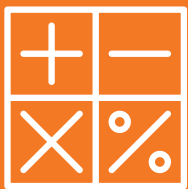


CURRICULUM DESCRIPTION CATALOGUE



Primary

1

Scan to visit our
website for more
information!



edufront.com





ENGLISH PROGRAMME

We provide the right support to develop and hone your child's mastery of the key language components. The programme is designed to ignite your child's passion for the English language. Rather than rote learning and memorisation our English lessons inspire children to take a genuine interest in the language – and this begins by building their confidence in English, through our innovative system:

1

We break complex grammatical rules into bite-size pieces, so they make more sense for students of all levels to tackle school exams.

MAKING
GRAMMAR
EASY

INJECTING
EXCITEMENT
INTO ENGLISH

2

Students love our English tutors while learning to read, write, speak and listen – thanks to our engaging topic selection and teaching style.

DEVELOPING
META-
COGNITIVE
SKILLS

3

We teach students to evaluate their own work skills like error analysis, answer precision, identifying logical gaps, etc.

NURTURING
CRITICAL
THINKING

4

Our students develop critical thinking skills in our tuition class, such as the ability to answer inferential and application – type questions (which are common in the new MOE English syllabus).

BUILDING
WRITING
SKILLS

5

Students improve their writing skills quickly with our “6-traits of writing” learning process model – ideas, organisation, voice, word choice, sentence fluency, and conventions.



P1 English components:



Oral

Stimulus Based
Conversation



Writing

Prompts to expand
students answers



Grammar and Vocabulary

Various Grammar
Mastery activities
through numerous
topics in the Primary
English Proficiency
booklet



Revision Papers

Prior to the
examinations, students
will do some
revisions using past year
papers. These papers
comprise of all the
components that they
have learnt



Reading Comprehension

Various Comprehension comprehensive exercises including
Open Ended, True or False through numerous topics in the
Primary English Proficiency booklet



WORKSHEETS

&

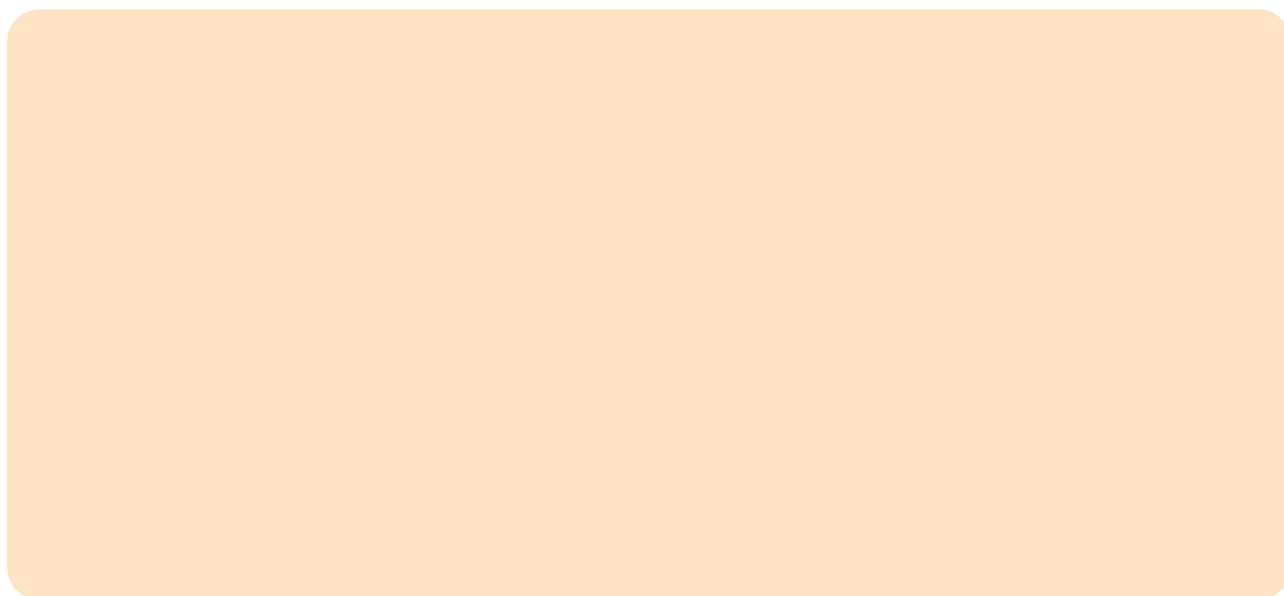
ANSWERS

PICTURE-BASED CONVERSATION

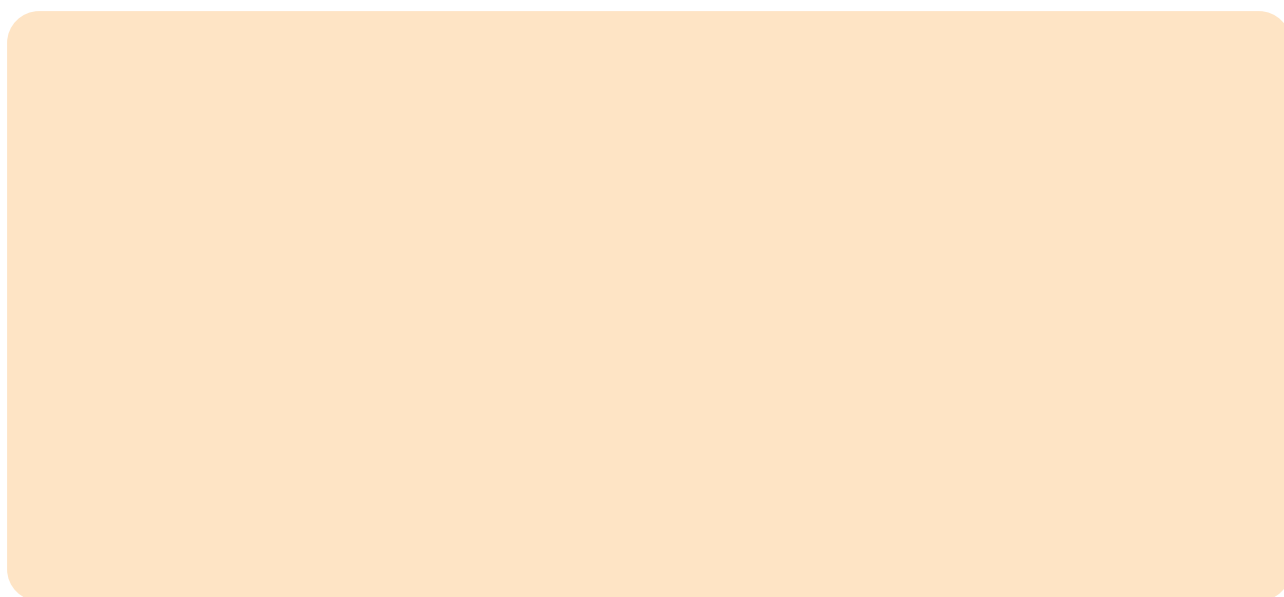


PROMPTS FOR PICTURE-BASED CONVERSATION

1. Talk about the picture you see.



2. Would you like to have a pet? Why or why not?



WHAT I WANT TO DO THIS HOLIDAY



What do you want to do this holiday?

You can use the following questions to help you answer.

- 1. What do you want to do during the school holiday?*
- 2. Who do you want to do it with?*
- 3. Why do you want do it?*
- 4. How else should you spend your holiday?*

MY HOLIDAY

Draw and colour a picture to show how you want to spend your holiday.



1. _____
2. _____
3. _____
4. _____
5. _____

P1



MATH PROGRAMME

Our skilled tutors employ the cutting-edge C-P-A-H methodology to assist your child in mastering complex math concepts and applying them to real-life situations. We aim not only to cultivate a profound understanding of mathematics but also to nurture a genuine passion for the subject, allowing your child's math abilities to reach new levels of excellence.

WHAT IS THE C-P-A-H SYSTEM?

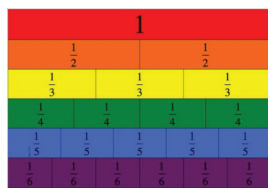
The C-P-A-H system develops your child's mathematical proficiency by building connections between Concrete, Pictorial, Abstract and the Heuristics.

C



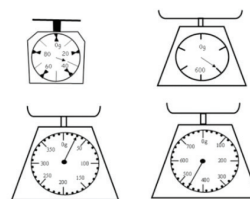
Concrete components include the use of objects that pupils can touch, feel and manipulate during the lesson.

P



Pictorial representations include drawings, diagrams, charts or graphics that pupils can draw, read or interpret.

A



Abstract refers to symbolic representations (like numbers or letters) that pupils can use to showcase their understanding of a concept.

H

Heuristics (Non-routine Strategies)

- Use a diagram
- Look for pattern
- Model method
- Unitary method
- Guess and check
- Making a list
- Working backwards
- Simplify the problem
- Before and after concept
- Branching method
- Repeated identity
- External unchanged
- Total unchanged
- Constant difference
- Number x value
- Simultaneous
- More than less than
- External changed
- Gap and difference

Heuristic refer to various strategies that pupils can use to solve both routine and non-routine maths problems.

With a wealth of knowledge and patience, our math tutors collaborate closely with your child to enhance their confidence and proficiency in math. They utilise diverse teaching approaches to ensure even the most intricate math concepts are easily grasped, and ample practice problems are given to reinforce the learning process.

OUR RESOURCES

1

Comprehensive notes and helpful cheat sheets

2

Diverse practice sets covering multiple-choice questions to word problems

3

Heuristic skills packages to enhance problem-solving abilities

4

Topical reviews for a thorough understanding of each subject

5

Revision papers for effective exam preparation

Additionally, we offer diagnostic tests to assess students' proficiency levels, allowing us to provide tailored support through our Learning Management System.

Curriculum Details

TERM 1	TERM 2	TERM 3	TERM 4
Whole Numbers to 10	Shapes Ordinal Numbers Whole Numbers to 20	Picture Graphs Whole Numbers to 100	Length Multiplication and Division Time Money



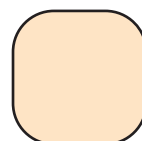
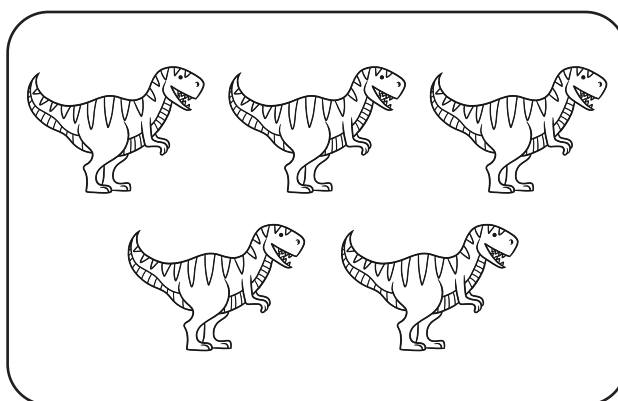
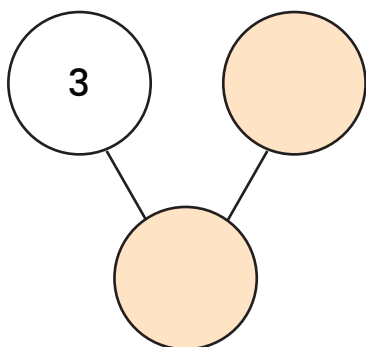
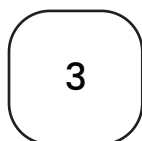
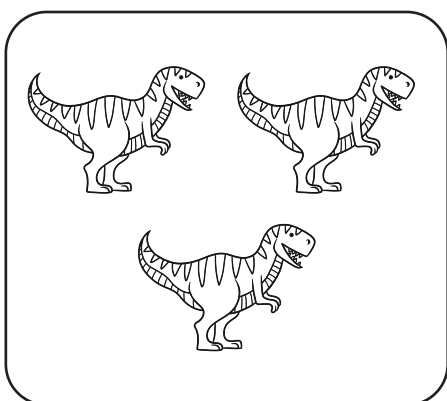
WORKSHEETS

&

ANSWERS

COMPLETE THE NUMBER BONDS AND ADDITION EQUATIONS

(a)

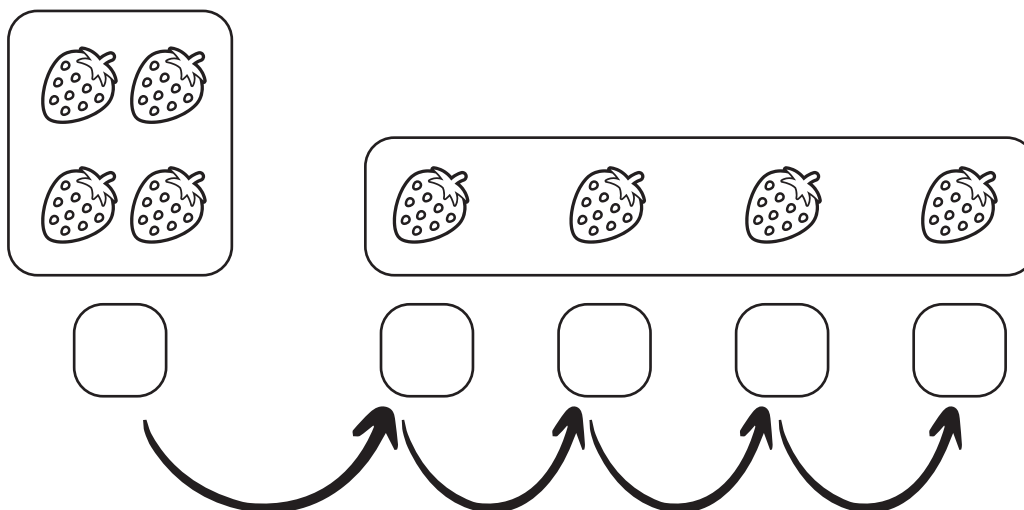


$$3 + \square = \square$$

3 and _____ make _____.

There are _____ dinosaurs altogether.

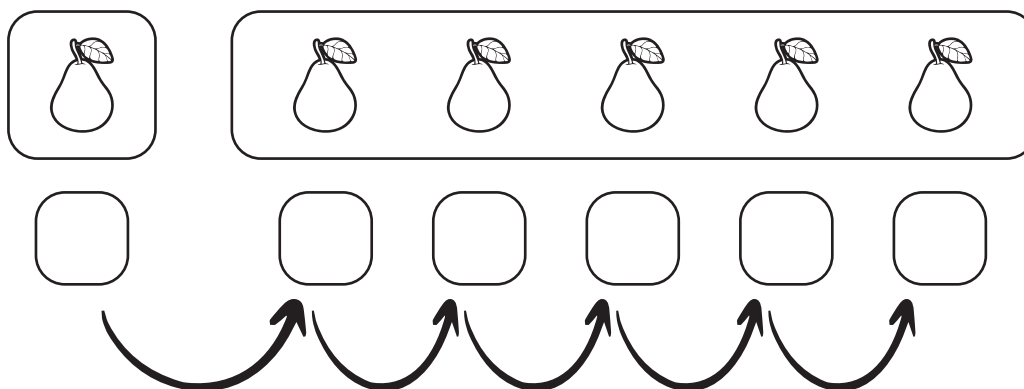
(b)




_____ and _____ make _____.

There are _____  altogether.

(c)



_____ and _____ make _____.

There are _____  altogether.

USE A MODEL

1. There are 16 candles in a box. 8 of them are red and the rest are white. How many white candles are there in the box?

$\leftarrow 8 \quad \times \quad ? \rightarrow$

red	white
-----	-------

$\leftarrow 16 \rightarrow$

=

There are _____

2. There are 20 flowers in a vase. 12 of them are orchids and the rest are sunflowers. How many sunflowers are there in the vase?

$\leftarrow 12 \quad \times \quad ? \rightarrow$

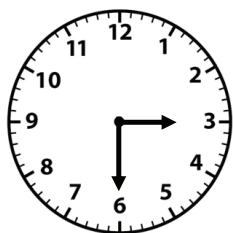
orchids	sunflowers
---------	------------

$\leftarrow 20 \rightarrow$

=

There are _____

3. Match each clock face to its correct time.



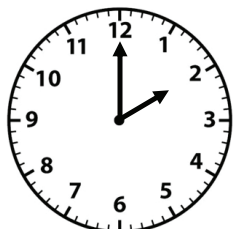
10 o'clock



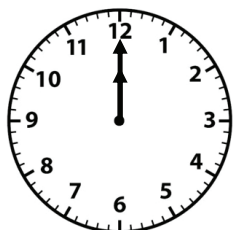
half past 2



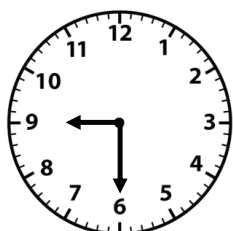
12 o'clock



half past 9



2 o'clock



half past 3



MALAY PROGRAMME

Ignite your child's passion and interest in mastering the Malay Language with our Primary Malay Language Mastery Programme. Our primary goal is to foster students' confidence in using the Malay language. We aspire to create an engaging and enjoyable learning journey for all our students.

OUR MONTHLY CURRICULUM STRUCTURE:



Lisan (Oral Communication)

- Show and Tell
- Picture-based Conversation



Tatabahasa (Grammar)

- Introduction of different Golongan Kata dan Ayat



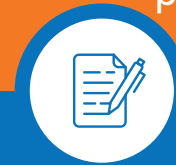
Kosa Kata (Vocabulary)

- Monthly thematic Spelling and Vocabulary practice



Kefahaman (Comprehension)

- Reading and comprehension skills
- Mastering answering techniques



Asas Penulisan (Basic Writing)

- Basic sentence construction
- Guided story writing

ADDITIONAL LEARNING RESOURCES

Other than the weekly worksheets, students are also exposed to a plethora of learning resources made available to them physically and online:



Library corner in all physical centres with specially chosen, quality Malay fiction and non-fiction books.



Compilation of winning entries to our national “Saya Boleh Mengarang” biennial writing competition



Online quizzes in our Learning Management System



Recordings of the weekly lessons in our Learning Management System



WORKSHEETS

&

ANSWERS

ASAS PENULISAN

Isi tempat kosong dengan perkataan yang betul.

Selamat Berkenalan!

kawan	berumur	bersekolah
pelajar	bernama	berwarna



Nama saya Sara.

1. Saya _____ darjah satu.
2. Saya _____ tujuh tahun.
3. Saya _____ di Sekolah Rendah Nusa.
4. Uniform saya _____ biru dan putih.
5. Saya ada ramai _____ di sekolah.
6. Guru saya _____ Cikgu Aina.

Isi tempat kosong dengan perkataan yang betul.

Waktu Rehat Di Kantin

beratur	berbual	membawa
berjalan	bersama	membeli



Hore! Waktu rehat sudah tiba.

1. Sara _____ ke kantin dengan pantas.
2. Murid-murid mesti _____ untuk membeli makanan.
3. Sara _____ Nasi Ayam dari Gerai Puan Ani.
4. Sara _____ botol air dari rumah.
5. Sara duduk _____ kawannya Farhana.
6. Mereka makan sambil _____ .

Susun perkataan hingga menjadi ayat yang betul.

Hadiah untuk Farah



1. baik / Kawan / bernama / saya / Farah

_____.

2. lahir / Hari / ini / Farah / hari

_____.

3. memberi / mahu / Farah / Saya / hadiah / istimewa / yang

_____.

_____.

4. telah / Saya / sebuah / membeli / buku / untuk / cerita / Farah

_____.

_____.

5. juga / mahu / Saya / memberi Farah / hari lahir / kad

_____.

KEFAHAMAN OBJEKTIF

Baca petikan di bawah ini dengan teliti. Kemudian, jawab soalan-soalan yang mengikutinya.

Hadi dan Alif sudah tiga tahun berkawan. Mereka berkawan baik. Mereka selalu belajar bersama-sama. Hadi berasa sedih. Rakan baiknya, Alif, akan berpindah ke Tampines. Alif juga akan bertukar sekolah. Alif berjanji akan selalu menelefon Hadi.



KEFAHAMAN OBJEKTIF

Jawab soalan-soalan di bawah ini. Tuliskan angka jawapan di dalam tanda kurung () yang disediakan.

1. Hadi berasa _____.
(a) suka
(b) sedih ()
2. Alif akan berpindah ke _____.
(a) sekolah
(b) Tampines ()
3. Hadi dan Alif telah berkawan selama _____.
(a) setahun
(b) tiga tahun ()
4. Hadi dan Alif selalu _____ bersama-sama.
(a) belajar
(b) berkelah ()
5. Alif berjanji akan selalu _____ Hadi.
(a) berjumpa
(b) menelefon ()

KEFAHAMAN ASAS

Baca petikan di bawah ini dengan teliti. Kemudian, jawab soalan-soalan yang mengikutinya.

Amira berada di Taman Eko. Dia mencari dompetnya yang hilang. Dompet Amira berbentuk bulat. Tina menolong Amira mencari dompet. Di dalam dompet Amira ada wang dua dolar. Tidak lama kemudian, Tini ternampak dompet Amira di celah batu-batu.



KEFAHAMAN ASAS

Jawab soalan-soalan di bawah ini.

1. Di manakah Amira berada?

Amira berada di _____
_____.

2. Bagaimanakah bentuk dompet Amira?

Dompet Amira _____
_____.

3. Siapakah yang menolong Amira mencari dompet?

_____ yang menolong Amira mencari dompet.

4. Apakah yang ada di dalam dompet Amira?

Di dalam dompet Amira, ada _____
_____.

5. Di manakah dompet Amira dijumpai?

Dompet Amira dijumpai di _____.

KOTA KASA

Di sekolah saya ada ...

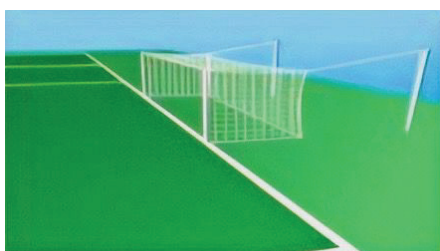
dewan	padang	kantin	taman eko
bilik darjah	tandas	perpustakaan	pejabat







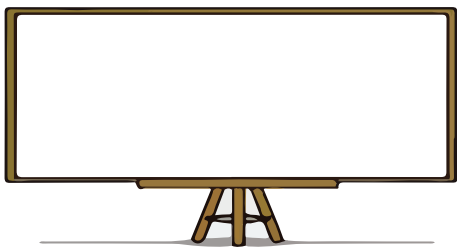
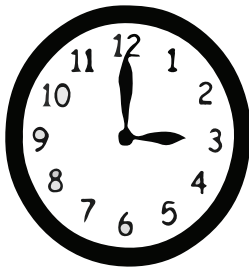
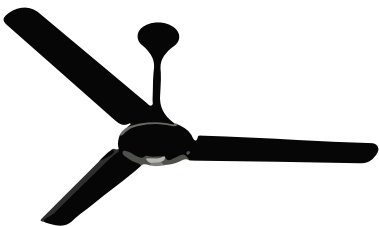









Di dalam bilik darjah saya ada ...

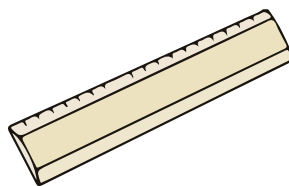
papan tulis	kerusi	komputer
meja	kipas	jam

 _____	 _____
 _____	 _____
 _____	 _____

Di dalam beg sekolah saya ada ...



p_n__l



p_n__l



g_l



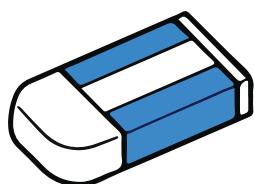
p_n__l w_r__



g_n__ng



b_t_l a_r

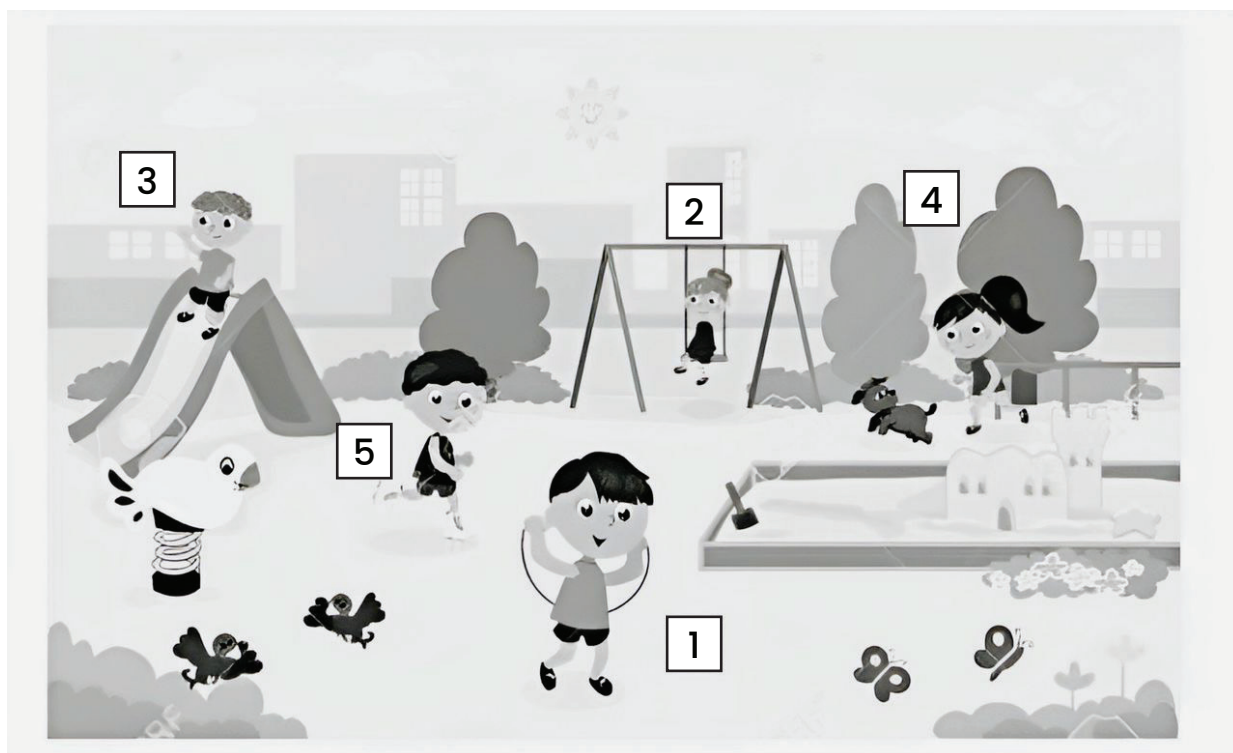


p_m__a_



b_k_

Di Taman Permainan



papan tulis	kerusi	komputer
meja	kipas	jam

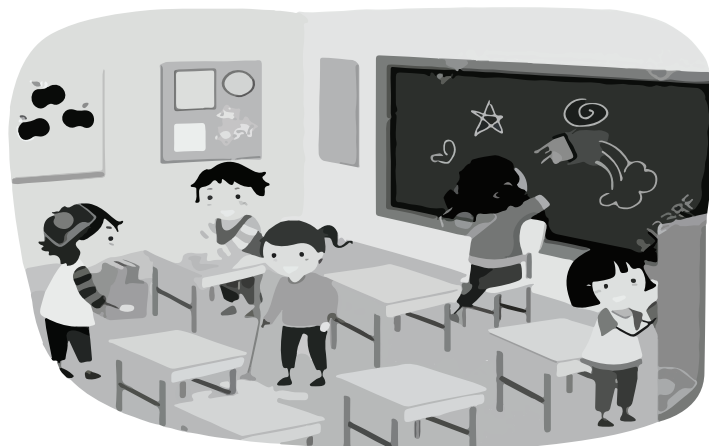
1. _____
2. _____
3. _____
4. _____
5. _____

KATA KERJA

Tuliskan kata kerja yang sesuai berdasarkan gambar yang diberi.

menyapu	menyusun
memadam	membaca
mengelap	mengangkat

1. Anita sedang lantai.
2. Rafidah buku.
3. Saya meja.
4. Intan papan tulis.
5. Faridah suka buku di rak-rak buku.



IMBUHAN 'DI-', 'KE-', 'TER-'

Bubuh imbuhan yang betul pada perkataan-perkataan di dalam kurungan.

1. Ikan itu _____ (goreng) oleh Mak Temah.
2. Alif ialah pelajar yang _____ (pandai) di kelasnya.
3. Gambar itu _____ (lukis) oleh Ahmad.
4. Ahmad mendapat tempat _____ (dua) dalam pertandingan lukisan itu.
5. _____ (tua) kumpulan itu mengumpulkan kerja rumah anggota kumpulannya yang lain.
6. Malik _____ (ambil) beg kawannya yang sama warna dengan begnya.
7. Sarah _____ (lupa) membawa hadiah untuk kawannya.
8. Buku ini _____ (karang) oleh seorang pelukis terkenal.

FRASA SENDI NAMA

Bina ayat dengan frasa-frasa yang diberi.

1. di sekolah

2. ke pasar

3. dari rumah nenek

4. daripada Sara

5. di bilik darjah

LISAN

1) *Mari Menyanyi Bersama:*

Satu satu, saya sayang ibu!

Dua dua, juga sayang ayah!

Tiga tiga, sayang adik kakak!

Satu dua tiga

Sayang Semuanya



2) *Mari Menyanyi Bersama:*

Papaku pulang dari kota

Papaku belikan kereta

Kereta kecil warna merah

Boleh kubawa ke sekolah

Pon Pon Pon Pon

Kereta kecilku berbunyi

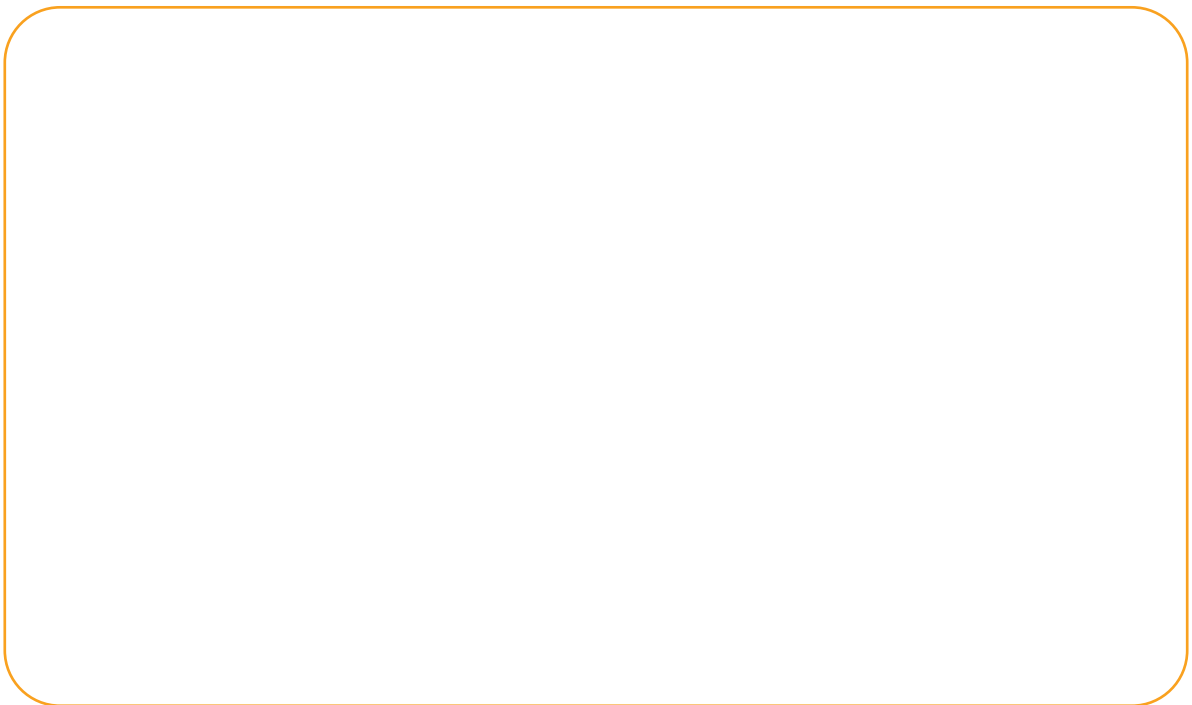
Marilah adik mari naik

Boleh kubawa jumpa nenek.



UNJUK DAN UJAR

Lukiskan gambar keluarga kamu di sini.



1. Berapa ramaikah adik-beradik kamu?

2. Apakah yang kamu lakukan bersama keluarga semasa cuti sekolah?

P1



小学华文课程结构 CHINESE PROGRAMME

学习资源概览

LEARNING RESOURCES PREVIEW

为什么要重视华语？

我们深知掌握多元语言与教育选择的重要性，并致力于满足家长及学生的需求。我们坚信，掌握中文不仅可以丰富学生的教育旅程，还可以为他们未来的全球机遇奠定基础。

Why should the Chinese language be emphasised?

We understand the importance of mastering diverse language and education options, we are committed to meeting the needs of parents and students.

We firmly believe that acquiring Chinese will not only enrich the educational journey of our students, but also equip them for prospective global opportunities.

下列为学习资源概览的两大部分。

Here are the two primary sections of the learning resources overview.

第一、课程信息

PART I: Curriculum Information

- i) 学科课程结构及详情
- i) Subject curriculum structure and details

每项学科都将依据学校课程范围,制定教学内容。同时,结合学生的弱点,整理出精品讲义。

Each subject will be taught according to the scope of the school curriculum. Besides, notes will be customised according students' weakness

第二、课堂练习及答案

PART II: Worksheets & Answers

家长即可翻页查看课程练习及课程指导,并查看孩子对基础课程的知识储备。

Parents can easily navigate through the exercises and lesson guides. In addition, these worksheets can monitor your child's understanding of the fundamental curriculum.

爱读坊为什么能脱颖而出?

What sets AiDufang apart from others?



独家笔记能帮助学生快速掌握知识点,并帮助您的孩子在此计划下受益。

Exclusive notes assist students in quickly understanding and enable your child to benefit from the lesson.

小学华文课程结构

Primary CHINESE Curriculum Structure

爱读坊将根据教育部标准来制定教学大纲。每月四份练习将涵盖口语/听力、综合练习、阅读理解及作文四个方面。

Our lesson plan will be based on the latest MOE syllabus. The monthly exercises will cover four topics, such as oral, grammar & vocabulary, comprehension and composition.

口试 ORAL

- 朗读篇章(纠正发音语调)
- 根据录像短片进行对话(对话技巧)
- Read aloud an article (correct pronunciation and intonation)
- Conversation based on video clips (conversation skills)

听力 LISTENING

- 根据录音回答问题(记忆力转化)
- Answering questions based on recordings (Enhance memory)

综合练习 GRAMMAR & VOCABULARY

- 分为生字新词及语文应用两个部分
- 学会读、写、造句
- 根据题目选出最适当的选项(词汇辨别及应用)
- two parts: vocabulary in textbook and language application
- Learn to read, write and form sentences
- Choose the most appropriate option according to the question (vocabulary identification and application)

阅读理解 COMPREHENSION

- 根据篇章选出最适当的选项(提高理解能力)
- Select the most appropriate option based on the passage (improve understanding)

4

写作 WRITING

- 命题、看图作文二选一(拓展思维能力)
- Either title-based composition or picture composition (expand thinking skills)

5

课程拓展

Additional Courses

历届考题

- 让学生熟悉会考格式及答题时间
- 提高陷阱题的敏感度
- 提高实战水平
- 培养答题思路



Past Year Paper

- Let students familiar with the examination format and control their answering time
- Build on the sensitivity of tricky questions
- Improve practical capability to answer
- Cultivating mindset for answering questions

网站练习

- 每月更新各类型考题
- 及时的答案反馈
- 补充课外知识



LMS (Online Quiz)

- Various quiz updated monthly
- Feedback answer promptly
- Replenish extracurricular knowledge

创意写作的架构

The structure of creative writing

爱读坊将培养学生在指定时间内,完成一篇符合题意、内容完整、叙述连贯的作文。

Students will be trained to finish a composition in accordance with the topic, complete content and coherent narrative within a timeframe.

看图作文

PICTURE COMPOSITION

需快速了解图画的连贯性及参考词语的意思,并进行联想及思维拓展,确定写作的重点。

It is necessary to quickly understand the coherence of the picture and the meaning of the reference words. After that, broaden your mindset to determine the main point of writing.

课堂安排 CLASS ARRANGEMENT

- 1) 剖析模范作文(30分钟)
Analyse model composition (30 minutes)
- 2) 讨论作文题目(20分钟)
Discuss composition topics (20 minutes)
- 3) 集思广益(20分钟)
Brainstorming (20 minutes)
- 4) 完成写作(50分钟)
Finish writing (50 minutes)

命题作文

TITLE-BASED COMPOSITION

体裁分为“写人”“记事”“抒情”“写景”“其他”“完成文章”六大类。写作时,可参考考卷提示,并根据限制及要求,创作出逻辑通顺且不偏题的文章。

Genre is divided into six categories:

- people
- events
- emotions
- scenery
- other
- situational writing

To ensure a successful writing, always refer to the exam instructions and make sure your writing is relevant and logical. Take note of the guidelines and restrictions.

课程细节

Curriculum Details



写作技巧 WRITING SKILLS

- 审题
- 编写提纲
- 掌握各类型作文的技巧
- Reviewing the topic
- Writing an outline
- Mastering the skills of each type of compositions



提高词汇量 INCREASE VOCABULARY

- 生字新词的运用
- 积累优美句子、名人名言
- 成语、谚语、古诗词等的加分项
- Usage of new vocabulary words
- Accumulate beautiful sentences, famous quotes
- additional points for idioms, proverbs, ancient poems, etc.



拓展能力 EXPANSION SKILLS

- 熟悉段落结构,连贯的叙事能力
- 结合老师、自己及他人意见,阅读模范作文,取他人之长
- 深刻描写,进化成佳作
- Familiarise with paragraph structure, coherent narrative ability.
- overcome shortcoming by learning from other's points and model composition
- impressive description and evolve into a masterpiece.



复盘错误 REVIEW THE MISTAKES

- 离题的原因
- 叙事能力弱的原因
- 减分误区,如错误使用标点符号、错别字等
- the cause for digression
- the reason of weak narrative
- usual errors lead to score deduction such as incorrect use of punctuation, misspelled words, etc.

P1 华文课程安排
P1 CHINESE LANGUAGE CURRICULUM ARRANGEMENT

第一学期 term 1	第二学期 term 2	第三学期 term 3	第四学期 term 4
第一课 chp 1	第六课 chp 6	第十一课 chp 11	第十六课 chp 16
第二课 chp 2	第七课 chp 7	第十二课 chp 12	第十七课 chp 17
第三课 chp 3	第八课 chp 8	第十三课 chp 13	第十八课 chp 18
第四课 chp 4	第九课 chp 9	第十四课 chp 14	第十九课 chp 19
第五课 chp 5	第十课 chp 10	第十五课 chp 15	



WORKSHEETS

&

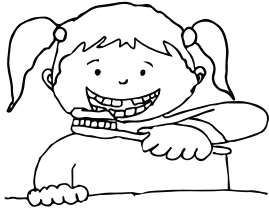
ANSWERS



综合练习

一、选一选, 圈一圈。

Q2



yá shuā

shuā yá

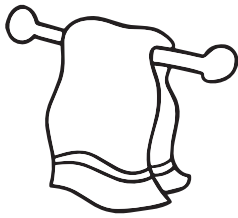
二、把相应的图片和词语连一连。

Q2



毛巾

Q3



洗手

三、写一写, 根据拼音写出正确的汉字。

Q1 我 (yòng) _____ 洗发水洗头发。

Q2 这是 (nǐ) _____ (de) _____ (dōng xi) _____ 你的东西吗?



四、看图写一写句子。

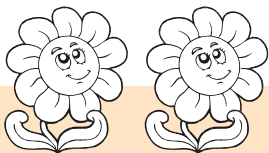


身体 运动

五、圈一圈,从号里选出适当的字,然后把它圈出来。

Q1 妈妈用毛巾给妹妹 (1、抹 2、末 3、味) 身体。

六、读一读,选一选正确的答案,把代表它的数字填在○里。



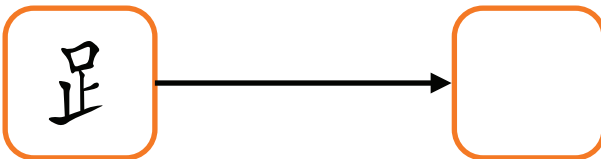
1、要 2、很 3、快乐 4、变成 5、坐在 6、天

天上有白云,有的像小羊,有的像小马。它们跑到东,

跑到西, Q3 ○ 有趣。



七、请写出带有下列偏旁部首的汉字。

Q1 

八、选一选,填一填。

- | | | |
|------|------|------|
| 1、都 | 2、美丽 | 3、欢笑 |
| 4、海里 | 5、脸 | 6、泡泡 |

Q1 大红花,真 !

Q2 鱼儿在 快乐地游来游去。

九、完成句子。

- 1、眼睛可以看东西
- 2、我就不会写错字了
- 3、我喜欢跑步
- 4、爸爸的朋友来了

Q1 鼻子可以闻花香, _____ 。 ()



十、阅读理解一

根据短文的内容, 选出适当的答案, 然后把代表它的数字 填写在括号里。

王叔叔听朋友说有一个人很会画画,画的花很美。他 想请这个人来画家里的花。这一天,这人来到王叔叔的 家。那个人画完后给王叔叔看,王叔叔说这朵花画得不美。很会画画的人听了以后不高兴, 要王叔叔自己画, 他不要画了。

Q1 王叔叔听说一个人很会画画, 这个人画什么很美? ()

(1) 花

(2) 人

(3) 身

