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2022 TERM 1 LEARNING PLAN PRIMARY 1

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	<ul style="list-style-type: none"> Developing good listening skills and positive learning behaviour in different contexts such as turn-taking, making eye contact, appropriate posture. Listening and viewing attentively for a sustained period. 	STELLAR small books Unit 1: Dan, the Flying Man
2.	Reading and Viewing	<ul style="list-style-type: none"> Identifying common terms relating to books, e.g., title page, author, illustrator, front/ back cover. Making predictions about what might be presented next in the text and refining predictions as the text is read and/or viewed. Reading aloud a text with accuracy, fluency and expression. Participating actively in reading and viewing activities. Developing awareness of syllables, high frequency words on sight and rhyming words. Developing reading readiness and word recognition skills such as initial, medial and final sounds. 	Unit 2: Mrs Wishy-Washy Unit 3: Walking Through the Jungle Unit 4: To Town Class library books XNPS Listening package

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
3.	Speaking and Representing	<ul style="list-style-type: none"> Reading aloud and speaking with confidence. Communicating thoughts and feelings with peers and teachers. Exploring, generating and developing ideas through taking turns and listening respectfully. Developing clear and accurate pronunciation. 	XNPS Speaking package
4.	Writing and Representing	<ul style="list-style-type: none"> Applying spelling strategies by matching sounds to letters using phonics. Developing: <ul style="list-style-type: none"> writing readiness skills, reading readiness and word recognition skills, and organisational and expressing of ideas by describing a personal experience. 	STELLAR workbook
		<ul style="list-style-type: none"> Using phonics and learners' strategies accurately for writing age- / year level-appropriate and new words. 	XNPS Spelling kits
5.	Grammar	<ul style="list-style-type: none"> Identifying adjectives occurring before nouns and after verbs. Using: <ul style="list-style-type: none"> different types of nouns – proper and common nouns, personal pronouns, linking verbs, action verbs and saying verbs, determiners such as “a” and “an”, and punctuation appropriately for capital letters and full stop. 	STELLAR workbook

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
6.	Vocabulary	<ul style="list-style-type: none"> Building a rich vocabulary through recognising nouns referring to people, place and things. Inferring meaning of words using contextual cues such as categories of vehicles, wild animals and their movement. 	

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for English Language acquisition is on Listening and Reading.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Listen attentively and follow simple instructions.	The responses to the instructions /questions are accurate in very few instances.	The responses to the instructions /questions are accurate in some instances.	The responses to the instructions / questions are accurate in most instances.	The responses to the instructions / questions are accurate in all instances.
2. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Mispronunciation and / skipping of most words.	Clear pronunciation in very few instances and / or skipped key vocabulary .	Generally clear pronunciation, with a few errors.	Clear and consistently good pronunciation.
3. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Very slow and jerky reading of words. Syllable by syllable. No variation in pace and tone.	Slow and hesitant reading with very little variation in tone and pace.	Generally fluent reading with a few hesitations , and with some variations in tone and pace.	Fluent expressive reading, varying tone and pace as required .

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2022 TERM 1 LEARNING PLAN PRIMARY 1 MATHEMATICS

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Whole Numbers	Numbers up to 10 <ul style="list-style-type: none"> Counting to tell the number of objects in a given set Number notation, representations and place values (tens, ones) Reading and writing numbers in numerals and in words Comparing the number of objects in two or more sets Comparing and ordering numbers Patterns in number sequences Ordinal numbers (first, second, up to tenth) and symbols (1st, 2nd, 3rd, etc) 	Textbook and Workbook (Chapters 1 and 5) Companion Booklet
		Addition and Subtraction <ul style="list-style-type: none"> Concepts of addition and subtraction Use of +, - and = Relationship between addition and subtraction Adding and subtracting within 10 Adding and subtracting using algorithms 	Textbook and Workbook (Chapters 2 and 3) Companion Booklet Factual Fluency Practice

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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
2.	Geometry	<p>2D Shapes</p> <ul style="list-style-type: none"> Identifying, naming, describing and classifying 2D shapes <ul style="list-style-type: none"> Rectangle Square Triangle Circle Half circle Quarter circle Forming different 2D figures with <ul style="list-style-type: none"> Rectangle Square Triangle Half circle Quarter circle Identifying the 2D shapes that make up a given figure Copying figures on dot grid or square grid 	<p>Textbook and Workbook (Chapter 4)</p> <p>Companion Booklet</p>

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 1

The Holistic Development Profile provides information of the levels of skills acquired by students for various subjects. The focus for each term will vary as pupils progress and develop age-appropriately. For Term 1, the focus for assessment for Mathematics are Addition & Subtraction of Whole Numbers and Shapes.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Understand addition and subtraction	<ul style="list-style-type: none"> – Able to count on and count back for addition and subtraction with much guidance – Shows lack of understanding in the relationship between addition and subtraction, and requires a lot of guidance to write a family of facts 	<ul style="list-style-type: none"> – Able to count on and count back for addition and subtraction with some guidance – Shows basic understanding in the relationship between addition and subtraction, and requires some guidance to write a family of facts 	<ul style="list-style-type: none"> – Able to count on and count back for addition and subtraction independently – Shows correct understanding in the relationship between addition and subtraction, and is able to write a family of facts independently 	<ul style="list-style-type: none"> – Able to count on and count back for addition and subtraction independently with confidence – Shows correct and complete understanding in the relationship between addition and subtraction, and is able to write a family of facts independently and accurately

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
2. Identify, name, describe and sort shapes	<ul style="list-style-type: none"> – Able to identify and name one of the 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle independently – Able to describe 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle with much guidance – Able to sort shapes according to shape, size and colour with guidance 	<ul style="list-style-type: none"> – Able to identify and name two of the 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle independently – Able to describe 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle with some guidance – Able to sort shapes according to one of the attributes: shape, size and colour independently 	<ul style="list-style-type: none"> – Able to identify and name three of the 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle independently – Able to describe 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle with little guidance – Able to sort shapes according to two of the attributes: shape, size and colour independently 	<ul style="list-style-type: none"> – Able to identify and name more than three of the 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle independently – Able to describe 2D shapes: rectangle, square, triangle, circle, half circle and quarter circle independently – Able to sort shapes according to three of the attributes: shape, size and colour independently

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2022 TERM 1 LEARNING PLAN PRIMARY 1 MOTHER TONGUE LANGUAGES

CHINESE LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	听	<ul style="list-style-type: none"> 在话语不清楚时, 要求对方重复 听记具体信息 (人物、数字、日期、事情) 	<ul style="list-style-type: none"> 华文课本 活动本 补充练习 活动单 <p>(第1-5课)</p>
2.	说及口语互动	<ul style="list-style-type: none"> 问候他人, 咨询同学的名字、称呼、介绍家人 说出自己与家人的年龄和生日 说自己与家人的爱好 说时间与一天的作息 	
3.	读	<ul style="list-style-type: none"> 借助图画理解字词 借助汉语拼音进行阅读 借助汉语拼音读出正确的字音 	
4.	写	<ul style="list-style-type: none"> 掌握笔顺的规则 了解汉字的结构 	

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BAHASA MELAYU

S/N	Topik / Kemahiran	Hasil Pembelajaran	Bahan-bahan rujukan
1.	Mendengar	Mendengar dan mengenali huruf dengan betul, gabungan bunyi huruf vokal dan konsonan agar membentuk suku kata terbuka/tertutup dengan betul	Buku Teks & Buku Aktiviti Kad Huruf, Suku kata, portal e-cekap, Buku Besar & Buku Kecil Kad Ayuh Bicara (Unit 1 - Unit 3)
2.	Bertutur	Menyebut dan membunyikan huruf gabungan bunyi huruf vokal dan konsonan agar membentuk suku kata terbuka/tertutup dengan betul / tepat Berkual tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai	
3.	Membaca	Membaca dan menyebut gabungan bunyi huruf vokal dan konsonan agar membentuk suku kata terbuka/tertutup dengan betul	
4.	Menulis	Menulis huruf besar dan kecil dengan cara yang betul dan kemas Menulis perkataan dengan betul dan kemas Menulis perkataan, frasa dan ayat dengan betul dan kemas	

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S/N	Topik / Kemahiran	Hasil Pembelajaran	Bahan-bahan rujukan
5.	Pengetahuan dan penggunaan Bahasa	Mengenali dan menggunakan kosa kata, kata adjektif, kata kerja, imbuhan 'me-' dan 'mem-', imbuhan 'pe-' dan 'pem-' dan frasa yang betul Menggunakan frasa dan ayat tunggal yang betul mengikut konteks	

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TAMIL LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	கேட்டல் & பேசுதல்	மாணவர்களைப் பேச்சுத்தமிழில் உரையாட ஊக்குவிக்கப்படுகின்றனர். அவர்களின் கேட்டல் & பேசுதல் திறன்களை மேம்படுத்த கதை சொல்லுதல், பாடல்கள், கதைகள், அசைவுப்படக்காட்சிகள் தொடர்பான நடவடிக்கைகள் மேற்கொள்ளப்படுகின்றன.	பெரிய புத்தகம் 1: அறிமுக நாள், 1A பாடநூல், சிறுவர் கதைநூல் 1
2.	படித்தல்	சூழமைவு சார்ந்த படங்களுடன் எழுத்துகள், சொற்கள், சொற்றொடர்கள் ஆகியவற்றை மாணவர்கள் கற்றுக்கொள்வார்கள். எ.கா: எழுத்து அறிமுகம் : ட, ட், டா, ப, ப், பா, ம, ம், மா, ர, ர், ரா, ச, ச், சா, க, க், கா, த, த், தா, ந, ந், நா, வ, வ், வா ஆகிய எழுத்துகளையும் அவை தொடர்பான சொற்கள், சொற்றொடர்களையும் சரியாக உச்சரித்துப் படிப்பார்கள்.	எழுத்தட்டைகள், மின்னட்டைகள், தேன்தமிழ் மின்னிலக்கப் பக்கம், சூழமைவு சார்ந்த படங்கள்
3.	எழுதுதல்	மாணவர்கள் தவணை ஒன்றுக்கான தமிழ் எழுத்துகளை வடிவம் சிதையாமல் அழகாகவும் முறையாகவும் தெளிவாகவும் எழுதப் பழகிக்கொள்வார்கள். எ.கா: களிமண், வண்ண அரிசி போன்றவற்றைக் கொண்டு எழுத்துகளை உருவாக்குவதன் மூலம் தசைப்பயிற்சி கொடுக்கப்படும். கையெழுத்தின் முன்னோட்டமாக புள்ளி	கையெழுத்துப் பயிற்சிநூல், 1A பயிற்சிநூல்

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information of the levels of skills acquired by students for various subjects. The focus for each semester will vary as pupils progress and develop age-appropriately. For Semester 1, the focus for assessment for Mother Tongue Languages are Listening & Speaking skills, and recognising letters and words in the languages.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Listen attentively to short, simple spoken content related to daily life.	Pupil is learning to listen and respond with guidance.	Pupil is able to respond to some content and identify some details with guidance.	Pupil is able to respond accordingly to the content. He or she is able to sieve out relevant details based on the questions posed.	Pupil is able to respond accordingly and accurately to the content. He or she is able to summarise the key information based on the content discussed.
2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.	Pupil is learning to express himself or herself by using elementary words from the Primary 1 texts with guidance	Pupil is able to express himself or herself by using some vocabulary and sentence structures from Primary 1 Text during show and tell.	Pupil is able to express himself or herself by using a range of vocabulary and sentence structures from Primary 1 text during show and tell.	Pupil is able to express himself or herself confidently using a wide range of vocabulary and sentence structures from Primary 1 text with elaboration during show and tell.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Ask and/or respond to simple questions related to daily life.	Pupil is learning to give short and simple response based on the topic discussed with a lot of guidance.	Pupil is able to give simple feedback based on the topic discussed with a lot of guidance.	Pupil is able to engage in a conversation based on the topic discussed with some guidance.	Pupil is actively engaged in a conversation based on the topic discussed.
4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL)	Pupil is learning to recognise elementary characters / words with guidance.	Pupil is able to recognise some characters accurately.	Pupil is able to recognise most of the characters accurately.	Pupil is able to recognise all of the characters accurately.

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2022 TERM 1 LEARNING PLAN PRIMARY 1

ART

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Art Elements	– Identify simple visual qualities in what they see around them
		– Draw from their imagination and observation
	Art Appreciation	– 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

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for Art is on Understanding Visual Qualities and Drawing From Imagination and Observation.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Identify simple visual qualities in what they see around them.	Shows weak understanding of describing visual qualities. Needs a lot of guidance in identifying what they see around them.	Shows developing understanding of visual qualities. Able to identify basic visual qualities and describe them simply when prompted further..	Shows proficient understanding of visual qualities. Able to independently describe additional details about what they observe.	Shows exceptional understanding of visual qualities. Able to extensively describe additional details about what they observe.
2. Draw from their imagination and observation.	Shows weak understanding of drawing recognizable details from observation and imagination. Needs a lot of guidance in drawing basic proportions	Shows developing understanding of drawing recognizable details from observation and imagination. Able to draw simple proportions and explain	Shows proficient understanding of drawing recognizable details from observation and imagination. Able to draw accurate proportions and explain	Shows exceptional ability of drawing recognizable details from observation and imagination. Able to draw intricate details and accurate

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
	without excessive scribbles.	about their drawings in simple words when prompted.	their drawing in sentences independently.	proportions and to explain justified reasons for their drawing independently.
3. 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.	Shows weak understanding of other artists' artworks. Needs a lot of guidance to talk about what they see, feel and experience from artworks of other artists in simple words.	Shows developing understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience from artworks of other artists when prompted.	Shows proficient understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience independently.	Shows exceptional understanding of other artists' artworks. Able to use basic art vocabulary to talk about what they see, feel and experience and make basic comparisons and contrasts between their own artwork and other artists' artworks independently.

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MUSIC

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Musical Elements	– Understand the articulation in music: legato, staccato.
		– Respond to changes in elements of music through movement.
		– Recognise, aurally, the difference between beat/pulse and rhythm.
		– Recognise, visually and aurally, crotchet, quavers, crotchet rest.

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for Music is on Composing Music and Understanding Musical Elements.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups.	Needs a lot of guidance in creating rhythmic pattern using crotchets and quavers.	Needs some guidance in creating rhythmic pattern using crotchets and quavers.	Needs little guidance in creating rhythmic pattern using crotchets and quavers.	Able to create rhythmic pattern using crotchets and quavers independently.
2. Listen and respond to Music.	Needs a lot of guidance in imitating rhythmic and melodic patterns using voice.	Needs some guidance in imitating rhythmic and melodic patterns using voice.	Needs little guidance in imitating rhythmic and melodic patterns using voice	Able to imitate rhythmic and melodic patterns using voice.
3. Appreciate Music from local and global cultures.	-	-	Needs little guidance in recognizing folk songs around the world.	Able to recognize folk songs around the world independently.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
4. Understand musical elements and concepts.	Needs a lot of guidance in understanding melodic ostinato.	Needs some guidance in understanding melodic ostinato.	Needs little guidance in understanding melodic ostinato.	Able to understand melodic ostinato independently.

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XINGNAN PRIMARY SCHOOL

5 Jurong West Street 91, Singapore 649036

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2022 TERM 1 LEARNING PLAN PRIMARY 1

PHYSICAL EDUCATION / HEALTH EDUCATION

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Gymnastics	– Travel using a variety of locomotor movements on feet in variations of direction, level, pathway, time and force.
		– Travel using a variety of locomotor movements on different body parts in variations of shape, direction, time and pathway.
2.	Games and Sports	– Roll using the underhand movement pattern, a small ball along a line.
		– Roll using the underhand movement pattern, small to medium-sized objects towards a large target.
		– Catch using the hands, a ball rolled from a partner from a distance 5m away.
		– Throw using the underhand movement pattern, a variety of small objects towards a large target at least 3m away.

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S/N	Topic(s)/ Skill(s)	Learning Outcomes
3.	Safety First	– Understand that accidents can occur in school, at home or in unexpected places or circumstances.
		– Be aware of and undertake personal safety measures to prevent accidents.
		– Understand that excessive direct exposure to solar UV radiation can have harmful effects to the skin. Be aware of and undertake protection measures to protect their skin.
4.	Growth and Fitness	– Identify different body parts and understand participation in regular physical activities promote growth & health.
		– Understand what is healthy eating and the importance of it.
		– Demonstrate healthy eating habits using My Healthy Plate.

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HOLISTIC DEVELOPMENT PROFILE (HDP) SEMESTER 1

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Semester 1, the focus for assessment for Physical Education is on the use of body as instrument of communication and self-expression, accompanied by various stimuli to perform a structured dance to the music 'Chan Mali Chan' with various modifications. Students are assessed on the ability to perform a gymnastic sequence of varied movement with smooth transitions. For Health Education, students are to demonstrate their understanding on the importance of personal safety practices in school, at home and when using the road as well as demonstrating safe practices with respect to themselves, others and the environment.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Perform a gymnastic sequence of two different movements with smooth transition.	Needs a lot of guidance to perform a gymnastic sequence of at least two different movements with smooth transition.	Needs some guidance to perform a gymnastic sequence of at least two different movements with smooth transition.	Needs little guidance to perform a gymnastic sequence of two different movements with smooth transition.	Able to perform a gymnastic sequence of two different movements with smooth transition.
2. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	Needs a lot of guidance to perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	Needs some guidance to perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	Needs little guidance to perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	Able to perform confidently a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Acquire a range of personal safety practices in school, at home and when using the road.	-	Needs some guidance to acquire a range of personal safety practices in school, at home and when using the road.	Needs little guidance to acquire a range of personal safety practices in school, at home and when using the road.	Able to acquire a range of personal safety practices in school, at home and when using the road.

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2022 TERM 1 LEARNING PLAN PRIMARY 1

PROGRAMME FOR ACTIVE LEARNING (PAL)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Story Boarding	<p>Aligned with CCE, students will go through varied experiences in Visual Arts, Outdoor Education, Dance and Percussion as they work together in completing a given task.</p> <p>The objectives of PAL are as follows:</p> <ol style="list-style-type: none"> 1. Provide pupils with broad exposure and experiences through fun and varied activities. These activities are broadly categorised into: Sports & Games, Outdoor Education, Performing & Visual Arts. 2. Facilitate all-rounded development of pupils in the 5 learning domains; Moral, Cognitive, Physical, Social and Aesthetics. 3. Provide varied avenues for pupils to develop social and emotional competencies. <p>The characteristics of PAL are as follows:</p> <ul style="list-style-type: none"> – Experiential in nature – Encompass learning in a creative way – Provide opportunities for children to create – Incorporate values education and SEL – Provide enjoyment and fun

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2022 TERM 1 LEARNING PLAN PRIMARY 1

NATIONAL EDUCATION / SOCIAL STUDIES

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Total Defence Week	<ul style="list-style-type: none"> – To know the aspects of Total Defence – Ways students can be proactive in playing a part in Social Defence 	<ul style="list-style-type: none"> – Kindsville Booklet Issue 1
2.	Knowing Myself, Others and My Surroundings	<ul style="list-style-type: none"> – Recognise that everyone is unique – Make careful observation with teacher guidance – Use questions to collect information/data – Appreciate Culture Diversity – Show curiosity to learn more about the world they live in 	<ul style="list-style-type: none"> – Digital Reader1: "Please Call Me Priya" – Digital Reader 2: "Fauzy's Hidden Talent" – Social Studies Activity Book 1

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QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Recognise that they are unique.	Student is able to: <ul style="list-style-type: none"> – identify with his/her full name. – identify 1 or 2 of his/her physical feature(s), ethnicity with a lot of guidance from his/her teacher 	Student is able to: <ul style="list-style-type: none"> – identify with his/her full name. – identify more than 2 of his/her physical features, ethnicity with a lot of guidance from his/her teacher. 	Student is able to: <ul style="list-style-type: none"> – identify with his/her full name. – identify his/her physical features, ethnicity, with little/ some guidance from his/her teacher 	Student is able to: <ul style="list-style-type: none"> – identify with his/her full name. – identify his/her physical features, ethnicity, independently.
2. Describe people, places and events by making careful observations, with teacher guidance.	Student is learning to <ul style="list-style-type: none"> – identify the group(s) he/she belongs to. 	Student is able to <ul style="list-style-type: none"> – identify and describe the group(s) he/she belongs to. 	Student is able to <ul style="list-style-type: none"> – describe the group(s) he/she belongs to – recognise that he/she shares common attributes such as kinship, ethnicity, values and interests 	Student is able to <ul style="list-style-type: none"> – describe the group(s) he/she belongs to and recognise that he/she shares common attributes such as kinship, ethnicity, values and interests.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
			with the groups he/she belongs to.	– demonstrates very strongly the actions relevant to the role(s) he/she is playing in the group(s).
3. State ways to help people and care for the places around them.	Student requires the teacher to guide him/her to ask appropriate questions to find out about people and places.	Student shows some interest and ask appropriate questions to find out about people and places occasionally.	Student shows interest and ask appropriate questions to find out about people and places frequently.	Student shows a lot of interest and always ask appropriate questions to find out about people and places enthusiastically.

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2022 TERM 1 LEARNING PLAN PRIMARY 1

FORM TEACHER GUIDANCE PERIOD (FTGP)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Social Skills	– Pupils would learn how to start a conversation with new friends and use positive words or actions to connect and make new friends.
2.	Self Awareness	– Pupils would learn to identify their likes and dislikes in specific aspects of life. – Pupils would learn to demonstrate ability to view self positively by expressing positive statements about self.
3.	Leaders Lead Leaders Programme (7 Habits)	– Being proactive: Pupils would learn about taking responsibility for their own life. Lesson and activities would be incorporated into the FTGP Lesson. – Begin with the end in mind: Pupils would learn about how they can develop an outcome-oriented mindset in every activity they engage in—projects, meetings, presentations, contributions, etc. Lesson and activities would be incorporated into the FTGP Lesson.

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VALUES-IN-ACTION (VIA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Responsibility towards Self	– Little Home Helper: Pupils would understand that each and everyone of them plays an important role in keeping their home environment conducive for themselves and their family members.
2.	Responsibility towards School	– Everyday's Responsibility: Pupils would understand the importance of keeping the school environment clean and how they play an important role in ensuring that they study in a conducive environment.

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CHARACTER AND CITIZENSHIP EDUCATION (CCE)

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	My New World	– Adapting to a new school environment and making new friends.	– Text Book
2.	On My Own Two Feet	– Appreciating own strengths and unique qualities.	– Activity Book

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2022 TERM 1 LEARNING PLAN PRIMARY 1

Modular CCA (MoCCA)

S/N	Topic(s)/ Skill(s)	Learning Outcomes
1.	Cup-Stacking	<ul style="list-style-type: none"> – To provide opportunities and learning experiences for students to acquire knowledge and skills beyond curriculum so as to create joy of learning. – To provide platforms for development of SEL competencies, character building and inculcation of school core values. – To provide every student a platform to discover their interests and talents. – To develop a sense of identity and belonging to the school and their community.
2.	Tambourine Dance	
3.	Sports (Gymnastics)	
4.	Technological Education	

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