

P1 FPPS Connects

7.45am – 8.30am:
P1 Total Curriculum Briefing

8.30am – 9.30am :
Classroom Experience

**Please scan the
QR code to register**



[https://go.gov.sg/2026p1fppsconnects
reg](https://go.gov.sg/2026p1fppsconnectsreg)





P1 Total Curriculum Briefing 2026

Principal

Mr Dennis Yap



Vice Principals



Ms Janice Beh
(Academic)



Mdm Rahima Bte Abdul Rahman
(Academic)



Mr Yong Wei Leong
(Administration)

Key Personnel



Lee Sze Ru

School Staff Developer



Lee Su Ping

HOD Mother Tongue



Sin Sok Yeng (Sharon Yang)

HOD Science



Michell Chia Yuen Fung

HOD English



Loh Siew Yi

HOD Mathematics



Lawrence Loo

HOD ICT



FARRER PARK
PRIMARY SCHOOL

Key Personnel



HOD Student Management



HOD PE



HOD CCE



Key Personnel



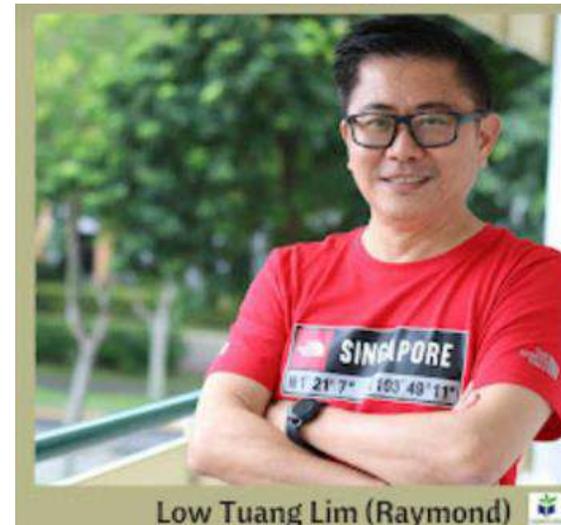
Level Head (Science)



Subject Head (MTL)



Subject Head (PE/CCA)



Subject Head (Student Well Being)



Key Personnel



LH Math (Covering)



SH Discipline (Covering)



SH CCE (Covering)

Key Personnel



**Year Head
(Primary 1 - 2)**



**Year Head
(Primary 3 - 4)**



**Year Head
(Primary 5 - 6)**



**Assistant Year Head
(Primary 1 - 3)**



**Assistant Year Head
(Primary 4 - 6)**

Programme Outline

01

Learning Dispositions

02

Assessment Matters

03

English, Mathematics
and Mother Tongue

04

Character &
Citizenship Education

05

Cyberwellness

06

PAM & PAL

Student Outcomes

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

21st Century Competencies

English

Mathematics

Science

Mother
Tongue

PE, Art,
Music

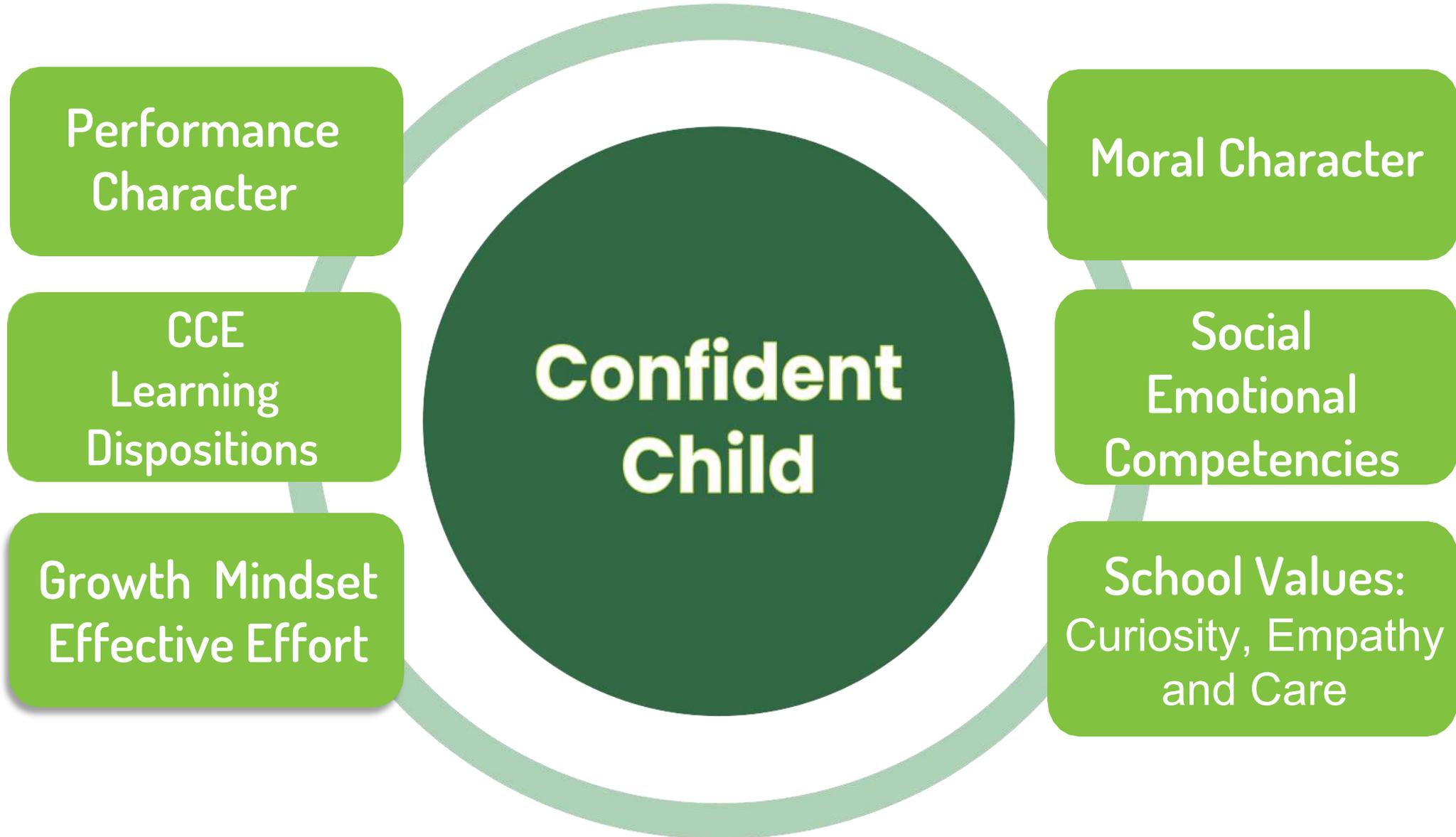
Character &
Citizenship
Education

PAL

Co-curricular
Activities

Total Curriculum

Whole Child



Learning Dispositions

- ❖ Curiosity
- ❖ Empathy
- ❖ Care



Learning Dispositions

EMPATHY

- ✓ Able to recognize emotions in others
- ✓ Able to comfort and share joy with others

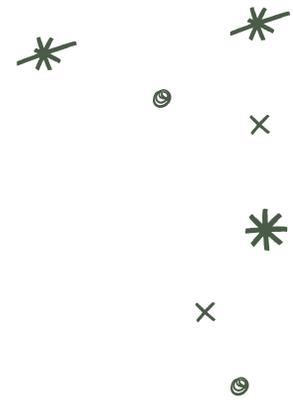
CURIOSITY

- ✓ Able to ask questions
- ✓ Able to participate actively

CARE

- ✓ Able to take care of oneself
- ✓ Able to show care to classmates and family
- ✓ Able to take care of personal belongings

Learning Dispositions



CARE

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Learning Dispositions

CURIOSITY

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EMPATHY

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P1 and P2 Awards

Edusave Merit Bursary Good Progress Award (P2 onwards)

Collective decision by
teachers based on
observation of learning
dispositions

For Singapore
Citizens



Assessment Matters

Non-Weighted Assessment

Check for understanding

Focus on the process of learning

Variety of assessment tasks

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

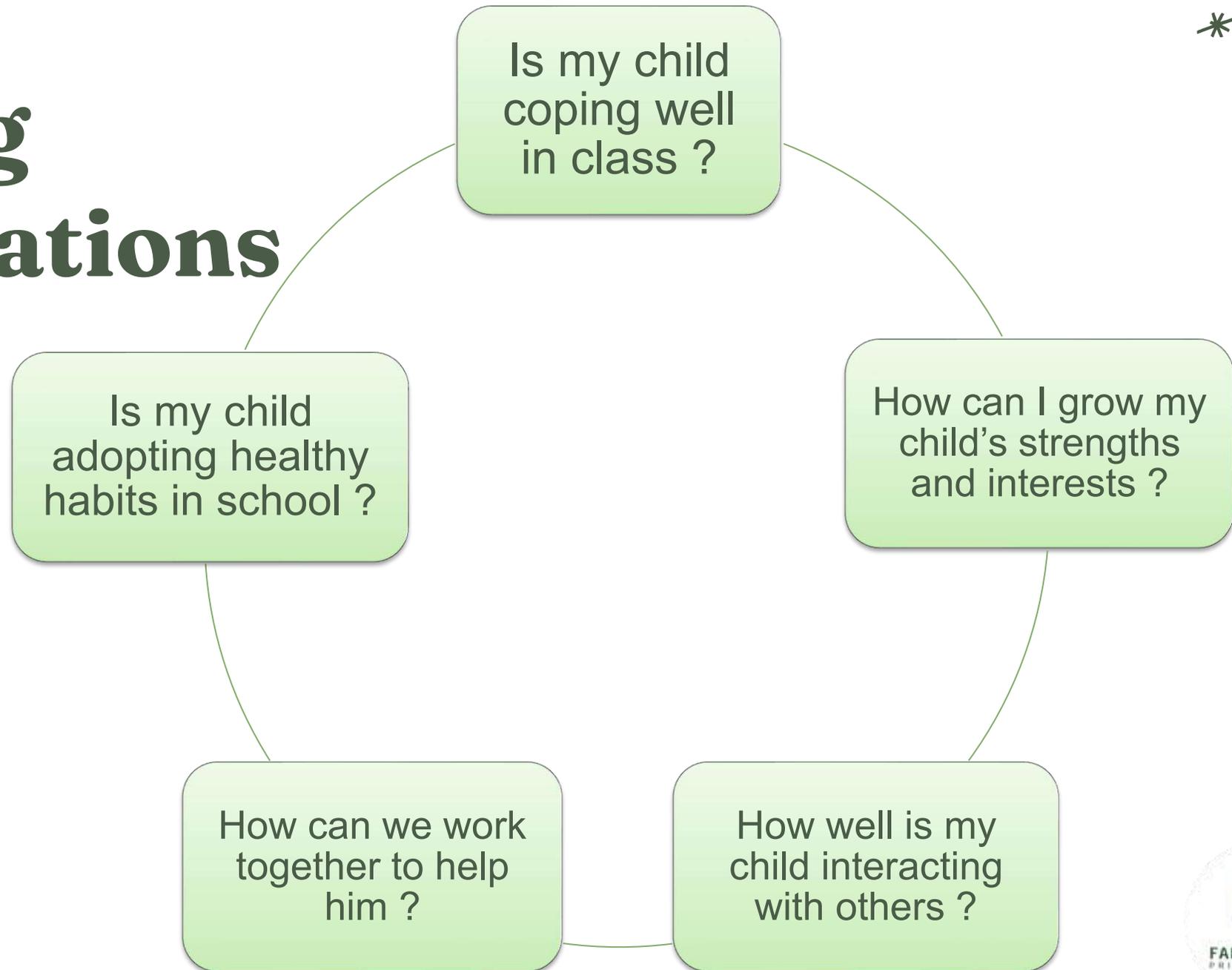
Discuss strengths and interests

Discuss with your child his/her plans

Focus on your child's

Holistic
Development

Learning Conversations



ENGLISH LANGUAGE



Learning Outcomes for P1

Semester 1

Listening	Listen attentively and follow simple instructions.
Speaking	Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations and discussions
Reading	Demonstrates basic word recognition skills (know the letters of the alphabet, able to pronounce words accurately) Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.
Writing	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing

Learning Outcomes for P1

Semester 2

Listening	Listen attentively and follow simple instructions.
Speaking	Speak clearly to express their thoughts, feelings and ideas.
Reading	Understand P1 texts (e.g., STELLAR texts) and is able to identify simple aspects of fiction (e.g., main characters and setting)
Writing	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.

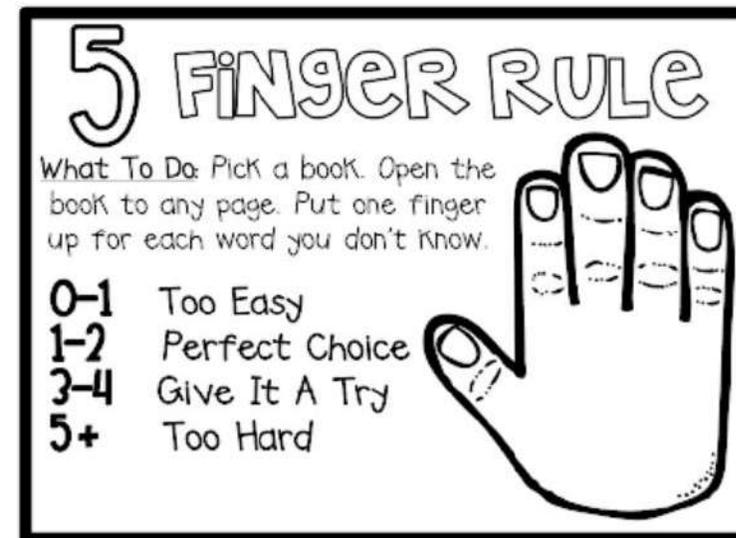
Key Focus at the Lower Primary

P1	P2
Listen with empathy and respect	Listen attentively to understand different texts
Recognise letters of the alphabet and identify their sounds	Recognise and read with accuracy multisyllabic words
Adopt appropriate posture and book position while reading	Read and understand Primary 2 texts
Use clear and accurate pronunciation	Speak and present clearly personal opinions and thoughts
Penmanship (development of handwriting)	Write different types of text (e.g., narrative, instructions, invitation card)

Key Programmes

Extensive Reading Programme

- ❖ aims to promote a love of reading
 - school library visits
 - reading periods
 - Read Every Day (RED)



Primary School Book Recommendations (NLB)

What you can do to help your child

Go to the
library

Read to your
children

Play
language
games

Retell A Story

Reading
Aloud

Suggest they
give a
different
ending

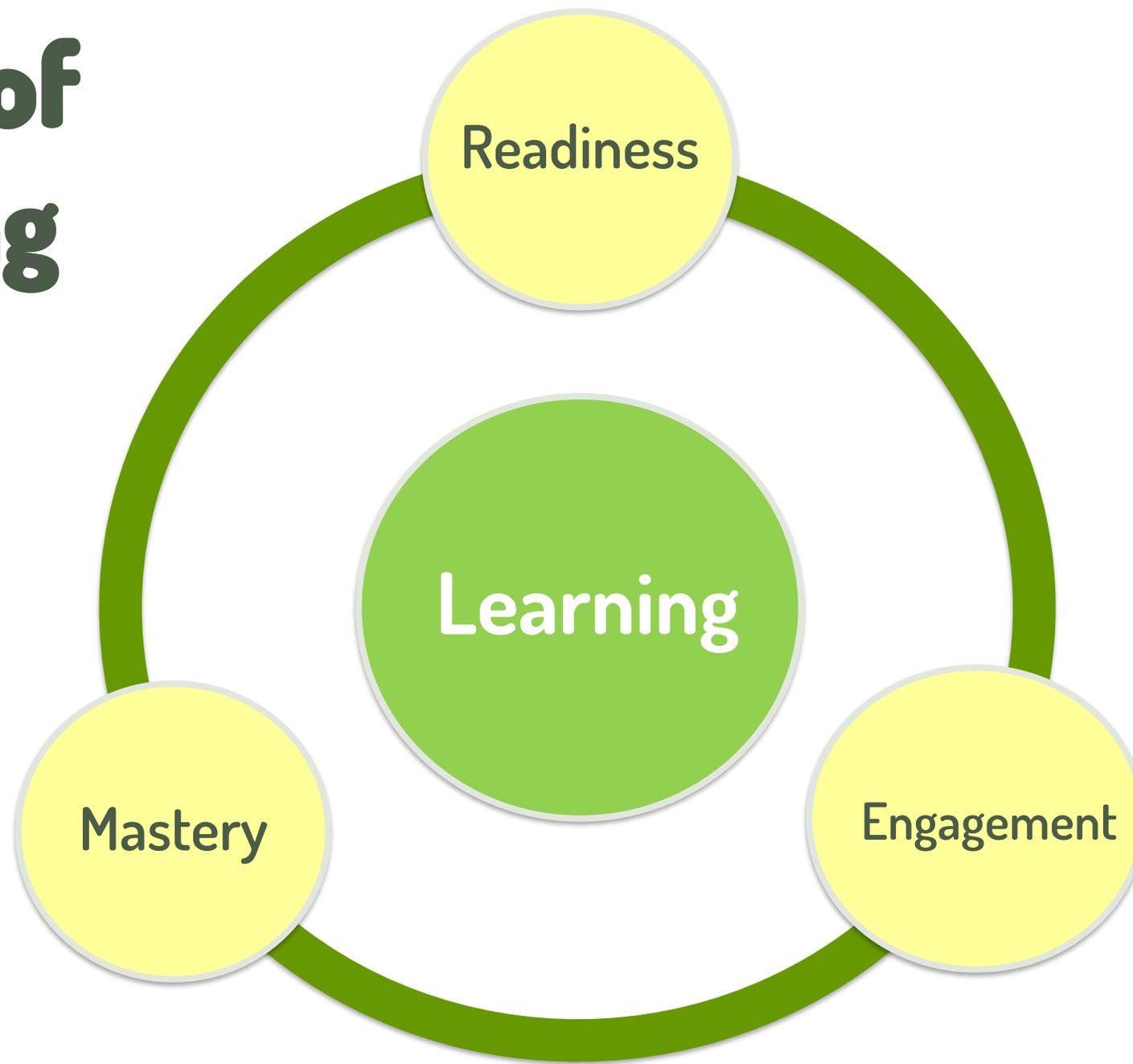
MATHEMATICS



Learning Outcomes for P1

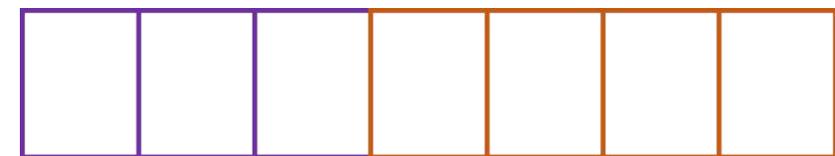
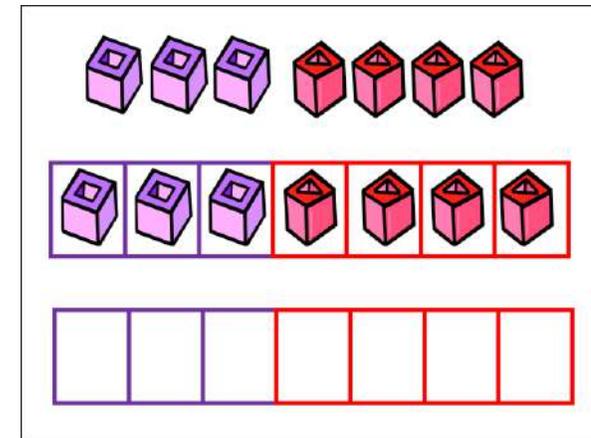
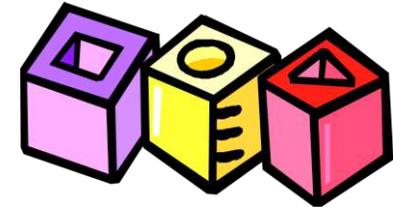
Semester 1	Semester 2
Understand addition and subtraction	Understand numbers up to 100
Identify, name, describe and sort shapes	Add and subtract numbers
Read and interpret picture graphs	Understand multiplication and division
	Tell time to 5 minutes
	Measure and compare lengths of objects

Phases of Learning



Concrete-Pictorial-Abstract (CPA)

- ▶ Concrete – actual representation
- ▶ Pictorial
 - ▶ **Drawings**
 - ▶ **Representations** using shapes
 - ▶ Transition from concrete to pictorial
- ▶ Abstract – using numbers to represent



3

4

3 and 4 make 7

Key Strategies

Activity – Based Learning (ABL)

- Student-centred instructional approach that uses manipulatives through exploration.
- Promotes student engagement and foster deeper conceptual understanding

Farrer Park Primary School
P3 Mathematics
Activity-Based Learning: Equivalent Fractions (1)

Name: _____ ← ⇒ Class: P3 _____ Date: _____

We are learning to (WALT):
- Divide a given fraction into smaller equal parts to get an equivalent fraction.

Success Criteria - I can:
- Use fraction discs or fraction bars to represent two equivalent fractions
- explain they are equal in size

Activity 1

Work in pairs. Use your **fraction discs** to show $\frac{1}{2}$.
Find out how many quarters you can put on one-half so that they fit perfectly.
How many pieces of $\frac{1}{4}$ make one-half? So, what have you found out?

$\frac{1}{2} =$ _____

Find out if this works for the **fraction bars** too!

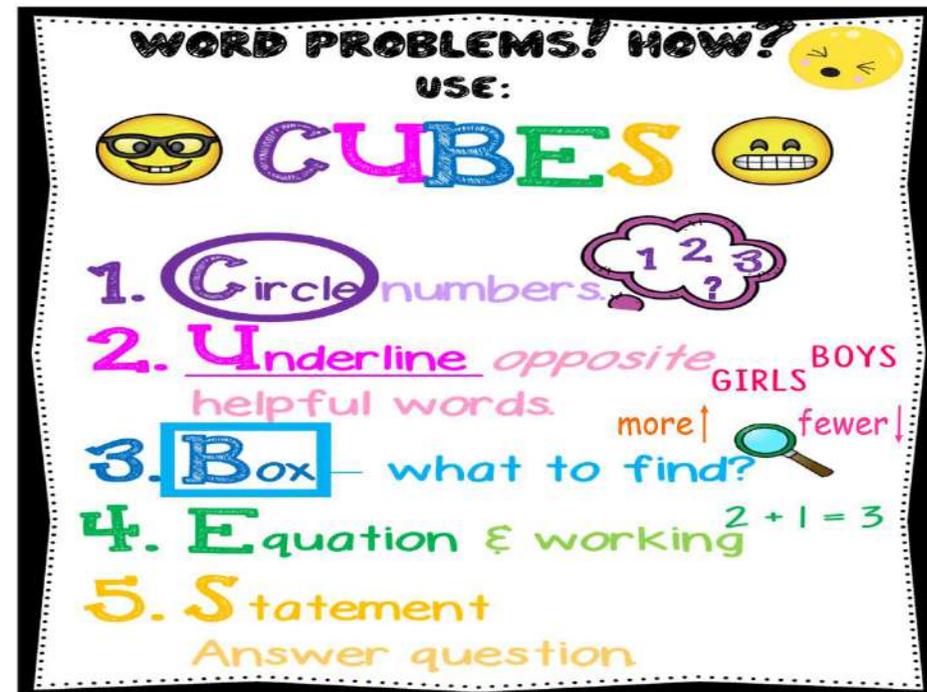
Then, find out how many pieces of other unit fractions make one-half.

Use both fraction discs and fraction bars, side by side.
Write the equivalent fractions below.

Key Strategies

C.U.B.E.S

Problem solving strategies using the 5 stages of the CUBES approach.



WORD PROBLEMS! HOW? 🤔

USE:

🧐 **CUBES** 😁

1. **C**ircle numbers. 🧠 1 2 3 ?
2. **U**nderline *opposite* helpful words. GIRLS BOYS
more↑ fewer↓ 🔍
3. **B**ox — what to find?
4. **E**quation & working $2 + 1 = 3$
5. **S**tatement
Answer question



Key Programmes

❖ Learning Support Mathematics (LSM)

Targeted support to build fundamental concept and skills in Mathematics

❖ Financial Literacy

Earn, Save, Spend & Donate



Key Programmes

❖ Numeracy Enrichment Programme (NEP)

Use of games to build fundamental concept and skills³⁷ in Mathematics

MOTHER TONGUE



Learning Outcomes for P1

Semester 1

Listening	Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. Ask and/or respond to simple questions related to daily life.
Reading	CL: Recognise characters taught in Primary 1. ML: Recognise words taught in Primary 1. TL: Recognise letters and words taught in Primary 1.
Writing	CL & ML: Write words, phrases and simple sentence(s) about daily life with guidance. TL: Write words and simple phrases with guidance.

Learning Outcomes for P1

Semester 2

Listening	Listen attentively to short, simple spoken content related to daily life.
Speaking and spoken interaction	Ask and/or respond to simple questions related to daily life.
Reading	Read aloud Primary 1 texts with accuracy. Understand Primary 1 texts and are able to identify some details with guidance.
Writing	CL & ML: Write words, phrases and simple sentence(s) about daily life with guidance. TL: Write words and simple phrases with guidance.

Programmes to support MTL curriculum



Reading Programme – MTL SOAR



Programmes to support MTL curriculum

MTL Fortnight



42



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

Read MT books
to your child
regularly

Have a "Speak
MT Day" at home

Watch MT TV
programmes

Watch e-sharing sessions
and view e-exhibits at the
annual Mother Tongue
Languages Symposium
(MTLS)

Play Games

Use ICT
Resources

Revise with your child

❖ Get your child to recite from the textbook

❖ Go through the characters /words your child has learnt

❖ Revise for spelling



மறுபடியும்	பின்பு
எந்த	ஒரு
போல	கேள்

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

Character & Citizenship Education (CCE)



CCE 6 Year Programme

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

Self & Family (P1/2)

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

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



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.

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.
Eg. Make talking about their feelings a natural part of conversations.
- 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.

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

12 Understand and Care for Myself

OUR EVERYDAY RESPONSIBILITIES

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 5 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 while 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

27 Do My Best

Word Search

Word Search Grid:

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	Q	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

CCE (FTGP)

Kindsville Times Jr. Issue



P1 CCE FTGP Units

Themes	P1 Unit and Lessons
Understand and Care for Myself	In My New School
	Understanding My Feelings
	Staying Safe in the Cyber World
	Good Touch, Bad Touch
Do My Best	What Is Important
	Follow What Is Right
Care and Respect for Others	Caring for Family and Friends
	Different Yet Similar
Our Singapore and the World	Playing My Part In Total Defence
	ASEAN Story
	Respecting My Friends
	Singapore, Our Home

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



Time

Put in the time to do our work

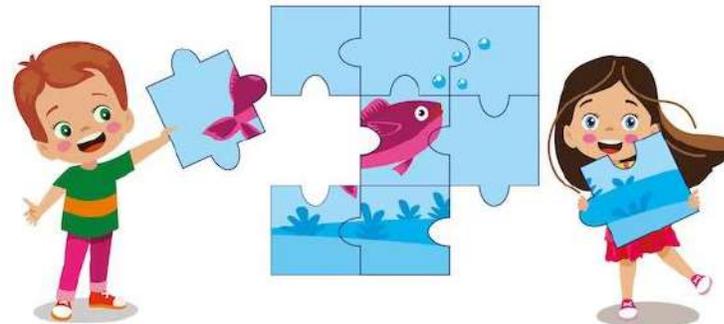


Focus

Listen in class and pay attention to our work

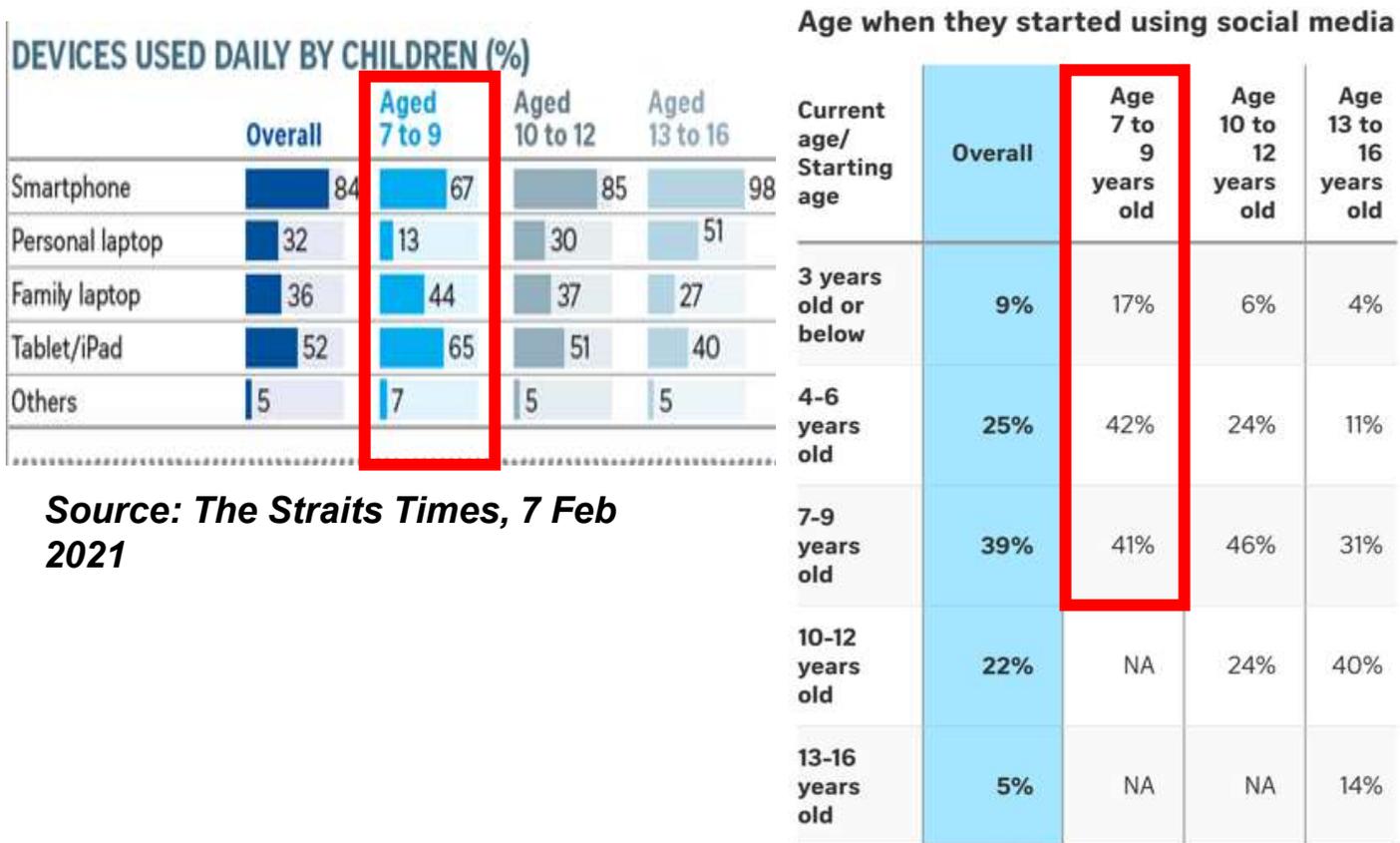
Persistence

Keep trying even when things gets difficult



Wellness?

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



Source: The Straits Times, 7 Feb 2021

Parents may not be aware of the online risks

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

Wellness?

- **Cyber Wellness is about our students being able to navigate the cyber space safely.**

- **This 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.**



What will students learn about Cyber Wellness during CCE (FTGP) lessons?

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

Basic online safety rules

- Talking to only people you know

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

Importance of a balanced lifestyle

- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information



Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal** by participating in “**Family Time**” activities in the journal.

What other Cyber Wellness programmes do we have for our students?

- Cyber Wellness Awareness Day
- Safer Internet Day in collaboration with Total Defence Day
- Assembly Talks on Cyber-related issues conducted by external vendors (e.g. TOUCH Cyber Wellness, The Cyber Security Agency of Singapore (CSA), Singapore Neighbourhood Police)
- Post-exam cyber wellness poster design competition



How can parents help their child develop good digital habits?

- Role model good digital habits
- Have regular conversations with your child
- Discuss and develop a timetable with your child
- Achieve a balanced screen time
- Use parental controls

Navigating the Digital Age Page 1 of 2



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:
 -  Device-free times and places
 -  Time limit for devices
- "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?"**



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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.gov.sg/>) and the Partners in Parenting (PIP) Program in Australia in collaboration with the Program Lead, Professor Maria Yap from Monash University. Use of the material from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the said license.

you've got this

PAM

PE, ART and 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

*

⑥

▶ Perform Music

⑥

▶ 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
- ▶ Increase Coordination
- ▶ Spatial Intelligence and Pattern Recognition
- ▶ Builds Confidence and Teamwork



Programme For Active Learning (PAL)



Learning Outcomes

- ▶ Students learn social-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.**

