

PRIMARY 1 & 2



Meet the Parents Session 2023

Address by School Leaders and Year Heads
27 January 2023

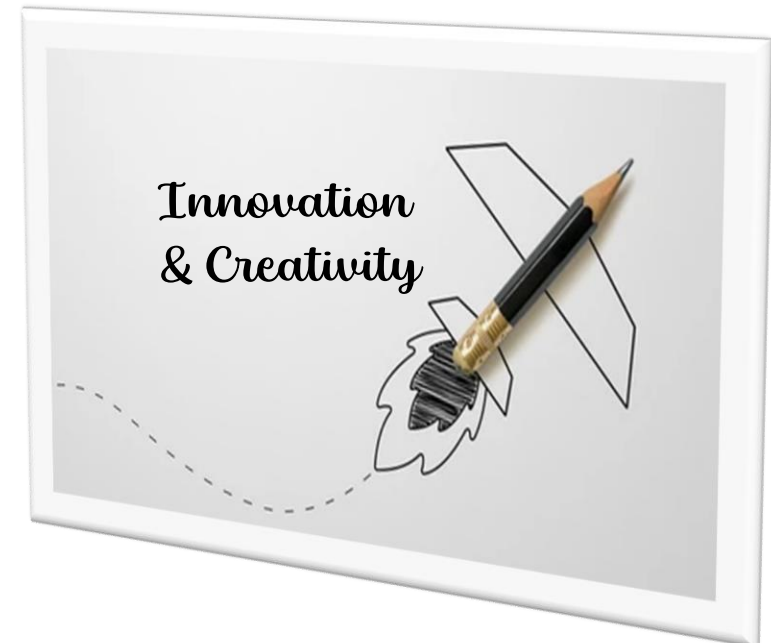
“What we are familiar with today will soon be outdated faster than we think...”

Education Minister, Chan Chun Sing
4 August 2022

Our Educational Landscape

Environment is changing due to several driving forces:

- ❑ Advancement in technology
- ❑ Globalisation
- ❑ Geo-political developments
- ❑ Society becoming more cosmopolitan





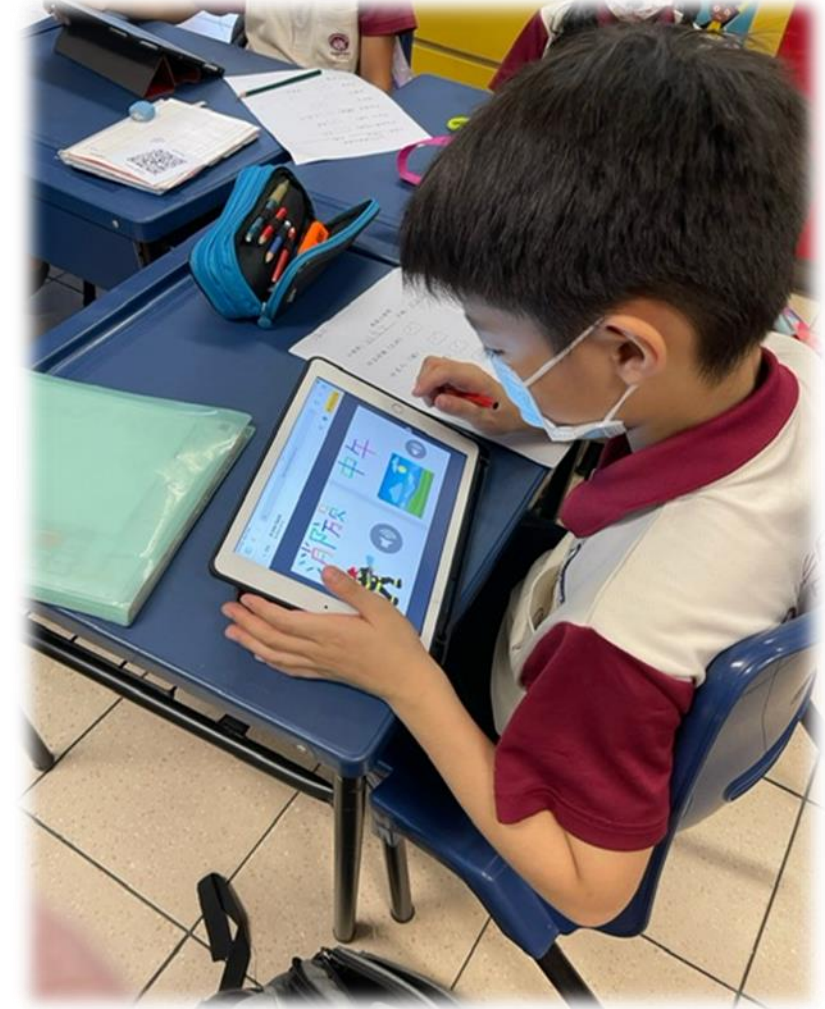
What You Can Expect

1. Blended Learning – 2:1 Computing with IPADS
2. Removal of Mid Year Exams for all levels
3. Strengthening our Core Values

2023

1. Blended Learning

2:1 computing - IPADS (by APPLE SG)





2. Removal of Mid-Year Exams for All Levels

- ☐ Meet the challenges of an increasingly complex world
- ☐ Move away from an overemphasis on academic results
- ☐ Free up space and time to pace out teaching and learning
- ☐ Customise learning for each class

2023

3. Strengthening our Core Values

- ❑ Team Spirit
- ❑ Integrity
- ❑ Empathy
- ❑ Self-discipline
- ❑ Confident
- ❑ Communicators
- ❑ Connected
- ❑ Collaborative



Let your children go...

They'll never be Strong
unless they get hurt.

They'll never learn
without making mistakes.

They'll never be Successful
without a few failures.

So, take a deep breath,
and LET. THEM. GO...

- ❑ Let them do their homework themselves.
- ❑ Let them pack their own school bags.
- ❑ Let them work out their quarrels with their friends.

Theme for 2023

Cherish
Nourish
Flourish

2

新年快樂



HAPPY
CHINESE
NEW YEAR

YEAR OF THE RABBIT

23

Level Matters



- ❑ Level Focus
- ❑ Programmes & Events
- ❑ P1/P2 Assessment
- ❑ Awards
- ❑ Admin Matters
- ❑ Supporting your child

Level Focus

- ❑ Acquire Self – Awareness
- ❑ Apply Self – Management Skills



Programme For Active Learning (PAL)



Experiential
in Nature



Learning in a
Creative Way

4

Number of
Periods a week



Incorporates Values
and Social-Emotional
Learning



Fun and
Enjoyable

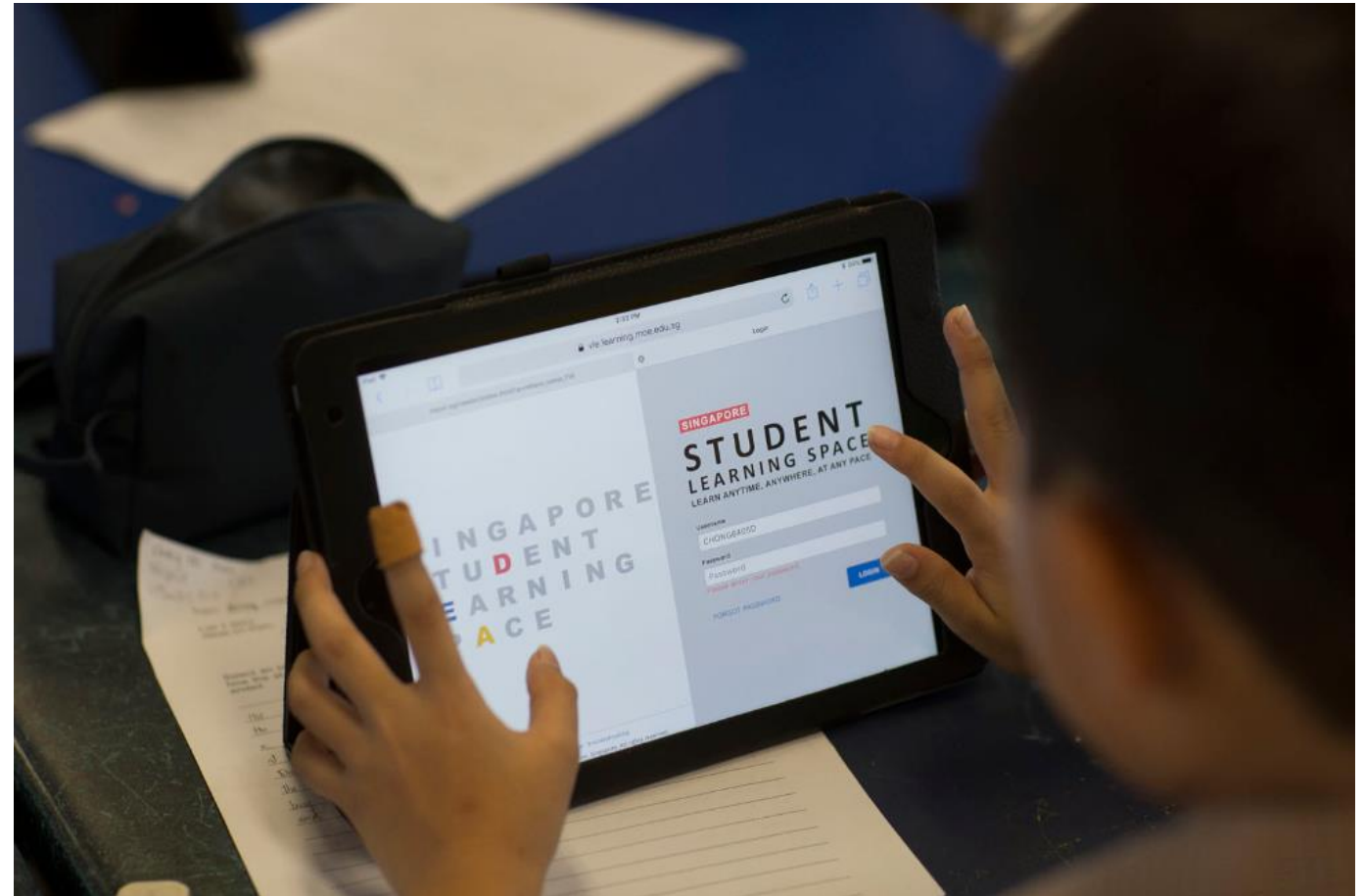
Modules



- Outdoor Education
- Performing Arts
- Visual Arts
- Sports and Games



2:1 Computing using IPADs



Student Learning Space



SINGAPORE

**STUDENT
LEARNING SPACE**

LEARN ANYTIME, ANYWHERE, AT ANY PACE



Important Events for P1 and P2

	Events & Programmes	Date
1.	e-Parent-Teacher Conference	25 & 26 May
2.	MTL Fortnight week	10 – 21 April
3.	Arts Alive	8 November
4.	Sports Carnival	5 October
5.	PAL	Ongoing
6.	Learning Journeys	October



P1 Curriculum

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

Assessment letter, together with the topics, has been sent via PG on 26 January 2023.



P2 Curriculum

English Language		Mathematics	Mother Tongue	
<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ✓ Listen attentively and identify relevant information • Speaking <ul style="list-style-type: none"> ✓ Speak clearly to express their thoughts, feelings and ideas ✓ Build on others' ideas in the conversation or discussions respectfully • Writing <ul style="list-style-type: none"> ✓ Apply basic spelling strategies using knowledge about phonic elements and spelling rules <p><i>Please note that teachers will customise the spelling lists based on the needs of the students.</i></p>		<ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> ✓ Understand numbers up to thousand ✓ Solve mathematical problems involving addition and subtraction ✓ Compare and order objects by length, mass, or volume ✓ Tell time to minutes and time conversion • Topics: <ul style="list-style-type: none"> ✓ Chapter 1: Numbers to 1000 ✓ Chapter 2: Addition and Subtraction ✓ Chapter 3: Length ✓ Chapter 4: Multiplication and Division ✓ Chapter 5: Multiplication Tables of 2, 5 and 10 ✓ Chapter 6: Mass ✓ Chapter 7: Time 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ✓ Listen to short, simple spoken content related to daily life, identify main ideas & some details • Speaking and Spoken Interaction <ul style="list-style-type: none"> ✓ Participate in short conversations related to daily life with some guidance • Reading <ul style="list-style-type: none"> ✓ Recognise characters taught in Primary 2 (CL)/ Recognise words taught in Primary 2 (ML)/ Recognise words and characters taught in Primary 2 (TL) ✓ Read aloud Primary 2 texts with accuracy and fluency ✓ Understand Primary 2 texts & are able to identify details with guidance 	
Physical Education	Performing Arts	Visual Arts	Social Studies	
<ul style="list-style-type: none"> • Gymnastics <ul style="list-style-type: none"> ✓ Perform a gymnastic sequence of two different movement with smooth transition, and different start and end body positions. • Games and Sports <ul style="list-style-type: none"> ✓ Demonstrate a range of motor skills in catching, dribbling and striking a variety of objects. • Outdoor Education <ul style="list-style-type: none"> ✓ Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself. 	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> ✓ Create rhythmic ostinato of at least 2 bars to accompany a melodic piece. ✓ Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively (e.g. tempo/dynamics/articulation/phrasing), and with accurate rhythm and pitch. ✓ Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform. ✓ Create a melodic phrase of at least 2 bars, based on the C-pentatonic scale. 	<ul style="list-style-type: none"> • 2-D Artworks <ul style="list-style-type: none"> ✓ Identify simple visual qualities in what they see around them. ✓ Draw from their imagination and observation. ✓ Play with a variety of materials and tools to make art. 	<ul style="list-style-type: none"> • Knowledge <ul style="list-style-type: none"> ✓ Identify the customs and traditions of communities living in Singapore. • Skills <ul style="list-style-type: none"> ✓ Process information/data based on relevance with teacher guidance. • Values <ul style="list-style-type: none"> ✓ Show respectful and acceptable behaviour towards people of different ethnic and religious groups. 	

Assessment letter, together with the topics, has been sent via PG on 26 January 2023.



**Our children are *unique*.
They don't learn the same way.**

**Teachers will customise their lessons
and worksheets based on the needs of
the students.**

**Don't expect the same
lessons/worksheets across the classes.**



P1 / P2 Assessment

- ❑ No weighted assessments and examinations

Form teachers will provide more details later.

- ❑ Monitor learning through:

- ✓ Daily class work
- ✓ Homework
- ✓ Observations of their responses in class
- ✓ Quizzes and tests

- ❑ Report given to parents will be based on some learning outcomes and qualitative descriptors (i.e., no marks, no grades)



P1 / P2 Assessment Report

Holistic Development Profile

For illustrative purposes only.

Date : 6 Nov 2019

21

Name : Jane Ong

Identification No : T0612345F

Age on 1st Jan : 6

S/N : 5

Course : Primary One

Class : P1-Respect

Form Teacher : Miss Tan

Co-Form Teacher : Miss Low

IP Departments decide to use 3, 4 or 5 Learning Outcomes for each subject.

EFPS decides to use 3-levels of qualitative descriptors and customise them.

SUBJECT

MATHEMATICS

- Understands number notations, representations and place values up to tens.

Proficient

- Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.

Developing

- Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)

Developing

- Adds and subtracts reliably and fluently using number facts.

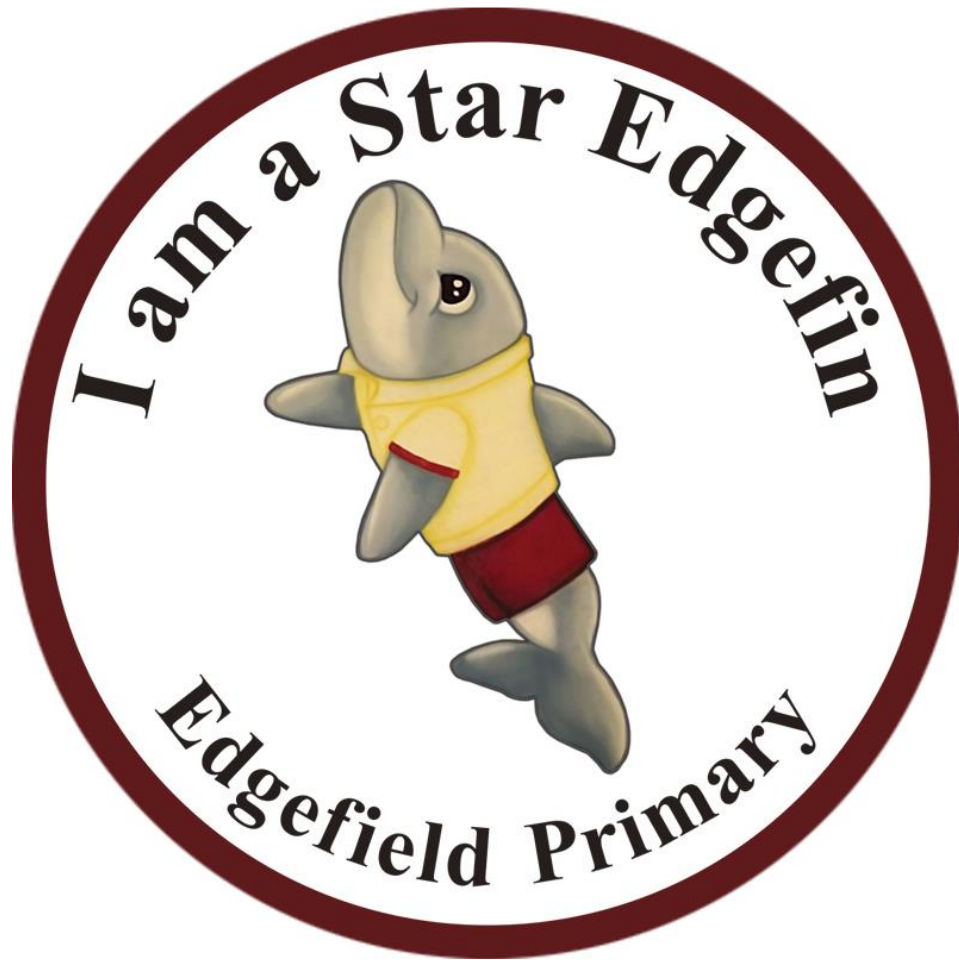
Beginning



P1 / P2 Assessment

4Cs	<u>All the time</u>	<u>Most of the Time</u>	<u>Sometimes</u>
Curiosity <i>Curious Learner</i> (asks questions and also actively seeks out the answers)			
Collaboration <i>Collaborative Contributor</i> (works effectively as an interdependent team member)			
Connection <i>Connected Pupil- Morally Upright & Emotionally Intelligent</i> (has social awareness and applies good interpersonal skills)			
Confidence <i>Confident Leader</i> (has self-awareness and applies self-management skills for personal effectiveness)			

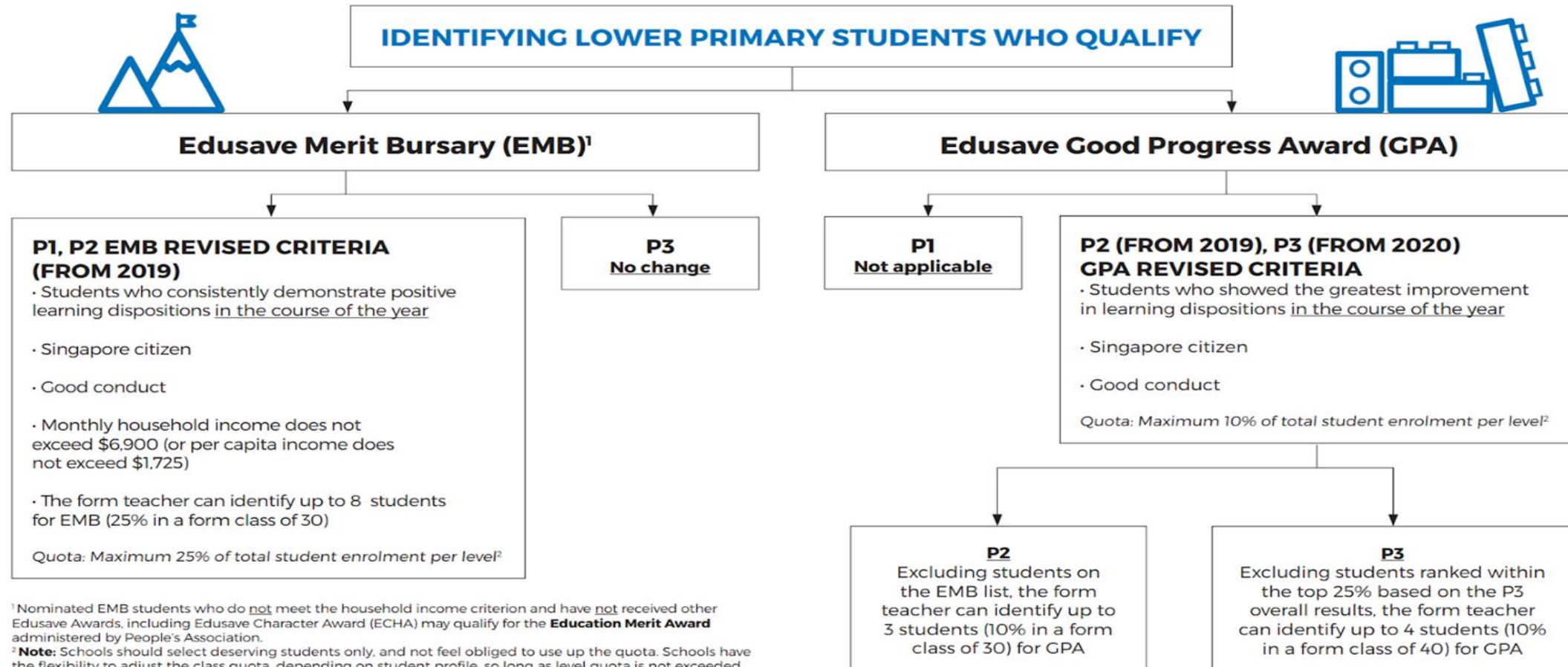
Awards



- ☐ Most Punctual Class Award
- ☐ Star Edgefin
- ☐ Star Pupil
- ☐ Edusave Merit Award
- ☐ ECHA Award

Revised Selection for Edusave Merit Bursary (P1, P2) & Edusave Good Progress Award (P2, P3)

THESE EDUSAVE AWARDS REMAIN IMPORTANT AS THEY CELEBRATE A CHILD'S LEARNING MILESTONES, AND ENCOURAGE PROGRESS AND EFFORT. THE AWARDS ALSO RECOGNISE THE IMPORTANCE OF CULTIVATING THE RIGHT LEARNING DISPOSITIONS FROM A YOUNG AGE.



¹ Nominated EMB students who do not meet the household income criterion and have not received other Edusave Awards, including Edusave Character Award (ECHA) may qualify for the **Education Merit Award** administered by People's Association.

² **Note:** Schools should select deserving students only, and not feel obliged to use up the quota. Schools have the flexibility to adjust the class quota, depending on student profile, so long as level quota is not exceeded.

Admin Matters



- ☐ Pupils are expected to attend school every day unless they are sick. Please submit the child's medical certificate to the form teachers.
- ☐ Parents will receive a message by 8am if your child is not in school.
- ☐ The school cannot grant leave during curriculum time. (page 11 of Student Diary for Assessment Policy on Absenteeism)

Admin Matters

How to nurture a child's mental health



© 2018 Mental Fills Counseling Store

- ❑ Pupils are expected to be seated in the hall/class by 7.25am for the mindfulness practice.
- ❑ They will be marked 'late' after 7.30am.
- ❑ Arrive earlier as the students take some time to walk from the gates to the hall/class.

Admin Matters



- ☐ Contact your form/subject teachers via email or the Student Diary. They will get back to you within 3 days.
- ☐ For urgent matters, please contact the General Office at 63126091.
- ☐ If you need to meet the teachers personally, please make an appointment first before coming to school.

Admin Matters



It is one thing for a child to call up the teacher at midnight to say that he's in trouble.

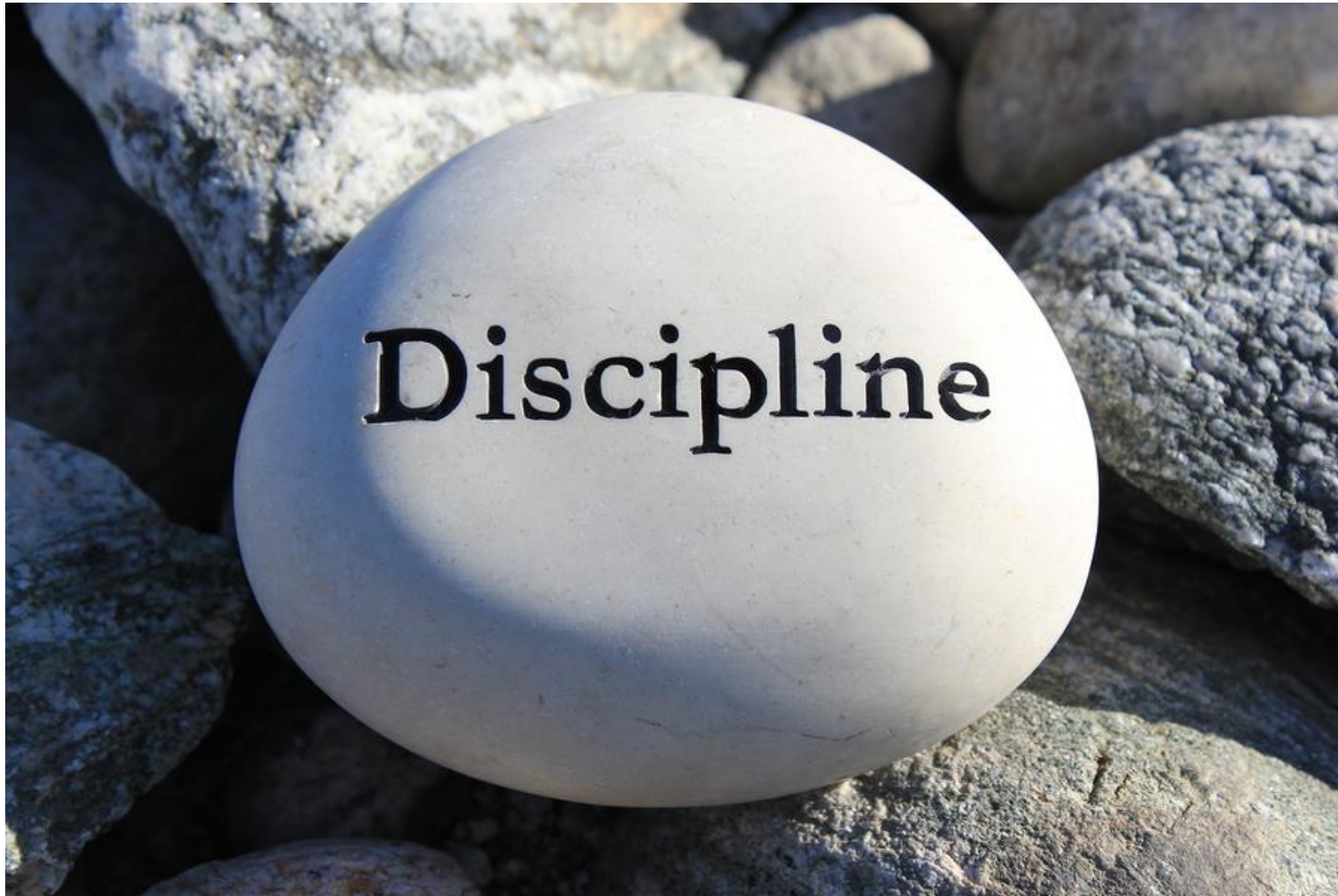
It is another thing for the parent to call up the teacher at midnight to ask whether the child has spelling, and should wear a red or blue t-shirt.

If the child forgets about these things, it is part of their learning experience.

As parents, don't need to overly protect our children and deprive them of the learning experience.



- ❑ Parents are strongly discouraged from dropping off items which their children have forgotten to bring.
- ❑ Parents are strongly encouraged to check the school diary daily for homework and announcements.



- ❑ Students learn well when there is order and discipline.
- ❑ When students make mistakes, they need to understand the consequences of their poor choices made.

Form / Subject teachers will investigate and inform the parents. They will carry out immediate intervention measures.

e.g., Irregular attendance

Teachers may alert the Year Heads and the Discipline team if the case warrants their attention.

Letter of Advice/ Meet the Parents

Teacher Counsellors and Student Welfare Officers may be informed if it requires further intervention.

Home Visit
Meet the Parents

School Leaders will be alerted for reporting to MOE HQ.

Meet the Parents
Report to CEU.



Supporting your Child @ Home

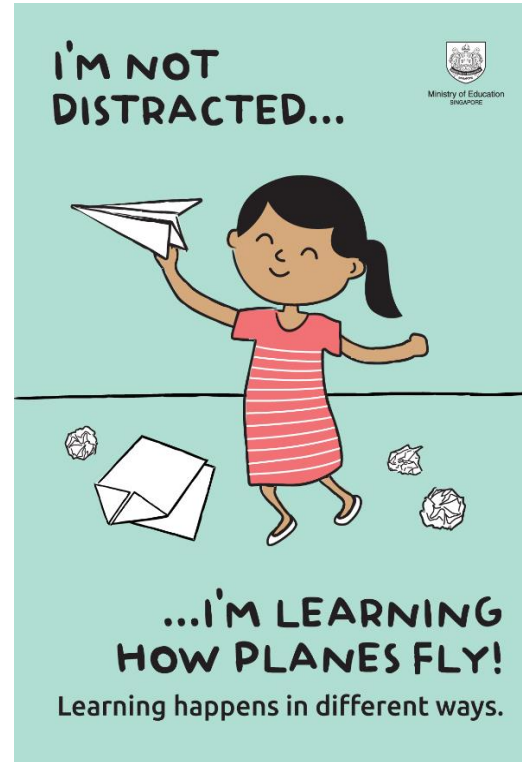
Don't ask:

- ☐ Do you have homework today?
- ☐ How much did you get for spelling /quiz/test? How much did XXX get?
- ☐ Did you pay attention in class today?

Ask:

- ☐ What did you learn today?
- ☐ What questions did you ask your teachers today?
- ☐ What was the best thing that happened in school today?

Supporting your Child @ Home



Deepen their learning.

Supporting your Child @ Home

Establish routines, e.g., set aside a regular study time for homework / SLS assignments.



Read with/ read to your child every day, for at least 20 minutes.

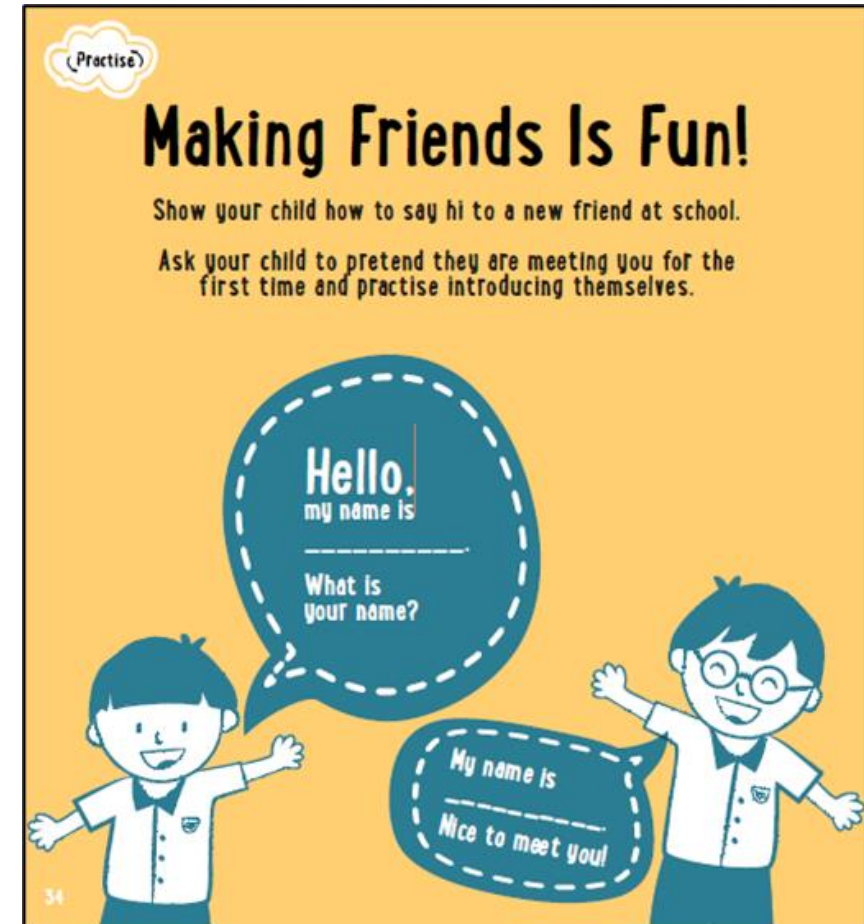
Ensure that they have about 10 hours of sleep every day. Get them to bed by a certain time.



Monitor the use of gadgets and screen time.
Create technology Free Zones/Days.

Supporting your Child @ Home

- ☐ Model the use of friendly and polite phrases e.g., Hi, how are you today?
- ☐ Provide opportunities for your child to share and take turns during playtime with other children.
- ☐ Teach them coping mechanisms e.g., deep breaths, quiet corner, stop-think-do to enable them to manage their emotions.



Supporting your child's transition through

Primary 1

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- Commit some time every weekend to **play games** and **have fun** together.
- **Visit places** or take part in events that **both of you enjoy**.
- **Encourage** your child to make **new friends**.
- Try out **FTGP* Family Time** activities.

AFFIRM

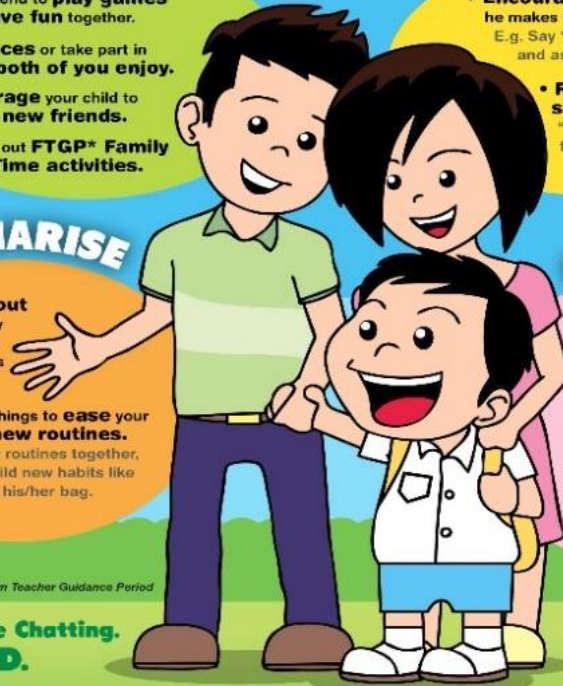
- **Encourage** your child when he makes **observations**.
E.g. Say "That's interesting!" and ask why he/she said that.
- **Recognise small successes**. E.g. Say "You've made another new friend in class - well done!"

FAMILIARISE

- **Find out** what primary schools have in store for students these days.
- Do practical things to **ease** your child **into new routines**.
E.g. Plan daily routines together, teach your child new habits like packing his/her bag.

EMPATHISE

- **Teach** your child words that **describe feelings**.
- **Acknowledge** your child's **emotions**.
E.g. "It's okay to feel anxious about starting school."
- **Understand** your child's **needs**. E.g. Start bedtime early. Children need a lot of sleep.



*Form Teacher Guidance Period

**Spend Time Chatting.
Use T.A.D.**

Talk

Talk about fond memories of your own school days.
E.g. What you did in Primary One; kind teachers and cheeky classmates you had.

Ask

Ask about his/her thoughts and feelings about the school.
E.g. FTGP* activities; when he/she felt happiest.

Discuss

Discuss together what can be done if he/she has worries at school.
E.g. Explore how people deal with conflicts.

QUICK TIPS

- **Listen without interrupting.**
- **Nod your head and ask questions** to show interest and affirmation.



These tips may be used with children of other ages too; it depends on each child's needs. Using these tips as your child journeys through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.

Ministry of Education
SINGAPORE





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Feedback



Q & A



*Thank
you*

