

# Meet-the-Parents

2017

PG GIVER<sup>3</sup>S

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# Forms of Communication

- ☞ Leave a message in the Student's Diary
- ☞ Leave a note message with the receptionist  
(School Tel. No.: 62740357)
- ☞ Email the teacher
- ☞ Edmodo (Optional)

# Daily Essentials

- ☞ **Student's diary**
- ☞ **Storybook (EL storybook on all days, MT storybook on Wednesdays)**
- ☞ Stationery & foolscap paper
- ☞ Thermometer
- ☞ Lesson materials (refer to Timetable)
- ☞ **Homework file**

## Student's Diary

- ☞ Refer to it for child's homework
- ☞ Calendar of events
- ☞ School Rules
- ☞ Useful Telephone Numbers

## Files

- ☞ Students are to file in all worksheets dutifully
- ☞ Parents are encouraged to check the returned files to monitor child's progress
- ☞ Students must take **responsibility** for their own files/learning

## Partnership with parents

- ☞ Do ensure that your child has a conducive study place and timetable
- ☞ Please check your child's Student diary to monitor his/her homework
- ☞ Help your child to develop independence in his/her learning
- ☞ Motivate your child to read
- ☞ Do ensure that your child files in all worksheets
- ☞ Check to make sure that all worksheets are filed in neatly when your child gets his/her file back

## After School / Remedial

Subject	Day	Time
HMT (Curriculum) / Mother Tongue	Monday	2.15 p.m. to 4.15 p.m.
English (After school)	Monday	
Mathematics (After school)	Tuesday	2.15 p.m. to 4.15 p.m.
Science (Remedial / After school)	Tuesday	

After school / Remedial classes will only begin after Chinese New Year.

## After School / Remedial

- ☞ All P6 students are expected to attend supplementary lessons that will be conducted during the ***June and September holidays.***
- ☞ Students are expected to keep the following days free from external activities during the holidays

Holidays	Day(s) to be kept free	Time
March	No extra lessons	8 a.m. – 12 p.m.
June	First week of June holidays (more info)	
September	First 2 or 3 days of September holidays	

# STUDENT MANAGEMENT MATTERS

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We need your *support* and *cooperation* to instill values in your child



## School Values

☞ Please refer to the student's diary pages 6 & 30-37 for the values emphasised by the school

## Punctuality

- ☞ Be in the school hall by 7.25 a.m.
- ☞ Hand in reply slips / forms/ Homework / letter of excuse/MC **promptly**
- ☞ Students who arrive after 730 a.m. will be considered late and their names will be recorded down. .

# Absenteeism

- ☞ Please inform school/me through telephone/e-mail.
- ☞ Hand in Medical Certificate/ Letter to Form Teacher/Co-Form Teacher upon return to school.
- ☞ Find out from classmates what has been done and try to complete whatever work missed and hand in **as soon as possible**.
- ☞ ***Other arrangements such as leaving the homework with the receptionist can be made provided the teacher is informed in advance***

# Attire

- ☞ Name tags are to be sewn on the school uniform
- ☞ Hair must be neat. No styling, tinting or dyeing of hair.
- ☞ Fringes to be kept neat and above the eyebrows
- ☞ Only PLAIN BLACK shoes are allowed
- ☞ Only white/off-white socks are allowed. Ankle socks are not allowed

## Use of Mobile Phones

- ☞ Kindly refer to page 13 in the Student's Diary
- ☞ Any student caught using a mobile phone **IN CLASS** will have to surrender the mobile phone to the teacher.
- ☞ The mobile phone will be confiscated by the teacher for safe-keeping until a parent/guardian comes to school to retrieve it.
- ☞ The school is **NOT** responsible for the loss / theft of the mobile phones
- ☞ It is the student's responsibility to ensure that their mobile phone is kept in a safe place at all times.

# CURRICULUM MATTERS - ASSESSMENT



## Modes of Assessment

- ∞ Continual Assessment 1 (CA1)
- ∞ Semestral Assessment 1 (SA1)
- ∞ Prelims
- ∞ PSLE

# Target Setting / Study Skills

- ☞ Students will need to know the meaning of achievable targets
- ☞ Students **MUST** understand what study time entails
- ☞ Students **MUST** plan their own study time-table
- ☞ Students **MUST** prioritise homework, not tuition assignment
- ☞ Students **SHOULD NOT DO** last minute revision

# PSLE Foundation English

<b>Item</b>	<b>Components / marks</b>
<b><u>Paper 1</u></b> Writing (40m)	- Situational Writing (10m) - Continuous Writing (30m)
<b><u>Paper 2</u></b> Language Use and Comprehension (60m)	-Booklet A -Booklet B
<b><u>Paper 3</u></b> Listening Comprehension (20m)	- Picture Matching - Texts
<b><u>Paper 4</u></b> Oral Communication (30m)	- Reading Aloud (10m) - Stimulus-based Conversation (20m)

# PSLE Foundation English

<b>Item</b>	<b>Expectation(s)</b>
<b><u>Paper 1</u></b> Writing (40m)	<u>Situational Writing</u> <ul style="list-style-type: none"><li>✓ Purpose, Audience, Format, Language</li><li>✓ Must be familiar with format (eg. email / letter / report)</li><li>✓ Language (Formal / Informal)</li><li>✓ Must ensure all the key information is included</li></ul> <u>Continuous Writing</u> <ul style="list-style-type: none"><li>✓ Ensure that the writing is based on the topic and at least one of the given pictures</li><li>✓ Develop the content adequately</li><li>✓ Take note of the guiding questions</li><li>✓ Jot down good use of vocabulary and phrases in Vocabulary Book</li><li>✓ Memorise and learn to use them in continuous writing</li></ul>



# PSLE Foundation English

<b><i>Item</i></b>	<b><i>Expectation(s)</i></b>
<b><u>Paper 2</u></b> Language Use and Comprehension (60m)	<ul style="list-style-type: none"><li>✓ Read widely and take time to comprehend the passages</li><li>✓ Highlight contextual clues</li><li>✓ Annotate comprehension passages while reading</li><li>✓ Check your work diligently</li></ul>
<b><u>Paper 3</u></b> Listening Comprehension (20m)	<ul style="list-style-type: none"><li>✓ Listen actively</li><li>✓ Take notes</li></ul>

# PSLE Foundation English

<b>Item</b>	<b>Expectation(s)</b>
<b><u>Paper 4</u></b> Oral Communication (30m) - Reading Aloud (10m) - Stimulus-based Conversation (20m)	<ul style="list-style-type: none"><li>✓ Read clearly with good expression, fluency and articulation</li><li>✓ Give a personal response to a visual stimulus</li><li>✓ Engage in a conversation based on given topic</li></ul> <p><u>Tips</u></p> <ul style="list-style-type: none"><li>✓ Listen actively to teachers</li><li>✓ Listen to the daily news programmes</li><li>✓ Read the newspaper and keep abreast with current issues.</li><li>✓ Speak confidently using Standard English</li><li>✓ Do not deviate from the topic</li></ul>

# PSLE Standard English

<b><i>Item</i></b>	<b><i>Components / marks</i></b>
<b><u>Paper 1</u></b> Writing (55m)	- Situational Writing (15m) - Continuous Writing (40m)
<b><u>Paper 2</u></b> Language Use and Comprehension (95m)	-Booklet A -Booklet B
<b><u>Paper 3</u></b> Listening Comprehension (20m)	- Picture Matching - Texts
<b><u>Paper 4</u></b> Oral Communication (30m)	- Reading Aloud (10m) - Stimulus-based Conversation (20m)

# PSLE Standard English

<b>Item</b>	<b>Expectation(s)</b>
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<b><i>Item</i></b>	<b><i>Expectation(s)</i></b>
<b><u>Paper 2</u></b> Language Use and Comprehension (95m)	<ul style="list-style-type: none"><li>✓ Read widely and take time to comprehend the passages</li><li>✓ Highlight contextual clues</li><li>✓ Annotate comprehension passages while reading</li><li>✓ Check your work diligently</li></ul>
<b><u>Paper 3</u></b> Listening Comprehension (20m)	<ul style="list-style-type: none"><li>✓ Listen actively</li><li>✓ Take notes</li></ul>

# PSLE Standard English

<b>Item</b>	<b>Expectation(s)</b>
<p><b><u>Paper 4</u></b> Oral Communication (30m) - Reading Aloud (10m) - Stimulus-based Conversation (20m)</p>	<ul style="list-style-type: none"><li>✓ Read clearly with good expression, fluency and articulation</li><li>✓ Give a personal response to a visual stimulus</li><li>✓ Engage in a conversation based on given topic</li></ul> <p><u>Tips</u></p> <ul style="list-style-type: none"><li>✓ Listen actively to teachers</li><li>✓ Listen to the daily news programmes</li><li>✓ Read the newspaper and keep abreast with current issues.</li><li>✓ Speak confidently using Standard English</li><li>✓ Do not deviate from the topic</li></ul>

# Expectations of a student in learning English (INDIVIDUAL)

- Treat all EL assignments as learning opportunities
  - Learn spelling & dictation diligently
  - Refer to the dictionary for unfamiliar words/phrases
  - Write down the meaning of vocabulary words
  - Look for clues / key words in the sentences,
  - Annotate the comprehension passage to better understand the passage.
  - Use 'CUB' to understand the demand of the questions
- ***Seek help from teacher when in doubt***

# Expectations of a student in learning English (HOME SUPPORT)

- School work to be done first
- Ensure that all given assignments **are completed**
- Guide them in their work when necessary but do not do the work for them
- Encourage your child to write journals and reviews on books/articles to reflect on the reading



# Key School Programmes for EL

- Morning Assembly Reading Programme
- Languages Week (Term 3)
- Read @ ZPS (in collaboration with NLB)
- Weekly DEAR (Drop Everything and Read) period
- Class Library
- Supplementary Readings: Little Red Dot, Discovery box, Reader's Digest, Inspire, etc

**Paper 1 : 50 min (without the use of calculator)**

**Booklet A**

Multiple Choice Questions

**15 Questions x 1min = 15 min**

**- 10 (1-mark) questions usually tests basic knowledge & skills**

**- 5 (2-mark) questions test a range of skills including problem solving**



# PSLE Mathematics

**Paper 1 : 50 min (without the use of calculator)**

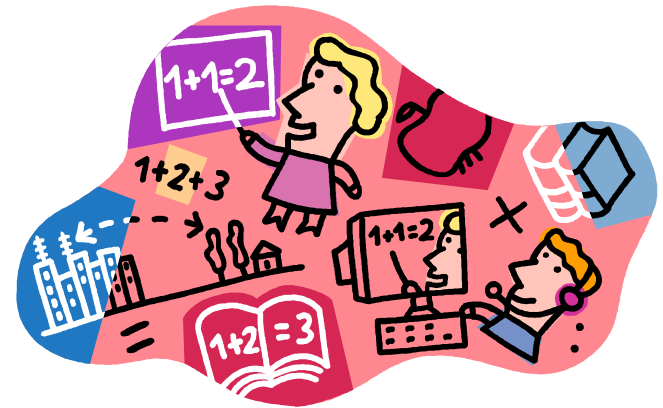
**Booklet B**

Short-Answer Questions

**10 Questions x 1min = 10 min**

**5 Questions x 4 min = 20 min**

- 10 (1-mark) questions usually tests basic knowledge & skills
- 5 (2-mark) questions test a range of skills including problem solving



# PSLE Mathematics

Paper 1 : 50 min (without the use of calculator)

Booklets A & B

*In summary:-*

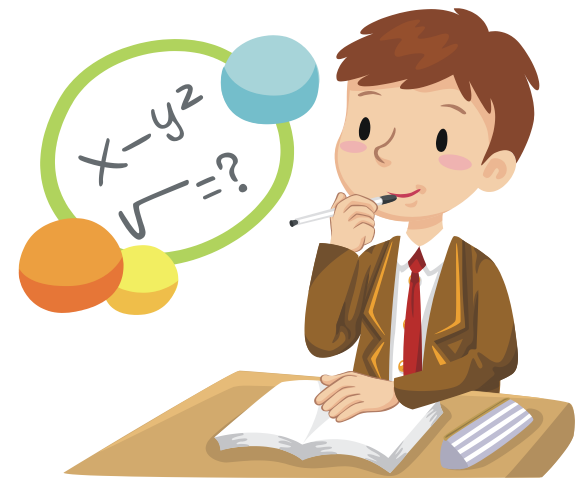
**15 Questions x 1 min = 15 min**

**10 Questions x 1 min = 10 min**

**5 Questions x 4 min = 20 min**

**Checking time : 5 min**

**Total duration : 50 min**



# PSLE Mathematics

**Paper 2 : 1 h 40 min** (Use of calculator is allowed)

**Test problem solving ability with challenging questions**

**5 Short-Answer (2-mark) Questions**

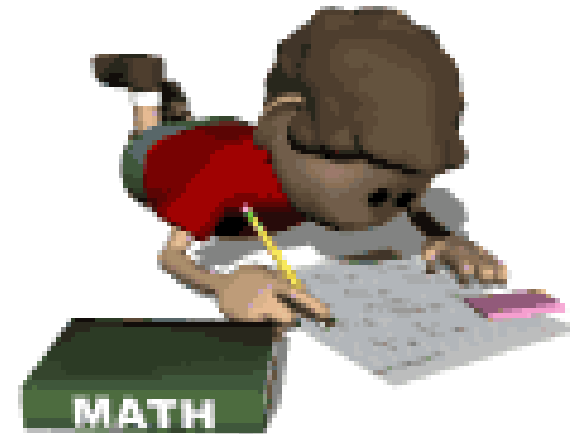
**5 Questions x 2 min = 10 min**

**Long-Answer (3-mark, 4-mark, 5-mark) Questions**

**13 Questions x 6 min = 78 min**

**Checking time : 12 min**

**Total duration : 100 min = 1 h 40 min**



## Note

- **Method marks** : Marks will be given for key steps in Paper 1 Booklet B and Paper 2
- **Answer marks** : Marks will be given for correct answers which are derived from the CORRECT methods
  - Need to show working
  - Need to write units of measurement:
    - Paper 2

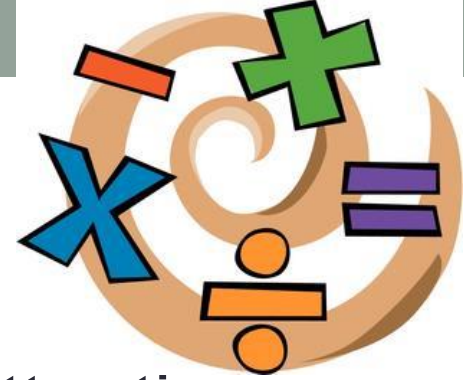
## Note

- Must present their solutions clearly in ink (not pencil)
- Be as systematic as possible
- Drawing of models can be done in pencil (must be BIG and clear)
- Label the parts of the models clearly so that the marker can understand your method

## Note

- When using Guess and Check method, the table must be clearly labelled with headings and methods to be showed clearly (write mathematical sentences; do not just fill in the table with answers only)
- When writing the answers in Paper 2, units of measurement (e.g. km, g, h, min, £ , years and months – for finding the age) must be given when necessary.





- Have time-based practices – develop better time management to complete all the questions – especially at Primary 5
  - Develop mastery of :
    - Number bonds
    - Addition and subtraction facts
    - Multiplication and division facts
  - Develop speed and accuracy in basic calculations
    - not to rely on the use of calculator when necessary
- except

# Strategies in Mathematics

- Steps in problem solving process:
  - **Understand the Problem**
    - What is given?
    - What are you asked to find?
  - **Plan**
    - Have you seen it before?
    - What do we need to do to solve the problem?
    - What strategy can you use?
  - **Do**
    - Write out the steps. Is each step correct?
  - **Check**
    - Does the answer make sense?
    - Are the conditions of the problem fully met?

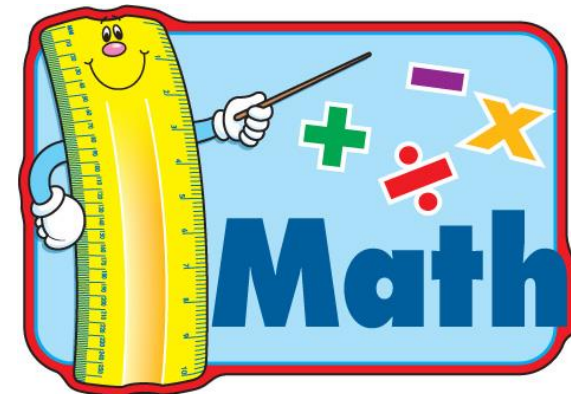
# Strategies in Mathematics

- Examples of problem solving strategies are:
  - Work backwards
  - Simplify the problem
  - Guess & check
  - Use before-after concept
  - Look for a pattern
  - Draw a diagram/model



# Strategies in Mathematics

- Develop a range of strategies to solve problems
- Review the topics - have adequate and varied exposure (*practice, practice, practice!*)
- Strengthen visualisation skills
- Develop mastery of the basics
- Inculcate good habits:
  - Strive for accuracy
  - Persisting



## Duration : 1 h 45 min

- Section A – 28 MCQ (***2 marks each***)
- Section B – 12-13 Open-ended Questions  
(***2 – 5 marks range***)

Includes P3- P6 topics (22 topics)

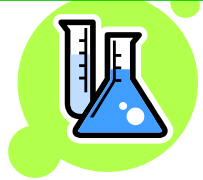
- **Questions will be divided into**
  - A) Knowledge with understanding type – 40 %**
  - B) Application of Knowledge and Process Skills**
    - **These include application questions to everyday life**
    - **Process skills such as Analysing, Predicting, Evaluating etc**

## Duration : 1 h 15 min

- Section A – 16MCQ (***2 marks each***)
- Section B –
  - 6 – 7: Structured Questions (2 - 3 marks)
  - 5 – 6: Open- Ended (2 - 4 marks)

Includes P3- P6 topics

# Learning Materials for Science



- **Vitamins Process Skills** worksheets
- **HOTS worksheets** to develop thinking skills
- **Concept mastery** through concept mapping and flow chart
- **Concept Cartoons** to arrest misconceptions



# **Expectations of a pupil in learning Science (INDIVIDUAL)**

- ✓ Revise basic concepts, key words, key terms
- ✓ Concept Maps reinforce concepts and key words
- ✓ Science Concepts and Keywords must be memorised
  - These are used in the answering of open-ended questions.
  - Get children to write them out as it help to internalise these concepts.

# Expectations of a pupil in learning Science (INDIVIDUAL)

- For **MCQ**
  - Pupils to identify the concept tested
  - Encourage pupils to understand how to arrive at the correct option through Science Reasoning and elimination
- **Open-Ended Questions**
  - Pupils must understand how marks are awarded
  - ASK when in doubt
  - Important to ensure misconceptions are clarified

# PSLE Standard MTL

## NEW PSLE FORMAT 2017

Paper	Component	Type	Mark
1 (50 min)	<b>Composition</b> 1. Topic 2. Picture		40 (20%)
2 (1hr 40 min)	<b>Language Use &amp; Comprehension</b>		
Booklet A	<b>Part A</b> Language use	MCQ	40 (20%)
	<b>Part B</b> Comprehension 1	MCQ	10 (5%)
Booklet B	<b>Part C</b> Phrase	FIB	8 (4%)
	<b>Part D</b> Comprehension 2	MCQ/ Response	32 (16%)

# PSLE STANDARD MTL

## NEW PSLE FORMAT 2017

Paper	Component	Type	Mark
3 (15 min)	<b>Oral and Listening Comprehension</b>		70 (35%)
	<b>Oral</b>		
	<b>Part A</b> Reading Aloud		20 (10%)
	<b>Part B</b> Conversation based on video stimulus		30 (15%)
(about 30 min)	<b>Listening Comprehension</b>	MCQ	20 (10%)

# PSLE HIGHER MTL

## NEW PSLE FORMAT 2017

Paper	Component	Type	Mark
1 (50 min)	<b>Composition</b> 1. Topic 2. Continuous Writing		40 (40%)
2 (1hr 20 min)	<b>Language Use &amp; Comprehension</b>		
Booklet A	<b>Part A</b> Language use	FIB/ Response	20 (20%)
	<b>Part B</b> Comprehension 1	Response	16 (16%)
Booklet B	<b>Part C</b> Comprehension 2	Response	24 (24%)

# PSLE FOUNDATION MTL

## NEW PSLE FORMAT 2017

Paper	Component	Type	Mark
1 (40 min)	<b>Language Use &amp; Comprehension</b>		
	<b>Part A</b> Language use	MCQ	5 (5%)
	<b>Part B</b> Comprehension 1	MCQ	4 (4%)
	<b>Part C</b> Comprehension 2	MCQ/FIB	6 (6%)
2 (Abt 15 min)	<b>Oral</b> <b>Part 1</b> Reading Aloud		30 (15%)
	<b>Part 2</b> Conversation		40 (40%)
3 (Abt 40 min)	<b>Listening</b> <b>Comprehension</b>	MCQ	30 (30%)

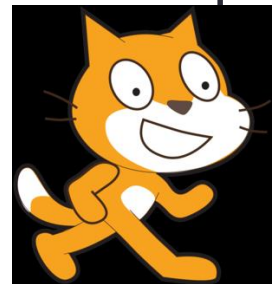
# **IMPORTANT GUIDELINES**

- Approved dictionary (refer to MTL teachers) is allowed for Paper 1 Composition Writing
- E-Oral examination
  - Computer-based for Reading Aloud
  - Conversation based on video stimulus

# ICT Enrichment Lesson for Primary 6

- Code for Fun Programme
- Aim:
  - To equip students with Basic Coding Skills
  - To infuse computational and logical thinking in students

The students have completed the Basic coding (10 hours) training last year. This year, they will continue with the intermediate coding training after PSLE.





# Learning Management System

- MConline – Online Learning Portal
  - [www.mconline.sg](http://www.mconline.sg)
  - **Login ID will be**
    - Zps + last 5 digit of BC number + Alphabet
  - **School will be**
    - ZDPS
  - **Password will be**
    - 2017-zps
    - **Students are strongly encourage to change their password upon first login**



Singapore Site

Login

Login ID  
zps12345A

School  
ZDPS

Password  
2017-zps

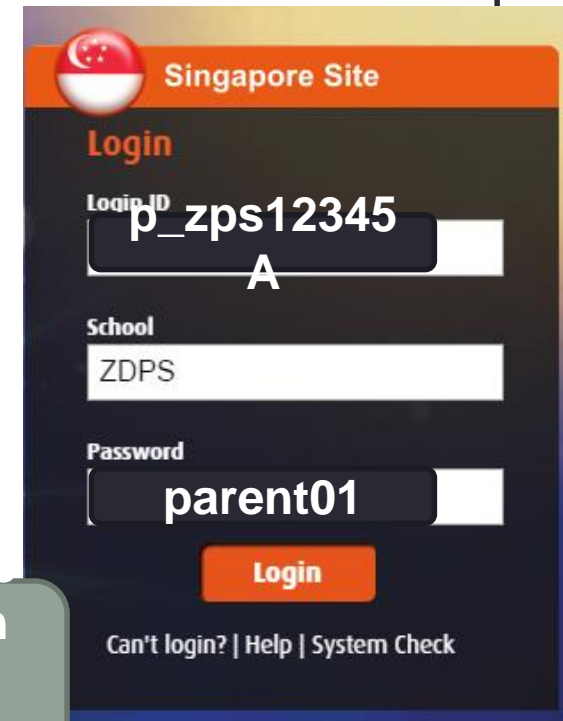
Login

Can't login? | Help | System Check

# Learning Management System

- MConline – Online Learning Portal
  - [www.mconline.sg](http://www.mconline.sg)
- **Parent's loginID**
  - p\_zps+last 6 characters of child's BC
- **School**
  - ZDPS
- **Default password**
  - parent01

to change their password upon first login. If parents have forgotten the password, do



The screenshot shows the login interface for the Singapore Site. At the top, there is a Singapore flag icon and the text "Singapore Site". Below this is the "Login" heading. The form contains three input fields: "Login ID" with the value "p\_zps12345", "School" with the value "ZDPS", and "Password" with the value "parent01". A "Login" button is positioned below the password field. At the bottom of the form, there are links for "Can't login?", "Help", and "System Check".

# Direct School Admission (DSA)

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# DSA

- ☞ Pupils' talents and achievements, in both academic and non-academic areas, can be considered for admission into a Secondary School.
- ☞ The DSA-Sec Exercise will be conducted in three stages usually between **June and November**
- ☞ The three stages are:
  - Selection Stage Exercise
  - School Preference Stage
  - Results Release Stage

# DSA

- ☞ Each Secondary School sets its own criteria for selection, based on the academic and/or non-academic areas that it would like to emphasise.
- ☞ Schools will be able to select a percentage of their students for admission outside of the centralised posting system, using their own selection criteria. These criteria can include diverse academic and non-academic achievements and talents.
- ☞ Details on the selection criteria of each Secondary School are available in the respective website of the Secondary School.

# DSA

Further details on DSA...

<http://www.moe.gov.sg/education/admissions/dsa-sec/>

Thank you!