

Springdale Primary School



Information Booklet for Parents Primary 1 (2019)

PREFACE

Dear Parents

It is our privilege to have your child be a part of the Springdale Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning fun, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

As such, we have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes of the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More information on the weighted assessment items will be given at the beginning of each term.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely
Mdm Neo Lay Wah
Principal

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ENGLISH LANGUAGE

AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

The Primary English Language Syllabus aims to enable all students to:

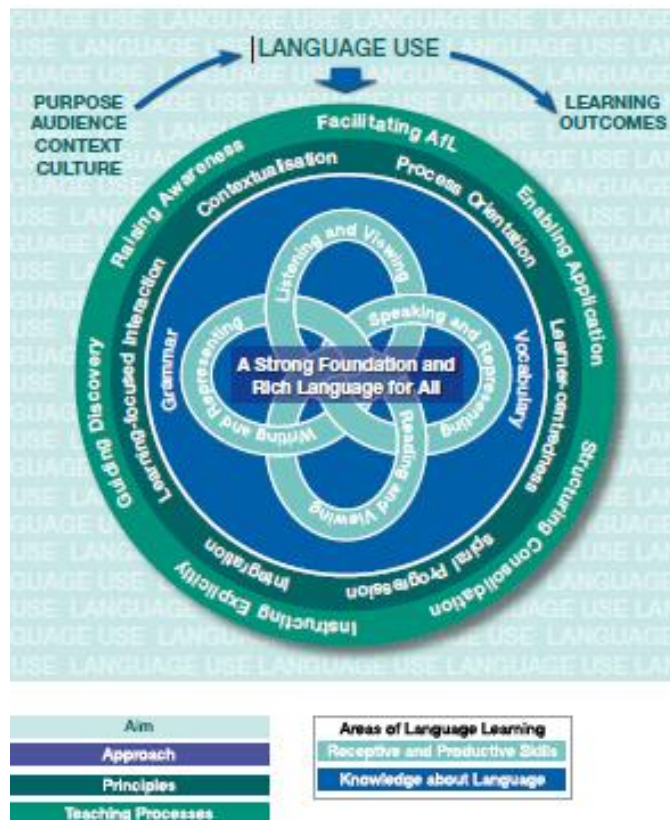
1. **Listen, read and view** critically and with accuracy, understanding and appreciation a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2010* is to develop effective language use. Students' language use will be affected by the purpose, audience, context and culture and their proficiency in language use is assessed by their attainment of the learning outcomes.

To achieve the overarching aim of the *EL Syllabus 2010*, a two-pronged approach of building a strong foundation and providing rich language for all will be adopted. Students' language use is reflected in the following areas of language learning:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



SCOPE OF LEARNING

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

Language Skills	Components / Tasks
Listening & Viewing	<p>Sound Discrimination Students will have to listen and pick the correct pictures based on the beginning or ending sounds of each given set of words.</p> <p>Picture Matching Students will have to listen and pick the correct pictures that best match the given statements.</p>
Speaking & Representing Reading & Viewing	<p>Show and Tell Students will be required to present an item from home and share information about that item to his classmates.</p> <p>Running Record Students will be given a short passage which comprises vocabulary items learnt in STELLAR units to read. This task focusses on word recognition and accuracy in reading.</p> <p>Reading Aloud</p>

Language Skills	Components / Tasks
	Students will read a short passage to demonstrate their ability to read accurately and fluently. Reading Aloud serves as a logical extension of skills from Running Record.
Writing & Representing	<p>Writing Expression</p> <p>Students will be taught basic structural conventions and language mechanics like grammar, spelling and punctuation to enable them to write a paragraph of at least 8 sentences about a given picture.</p>
Language Use	<p>Explicit Skills Instruction</p> <p>Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use:</p> <ul style="list-style-type: none"> ▪ Grammar ▪ Word Order ▪ Reading Comprehension

PROGRAMMES

STELLAR

The STELLAR programme aims to strengthen children’s language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. The key strategies used in the lower primary classrooms are the Shared Book Approach, Modified Language Experience Approach and Learning Centres.

Shared Book Approach (SBA)

There are two parts to the Shared Book Approach. First, the teacher introduces and shares a Big Book with the students. In the second part, the teacher teaches language items, structures and skills explicitly, including concepts of print, phonics and grammar.

There is a range of follow-up activities such as drama and art and craft for teachers to select according to their students’ learning needs.

Modified Language Experience Approach (MLEA)

In MLEA, there is a shared experience that is linked to the Big Book that has been read during Shared Reading. The shared experience provides the context and content for the students to think and talk about, using the target language structures and vocabulary they have been exposed to in SBA.

With the help of the teacher who transcribes the students' input, they will come up with a piece of class writing. This becomes the basis for group writing, when the students work in small groups, before they go on to individual writing.

The whole process is scaffolded for success and students also learn about cooperative learning as they work together in mixed-ability groups.

Learning Centres (LC)

The language skills learnt in both SBA and MLEA are reinforced in the Learning Centres (LC). In LC, activities are planned and differentiated for the students in three main learning centres – the Reading Centre, the Word Study Centre and the Listening Centre. Students have the opportunity to re-learn, revisit or extend what they have learnt at their own pace and in differentiated ability groups.

Learning Support Programme for English (LSP)

This programme provides learning support to students who enter Primary 1 with weak English language and literacy skills. Students are identified for LSP through a systematic screening process carried out at the beginning of Primary 1. The students will be equipped with basic literacy skills so that they could access learning in the regular classroom.

RESOURCES USED

1. High-interest storybooks
2. STELLAR Learning Sheets
3. Grammar Smart Workbooks 1A to 1D
4. School Supplementary Materials

MATHEMATICS

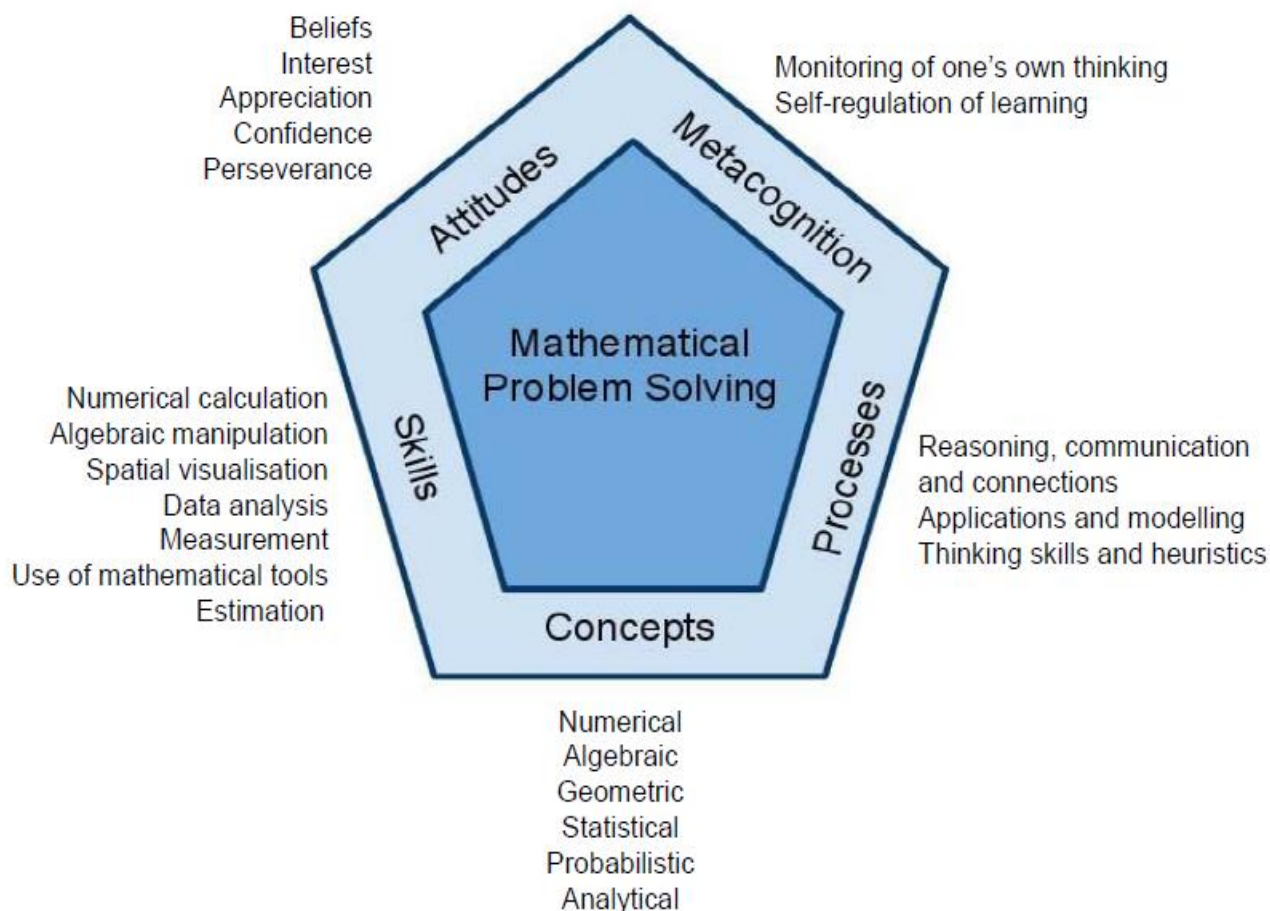
AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

The Primary Mathematics Syllabus aims to enable all students to:

1. acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics;
2. develop thinking, reasoning, communication, application and metacognitive skills through a Mathematical approach to problem-solving; and
3. build confidence and foster interest in Mathematics.

MATHEMATICS FRAMEWORK

The central focus of the framework is Mathematical problem-solving, that is, using Mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of mathematics at all levels, from primary to tertiary. The framework stresses conceptual understanding, skills proficiency and Mathematical processes, and gives due emphasis to attitudes and metacognition.



SCOPE OF LEARNING

Content Chart	Components / Tasks
(A) Numbers to 10	<ol style="list-style-type: none">1. Counting from 0 to 102. Comparing Numbers
(B) Number Bonds	<ol style="list-style-type: none">1. Making number bonds
(C) Addition within 10	<ol style="list-style-type: none">1. Meaning of addition2. Addition stories
(D) Subtraction within 10	<ol style="list-style-type: none">1. Meaning of subtraction2. Subtraction stories3. Addition & subtraction
(E) Number Positions to 10 th	<ol style="list-style-type: none">1. Naming positions
(F) Shapes & Patterns	<ol style="list-style-type: none">1. Naming shapes2. Grouping shapes3. Making patterns with shapes
(G) Numbers to 20	<ol style="list-style-type: none">1. Counting to 202. Comparing numbers3. Ordering numbers
(H) Addition within 20	<ol style="list-style-type: none">1. Adding two 1-digit numbers2. Adding 1-digit & 2-digit numbers3. Word problems
(I) Subtraction within 20	<ol style="list-style-type: none">1. Subtracting 1-digit number from 2-digit numbers2. Word problems
(J) Length	<ol style="list-style-type: none">1. Comparing lengths2. Measuring lengths
(K) Numbers to 40	<ol style="list-style-type: none">1. Counting to 402. Comparing & ordering numbers3. Number patterns
(L) Addition & Subtraction within 40	<ol style="list-style-type: none">1. Adding without regrouping2. Adding with regrouping3. Subtracting without regrouping4. Subtracting with regrouping5. Adding three 1-digit numbers6. Word problems
(M) Numbers to 100	<ol style="list-style-type: none">1. Counting to 1002. Comparing and ordering numbers3. Number patterns

Content Chart	Components / Tasks
(N) Addition & Subtraction within 100	<ol style="list-style-type: none"> 1. Adding without regrouping 2. Adding with regrouping 3. Subtracting without regrouping 4. Subtracting with regrouping
(O) Time	<ol style="list-style-type: none"> 1. Telling time to the hour 2. Telling time to the half hour
(P) Money	<ol style="list-style-type: none"> 1. Counting amounts of money 2. Comparing amounts of money 3. Word problems
(Q) Multiplication	<ol style="list-style-type: none"> 1. Multiplication as repeated addition 2. Multiplication within 40 3. Word problems
(R) Division	<ol style="list-style-type: none"> 1. Sharing and grouping equally 2. Division within 20 3. Word problems
(S) Reading Picture Graphs	<ol style="list-style-type: none"> 1. Reading picture graphs

PROGRAMMES

Sustained Support for Mathematics (SSM)

Students learn Mathematical concepts through a series of activities that are scaffolded to develop conceptual understanding. The programme hinges on the principles of early success, strong basics and steady progress. The focus is to provide students the experiences to learn from the concrete stage to the pictorial stage and then to the abstract stage. Learning experiences involve play through the use of manipulatives, songs, storybooks and daily experiences. Students work with concrete objects during performance tasks so that they are able to make sense of their learning.

Learning through Play

Teaching and learning through play will ignite students' curiosity and thus better engage them in the subject. This would include knowledge construction using manipulatives (involving concrete resources) and open-ended problems (involving concepts) to make Math come alive for students. Students will be given opportunities to "play" with a Math problem and "toy" with the Math concepts before being taught the concepts.

Authentic Learning

Through authentic learning experiences beyond the classroom, e.g. Maths Recess Games and learning journeys, students are able to appreciate and apply what they have learnt in Mathematics in real-life contexts. It is through these experiences that they are

able to reinforce and connect what they have learned in the classroom to real-life applications.

Problem-Solving

Word Problems

Students at all levels, starting from Primary 1, are taught the fundamental skills related to problem-solving and these skills will be cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

Speed Sums

At the foundational levels, basic operations and factual fluency are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.

Learning Support for Mathematics (LSM)

This programme helps Primary 1 students who are weak in basic numeracy. The students are identified through the Early Numeracy Indication (ENI) instrument. The identified students will be taught basic Mathematical concepts and skills in small groups within a conducive environment.

RESOURCES USED

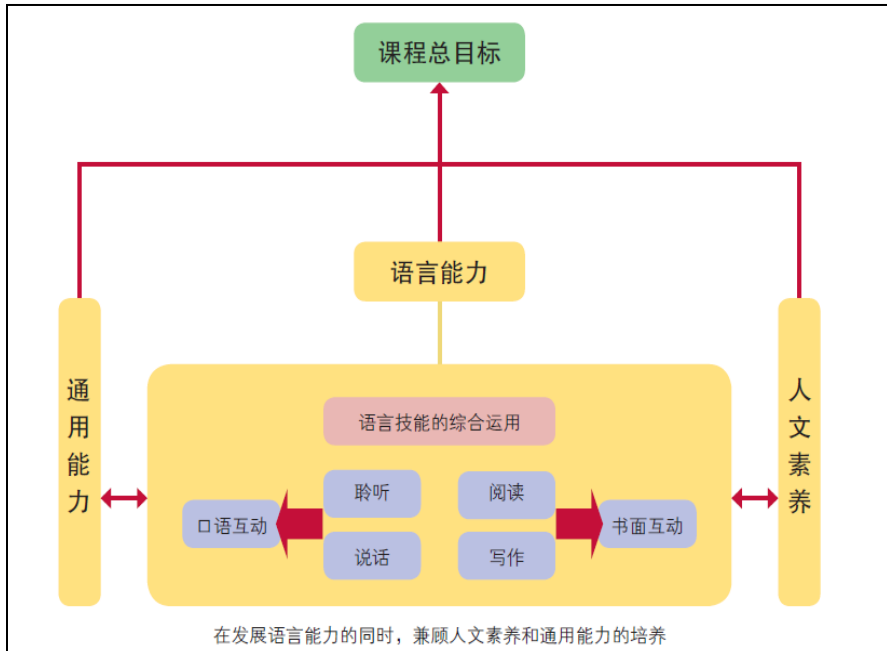
1. Targeting Mathematics 1A & 1B Textbook
2. Targeting Mathematics 1A & 1B Workbook (Part 1 and 2)

Written by: Dr Eric Chan & Daniel William Cole, Star Publishing Pte Ltd

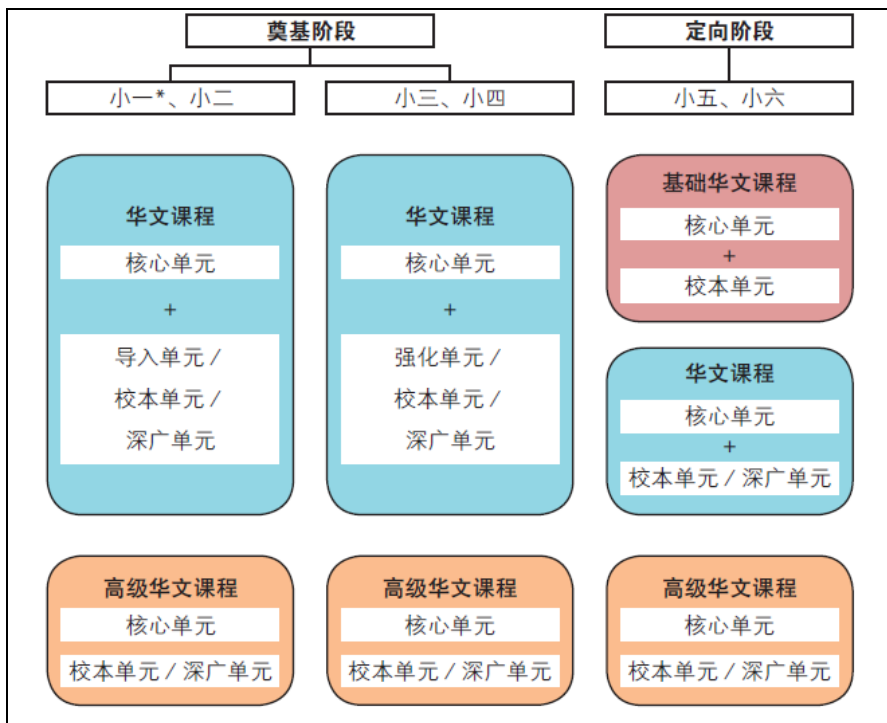
华文

小学华文课程的总目标

1. 培养学生的语文能力
2. 培养学生的人文素养
3. 培养学生的通用能力



课程框架



- 小学各课程采用单元模式，以照顾学生家庭语言背景的不同和学生能力的差异，使华文教学更具灵活性。
- 修读华文课程的学生都必须学习核心单元。
- 需要额外帮助的学生将学习导入单元；能力较强的学生将学习深广单元。
- 导入单元的教学会安排在核心单元教学之前；深广单元的教学则在核心单元教学之后。
- 学校在第二学段就会为一年级的学生进行单元分班（导入、核心或深广班）。教师将通过以下几方面来进行评估：
 - 学生的课堂表现
 - 学生的学习态度

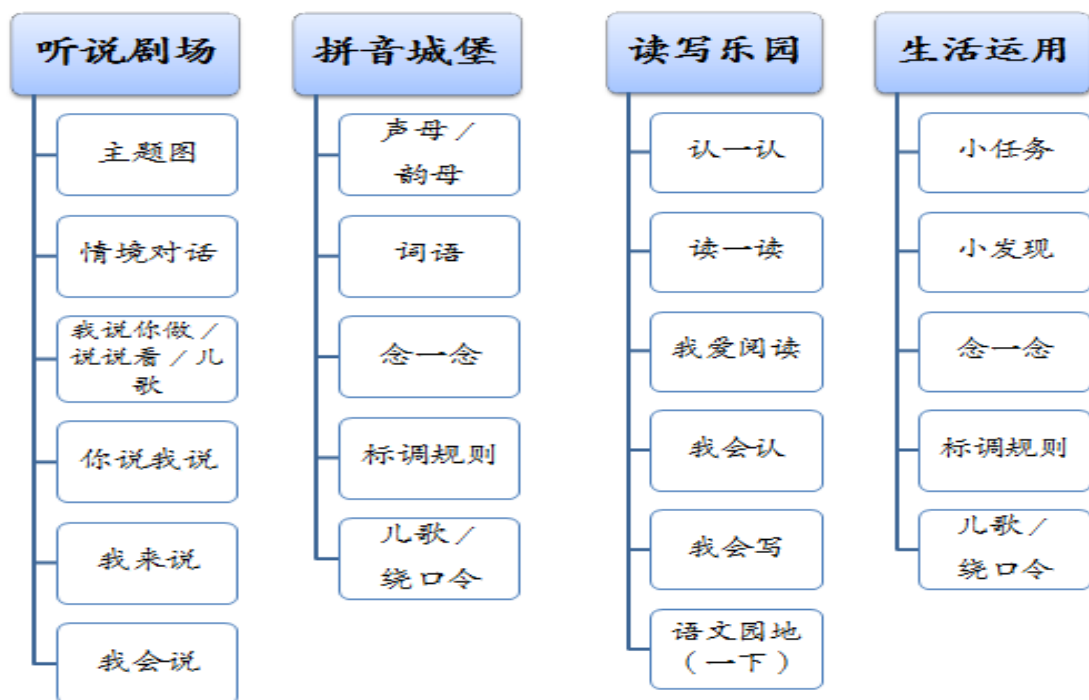
单元模式旨不在将学生分流。单元模式的设立是为了让不同能力的学生能以**最适于**他学习的进度来学习华文。

教材特点

- 听说、读写分流并进，有机相关
- 围绕六大范畴，按照主题组织教学内容
- 系统性地培养语言知识与技能
- 重视资源开发，综合配套

课堂教学	
纸本教材	课本、活动本、习字本、字宝宝
数码资源	课本、动画、儿歌、音节表、笔画、笔顺、游戏等

课本体例



活动

阅读计划 (第二至第四学段)

- 通过有系统的阅读计划激发学生的阅读兴趣, 让学生养成阅读的好习惯。

欢乐歌谣我来唱 (第一至第四学段)

- 利用有趣、琅琅上口的歌谣来提高学生学习华文的兴趣; 帮助学生掌握正确的语音、语调; 增强学生的语感以及激发他们的想象力。

小小打字员 (第二学段)

- 训练学生利用键盘正确进行汉字输入, 以提高学生的识字兴趣与效率。

母语双周 (第二学段)

- 主办为期两个星期的母语活动 (例: 戏剧欣赏、剪纸、书法等) 促进母语学习, 希望学生多接触、了解华族文化, 感受文化之美。

评价

评价的形式多元, 除了考查学生的学习成果, 还可以让老师们对学生在不同方面的学习能力、兴趣和需要, 有更全面的了解。

全面性评价

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长, 让学生有更多机会通过多元的学习任务展示学习成果, 以在“德、智、体、群、美”五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式, 让学生学习得更投入, 更有意义。

MALAY LANGUAGE

MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Kurikulum Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. berkomunikasi secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang budaya, tradisi, sastera dan sejarah; dan
3. berhubung dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.

VISI ARIF BUDIMAN

Dalam mencapai matlamat yang diinginkan, murid perlu dilengkapi dengan ilmu, kemahiran dan sikap untuk menjadi murid yang berhemah dan memberikan sumbangan kepada pembangunan masyarakat dan negara. Oleh itu, pendidikan Bahasa Melayu di Singapura adalah untuk membentuk setiap murid menjadi individu yang mempunyai ciri-ciri Arif Budiman. Visi Arif Budiman, iaitu insan berilmu pengetahuan yang berbakti kepada masyarakat, menetapkan satu hala tuju bagi guru, ibu bapa dan murid untuk membina kefasihan berbahasa dan mengamalkan penghayatan nilai dan budaya Melayu.

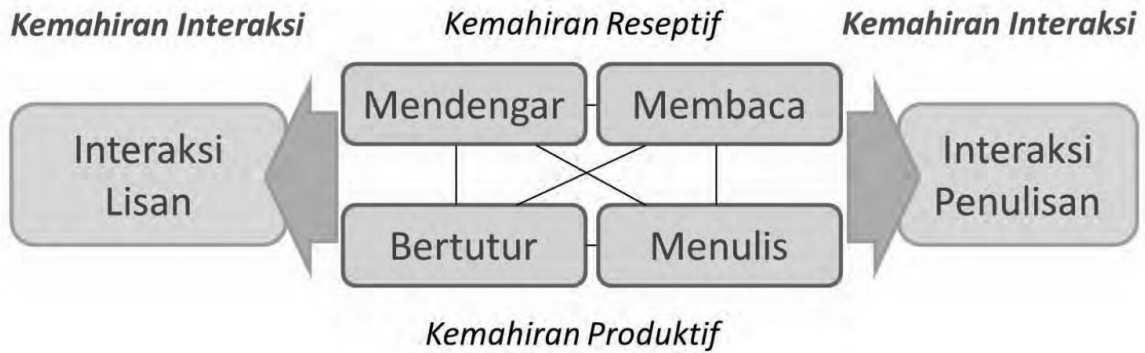
KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugas bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merentasi tiga kategori iaitu reseptif, produktif dan interaksi yang merangkumi enam kemahiran bahasa, iaitu mendengar, membaca, bertutur, menulis, interaksi lisan dan interaksi penulisan.

PROGRAM

Program pendidikan Bahasa Melayu di sekolah melibatkan pelajar secara aktif menerusi aktiviti yang dijalankan di dalam dan di luar bilik darjah. Pelajar juga diberi peluang untuk meningkatkan kemahiran mereka dengan berinteraksi bersama rakan sedarjah.

Aktiviti pembelajaran yang dilakukan oleh murid-murid telah direka khas dengan menggunakan pendekatan dalam pengajaran dan penilaian untuk memenuhi keperluan pembelajaran pelajar yang berbeza-beza. Kemahiran dan pengetahuan bahasa dilalui oleh murid-murid telah dibahagikan kepada tiga dimensi yang merangkumi enam kemahiran bahasa:



Aktiviti Pembelajaran		
<p>Kemahiran Reseptif ialah kemahiran bahasa yang melibatkan pemahaman dan pentafsiran makna dalam aktiviti atau tugas bertutur atau penulisan.</p>	<p>Kemahiran Mendengar</p> <ol style="list-style-type: none"> 1. <u>Kefahaman mendengar</u> Murid dikehendaki memahami dan mentafsirkan makna yang sesuai terhadap sesuatu teks (contoh: ayat, arahan, pesanan, dialog, cerita) yang didengar. 	<p>Kemahiran Membaca</p> <ol style="list-style-type: none"> 1. <u>Bacaan Lantang</u> Murid diberi peluang untuk menilai bacaan mereka secara sendiri atau berpasangan. 2. <u>'Saya Yakin Membaca!'</u> Murid dikehendaki membaca secara meluas. Murid juga diberi peluang untuk membaca bersama ahli keluarga.
<p>Kemahiran Produktif ialah kemahiran bahasa yang melibatkan penciptaan dan persembahan tugas bertutur atau penulisan.</p>	<p>Kemahiran Bertutur</p> <ol style="list-style-type: none"> 1. <u>Sesi Bercerita</u> Murid harus menyampaikan semula peristiwa-peristiwa sama ada imaginasi atau kisah benar semasa latihan menulis. 2. <u>Sesi Perkongsian</u> Murid akan berkongsi pengalaman mereka kepada rakan-rakan. Murid digalakkan membawa atau membina bahan maujud sewaktu penyampaian. 	<p>Kemahiran Menulis</p> <ol style="list-style-type: none"> 1. <u>Ejaan</u> Murid dapat mengenal bunyi huruf dan suku kata yang sering digunakan. Mereka juga dapat memperluaskan kosa kata yang sedia ada. 2. <u>'Saya Yakin Menulis!'</u> Murid akan didedahkan dengan cara menulis secara bertahap. Sebagai contoh, murid dikehendaki melengkapkan ayat dengan perkataan atau frasa yang disediakan. Kemudiannya, murid perlu menyusun frasa supaya menjadi ayat tunggal sebelum diberi peluang untuk membina ayat

		berdasarkan gambar yang diberikan.
Kemahiran Interaksi Lisan dan Penulisan , merupakan komunikasi interpersonal. Komunikasi ini memerlukan murid untuk memberi respons secara lisan dan penulisan.	Kemahiran Interaksi Lisan 1. <u>Pembelajaran secara kolaboratif</u> Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki memulakan pertuturan atau menjawab soalan yang biasanya memerlukan respons dari rakan sedarjah dalam Bahasa Melayu.	Kemahiran Interaksi Penulisan 1. <u>'Saya Yakin Menulis!'</u> Murid dikehendaki melengkapkan teks dalam pelbagai konteks (contoh: kad hari jadi dan poskad).

TATABAHASA

Berikut adalah aspek tatabahasa yang akan diperkenalkan secara bertahap-tahap :

(1) Tatabahasa

- Sintaksis
- Kata Tunggal
- Kata Kerja
- Kata Adjektif
(Sifatan/Keadaan/Warna/Ukuran/Bentuk)
- Kata Tanya
- Kata Majmuk
- Kata Nama
- Kata Tugas
(Kata Hubung/Kata Seru/Kata Nafi/Kata Sendi Nama)
- Kata Berimbuhan
(meN/beR/teR/peN/di-/ke-/an/-kan)
- Kata Ganda Penuh
- Ayat Tunggal dan Jenis Ayat

(2) Kosa Kata

- berdasarkan bahan pembelajaran, senarai ejaan dan lembaran kerja yang digunakan

(3) Tanda Baca

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

BAHAN PEMBELAJARAN

1. Buku Teks CEKAP 1A & 1B
2. Buku Aktiviti CEKAP 1A & 1B
3. Buku Kecil (4 Siri) 1A & 1B
4. Buku Kecil '*Saya Yakin Membaca!*'
5. Lembaran Kerja '*Saya Yakin Menulis!*'
6. Lembaran Kerja (Darjah 1)
7. Buku Ejaan A5

TAMIL LANGUAGE

தமிழ்மொழி கற்றலின் நோக்கங்கள்

தமிழ்மொழி கற்றல் இரு நோக்கங்களை அடிப்படையாகக் கொண்டுள்ளது. அவை அடிப்படைமொழித்தற்களாகிய கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகியவற்றில் முறையாகப் பயிற்சி பெறுவதும், தமிழ் பண்பாட்டுக்கூறுகளையும், பாரம்பரியக் கூறுகளையும் நன்கு விளங்கிக் கொள்வதோடு, நாட்டுருவாக்கத்திற்குத் தேவையான பண்புநலன்களைப் பெற்று பயன் அடைவதும் ஆகும்.

மொழி கற்றலில் கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகிய நான்கும் அடிப்படை மொழித்திறன்களாகும். தொடக்கநிலை 1 மாணவர்கள் கீழ் குறிப்பிடப்பட்டுள்ள நான்குத் திறன்களிலும் வலுவான அடித்தளம் பெறும் வண்ணம் இத்திறன்கள் அமைதிருக்கின்றன.

கேட்டல்

- எளிய கட்டளைகளைக் கேட்டுத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.
- எளிய பாடல்களையும், கதைகளையும் கேட்டுத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.
- தமிழ் எழுத்துக்கள், எளிய சொற்கள், சொற்றொடர்கள் ஆகியவற்றைக் கேட்டுத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.

பேசுதல்

- தமது விருப்பங்களைத் தெரிவிப்பதுடன் தமக்கு விருப்பமான தலைப்புகளிலும் பேச்சுத்தமிழிலும் தெளிவாகப் பேசுவார்கள்.
- தெளிவாகப் பாடுவார்கள்; கதை சொல்வார்கள்.
- படத்தைப் பார்த்து அல்லது சுட்டிக்காட்டித் தமது கருத்தைப் பேச்சுத்தமிழில் தெளிவாக வெளிப்படுத்துவார்கள்.
- பேச்சுவழி கருத்துப்பரிமாற்றத் திறனை வளர்த்துக் கொள்வார்கள்.

படித்தல்

- தனி எழுத்துக்களையும் சொற்களையும் அடையாளம் கண்டு எழுத்துக்கூட்டிச் சரியான உச்சரிப்போடு வாய்விட்டுப் படித்துத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.
- எளிய சொற்றொடர்களையும் வாக்கியங்களையும் படித்துத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.
- வயதிற்கும் அனுபவத்திற்கும் ஏற்ற எளிய கதைகளை வாய்விட்டுப் படித்துத் தமது புரிந்துணர்வைப் புலப்படுத்துவார்கள்.

எழுதுதல்

- தமிழ் எழுத்துக்களைப் பிழையில்லாமல் எழுதுவார்கள்.

- சொற்களையும் சொற்றொடர்களையும் தெளிவாகவும் வரிவடிவம் சிதையாமலும் எழுதுவார்கள்.

பரிந்துரைக்கப்படும் எழுத்துக்களின் வரிசைமுறை

தொடக்கநிலை 1	
தவணை 1 - 2	தவணை 3 - 4
ட், ட, டா, ப், ப, பா, ம், ம, மா	இகர உயிரெழுத்து
ர், ர, ரா, ச், ச, சா, க், க, கா	இகர உயிர்மெய்யெழுத்து
ந், ந, நா, த், த, தா, வ், வ, வா	ஈகார உயிரெழுத்து
அ, ஆ உயிரெழுத்துக்கள்	ஈகார உயிர்மெய்யெழுத்து
ன, ண, ன், ண், னா, ணா	உகர உயிரெழுத்து
ல், ல, லா, ள், ள, ளா, ழ், ழ, ழா	உகர உயிர்மெய்யெழுத்து
ய், ய, யா, ங், ங, ஙா, ஞ், ஞ, ஞா, ற், ற, றா	ஊகார உயிரெழுத்து
	ஊகார உயிர்மெய்யெழுத்து

பெரிய புத்தகம்

மாணவர்களுக்கு இளம்வயதிலேயே வாசிக்கும் பழக்கத்தை ஊக்குவிக்க வேண்டும் என்ற அடிப்படையில் பெரிய புத்தகம், சிறுவர் கதைநூல் ஆகியவை அறிமுகப்படுத்தப்படுகின்றன. கதைநூல்களில் மாணவர்கள் அறியாத பல சொற்கள் இருந்தாலும், ஆசிரியரின் துணையோடு அடிக்கடி வாய்விட்டுப் படித்தலின்வழி அவர்கள் அச்சொற்களைச் சரியாக ஒலிக்கக் கற்றுக்கொள்வார்கள். பின் அவற்றை அடையாளங்கண்டு வாசிக்கும் திறனையும் பெறுவார்கள்.

சிறுவர் கதைநூல்

இக்கதைகளை வாய்விட்டுப் படித்தலுக்குப் பயன்படுத்திக்கொள்ளலாம். மாணவர்கள் ஆசிரியரின் துணைகொண்டோ வீட்டில் பெற்றோரின் துணைகொண்டோ இக்கதைகளைப் படிக்கலாம்.

Source: Curriculum Planning and Development Division. (2014). *2015 Syllabus Guide Tamil Language Primary 1 to 4*. Singapore: Ministry of Education.

PHYSICAL EDUCATION

AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS

The Primary PE Syllabus aims to enable all students to demonstrate individually and with others the physical skills, practices and values to enjoy a lifetime of active, healthy living.

PE AND SPORTS DEVELOPMENT FRAMEWORK

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be they for recreation, personal challenge and achievement or national honours.

A strong foundation anchored on fundamental motor skills and core values form the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad-based physical competencies which provide opportunities for exploration of interest.

From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

GOALS OF PE

The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.

PE seeks to develop in each student the ability to:

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

Goal 4: Display positive personal and social behaviour across different experiences.

Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.

Goal 6: Enjoy and value the benefits of living a physically active and healthy life.

SCOPE OF LEARNING

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

Monitoring of Student Learning

P1 students' progress will be monitored in the following areas:

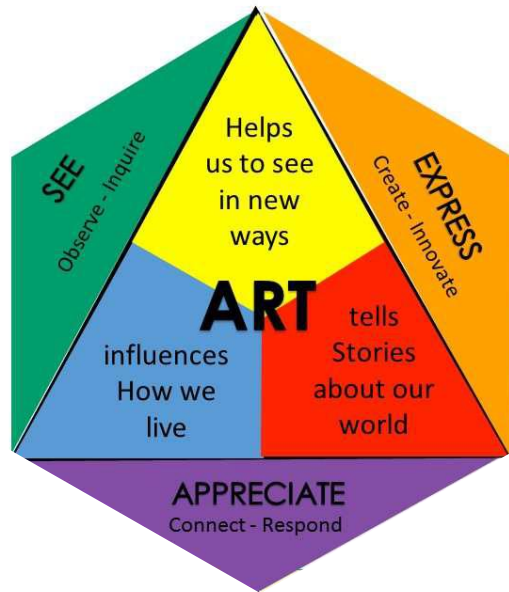
1. Games and Sports
2. Gymnastics
3. Participation in PE

S/N	Area	Item
1.	Games and Sports	Roll using the underhand movement pattern to a partner 3m away who will catch using two hands.
		Throw using the underhand movement pattern, a small object towards a partner 3m away who will catch using one or two hands.
2.	Gymnastics	Perform a sequence incorporating a balance, a roll, a locomotor movement and mounting/dismounting low apparatus with smooth transitions and control.
3.	Participation in PE	Display effort to listen attentively, follow instructions and work well with fellow peers in order to improve on learned skills safely.

ART EDUCATION Primary Art Syllabus

AIMS OF ART EDUCATION IN SCHOOLS

The aims of Art education are to enable every student:
To enjoy art, communicate visually, and make meaning through connecting with society and culture.



ART FRAMEWORK

The Learning Outcomes of the Art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of **See**, **Express** and **Appreciate**. The three behavioural domains of *seeing*, *expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

See	Express	Appreciate
In <i>Seeing</i> art, our students observe their surroundings closely & analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing student's observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and experiences.	In <i>Expressing</i> art, our students generate ideas from what they see & explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, quality of materials, tools and artistic processes in order to meet an artistic intention.	In <i>Appreciating</i> art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other culture and context to make connections and understand the values of art in their lives and society.

SCOPE OF LEARNING

Learning Outcomes for Primary 1 and 2

See	Express	Appreciate
Students will be able to...		
<ul style="list-style-type: none"> Identify simple visual qualities in what they see around them Ask questions about what they see Draw from their imagination and observation 	<ul style="list-style-type: none"> Play with a variety of materials and tools to make art Share their imagination, thoughts and feelings through art making 	<ul style="list-style-type: none"> Show interest in looking at a variety of artworks Talk about what they see, feel and experience using art vocabulary

Based on the syllabus, the school has customized the Art programme to focus on the following:

Primary 1	Term 1	Term 2	Term 3	Term 4
Themes	Identity 2D – Fine Art	Landscape 2D – Fine Art	Transport System 2D – Fine Art	CORE: Draw! 2D - Drawing
Learning Objectives <i>Students will be able to:</i>	<ul style="list-style-type: none"> Identify the lines and shapes that form a human face and emotions Ask about what they see in artist's work to understand self portrait Draw and share about their imagination and observation of a self-portrait to depict thoughts 	<ul style="list-style-type: none"> Identify the lines, shapes, colours and textures and relate to the eco-garden in the school Ask about what they see in the eco-garden and in the artist's painting Draw from their imagination and observation of a garden Play with a variety of materials 	<ul style="list-style-type: none"> Identify the primary colours and lines in an abstract artwork Share about the lines that formed Singapore's Transport System Draw from their imagination and observation of a route Play with different media to explore different line drawings to depict one 	<ul style="list-style-type: none"> Identify the lines, and shapes in their drawings Ask about what they see in the artworks Draw from their imagination and observation Share their imagination, thoughts and feelings through their art making Show interest in looking at a variety of artworks Talk about what they see in the artworks

Primary 1	Term 1	Term 2	Term 3	Term 4
	and feelings <ul style="list-style-type: none"> • Play with different media to depict self • Show interest and talk about artworks using basic art vocabulary 	and tools to make the prints of “My Imaginary Garden” <ul style="list-style-type: none"> • Show interest to share about artworks and their thoughts using basic art vocabulary 	of one of the Singapore’s Transport System <ul style="list-style-type: none"> • Show interest to share their imagination, feelings through their art making using basic art vocabulary 	using basic art vocabulary *Non-Assessment Task
Visual Qualities	<ul style="list-style-type: none"> • Line • Shape • Colour • Texture • Pattern • Space 		Proportion Unity Movement Rhythm	
Aspects to be assessed	<ul style="list-style-type: none"> • Visual Qualities • Creativity/ Originality • Skill and Usage of materials • Responsibility • Responsiveness/ Art Discussion 			

RESOURCES USED

Teacher-created resources: PowerPoint slides, videos, artists’ references and teachers’ samples.

MUSIC EDUCATION

AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. develop awareness and appreciation for music in local and global cultures
2. develop ability for creative expression and communication through music
3. provide the basis to develop an informed and life-long involvement in music

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts. Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives. Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural and historical awareness.

SCOPE OF LEARNING

To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The expected knowledge and skills that students should acquire over the two years of each stage are detailed in the Learning Outcomes (LO). The LO would be addressed and learned in an integrative manner, where elements and concepts are learned through active musical experiences, such as music creation, performance as well as movement in music. The display of musical skills draws on students' learning and understanding of musical elements and concepts during their musical exploration.

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

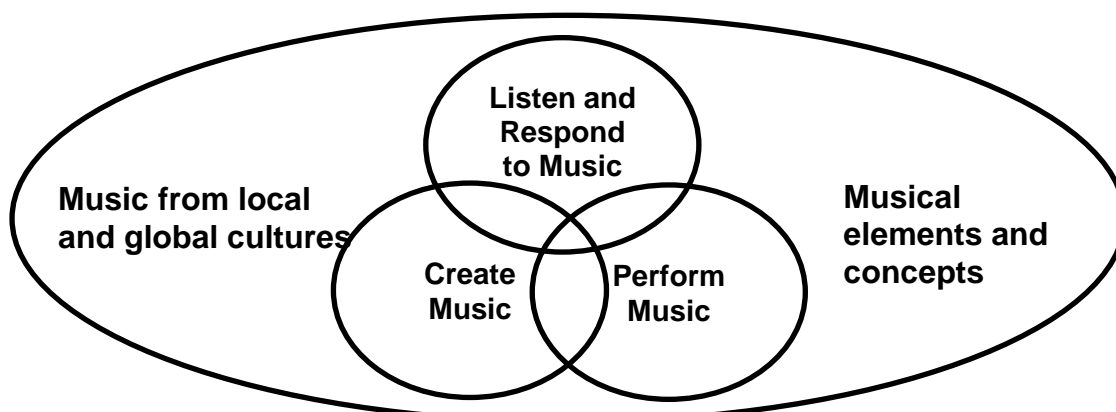
LO2: Create Music in both instrumental and vocal settings, individually and in groups

LO3: Listen and Respond to Music

LO4: Appreciate Music in local and global cultures

LO5: Understand musical elements and concepts

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



Framework for Teaching and Learning in the Primary School Music Syllabus

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

STAGE 1 (PRIMARY 1 & 2)

Musical Skills	Musical Elements and Concepts
Sing with accurate rhythm and pitch	Beat
Combine movement with singing	Rhythm
Sing and perform as an ensemble	Tempo
Play tuned and untuned percussion instruments	Pitch
Improvise using voice and instruments	Dynamics
Compose and perform rhythmic & melodic patterns and soundscapes using body percussion, voice and percussion instruments	Expression
Respond to changes in elements of music and describe music with reference to the elements	Form
Appreciate music from local cultures	Timbre / Tone Colours

PROGRAMMES

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

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

Domain 1: Musical Experience

Domain 2: Musical Exploration

In Domain 1, students will develop understanding of the elements and concepts of music (theory rudiments) through various cultures / genres of music. There will be opportunities for students to appreciate music and express themselves through voice, instruments and movements. In Domain 2, students will be able to explore different types of musical instruments and perform ensemble music. In both domains, there will be platforms provided for students to improvise and create with their vocals and musical instruments. Opportunities will also be provided for them to work collaboratively in groups through processes of music creation and performance.

The following themes and components will be weaved into the School Music Curriculum so as to contextualise students' acquisition of the music skills and knowledge.

Terms	Domains / Themes & Components (Primary 1)
Terms 1 & 2	Musical Experience <ul style="list-style-type: none"> ● Appreciation of Local Cultures ● Music Theory Rudiments ● Voice / Classroom Instruments / Movement

Terms 3 & 4	Musical Exploration <ul style="list-style-type: none"> • Appreciation of Local Cultures • Music Theory Rudiments • Ethnic Percussive Experience / Fun with Handbells / Instrumental Ensemble
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As a holistic part of music education, students will be exposed to the musical skills of **Listening & Responding, Creating and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

RESOURCES USED

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR)

CHARACTER AND CITIZENSHIP EDUCATION

AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

Character and Citizenship Education (CCE) aims to inculcate values and builds competencies in our students to develop them into good individuals and useful citizenships. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

- LO1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO2: Act with integrity and make responsible decisions that uphold moral principles
- LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO4: Be resilient and have the ability to turn challenges into opportunities
- LO5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO6: Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony
- LO7: Care for others and contribute actively to the progress of our community and nation
- LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

SCOPE OF LEARNING

The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

- **CCE lessons**

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world

- **Form Teacher Guidance Period (FTGP)**

The central idea, and purpose, behind FTGP is to provide protected time within the curriculum to:

- provide quality interaction time between form teachers and students for form teachers to build positive relationships with their students, and
- equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP every fortnightly, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Game and play-based activities between form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form teacher and students
- Explicit teaching of social and emotional competencies

Lessons on Cyber Wellness and Education and Career Guidance will also be covered in FTGP. Additionally, FTGP is also a platform for building teacher-student relationship.

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

- **School-based CCE Programme**

This includes activities that complement CCE lessons, and could include assembly programme, values education talks and commemoration of National Education (NE) events and major festive celebrations.

- **CCE Guidance Module**

The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

- **Values in Action (VIA)**

This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Students learn to identify and understand their community issues, initiate action among peers to make a difference and improve the lives of others in the community. They will then reflect on their experience, and how they can continue to contribute meaningfully. VIA in Springdale Primary School is carried out through its ***I CARE I & I CARE II Programme***.

- **Programme for Active Learning (PAL)**

PAL is a major initiative to address the need for greater emphasis on non-academic programmes for all P1 and P2 students. It consists of modules of activities in two broad areas which are carried out within the curriculum time:

- Sports & Games and Outdoor Education, and
- Performing Arts (Music and Drama) and Visual Art

Broadly, the purpose of PAL is three-fold:

- To provide students with broad exposure and experiences through fun and varied activities
- To facilitate the well-rounded development of students in the five broad learning domains of physical, cognitive, social, aesthetics and moral
- To provide varied avenues for students to develop social emotional competencies

PAL@Springdale for Primary 1 & 2 students is customised according to the needs and profile of our students and crafted by our teachers who mapped out the social-emotional learning (SEL) skills to be covered across the different domains. At Springdale Primary, PAL domains have been renamed as

- Junior Sculptor for Visual Arts
- Junior Artistes for Performing Arts
- Junior Athletes for Sports, and
- Junior Explorer for Outdoor Education.

Besides these domains, the school has also customised a school-initiated **I CAN! Programme** for our students. This programme seeks to impart important life skills to the students. They include modules such as ICT skills and collaboration skills.

Table 1: Overview of PAL@Springdale in 2018

Level	Term 1	Term 2	Term 3	Term 4
Primary 1	I Can! Part 1 (school-initiated programme)	Junior Explorer 1 (Outdoor Education)	Junior Sculptor (Visual Arts)	Junior Artistes 1 (Performing Arts - Drama)

Assessment

Assessment will be formative and include:

- **Teacher's assessment**
Teacher provides feedback and words of encouragement to motivate students to learn and improve
- **Self-assessment**
Students reflect on their own learning through reflections and self-checklists
- **Peer assessment**
Students give feedback to one another for improvement
- **Parents' feedback**
Parents affirm students' effort through positive comments

RESOURCES USED

1. CCE Textbooks and Journals
2. FTGP Journals
3. Teacher-created resources for PAL
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

SOCIAL STUDIES

AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an ***informed*** citizen, the student would:

- understand his/her own identity vis-à-vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a ***concerned*** citizen, the student would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a ***participative*** citizen, the student would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.



SCOPE OF LEARNING

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

Clusters of Study		Inquiry Focus
Cluster 1: Discovering Self and Immediate Environment		
Primary 1	Knowing Myself, Others and My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
Cluster 2: Understanding Singapore in the Past and Present		
Primary 3	Understanding Singapore	How do we appreciate the country we live in?
Primary 4	Valuing Our Past	How is life in Singapore today shaped by what happened in the past?
Cluster 3: Appreciating the World and Region We Live In		
Primary 5	Appreciating the World	How have the legacies of the world impacted our lives today?
Primary 6	Discovering Southeast Asia	How is Southeast Asia important to Singapore?

At Primary 1, students will learn about themselves, people around them and their immediate environment. Students will explore who they are in relation to the people and places around them. Through examining the different roles they play, students will understand how their actions can affect the people and places around them.

RESOURCES USED

1. Social Studies Big Books
2. Social Studies: Inquiring Into Our World Activity Book 1

HOLISTIC ASSESSMENT

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning. Subject-specific learning outcomes (LOs) and qualitative descriptors will be used to report students' learning progress for all subjects at the end of Semester 1 and 2.

The subject-specific learning outcomes for English Language, Mother Tongue Languages and Mathematics are appended in the following pages for your reference. The information presented is correct at the point of this publication.

PRIMARY 1 ENGLISH LANGUAGE

Learning Outcomes	Platforms for Monitoring Students' Progress
<p>Listening</p> <p>1. Listen attentively and follow simple instructions.</p>	<ul style="list-style-type: none"> • Daily lessons • Progress Checks
<p>Speaking</p> <p>2. Speak clearly to express their thoughts, feelings and ideas.</p> <p>3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</p>	<ul style="list-style-type: none"> • Response to Big Book • Class discussions • Show & Tell • Group work
<p>Reading</p> <p>4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</p> <p>5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</p> <p>6. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).</p>	<ul style="list-style-type: none"> • Daily lessons • Big Book Reading • Comprehension
<p>Writing</p> <p>7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</p> <p>8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</p>	<ul style="list-style-type: none"> • Daily work • Penmanship • MLEA writing / Composition

PRIMARY 1 MATHEMATICS

Learning Outcomes	Platforms for Monitoring Students' Progress
<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 the hour/half hour.7. Measure and compare lengths using everyday objects.8. Read and interpret picture graphs.	<ul style="list-style-type: none">• Daily lessons• Math Journal• Progress Checks• Performance Tasks

PRIMARY 1 MOTHER TONGUE

Learning Outcomes	Platforms for Monitoring Students' Progress
<p>Listening</p> <p>1. Listen attentively to short, simple spoken content related to daily life.</p>	<ul style="list-style-type: none"> • Daily lessons (Textbooks based) • Progress Checks
<p>Speaking and spoken interaction</p> <p>2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.</p> <p>3. Ask and/or respond to simple questions related to daily life.</p>	<ul style="list-style-type: none"> • Responses to Theme pictures in Textbooks / Big books / Xue Le Website • Show & Tell • Group work • Picture Description
<p>Reading</p> <p>4. Recognise characters taught in Primary 1. (CL) / Recognise words taught in Primary 1. (ML) / Recognise letters and words taught in Primary 1. (TL)</p> <p>5. Read aloud Primary 1 texts with accuracy.</p> <p>6. Understand Primary 1 texts and are able to identify some details with guidance.</p>	<ul style="list-style-type: none"> • Daily lessons (Textbooks based) • Comprehension passages • Reading of story books
<p>Writing</p> <p>7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)</p>	<ul style="list-style-type: none"> • Daily work • Penmanship • Spelling • Language exercises