First Toa Payoh Primary School
Every Child Matters
小学华文课程目标

Curriculum Objectives

课程总目标

语言能力

Language Ability

Integrated use of language skills

Language Skills: Listening, Speaking, Reading, Writing, and Spoken & Witten Interaction skills

在发展语言能力的同时，兼顾人文素养和通用能力的培养

To develop the general ability, civic literacy & cultural awareness alongside the development of the language skills
Features of the 2015 Primary School MTL curriculum

• Greater emphasis on spoken & written interaction skills;
• Greater focus on authentic activities to better engage students and develop their communication skills; and
• Continue to expose students to culture & values through MTL learning.
小学华文课程架构

小一、小二

华文课程

核心单元

+ 导入单元 / 校本单元 / 深广单元

小三、小四

华文课程

核心单元

+ 强化单元 / 校本单元 / 深广单元

小五、小六

基础华文课程

核心单元 + 校本单元

高级华文课程

核心单元

校本单元 / 深广单元

* 小一阶段的学生在学习方法、学习经验等方面都刚起步，学习表现比较不稳定，所以学校可以根据实际需要对小一阶段的单元分班进行灵活处理。
Course Framework

* As Primary 1 pupils enter formal education with different entry points, schools have the flexibility to do ability banding to better meet pupils' varied learning needs at the start of the semester.

* 小一 华文强化班
P1 Chinese Language Enrichment Module (CLEM)
（一）贴近生活的学习内容
Meaningful & Relevant Learning Content

（二）丰富多元的学习资源
Rich & Diversified Teaching & Learning Resources

（三）体现乐学善用的学习活动
Engaging and Authentic Language Tasks
生活化、本土化
Learning content is relevant to students’ lives

- 课程将通过贴近学生生活的学习内容，帮助学生打好语文基础
  Allow students to build a strong language foundation

- 课程内容主要涵盖六大范畴
  Learning content is divided into 6 categories

<table>
<thead>
<tr>
<th>范畴</th>
<th>个人</th>
<th>家庭</th>
<th>学校</th>
<th>社区</th>
<th>国家</th>
<th>世界</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A主题</td>
<td>课题</td>
<td>课题</td>
<td>课题</td>
<td>课题</td>
<td>课题</td>
<td>课题</td>
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<tr>
<td>《我上学了》</td>
<td>《我上学了》</td>
<td>《我上学了》</td>
<td>《这是我的学校》</td>
<td>《这是我的学校》</td>
<td>《这是我的学校》</td>
<td>《这是我的学校》</td>
</tr>
<tr>
<td>《我家有九个人》</td>
<td>《我家有九个人》</td>
<td>《我家有九个人》</td>
<td>《今天是教师节》</td>
<td>《今天有体育课吗》</td>
<td>《今天有体育课吗》</td>
<td>《今天有体育课吗》</td>
</tr>
<tr>
<td>《今天是我的生日》</td>
<td>《今天是我的生日》</td>
<td>《今天是我的生日》</td>
<td>《我的东西不见了》</td>
<td>《我的东西不见了》</td>
<td>《我的东西不见了》</td>
<td>《我的东西不见了》</td>
</tr>
<tr>
<td>《我喜欢打篮球》</td>
<td>《我喜欢打篮球》</td>
<td>《我喜欢打篮球》</td>
<td>《课室有什么》</td>
<td>《课室有什么》</td>
<td>《课室有什么》</td>
<td>《课室有什么》</td>
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<tr>
<td>《现在几点》</td>
<td>《现在几点》</td>
<td>《现在几点》</td>
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<tr>
<td>《我感冒了》</td>
<td>《我感冒了》</td>
<td>《我感冒了》</td>
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</tbody>
</table>
（一）贴近生活的学习内容
Meaningful & Relevant Learning Content

儿童化、趣味化
Interesting content that is appealing to children

- 课程将照顾学生的学习特点，引起学习兴趣
  Addresses students’ learning needs and motivate students’ learning interest

- 情境、语言贴近儿童生活 Lively & memorable stories & language

- 版面设计生动有趣 Well-illustrated instructional materials

- 欢乐伙伴伴随孩子成长
  Story characters growing up and learning alongside our pupils
(二) 丰富多元的学习资源

### Rich & Diversified Teaching Resources

重视资源开发，提供多元化的学习资源

Emphasize on teaching resource development

<table>
<thead>
<tr>
<th>课堂教学</th>
<th>教学工具</th>
</tr>
</thead>
<tbody>
<tr>
<td>纸本教材</td>
<td>课本、活动本、习字本、大图书、教师用书</td>
</tr>
<tr>
<td>数码资源</td>
<td>课文、动画、儿歌、音节表、笔画、笔顺、游戏等</td>
</tr>
<tr>
<td>教学工具</td>
<td>汉语拼音资料包、课堂活动工具盒、字宝宝</td>
</tr>
</tbody>
</table>

通过数码互动游戏自主学习、巩固学习

Use Digital Interactive Games to engage students
(三) 体现乐学善用的学习活动
Engaging & Authentic Language Tasks

注重互动能力的培养
Emphasis on the development of interaction skills

• 在真实的语境中有效地与人沟通，培养互动能力
  Students engage in authentic & meaningful communication to hone their interaction skills

注重有意义的活动与任务
Meaningful Tasks & Activities

• 培养孩子自主学习的能力
  Lessons are designed to encourage the use of Chinese language in our children's daily lives.
Primary One Instructional Materials
学习版块
Learning Content

• 听说剧场
   Listening & Speaking

• 拼音城堡
   Hanyu Pinyin

• 读写乐园
   Reading & Writing
Listening & Speaking
• 帮助孩子学习口语，为读写打下基础
Building on your child’s oracy foundation, Hanyu Pinyin is a tool to help your child understand and make connections between the sounds and meanings of Chinese characters.
Reading & Writing

- 在口语的基础上，以系统化的教学策略加强学生的读写能力

Upon building strong foundation in listening and speaking, your child will venture into reading and writing.
Examples of real-life interaction tasks

1A6 My body
- Sing “Song of Health” for your family and discuss if you are able to practise what the song says.
- Discuss with your classmates the characters that contain the “口”.

1B16 Let’s learn more about fruits
- You have learnt to say the names and tastes of different fruits in Chinese. You may want to ask your child to share them with you.
* Holistic Assessment Modular Tests + Formative Assignments

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>(20%) Appropriate response to listening stimulus (Hanyu pinyin / words / phrases / instructions / narratives) (Week 7)</td>
<td>(20%) Appropriate response to listening stimulus (Hanyu pinyin / words / phrases / narratives / Reading Comprehension) (10%) (Week 5)</td>
<td>(20%) Appropriate response to listening stimulus (vocabulary / simple dialogues / narratives with Hanyu pinyin) (Week 4)</td>
<td>(20%) Appropriate response to listening stimulus (Hanyu pinyin / vocabulary / simple dialogues / narratives) (10%) (Week 3)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>(35%) Show-and-Tell (10%) (Week 6)</td>
<td>(35%) Picture Discussion &amp; Conversation (10%) (Week 6)</td>
<td>(35%) Picture Discussion &amp; Conversation (15%) (Week 4)</td>
<td>(35%) Picture Discussion &amp; Conversation (15%) (Week 4)</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>(15%) Recognise and pronounce/ Read aloud (short sentences / paragraph with hanyu pinyin) (Week 8)</td>
<td>(15%) Recognise and pronounce/ Read aloud (short passage with hanyu pinyin) (Week 6)</td>
<td>(15%) Recognise and pronounce/ Read aloud (short passage) (10%) (Week 5)</td>
<td>(15%) Recognise and pronounce/ Read aloud (short passage) (5%) (Week 5)</td>
</tr>
<tr>
<td><strong>Writing &amp; Language Use</strong></td>
<td>(30%) Modular Test (Vocabulary, Hanyu Pinyin, Grammar, Sentence structure) (Week 6)</td>
<td>(30%) Modular Test (Vocabulary, Hanyu Pinyin, Grammar, Sentence structure) (Week 9)</td>
<td>(30%) Modular Test (10%) (Vocabulary, Hanyu Pinyin, Grammar, Sentence structure) (Week 9)</td>
<td>(30%) Modular Test (20%) (Vocabulary, Hanyu Pinyin, Grammar, Sentence structure, Comprehension) (Week 7)</td>
</tr>
<tr>
<td><strong>Total (100%)</strong></td>
<td>0%</td>
<td>20%</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>

On-going formative assessment practices and strategies used in class: making explicit learning targets and success criteria, descriptive feedback, strategic questioning, self- and peer assessments, engaging pupils in goal setting and questioning.

Personal Quality Focus: Motivation, Teamwork & Communication Skills
*自我评估
*学生互评
*家长和评估

• 透过小组活动、展示与讲述、平时的练习（包括反馈评量表，专题作业等）⋯⋯培育学生“德、智、体、群、美”的发展。
A website that features multimedia content that complements the CL primary curriculum 2015 and interactive resources for Primary schools.
一年级
第1课 我上学了
第2课 我家有九个人
第3课 今天是我的生日
第4课 我喜欢打篮球
第5课 现在几点
第6课 我感冒了
第7课 这是我的学校
第8课 今天有体育课吗
第9课 我的东西不见了
第10课 课室里有什么
Subscription to
P1 CL Magazine

Wish you all a happy and prosperous new year!
P1
Mother Tougue
Fortnight Programme

P1
Chinese Language Enrichment Module
(CLEM)
## Schedule for P1 and P2

<table>
<thead>
<tr>
<th></th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
<td>泥塑 Clay modelling</td>
<td>快板 Bamboo clappers</td>
</tr>
<tr>
<td></td>
<td>5/7 Thurs 10am-11.30am</td>
<td>12/7 Thurs 10am-11.30am</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>棒偶 Rod puppets</td>
<td>快板 Bamboo clappers</td>
</tr>
<tr>
<td></td>
<td>4/7 Wed 8.30am-10am</td>
<td>11/7 Wed 8.30am-10am</td>
</tr>
</tbody>
</table>
P1 2019
3 Chinese Classes
三班华文

Term 3
第三学期:
1 CLEM class
一班强化班

Banding will be based on:
Term 1 and Term 2 Holistic Assessment (HA) results
将会根据学生第一和第二学期的整体评估分数分班
为中国孩子创造一个利于华文学习的环境:

- 关心孩子的学习状况，鼓励孩子分享学习经验。例如：配合孩子完成《生活运用》的任务，这不仅帮助孩子结合生活，巩固所学，还能促进亲子关系。

Show interest in your child’s CL learning experiences and encourage him or her to share them with you. For example, assist you child in completing the real-life interaction task. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
为孩子创造一个利于华文学习的环境:

- 通过有意义的语文游戏带动孩子的学习，例如：善用字宝宝与孩子进行互动游戏，与孩子在游戏中进行的识字练习、配词活等。

  Encourage your child to learn through meaningful language games. For example, make use of the small flash cards to play games to help him or her reinforce character recognition etc.

- 激发孩子的阅读兴趣，让孩子培养阅读习惯。

  Bring your child to the library or bookshops to cultivate a reading habit.
为孩子创造一个利于华文学习的环境：

- 与孩子一同观赏优质的电视节目。
  
  *Watch quality Chinese language television programmes together.*

- 利用生活中的事物，一起认识生活中的汉字，与孩子多用华语交谈。
  
  *Make use of objects in your environment such as road signs and advertisements to engage your child in CL conversations.*
Thank You