CURRICULUM MATTERS

02 January 2024

CONVENT OF THE HOLY INFANT JESUS
(KATONG) PRIMARY

CHIJ
170 Years
1854 – 2024
Hold on to our IJ Dream

SIMPLE DANS MA VERTU
EVANGILE
FORTE DANS MON DEVOIR
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Curriculum Matters

- English Language
- Mathematics
- Mother Tongue Language
- PE / PAL
- Aesthetics - Art / Music
- Character and Citizenship Education
- Chaplaincy
- ICT
- Student Well-Being

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English Language

Vision : Empowered Individuals who are Proficient and Confident Users of the English Language

I am a confident speaker, a respectful listener and a competent communicator.

English Language

Empowered Individuals who are proficient and confident users of the English Language.

STELLAR

No exams

School-based packages

School-based curriculum

P1 : Choral Recitation

P2 : Readers' Theatre

P3 : Story-telling

P4 : Public Speaking

P5 : Debate

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English Language

Support Programmes

P1-P2 Learning Support Programme (LSP)

P3-P4 Reading Remediation Programme (RRP)

P3-P4 School-based Dyslexia Remediation Programme (SDR)

Talent Management

PESA: Plain English Speaking Award (national speaking competition)

Creative Writing Competition

National Lit Quiz

Junior Orators

Speak Up Kids

Wits and Words

Primary School Debate

Journalism

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English Language

Classroom environment is focused on children's interaction rather than on teacher-talk

Classroom environment is enriched with children's written language and filled with reading materials.

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English Language

English Language learning is achieved through:

- FUN
- Vocabulary learned in books
- Expression of thoughts in oral and written forms
- Hands-on experience, making lessons relevant,applicable and personal.

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Mathematics

Building a strong **foundation** while ensuring that our students are **motivated** to learn, and face challenges with **resilience** and **a positive mindset**.

Manipulatives to solidify the learning of abstract concepts

Authentic Learning Experiences to ensure students understand the relevance of concepts learnt to real-life contexts

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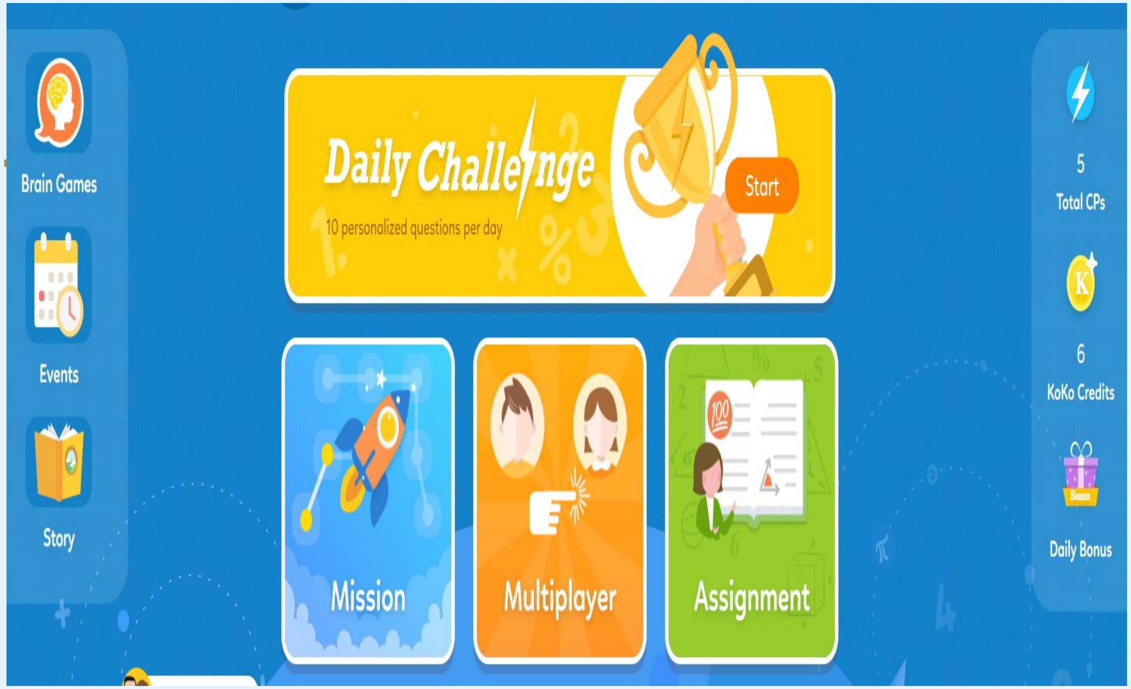
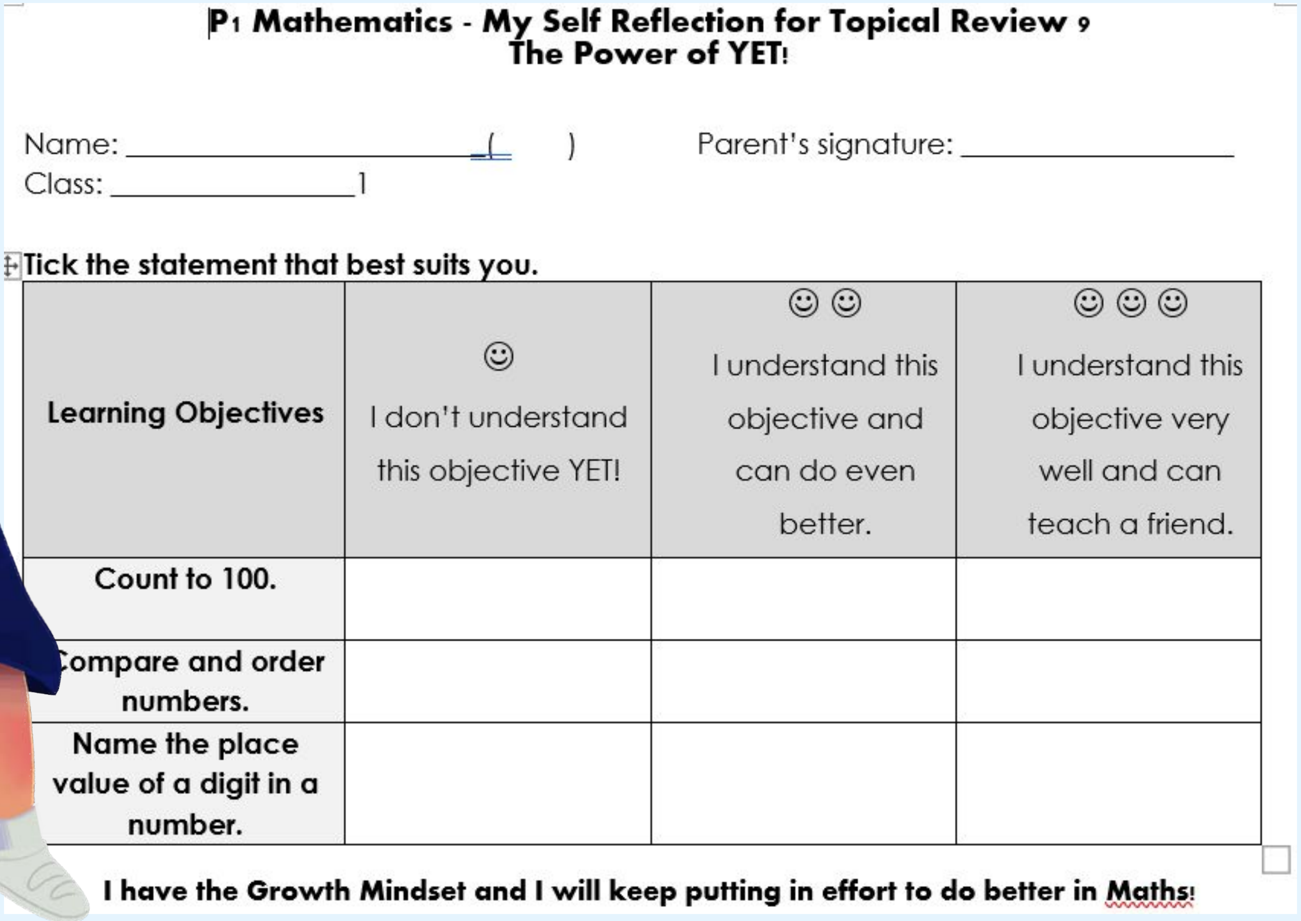

Brain Games
Events
Story
Daily Challenge
10 personalized questions per day
Start
Mission
Multiplayer
Assignment
5
Total CPs
6
KoKo Credits
Daily Bonus

Leveraging on ICT & Gamification to make learning fun and engaging

Koobits for self-directed learning & reinforcement of concepts taught (koobits.com)

Maths Showcase

Recess Challenge



P1 Mathematics - My Self Reflection for Topical Review 9
The Power of YET!

Name: ____________________________( ) Parent's signature: ________________________

Class: ____________________1

Tick the statement that best suits you.

Learning Objectives	☺ I don't understand this objective YET!	☺ ☺ I understand this objective and can do even better.	☺ ☺ ☺ I understand this objective very well and can teach a friend.
Count to 100.			
ompare and order numbers.			
Name the place value of a digit in a number.			

I have the Growth Mindset and I will keep putting in effort to do better in Maths!

Students are encouraged to see past their shortcomings as failures, but as opportunities and room for growth with the **Growth Mindset**

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Maths Workshop in mid-Feb : details will be sent via Parents' Gateway

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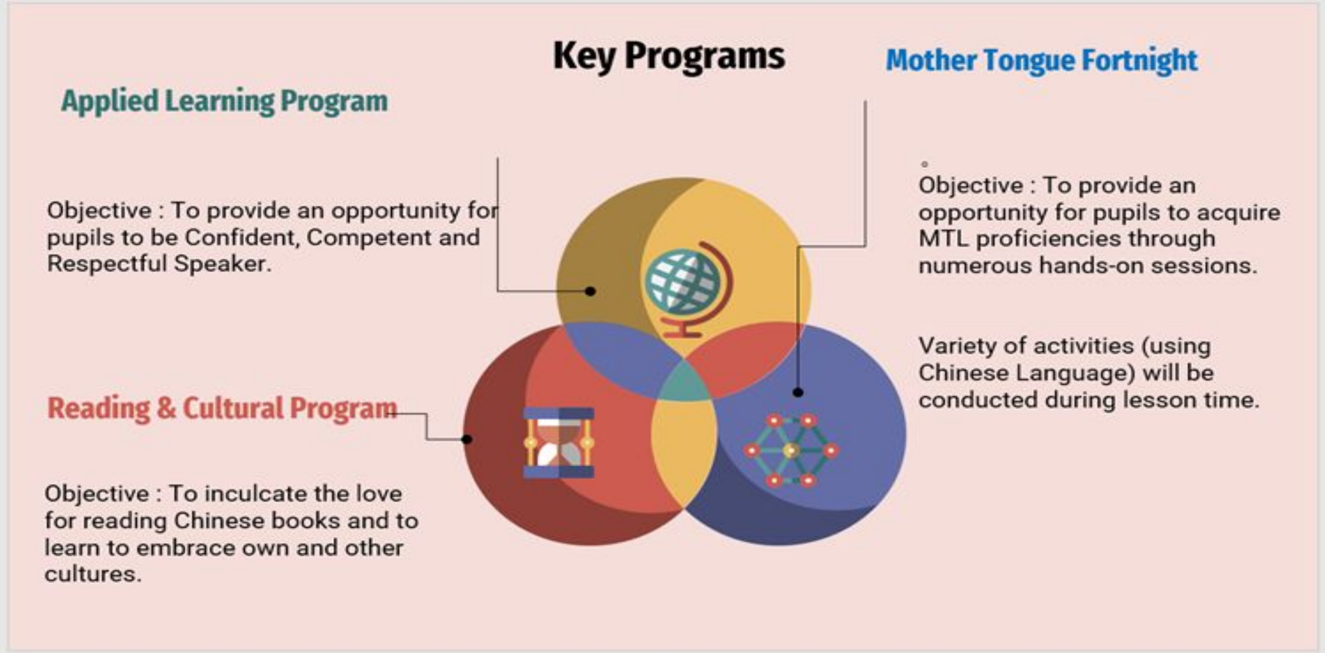
Mother Tongue (MT)

Vision: *To develop our students into confident, effective communicators who appreciate different cultures and thrive in a vibrant learning environment.*



Key Programs

Applied Learning Program

Objective : To provide an opportunity for pupils to be Confident, Competent and Respectful Speaker.

Mother Tongue Fortnight

Objective : To provide an opportunity for pupils to acquire MTL proficiencies through numerous hands-on sessions.

Variety of activities (using Chinese Language) will be conducted during lesson time.

Reading & Cultural Program

Objective : To inculcate the love for reading Chinese books and to learn to embrace own and other cultures.

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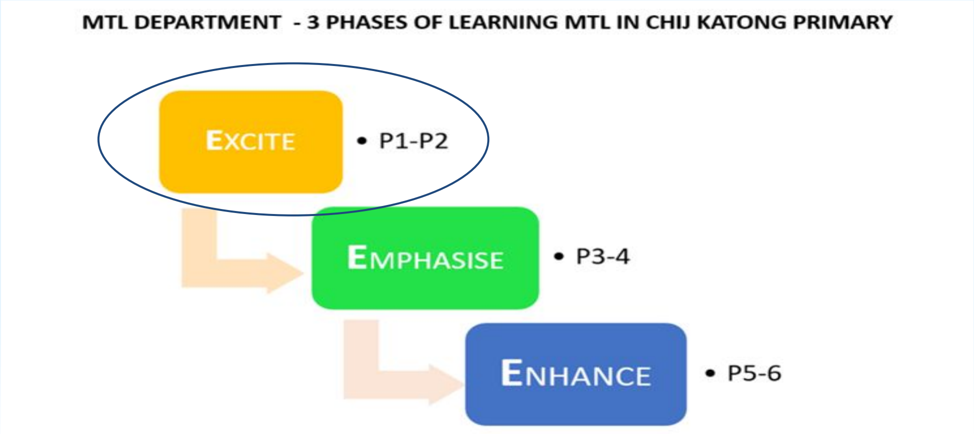
Mother Tongue (MT)

Approaches to learning MTL in CHIJ (Katong) Primary

- By incorporating stories, songs and games into our MT lessons at the lower primary levels, we hope to ignite students' interest in the language. ICT tools and other resources are also used to excite and support their learning.



MTL DEPARTMENT - 3 PHASES OF LEARNING MTL IN CHIJ KATONG PRIMARY

EXCITE
- P1-P2

EMPHASISE
- P3-4

ENHANCE
- P5-6

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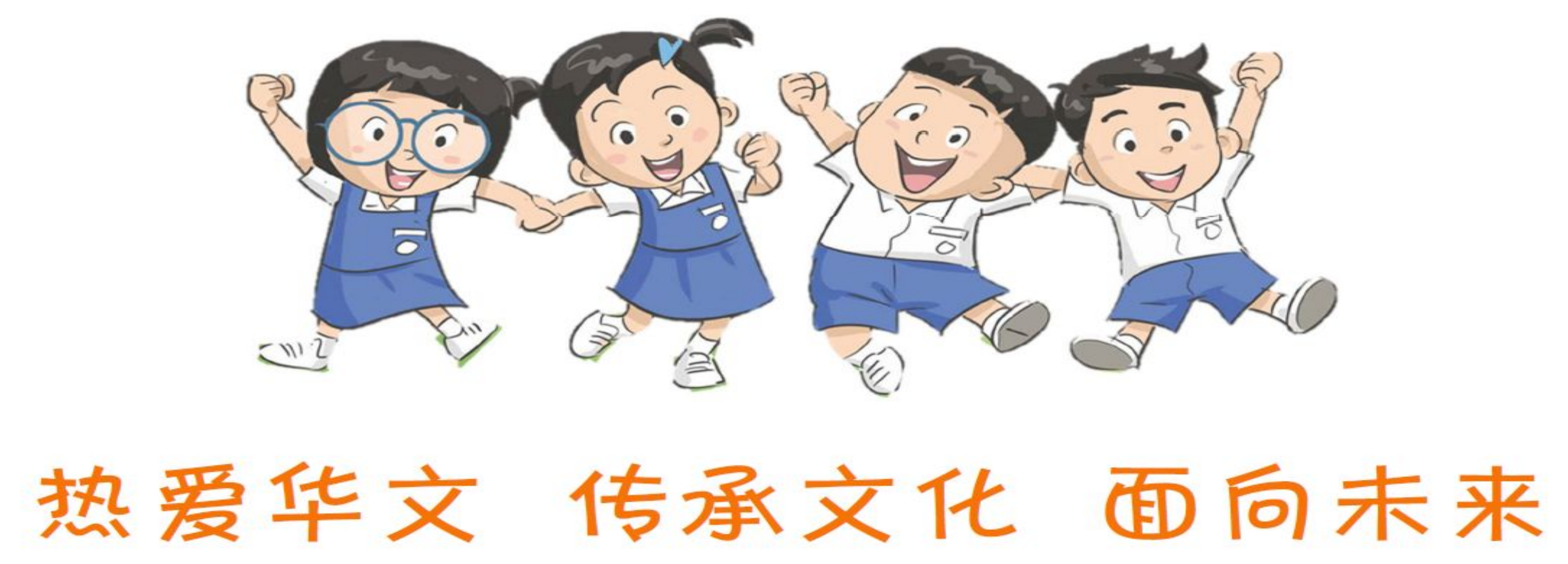
Chinese Language


热爱华文 传承文化 面向未来

Love for Chinese Language

Learning about cultures

Future-ready

Chinese Language

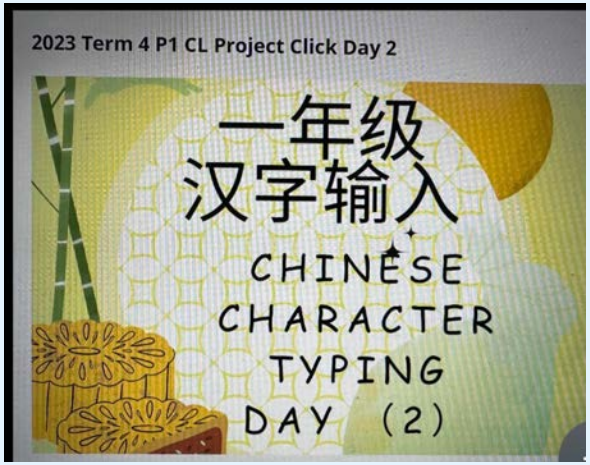
Cultural Activities: Making of lanterns

Cultural Activities: Making of mooncakes

Cultural Activities: Riddles

MT Fortnight

Chinese Language

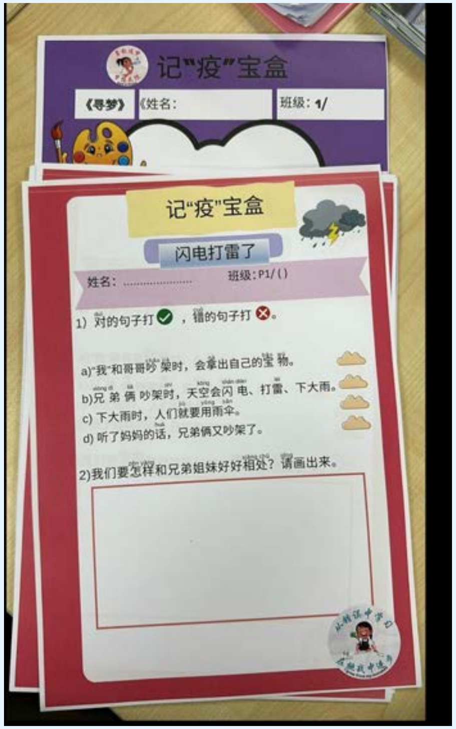


2023 Term 4 P1 CL Project Click Day 2

一年级
汉字输入

CHINESE
CHARACTER
TYPING
DAY (2)

Learning to type Chinese characters using ICT tools



记"疫"宝盒

《寻梦》 姓名： 班级：1/

记"疫"宝盒

闪电打雷了

姓名：…………………… 班级：P1/( )

1) 对的句子打✓，错的句子打✗。

a)"我"和哥哥吵架时，会拿出自己的宝物。

b)兄弟俩吵架时，天空会闪电、打雷、下大雨。

c) 下大雨时，人们就要用雨伞。

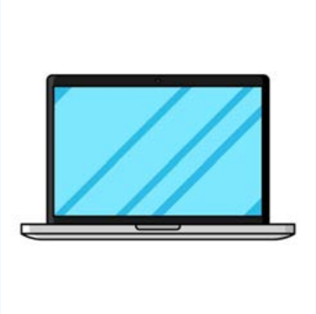
d) 听了妈妈的话，兄弟俩又吵架了。

2)我们要怎样和兄弟姐妹好好相处？请画出来。

Reading programme

Malay Language

Fun with ICT



Speech and Drama

Show and Tell

Outdoor Learning

Tamil Language

Deepavali Performance

Competition

Learning Together

Racial Harmony Celebrations

PHYSICAL EDUCATION

- **Vision**

  Healthy Body and Healthy Mind

- **Mission**

  To empower students to feel good about themselves through involvement in sports and recreational endeavours for personal excellence in life.

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PE 3E Approach

Experience:
All students are given opportunity to participate in school wide activities.

Enrich:
Level activities are planned to further enhance students' experience.

Excel:
Students who have the aptitude and are keen to further develop their talents are invited to join developmental teams.

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PE Learning Outcomes

3 Domains:

- Psychomotor
- Cognitive
- Affective

3 Learning Areas:

- Physical Activity (Gym, Games & Sports, Dance)
- Outdoor Education
- Physical Health and Safety

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Programme for Active Learning (PAL)

- Experiential in nature
- 5 Learning Domains: Cognitive, Moral, Social, Aesthetics and Physical
- Develop students’ social-emotional competencies
- Modules: Drama, Visual Arts, Traditional Games and Outdoor Education

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Aesthetics – Art / Music

Our Vision:

Passion for the Arts

Our Mission:

To develop the Arts through the mastery of techniques, aesthetic appreciation and creativity.

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Aesthetics – Art / Music

Experience, Enrich and Excel” Approach

Aesthetics department programmes are aligned to this E3 approach.

- **Experience:**

All students are given the opportunity to be exposed to the Arts through various schoolwide activities.

- **Enrich:**

Programmes are planned to further enhance their Arts experience.

- **Excel:**

Opportunities are given to those who have the aptitude to further develop their talent.

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Aesthetics – Art / Music

Learning Outcomes for Art and Music

Termly grading to be based on Learning Outcomes (LO's).

4 descriptors for all levels:
Beginning, Developing, Competent or Accomplished

Final Grade (A, B or C) to be computed from the termly LO's and reflected in the report book at year end.

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Aesthetics – Art / Music

Art Lessons

Aesthetics – Art / Music

Music Lessons

- singing
- percussion instruments

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Aesthetics – Art / Music

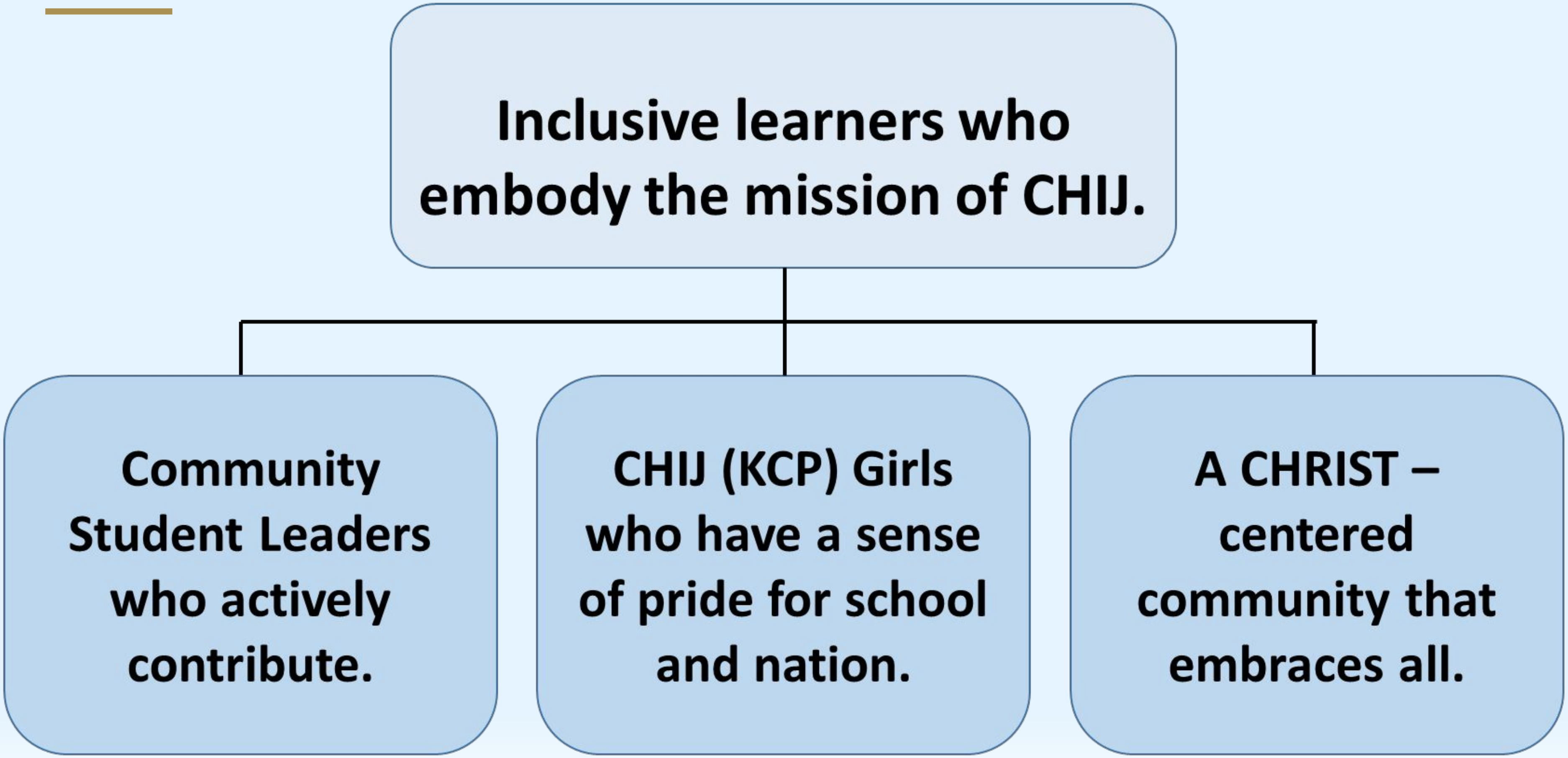
CHIJ (Katong) Primary
presents
IJ GOT TALENT!!!

IJ's Got Talent

Recess Programme

P1 Concert

Character & Citizenship Education



Inclusive learners who embody the mission of CHIJ.

Community Student Leaders who actively contribute.

CHIJ (KCP) Girls who have a sense of pride for school and nation.

A CHRIST – centered community that embraces all.

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CCE Customised Programmes

Citizenship Education

Learning for Life Programme (Community Student Leadership)

Values in Action

School Virtues Programme

Peer Support Programme

Cyber Wellness Programme

GRACE / LOVE Programme

Life-skills Programme

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Citizenship Education

National Education

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

Social Studies

- Level Curriculum
- Field Based Learning

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School Virtues

SELF-DISCIPLINE

COMPASSION

RESPECT

INTEGRITY

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Religious Education

For our Catholic students from Primary 1 to Primary 6, GRACE (God Reaching out to All Children Everyday) lessons are conducted by our Catholic teachers and staff.

The lessons are aimed at helping students to understand their faith and live the gospel values in their daily lives. Apart from the lessons, school activities such as visiting of churches, retreats and Rosary devotions are conducted for the Catholic students to help them deepen their faith. The Catholic students also attend termly Family Masses and all students attend the School Masses.

Concurrent with GRACE lessons, LOVE (Living Our Virtues Everyday) lessons are conducted for our non-Catholic students.

These lessons are aligned with our school virtues. Students learn about moral values and ethical principles. Class activities such as group discussions, sharing and reflection on self and others will be conducted for the students to share their experiences with one another.

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Religious Education

- Daily prayers and hymn-singing at the start and end of the day/after recess
- School Masses
- Founder’s Day Celebration
- LENT and EASTER Programme

All Catholic students are to attend GRACE lessons while non-Catholic students can opt for either GRACE/LOVE lessons.

Select the lessons on PG for GRACE/LOVE lessons by Thursday 4 Jan 2024

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Information & Communications Technology (ICT)

- Vision: To develop our students to be Future-ready and Digitally Intelligent Learners.

- MOE’s EdTech Masterplan 2030
  - Vision: Technology-transformed learning, to prepare students for a technology-transformed world.

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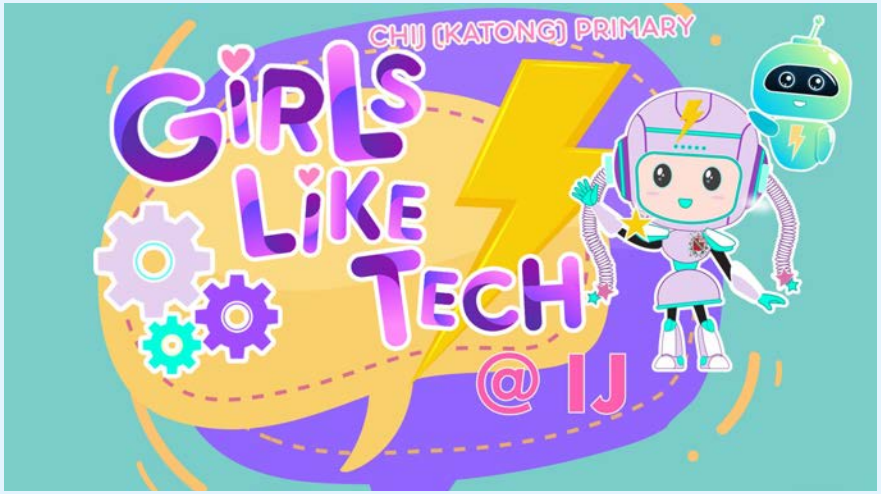
Information & Communications Technology (ICT)

- Touch Typing *(Primary 1)*
- Code For Fun *(Primary 6)*
- Girls Like Tech


CHIJ (KATONG) PRIMARY
GIRLS LIKE TECH
@ IJ

- iEnrich Holiday Programme *(Optional)*

Information & Communications Technology (ICT)

- Online Learning Platform
  - Singapore Student Learning Space (SLS)

- MOE's Centrally Provisioned Digital Tools
  - Student iCON (Google Workspace)
  - Microsoft Pro Plus
  - Zoom

More information on the onboarding process will be shared via Parents Gateway.

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Information & Communications Technology (ICT)

- Collection & Use of Data *(Refer to "My School Journal" Page 24)*

  Photographs, video images and recordings of students or their legal guardians may be taken during school activities and events (which can be held either physically or virtually), such as classroom lessons, CCA, school camps, school concerts and Parent-Teacher-Meeting sessions. The school may use, publish and live stream such photographs or video recordings in school publications, the school's website. social media channels, or other communication channels.

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STUDENT WELL-BEING

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P1 / P4 Buddy System

- during recess on 4 & 5 Jan 2024
- assist with buying of food
- showing P1s the areas to play and assemble, etc

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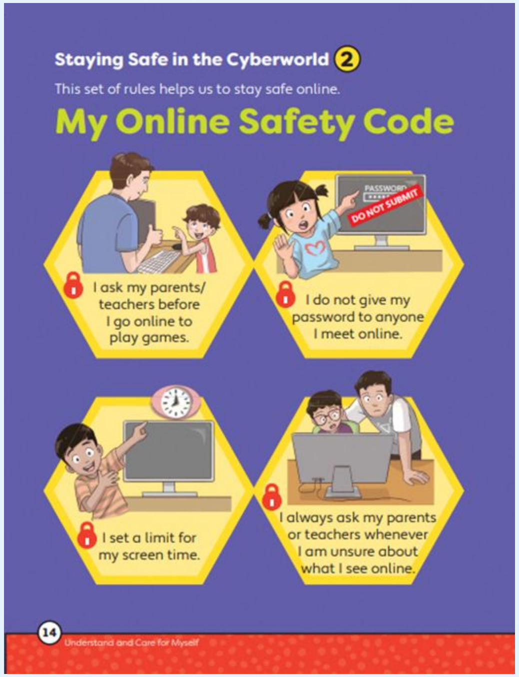
CYBER WELLNESS

What will our P1 & P2 students learn about Cyber Wellness during CCE (FTGP) lessons?



Staying Safe in the Cyberworld ②

This set of rules helps us to stay safe online.

My Online Safety Code

- I ask my parents/ teachers before I go online to play games.
- I do not give my password to anyone I meet online.
- I set a limit for my screen time.
- I always ask my parents or teachers whenever I am unsure about what I see online.

14 Understand and Care for Myself

- ***basic online safety rules***
  (talking to only people you know)
- ***importance of balanced lifestyle in exercise, sleep and screen time for health and well-being***
- ***protecting personal information***
  (understanding the risk of disclosing personal information)

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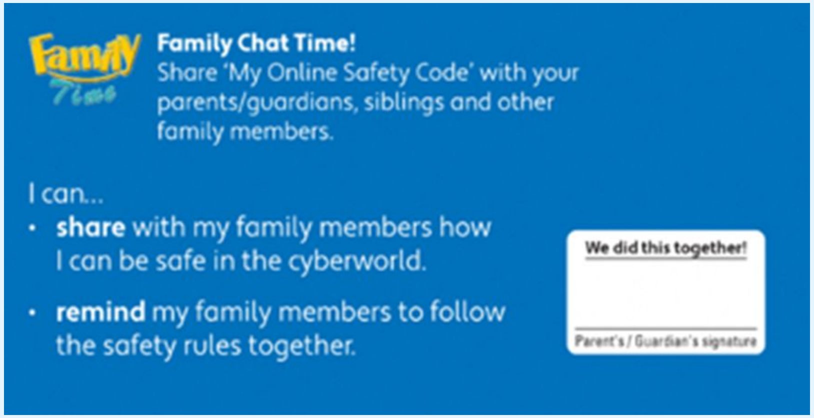
CYBER WELLNESS


Family Time

Family Chat Time!
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...
- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

We did this together!

Parent's / Guardian's signature

- ***Cyber Contacts***
  - understand that the profiles of strangers that we see online may not be their real identities
  - recognise the dangers of chatting with strangers online
- ***Parents are encouraged to try the "Family Time" activities in the CCE (FTGP) Journal with your children to emphasise the different cycles wellness messages at home***

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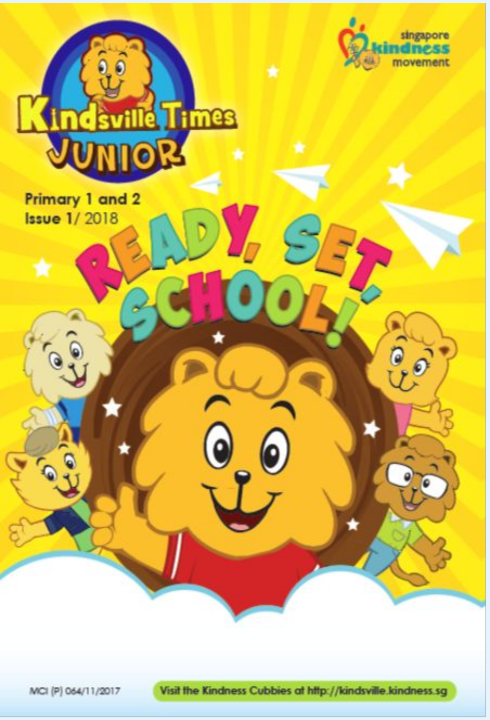
Family Time is important …

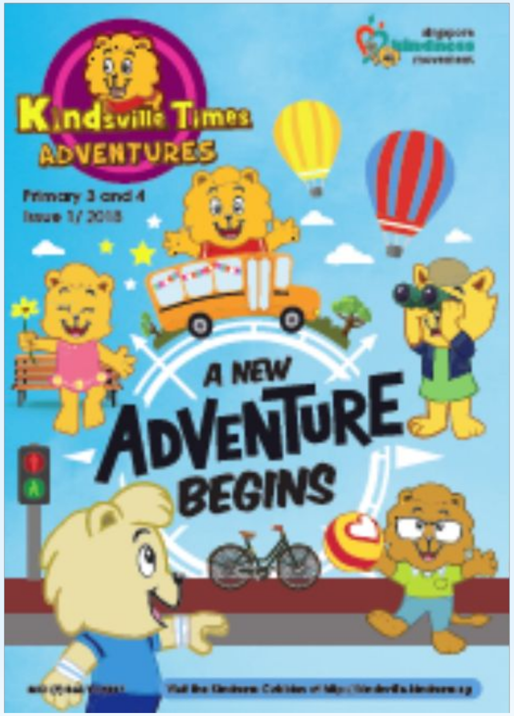
to be involved in your child's learning experiences to help her develop social and emotional skills

for fostering strong family bonds to support your child's character development

for encouraging your child to have confidence and build resilience

Resources to Engage Your Child at Home


singapore kindness movement
Kindsville Times
JUNIOR
Primary 1 and 2
Issue 1/ 2018
READY, SET, SCHOOL!
MCI (P) 064/11/2017
Visit the Kindness Cubbies at http://kindsville.kindness.sg


singapore kindness movement
Kindsville Times
ADVENTURES
Primary 3 and 4
Issue 1/ 2018
A NEW ADVENTURE BEGINS

4 Issues Yearly

☞ https://kindsville.kindness.sg/kindsville-times

Further Resources

Further Resources

RESILIENCE BOOSTERS

Building the resilience muscle of our children to help them bounce right back

UNDERSTANDING RESILIENCE

As parents, we hope to strengthen the social and emotional skills and positive beliefs of our children so that they develop the resilience to persevere and adapt positively in the face of challenges. It is not impossible to build resilience in our children.

Qualities of a Child who shows RESILIENCE

A Child who is RESILIENT
- adapts positively despite setbacks
- perseveres in the face of challenges

The ability to thrive despite challenges arises from the skills of
The good news is that resilience skills can be acqui

Move Towards Goals
Guiding our children to set and move towards realistic and meaningful goals one step at a time focuses on what they can accomplish. This encourages them to move forward in the face of challenges and increases their likelihood of achieving their dreams.

Have a Sense of Purpose
Developing a sense of purpose in our children provides the motivation and energy for them to persevere through challenges. It moves them to look beyond present circumstances and to contribute towards their desired future.

Overcome challenges or obstacles
Facilitating the problem solving process in our children helps them to trust themselves to find alternative solutions for problems or find a way out of difficulties. This also builds their confidence to handle future challenges.

Building RESILIENCE in our children

Make Connections
Building positive social skills in our children helps them to make friends and build relationships. Connecting with people provides the social support in times of need.

Emotion Self-Care
Teaching our children to acknowledge and manage their negative emotions is part of self-care. Only then can they find ways to deal with the problem.

Resilience-Fostering Interactions and builds their Resilience

Give our Children S.P.A.C.E to Grow

Recognise Common STRESS SYMPTO
in Your Child

Raising Confident Children

When should parents be involved? How can we provide appropriate guidance and support?

Praise Your Child

DO IT RIGHT. DO IT WELL.

Praise the **process**, not the person.

Focus on the **efforts**, not the outcomes.

Be specific. Avoid generic statements.

Use **simple** statements.

Do not overpraise.

Be **genuine** and **sincere**.

Give **age appropriate** praise.

Avoid comparisons.

Catch your chil **doing good**.

How do you PRAISE your child?

Reference:
Dweck, C & Dweck, C. (2016). *Using Praise to Enhance Student Resilience and Learning Outcomes.*
Mueller, C. M. & Dweck, C. (1998). Praise for Intelligence can Undermine Children's Motivation and Performa *Journal of Personality and Social Psychology, 75*(1), 33-52.

Gratitude

5 things any parent can do

01 Model it
Thank your family, neighbours, or the people working around you – **let your children see your gratitude.** Spread the happiness!

02 Encourage it
Suggest that your children **write a note of gratitude and read it aloud** to someone they appreciate. It'd make your children feel glad too!

03 Share it
Start meal times by sharing something each one feels grateful for. The positive emotions shared builds bonds!

04 Praise it
Spot grateful behaviour and praise them for it. Say, "You thanked your friend for sharing - good job! I'm sure he felt glad and it helped your friendship grow!"

05 Reminders for it
Put notes on the fridge or in the room to remind them to be thankful for their health, siblings, etc. Or text them about a blessing you noted!

https://www.schoolbag.sg

https://www.moe.gov.sg/education/programmes/social-and-emotional-learning/sel-resources-for-parents

HPB’s Dental Video

https://go.gov.sg/schdentalservices

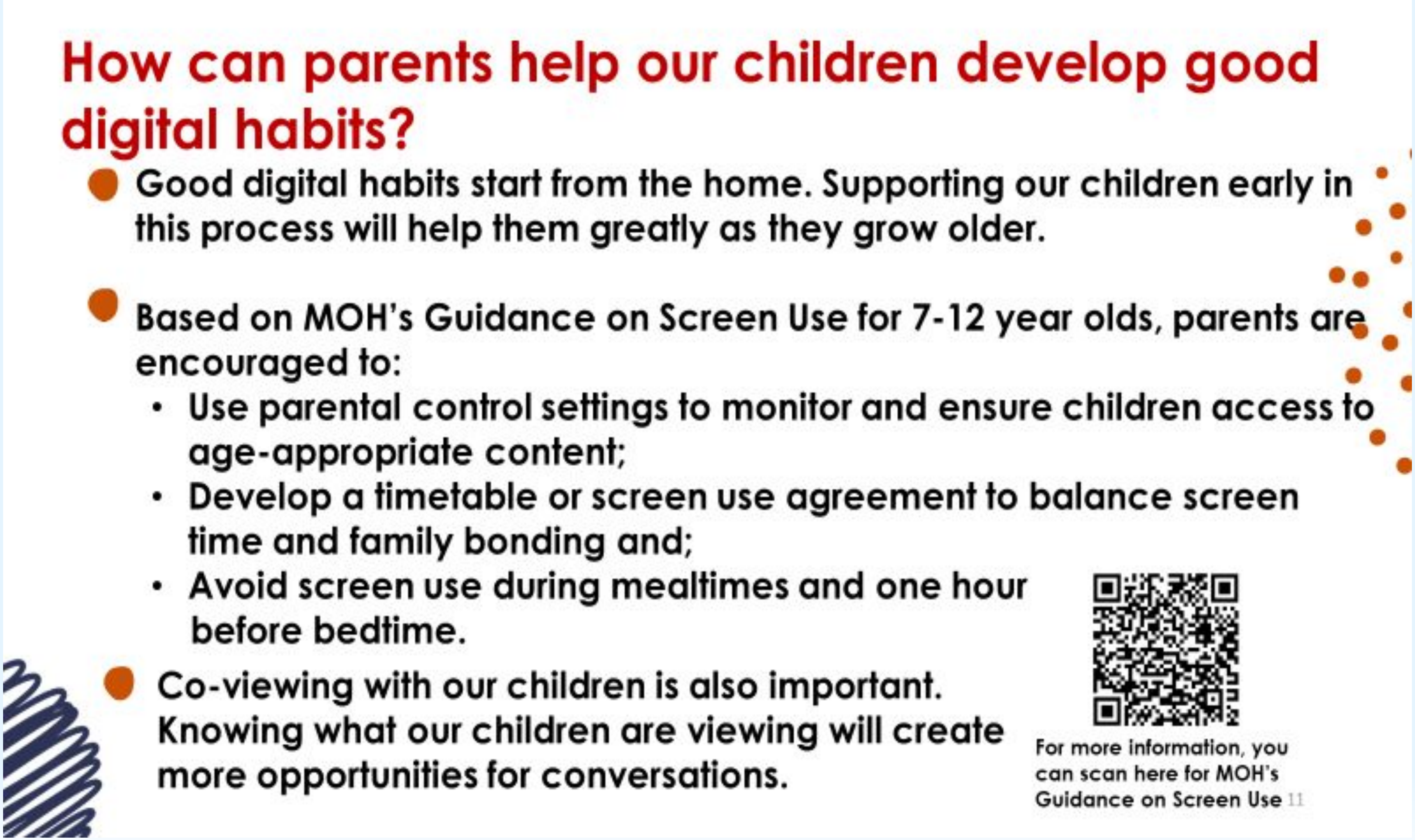
Thermometers

- P1 Students will be issued a thermometer
- Temperature-taking exercise

Additional resources for parents

This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.

Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!



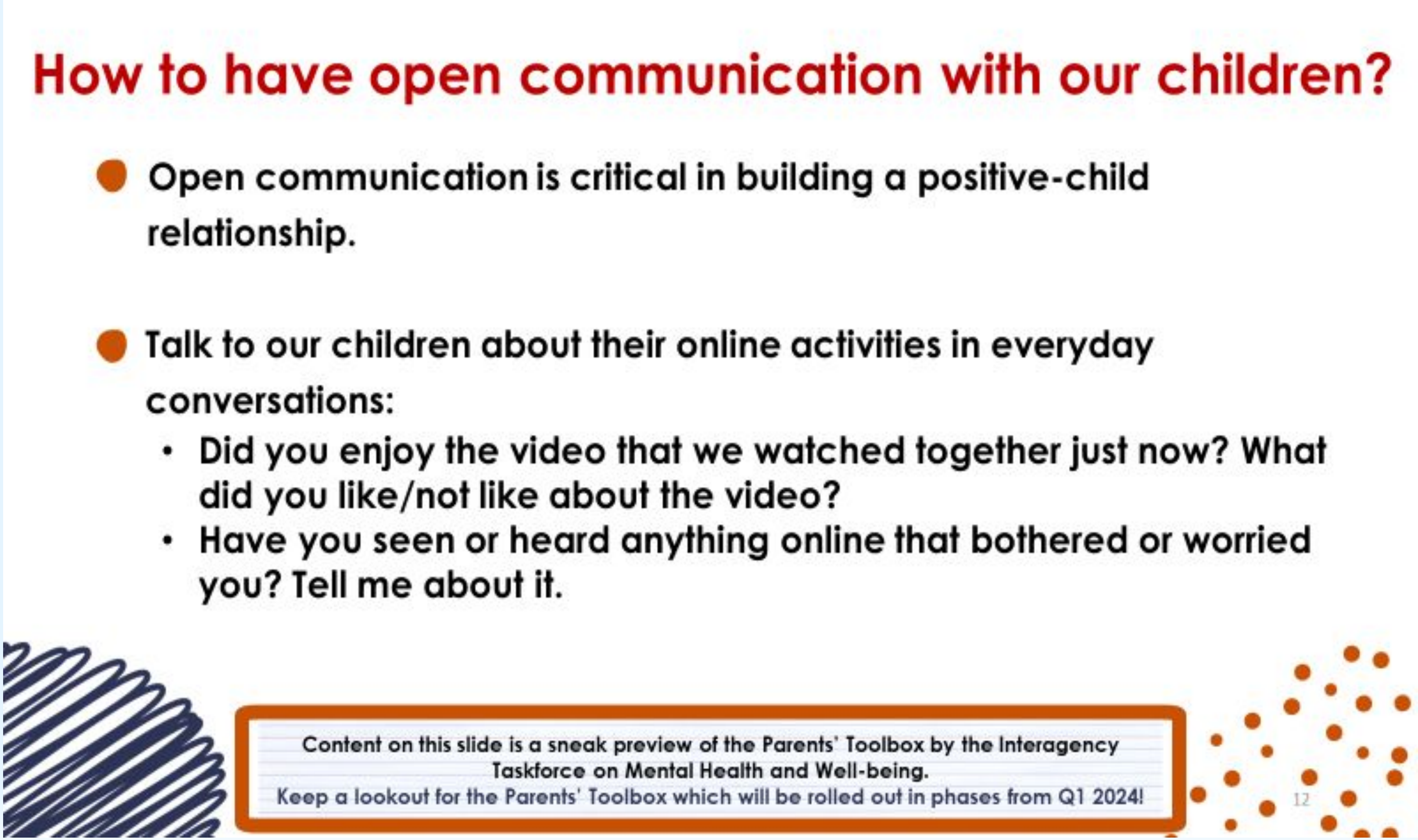
How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.

- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
  - Use parental control settings to monitor and ensure children access to age-appropriate content;
  - Develop a timetable or screen use agreement to balance screen time and family bonding and;
  - Avoid screen use during mealtimes and one hour before bedtime.

- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.

For more information, you can scan here for MOH's Guidance on Screen Use



How to have open communication with our children?

- Open communication is critical in building a positive-child relationship.
- Talk to our children about their online activities in everyday conversations:
  - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
  - Have you seen or heard anything online that bothered or worried you? Tell me about it.

Content on this slide is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.
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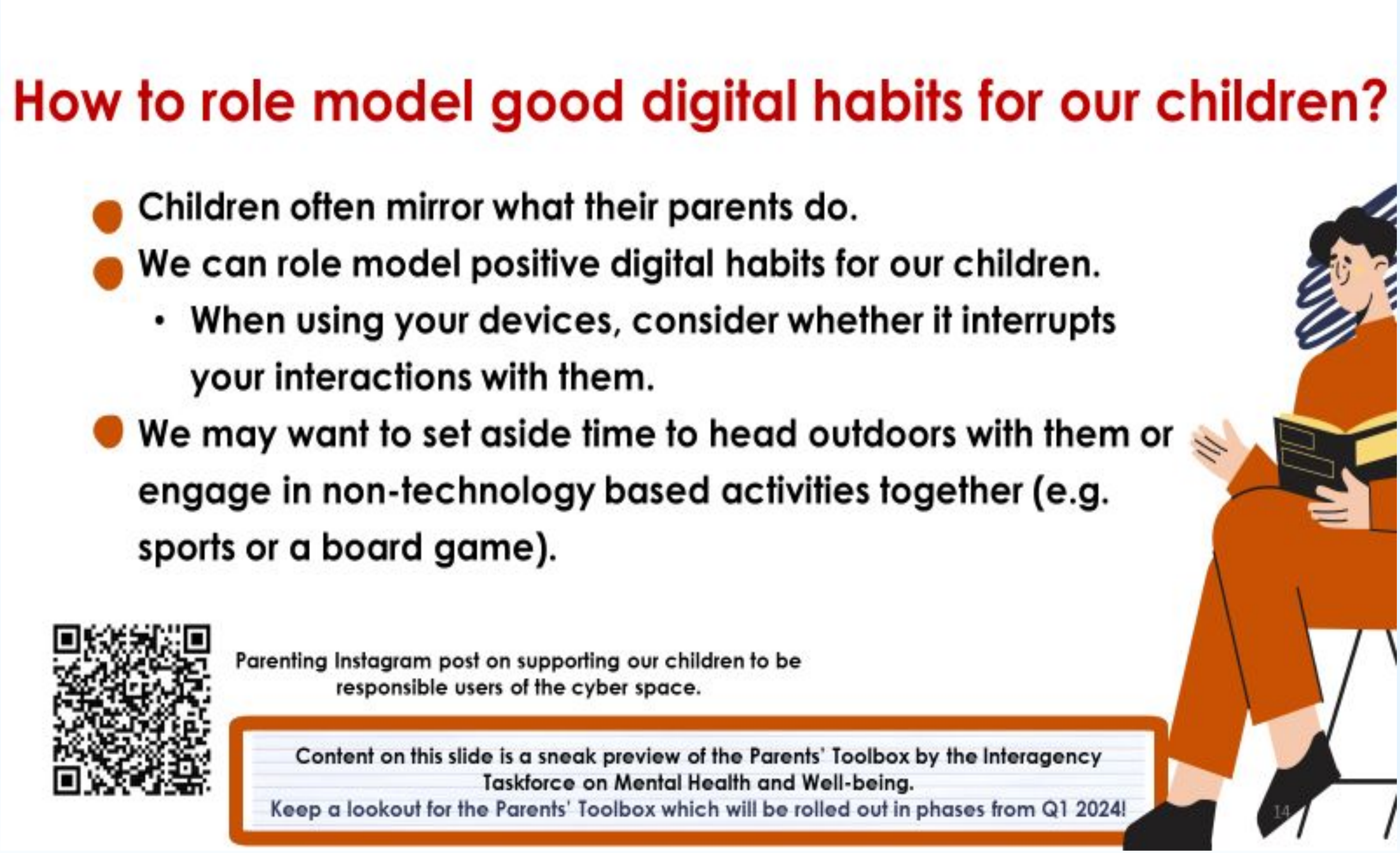

How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
  - When using your devices, consider whether it interrupts your interactions with them.
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).

Parenting Instagram post on supporting our children to be responsible users of the cyber space.

Content on this slide is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.
Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!