

Primary 1 MTP

8 February 2023 (Wednesday)



Exemplary Character

- has a sound moral compass
- demonstrates TRUE and WISE values through his actions.

VALUE: Thanksgiving

| SAJS Traits | Primary 1 | Primary 2 |
|--|---|---|
| <p>A Saint is appreciative of others; what has been done for him.</p> <p>A Saint takes care of the school environment.</p> | <p>A Saint expresses gratitude through words when prompted.</p> | <p>A Saint expresses gratitude through words readily.</p> |

Philippians 4:6

Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.

VALUE: Resilience

| SAJS Traits | Primary 1 | Primary 2 |
|---|---|---|
| <p>A Saint does not quit and perseveres to finish well.</p> <p>A Saint does not give up in his learning even when it is tough</p> | <p>With encouragement, a Saint does not give up when working on a challenging task.</p> | <p>A Saint presses on when working on a challenging task.</p> |

James 1:4 (NIV)

Let perseverance finish its work so that you may be mature and complete, not lacking anything.

VALUE: Unity

| SAJS Traits | Primary 1 | Primary 2 |
|---|---|--|
| <p>A Saint is responsible for treating all persons with respect (myself and others).</p> | <p>With guidance, a Saint interacts well with peers by using language of respect.</p> | <p>A Saint interacts well with peers by using language of respect readily.</p> |

1 Peter 3:8

Finally, all of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind.

VALUE: Empathy

| SAJS Traits | Primary 1 | Primary 2 |
|--|---|--|
| <p>A Saint speaks up and acts for those who are in need.</p> <p>A Saint (cares by..) puts himself in the other person's shoes.</p> | <p>A Saint is able to state the feelings of others.</p> | <p>A Saint is able to state the feelings of others and state the reason(s) for it.</p> |

Philippians 2:4

Not looking to your own interests but each of you to the interests of the others.

VALUE: Wonder

| SAJS Traits | Primary 1 | Primary 2 |
|--|--|---|
| <p>A Saint is curious about the world, he wants to learn.</p> <p>A Saint asks questions.</p> | <p>A Saint participates actively in learning activities/tasks.</p> | <p>A Saint demonstrates interest to learn new things by asking questions.</p> |

Psalm 8:3-4

When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them?

VALUE: Integrity

| SAJS Traits | Primary 1 | Primary 2 |
|---|--|--|
| <p>A Saint does right even when no one is watching.</p> <p>A Saint does right wherever he is, whomever he is with and whatever he is doing.</p> | <p>A Saint is honest and speaks the truth.</p> <p>He does not lie.</p> | <p>A Saint respects the property of others.</p> <p>He does not cheat or steal.</p> |

Psalm 15:2 (NIV)

The one whose walk is blameless, who does what is righteous, who speaks the truth from their heart ... who keeps an oath even when it hurts,

VALUE: Self-discipline

| SAJS Traits | Primary 1 | Primary 2 |
|---|---|--|
| A Saint takes responsibility for his emotions and behaviour. | With guidance, a Saint knows the school rules and follows them. | A Saint knows the school rules and follows them. |

Hebrews 12:11 (NIV)

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

VALUE: Excellence

| SAJS Traits | Primary 1 | Primary 2 |
|--|--|---|
| A Saint relentlessly strives to exceed his personal best (finishes well). | A Saint is open to feedback for improvement. | A Saint commits sufficient time to a given task and uses feedback to improve himself. |

Philippians 4:8

Finally, brothers, whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.

Exemplary Character through Leading Self in:

- **Classroom Routines**
- **SAINTS Protocol**



SAINTS PROTOCOL

| | | | | |
|----------|--|------------------------|---|--|
| S | Stand and Greet | Self-discipline | A Saint takes responsibility for his emotions and behaviour. | Where am I going? What are my Learning Objectives? |
| A | Attentive and Ready | | | |
| I | Involvement in Learning <i>(Show interest and initiative)</i> | Wonder | A Saint is curious about the world, he wants to learn. | |
| N | Neat and Organised | Resilience | A Saint does not give up in his learning even when it is tough. | Where am I now? Have I learnt & achieved my Learning Objectives? |
| T | Think and Take notes | Wonder | A Saint asks questions. | |
| S | Sum up Learning <i>(Share and learn with others)</i> | Excellence | A Saint relentlessly strives to exceed his personal best (finishes well). | How can I close the gap? What are the next steps to improve and achieve my Learning Objectives? |

- **Expectations and Standards**
- **Punctuality**
 - Submission of homework on time
 - Report to school on time. Be with the class for flag raising
 - Reporting to class punctually on time after recess
- **Quality of work and Expectations**
 - Neat and tidy handwriting
 - Read and check answers carefully
 - Complete all corrections



- **Routines**

- Silent Reading in the morning
Mon to Wed (EL storybook)
Thur to Friday (MT storybook)
- Follow Saints Protocol
- Assemble in the classroom after recess
- Copy homework into their Personal
Organiser



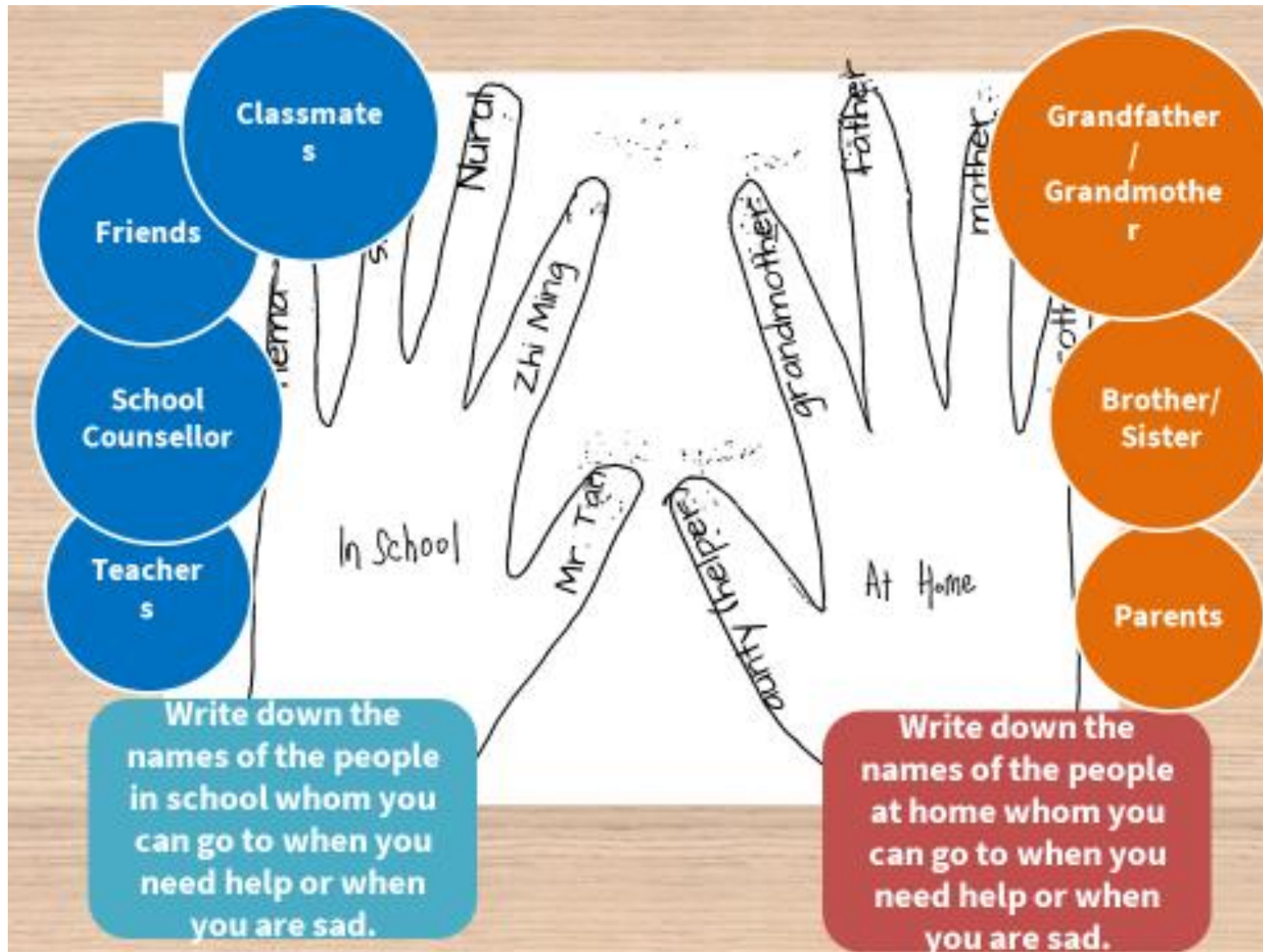
Teacher-Student Relationship

➤ FTGP Programme

- Explicit teaching of:
 - School Values
 - Social Skills
 - Social & Emotional Competencies
- Class interaction activities (e.g. team building games with debrief, class breakfasts)
- 1 to 1 teacher interaction time (interview)
- Reflections and Journals



FTGP Activities (Peer Support)



Motivation

- **Classroom Climate**
 - Supportive, inclusive, safe
 - Strive for Excellence
- **Class Reward System**

Group Reward –

Eg : Unity, Self-Discipline

Individual Reward –

Eg: Thanksgiving, Resilience,
Integrity, Empathy,
Self-discipline



Growing Servant leaders to be Community Builders

- **Opportunities to lead and serve others**
 - Leadership roles in class
(Class Committee)
 - Home Helper Programme



Curriculum Focus

English

Mathematics

Mother Tongue



P1 EL Key Checkpoints

Verbal Communication



Listening

1. Listen attentively and follow simple instructions.



Speaking

1. Speak clearly to express their thoughts, feelings and ideas.
2. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

P1 EL Key Checkpoints Written Communication



Reading

1. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).
2. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
3. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).



Writing

1. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
2. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

Reading Programmes in SAJS (P1 & P2)

1. Library books distributed in class
– **IREAD Books**

1. Fortnightly class visits to the library during English lessons.

2. Monthly and Termly Book promotions in the library.

3. News articles placed on the library board and on SJC
Character Day 2023
(at least once a term).

1. **Read Think Wonder**

(post reading activity booklets)
are to encourage students to
think about what they have read.

All Saints will be able to dress up as their favourite book character and talk about it. Share TRUE, WISE Values.



1. P1 MT Learning Outcomes



| Semester 1 Learning Outcomes (LO) | |
|--|---|
| LO1 | Listening: Listen attentively to short, simple spoken content related to daily life. |
| LO2 | Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts |
| LO4 | Reading: Recognise characters taught in Primary 1. |
| LO5 | Reading: Read aloud Primary 1 texts with accuracy. |

| Semester 2 Learning Outcomes (LO) | |
|--|--|
| LO1 | Listening: Listen attentively to short, simple spoken content related to daily life. |
| LO3 | Speaking: Ask and/or respond to simple questions related to daily life. |
| LO6 | Reading: Understanding Primary 1 texts and are able to identify some details with guidance. |
| LO7 | Writing: Write words, phrases and simple sentence(s) about daily life with guidance. |

2. P1 MT Key Learning Experience

Developing students' Listening, Speaking, Reading and Writing skills

Theme Based units to teach daily conversation in respective Mother Tongue language

Building foundation for reading and writing

- Hanyupinyin -Sem 1 Chinese
- Letters of the alphabet (Phonics) – Sem 1 Tamil
- Forming words with vowels – Malay
- Vocabulary learning
- Simple sentence construction (Basic Grammar)

Learning activities

- In Class hands on/Outdoor games/activities
- E-Portal
- Story Telling
- Song Singing
- Mother Tongue Fortnight

P1 Math in SAJS

Learning Outcomes:

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.

We SUPPORT via

**Learning experiences in
classroom:**

- Use of manipulatives
- Formative Assessment to check understanding
- Problem Solving & Performance Tasks
 - Math Journal



Parents can Support by

1. Talking about Math in daily lives – money, time, measurements
2. Check in on assignments daily
3. Review Math facts



Communication with Parents



- **Modes**
 - Parents' Gateway
 - Teachers' Email
 - Personal Organiser
 - Leave a note with General Office
- **Communicate directly with subject teachers**
- **Response time**
 - 3 / 7 / 21



How Parents Can Partner Us

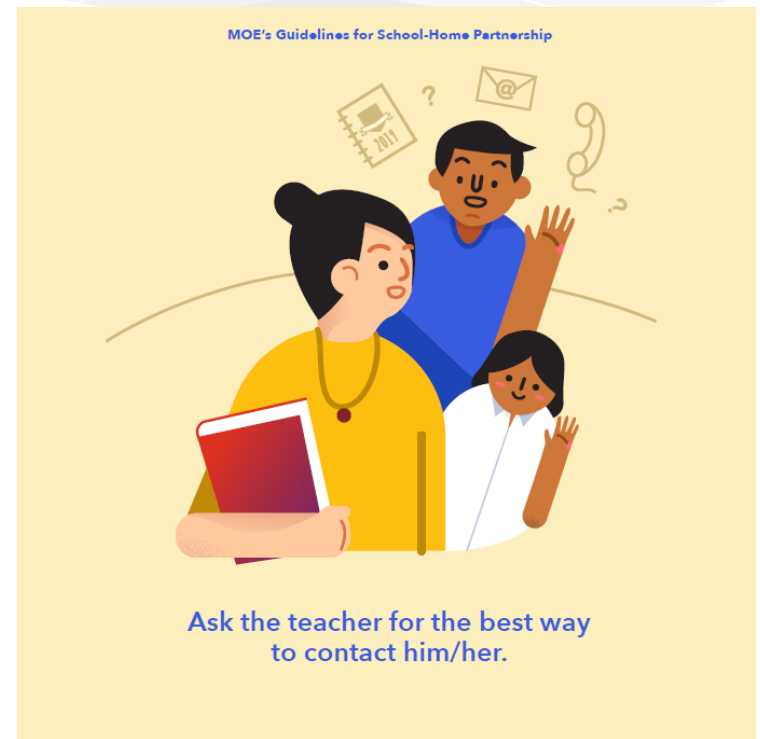
- We are Partners
 - Always seek to clarify
 - Help emphasize teacher's expectations
- Time management
 - Ensure child observes a schedule at home
- Help child to be consistent
 - Monitor school work
 - Check Personal Organiser/homework file



Communicating with Your Child's Teacher

Here are some tips on how to kick-start communications with your child's new teacher:

1. A good partnership requires a clear understanding of how the parties should work together. Consider sharing these information with your child's teacher in order to establish a good partnership between both of you:
 - What language are you more comfortable conversing in?
 - How and when should the teacher contact you?
 - Your child's strengths, weaknesses and interests
 - Are there any concerns or issues that you may have?



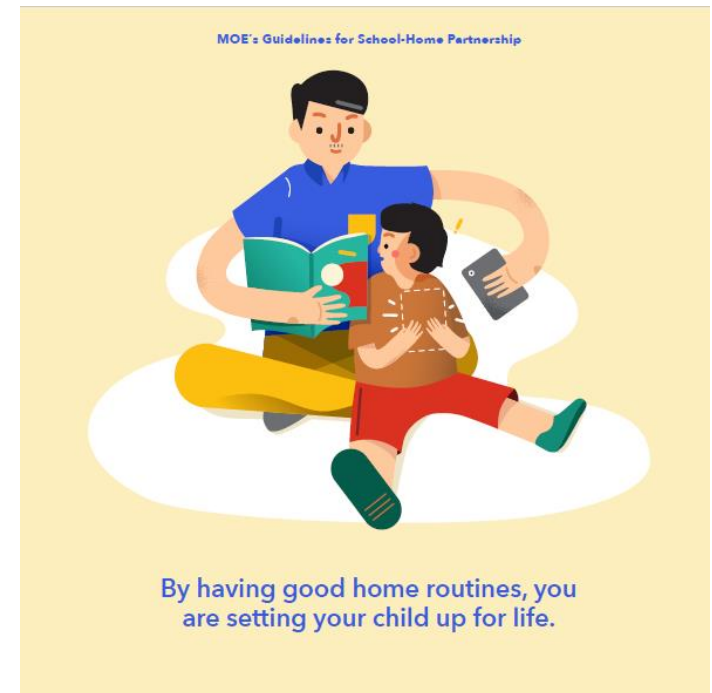
Weekly Schedule

| | |
|--|-----------------|
| | |
| English Spelling & Dictation (Term 2) | Thursday |
| Mother Tongue Spelling | Tuesday |



A New Year, A New Journey for Your Child

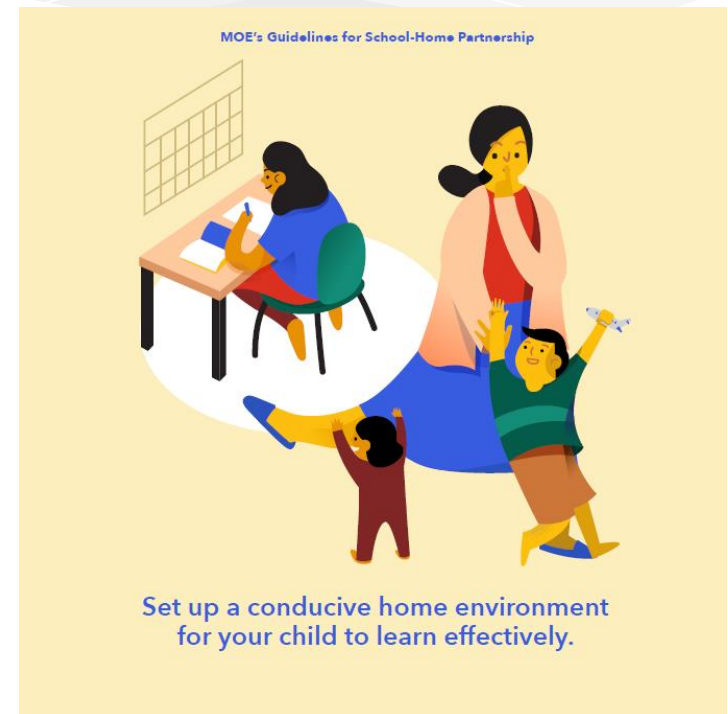
- Keep tabs on your child's progress as he transits into the new school year.
- Help your child manage the change through these steps:
 - Take time to seek out relevant information
 - Revisit how he or she successfully managed changes
 - Adapt by being open to new experiences
 - Nurture an optimistic mindset
 - Step out of his or her comfort zone
 - Identify and challenge those worrying thoughts
 - Turn worry into action
 - Involve him or her in relaxing activities
 - Overcome stress by breaking down goals into smaller steps
 - Need a listening ear?



How can you partner us?

Be a consistent figure for him!

The learning coach can double up as a homework coach that should not only be saying “sit down and finish your work!” but one that patiently sits down and do the assignment/project together with the boy. This will help the boy to see that the coach really bothers about what the boy is doing.



- *Minds of Boys*

20 December 2022

PARENT KIT

Guiding Our Children Through Their P1 Transition



Our children may be feeling a mix of emotions as they move closer to entering Primary 1. In fact, as parents we may be feeling anxious too and it's completely normal. Here are some ways to ease the transition for ourselves and our children **as they enter Primary 1**.

Bedtime Routines Before School Starts

- Primary school starts early, and our children need enough sleep (between 9 to 11 hours) to stay focused in class. We may start preparing our children about 2 weeks before school starts to go to bed on time or just 10 to 15 minutes earlier each night to adjust to a new bedtime routine.

Check out [page 15-16](#) of the Parent-Child Activity Book (PCAB) for an activity before bedtime.



Involve Them in Packing Their School Bags

- Practise preparing for school by packing their school bag together. Chat with our children about what items should be packed into the school bag.

"Let's have a look at the school's timetable. What do we need to pack? Would we need to pack in books, your pencil box, and your colour pencils?"

Check out [page 18-20](#) of the PCAB for more ideas on bag-packing.



Prepare Them for Buying Food at the School Canteen

- Help our children gain confidence by role-playing as the canteen stall owner and let them try ordering food and handling money. We may also encourage our children to buy their own food or drinks when we head out for family meals.

Check out [page 24-25](#) of the PCAB for role-play ideas.



Have Conversations About Making New Friends

- Practise small steps with our children to help them relate with others and make friends. Try role-playing with them by pretending that they are meeting you for the first time.

"Shall we practise introducing yourself when you meet your classmate? Daddy can pretend to be your new classmate. You may say hello, my name is Evelyn. What is your name? What do you like? May I sit next to you or play together?"

- Children learn by example. We can role model making new friends by showing them how as adults, we can make new friends too.
- Once they start school, we may ask them who they met, the names of their new friends, and who they sat next to in class and at recess.

Check out [page 34-35](#) of the PCAB and [an article to help your children](#) ace their first week of school.



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PARENT KIT

A New School Season Begins!

Welcome to a new school season!

Set your child off on the right foot by helping them develop useful skills such as independence, empathy and responsibility. Here are some tips and resources to help support you and your child at the start of this new year.

Read on to find out what you can do!



