accomplished

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Competent

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

Accomplished

Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

Competent

SUBJECT

SEMESTER 1

MUSIC

Appreciate Music from local and global cultures.

Competent

Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.

Accomplished

Listen and respond to Music.

Developing



How can I support my child in these areas?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

Essentially, it means that you should...

Focus on your child's
HOLISTIC DEVELOPMENT



During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



English Language



Learning Outcomes for P2

Semester 1

Listening	1. Listen attentively and identify relevant information
Speaking	2. Build on others' ideas in the conversations or discussions respectfully
Reading	3. Understand P2 texts (e.g., STELLAR texts) and is able to identify the big ideas in the texts and recall sequence of main events 4. Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression
Writing	5. Apply basic spelling strategies using knowledge about Phonemic awareness and spelling rules

Learning Outcomes for P2

Semester 2	
Listening	1. Listen attentively and identify relevant information
Speaking	2. Speak clearly to express their thoughts, feelings and ideas 3. Build on others' ideas in the conversations or discussions respectfully
Reading	4. Read multi-syllabic words accurately
Writing	5. Write short paragraphs to recount appropriately sequenced events, describing details, and use tenses and connectors accurately

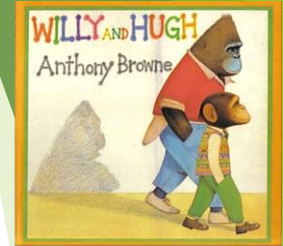
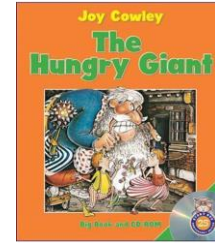
Key Programmes

Process Drama

- used to explore a theme or a problem, produced in a classroom setting
- integrated with stories that pupils read during English lessons

Extensive Reading programme

- ❖ aims to promote a love of reading
 - school library visits
 - reading periods
 - Read Every Day (RED)
 - 10-minutes silent reading during EL lessons



How you can help your child

- ❖ Go to the library together
- ❖ Allow your child to choose books to read and reread
- ❖ Read to and with your child (or, have your child read to you)
 - reading in a mother tongue language also fosters a love for books and knowledge
- ❖ Talk about the books and characters read
- ❖ Playing language games like word scavenger hunt.
(Looking for a word in the book.)

How you can help your child

- ❖ Reading aloud a book and asking your child to identify words beginning with the same sound, for example, *'p' – pancake, pick, put, police, pat, etc.*
- ❖ Helping your child learn more interesting words by thinking of new words to replace known words, for example, *'big' – huge, enormous, large, gigantic, etc.*
- ❖ Getting your child to retell a story to you in his or her own words
- ❖ Suggesting that your child give a different ending to the story read

Mathematics



Learning Outcomes for P2

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

Phases of Learning



Key Programmes



★ Maths Games

- Logical Reasoning
- Critical Thinking

★ Financial Literacy

- Earn, Save, Spend & Donate

Mother Tongue



Learning Outcomes for P2

Semester 1

Listening

1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

Speaking and spoken interaction

2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.

Reading

3. CL: Recognise characters taught in Primary 2.
ML: Recognise words taught in Primary 2.
TL: Recognise letters and words taught in Primary 2.
4. Read aloud Primary 2 texts with accuracy and fluency.

Writing

5. Write short sentence(s) about daily life with some guidance.

Learning Outcomes for P2

Semester 2

Listening

1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

Speaking and spoken interaction

2. Participate in short conversations related to daily life with some guidance.

Reading

3. Read aloud Primary 2 texts with accuracy and fluency.
4. Understand Primary 2 texts and are able to identify details with some guidance.

Writing

5. Write short sentence(s) about daily life with some guidance.

Programmes to support MTL curriculum



- ❑ Reading Programme
- ❑ Process Drama
- ❑ MTL Fortnight

How can parents support your child's learning at home?

- ❑ Read MT books with your child regularly
- ❑ Watch MT TV programmes suitable for children
- ❑ Have a 'Speak MT Day' at home
- ❑ Play games
- ❑ Use ICT resources
- ❑ Watch e-sharing sessions and view e-exhibits at the annual Mother Tongue Languages Symposium (MTLS)

Revise with your child

- ❑ Get your child to recite from the textbook
- ❑ Go through the characters /words your child has learnt
- ❑ Revise for spelling on Thursdays



மறுபடியும்	பின்பு
எந்த	ஒரு
போல	கேள்

ibu	sate	meja
gigi	ibu	sate
feri	meja	gigi
meja	feri	ibu
sate	gigi	feri

Character and Citizenship Education (CCE)



CCE 6 Year Programme

Self & Family (P1/2)

A pupil who is able to take care of self, make friends and show care for family members

Nation & World (P5/6)

A pupil who contributes to the community and nation and is a self-directed learner who is informed of the globalised world

School & Community (P3/4)

A pupil who is able to build positive relationships and work in teams to contribute to school and community.

Family Education

Family Time Activities

Family Time

Understanding My Feelings 4



Family Chat Time!
Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

My child did a good job!
Parent's / Guardian's signature

A Note to Parents/Guardians:

Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS

- 1 Take time to actively notice and name your child's/ward's emotions together.
- 2 Connect with your child/ward on an emotional level.
Eg. Make talking about their feelings a natural part of conversations.
- 3 Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 4 Discuss how your child/ward can manage his/her negative emotions.
Eg. Practise the breathing or squeezing exercise.
- 5 Role model how you manage your emotions appropriately.
Eg. Calmly admit that you are upset and take a 10-minute time-out.
- 6 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 7 Guide your child/ward to accept situations that he/she cannot change.
- 8 Have your child/ward share three things that he/she feels thankful about each day.



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Understand and Care For Myself



Carrying out Everyday Responsibilities is a way of showing care and love for your family and community! Below are pictures of the Kindness Cubbies and Soaper's practising these daily good habits.

Have you done any? Tick the boxes below for the ones you have done!

 I throw my trash into the bin.	 I clean up after myself after meals.
 I switch the lights off after use.	 I help to empty the bin regularly.
 I wash my hands and turn off the tap white soaping.	 I help with the wipe-down routine at the canteen.

What have you not done? Paste the good habits stickers on your student handbook/personal items to remind yourself to complete them!

A Note to Parents/Guardians:



Family Activities

Create a care box for each family member and encourage your child/ward to paste the encouragement stickers in the care boxes regularly.

Find tips on promoting resilience in your child/ward. Refer to the 'Resilience - Fostering Interactions' poster on page 3.



My child did a good job!
Parent's / Guardian's signature

Word Search



T	K	X	S	E	C	R	E	T	S	Y	Z
F	M	E	E	T	I	N	G	J	V	I	Y
N	L	W	T	E	L	L	R	D	O	H	G
Z	X	R	C	Q	B	K	W	L	N	H	K
U	U	H	A	L	W	A	Y	S	A	K	W
M	S	H	H	M	U	S	C	B	B	G	S
B	T	J	Q	O	C	T	N	V	G	J	A
V	R	E	S	P	E	C	T	B	H	Z	K



Family Chat Time
Have a conversation with your parents/guardians about keeping safe.

We did this together!

Parent's / Guardian's signature

Kindsville Times Jr. 2022
Issue 1

CCE (FTGP)



P2 CCE (FTGP) Units

Theme	P2 Units
Understand and Care for Myself	Growing My Character Strengths
	How I Feel
	Do I Know You?
Do My Best	Yes I Can!
	Boss of My Actions
Care and Respect for Others	Understanding My Friends <i>(includes VIA planning and reflection)</i>
	Responding with Care and Respect
Our Singapore and the World	Being Careful, Being Prepared
	Languages of ASEAN
	Harmony as One
	My Wish for Singapore

FPPS Approach

GROWTH MINDSET:

Why should I work hard?

EFFECTIVE EFFORT:

How can I work hard?

TIME

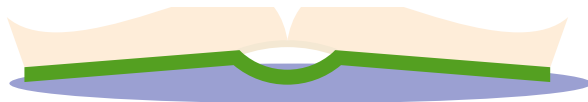
PERSISTENCE

USE OF FEEDBACK

FOCUS

COMMITMENT

RESOURCEFULNESS



The 6 Elements of Effective Effort

Pupils will learn these in P2



Commitment

Do my best and finish what I started



Use of Feedback

Listen to what my teachers say and use it to improve

Resourcefulness

Look for help from different places



PAM

PE, Art, Music



PE Learning Outcomes

- ❑ Students will demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.
- ❑ Students will become **Competent Movers** who demonstrate efficiency, effectiveness and versatility in movement.



Music Learning Outcomes

- ▶ Perform Music
- ▶ Create Music
- ▶ Listen and Respond to Music
- ▶ Appreciate Music from Local and Global cultures
- ▶ Understand Musical Elements and Concepts



Art Learning Outcomes

- ▶ Take part in activities and lessons that expands imagination and creativity
- ▶ Develop the capacity to observe, explore, reflect and go beyond what they currently know and are able to do.
- ▶ Develop confidence and skills to express and broaden their sensorial perception in arts appreciation.



Why we need PAM

- ▶ Develop Language and Reasoning
- ▶ Increased Coordination
- ▶ Spatial Intelligence and Pattern Recognition
- ▶ Builds Confidence and Teamwork



Programme for Active Learning (PAL)



Learning Outcomes

- ▶ Students learn socio-emotional competencies such as respecting others and responsible decision making.
- ▶ PAL nurtures confidence, curiosity and cooperation skills in students.



Students are exposed to varied and fun learning experiences in four domains: **Visual Arts, Performing Arts, Outdoor Education and Sports & Games.**



English Interactive Session

