



QUEENSTOWN PRIMARY SCHOOL

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Dear Parents/ Guardians of P1 students,

Assessment @ QtPS for Primary 1 students in 2019

1. Assessment plays an integral role in supporting students' learning. To bring about a smooth transition from kindergartens to formal schooling at the Primary level, bite-sized assessments will be implemented at relevant junctures by the subject teachers to find out the learning progression of your child. As announced by MOE in 2018, all primary schools in Singapore will not count any assessments towards an overall score for P1 and P2 with effect from 2019. This move would allow us to focus on building students' confidence and intrinsic motivation to learn at an early stage, particularly at the lower primary levels. This is also to avoid conditioning the students to be extrinsically motivated. Instead we would like to focus on instilling the joy of learning in our students.
2. To know how your child's/ ward's progress, you will receive a Progress Report at the end of each semester (in Term 2 and 4) and a Pupil Profile Report at the end of Term 1 and Term 3. Class assignments will be returned regularly for your endorsement. Praise him/her when he/she makes good progress and encourage him/her to put in more effort when progress could be better.
3. **Annex 1** presents what your child/ ward is going to learn for each subject for the year. Do support and encourage your child/ ward at home by spending time with him/ her talking about the learning for the day and interesting happenings in school.

We look forward to partner you in your child's/ ward's education. Thank you!

Warm regards

Ms Pearly Ng
Principal

Annex 1

Queenstown Primary School
What your child will learn over four terms in 2019
P1 Learning Plan 2019

Subject	Term 1	Term 2	Term 3	Term 4
English	<ul style="list-style-type: none"> ▪ Writing <ul style="list-style-type: none"> ✓ Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. 	<ul style="list-style-type: none"> ▪ Listening <ul style="list-style-type: none"> ✓ Listen attentively and follow simple instructions. ▪ Reading <ul style="list-style-type: none"> ✓ Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). 	<ul style="list-style-type: none"> ▪ Speaking <ul style="list-style-type: none"> ✓ Speak clearly to express their thoughts, feelings and ideas. ▪ Reading <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). 	<ul style="list-style-type: none"> ▪ Speaking <ul style="list-style-type: none"> ✓ Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions. ▪ Writing <ul style="list-style-type: none"> ✓ Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

<p>MTL</p>	<ul style="list-style-type: none"> ▪ Oral <ul style="list-style-type: none"> ✓ Recognise characters (CL)/words (ML)/letters (TL) taught. ✓ Speak with correct pronunciation using vocabulary and sentence structures. ✓ Respond to questions related to daily life. 	<ul style="list-style-type: none"> ▪ Oral <ul style="list-style-type: none"> ✓ Recognise characters (CL)/words (ML)/letters (TL) taught. ✓ Speak with correct pronunciation using vocabulary and sentence structures ✓ Respond to questions related to daily life. . Listening <ul style="list-style-type: none"> ✓ Listen attentively to short, simple spoken content related to daily life. . Writing <ul style="list-style-type: none"> ✓ Write words about daily life with guidance. (words learnt) 	<ul style="list-style-type: none"> . Oral <ul style="list-style-type: none"> ✓ Read aloud texts with accuracy. ✓ Respond to simple questions related to daily life. 	<ul style="list-style-type: none"> . Listening <ul style="list-style-type: none"> ✓ Listen attentively to short, simple spoken content related to daily life. . Writing <ul style="list-style-type: none"> ✓ Write words, phrases and simple sentences about daily life with guidance. . Reading (Comprehension) <ul style="list-style-type: none"> ✓ Understand texts and are able to identify some details with guidance.
<p>Math</p>	<ul style="list-style-type: none"> -Understand numbers up to ten -Understand addition and subtraction within ten -Add and subtract numbers within ten 	<ul style="list-style-type: none"> -Understand numbers up to twenty -Understand addition and subtraction within twenty -Add and subtract numbers within twenty -Identify, name, describe and sort shapes -Measure and Compare Lengths using everyday objects 	<ul style="list-style-type: none"> -Understand numbers up to hundred -Understand addition and subtraction within hundred -Add and subtract numbers within hundred -Tell time to the hour/half hour 	<ul style="list-style-type: none"> -Understand Multiplication and Division -Read and Interpret Picture Graphs

SS	Find out about the people around them and verbalise how everyone is unique in their own ways.	Illustrate the concept of "Group" as part of the larger community and find what members share in common.	Drawing up group rules focussing on respect and cooperation	Show understanding of the different places around them and how to find their way around.
ART	-Exploration of materials to create self-portrait drawing. -Art attitudes in class.	-Use of White clay to explore techniques such as pinching, rolling to create their favourite food.	-Exploration of digital tools on iPad to create their self portrait. -Art attitudes in class.	-Using their Elements of Art such as lines, shapes, patterns, colours to create a 2D line drawing.
MUSIC	- Able to sing in unison a variety of songs in the textbook with a sense of melody, keeping to a steady beat. - Keep to a steady beat using a chosen percussion instrument. - Distinguish contrasts between loud or soft sounds, and high and low pitch.	- Know the difference between pulse and rhythm through a performance task. - Recognise the difference between <i>allegro</i> , <i>andante</i> and <i>largo</i> (tempo) through a listening task.	- Able to sing in unison a variety of songs in the textbook with a sense of melody, keeping to a steady beat. -Learn to play sound shapes and perform in groups.	- Demonstrate the correct handsign (solfege) with sol-fa name (Mi, Soh, Lah). - Recognise musical phrases in a given song. - Able to keep to a steady pulse using body percussion or any percussion instruments to accompany a song.
PE	Gymnastics Sequence Rolling & Catching an Object	Gymnastics Sequence Rolling, Catching & Throwing an Object Personal Safety	Throwing an Object Dance	Rolling, Catching & Throwing an Object Dance Outdoor Education Good Health Practices