



義安公司主辦 義安小學

NGEE ANN PRIMARY SCHOOL

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7 January 2022

Dear Parents/Guardians,

P1 Updates (1/2022)

We would like to take this opportunity to thank you for your support in helping your child/ward manage the transition into primary school. We would also like to recommend parents/guardians to refer to our Student Handbook for more information on Primary School education in Ngee Ann Primary School.

1. P1 Form Teachers

Please refer to the table below for the names and emails of the Form Teachers.

Assistant Year Head (Lower Primary) : Mdm Noreeni Ismail (noreeni_ismail@moe.edu.sg)		
Class	Form Teachers	
1 Unity	Mdm Azizah Bte Jumat <i>azizah_jumaat@moe.edu.sg</i>	Miss Liu Mengkuan <i>liu_meng_kuan@moe.edu.sg</i>
1 Respect	Mdm Ang Leng Hwee Angela <i>ang_leng_hwee@moe.edu.sg</i>	Mdm Kartini Abdul Hamid <i>kartini_abdul_hamid@moe.edu.sg</i>
1 Honesty	Mdm Chan Siew Leng <i>chan_siew_leng@moe.edu.sg</i>	Mdm Siti Shafarina Binte Abdul Aleem <i>siti_shafarina_abdul_aleem@moe.edu.sg</i>
1 Love	Ms Christine Chua Swee Cheng <i>christine_chua_swee_cheng@moe.edu.sg</i>	Mdm Beh Choo Kim <i>beh_choo_kim@moe.edu.sg</i>
1 Joy	Mrs Alice Lim Mei Lian <i>lim_mei_lian_alice@moe.edu.sg</i>	Mdm Noreeni Bte Ismail <i>noreeni_ismail@moe.edu.sg</i>
1 Tenacity	Ms Gao Xiaodong <i>gao_xiaodong@moe.edu.sg</i>	Ms Angeline Cheah <i>cheah_siew_yin_angeline@moe.edu.sg</i>
1 Care	Ms Hannah Yeo Shih En <i>hannah_yeoh_shih_en@moe.edu.sg</i>	Mrs Looi-Tan Lee Ling <i>looi-tan_lee_ling@moe.edu.sg</i>
1 Kindness	Mr Chan Sin Liang <i>chan_sin_liang@moe.edu.sg</i>	Mdm Mastura Binte Noordin <i>mastura_noordin@moe.edu.sg</i>

2. English Language

The English Department adopts STELLAR (STrategies for English Language Learning And Reading) to engage students in the learning of English. They learn critical life skills of listening, speaking, reading and writing in English. To promote the love for reading, Extensive Reading programme was initiated to provide a platform for students to articulate their viewpoints during class discussion.

3. Mother Tongue Languages

During Mother Tongue Language lessons, opportunities for listening and speaking are created to encourage students to express themselves. Through active participation in classroom activities, students will find learning more meaningful and develop a strong foundation in oral communication. Parents and students can access learning materials via Student Learning Space <https://vle.learning.moe.edu.sg/> to enhance students' learning.

All P1 students taking Chinese Language will be given a subscription of ezhishi.net teaching and learning resources. Besides online resources, students will also receive a hard copy of the Chinese Magazine.

4. Mathematics

The key focus for lower primary Mathematics is to develop students' numeracy skills so as to provide a strong foundation in various Mathematical concepts. Students will be able to apply the numeracy skills in their daily life and other related disciplines. Our Mathematics programme includes the following:

- Mathematics journal to allow students to show their understanding of a particular Mathematical concept through writing and drawing.
- The use of various concrete objects and measuring instruments to learn a skill or a Mathematical concept through performance tasks.
- Game-based lessons to allow students to develop critical thinking skills through games.

5. P1 Curriculum Briefing

A curriculum briefing for parents/guardians has been scheduled tentatively on 26 January 2022. More details will be provided at a later date.

6. Holistic Assessment

With effect from 2019 in line with the recommendations from MOE, weighted assessments for Primary 1 and Primary 2 students have been removed to focus more on building students' confidence and intrinsic motivation to learn at an early stage. The aim is to achieve a better balance between the acquisition of knowledge and the development of skills and inculcation of values, especially at P1 and P2 levels.

The progress of students' learning will be captured through different assessment modes such as performance tasks and written assignments. Your child/ward will receive the Holistic Development Profile at the end of each semester.

Please take note of the Learning Outcomes (LO) for the various subjects in Semester 1 and 2. There will be 3 levels of qualitative descriptors to report students' learning progress for each learning outcome in the Holistic Development Profile (HDP).

Qualitative Descriptors	Remarks
Competent	Able to understand and apply learning almost all the time
Developing	Able to understand and apply learning some of the time
Beginning	Able to understand and apply learning with support

Learning Outcomes for Primary 1

Subject	Semester 1	Semester 2
English Language	<p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen attentively and follow simple instructions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Speak clearly to express their thoughts, feelings and ideas. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately.) • Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). <p><u>Writing</u></p> <ul style="list-style-type: none"> • Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen attentively and follow simple instructions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Follow communication etiquette such as taking turns and using appropriate eye contact and volume in conversation or discussions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression. • Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

<p>Mother Tongue Languages</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Listening attentively to short, simple spoken content related to daily life. <p><u>Speaking and Spoken interaction</u></p> <ul style="list-style-type: none"> ● Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Recognise characters taught in Primary 1 (CL). / Recognise words taught in Primary 1(ML)/ Recognise letters and words taught in Primary 1 (TL). <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Write words, phrases and simple sentences about daily life with guidance (CL/ML). / Write words and simple phrases with guidance (TL). 	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● Listening attentively to short, simple spoken content related to daily life. <p><u>Speaking and Spoken interaction</u></p> <ul style="list-style-type: none"> ● Ask and/or respond to simple questions related to daily life. <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Read aloud Primary 1 texts with accuracy. ● Understand Primary 1 texts and are able to identify some details with guidance. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Write words, phrases and simple sentences about daily life with guidance (CL/ML). / Write words and simple phrases with guidance (TL).
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Understand numbers up to hundred. ● Understand addition and subtraction. ● Add and subtract numbers. ● Identify, name, describe and sort shapes. ● Read and interpret picture graphs. 	<ul style="list-style-type: none"> ● Add and subtract numbers. ● Understand multiplication and division. ● Tell time to 5 minutes. ● Measure and compare lengths of objects.
<p>Art</p>	<ul style="list-style-type: none"> ● Identify simple visual qualities in what they see around them. ● Ask questions about what they see. ● Draw from their imagination and observation. ● Share their imagination, thoughts and feelings through art making. 	<ul style="list-style-type: none"> ● Play with a variety of materials and tools to make art. ● Show interest in looking at a variety of artworks. ● Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.

Physical Education	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> ● Perform a gymnastic sequence of two different movements with smooth transition. <p><u>Dance</u></p> <ul style="list-style-type: none"> ● Perform a structured dance to the music “Chan Mali Chan” and repeat with modifications to timing (i.e. unison, take turns). <p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> ● Move across a variety of ground surfaces in a familiar environment safely and confidently. <p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> ● Acquire a range of personal safety practices in school, at home and when using the road. <p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> ● Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene. 	<p><u>Games and Sports</u></p> <ul style="list-style-type: none"> ● Demonstrate a range of motor skills in rolling, catching and throwing a variety of objects. <p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> ● Move across a variety of ground surfaces in a familiar environment safely and confidently. <p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> ● Acquire a range of personal safety practices in school, at home and when using the road. <p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> ● Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV protection) and hygiene.
Music	<ul style="list-style-type: none"> ● Perform Music in both instrumental and vocal settings, individually and in groups. ● Create Music in both instrumental and vocal settings, individually and in groups. ● Listen and respond to Music. 	<ul style="list-style-type: none"> ● Perform Music in both instrumental and vocal settings, individually and in groups. ● Appreciate Music from local and global cultures. ● Understand musical elements and concepts.
Social Studies	<ul style="list-style-type: none"> ● Recognise that everyone is unique. ● Describe people, places and events by making careful observations, with teacher guidance. ● Ask questions to learn more about self, people and places. 	<ul style="list-style-type: none"> ● Identify the different roles that students play at home, in class and in school. ● Share thoughts and feelings with group members, with teacher guidance. ● State ways to help people and care for the places around them.

7. Edusave Merit Bursary

In line with the removal of all weighted assessments for Primary 1 and Primary 2 students, MOE has revised the academic criteria for Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA) at the lower primary levels. P1 Singaporean students in Government and Government-aided schools can be nominated by teachers for EMB if they consistently demonstrate positive learning dispositions such as diligence, curiosity, collaboration and enthusiasm, and good conduct in the course of the year.

For more details, please visit:

<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>

8. Lunar New Year Celebration

The school will be having the Lunar New Year Celebration on Monday, 31 January 2022, from 7.30 am to 10.00 am. Students are encouraged to wear a red T-shirt/shirt/blouse paired with the school shorts or culottes, with white school shoes and socks. Alternatively, students can also wear the school uniform as per normal. Please arrange for your child/ward to bring a small bag, writing materials, an oral digital thermometer, the TraceTogether token, an English story book for morning assembly and a water bottle.

9. Character and Citizenship Education (CCE)

School-Home Partnership in CCE is important as parents are the first care-givers in developing good character in the children. For CCE to be effective, what is taught in school should be reinforced at home. CCE lessons feature a segment on "Family Time" which provides suggestions for activities that strengthen the bonds between parents and their children. Parents are strongly encouraged to use "A.B.C" to engage their children during family time, i.e. Active Dialogue, Bonding Time and Continuous Feedback. With the CCE family time activities, let us work closely together on this meaningful journey of inculcating values in our children.

10. FTGP (Form Teacher Guidance Period)

FTGP is conducted 30 minutes a week within curriculum time. Through the FTGP, Form Teachers get to engage in quality interactions with their students and help them strengthen their social and emotional competencies. During FTGP lessons, there are play activities between the Form Teachers and students to enhance bonding as well as the teaching of social and emotional learning skills, which includes handling challenging situations and making responsible decisions.

11. Programme for Active Learning (PAL)

PAL is part of the curriculum and offered during timetabled time. In PAL, Primary 1 and 2 students are exposed to varied and fun learning experiences in four domains: Sports and Games, Outdoor Education, Performing Arts and Visual Arts. Students learn socio-emotional competencies such as respecting others and responsible decision making. PAL also nurtures confidence, curiosity and cooperation skills in students. These are the modules the students will learn in Primary 1:

- Sports and Games
- Music in Movement
- Outdoor Experiential Learning and Discovery

12. Silent Reading

Please ensure that your child/ward brings an English Language storybook every Monday, Tuesday and Wednesday and a Mother Tongue Language storybook every Thursday and Friday for silent reading.

13. School-Home Partnership

a) Dissemination of Announcements and Consent Forms via Parents Gateway (PG)

Developed by the Ministry of Education and GovTech, PG is a one-stop portal that strengthens school-home partnership to support our children in their education journey. All school announcements and consent forms are disseminated via the PG. We strongly encourage all parents/guardians to read and respond to the notifications in PG.

b) Communication with Teachers

We encourage parents/guardians to communicate with your child's/ward's teachers via the Student Handbook. The handbook is a means of checking your child's/ward's daily assignments and instructions given by teachers.

Parents/guardians can communicate with teachers' via email, school's email (naps@moe.edu.sg) or through the school General Office (Mondays to Fridays, 8.00 a.m. to 5.00 p.m.) at 6441 8677.

Our teachers are not obliged to share their personal mobile numbers for communication with parents/guardians. Please use the school's main mode of communication stated above. We seek your understanding to respect our teacher's time by contacting them only during school hours (7.30 a.m. to 5.00 p.m.) and that they may not be able to respond to you immediately as they might be in class.

c) Establishing a Positive School-Home Partnership

Please visit our school website and official Ngee Ann Primary Facebook for updates on school life in Ngee Ann. We will be uploading photos of school activities/events and share our children's precious moments with you.

Mutual respect and trust form the strong foundation for positive engagement between schools and parents.

In adherence to PDPA guidelines, Whatsapp chat groups will not be created by the school. In the use of social media platforms such as Whatsapp, Facebook or Instagram, please be mindful of comments made that might incite unnecessary anxiety and/or unfounded speculations towards others.

If an incident occurs, allow the teacher/school time to verify the facts before engaging you, so that the incident involving your child/ward can be resolved in a fair and objective manner. When disagreements occur, stay open and find out more from the school. Allow the teacher the opportunity to establish the facts and work with you to resolve disagreements amicably.

Our children succeed when schools and parents/guardians work hand in hand to support them in learning self-management skills, taking responsibility and building resilience. We look forward to building a strong and positive School-Home Partnership with you.

Thank you.

Yours faithfully,



Mdm Noreeni Ismail
Assistant Year Head (Lower Primary)