



Bedok Green Primary School

Academic and Assessment Matters

2 January 2026

The Future of Learning

A movement to transform *what* and *how* students learn to be able to thrive and harness opportunities in the rapidly changing and complex world.

1. Reimagining teaching and learning



2. Leveraging Technology

3. Developing E21CC
(21st century competencies)

Content

1. Reimagining teaching and learning

01

***Holistic
Assessment***

02

***Learning
Dispositions***

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***Learning
Outcomes***

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***Supporting your
child***

2. Leveraging Technology

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***Learning with
Technology***

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***Emerging 21st
Century
Competencies***

3. Developing E21CC

Fact or Myth?

- My child has to take the mid-year and end-year examinations.
- He/ she will receive a grade for every subject, i.e. 88/100 marks .

False!

- There is no more mid-year and end-year examinations.
- Your child will **not** be receiving number scores in their report books.

Instead,

- Your child will be assessed **holistically**, through the year, on their **Learning Dispositions** and **Subject Learning Outcomes**.

Holistic Assessment

- Your child will be assessed through their
 - Written work
 - Observations of students during performance tasks
 - Interactions between student and teacher
- Based on the assessment above, the focus will be to
 - Close learning gaps
 - Enrich student learning



Holistic Development

Learning Outcomes

- This refers to the content knowledge and skills your child will learn in all the subjects.



Learning Dispositions

- This refers to the positive behaviors and attitudes towards learning.



Life-long Learners!

Knowledge and skills

Physical and Health
Education

Learning Dispositions

Mother
Tongue

Art

Mathematics

Social Studies

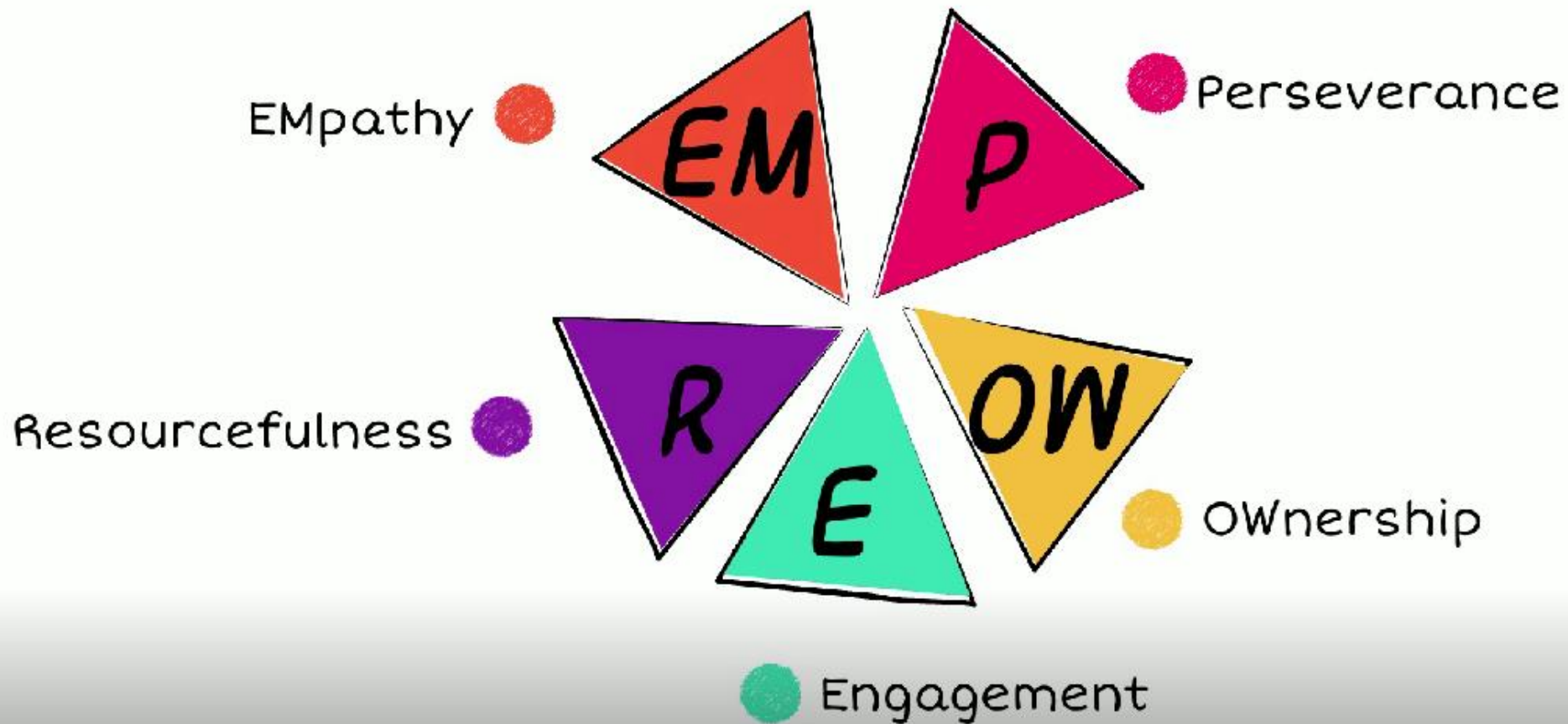
English

Music



BGPS Learning Dispositions- EMPOWER

BGPS LEARNING DISPOSITIONS



Keeping you informed

- Semestral Curriculum Update through Parents Gateway
- Parent-Child-Teacher Conference (PCTC)



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Empowered Learners, Persons of Strength & Character

BGPS/96/22

15 July 2022

Through the Principal 

Dear Parents/ Guardians of Primary 1 students

SEMESTER 2 CURRICULUM UPDATES FOR PRIMARY 1

Our curriculum aims to nurture our students holistically so that they are confident, have strong social skills and a good foundation in literacy and numeracy. At Primary 1, learning activities and experiences provide our students with more opportunities to experience success, build their confidence, and instill their desire to learn.

Semestral updates on the curriculum focus and progressive feedback on students' learning activities will be provided throughout the year. Hence, we advise parents/ guardians not to overstress your children with unnecessary preparation.

Kindly be reminded that there are no weighted assessments for Primary 1 students. The topics that will be covered in Semester 2 are as follows:

Date	Subject	Units/ Topics	
		Term 3	Term 4
Semester 2 (27 Jun – 18 Nov)	English Language	Unit 8: Dan's Lost Hat Unit 9: When Baby Sister Came Home Unit 10: Mid-Autumn Festival Unit 11: The First Day of Hari Raya	Unit 11: The First Day of Hari Raya Unit 12: Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle
	Mother Tongue Languages	1. CL Unit 11 to 14 2. ML Unit 6 to 8 3. TL 1B Unit 1 to 8	1. CL Unit 15 to 19 2. ML Unit 9 to 12 3. TL 1B Unit 9 to 14
	Mathematics	Chapter 10: Addition and Subtraction Within 100 Chapter 11: Length Chapter 12: Multiplication	Chapter 13: Division Chapter 14: Time Chapter 15: Money

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Learning Outcomes

English

- Every subject has a specific list of **learning outcomes** (content knowledge and skills) your child should be able to achieve.

Primary 1	
LO Number	LO
1	Listen attentively and follow simple instructions.
2	Speak clearly to express their thought, feelings and ideas.
3	Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.
4	Demonstrate basic word recognition skills (e.g., know the letters of the alphabet; able to pronounce words accurately).
5	Read aloud Primary 1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.
6	Understand Primary 1 texts (e.g., STELLAR texts) and are able to identify simple aspects of fiction (e.g., main characters and setting).
7	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
8	Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

Learning Outcomes

Maths

Primary 1

LO Number	LO
LO 1	Understand numbers up to hundred.
LO 2	Understand addition and subtraction.
LO 3	Add and subtract numbers.
LO 4	Understand multiplication and division.
LO 5	Identify, name, describe and sort shapes.
LO 6	Tell time to 5 minutes.
LO 7	Measure and compare lengths of objects.
LO 8	Read and interpret picture graphs.

Mother Tongue

Primary 1

LO Number	LO
LO 1	Listen attentively to short, simple spoken content related to daily life.
LO 2	Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
LO 3	Ask and/or respond to simple questions related to daily life.
LO 4	<u>Recognise</u> characters taught in Primary 1. (CL)/ <u>Recognise</u> words taught in Primary 1. (ML)/ <u>Recognise</u> letters and words taught in Primary 1. (TL)
LO 5	Read aloud Primary 1 texts with accuracy.
LO 6	Understand Primary 1 texts and able to identify some details with guidance.
LO 7	Write words, phrases and simple <u>sentence(s)</u> about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)

Learning Outcomes

**Provided by
MOE**

**Aligned with
what students
learn**

**LO progress for
all subjects**

**Qualitative
descriptors are
used**

- Through the child's
 - Written work
 - Observations of students during performance tasks
 - Interactions between student and teacher
- Focuses on
 - Closing learning gaps
 - Enriching student learning

LO 3: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.



LO 5: Read aloud Primary 1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.



LO3: Play with a variety of materials and tools to create different effects in their art



LO4: Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making



LO5: Identify, name, describe and sort shapes.



Reporting Student Learning Progress

For every LO, your child will be rated -

Qualitative Descriptors	What it Means
Accomplished	Strong understanding and application of concepts and skills
Competent	Good understanding and application of concepts and skills
Developing	Basic understanding and application of concepts and skills
Beginning	Minimal understanding and application of concepts and skills

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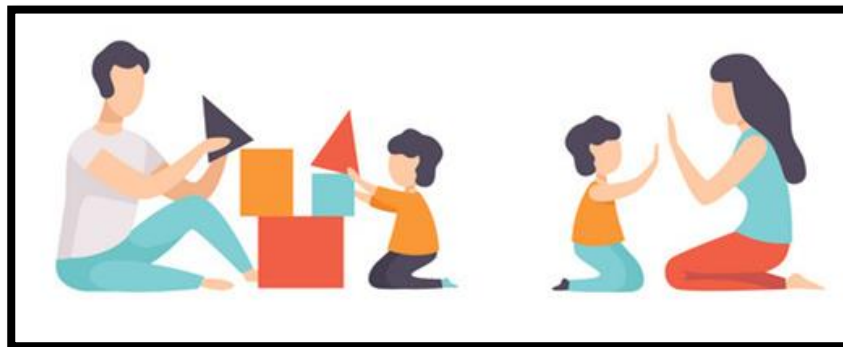
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***Supporting your
child***

Supporting your child

Importance of positive role-modelling from parents

- Teachable moments
- Developing literacy
- Learning through play
- Understanding your child's learning needs and styles



Teachable moments

- Trip to supermarket- A chore or an enriching learning experience?
- Examples of learning that could take place in a supermarket
 - Plan a menu within a budget (e.g. making a sandwich)
 - Comparison by price/ mass/cheaper/expensive/ healthier choice



Developing Literacy - *Cultivating a love for reading*

- **Choose Engaging Books**
- **Create a Reading Routine**
- **Make it Interactive**
- **Use Props and Visual Aids**
- **Choose their own books in library**

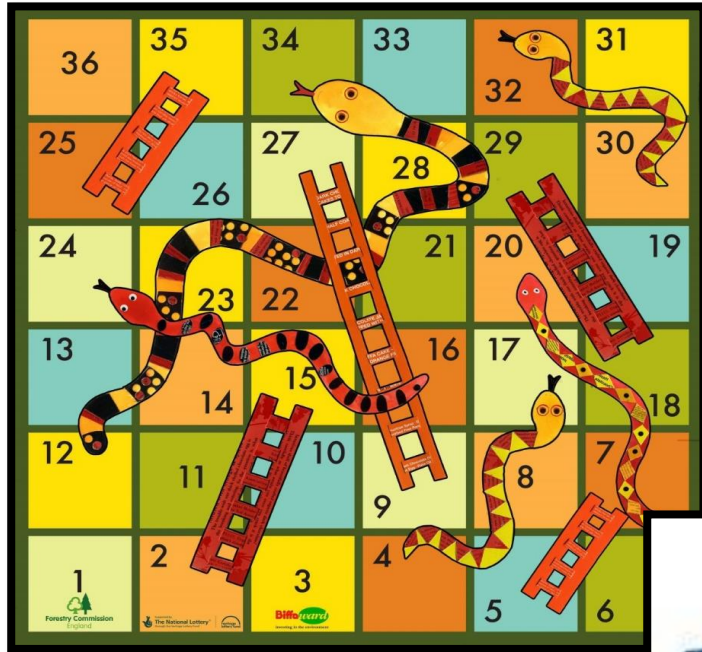


Learning through play - *Games to develop literacy*



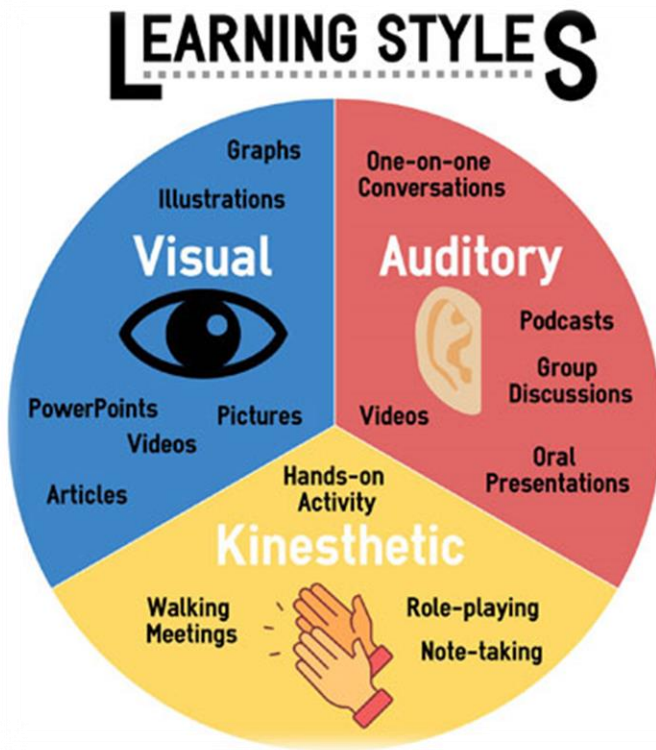
- Playing language games like word scavenger hunt or games and activities on Student Learning System (SLS).
- Reading aloud a book and asking your child to identify words beginning with the same sound. For example, looking for words with the 'p' sound – *pancake, pick, put, police, pat, etc.*
- Using flashcards /Apps to learn and revise Chinese characters. E.g.,
字宝宝, 词语接龙

Learning through play - *Games to develop logical thinking and problem- solving skills, or vocabularies building*

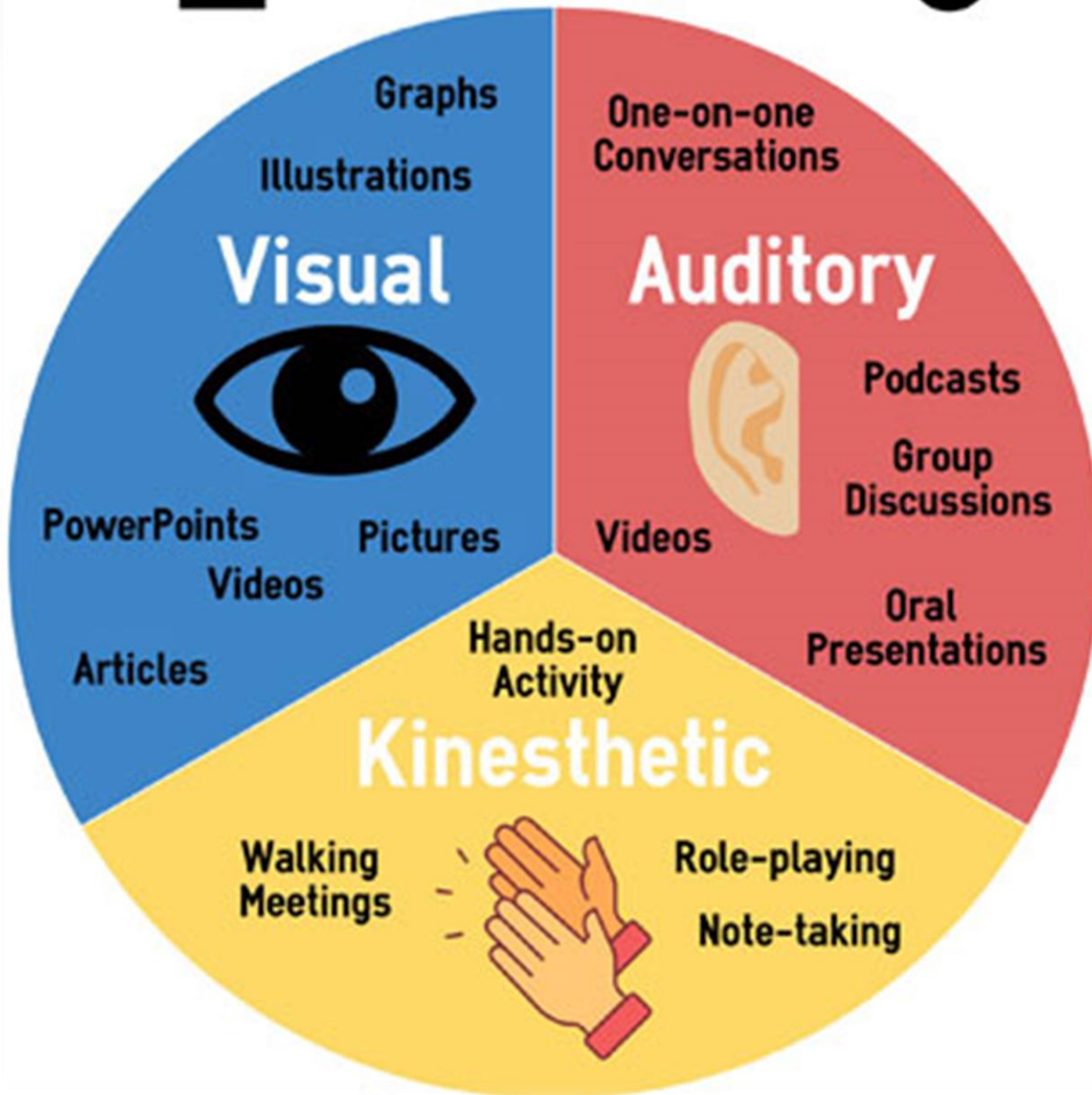


Understand Your Child's Learning Needs and Style

- Understanding your child's learning needs and style is crucial for providing them with effective support and encouragement. Here are some tips to help you understand and accommodate their learning needs.



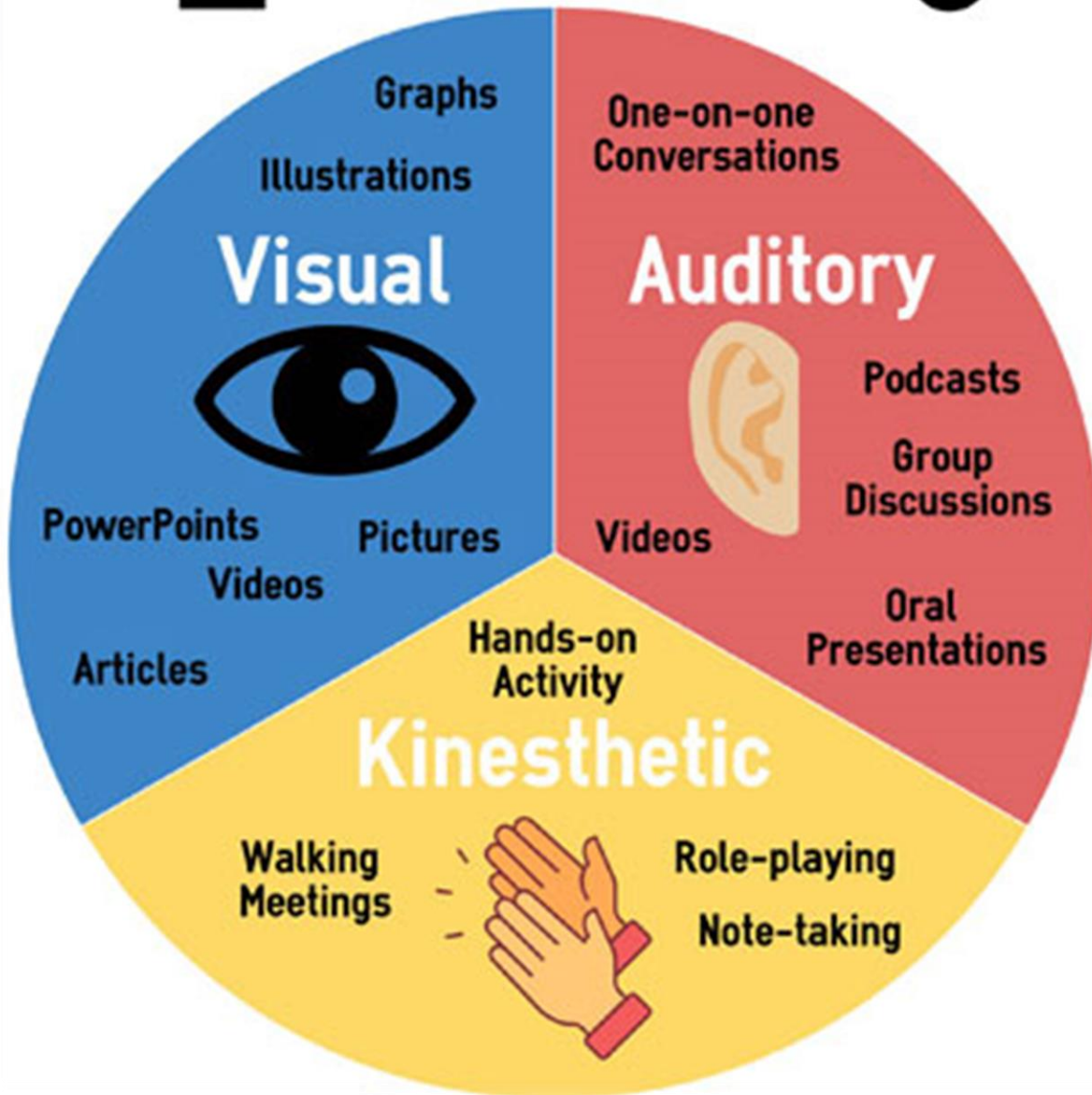
LEARNING STYLES



Understand Your Child's Learning Needs and Style

- Observe and Listen
- Identify Their Strengths and Weaknesses
- Be Flexible
- Provide a Variety of Learning Experiences

LEARNING STYLES



Understand Your Child's Learning Needs and Style

- Encourage Independence
- Communicate with Teachers
- Be Patient and Supportive

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“Do I need to buy a learning device for my child?”



Learning Devices used in School



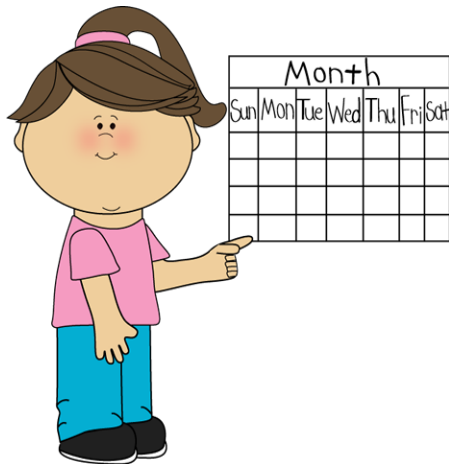
iPads



Laptops

Primary 1 Level Home Based Learning (HBL) Days in 2026

- Term 2 Week 1 Friday (27 March)
- Term 3 Week 6 Monday & Tuesday (3 & 4 August)



BGPS Home Based Learning (HBL)

Access HBL instructions
via the HBL Portal

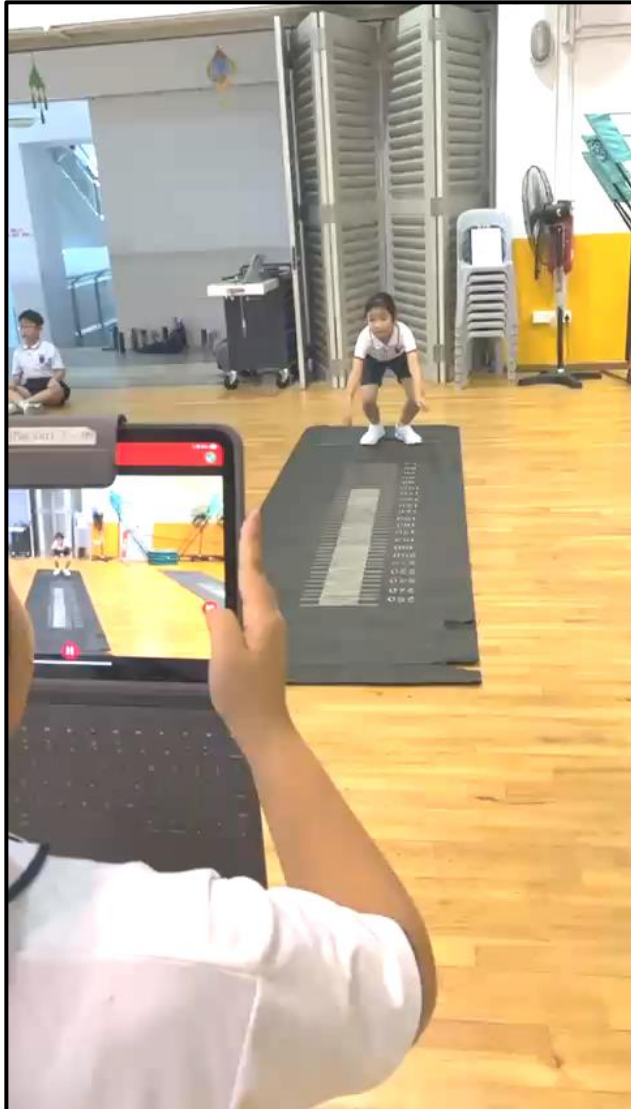
Main Platform of Learning:

Student Learning Space (SLS)



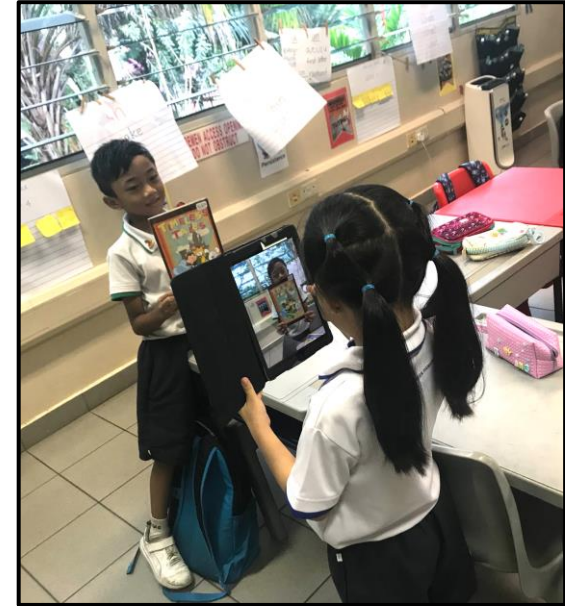
The image shows two overlapping screenshots of the BGPS Home Based Learning (HBL) portal. The top screenshot is the main portal page, which has a blue header with navigation links: "ABOUT US", "BGPS EXPERIENCE", "FOR STUDENTS", "FOR PARENTS", and "PARTNERS". Below the header, there's a blue banner with "Home based Learning" and a dropdown menu showing "Home Based Learning", "Timetable", and "Useful Links". The bottom screenshot is the "BGPS HBL 2024*" page, which has a yellow background. It features a large "BGPS HBL" title and a "PRIMARY 1" section. Below this is a table titled "PRIMARY ONE LEVEL" showing a weekly schedule. The table has columns for "Day/Date" and lesson times from 0800 to 1315. The schedule includes lessons for MA, ART, EL, MU, MT, and PE, with "BREAK TIME" indicated for certain periods. At the bottom of the page, there are instructions about touch typing lessons and a link to the typing club website. The page also lists "1 INTEGRITY" and "1 RESPECT" as values.

ICT-enriched Learning Experiences in our Classrooms



Examples of digital skills that your child will have opportunities to learn:

- Take photos / record audio clips using iPads
- Upload photos/voice-record onto Student Learning Spaces (SLS)
- Post responses and comment of their peers' posts on web-based applications
- Touch typing



Technology Tools which your child may be exposed to:

Baseline Applications & Productivity Tools



Learning & Interaction



3Cs to Support your Child's Learning with Technology

- **Cultivate good habits**

- Keep passwords well
- Handle ICT gadgets/devices carefully
- Teach your child to be respectful online
- Manage screen time

Parents were asked how much time their children spent daily on digital devices – including smartphones, tablets, computers and television – for leisure, and about their concerns and what sort of help they need.

The study aims to understand how parents are managing the digital activities of their children, said MDDI in its statement, adding that the results will help the Government better support parents in this endeavour.

For children aged between seven and nine, 27 per cent spend more than the recommended two hours on devices on weekdays.

More than half of children aged 2 to 6 exceed recommended daily screen time: Survey

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digital activities of their children.

3Cs to Support your Child's Learning with Technology

- Cultivate good habits
 - Keep passwords well
 - Handle ICT gadgets/devices carefully
 - Teach your child to be respectful online
 - Manage screen time
- Child should own his/her learning
 - Guide and support alongside your child
 - Manage failures & stay resilient

The image shows a screenshot of the 'HOME-BASED LEARNING PORTAL ACCESS' page. At the top, it says 'Method 1: Go to www.bedokgreenpri.moe.edu.sg'. Below this, there's a section titled 'USERS & PASSWORDS' with four login options: SSOE2, MIMS, Student Learning Space, and Student ICON Space. Each option has a 'Username:' and 'Password:' field, followed by an 'Other Apps:' section. To the right of the login section, there's a sidebar with links: 'FOR PARENTS', 'PARTNERS', 'HBL SUPPORT', 'SLS ACTIVATION FOR DI', 'SLS LOGIN GUIDES', 'SLS GUIDES', 'GOOGLE CLASSROOM GUIDES', 'STUDENT ICON ONBOARDING GUIDE', and 'HOW TO DIGITISE YOUR WORK'. At the bottom right, there's a 'Student Learning Space Helpdesk' section with contact information: 'no: (65) 6702 6513', 'Operating Hours: Mondays to Fridays: 4 p.m. — 9 p.m., Saturdays: 9 a.m. — 9 p.m., Closed on Sundays & Public Holidays', and 'Email: helpdesk@sls.ufinity.com'.

3Cs to Support your Child's Learning with Technology

- **Connect with us!**

- Download and activate communication and learning Apps for you/your child



- Follow us on Social Media for school event updates



「SCAN
ME!」>>



Empowered Learners
Persons of Strength & Character



**2026
PRIMARY 1**

ICT GUIDE FOR
PARENTS

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Emerging 21st Century Competencies

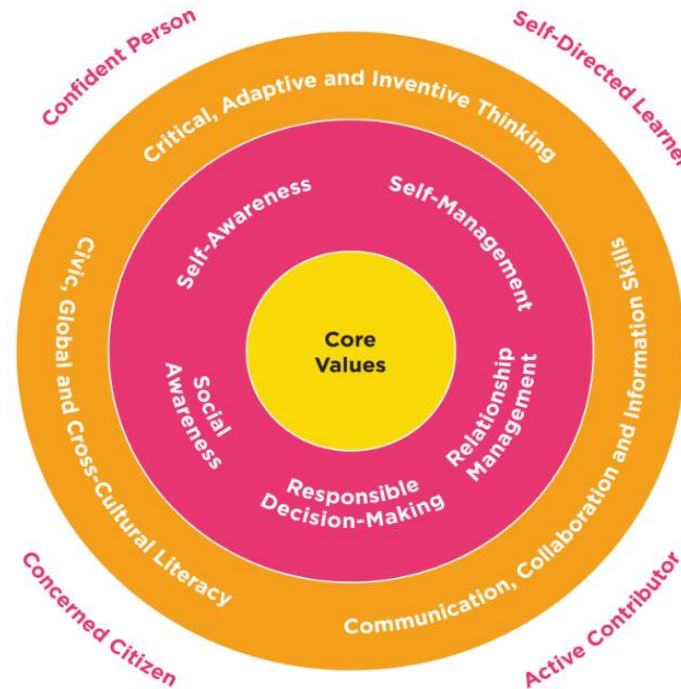
3. Developing E21CC

Framework for 21st Century Competencies

The enhanced framework for 21CC shows the values, essential life skills and mindsets students should develop to navigate the complexities of the fast-changing world.

Critical, Adaptive and Inventive Thinking Skills

- **Confident** in navigating situations without established answers.
- **Resilient** in face of failure.
- **Nimble** in responding to changing contexts.
- **Curious** and **reflective** about what they learn, while being driven by sense of purpose.
- **Cognitively flexible** in approaching problem-solving.



Communication, Collaboration & Information Skills

- **Courageous** and **spontaneous** in communicating ideas to persuade others.
- **Open-minded** and **empathetic** when collaborating across culture.
- **Discerning** to critically assess online information and evaluate societal issues holistically.

Civic Literacy, Global Awareness & Cross- Cultural Skills

- Understand national values, global issues and respect cultures.
- **Willing to act** with shared ideas when engaging in social and global issues.

In conclusion

- **Be Involved and Supportive**
 - Your child needs support and encouragement as they navigate new environment, new routines, new people – give them time.
- **Make the learning experience a positive one**
 - Explore different ways of learning with your child. It does not have to only be assessment books!
 - Making mistakes are part of learning.
- **Focus on developing strong values, character and competencies**
 - These will prepare your child for life.

