



# ENGLISH LANGUAGE

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Primary 2



# What is STELLAR?

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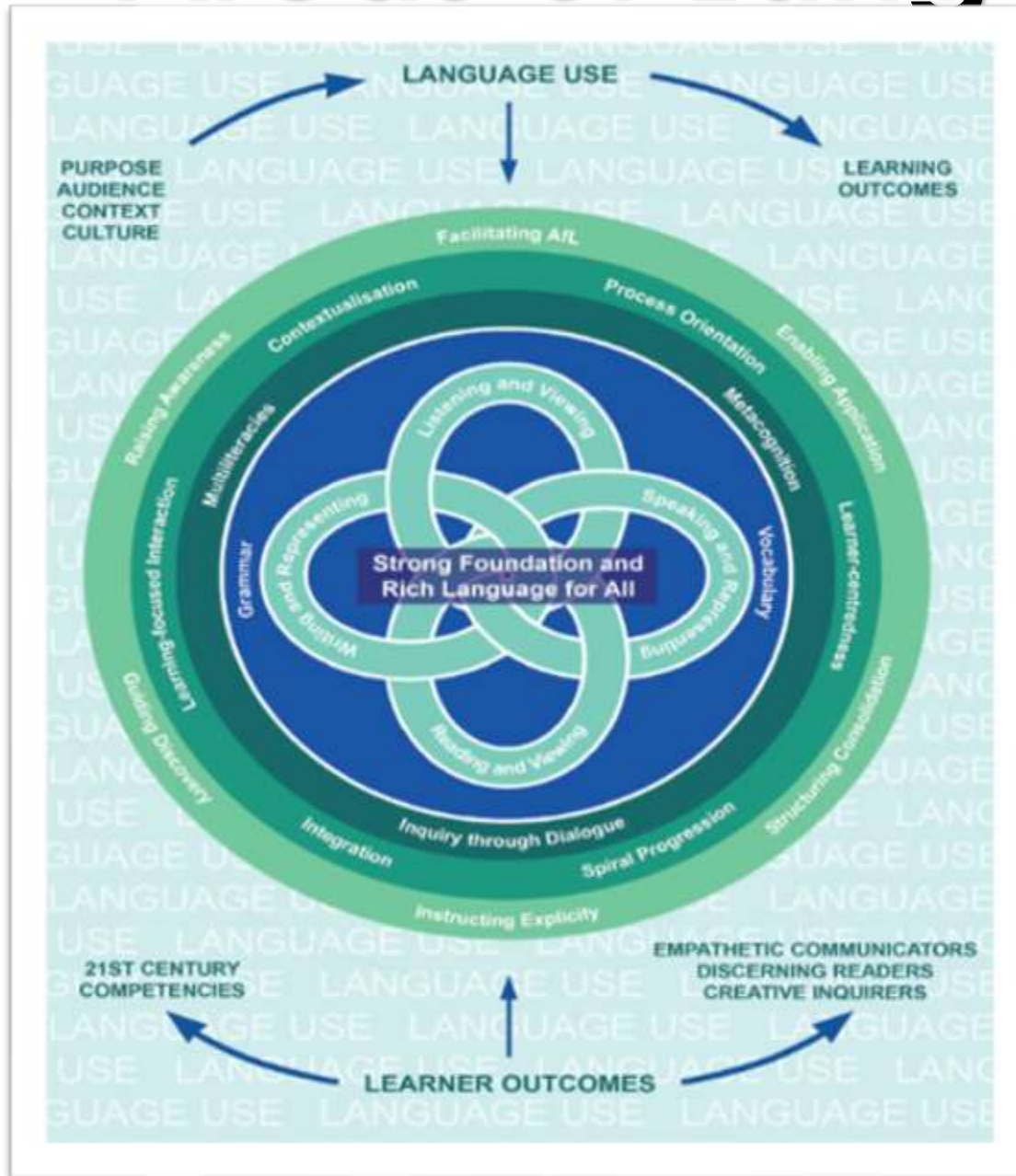
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## 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



# An Overview

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



# Shared Book Approach (SBA)

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



Primary 2

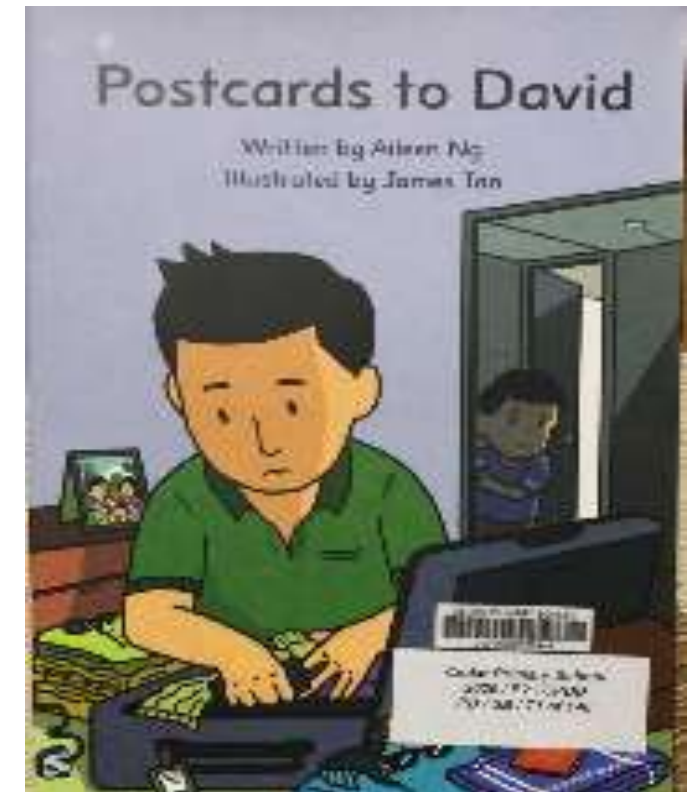
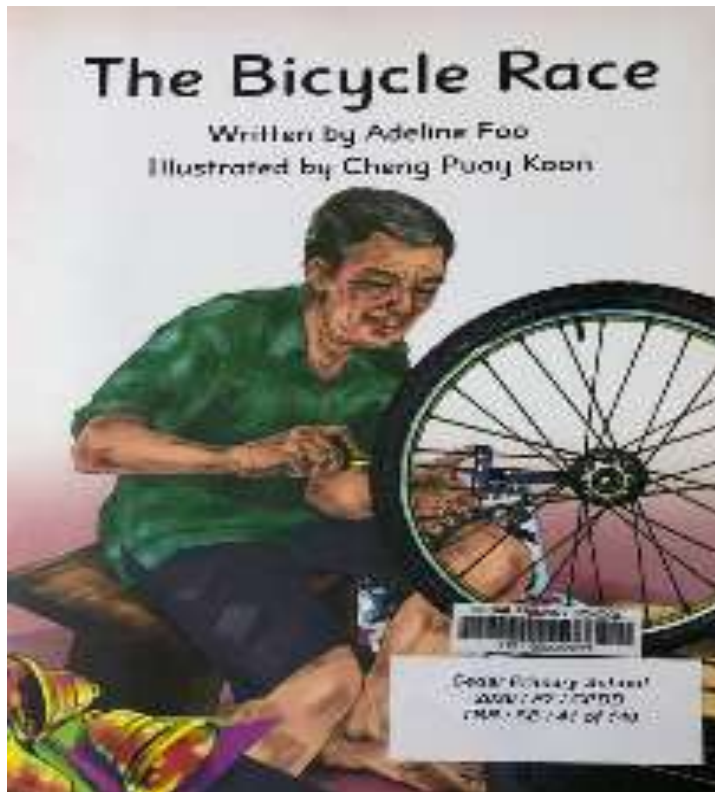
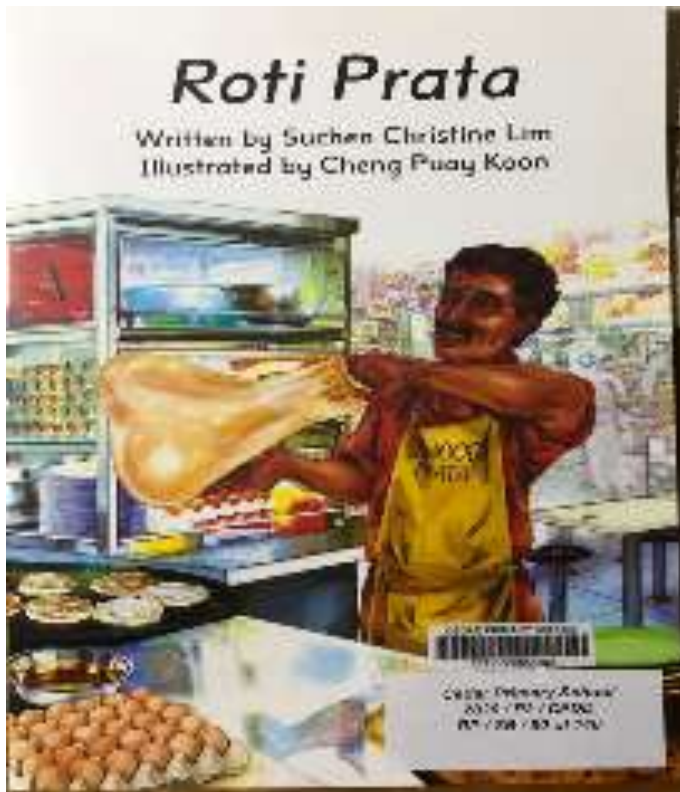
Term 1	Term 2	Term 3	Term 4
Chicken Rice	A Butterfly is Born	Magnetic Max	Willy and Hugh
Bad Dreams	Life in a Shell	A Snake in the Garden	Postcards to David
Mr Gumpy's Outing	The Grawl	The Feast	The Bicycle Race
A Day in the Kitchen with Grandma	Roti Prata		



# Shared Book Approach (SBA)

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





# Shared Book Approach 2

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The teacher then explicitly teaches word identification and reading skills, vocabulary, grammar, language structures and the concepts of print.

Oracy LSL2

Day: \_\_\_\_\_ Date: \_\_\_\_\_

We Are Learning To (WALT): I can act out and identify details to a short audio interaction.

Listen to the conversation between Malik and Tim.

1. Put a tick in each box to show the food and drinks which Malik and Tim ordered in the end.

Malik	Tim
egg noodle	orange juice
noodle bowl	milk
noodle bowl	milk
egg noodle	mineral water
noodle bowl	orange juice
noodle bowl	mineral water

Oracy

Grammar LSL4

Refer to page 4 of My Grammar Handbook

Day: \_\_\_\_\_ Date: \_\_\_\_\_

We Are Learning To (WALT):

1. identify proper nouns
2. use capital letters for proper nouns

Identify the proper nouns. Rewrite the sentences and use capital letters for the proper nouns.

1. singapore is a clean country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. mr/low likes to eat crunchy apples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grammar

Vocabulary LSL1

Day: \_\_\_\_\_ Date: \_\_\_\_\_

We Are Learning To (WALT): use words and phrases related to fear.

Revis classmate, Lee Min, had a bad dream. Read the passage below and fill in each blank with a word from box.

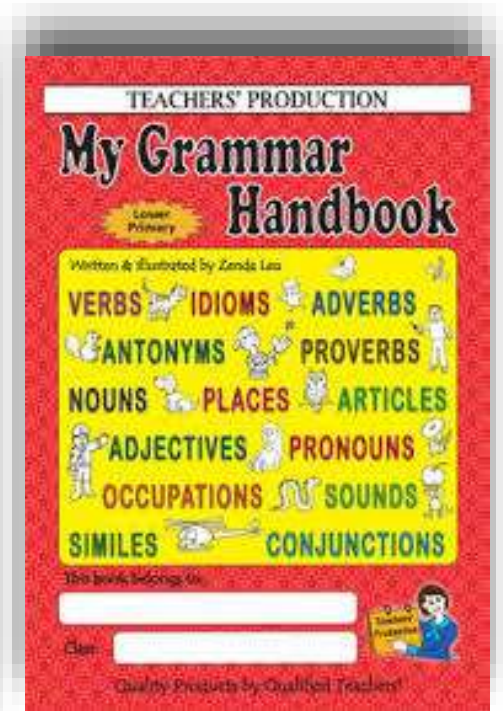
afraid	begged	fear	fright
loud	monster	open	

One night, Lee Min had a bad dream. In her dream, a big and tall (1) \_\_\_\_\_ wanted all her sweets. The monster was pink and purple and its mouth was wide (2) \_\_\_\_\_.

Lee Min (3) \_\_\_\_\_ the monster not to take her sweets. She ran to her bed and (4) \_\_\_\_\_ under the blanket. Her heart was beating very (5) \_\_\_\_\_ and she hoped the monster would not be able to find her.

From then on, Lee Min has a (6) \_\_\_\_\_ of sleeping alone because she is (7) \_\_\_\_\_ that the sweets monster will look for her again. These days, Lee Min does not ask her mother for sweets anymore.

Vocabulary

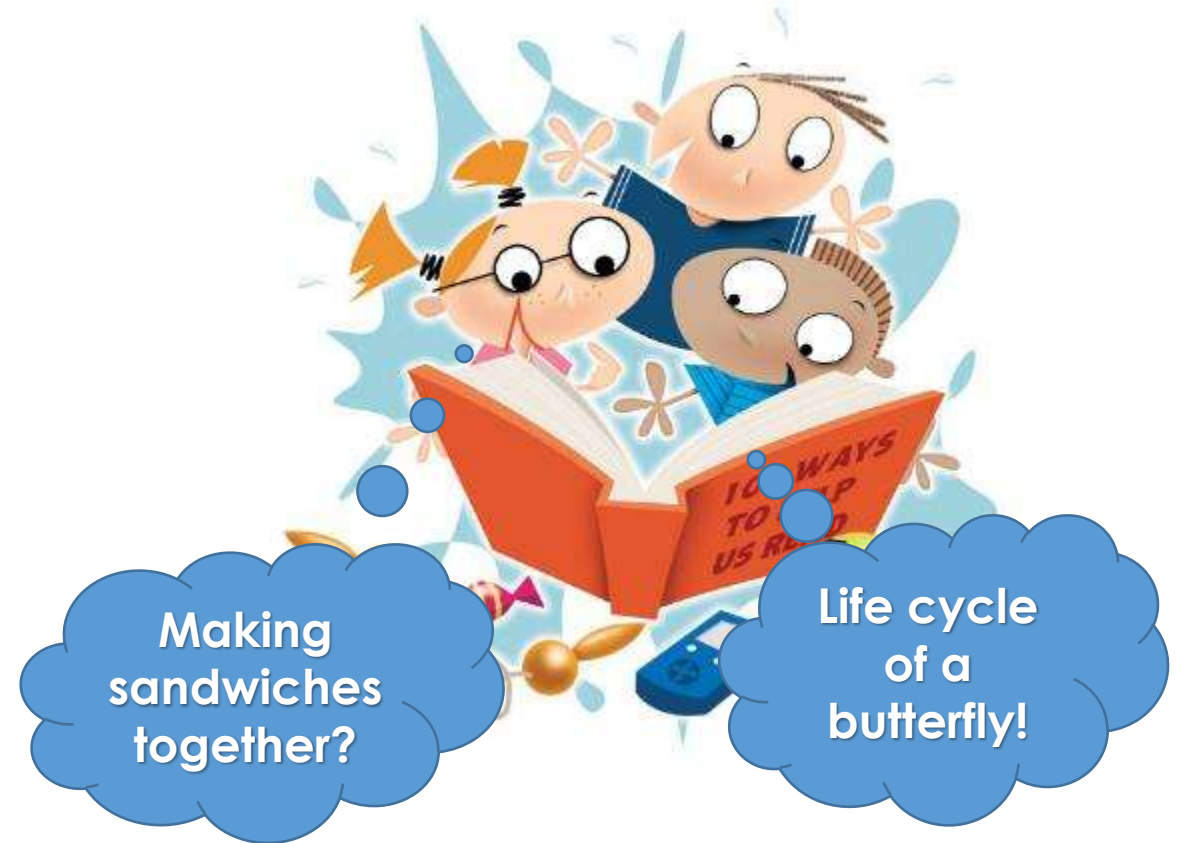




# Modified Language Experience Approach (MLEA)

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





# Modified Language Experience Approach (MLEA)

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The purpose of this shared experience is to **provide the context and content** for students to **think, talk and write** about.



# 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.



Students **explore** contemporary topics and **think critically** about their impact on local and global communities.

## 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?





# Listening, Reading & Viewing

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We alternate between library visits and our Structured Reading Programme (SRP) weekly to provide varied reading experiences.



# Speaking, Writing & Representing

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

- Penmanship
- Journal (14 entries for the year)
- Lessons using EdTech tools
- Spelling in context



# Journal Writing

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Journal writing encourages **authentic expression and creativity** in our students. We don't correct language errors, allowing students to focus on **developing their voice and confidence** as writers. Students also use journals to **reflect** on current affairs topics from our Tiny Red Dot programme.



# Lessons using EdTech tools

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

Literacy extends beyond traditional reading and writing to include digital, visual, critical, and cultural literacy. This helps to develop our students to be **critical thinkers and effective communicators** in our global society.



# Spelling in context

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

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

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

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Grammar / Vocabulary 1.52.3





Refer to pages 22-25 of My Grammar Handbook.

Day: \_\_\_\_\_ Date: \_\_\_\_\_

We Are Learning To (WALT):

- use and identify action verbs.
- use past tense for actions and events that are completed.





(A) Fill in each blank with a correct verb. Use the Word Search to help you identify and spell the verbs, if you need to.

- The worm \_\_\_\_\_ when I touched  it.
- My brothers and I \_\_\_\_\_ into the backseat of a small car last night.
- My dog \_\_\_\_\_ the birds when it was at the park.
- My baby brother \_\_\_\_\_ soundly last night. 
- Lee Ling \_\_\_\_\_ Father to buy her a rabbit lantern yesterday.
- Tom \_\_\_\_\_ to the supermarket with his mother this morning. 
- We \_\_\_\_\_ pizza at my birthday party. 

### WORD SEARCH

x	w	c	h	a	s	e	d
d	e	s	n	k	q	m	b
s	n	q	d	o	u	w	e
l	t	u	b	j	e	n	g
e	d	j	y	p	e	o	g
p	e	r	r	t	z	j	e
t	d	m	l	j	e	t	d
f	g	e	c	h	d	s	e
c	o	d	f	y	a	t	e

(B) Rearrange the letters in the brackets. Write the correct word in each blank.

- This bottle of jam is \_\_\_\_\_ (yasftt). I love it! 
- My mother packed a \_\_\_\_\_ (myyum) chicken sandwich for me. I shared it with my best friend. 
- I ate a \_\_\_\_\_ (cioudeli) piece of chocolate cake. 
- I do not like durian ice cream. It smells and tastes \_\_\_\_\_ (gusdisting). 

# P2 Learning Outcomes (EL) in HDP

## Examples (Evidence of Learning)

1. **Listen** attentively and **identify** relevant information.

Observations,  
Learning Sheets

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

Class/Group discussions,  
personal conversations

3. **Build on** others' ideas in the conversations or discussions respectfully.

4. **Read multi-syllabic words** accurately.

Shared Book Lessons,  
High Frequency Words  
Word Study Lessons

5. **Read aloud** Primary 2 texts (e.g. STELLAR texts) with **accuracy, fluency and expression**.

Observations during SBA,  
Oral Reading Passages,  
Learning Sheets

6. **Understand** Primary 2 texts (e.g. STELLAR texts) and are able to **identify the big ideas** in the texts and recall sequence of main events.

7. **Apply basic spelling strategies** using knowledge about **phonic elements** and **spelling** rules.

Spelling Practices

8. **Write short paragraphs** to recount appropriately sequenced **events**, describe **details**, and use **tenses** and **connectors accurately**.

Writing Activities  
(Learning Sheets)



# Support from Home

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**Getting Your Child to  
Love Reading**

# The Top Ten Benefits of Reading for Children

1. Their vocabulary is larger and more extensive.
2. They perform better academically.
3. Their imagination can run wild.
4. Their creativity skills develop.
5. They develop empathy.
6. They gain a deeper understanding of their world.
7. Their concentration levels improve.
8. The parent and child bond improves.
9. Their cognitive development is supported.
10. Their social skills and interaction improve.



# How to help your child read more regularly

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Establish a reading routine. (10-15 mins)

Provide your child with easy access to a wide selection of books.





# How to choose the right book?

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If he raises 0-1 fingers, the book is likely too easy and may not provide enough challenge for growth.

If he raises 2-3 fingers, the book is at just the right level - challenging enough to promote learning whilst remaining enjoyable.

If he raises 4-5 fingers, the book may be too difficult and could lead to frustration.

## **5 - FINGER RULE** Choosing the **RIGHT** book for me!



or



**Too easy.** 😞



**Just right!** 😊



**Too hard.** 😞



# Reading with your child

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- Talk about the cover of the book.
- Ask questions about the story as you read.
- Check understanding of new vocabulary.
- Discuss characters in the story.



# Suggested Activities after Reading

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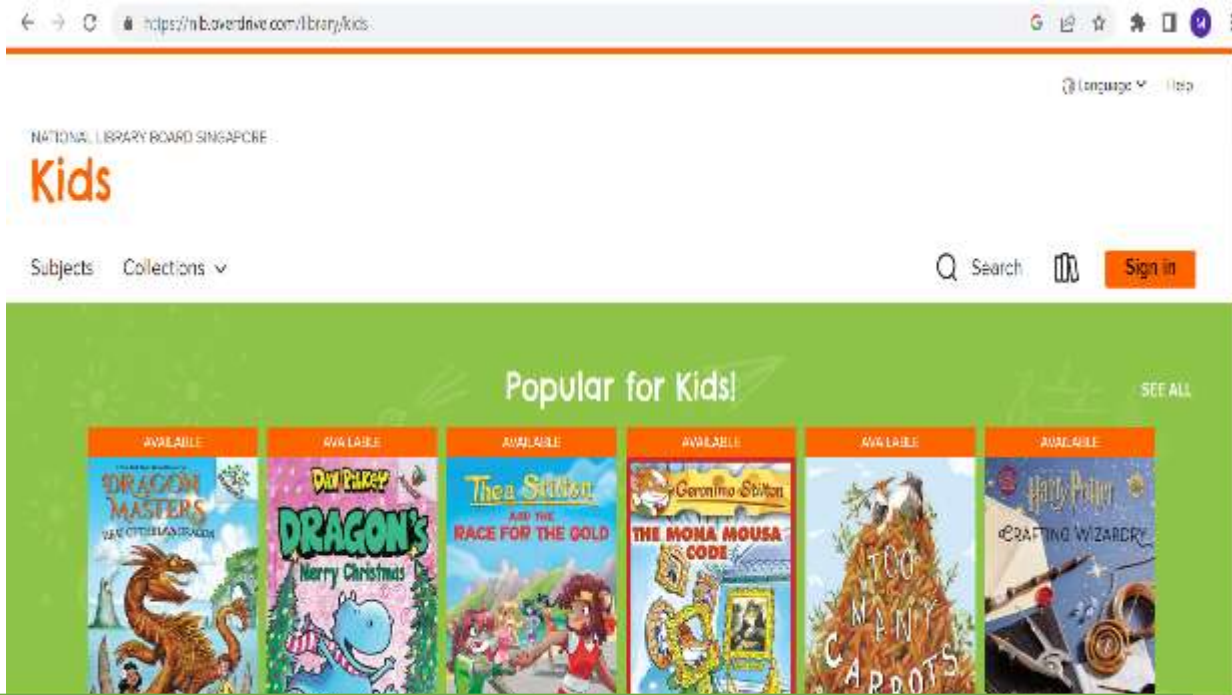
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Getting your child to give his/her opinion
- Draw / Role Play
- Make connections to their own experiences
- Create their own stories
- Explore similar topics
- Create simple memory games / sequencing activities



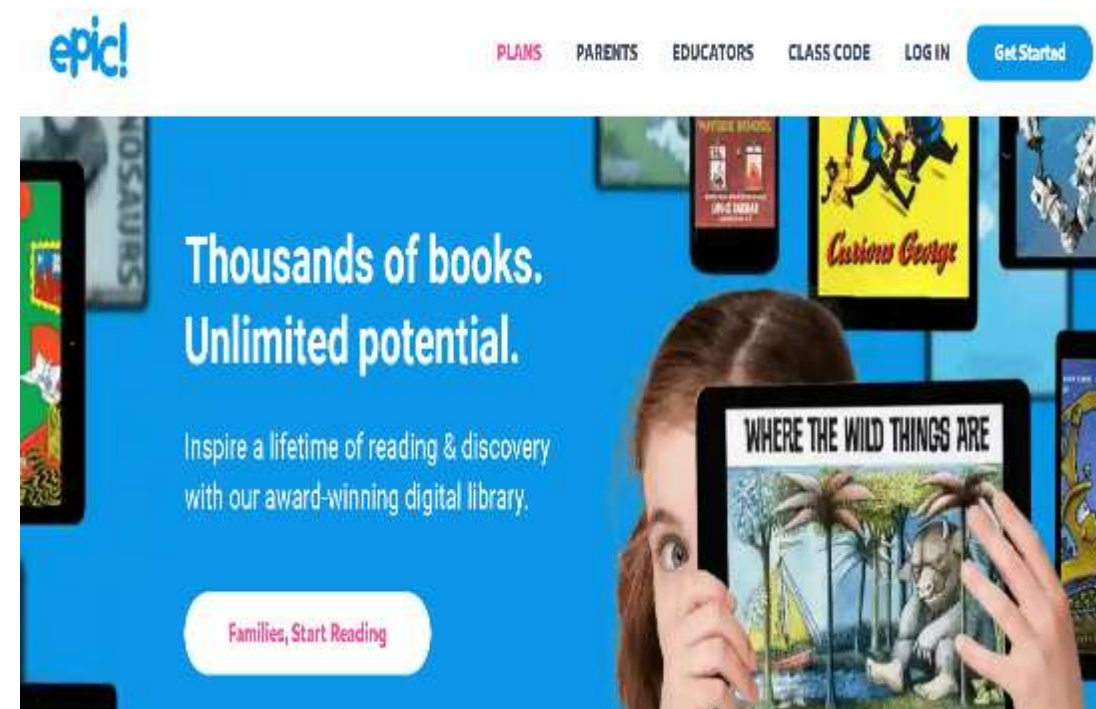
# Resources for Parents

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NLB Overdrive

<https://nlb.overdrive.com/library/kids>



Getepic

<https://kids.getepic.com/>



# **Critical, Adaptive and Inventive Thinking in Lower Primary Mathematics**

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**Primary 2**

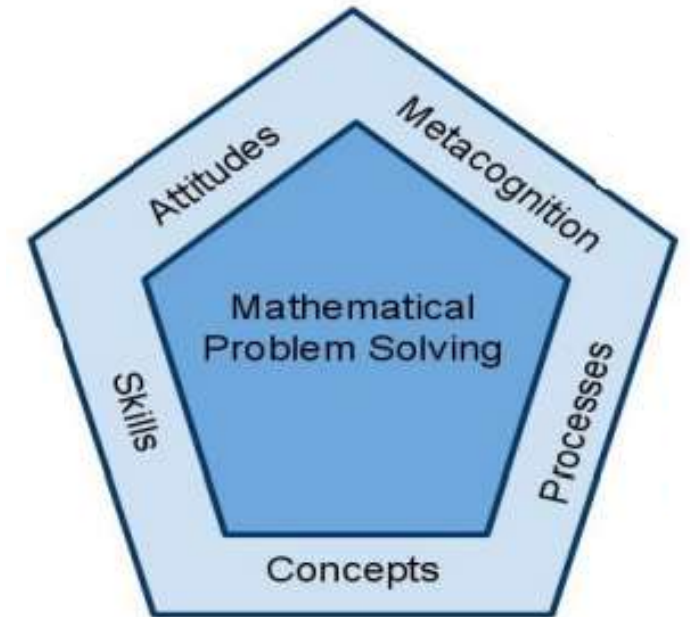


# Mathematics curriculum and key focus

*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

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

1. To develop critical mathematical processes that support the development of **21<sup>st</sup> 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.

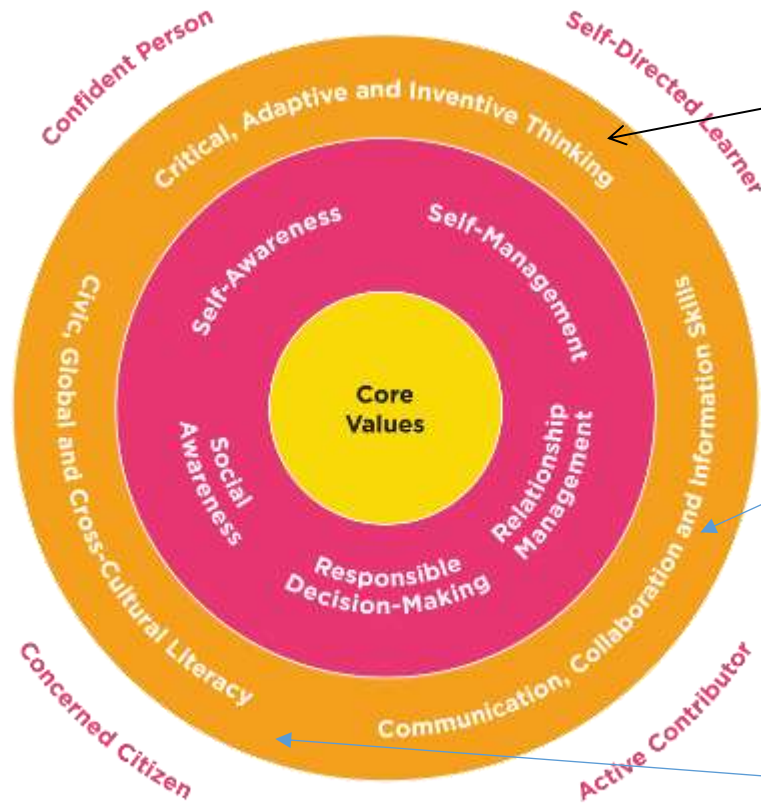
*MOE Primary Mathematics 2021 syllabus*

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



# Emerging 21<sup>st</sup> Century Competencies

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



Critical, Adaptive and Inventive Thinking

Communication, collaboration and information skills

Civic, global and cross-cultural literacy



# Critical, Adaptive and Inventive Thinking (CAIT)

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

CAIT are competencies relating to one's reasoning and thinking. They enable students to :

- ✓ Use **sound reasoning and metacognitive skills** for decision-making
- ✓ Generate interesting and useful ideas to address issues
- ✓ Manage complexities and ambiguities to adapt to changing contexts with agility.



# 6 CAIT Learning Goals

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

## Critical Thinking

1. Exercise **sound reasoning** and decision-making
  - students can explain with evidence their reasoning and decisions



# Critical, Adaptive and Inventive Thinking learning goals

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

## Critical Thinking

2. Use **metacognition** to enhance, monitor and regulate thinking
  - students can recount/ reflect relevant experience which they have learnt from.



# Critical, Adaptive and Inventive Thinking learning goals

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

## Adaptive Thinking

- 3. Assess different contexts** and situations in order to **make connections** and draw new insights
  - students can describe how a context or situation has changed by looking at similarities and/or differences.



# Critical, Adaptive and Inventive Thinking learning goals

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

## Adaptive Thinking

4. Manage complexities and ambiguities by **adjusting** one's **perspective and strategies**
  - students can explain their perspective and strategy for a context/ situation that they are in by understanding the use of different perspective / strategies



# Critical, Adaptive and Inventive Thinking learning goals

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## Inventive Thinking

5. **Explore possibilities** and generate novel and useful ideas.
  - students can generate ideas that may involve replicating existing ideas to respond to an issue or challenge, to modify and explore different pathways.



# Critical, Adaptive and Inventive Thinking learning goals

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

## Inventive Thinking

- 6. Evaluate and refine ideas** to formulate novel and useful solutions
  - students can shortlist their ideas based on simple justifications, to evaluate and refine based on self-determined criteria or strategies.



# How does this work?

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Let's look at a few story sums to see how this can happen.

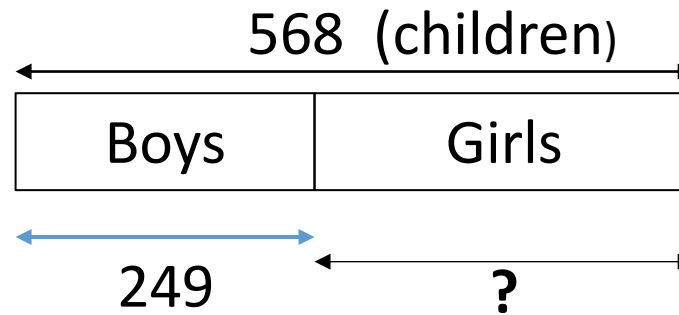
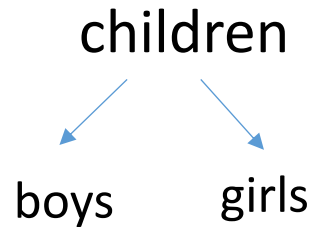
Model diagrams are used to help represent the information visually.



# P2 Word Problem Example

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There are 568 children at a sports carnival. 249 are boys and the rest are girls. How many girls are there? (2A PB pg 52 Q3)





# Same or different?

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Let's look how the placement or choice of words used in a word problem can change the thinking process in working out the solution. These are examples of comparison word problems.

The following names or words will appear in the word problem:

- Anna
- Mimi
- more/fewer than



# *More than* means add (+) ?

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Alice baked 100 cupcakes.  
Mimi baked 30 cupcakes **more than**  
Alice.  
How many cupcakes did Mimi bake?

Alice baked 100 cupcakes.  
Alice baked 30 cupcakes **more than**  
Mimi.  
How many cupcakes did Mimi bake?

Between Alice and Mimi, who has more?

Do I add since the word “more” is in the word problem?



# Fewer than means subtract (-) ?

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

Alice baked 100 cupcakes.  
Mimi baked 30 cupcakes **fewer than**  
Alice.  
How many cupcakes did Mimi bake?

Alice baked 100 cupcakes.  
Alice baked 30 cupcakes **fewer than**  
Mimi.  
How many cupcakes did Mimi bake?

Between Alice and Mimi, who has fewer?

Do I subtract since the word “fewer” is in the word problem?



# Open-ended word problem

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Task:

- 1) To use the given information to complete the story sum.
- 2) Draw the model.
- 3) Write the equation and work out the answer.

fewer	10	20	30
more	40	50	60

(A) Mrs Ting bought \_\_\_\_\_ bottles of milk.

She bought \_\_\_\_\_ bottles of juice.

She has \_\_\_\_\_ bottles of milk and juice altogether.

Milk

Juice

$$\square \circ \square = \square$$

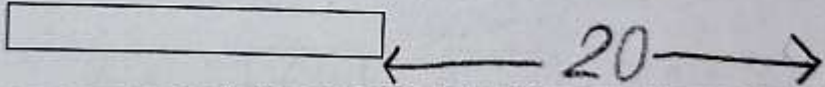



# Student A

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fewer	10	20	30
more	40	50	60

(A) Mrs Ting bought 10 bottles of milk.  
She bought 20 more bottles of juice.  
She has 40 bottles of milk and juice altogether.

Milk   
Juice 

$\boxed{10} \oplus \boxed{30} = \boxed{40}$

This student is able to correctly put the chosen numbers into the model diagram.

The correct working and the correct answer is given.



# Student B

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

(A) Mrs Ting bought 30 bottles of milk.  
She bought 50 more bottles of juice.  
She has 80 bottles of milk and juice altogether.

Milk 30

Juice 50

$50 + 30 = 80$

5  
+ 3  
—  
8

The 50 more bottles of juice represents the greater number of bottles of juice.

50 is **more** than 30.

The diagram shows this, so the answer is reasonable.



# Student C

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A handwritten student work on a light-colored background. At the top, there is a hand-drawn cloud-like shape containing a table with two rows and four columns. The first row is labeled 'fewer' and contains the numbers 10, 20, and 30. The second row is labeled 'more' and contains the numbers 40, 50, and 60. Below the table, there are three sentences with handwritten answers in the blanks:

Mrs Ting bought 60 boxes of pencils.

She bought 20 fewer boxes of eraser.

She has 40 boxes of pencil and erasers altogether.

This student clearly does not understand the concept of **fewer**.

To give a smaller value for **altogether** shows that there is poor understanding of comparison between 2 values.



# Student D

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Mrs Ting bought 60 boxes of pencils.

She bought 10 more boxes of eraser.

She has 70 boxes of pencil and erasers altogether.

In this example, the 10 more is not used as a comparison but as an additional 10 items.

Without a visual representation, we are not sure of the intended value of each item. This show the power of model diagrams.



# A few ways to encourage student thinking

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- Think aloud
- Encourage discussion
- Use stories and real-life scenarios
- Use visuals – hands-on, draw, act out
- Allow mistakes – have a Growth Mindset



# Conclusion

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Let's aim for progress,  
not perfection.

“Education is not the learning  
of facts but the training of the  
mind to think.”

Albert Einstein





# Mother Tongue Languages

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Primary 2



# PURPOSE & GOALS OF MTL LEARNING

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The purpose of MTL learning is to support and enable every student to achieve their highest potential, through fostering:

- **Communication**
- **Culture**
- **Connection**

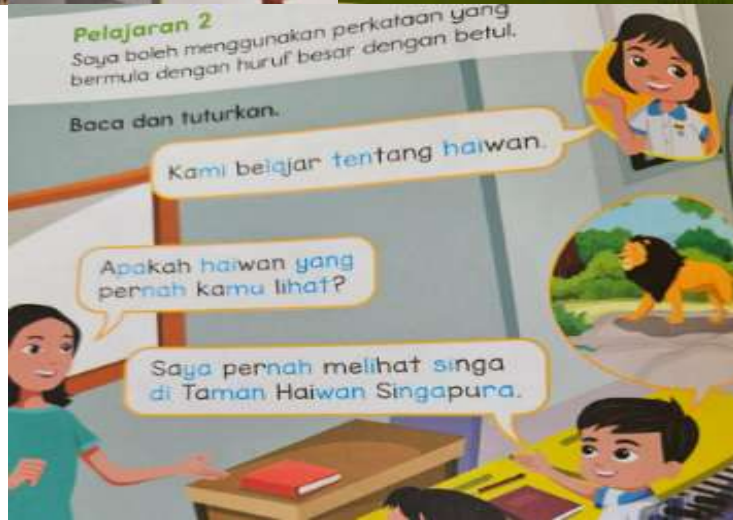




# Communication

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

- Develop students' proficiency and ability to communicate using MTL in their daily lives.
- Instil in students' the willingness and confidence in using the language for effective communication.



# Culture

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



- Understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.



# Connection

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



- Connect with the different communities in Asia who speak that language and share the same culture.
- Develop cross-cultural awareness and competency.



# CURRICULUM FOCUS

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

## **Listening**

Able to listen attentively to spoken content related to daily life, understand and identify main ideas.

## **Speaking**

Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 and/or Primary 2 texts.



# CURRICULUM FOCUS

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

## Reading

- Recognise characters/letters and words in Primary 1 and 2 texts.
- Read aloud with accuracy and appropriate pronunciation.
- Show understanding of texts read.
- Identify key ideas with teacher support.



# CURRICULUM FOCUS

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

## Writing

Construct simple sentences, write words and phrases about everyday situations with guidance.

## Spoken Interaction Skills

- Communicate in simple conversations.
- Ask and respond to simple questions about familiar topics and daily needs.



# PROGRAMME HIGHLIGHTS

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

## **Higher Mother Tongue (CL/ML/TL) selection at end of P2**

- Selection based on students' end-of-year academic performance
- Targets the top 20% of the cohort ( who can meet higher curriculum demands)

(2-year curriculum. No more selection at P3 and P4)



# CULTURE -MTL FORTNIGHT (Term 2 Weeks 2 and 3)

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Student's participation in various activities

Appreciation of their own MTLs, Culture and Traditions





# ONLINE RESOURCES (MTL)

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## Student Learning Space (SLS)

- Log in to the SLS by scanning the QR code provided in each unit.
- Interactive picture books available.



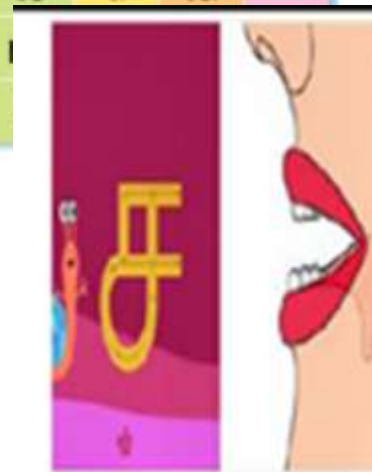


# ONLINE RESOURCES (MTL)

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



	a	o	e	i	u
b	ba	bo	-	bi	bu
p	pa	po	-	pi	pu
m	ma	mo	me	mi	mu
f	fa	fo	-	-	fu
	a	e	i	u	ü
d	da	de	di	du	-
	ta	te	ti	tu	-
	na				
	la				



- Content on the SLS includes videos, texts and games.
- In accordance with the vocabularies learnt in the 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



Provide ideas, suggestions and tips



# FOR PARENTS AND GUARDIANS

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

- Watch suitable TV programmes or news
- Tune in to the radio

Spoken Interaction

Listening

Reading

- Bring a MT book every Friday for “Books to Bell”
- Visit the library and read MTL books with child

Speaking

Writing

Written Interaction

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

- Speak to your child in MTL whenever possible
- Have regular conversations

Set Incremental and Achievable goals with your child



# PE, Art & Music (PAM)

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Primary 2



# Physical Education (PE)

Primary 2



# 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**

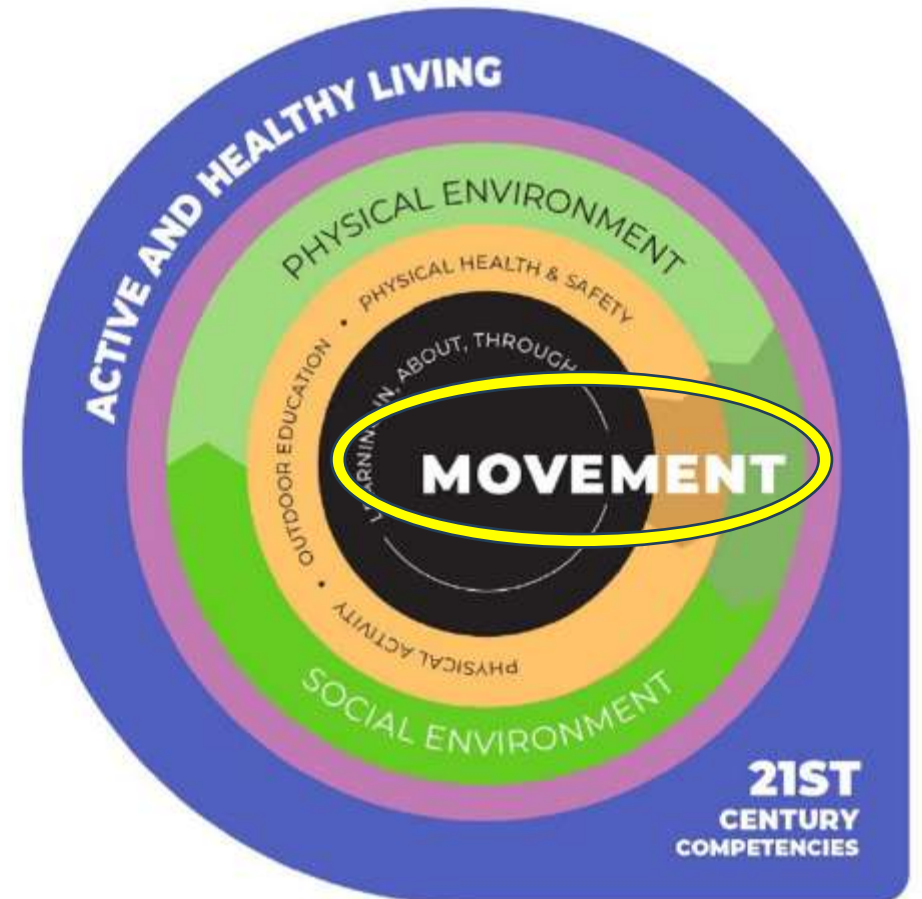


Figure 2. Physical Education Curriculum Framework



# Goals of Physical Education

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

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



# P2 PE Learning Areas

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

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



# P2 PE Learning Outcomes

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

Learning Area	Learning Outcomes
Games and Sports	Demonstrate a range of motor skills in catching, <b>dribbling</b> , and striking a variety of objects.
Gymnastics	Perform a gymnastic sequence of two different movements with smooth transition, and <b>different start and end body positions</b> .
Dance	Perform a pre-designed movement experience ' <b>Ode to Joy</b> ', and repeat with modifications to timing (i.e. <b>mirror, match, lead/follow</b> ).
Outdoor Education	Move to landmarks in school safely and confidently, and apply knowledge about <b>weather conditions and their effects on oneself</b> .
Physical Health and Safety	Demonstrate good health practices ( <b>oral care and disease prevention</b> ) and habits (make healthier food choices), and participate in regular physical activities.
	Acquire a range of safety practices while playing, using the road, and <b>in public places</b> .



# 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)





# A glimpse at the P2 PE learning experiences

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



Outdoor Education – orientating pictorial chart to match symbols to the legend



Games & Sports – dribbling with single-hand with control and running movement



Dance – performing to 'Ode to Joy'



# What P2 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, 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.



# For Snack Time at 11.30am

Eating a snack is not compulsory

## Healthy Snacks

- Fruit
- Nuts
- Crackers
- Biscuits
- Sandwich





# Physical Health & Safety PG Messages

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*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.

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# SPORTS EXPOSURE PROGRAMME (SEP) @ CEDAR PRIMARY

## SKIPPING (P2)

## TERM 2

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Photo for illustration purpose



# Art

Primary 2





# The 21st Century Art Learner

Art Syllabus Teaching and Learning Guide For Primary Schools

Our Vision!

The 21CC Art Learner

## 21<sup>st</sup> 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

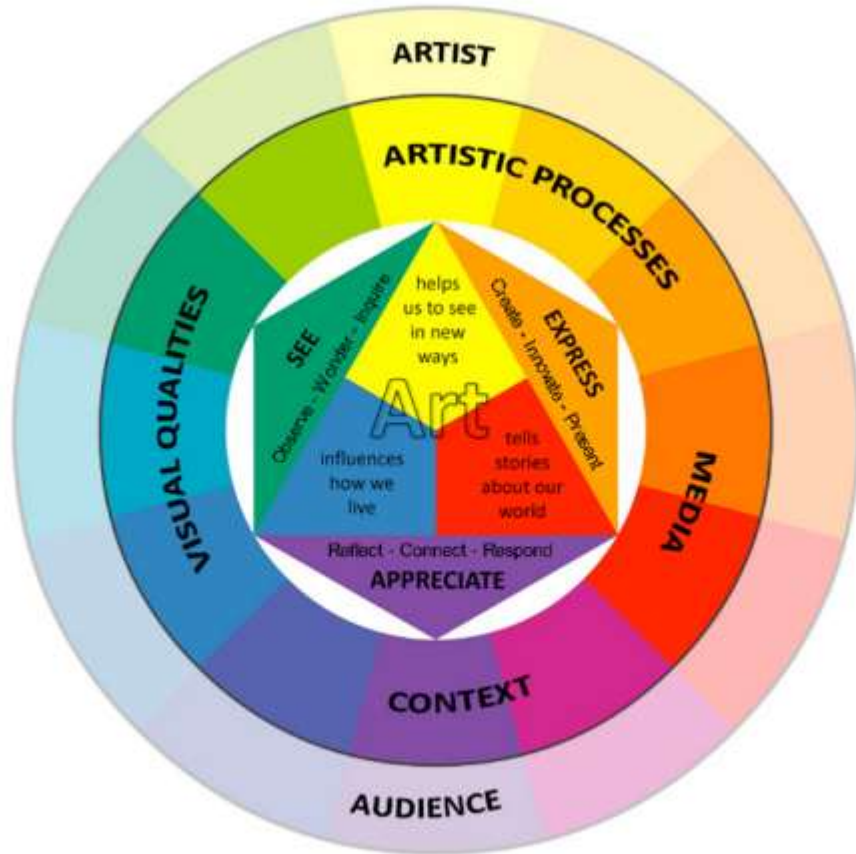
and

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



# Primary Art Syllabus Framework

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



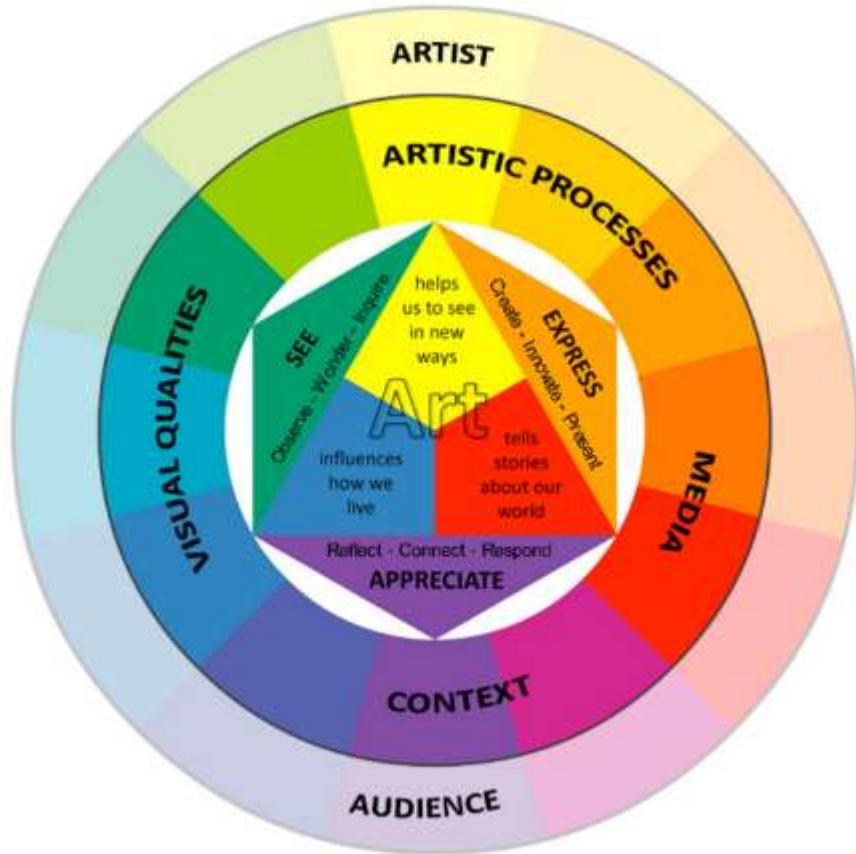
The three Big Ideas at the heart of the syllabus framework frame the three Learning Domains of **see**, **express** and **appreciate** that present learning opportunities for students to develop the Key Competencies of **observe-wonder-inquire**, **create-innovate-present**, and **reflect-connect-respond**.

Figure 3: Primary Art Syllabus Framework



# Primary Art Syllabus Framework

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



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.

Figure 3: Primary Art Syllabus Framework



# P2 Learning Outcomes

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

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



# 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><b>Art Content</b> comprising four key components namely <i>Context, Artistic Processes, Visual Qualities and Media</i></p>	<p><b>Art-related Behaviours</b> articulated in the learning domains namely <i>observe, wonder, Inquire, create, innovate, present, reflect, connect and respond</i></p>
<p><b>Values and attitudes</b> 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"> <li>• Work in progress</li> <li>• Documentation of process e.g. Sketches Photographs Visual journals Written ideas</li> <li>• Documentation of Presentation e.g. Artist talk; Show-and-tell; Exhibition</li> <li>• Final artwork</li> <li>• Reflection</li> <li>• Participation in oral discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Rubrics</li> <li>• Checklist</li> <li>• Rating Scale</li> </ul>	<p><u>Four-step process</u></p> <ul style="list-style-type: none"> <li>• <b>Collect</b> items (artefacts, evidence) for the portfolio;</li> <li>• <b>Select</b> items that demonstrate competencies and achievements, aligned to the learning objectives of the art curriculum;</li> <li>• <b>Reflect</b> on the item selected to articulate their thinking, demonstrating learning derived from the experiences; and</li> <li>• <b>Connect</b> art learning with personal, community and cultural experiences.</li> </ul>



# P2 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	Singapore Past, Present and Future	The World and Region We Live In	<b>Core Drawing Module</b>
<b>The View from My Window</b>	<b>In My Neighbourhood</b>	<b>Interesting Things about Animals</b>	
Drawing and Painting	Drawing and Painting	Batik Painting	



# MUSIC

Primary 2

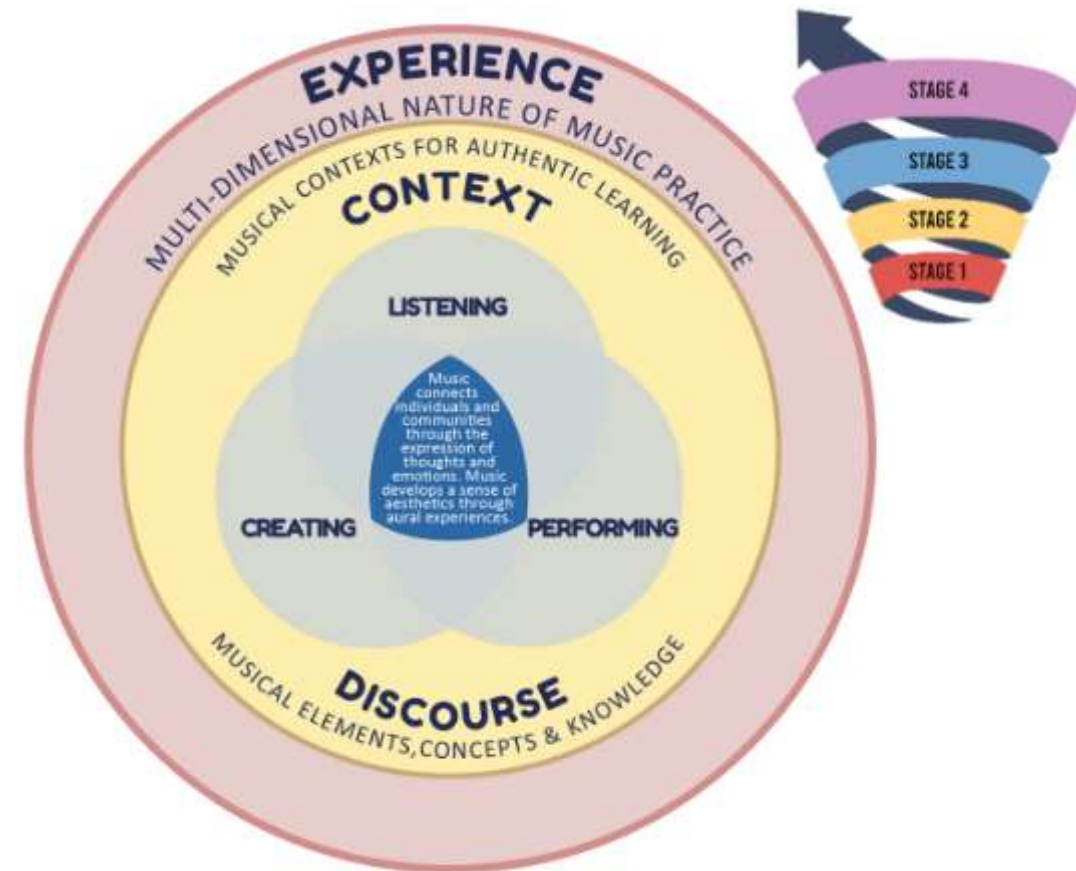


# Music Syllabus

*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

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*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

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*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 21<sup>st</sup> Century Competencies such as creativity, collaborative and critical thinking skills.



# A glimpse of the music learning experience

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



P2 students collaborating to produce a tune with xylophone.



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



# Encouraging your children to appreciate the Arts

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

- **Focus on Enjoyment**

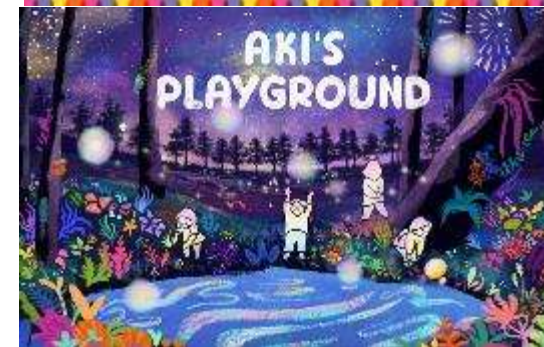
Your children like to have fun, so they are more likely to learn more if they enjoy the activity they are doing.

- ✓ 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!**





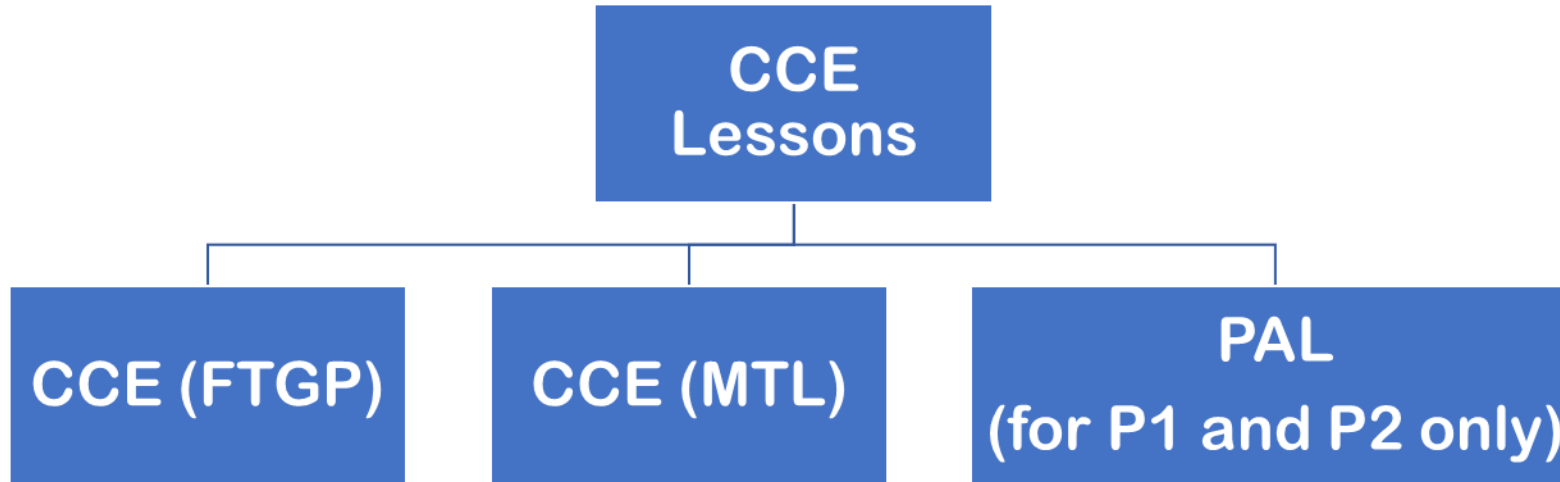
# Programme for Active Learning (PAL)

Primary 2



# 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.



# 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



# P2 Learning Outcomes (LOs)

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

## Knowledge LOs

### **Working together**

- Understand the importance of working together
- Know that people have different ideas and there can be disagreements in working together

## Skills LOs

### **Interpersonal Communication**

- Manage disagreements through appropriate words and actions that demonstrate respect to others and their ideas
- Share our feelings, thoughts and views appropriately and respectfully with others
- Use respectful ways to put different ideas together effectively to complete group tasks

### **Self-reflection**

- Reflect on how respectful speech and behaviours make receivers feel



# Your child's experience in 2026



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

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



# P2 – Learning SEL skills through Performing Arts

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



Students learn to disagree respectfully and ask for help when working on a group task such as rewriting the lyrics for a nursery rhyme.



Students worked together to create a performance. They learnt to work cooperatively together in an authentic situation.



# P2 – Learning SEL skills through Outdoor Education

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



Students share their feelings, thoughts and views respectfully with others while learning to identify key landmarks in a school map.



Students cooperate and work together to find a solution in an authentic situation to build an outdoor shelter.

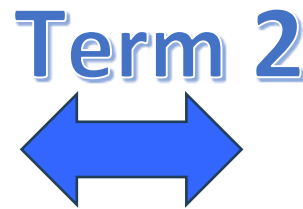


Students learn to express their gratitude when receiving help from their peers through their first aid experience.



# Other School Programmes

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





# Co-Curricular Activities (CCAs) Try-Outs

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Primary 2



# P2 CCA Try-outs (Term 4)

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

- Co-Curricular Activities (CCAs) are an **integral** part of the school experience. While participation in CCAs in primary school is not compulsory, students are strongly encouraged to join one. At Cedar Primary, CCAs are offered from P3.
- The school organises P2 CCA Try-outs to provide the P2 students with an authentic preview of the various CCAs offered in the school through hands-on activities.
- It is hoped that parents/guardians will be able to make informed decisions together with their children/wards when selecting their CCA during the CCA Registration Exercise in Term 4.





# Direct School Admission for Secondary School (DSA-SEC)

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

## Who is it meant for?

- Primary 6 students, who can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas.

## Should parents start preparing their child for DSA at P1?

- Let your child enjoy the broad-based school programmes while he/she explores and discovers his/her interests, strengths and talents at P1 and along the way.
- Go for CCA Try-out at P2 and join a CCA at P3!



Thank You

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