

---

31 January 2025

Dear Parents/Guardians,

**Re: Primary 1 Holistic Development Profile (HDP) for 2025**

With the removal of all weighted assessments for P1 and P2, we are using subject-specific learning outcomes (LOs) and qualitative descriptors to monitor and report students' learning progress in each subject. Please refer to the table attached for list of LOs for 2025.

We will provide formative and holistic feedback, to both students and parents, focusing on the students' growth and development. Our teachers will be using a variety of teaching and assessment approaches such as classroom observations, group work and homework to monitor students' learning. At the end of each semester, the teachers will report on the subject-specific learning outcomes and provide qualitative descriptors for each child.

We look forward to your partnership in providing a meaningful learning experience for your child. Should you require further clarification, please contact your child's/ward's form teachers.

Thank you

Regards,



Mdm Fauziah  
Head for Assessment

**PRIMARY 1 LEARNING OUTCOMES (LOs) FOR SEMESTER 1 2025**

| English Language   |  | Mathematics   |  | Mother Tongue  |  |   |  |
|--|--|---|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>✓ Listen attentively and follow simple instructions</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>✓ Speak clearly to express their thoughts, feelings and ideas</li> <li>✓ Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>✓ Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing</li> </ul> </li> </ul> <p><i>Please note that spelling practices will only begin in term 2.</i></p> |  | <ul style="list-style-type: none"> <li>• <b>Skills</b> <ul style="list-style-type: none"> <li>✓ Identity, name, describe and sort shapes</li> <li>✓ Understand numbers up to hundred</li> <li>✓ Understand addition and subtraction</li> <li>✓ Add and subtract numbers</li> <li>✓ Read and interpret picture graphs</li> </ul> </li> <li>• <b>Topics:</b> <ul style="list-style-type: none"> <li>✓ Chapter 1: Numbers to 10</li> <li>✓ Chapter 2: Addition up to 10</li> <li>✓ Chapter 3: Subtraction up to 10</li> <li>✓ Chapter 4: Shapes</li> <li>✓ Chapter 5: Ordinal Numbers</li> <li>✓ Chapter 6: Numbers to 20</li> <li>✓ Chapter 7: Addition and Subtraction up to 20</li> <li>✓ Chapter 8: Picture Graphs</li> <li>✓ Chapter 9: Numbers to 100</li> </ul> </li> </ul> |  | <ul style="list-style-type: none"> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>✓ Listen attentively to short, simple spoken content related to daily life</li> </ul> </li> <li>• <b>Speaking and Spoken Interaction</b> <ul style="list-style-type: none"> <li>✓ Ask or/ and respond to simple questions related to daily life</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>✓ Recognise characters taught in Primary 1 (CL)/ Recognise words taught in Primary 1 (ML)/ Recognise letters and words taught in Primary 1 (TL)</li> </ul> </li> </ul> |  |   |  |
| Physical Education   |  | Performing Arts   |  | Visual Arts  |  | Social Studies  |  |
| <ul style="list-style-type: none"> <li>• <b>Gymnastics</b> <ul style="list-style-type: none"> <li>✓ Perform a gymnastic sequence of two different movement with smooth transition.</li> </ul> </li> <li>• <b>Games and Sports</b> <ul style="list-style-type: none"> <li>✓ Demonstrate a range of motor skills in rolling, catching and throwing a variety of objects.</li> </ul> </li> <li>• <b>Outdoor Education</b> <ul style="list-style-type: none"> <li>✓ Move across a variety of ground surfaces in a familiar environment safely and confidently.</li> </ul> </li> </ul>  |  | <ul style="list-style-type: none"> <li>• <b>Music</b> <ul style="list-style-type: none"> <li>✓ Create rhythmic ostinato to accompany a piece.</li> <li>✓ Use standard notation to record music ideas.</li> <li>✓ Sing with accuracy and expression.</li> <li>✓ Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively and with accurate rhythm and pitch.</li> </ul> </li> </ul>  |  | <ul style="list-style-type: none"> <li>• <b>Art</b> <ul style="list-style-type: none"> <li>✓ Identify simple visual qualities in what they see around them</li> <li>✓ Play with a variety of materials and tools to create different effect in their art</li> <li>✓ Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</li> </ul> </li> </ul>   |  | <ul style="list-style-type: none"> <li>• <b>Knowledge</b> <ul style="list-style-type: none"> <li>✓ Recognise that everyone is unique.</li> <li>✓ Identify the different roles that students play at home, in class and in school.</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>✓ Ask questions to learn more about self, people and places.</li> </ul> </li> </ul> |  |

**PRIMARY 1 LEARNING OUTCOMES (LOs) FOR SEMESTER 2 2025**

| English Language  | Mathematics   | Mother Tongue   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>✓ Demonstrate basic word recognition skills</li> <li>✓ Read aloud Primary 1 texts with accuracy, fluency and expression</li> <li>✓ Understand Primary 1 texts and are able to identify simple aspects of fiction</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>✓ Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Skills</b> <ul style="list-style-type: none"> <li>✓ Measure and compare lengths of objects</li> <li>✓ Understand multiplication and division</li> <li>✓ Tell time to 5 minutes</li> </ul> </li> <li>• <b>Topics:</b> <ul style="list-style-type: none"> <li>✓ Chapter 10: Addition &amp; Subtraction within 100</li> <li>✓ Chapter 11: Length</li> <li>✓ Chapter 12: Multiplication</li> <li>✓ Chapter 13: Division</li> <li>✓ Chapter 14: Time</li> <li>✓ Chapter 15: Money</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Speaking and Spoken Interaction</b> <ul style="list-style-type: none"> <li>✓ Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts</li> <li>✓ Ask or/ and respond to simple questions related to daily life</li> </ul> </li> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>✓ Read aloud Primary 1 texts with accuracy</li> <li>✓ Understand Primary 1 texts and are able to identify some details with guidance</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>✓ Write words, phrases and simple sentence(s) about daily life with guidance (CL &amp; ML)/Write words and simple phrases with guidance (TL)</li> </ul> </li> </ul> |   |
| Physical Education  | Performing Arts   | Visual Arts   | Social Studies  |
| <ul style="list-style-type: none"> <li>• <b>Dance</b> <ul style="list-style-type: none"> <li>✓ Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e., unison, take turns).</li> </ul> </li> <li>• <b>Physical Health and Fitness</b> <ul style="list-style-type: none"> <li>✓ Acquire a range of personal safety practices in school, at home and when using the road.</li> <li>✓ Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Music</b> <ul style="list-style-type: none"> <li>✓ Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform.</li> <li>✓ Describe the sound produced by instruments and how they are played</li> <li>✓ Create and perform soundscapes to a given stimulus</li> <li>✓ Create a melodic phrase based on the C-pentatonic scale</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Art</b> <ul style="list-style-type: none"> <li>✓ Draw to express curiosity, ideas and things that relate to personal interests and experiences</li> <li>✓ Collect artefacts/ learning evidence for portfolio based on given criteria</li> <li>✓ Share and talk about their artworks using appropriate art vocabulary</li> <li>✓ Discuss and relate artworks created by others to their own artworks and experience</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Skills</b> <ul style="list-style-type: none"> <li>✓ Describe people and events by making careful observations, with teacher guidance.</li> <li>✓ Share thoughts and feelings with group members, with teacher guidance.</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>✓ State ways to help people and care for the places around them.</li> </ul> </li> </ul> |

