



ENGLISH LANGUAGE

Primary 1



What is STELLAR?

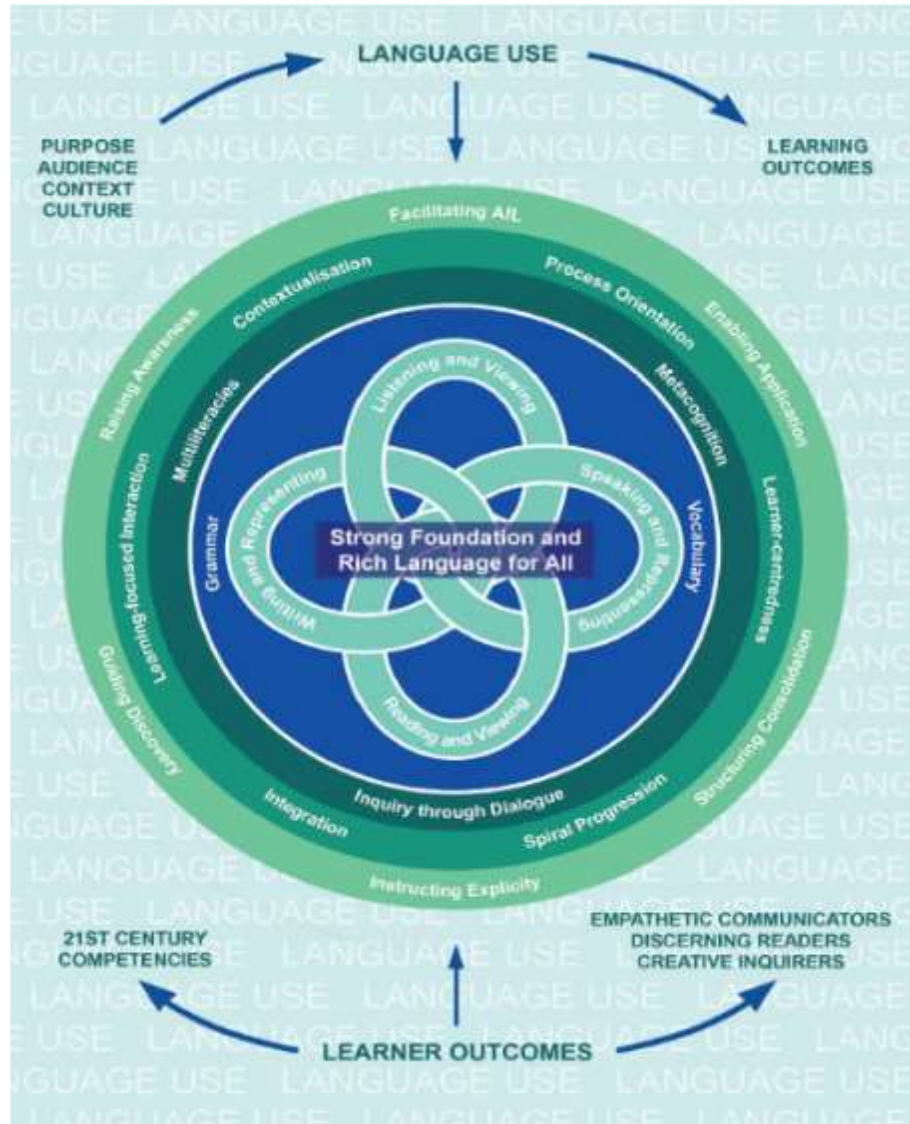
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Strategies for English Language Learning and Reading

- Teaching and learning of English using more **speaking and listening** activities
- Children learn **reading and writing** using rich and interesting books, with discussions led by the teacher



Areas of Language Learning



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

Extracted from EL Syllabus 2020



An Overview

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Language Learning Area	STELLAR	School-based Curriculum
Reading & Viewing	<ul style="list-style-type: none"> Shared Book Approach (SBA) Extensive Reading (ER) 	<ul style="list-style-type: none"> Library (fortnightly) Structured Reading Programme (SRP) (fortnightly)
Writing & Representing	<ul style="list-style-type: none"> Modified Language Experience Approach (MLEA) Class, Group and Individual Writing 	<ul style="list-style-type: none"> Penmanship Journal (4, 4, 3, 3) SLS
Speaking & Representing	<ul style="list-style-type: none"> Role-playing Dramatisation 	<ul style="list-style-type: none"> Current Affairs (Tiny Red Dot)
Listening & Viewing	<ul style="list-style-type: none"> Recognition of sounds and words in context through phonics instruction Embedded in all key strategies 	
Grammar	<ul style="list-style-type: none"> Explicit teaching of grammar in meaningful context using Big Books 	<ul style="list-style-type: none"> My Grammar Handbook
Vocabulary	Text-Based Approach <ul style="list-style-type: none"> Big Books 	<ul style="list-style-type: none"> Spelling (in context) My Word Bank



Shared Book Approach (SBA)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

The teacher introduces and shares a Big Book with the children.



Primary 1

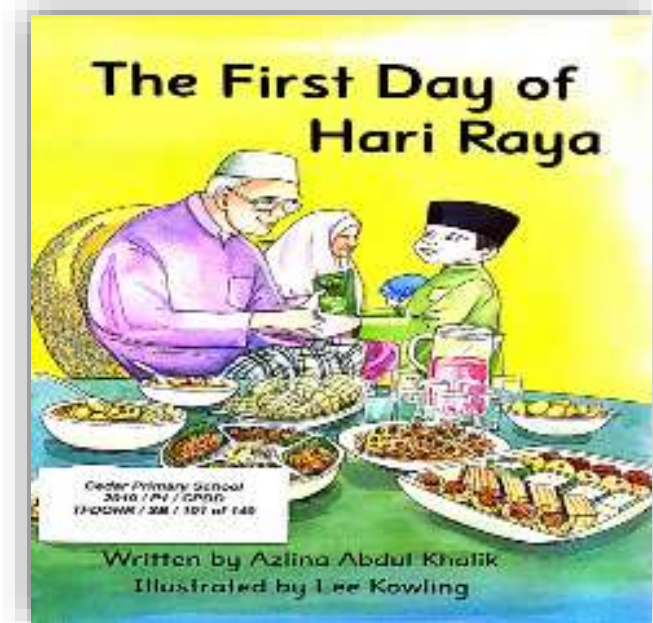
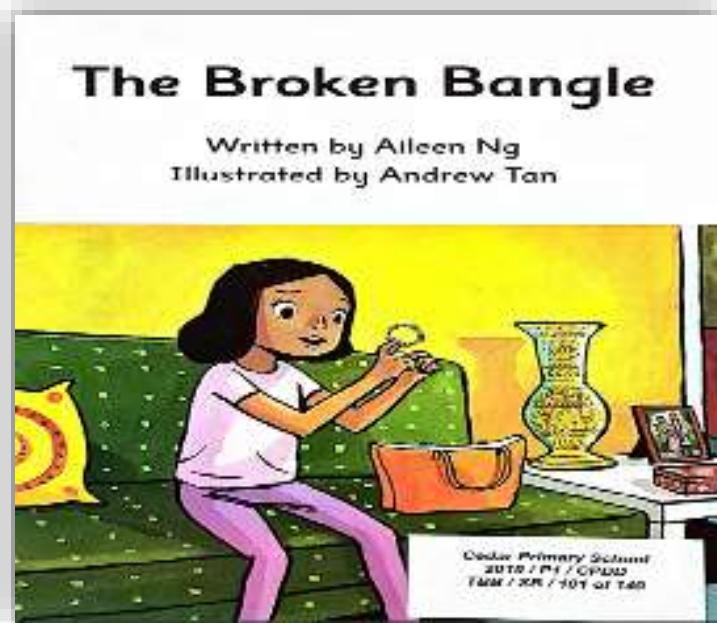
Term 1	Term 2	Term 3	Term 4
Dan, The Flying Man	Crocodile Tea	When My Baby Sister Came Home	Lazy Duck
Mrs Wishy-Washy	The Hungry Giant	Mid-Autumn Festival	The King's Cake
Walking Through The Jungle	Ants In A Hurry	The First Day of Hari Raya	The Broken Bangle
To Town	Dan's Lost Hat		



Shared Book Approach (SBA)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***E21CC (civic, global & cross-cultural literacy) –
Exposure to diverse literature***





Shared Book Approach 2

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

The teacher then explicitly teaches word identification, vocabulary, grammar, and language structures.





***Reading/Oracy L52.1**

Day: _____ Date: _____

We are learning to:

1. Listen to a word and identify its beginning, middle and final sounds.
2. Identify the beginning, middle and final sounds.

Name each picture. Use the sounds of the letters to help you spell.

	
1) _____	2) _____
	
3) _____	4) _____





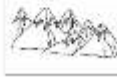
Word identification

Vocabulary L51.1

Day: _____ Date: _____

We are learning to read and spell words.

(A) Draw a line to match each word on the left to the correct picture on the right. Colour the pictures.

1. house	•	•	
2. bridge	•	•	
3. flowers	•	•	
4. mountains	•	•	
5. trees	•	•	

Vocabulary


***Grammar L51.2**


Day: _____ Date: _____

We are learning to:

1. Identify describing words in sentences.
2. Writing to show that we can spell things.

(A) Circle the describing word that tells about the noun in each sentence. Write it on the line provided.

1.  This is my red toy car. red

2.  My bicycle is new. new

3. The lorry is big. _____

4. Whose is my green mug? _____

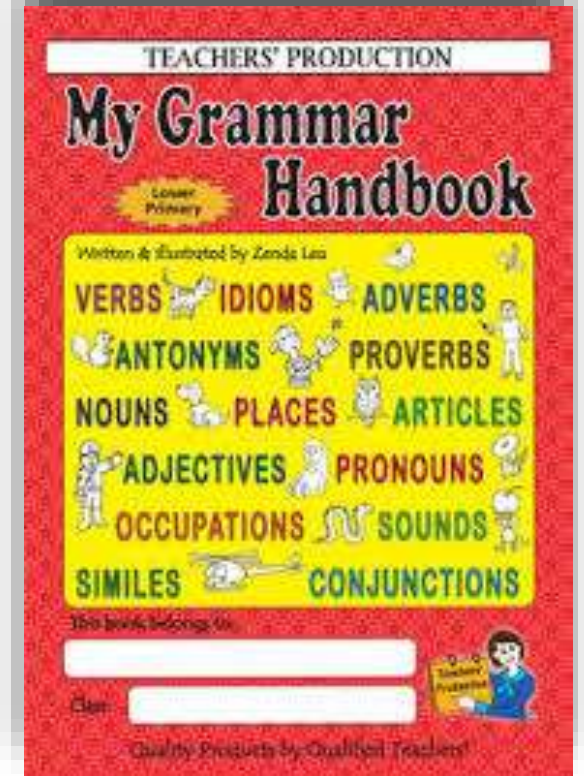
5. The tall man is my father. _____

6. My school field is large. _____

7. My sister has a white dress. _____

8. My shoes are too small for me. _____

Grammar

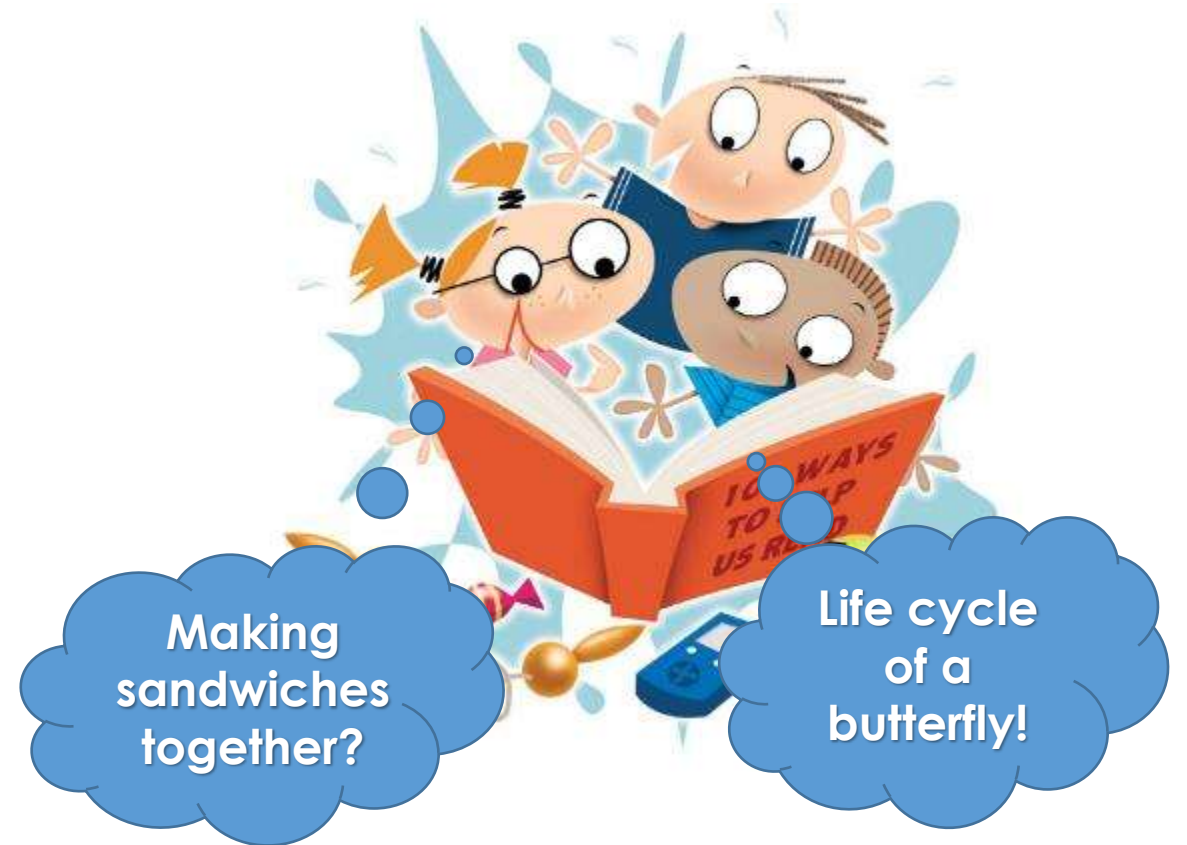




Modified Language Experience Approach (MLEA)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Modified Language Experience Approach, commonly known as **MLEA**, simply means having a **shared experience** and talking and writing about it.





Class Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

P1 Term 1
Resource Sheet RS3.6

Unit 3: Walking Through the Jungle

Cedar Primary School
Our Class Plan

Walking Through the School Garden

What we see		What we hear	
People/Animal/Thing	Action	People/Animal/Thing	Sound
Ants	Crawling/Scurrying	Water	Splashing/Bubbling
Toad/Toadlets	Jumping/Crawling/Croaking	yellow-bellied Baw	Calling/Singing/Chirping
Fish (mostly in tank)	Swimming/Eating	children	Talking/laughing/Running/playing/leaving
caterpillars	Crawling/Munching		

Walking Through The Garden

What We See

Yesterday morning, our class, Primary 1 Cars, went for a walk through our school garden. We were there to find out what we could see in the garden. We started our walk at the fish ponds.

We searched for tadpoles but we could not find any at first. Instead, we were distracted by a trail of ants that were attracted by some crushed flowers. We saw them trying to move the flowers back to their nest.



We went back to looking for tadpoles but we found toadlets. We managed to catch three small ones and then our teacher, Mr Daryl, found an adult toad. We put them into a tank so that we could see them better. We took turns to hold the tank.



Mr Daryl also scooped some fish out from the pond and we observed them in another tank. There were swordtails and platys. We wanted to put them in the tank in our classroom, but we decided they would be happier in the pond.

After that, we went to the garden to look for caterpillars. We found some small ones hiding on the underside of the leaves. Mr Daryl cut a leaf so that we could observe a caterpillar more clearly. The caterpillar was green, yellow and had black stripes.



We enjoyed our walk through the garden. There were so many things for us to see and we learnt so much from this experience!



Group Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Group Plan

P1 Term 1
Resource Sheet R53.6

Unit 3: Walking Through the Jungle

Cedar Primary School
Our Group Plan

Names: _____

Day: Thursday Date: 5 March 2026

Walking Through the Canteen

What we see		What we hear	
People/Animal/Thing	Action	People/Animal/Thing	Sound
Vendors	cooking, preparing	birds	chirping
fans	spinning.	children	talking
Bookshop lady	selling pens		

Group Writing

P1 Term 1 Unit 3: Walking Through the Jungle


Cedar Primary School
Group Writing Worksheet

Names: _____

Day: Thursday Date: 5 March 2026

We Are Learning To (WALT): write about an experience walking through the playground or park.

Walking Through The Canteen



Walking through the canteen, what did we see?

We saw the vendors cooking and preparing food. We saw the bookshop lady selling pens. We also saw the fans spinning.

Walking through the canteen, what did we hear?

We heard children talking. We also heard birds chirping.



Individual Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Individual Plan

P1 Term 1 Unit 3: Walking Through the Jungle
Cedar Primary School
Individual Planning Worksheet

Full Name: _____
Day: Friday Date: 6 March 2026

Walking Through the Playground

People/Animal/Thing	What I see	People/Animal/Thing	What I hear
children	Swinging/chasing each others	children	laughing/shouting
Adults	using their phones	Adults	yelling/talking on phones
		Dogs	barking


Individual Writing

P1 Term 1 Writing L53.5a Unit 3: Walking Through the Jungle
Cedar Primary School
Individual Writing Worksheet

Full Name: _____
Day: Friday Date: 6 March 2026

We are Learning to (WALT) write about an experience walking through the playground or park.

Walking Through The playground



walking through the playground, what did I see? I saw children swinging and chasing each other. They were

P1 Term 1 Writing L59.5a Unit 3: Walking Through the Jungle

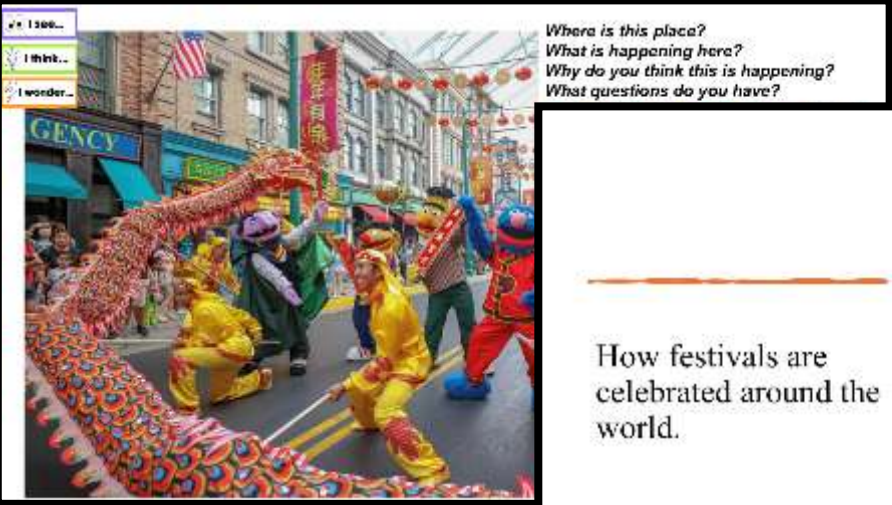
climbing and sliding, I also saw ^{their} adults. They were using their phones and some were talking to each other.

walking through the playground, what did I hear? I heard children laughing, I also heard dogs barking.



Tiny Red Dot

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Where is this place?
What is happening here?
Why do you think this is happening?
What questions do you have?

How festivals are celebrated around the world.



Harbin, China



In Harbin, China, visitors enjoyed fireworks and illuminated ice sculptures at

Suggested questions for discussion

- People around the world celebrate different festivals in their own special ways. What about Singapore? What festivals do we celebrate here?
- What are some of your family's favourite festival traditions? Which festivals do you enjoy celebrating the most?



February 2026



Partnership with NLB

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Termly Highlights – Selected NLB Programmes (Stakeholders via PG)



04

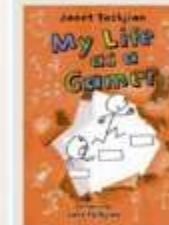
Cultivating a love for reading@ Cedar (Programmes by NLB)- Nov/Dec

Programme (English)	Mode	Date/Time	Venue	Remarks
<p>1 Sengkang Snoopers: An Hour of Mystery and Adventure</p> <p>Embark on an exciting literary adventure with author Peter Tan as we celebrate the "Sengkang Snoopers" trilogy at Sengkang Public Library.</p> <p>Peter Tan, a renowned author of children's fiction, brings to life the thrilling escapades of the Sengkang Snoopers, a group of young sleuths who find themselves solving mysteries in various intriguing locations around Singapore.</p> 	<p>Storytelling</p> <p>Free Admission</p>	<p>Sat, 16 Nov 24 04:30 PM - 05:30 PM</p>	<p>Sengkang Public Library - Programme Zone</p>	<p>Join author Peter Tan for storytelling and guided drawing as he takes us on an exciting journey through his "Sengkang Snoopers" trilogy!</p>
<p>2 Discover "A Thousand Wonders" with Geronimo and Thea Stilton</p> 	<p>Storytelling</p> <p>Free Admission</p>	<p>Sat, 17 Nov 24 03:00 PM - 03:45 PM</p>	<p>Punggol Regional Library - TeenSpace (Level 3)</p>	

MY LIFE AS A GAMER

Janet Tashjian

On weekdays, 12-year-old Derek Fallon struggles in school because of a reading disability. But on weekends, he and three friends turn into kick-ass, shenanigan-busting gamers as they play-test the next hot video game, Arctic Ninja. At the game company where the play-tests happen, they meet the world's best PlayStation player - El Cid, who always keeps his identity hidden by wearing a helmet.



Testing out Arctic Ninja means Derek's the word before it is released. And when Derek also stumbles upon El Cid's secret one day, he learns that keeping secrets can be quite a handful!

What sets this book apart are the illustrations of new words that Derek learns throughout the course of the story. They give an insight to how he visualises certain words in his head.

This book will appeal to you if you enjoy learning about the process of video game creation.

All books can be borrowed from the public libraries or using your National Library Board account on the Libby app

Taken from (Straits Times) Little Red Dot : 9 July 2024

Cultivating a Love for Reading @ Cedar
National Library Board Activity - August



Sat, 31 Aug 24

Workshop

Discover the World of Esports (Roblox & Mobile Legends) with Coach Daryl Ng

Sengkang Public Library - Programme Zone
05:00 PM - 06:00 PM





Speaking, Writing & Representing

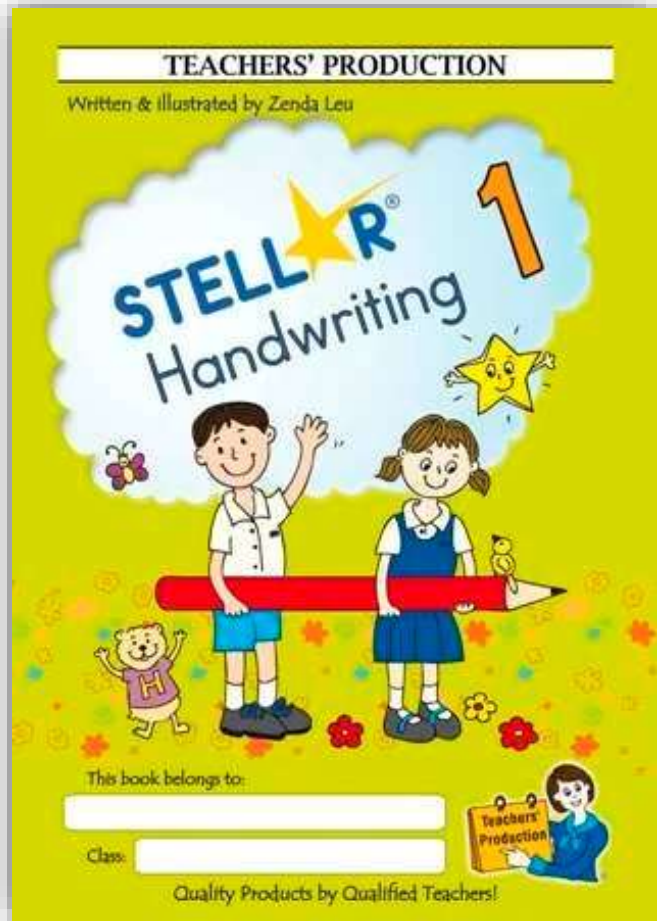
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Penmanship
- Journal (14 entries for the year)
- Spelling in context

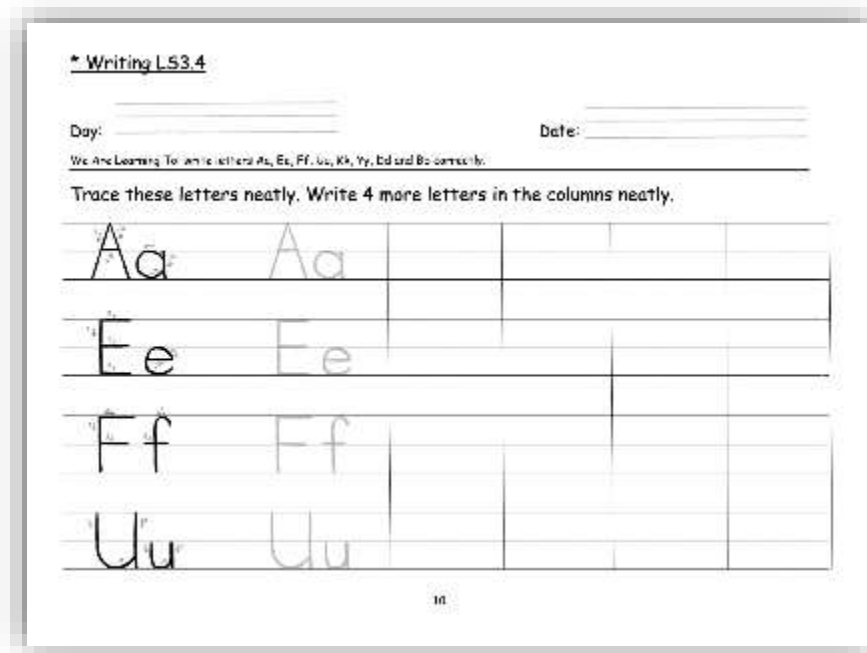


Penmanship

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



STELLAR Handwriting



Writing practice in STELLAR WS

Day: _____ Date: _____

1) My sister is happy.

_____ likes school.

2) Peter is a boy.

_____ likes cats.

Guiding lines in STELLAR WS



Spelling in Context

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- No traditional spelling tests (*in line with MOE directive of “Joy of Learning”*)
 - Why?

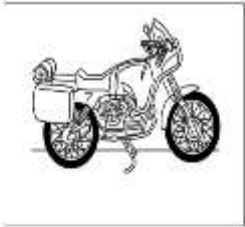
Traditional tests	Spelling in context
Focuses on <u>memorisation</u>	Focuses on <u>real language use</u>
<u>Isolated testing</u>	How words are <u>used in real communication</u>
Assesses <u>recall</u>	Encourages <u>higher order thinking</u>
<u>Limited or wrong use</u> in writing	<u>Correct</u> use in real writing



Spelling in context

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

(A) Name the vehicles from the big book by filling in the missing letters.



1. This m _ _ _ t _ _ _ r b _ _ _ k e is on the pavement.

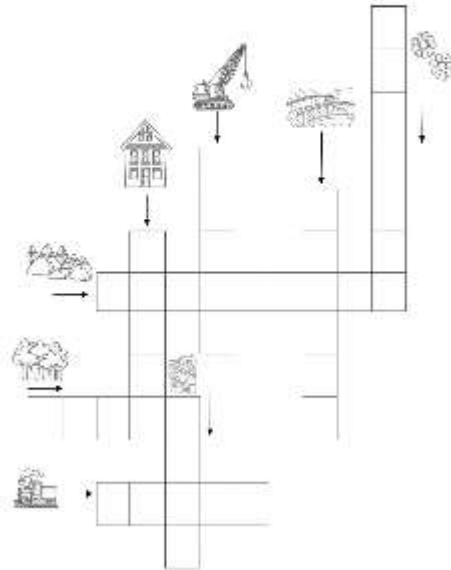


2. The _ _ _ in _ _ _ age c _ _ _ r is on the street.

Fill in the blanks

(B) Look at the pictures. Fill in the names of the places and things in the puzzle. Use the helping words in the boxes.

crane	trees	mountains	train
flowers	house	seas	bridge

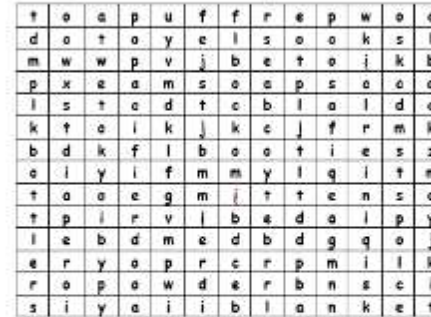


Crossword puzzle

DFL L59.7

Day: _____ Date: _____

Colour the **ten** words related to what baby uses.



These are the **ten** words you must look for:

1. diaper
2. bottle
3. milk
4. booties
5. mittens
6. soap
7. powder
8. pacifier
9. blanket
10. toy



Word search

Refer to pages 39-40 of My Grammar Handbook

Vocabulary L58.2

Day: _____ Date: _____

We Are Learning To:

1. use clues from the text, e.g., illustrations, to understand the meaning of words.
2. use action words that show fast or slow movement.

(A) Unscramble the letters in each box to form the correct word to fill in the blanks.

1. The tiger roars loudly. The frightened pigs _____ away.

n r u



2. Please _____! The bus is leaving!

u r y r h



3. My baby brothers like to _____ around the house.

a l c r w



Unscramble the letters

P1 EL Learning Outcomes in Holistic Development Profile (HDP)

Examples (Evidence of Learning)

1. **Listen attentively** and **follow** simple **instructions**.

Observations, Learning Sheets

2. **Speak clearly** to **express** their thoughts, feelings and ideas.

Class/Group discussions, personal conversations

3. **Follow communication etiquette** such as **taking turns**, and using **appropriate eye contact** and **volume** in conversations or discussions.

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

Shared Book Lessons, High Frequency Words Word Study Lessons

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

Observations during SBA, Oral Reading Passages, Learning Sheets

6. **Understand Primary 1 texts** (e.g. STELLAR texts) and are able to **identify** simple aspects of **fiction** (e.g. main characters and setting).

7. **Demonstrate writing readiness** and **handwriting skills** such as letter formation, placement, sizing and spacing.

Learning Sheets

8. **Write** a **simple paragraph** of at least **3 sentences** to recount appropriately sequenced events.

Writing Activities (Learning Sheets)



Tips to engage your child

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **P**rovide authentic learning experiences.
- **A**im to build vocabulary together.
- **R**ead, watch, listen together.
- **E**xplore different genres.
- **N**urture your child's interests.
- **T**une in to English radio stations.
- **S**ing with your child.





P.A.R.E.N.T.S

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **P**rovide authentic learning experiences.

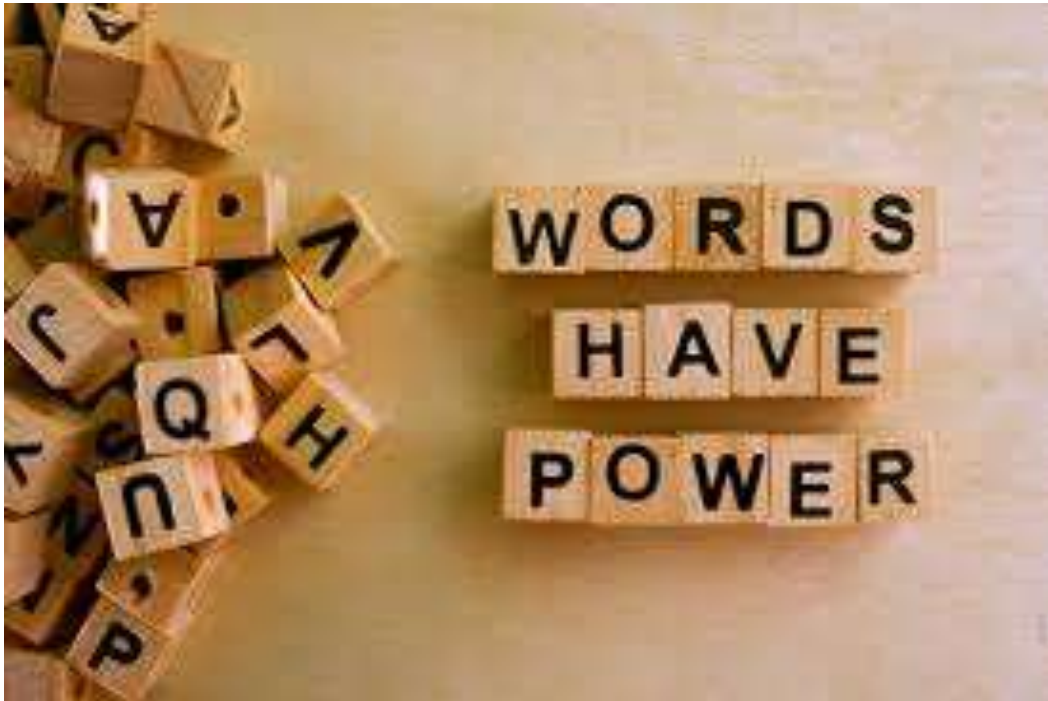




P.A.R.E.N.T.S

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Aim to build vocabulary together.
- Read, watch, listen together.





P.A.R.E.N.T.S

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Explore different genres with your child.
- Nurture your child's interests.





P.A.R.E.N.T.S

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Tune in to English radio stations.
- Sing with your child.





Mathematics

Primary 1

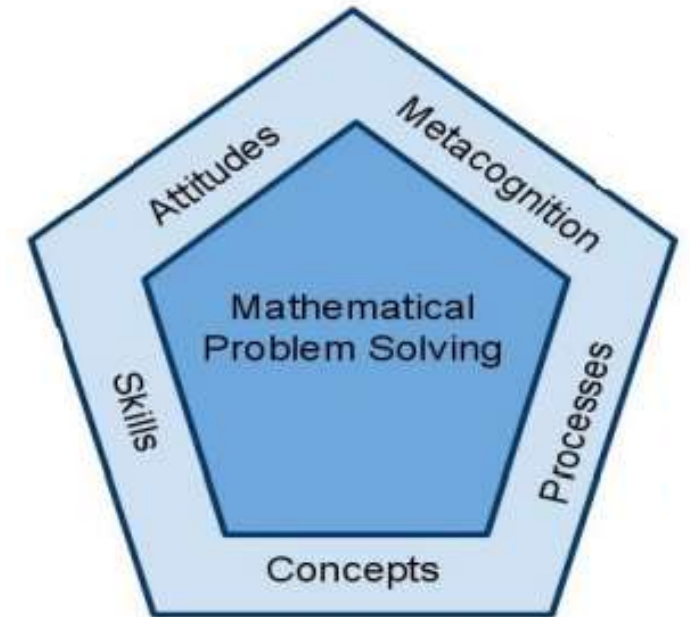


Mathematics curriculum and key focus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Primary education is a stage where students:

- acquire **basic numeracy**
- develop **logical reasoning and problem-solving skills**
- are equipped with a tool for **everyday life**
- build their **confidence** and **interest** in the subject which will shape their **attitude** towards the subject



Mathematics curriculum framework



Mathematics curriculum and key focus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

1. To develop critical mathematical processes that support the development of **21st century competencies**.
2. To develop a greater awareness of the **big ideas** in Mathematics that will deepen students' understanding and appreciation of Mathematics.
3. To give greater emphasis to the development of **metacognition** to promote self-directed learning and reflection.

MOE Primary Mathematics 2021 syllabus

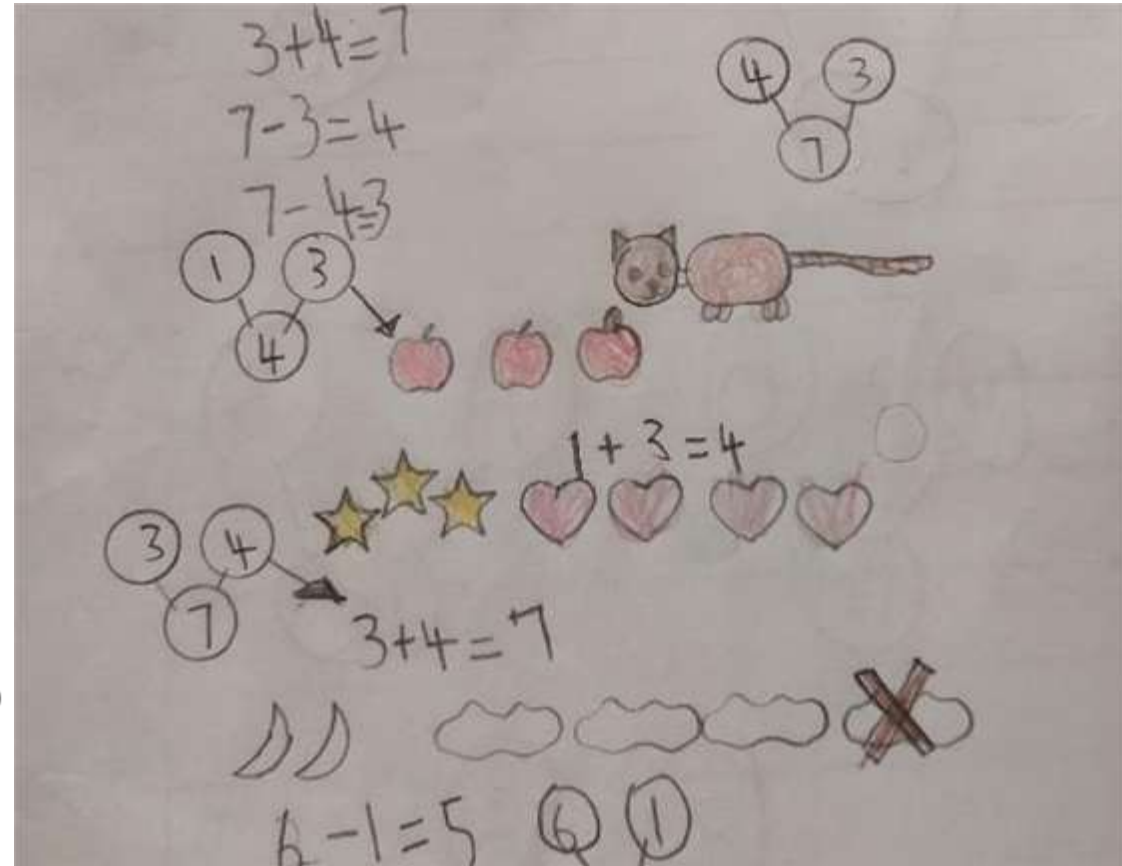
<https://www.moe.gov.sg/-/media/files/syllabus/2021-pri-mathematics-1-to-3.ashx>



Metacognition

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Helps learners think about their own thinking.
- opportunities for students to reflect on the problem-solving process
- to think aloud and explain the process
- help them develop their reasoning skills



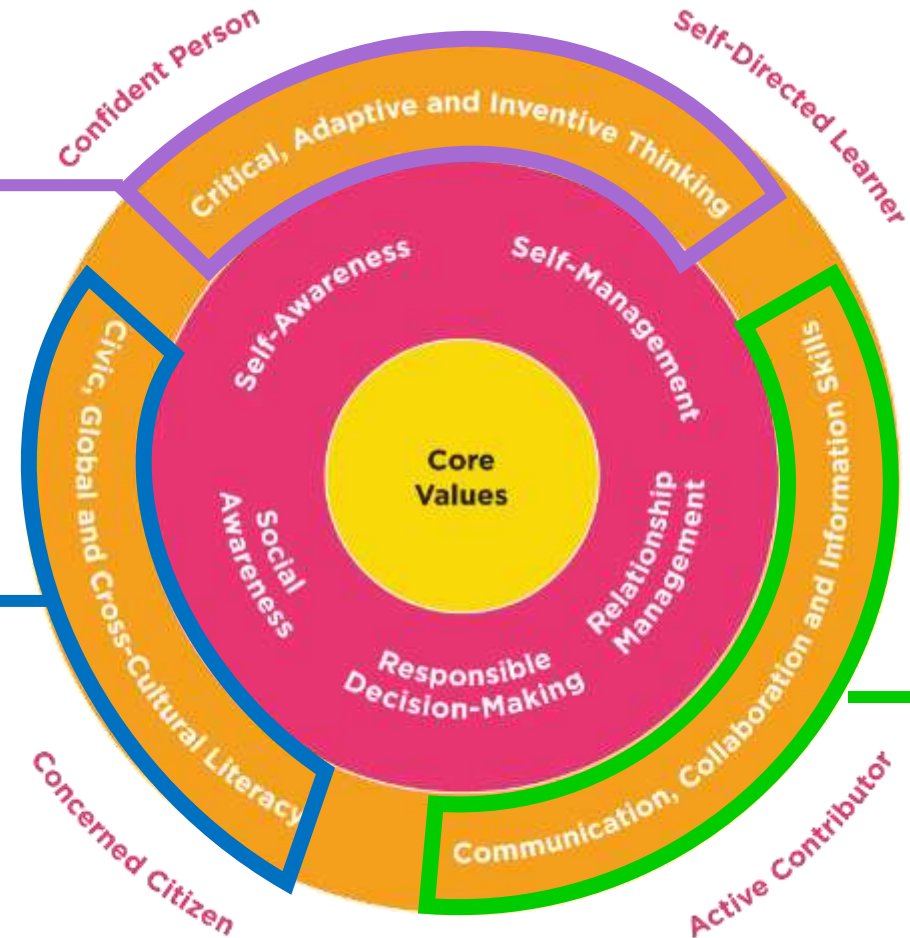


Emerging 21st Century Competencies

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- ✓ Solve word problems
- ✓ Make decisions
- ✓ Justify choices
- ✓ Derive different strategies
- ✓ Alternative methods

- ✓ Relate to real-life scenarios



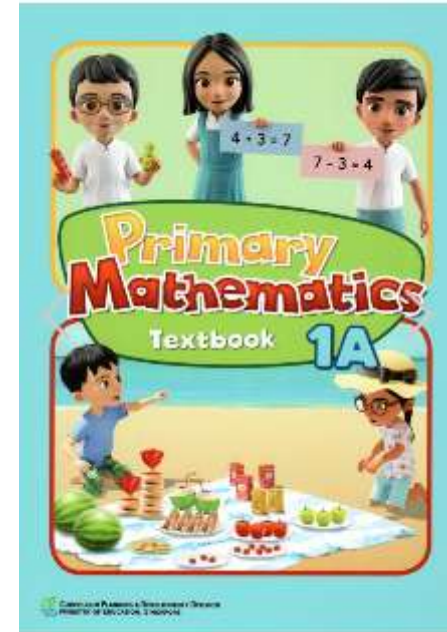
- ✓ Discuss / Share how to solve the problem
- ✓ Collaborate with one another
- ✓ Use Math vocabulary



2021 syllabus – Primary Mathematics Textbooks

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

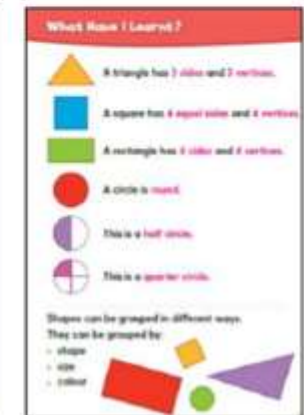
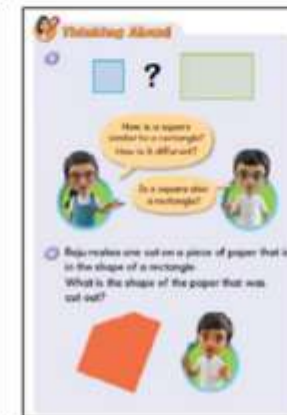
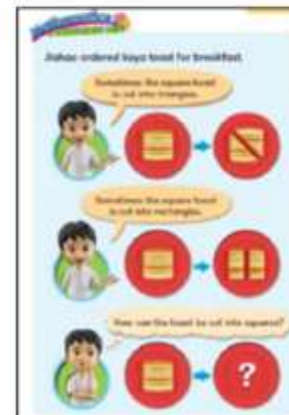
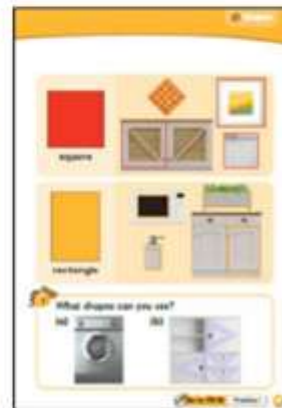
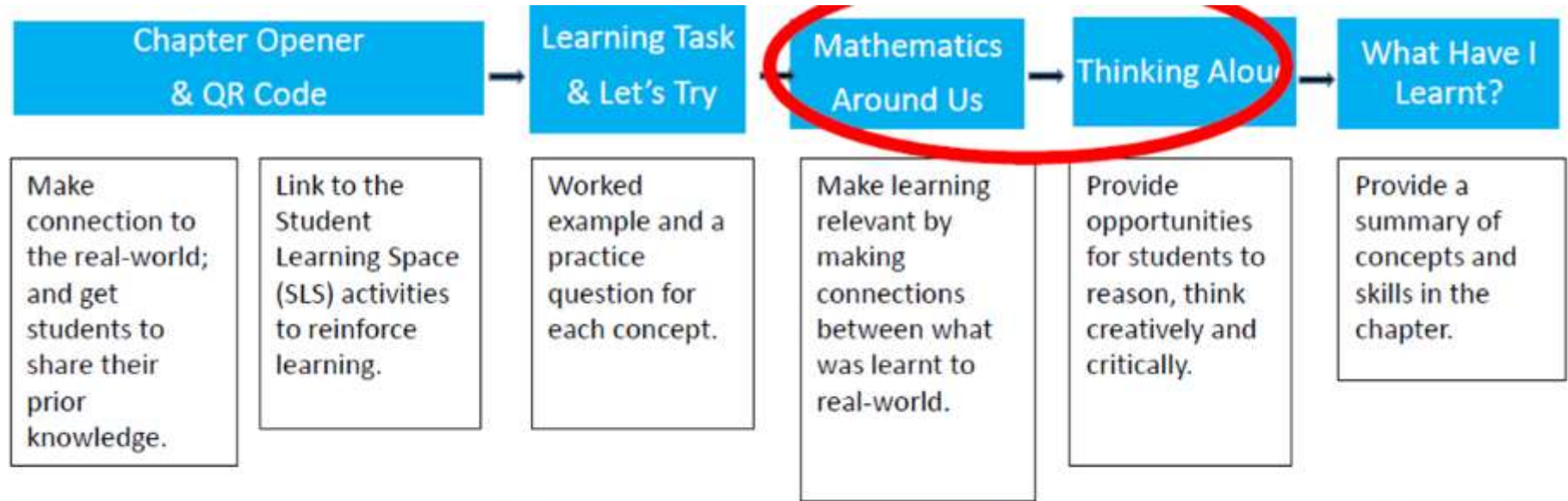
- Have fewer practice exercises
- Have specific tasks on reasoning and making connections to the real world
- Emphasise metacognition





Features of the Mathematics textbook

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity




Emerging 21st Century Competencies


School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Thinking Aloud

1 Are the 3 equations correct?



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?



Mathematics AROUND US


Subtraction

How many more of each item is needed to have 10 on each tray?



2

My sister writes:
 $20 - 0 = 2$
I think it is wrong.



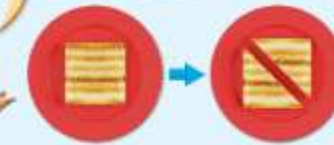
How can you help Anna explain to her sister that it is wrong?

Mathematics AROUND US


Shapes

Jiahao ordered kaya toast for breakfast.


Sometimes the square toast is cut into triangles.



Sometimes the square toast is cut into rectangles.



How can the toast be cut into squares?



Thinking Aloud

Which floor do they live on?



I live on the 2nd floor.

Mary: I have a triangle-shaped light on the wall of my balcony.

Neila: I have some clothes hanging in my balcony.

Firah: I live two floors above Mary.

Jay: I need to go down 4 floors from my home to visit Jay.

Mrs Tan: I live on the highest floor.

Mr Mark: Hi, I am Mary!

Tim: I live one floor below Mrs Tan and one floor above Firah.

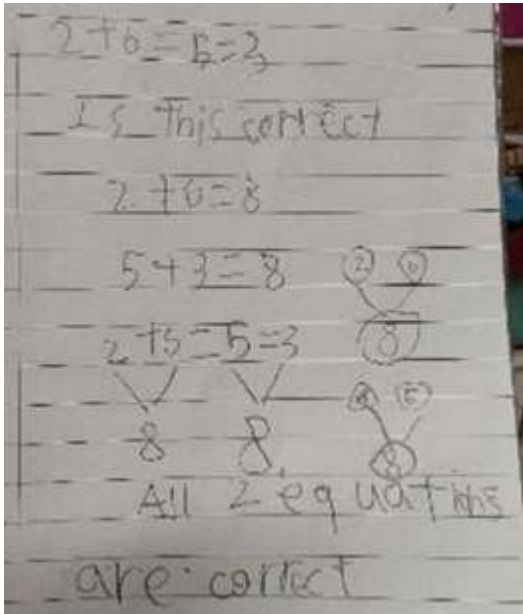
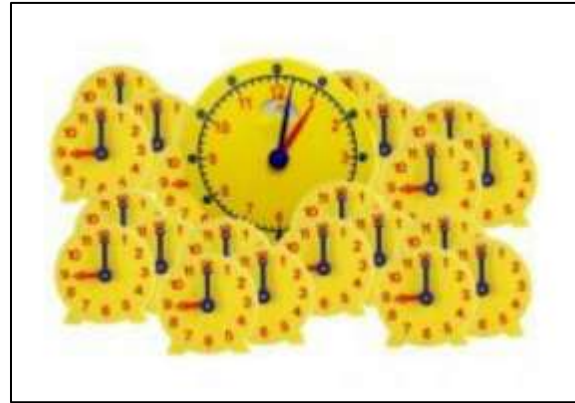
10th floor
9th floor
8th floor
7th floor
6th floor
5th floor
4th floor
3rd floor
2nd floor
1st floor

Go to PE 1A Review 2



Learning Experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





P1 Mathematics Curriculum Content

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Topic	Sub-topic
Whole Numbers	<ul style="list-style-type: none">• Numbers up to 100• Addition and Subtraction (including algorithms)• Multiplication and Division
Money	<ul style="list-style-type: none">• Counting amount of money in cents up to \$1 or in dollars up to \$100
Measurement	<ul style="list-style-type: none">• Length (Measuring and comparing lengths in cm)• Time (telling time to 5 min / duration)
Geometry	<ul style="list-style-type: none">• 2D shapes
Data Representation and Interpretation	<ul style="list-style-type: none">• Picture Graphs



Assessing for Understanding

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Authentic Learning

Learning Experiences

Class Discussions

Chapter Reviews

White-boarding

Quizzes



P1 Holistic Assessment

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- No weighted assessments
- Use of various modes of non-weighted assessments to assess learning through:
 - ❖ Daily work
 - ❖ Bite-sized formative assessments
 - ❖ Chapter Reviews
 - ❖ Teachers' observations and feedback

CEDAR PRIMARY SCHOOL	
NUMBERS TO 100	
NAME:	CLASS:
Learning Objective	Level Attained
Able to count given objects up to 100	
Able to read and write numbers up to 100 in numerals / words	
Able to compare and order numbers	
Able to complete patterns in number sequences within 100	
Feedback from _____	

Learning Outcomes for P1 Mathematics

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 of objects.
8. Read and interpret picture graphs.



Supporting Math Learning at Home

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **Creating a positive environment**
 - Foster a growth mindset
 - Make Mathematics part of daily life
- **Engage in activities and games together**
 - Shopping/baking/cooking
 - Board games/card games
- **Supporting homework and practice**
 - Support and encourage – remember that every child progress at their own pace
 - Celebrate little successes and progress





Mother Tongue Languages

Primary 1



PURPOSE & GOALS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- To support and enable every student to learn Mother Tongue Language (MTL) to the highest level they are capable of through:

 **Communication**

 **Culture**

 **Connection**



Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



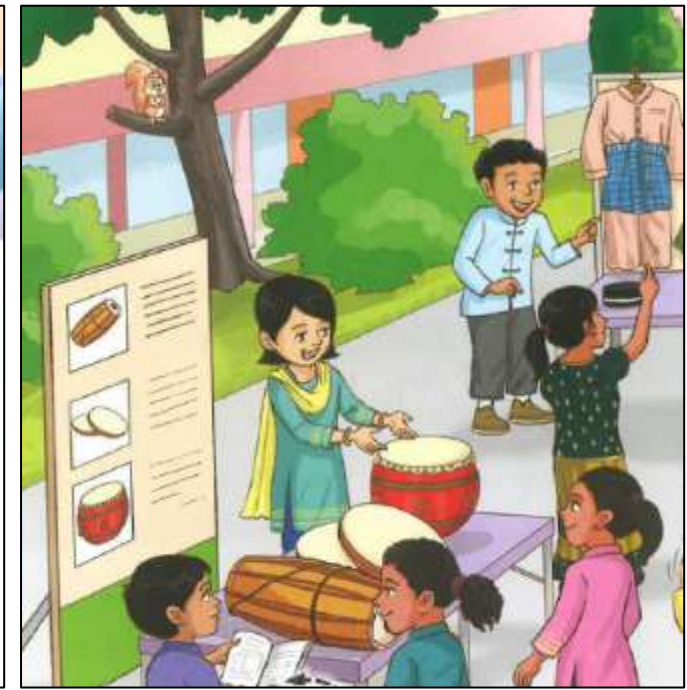
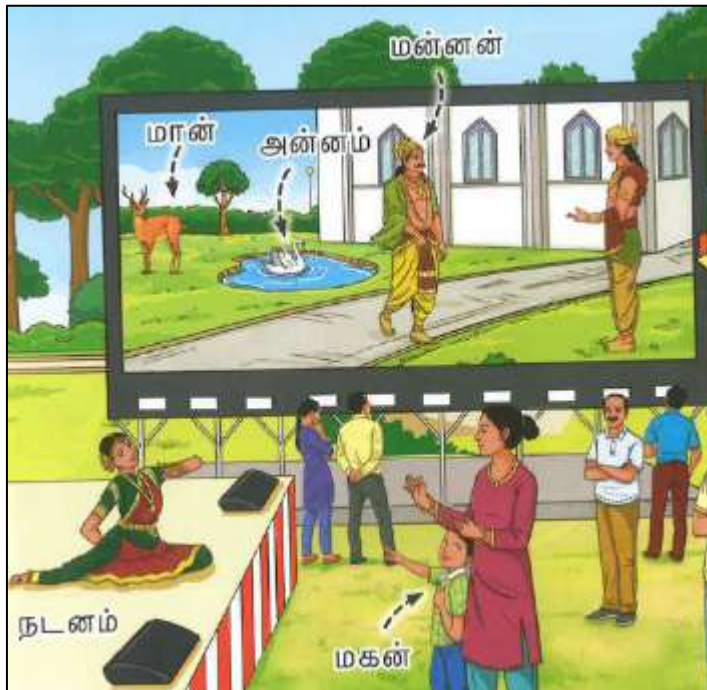
- Develop students' proficiency and ability to **communicate effectively in MTL** in both everyday life and future workplaces.
- Instil in students the **willingness and confidence** to use the language meaningfully and effectively.



Culture

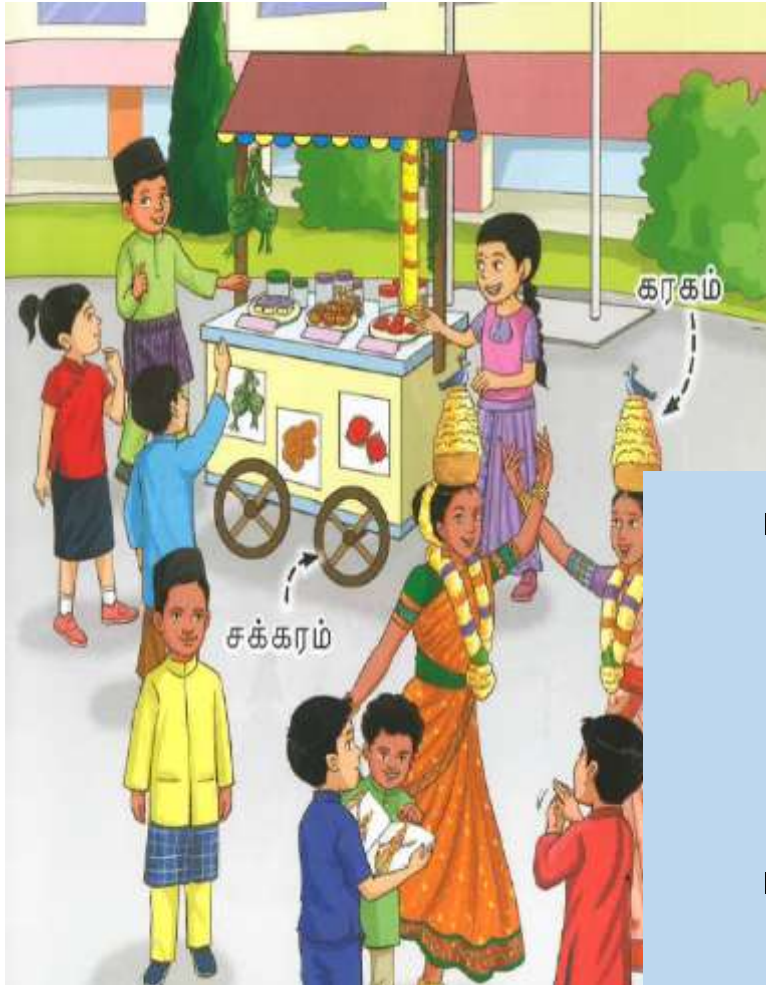
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Understand and develop a strong sense of identity through a deeper **appreciation of culture**, traditions, literature and history.



Connection

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Connect with **communities across Asia** who speak the language and share a common cultural heritage.
- Develop **cross-cultural** awareness and competency.



CURRICULUM FOCUS

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Listening

Able to listen attentively to spoken texts related to daily life and understand the main ideas and key details.

Speaking

Able to speak clearly with accurate pronunciation, using vocabulary and sentence structures learnt in Primary 1 and Primary 2.



CURRICULUM FOCUS

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Reading

Able to read simple texts fluently and understand the main ideas and supporting details.

- ✓ **Recognise** characters (CL), words (ML), letters and words (TL) in Primary 1 and Primary 2 texts
- ✓ **Read aloud** with clear pronunciation and appropriate pacing.
- ✓ **Understand** Primary 1 and Primary 2 texts
- ✓ **Identify** main points with teacher guidance



CURRICULUM FOCUS

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Writing

Able to write words, phrases, simple sentences (CL, ML), words and phrases (TL) about daily life with teacher guidance.

Spoken Interaction Skills

Able to interact in a simple manner when the other person speaks or rephrases. Ask and answer simple questions related to immediate needs or very familiar topics.



PROGRAMME HIGHLIGHTS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

HIGHER MOTHER TONGUE (CL/ML/TL)

Selection at the End of Primary 2

- Selection is based on pupils' end-of-year academic performance (**approximately top 20% of the cohort**).
- Pupils should be able to cope with the higher demands of the curriculum.
- The programme spans 2 years (Primary 3 and Primary 4).
- There will be no further selection at Primary 3 or Primary 4.



MTL FORTNIGHT

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

MTL Fortnight in Term 2 (Week 2 and 3)

- Active participation in diverse MTL learning activities

- Deepening appreciation of their Mother Tongue, culture, and traditions



DIGITAL SUPPORT (MTL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Student Learning Space (SLS)

- Log in to the SLS by scanning the QR code provided in each unit.
- Explore interactive picture books, videos, and audio resources for revision and enrichment.





DIGITAL SUPPORT (MTL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- The SLS provides videos, reading texts, and interactive games.



- These resources reinforce the vocabulary taught in each unit.



ONLINE RESOURCES (CHINESE)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



[Ezhishi.net](https://www.ezhishi.net)

Username and
password pasted
on students'
handbook.



PARTNERSHIP - PARENTS/GUARDIANS & TEACHERS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Partnering and supporting the MTL teacher



PARTNERING WITH PARENTS



Provide ideas, suggestions and tips



FOR PARENTS AND GUARDIANS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Watch MTL TV programmes or news in MTL
- Tune in MTL radio
- Listen to songs & stories

Spoken Interaction

Listening

Reading

- Bring an MT book every Friday - “Books to Bell”
- Visit the library
- Read aloud MTL books with your child

Speaking

Writing

Written Interaction

- Speak to your child in MTL daily
- Have simple conversations
- Encourage effort, not perfection

- Use a variety of resources
- Provide print-rich environment

Set Incremental and Achievable goals with your child



PE, Art & Music (PAM)

Primary 1



Physical Education (PE)

Primary 1



Physical Education Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

By emphasising the importance of **movement**, and an individual's **interaction with the environment**, Physical Education seeks to develop the **whole child** to bring about a nation of *physically competent and confident individuals who **enjoy** a lifetime of **active** and **healthy living safely** and **responsibly**.*

(PE Syllabus, 2024)

Move to live, live to move

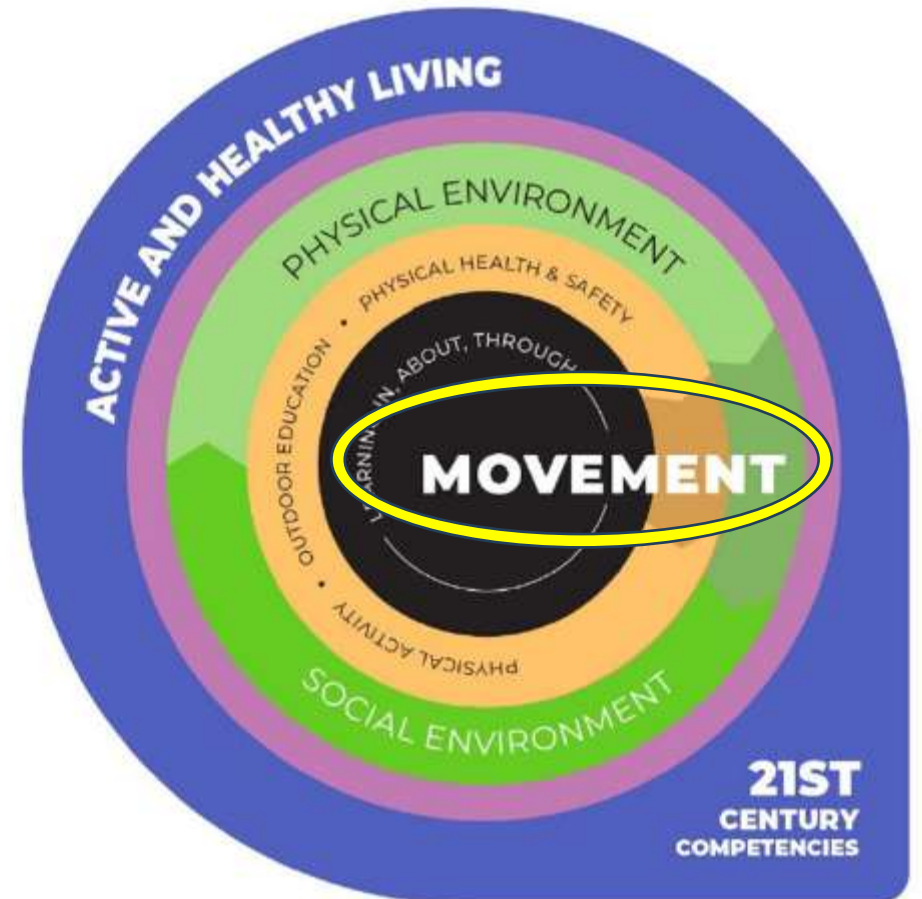


Figure 2. Physical Education Curriculum Framework



Goals of Physical Education

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Goal 1	Acquire a <i>range of movement skills</i> to participate in a variety of physical activities.
Goal 2	Understand and apply movement concepts, principles and strategies in a <i>range of physical activities</i> .
Goal 3	Demonstrate <i>safe</i> practices during physical and daily activities with <i>respect</i> to themselves, others and the environment.
Goal 4	Display <i>positive</i> personal and social <i>behaviour</i> across different experiences.
Goal 5	Acquire and maintain <i>health-enhancing fitness</i> through <i>regular participation</i> in physical activities.
Goal 6	<i>Enjoy and value</i> the benefits of living a physically active and healthy life.



P1 PE Learning Areas

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Games and Sports
- Gymnastics (Educational)
- Dance
- Outdoor Education
- Physical Health and Safety



P1 PE Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Learning Area	Learning Outcomes
Games and Sports	Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.
Gymnastics	Perform a gymnastic sequence of two different movements with smooth transition
Dance	Perform a pre-designed movement experience 'Chan Mali Chan', and repeat with modification to timing (i.e. unison, take turns).
Outdoor Education	Move across a variety of ground surfaces in a familiar environment safely and confidently.
Physical Health and Safety	Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.
	Acquire a range of personal safety practices in school, at home and when using the road.



Assessments

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Observations and feedback:
teacher → students, students
→ students, students →
teacher
- Formative assessments (self-
and peer-assessments)
- Summative assessments
(teacher assessments)



What P1s will learn in Physical Health & Safety

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Exercise personal choice to eat a variety of healthier food. It is a home-school partnership to develop a healthier food choices.
- Food sold in school canteen abides by HPB guidelines that ensure that the ingredients are of healthier choices, with less oil and less salt in the food preparation process.



Physical Health and Safety	Demonstrate good health practices (drinking water, <u>food choices</u> and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.
	Acquire a range of personal safety practices in school, at home and when using the road.



Canteen Stalls and Food Sold

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



*Small Meal is \$1.80
Large Meal is \$2.50
(Fruits Included)



Chicken cutlets rice set meal \$2.20



Curry chicken rice set meal small \$1.50
medium \$1.80. big \$2.20



Vegetables rice set meal small \$1.50
medium \$ 1.80. big \$2.20



Vegetables @\$0.70



Chicken meat @\$0.70



Egg @\$0.70



Plain rice \$0.70

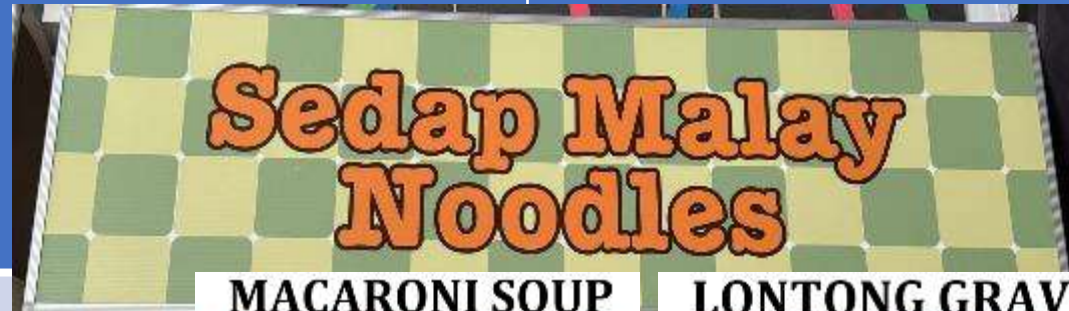


Roasted spicy chicken wing @ \$0.70



Canteen Stalls and Food Sold

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



*Small Meal is \$1.80
Large Meal is \$2.50
(Fruits Included)

MACARONI SOUP



LONTONG GRAVY



LONTONG GORENG



**TOM YAM
NOODLE SOUP**



**MACARONI
NACHOSE CHEESE**



CHICKEN PORRIDGE



MEE SOUP





Canteen Stalls and Food Sold

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



*Small Meal is \$1.80
Large Meal is \$2.50
(Fruits Included)





Canteen Stalls and Food Sold

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



S/No	Beverages	Price	S/No	Snacks	Price			
1	Mineral Water	\$0.60	1	Red Bean Pau	\$0.70	11	Big Chicken Pau	\$1.30
2	Pokka Green Tea	\$0.60	2	Lotus Seed Pau	\$0.80	12	Small Fun Choy	\$1.20
5	Pokka Ice Lemon Tea	\$0.60	3	BBQ Pau	\$0.80	13	Lo Mai Kai	\$1.20
4	Pokka Blueberries Tea	\$0.60	4	Black Pepper Pau	\$0.80	14	Sunshine Assorted Cream Rolls	\$1.30
5	Pokka Chrysanthemum Tea	\$0.60	5	Teriyaki Chicken Pau	\$0.80	15	Muffin	\$0.70
6	Pokka Soya Bean Drink	\$0.60	6	Curry Potato Pau	\$0.80	16	Chicken Curry Puff	\$1.20
7	Pokka Oolong Tea	\$0.60	7	Vegetable Pau	\$0.80	17	Slice Apple (per piece)	\$0.20
8	HL Fresh Milk / Chocolate Milk	\$1.00	8	Siew Mai	\$0.80	18	Banana (per piece)	\$0.50
9	Peel Fresh	\$1.00	9	Egg Tart	\$0.90	19	Mixed Fruits Cup	\$1.80
10	H-Two-O	\$0.80	10	Small Chicken Pau	\$0.80			
11	Milo	\$0.90						



For Snack Time at 11.30am

Eating a snack is not compulsory

Healthy Snacks

- Fruit
- Nuts
- Crackers
- Biscuits
- Sandwich





Physical Health & Safety PG Messages

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- The school will be sending PG messages on topics (eg healthy eating) that require the partnership with parents to help to reinforce at home at end of each semester.

**SPORTS EXPOSURE
PROGRAMME
(SEP) @ CEDAR PRIMARY**

REBOUNDING (P1)



Art

Primary 1



The 21st Century Art Learner

Art Syllabus Teaching and Learning Guide For Primary Schools

Our Vision!

The 21CC Art Learner

21st Century Art Learners



are **Active Artist & Informed Audience**

who **enjoy art**, are able to **communicate visually**,

and

make meaning through connecting with society and culture.

He/she is

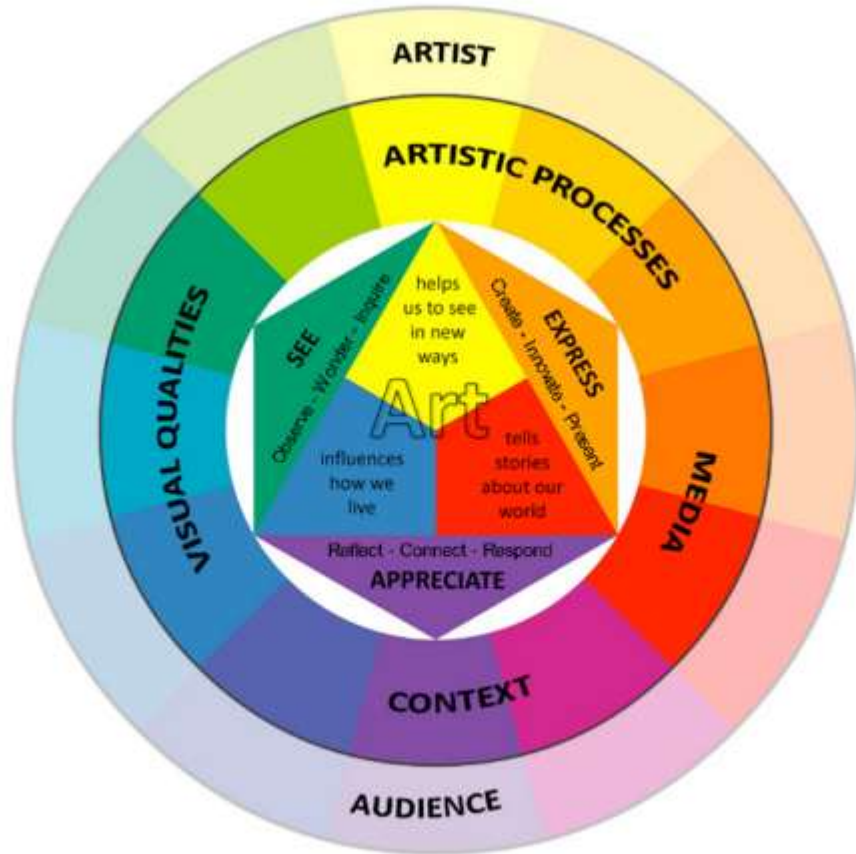
and

A CONFIDENT PERSON, A SELF-DIRECTED LEARNER, AN ACTIVE CONTRIBUTOR, ^ A CONCERNED CITIZEN.



Primary Art Syllabus Framework

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



The three Big Ideas at the heart of the syllabus framework frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-wonder-inquire**, **create-innovate-present**, and **reflect-connect-respond**.

Figure 3: Primary Art Syllabus Framework



Primary Art Syllabus Framework

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

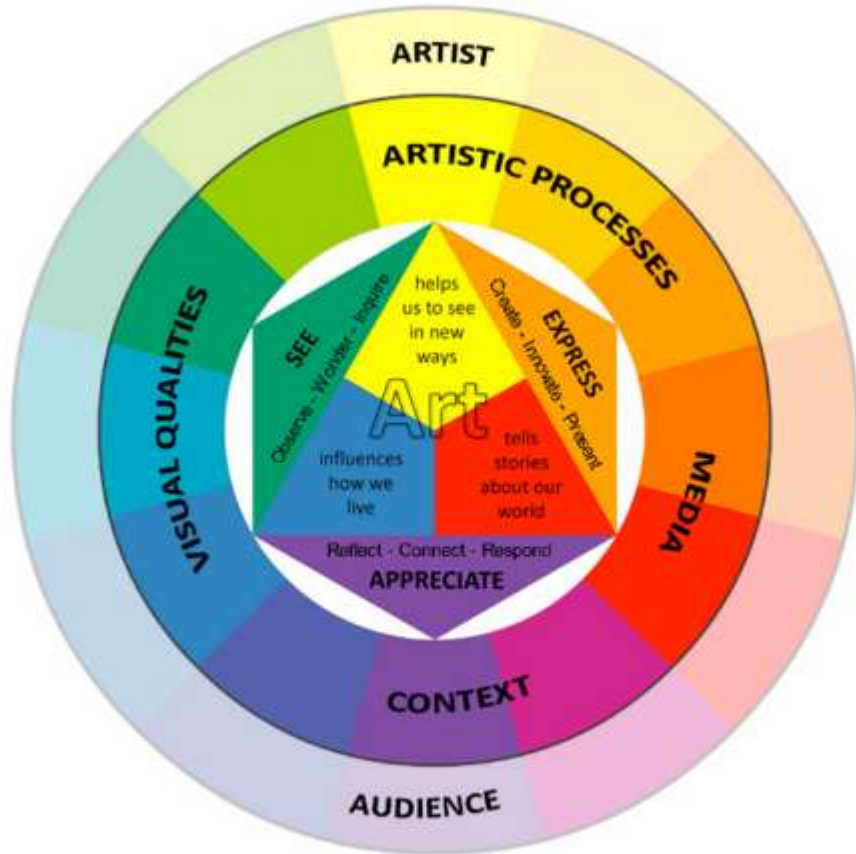


Figure 3: Primary Art Syllabus Framework

Students learn to see, express and appreciate through the four key components of the Learning Content - **context, artistic processes, media and visual qualities.**

In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.



P1 Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Domains	SEE	EXPRESS	APPRECIATE
Learning Outcomes (Key Stage 1)	<ul style="list-style-type: none"> • LO1: Identify simple visual qualities in what they see around them • LO2: Draw to express curiosity, ideas and things that relate to personal interests and experiences 	<ul style="list-style-type: none"> • LO3: Play with a variety of materials and tools to create different effects in their art • LO4: Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making • LO5: Collect artefacts/learning evidence for portfolio based on given criteria 	<ul style="list-style-type: none"> • LO6: Share and talk about their artworks using appropriate art vocabulary • LO7: Discuss and relate artworks created by others to their own artworks and experiences



Core Drawing Module (P1 – P6)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Freedom to express and communicate their ideas and imagination
- Lesson unit that takes place over one term per level, for all students across six levels
- To broaden students' exposure to drawing as a tool to develop their language, cognitive and executive functions



Engaging Art Learners through Art Making and Art Discussion

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

As artists and audience, students' learning and understanding of art is facilitated and strengthened through their **engagement** in art making and art discussion.

Art Making

- students engage in **artistic processes** to create artworks that **communicate their ideas**

Art Discussion

- students are **actively involved** in looking at and talking about art that develop their **thinking skills** such as observing, recalling, analysing, applying, comparing, questioning and making choices



Assessment in Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Table 4: Overview of Key Assessment Areas in Art

<p>Art Content comprising four key components namely <i>Context, Artistic Processes, Visual Qualities and Media</i></p>	<p>Art-related Behaviours articulated in the learning domains namely <i>observe, wonder, Inquire, create, innovate, present, reflect, connect and respond</i></p>
<p>Values and attitudes by taking cues from active <i>Artist</i> and informed <i>Audience</i> i.e. Show positive attitudes toward art and advocate the relevance of art in daily life</p>	



Assessment in Art

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Portfolio as the main assessment mode

- to engage students in evaluating their own art and adopting different perspectives to reflect on their own learning

Table 5: Examples of evidence of students' learning, assessment tools and strategies in a portfolio

Evidence of student learning	Assessment Tools	Assessment Strategy
<ul style="list-style-type: none"> • Work in progress • Documentation of process e.g. Sketches Photographs Visual journals Written ideas • Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition • Final artwork • Reflection • Participation in oral discussions 	<ul style="list-style-type: none"> • Observation • Rubrics • Checklist • Rating Scale 	<p><u>Four-step process</u></p> <ul style="list-style-type: none"> • Collect items (artefacts, evidence) for the portfolio; • Select items that demonstrate competencies and achievements, aligned to the learning objectives of the art curriculum; • Reflect on the item selected to articulate their thinking, demonstrating learning derived from the experiences; and • Connect art learning with personal, community and cultural experiences.



P1 Art Modules in Cedar Primary School

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term 1	Term 2	Term 3	Term 4
Self and Immediate Environment	Self and Immediate Environment	The World and Region We Live In	Core Drawing Module
My Self-Portrait	What animals represent me?	My Feelings	
Drawing and Colouring (Mixed media)	3D Sculpture (Clay Sculpture)	Abstract Art (Drawing and Painting)	



MUSIC

Primary 1

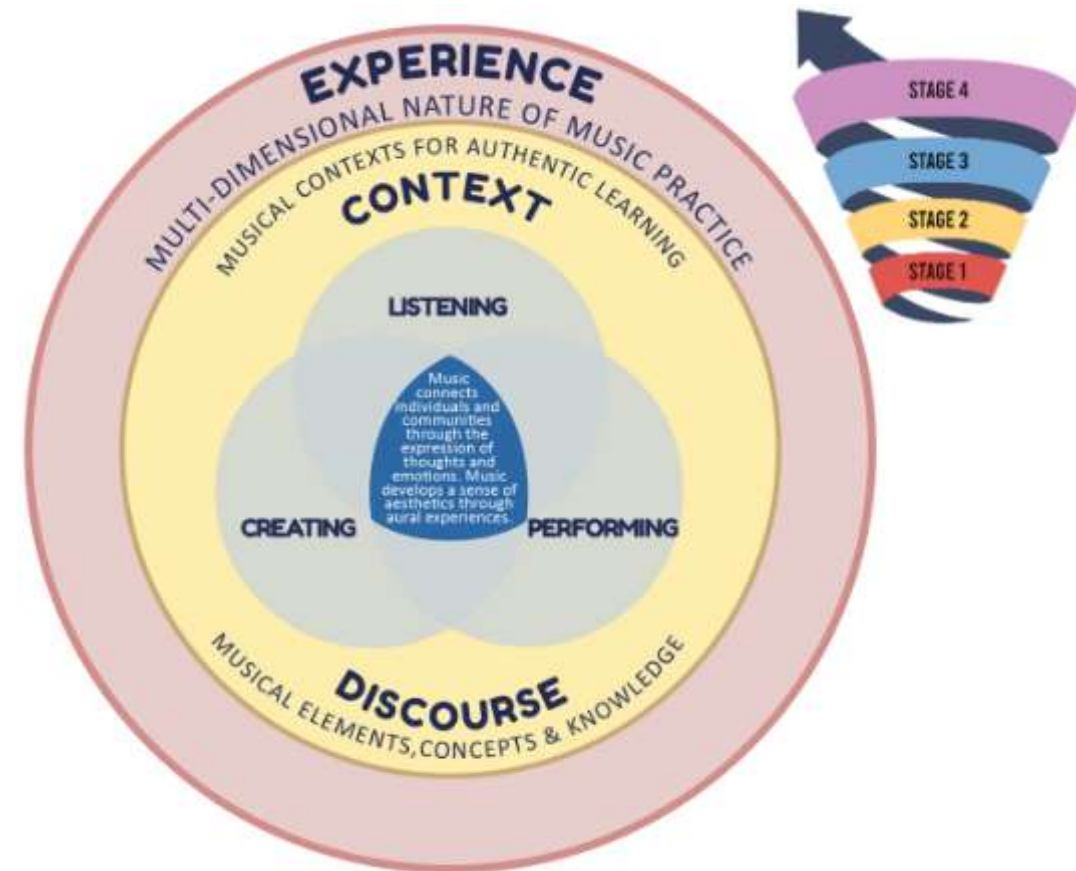


Music Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Philosophy and purpose of the Primary Music Syllabus:

- All children are **musical**.
- Seek to **develop** their **aural** and **expressive abilities** and **sensibilities** to **empower** them to **appreciate** and **participate** in music.
- Every child will be introduced to a **wide range of genres** and **styles** to put them in touch with their **heritage** as well as deepen their understanding of the **cultural diversity** of music in **Singapore** and **the world**.
- Music lessons will contribute to the **holistic development** of our students by developing 21st Century Competencies (21CC), values, character and social-emotional well-being. It also contributes towards extra-musical skills including psychomotor skills.





Music Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Aims

1. Acquire and apply musical skills, knowledge and understanding through Listening, Creating and Performing.
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.



Music Programme in Cedar Primary School

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- In lower primary, a combination of *Orff Schulwerk* Music & Movement and *Dalcroze* Eurythmics focusses on child-centred learning and in developing the child's individual musical voice and creativity.
- We hope to develop the student into a musical individual who is also competent in 21st Century Competencies such as creativity, collaborative and critical thinking skills.



P1 and P2 Learning Outcomes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">• Describe sound produced by instruments & how they are played• Describe ways elements of music are used for different purposes in the music students listen to• Sing with accuracy & expression• Play rhythmic & melodic patterns on pitched & non-pitched classroom percussion instruments		<ul style="list-style-type: none">• Create rhythmic ostinato of at least 2 bars to accompany melody• Create melodic phrase of at least 2 bars (C pentatonic scale)• Create & perform soundscapes to given stimulus• Use graphic/ standard notation/ tech to record music ideas	



Encouraging your children to appreciate the Arts

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **Focus on Enjoyment**

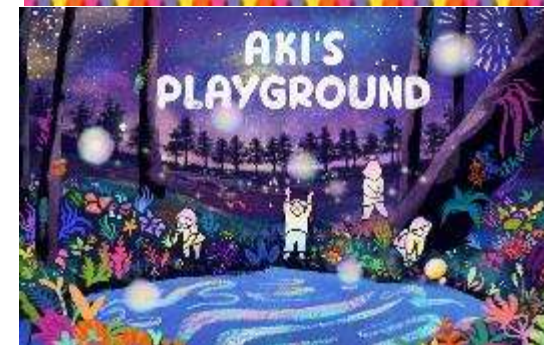
Your children like to have fun, so they are more likely to learn more if they enjoy the activity they are doing.

- ✓ Turn on the music and have a dance party, do some art and crafts activities at home or explore music apps on iPad or even musical instruments to encourage them to create their own music.

- **Exposure to the Arts**

- Visit the museums and galleries such as National Gallery Singapore or Children's Biennale or musical performances at community spaces or concert halls.

- **Join in the fun!**





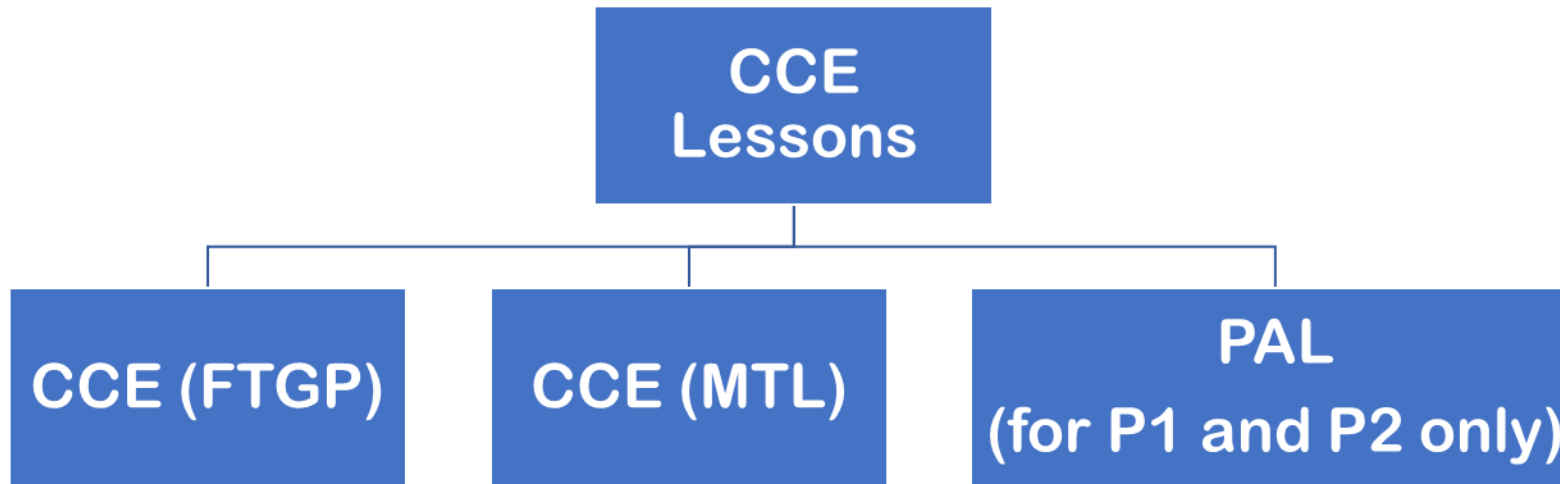
Programme for Active Learning (PAL)

Primary 1



Programme for Active Learning (PAL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



At Primary 1 & 2, PAL offers hands-on and experiential learning through the 4 domains of Sports and Games, Outdoor Education and Visual / Performing Arts.

PAL provides opportunities for students to discover new interests, develop character and enables them to develop social-emotional competencies.



P1 Learning Outcomes (LOs)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Knowledge LOs

Being Curious

- Recognise that being curious encourages us to learn new things from people, our environment and our daily activities and experiences, and experience joy

Working together

- Recognise that everyone has something to contribute
- Understand the importance of working together

Skills LOs

Self-motivation

- Demonstrate enthusiasm to learn new things

Positivity

- Express thanks to the people around oneself

Self-reflection

- Reflect on the experiences and people who help us learn and grow

Interpersonal Communication

- Work cooperatively with others on a common task or for a common goal



Characteristics of PAL

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- . Focus on Social and Emotional Learning (SEL)
- . Engage through experiential, fun and enjoyable learning
- . Encompass learning in creative ways
- . Provide opportunities to collaborate and create



Your child's experience in 2026



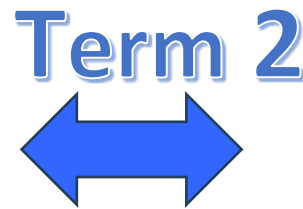
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Level	Term 1	Term 2	Term 3	Term 4
P1	Visual Arts	Outdoor Education	Performing Arts	Sports and Games
P2	Performing Arts	Sports and Games	Outdoor Education	Visual Arts



Other School Programmes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Thank You
