Parents Briefing

Presented by
Year Head (Middle Primary)
Mr Mohd Faisal

31 January 2020
Scope of Briefing

• School Programmes
  • Subject Specific programmes
  • Assessments
  • How parents can support learning

• Tips on developing confidence and resilience
  • Identifying signs of stress in children
  • Praising the right way
  • Building positive peer relationships
  • Dealing with negative peer pressure
Scope of Briefing

• Subject-Based Banding
  • Subject Specific programmes
  • Assessments
  • How parents can support learning

• PSLE 2021
  • Achievement levels
  • Educational pathways
  • Choosing a secondary school
  • Direct School Admissions (DSA)
Highlights for Primary 4

- Project Work
- Busking
- Level Bonding activities
- Level Remediation (for selected students)
- 102nd anniversary musical performance
- Games Day
- Sports Enrichment Programme
- Traffic Games
Is your child too stressed?

Children who are not coping well with stress tend to behave out of character.

Look out for these signs.
Setting Realistic Expectations

How to motivate children and encourage them to learn at their own pace.

01. Pay attention to what they say
Listen to your children and understand their point of view.

02. Set goals together
Talk about their strengths, abilities and goals and how they can achieve them.

03. Don’t compare
Celebrate their successes instead of comparing with others.

04. Tell them it’s okay to make mistakes
If they stumble, let them get back up and reassure them that you’re there to talk and help.

05. Don’t focus only on results
Encourage them to pursue their strengths, interests and try new things.
Programmes
Character & Citizenship Education (CCE)
Living with Values Programme

Focus on school’s core values:
• Honesty, Loyalty, Teamwork, Courage, Diligence

• Motivate & encourage pupils to display the desired character traits through various activities
Living with Values Programme

- Customised FTGP lessons focused on core values
- Value quotes shared with pupils in class
- Assembly programme based on core values
- Lessons infused with core values
- Pre-assembly story-telling by prefects
- “Character Pupil of the Month” Award
Partnership with Home

- Do talk to your child about the school’s core values and how he/she could display these values in school and at home
- Reinforce good habits
- Work in close collaboration with the teachers
Academic Programmes
English Language
English Language Learning

The EL curriculum adopts **STELLAR: Strategies for English Language Learning and Reading**

**STELLAR** vision:
For children to love reading and have a strong foundation in the English Language

http://www.stellarliteracy.sg
## STELLAR Unit Plan (Primary 4)

<table>
<thead>
<tr>
<th>Part/Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td><strong>Sustained Silent Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Supported Reading</strong></td>
<td><strong>Language: Oral and Written Activities</strong></td>
<td><strong>Class writing</strong></td>
<td><strong>Group writing</strong></td>
</tr>
<tr>
<td><strong>Examples of Targeted Skills / Knowledge</strong></td>
<td><strong>Reading strategies, thinking study skills</strong></td>
<td><strong>Explicit instruction in oracy, word study</strong></td>
<td><strong>Writing, both composing and editing processes with some opportunities for speaking, listening and visual literacy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Programmes
Mother Tongue Languages
MTL Teachers aim to:
• Equip students with the language knowledge, skills and imbibe them with attitudes and ethics.
• Develop students to be confident users of and passionate about MTL.

MTL Programme:
• Introduces poetry recitation and singing session to stimulate students’ interest.
• Cultivates good reading habits by designating curriculum time for reading.
• Ensure effective teaching and engaged learning by harnessing affordances of ICT.
Parents’ Support in Language Learning

• Encourage your child to read storybooks
• Parent-child reading at home
• National Library, school library and book stores. (Start with easy books)
• Multi-media books, newspapers
• Read model essays
• Pay attention to setting, character, development, description of events
• Help your child compile newspaper articles
• Focus on vocabulary and content
Parents’ Support in Language Learning

• Provide opportunities to use & listen to the language
• Ensure your child speaks in complete sentences
• Ask them to express their opinion
• Provide common experiences (e.g.: marketing, going to parks & places of interest)
• Listen to the news frequently

• Exposure
• Expose your child to educational television programmes or videos (e.g.: cartoons with sound values)
• Tap on resources in the vicinity to generate conversations / debates
Mother Tongue Languages (MOE Educational Website)

Parents should access this with your child to reinforce learning.

https://www.mtl.moe.edu.sg/
Promote a Growth Mindset

Children need to believe that abilities can be developed through hard work and perseverance.

With a growth mindset, they can develop a love for learning and mental resilience. This would help them view challenges and failures as opportunities to improve.
Academic Programmes
Mathematics
MOE Mathematics Framework

At the primary school level, we aim to enable all students to:

- **Acquire** mathematical concepts and skills for everyday use and continuous learning in mathematics
- **Develop** thinking, reasoning, communication, application and metacognition skills through a mathematical approach to problem-solving
- **Build** confidence and foster interest in mathematics
GYPS Approach

• Develop mathematical conceptual understanding through the Concrete-Pictorial-Abstract (CPA) approach
• Promote mathematical communication and reasoning skills through mathematical tasks and activities
• Apply mathematical concepts and skills through problem solving
Topics

- Numbers to 100,000
- Angles
- Squares & Rectangles
- Symmetry
- Fractions
- Decimals
- Area & Perimeter
- Tables & Graphs
- Time

Assessments

- Continual & Semestral Assessments
- Alternative Assessments (non-weighted)
  - Daily Work
  - Journal Writing
  - Performance Tasks
Parents’ Support in Mathematics Learning

• Play mathematics games with them.
• Make sense of what they learn in Mathematics by linking mathematical concepts to everyday life (e.g. newspaper, shopping).
• Ensure that your child knows the Math Facts (e.g. Multiplication Tables, Mathematics properties & formula).
Academic Programmes
Science
Primary 4 Science Topics

- Light & Shadows
- Three States of Matter
- Heat, Temperature and its effect
- Systems
Parents’ Support in Science Learning

• Have your child talk about what he/she has learnt, with reference to the textbook
• Allow supervised Googling of information
• Ensure that annotation, highlighting of key words and ‘Science working’ is done when answering questions
Parents’ Support in Science Learning

**Science workings**
Drawing of arrows to show flow of thinking process in a chart

- Plants
  - Do not produce flowers
    - Grow in water
    - Grow on land
  - Produce flowers
    - Grow in water
    - Grow on land

**Science workings**
Drawing of arrows to heat flow directions

- Hot tea
- Cold water
- Heat Flow
Parents’ Support in Science Learning

- Ensure that child has the **PSLE Revision Book** and reads them regularly
- Have your child recite the concepts listed
- Revise all topics taught in previous years
- Ensure pupils do their **Daily Dose** book homework when assigned
- Practise on topics taught in previous years at home
- Keep these books till end of P6 for revision. Do not discard Science books after P3, P4 and P5.
Parents’ Support in Science Learning

• Exposure to televised Science programmes (eg: Abraureka! On Channel 5)
• Exposure to Science publications (magazines & non-fiction books)
  e.g.: Science Adventures, National Geography)
• Visit venues with Science-rich learning and get your child to apply what he/she has learn to explain observations
  • Singapore Zoo, Botanical Gardens, Science Centre, Lee Kong Chian Natural History Museum, Art and Science Museum, etc
Praise your Child
Do it well

Research shows that praising our children effectively can help to increase their confidence, motivation and engagement in learning. Conversely, inappropriate praise may affect children’s self-esteem, create excessive pressure or hinder their growth. How we praise our children matters.
Curricular Programmes
Physical Education & Co-Curricular Activities (CCA)
Sports Education Programme

- To promote sports as a life-long leisure activity for pupils
- One full-day archery clinic
  - Introduce archery to students
  - Learn fundamentals and safety aspects of the sport
GYPS Sports Carnival

• Pupils participate in team events involving skills learnt during PE Lessons
  • Develop teamwork and team spirit amongst pupils
  • Apply Olympic Values of Friendship, Respect and Excellence
• Incorporated into the line-up of activities to celebrate Children’s Day
Inter House Games Day

• House Practice sessions will be held in Term 2, in preparation for Games Day
• Pupils participate in individual and team sports
  Develop teamwork and team spirit among pupils in the same House
• Apply Olympic Values of Friendship, Respect and Excellence
Health Week
Parent-Child-Community Walk

• 3 Feb 2020 (Monday) 8.00 - 9.00 am
• Part of Health Week activities
• Walk around the Bishan community (around 3km)
• An opportunity to bond with your child over a healthy activity

Will you join us?
Parents’ Support in Physical Education Learning

• Do ensure your child is in PE attire on PE and CCA days.
  (Do refer to the school handbook - School Attire)
• Pupils are to carry a filled water bottle during PE lessons for hydration
• Please provide a letter/note to the PE teachers if your child is unable to attend PE lesson e.g.: recovering from injury.
• Do bring your child out to play e.g.: Playground, football, basketball, etc
Are you a Helicopter Parent?

You might be if you...

- Do his woodwork project for him so he can get an A for it.
- Debate with his teacher for one more mark so he goes one grade up.
- Fly to school with your child's homework when he forgets to bring it.

You want to help, but do you know that this...

- May hinder your child from becoming independent, savvy and street-smart.
- May make your child think he isn't good enough, and raise his anxiety level.

Why not help your children fly on their own instead?

Let them...

- Do their own homework:
  Help them think through and arrive at the solutions, without feeding them the answers.

- Stand up for themselves:
  Forgot their homework? Let them face the consequences (and the teacher) to build character.

- Develop their own goals:
  Avoid telling them how many marks you expect. Instead, guide them to stage achievable goals.

- Know it's ok to fail:
  Every mistake is a learning opportunity. Share how you've learnt to do so from your own stumbles.

“Our job as a parent is to put ourselves out of a job...”

Julie Lythcott-Haims, author of “How to Raise an Adult”
Curricular Programmes

Visual Art
The Art Curriculum

• Pupils will be exposed to selected artworks by local and international artists
• Through these works, pupils will learn how to analyse, create and appreciate art
• One academic term will be dedicated to a Drawing Module

Within Space Beyond Time
Angsana Primary

Singapore River
Lim Cheng Hoe

It’s not me!
Kuo Chuan
Presbyterian Primary
Museum-Based Learning

• A core learning experience of the Primary Art curriculum
• Provides an authentic context to learn about art
• Promote art appreciation for and enjoyment of arts and culture
• Learn about museum etiquette

14th February 2020 (Friday)
Consent form to be issued via PG, in due course
Materials Required

• Sketchbook
  (For weekly developmental activities)
• Drawing Block
• Either A3 Clear Button Portfolio / A3 Black Portfolio folder (to keep completed artworks in).
  This portfolio is to be kept until student is in Primary 6.
Art Assessments

• Term 1 to 4:
  A performance task with a qualitative comments as feedback.

• Terms 2 and 4:
  Levels of achievement (grades A/B/C) reflected in Report Book

Assessments Dimensions

• Art Discussion: Participation in talking about artworks during class
• Developmental Work: A series of scaffolding & planning activities
• Main Project
• Reflection/Presentation: Pupils’ response to the process of art making & explanation of their work
• Art Skills: Ability to control & manipulate materials in appropriate ways
• Values and Attitudes: Learning attitude & behaviour
Curricular Programmes

Music
Music Curriculum

• Singing & Playing Instruments
  • Accurate pitch, rhythm articulation and phrasing
  • Appropriate tempo and dynamic combining movement with singing
  • Play the Recorder and Ukulele at ELEMENTARY level

• Creating / Improvising Music
  • Create 4-bar rhythmic and melodic structures based on C major pentatonic scale
  • Compose soundscapes and produce graphic notations of their soundscapes

• Listening to & Appreciating Music

Kindly remind your child to bring along the recorder for lesson every week. Thank you.
Music Assessment

Terms 1 and 3:
• Progress Report
  A checklist of learning attitudes and qualitative comments

Terms 2 and 4:
• Recording of performance task using a Holistic Assessment Sheet, incorporating students’ reflections
• Levels of achievement reported in HDP as grades A, B or C
Performance Opportunities

- Class-based performances
- Busking during recess in April 2020
- 102\textsuperscript{nd} Anniversary Musical
‘Learning for Life’ Programme

E3 Framework

- Tier 1: Programme for Active Learning (PAL)
  - School Support
- Tier 2: Co-curricular Activities (Visual & Performing Arts Groups)
- Tier 2+: Talent Development Programme

Excellence
Extension
Exposure
Curricular Programmes
Social Studies
Aim of the Social Studies Curriculum

- Informed Citizens
- Concerned Citizens
- Participative Citizens
Understanding Singapore (Past & Present)

Valuing Our Past

Key Content in Social Studies

How is life in Singapore today shaped by what happened in the past?
Understanding Singapore (Past & Present)
Understanding Our Past

Learn through Performance Task
Learn through Learning Journey
Learn through ICT
Understanding Singapore (Past & Present)

Understanding Our Past

- Students will study about Singapore’s early history and the contributions of settlers.
- They will learn about the impact of the Japanese Occupation on the people’s lives and how different people contributed to Singapore during the war.
- Students will also learn about Singapore’s journey towards independence and understand how life in Singapore today is shaped by what happened in the past.

Knowledge

Skill

Values
Programmes
Info-Communication & Technology (ICT)
Outcomes:

- infuse the use of ICT in teaching and learning
- groom pupils to be competent and responsible users who show respect for self and others.
ICT Programme Aims

- Develop the pupils’ acquisition of ICT skills progressively from Primary 1 to 4
- Develop competency in ICT usage
- Promote cyber wellness awareness and the ethical and safe use of ICT to ensure that GYPS pupils are responsible ICT users
ICT Programme

- Basic skills
  - Touch typing
  - MS Word
  - MS Powerpoint
  - MS Excel
- Use of ICT to search for and present information
- Computer Laboratory etiquette and cyber wellness
- Digital art

Sample of P4 work
Media Resource Library (MRL)

• A means to encourage pupils to
  • read widely and regularly
  • develop reading as a habit for life

• Parent Volunteers (PV) reads
  • Platform for PV to contribute to school
  • Run solely by PV
    - Rostering done by PV-in-charge of library reading sessions
  • Conducted during Lower Primary Recess
  • School provides assistance and A/V support
Embrace the Z Monster

7 in 10 students say they don't get good quality sleep during the school week. Are you one of those who's been avoiding the Z Monster? Researchers at the Duke-NUS Medical School think you should welcome it instead, and here's why:

Help the Z Monster

How to get the most out of your sleep

Dim it

Z doesn't like bright lights. Turn them down a little before bedtime so Z can come out and do its work.

Power down

Turn off your phone and computer. You'll have a harder time falling asleep if you stare at them just before going to bed.

Put on a smile

Keep good sleeping habits, and you're more likely to keep a good mood too. Even when faced with stress, you'll be able to react more positively.

Thanks for the memories

The Z Monster also recaps the things you learned and experienced during the day, transferring them into long-term storage. That's how you remember stuff!

Stronger bodies

During deep sleep, the Z Monster releases growth hormone which allows you to grow tall and maintain your muscles.

Healthy heart

When you sleep, your blood pressure drops. Spend enough time with the Z Monster every night, and you'll have a lower chance of developing heart disease later in life.

Cleaning in progress

At night, the Z Monster flushes away toxins related to degenerative brain diseases. The longer you sleep, the cleaner and healthier your brain!

Connect the dots

Good ol' Z rearranges information while you sleep, helping you to make new insights. Ever wonder why sometimes you can solve a problem by "sleeping on it"? Thanks, Z!

45 + 75

Sleep-deprived teenagers are less likely to get simple sums like this right, compared to those who sleep 9 hours each night!
E-Learning (A National Prerogative)

- SLS - Learning portal of MOE
- E-learning on a regular basis for all subjects
- Do assist in ensuring that your child completes work assigned here
Parents Gateway

- Platform for schools to disseminate information and seek parental consent
- Do read messages and respond to the letters of consent in a timely manner
Building Positive Peer Relationships

Let’s help our students
Building Positive Peer Relationships

A supportive network of positive relationships helps our children feel safe and confident.
Building Positive Peer Relationships

A supportive network of positive relationships helps our children feel safe and confident.
Dealing with Negative Peer Pressure

Dealing with Negative Peer Pressure

Recognise negative influences.

• Let's skip remedial class and play.

Er...

What can I do? What could be the consequences?

Regrets

Results

Possible Actions:
• Say, “No” firmly and clearly.
• Suggest a positive alternative or leave the situation.
• Seek help and talk to a trusted adult.

No thanks. Let's play after remedial class.

Encourage your child to have more than one circle of friends so he/she can turn to different groups of people for support.
Let us work together, with your child at the centre of it all

Thank you