

Welcome to Zhangde Primary School

Primary 1 Orientation
Parents' Sharing Session
3 January 2023



Gentle Reminder to ALL Parents

- Please refrain from taking photographs or recording the session.
- The slides will be uploaded onto our school website after the sharing.
- You can go to our school website <https://zhangdepri.moe.edu.sg/> under Announcements "*P1 Orientation Slides to Parents*" to access them after 4 January 2023.
- Thank you for your kind understanding and cooperation.



Programme Outline

Time	Programme
8 a.m. to 8.05 a.m.	Welcome
8.05 a.m. to 9 a.m.	General Information <ul style="list-style-type: none">• Dental Information• ZPS Parent Support Group Settling into Zhangde Primary School <ul style="list-style-type: none">• P1 Transition• P1 Information
9 a.m. to 9.45 a.m.	Recess with Your Child
9.45 a.m. to 11 a.m.	P1 Curriculum & Assessment <ul style="list-style-type: none">• English Language• Mathematics• Mother Tongue Languages• Character & Citizenship Education (CCE)• Information & Communication Technology (ICT)• PERI Holistic Assessment Building Home-School Partnership
11 a.m. to 11.30 a.m.	Time with Form Teachers
11.30 a.m. to 12 p.m.	Classroom Time with Your Child and Form Teachers
12 p.m.	Dismissal

Student Well-Being

We care for our students' mental, physical and social well-being in order to develop strong character, minds and bodies.



Dental Information

Mdm Chui, School Dental Nurse



To support your child's well-being, the Health Promotion Board provides *free* health services, such as screening, immunisation and dental checks in schools.



A digital letter will be sent via Parents Gateway on 3rd January 2023.
Parents must give their consent before their children receive the services.

Every year to date, 99% of the parents have done so.

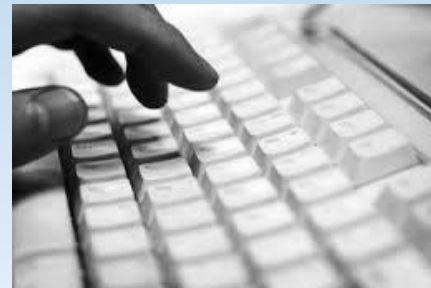


To make the submission of consent more convenient and secure

Paperless Forms

Key Benefits

- Save time
- Reduce errors
- Legally binding
- Green, Environmentally Friendly
- Faster processes



Parents need to access the **Child Consent Portal** (<https://childconsent.hpb.gov.sg>) to submit their consent **online**.



Child Consent Portal



School Health Service

The Health Promotion Board's School Health Service (SHS) provides free age-appropriate health screening and immunisation for your children.

[+ Learn more about School Health Service](#)

School Dental Service

The Health Promotion Board's School Dental Service (SDS) provides free basic dental services in school dental clinics and mobile dental clinics for Primary and Secondary students to promote good oral health for life.

[+ Learn more about School Dental Service](#)



Please login using your SingPass to submit your consent for your child's / ward's immunisation and / or school dental programme. Only parents / guardians that are in the records of the Ministry of Education may give consent for their child / ward.

**LOGIN WITH YOUR
SINGPASS TO BEGIN**

[Reopen Singpass](#)

It only takes *three* steps.

1

Log on to <https://childconsent.hpb.gov.sg> using your SingPass with 2-factor authentication (2FA).

2

Type in your child's NRIC/BC/FIN.

3

Fill up and submit the medical form.



**Please login to the portal to
indicate your consent (Yes or No)
By 15 February 2023.**



Zhangde Parent Support Group (PSG)



Mdm Lee Cher Hoong, PSG Chairperson



It takes a village to raise a child

- ❖ Parents are critical partners in education.
- ❖ The Parent Support Group (PSG) provides a great opportunity to support our children in their education journey.

- ❖ Benefits of joining PSG-

Your child will tend to:

- show more positive attitudes
 - exhibit higher aspirations and motivation towards school
 - have better school attendance and complete homework more consistently
 - be able to bridge the cultural gap between school and home
 - be less anti-social and less prone to behavioural issues¹
- ❖ Parent Support Group (PSG) comprises official PSG committee members or parent volunteers on ad-hoc basis (for events/programmes).



¹ Olsen, Glenn W., and Fuller, Mary Lou. Home-School Relations: Working Successfully with Parents and Families. (Pearson: Allyn and Bacon, 2008), 129-130.

It takes a village to raise a child

THE STRAITS TIMES SINGAPORE

Parents get involved in school to have greater bonding with their children



By Lee Heng Joo for The Straits Times. Photo by Lee Heng Joo for The Straits Times. Photo by Lee Heng Joo for The Straits Times.

Dear Ma

Published 21.08.2012 08:15:00

SINGAPORE - When Ma Jey Ching's eldest son started school at Adam's Secondary in 2014, she was so touched by the concern the teacher showed the students that she decided to sign up to be a parent volunteer so that she could give back to the school.

She liked the supportive environment where students who struggled academically were offered extra help through coaching sessions.

THE STRAITS TIMES SINGAPORE

Students do better when their parents get involved in school activities



Photo by Lee Heng Joo for The Straits Times. Photo by Lee Heng Joo for The Straits Times. Photo by Lee Heng Joo for The Straits Times.

Dear Ma

Published 21.08.2012 08:15:00

SINGAPORE - Students are more engaged with school and enjoy it better when their parents take an interest in their school life by getting involved in activities, such as volunteering, parent-teacher meetings or school events, a new study has found.

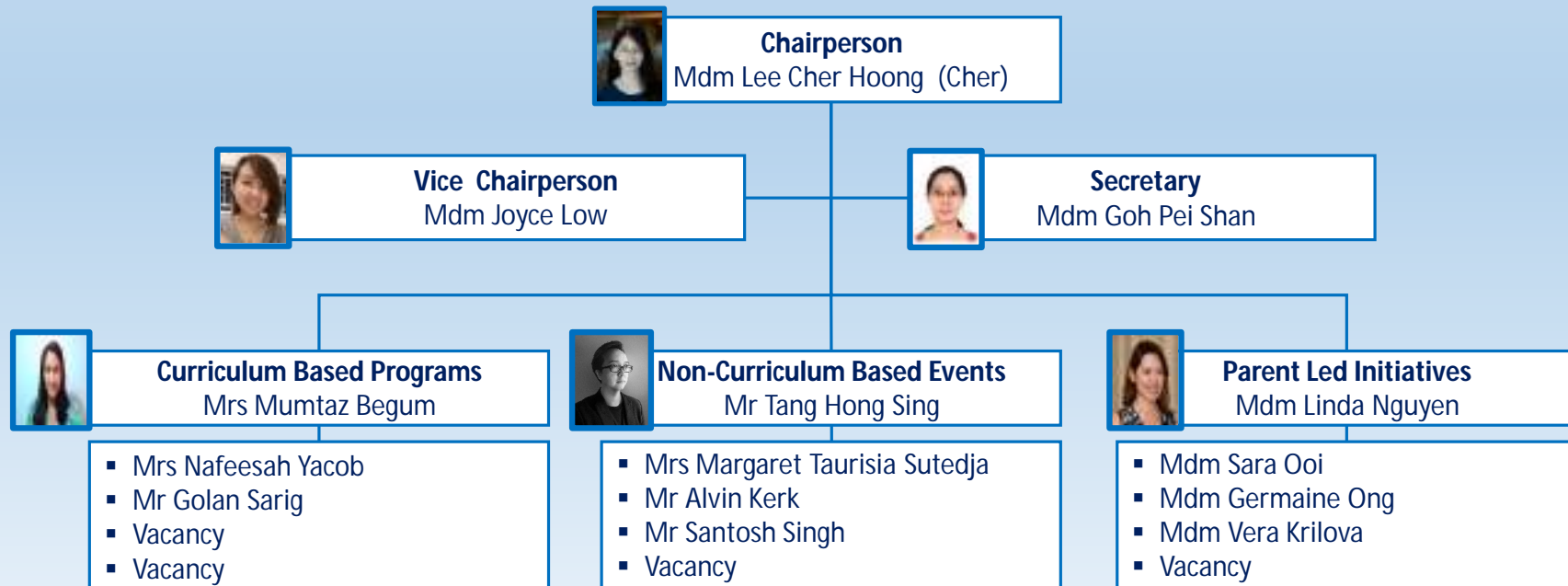
A survey was made for concerned school study partnerships were done by the parent-teacher when their child moves up to secondary school, said a National Institute of Education (NIE) survey of some 7,800 Primary 4 and Secondary 2 students from 37 schools.



PSG 2022 Committee

Mission:

To work in partnership with Zhangde Primary School Management to deliver the best learning environment for our children by enhancing the school environment and home-school collaboration partnership.



Parent Volunteers



2022 PSG Supported School Events

Support Provided	Curriculum Based Programs	Non-Curriculum Based Events	Parent Led Initiatives	Chair/Vice chair/Secretary
Coordination and gathering of volunteers to support school activities where volunteers are required	<ul style="list-style-type: none"> English Reading MTL Reading Recycling Project Sharing ZPS values for the term Cooking activity for R3 students Active Recess CCA P3/P4 Swim Safer Program Learning Journeys 	<ul style="list-style-type: none"> Waffle making during recess Environment Week Badge making International Biodiversity Day Girl's Brigade Outing Aesthetics Week National Day recess activities 	<ul style="list-style-type: none"> Junior Achievement Program Career Fair 	<ul style="list-style-type: none"> Growth Mindset sharing session Singapore Heart Foundation Blood Pressure Program Science lab preparation
Event Organisation	<ul style="list-style-type: none"> Children's Day cum Sports Day 	<ul style="list-style-type: none"> Teacher's Day 	<ul style="list-style-type: none"> Racial Harmony Day Facebook page for sharing used textbooks, uniforms 	<ul style="list-style-type: none"> PSG Bonding Let us Chat

PSG in Action



How can you contribute to the school?



Time

Volunteer your time to either support or design and conduct the school's programmes and events



Talent

Share your expertise, talents, individual interests or personal networks with the school



Thoughts

Brainstorm and contribute constructive feedback and ideas to the school and PSG for making school life more vibrant and caring

Parent Volunteer

You can choose how you would like to contribute

PSG Committee Member

Ad Hoc event support e.g.
Learning Journeys

Regular event support e.g.
weekly reading

Coordination /
Organising events

Count Me In!

**Sign up as a Parent Volunteer (ad-hoc events/programmes) or as PSG member.
Together, we bring out the best in our students!**



Settling into Zhangde Primary School

We are inclusive and embrace diversity as we recognise each student to be unique and honour their individual traits.



P1 Transition from Kindergarten to Primary School

Mdm Gwen Bava, Senior Special Educational Needs Officer



Key Changes

Kindergarten

- Shorter school hours
- Smaller class size & compound
- More hand-holding from the teachers
- Exploration and learning through play in learning areas
- No/Little Homework
- Meals/Food provided

Primary School

- Longer school hours
- Bigger class size & compound
- Learning to be independent
- Greater scope and rigour in curricular subjects
- Homework & assignments given
- Recess – Need to choose, queue and buy own food



Tip 1: Getting Ready for School

Preparing well at home makes for a smooth start to the day and a great time at school.

- Ensure your child has sufficient sleep. It's not easy getting up so early, every day – for you and your child.
- If you notice that your child is more resistant, complaining each morning and needing several wake-up calls to get out of bed, do find ways to bring your child to school and alert your child's Form Teachers. Once school refusal sets in, it is a difficult habit to break.



Tip 2: Practise Routines

Building good habits help your child cope with the many new things they will encounter this year.

- School is a lot more structured than your child is used to.
- Lessons are longer and so is the school day. After-school activities and homework might take some time getting used to.
- Allow your child to attempt the homework on his/her own.
- Practising routines will help your child face the unfamiliar with a smile.



Tip 2: Practise Routines

Packing Bag



- Help your child develop the good habit of packing his/her bag before school.
- Chat about what goes in each day and how to check that he/she has everything he/she needs. Only bring the required items to school.
- When your child is ready, let him/her try packing his/her bag on his/her own.

Travel Tips



- How will your child travel between school and home?
- Talk through the steps with your child, so he/she knows where to wait and how long it will take them.



Tip 3: New Places, New Faces

Your child is getting to know a whole new world – picking up values like resilience and responsibility along the way.

- Primary school is a far bigger world than pre-school.

Your child's class might be larger than before.

- Give your child a chance to talk about his/her experiences so that you can understand what he/she is experiencing through his/her eyes.
- Empathise with your child's emotions and understand his/her needs.



Tip 3: New Places, New Faces

Your child is getting to know a whole new world – picking up values like resilience and responsibility along the way.

- Share with your child your fond memories of your primary school days.
- Affirm your child. Recognise the small successes and praise him/her for his/her effort!



Tip 3: New Places, New Faces

Your child is getting to know a whole new world – picking up values like resilience and responsibility along the way.

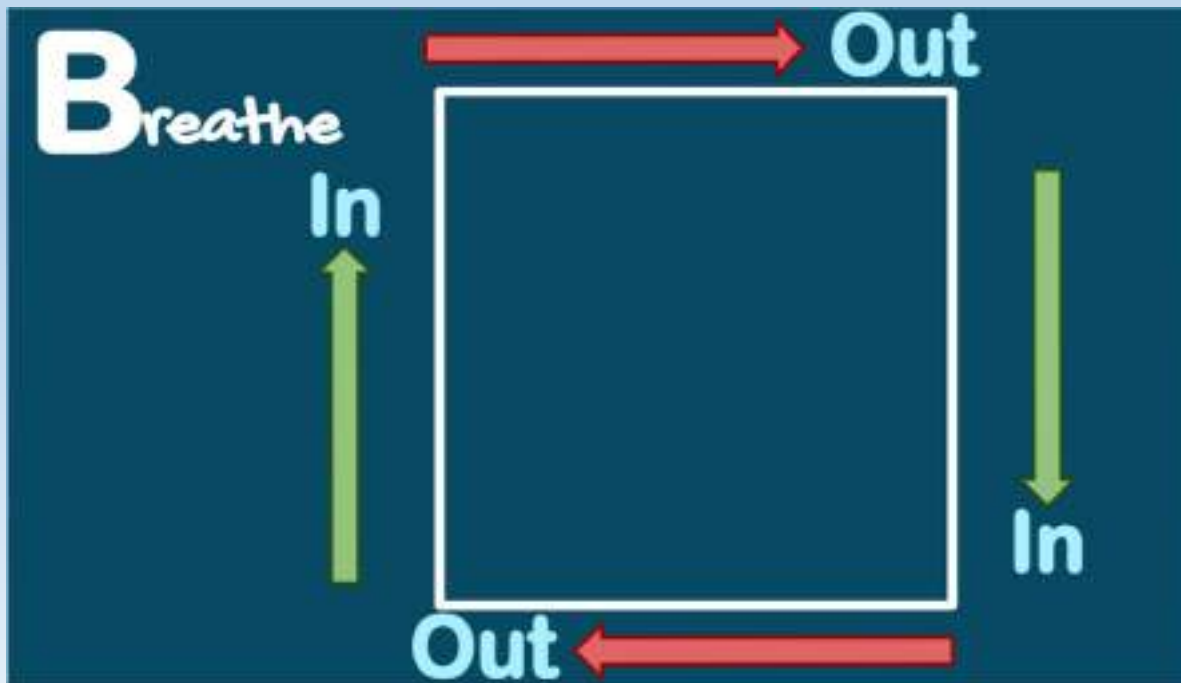
Sometimes, your child may encounter some challenges or problems in school.

- Get your child to share with you his/her challenges or problems in school.
- Stay calm and check for facts with the school.
- Guide him/her to independently manage their emotions and behaviour.
- Show your child how to manage his/her challenges or problems. For example, show them how they can disagree politely and still be good friends.



Tip 4: Managing their Emotions

Practising Deep Breathing to help your child regulate their emotions.



Tip 4: Managing their Emotions

Visualisation helps your child to step outside of the present moment and calm himself/herself down.

- Thinking of Happy moments (e.g. Birthday etc.)
- Looking at nature/calming pictures



Tip 4: Managing their Emotions

Positive Thinking

- Whether our children are struggling with school work, friends or a new environment, their thoughts can help or hinder them.
- Practise making positive comments to your child every day. Your positive comments will help your child to focus on what's right instead of what's wrong.
 1. Take a deep breath.
 2. Think to yourself "Stop. Relax."
 3. Say something positive to yourself like "I can handle this." or "I am strong."



Special Educational Needs

- A child entering Primary 1 may have **Special Educational Needs** if he/she finds it difficult to:
 - Write their name.
 - Follow a simple story when it is read aloud to them.
 - Communicate with others.
 - Make friends.
 - Stay focused to complete a task.
 - Access learning in school due to hearing, visual or physical impairments.
- Do work with your child's teachers if you suspect your child is facing one or more of these challenges.
- Providing early intervention aids your child's development during the most critical stage of development.



Extracted from: <https://www.moe.gov.sg/special-educational-needs/understand>



Inclusive Education

- All mainstream primary schools are resourced to support students with mild to moderate special educational needs.
- The types of support given to the students would be from
 - Teachers trained in Special Needs
 - Special Educational Needs (SEN) Officers
 - Support programmes such as Learning Support Programme, Learning Support for Mathematics, School-based Dyslexia Remediation Programme
 - Access Arrangements (Primary 3 onwards)
- To provide understanding of peers with special educational needs, school-based talks are done.
- For students that may need intervention or services provided outside school, the school works with the MOE Educational Psychologist to provide consultation and referrals.



Extract from: <https://www.moe.gov.sg/special-educational-needs/understand>



Inclusive Education

- All classes will have students with varying abilities and needs.
- Some students may be active and exuberant, some sensitive to sounds and touches, some have difficulties controlling their emotions, thus resulting in outbursts.
- We will guide and support all students to the best of our ability while partnering their parents.
- We need all parents to be understanding and supportive. Setting the right message for the children, who are learning and developing, will help to shape a gracious and inclusive culture.
- Learning is better when there is diversity in the classroom. Being in such classes provide your child with the opportunity to learn about and accept individual differences. It also imparts the importance of empathy and respect.



P1 Information

Ms Tan Gui Liu, Year Head for P1 & P2



P1 Form Teachers

Class	Name of Form Teachers	
1 Graciousness	Mdm Phua Siew Hoon	Ms Low Yu Ci Grace
1 Integrity	Mr Nandwani Sunil	Mrs Tiffany Nah
1 Versatility	Mrs Delicia Ee	Ms Mastura
1 Empathy	Ms Cherynn Tan	Mdm Kayal
1 Responsibility	Mr Patrick Lee	Ms Nur Afiqah
1 Sincerity	Ms Syed Hakkim Nisha	Mdm Phang Huey Wen

Parents can contact the Form Teachers via the Student Handbook, email or leave a message at our General Office
Tel No: 62740357.

Teachers will do their best to respond to you at the earliest available time.

Teachers' time after 4pm on weekdays and whole day on weekends are protected.

We appreciate your understanding.



Key Personnel for Lower Primary



Year Head: Ms Tan Gui Liu

Office: 6274 0357

Email: tan_gui_liu@schools.gov.sg



HOD SEN: Ms Tan Lee Ling

Office: 6274 0357

Email: tan_lee_ling@schools.gov.sg



Handbooks

2022/2023 Parent Handbook

- A copy of the Parent Handbook has been given to you in the Orientation folder.
- Please refer to the handbook to guide you on the school structures.



Student Handbook

- The Student Handbook will be distributed to the students. (Ready in Jan 2023)
- It must be brought to school daily.
- Check the Handbook regularly to monitor your child's work or any updates from the teachers.
- You may also use the Handbook to communicate with the teachers.



School Uniform

Girls



Hairstyles

- Hair must be neat and tidy at all times.
- No gel, mousse, fancy hair styling, tinting or dyeing of hair is allowed.
- Girls' hair must be above the base of the collar or neatly tied up. Fringes must be neat and above the eyebrows. Only black clips or hair band should be used to keep the hair tidy.

Accessories

- Girls should only wear plain ear studs less than 5 mm in diameter. For safety reasons, NO dangling, loop or multiple earrings are allowed.
- Nose studs are not allowed.
- Spectacles (if worn) should be a plain frame and non-tinted, unless recommended by a physician.
- Nails must be kept short and clean. No varnish or hardener is allowed.

Name Tags

- Every student must have a name tag sewn on the school uniform at all times.
- The name tags are to be sewn on the left of the school uniform above the school crest.

Shoes & Socks

- Only PLAIN BLACK shoes and school socks are allowed.
- Ankle socks are not allowed.

Boys



Hairstyles

- Hair must be neat and tidy at all times.
- No gel, mousse, fancy hair styling, tinting or dyeing of hair is allowed.
- Boys must keep their hair short and tidy. Hair must be above the ears, collar and eyebrows.
- Boys are to maintain a clean haircut as well as a clean-shaven face. Moustache, beard and long sideburns are not permitted.

Accessories

- Boys are not allowed to pierce ears or wear ear studs.
- Nose studs are not allowed.
- Spectacles (if worn) should be a plain frame and non-tinted, unless recommended by a physician.
- Nails must be kept short and clean. No varnish or hardener is allowed.

Name Tags

- Every student must have a name tag sewn on the school uniform at all times.
- The name tags are to be sewn on the left of the school uniform above the school crest.

Shoes & Socks

- Only PLAIN BLACK shoes and school socks are allowed.
- Ankle socks are not allowed.

Identification/Name Tag

- Your child will be issued a temporary identification tag on Day 1. Please check that the gate number/bus number on your child's identification tag is correct so that the teacher knows which gate/bus to take him/her for dismissal.
- Ensure that your child wears his/her identification tag at all times for the first month.
- Do provide important information such as mobile numbers and parents' information to your child's Form Teachers.
- Your child's name tag must be ironed/sewn on every school uniform.



School Hours

Date	Time
Tuesday, 3 rd January 2023 & Wednesday, 4 th January 2023	8 a.m. to 12 p.m.
Thursday, 5 th January 2023 onwards	7.30 a.m. to 1.30 p.m.

Note: Parents are only allowed to come into the school on Tuesday, 3rd January 2023.



Punctuality

- Punctuality is an important life skill and value that needs to be developed from young.
- Students must be seated in the classrooms by 7.30 a.m.
- National Anthem, Pledge and Announcements start at 7.30 a.m.
- Please ensure that you send your child to school on time.
- Your child's conduct grade will be affected if he/she is often late for school (5 times or more in 2 consecutive terms).



Dismissal

- For **3rd & 4th January 2023**, P1 students will be dismissed at **12 p.m.** via Gate 3 only.
- Subsequently, they will be dismissed at 1.30 p.m. daily.
- Please be at the Parents' Waiting Area by 1.20 p.m.
- Do not suddenly change the pickup arrangement without informing your child's Form Teacher.



Dismissal Arrangement

Dismissal Point	Arrangement
Gate 2	Exit point for P4 to P6 students Parents will wait outside the Main Gate. Please be there by 1.30 p.m.
Gate 3	Exit point for P1 to P3 students Parents will wait at the Parents' Waiting Area. Please be there by 1.20 p.m.
Gate 4	Exit point for P1 to P6 students Parents will wait outside the gate. Please be there by 1.20 p.m.
Kids Central	Meeting point for siblings
Zhangde Student Care Centre (SCC)	Students will proceed directly to SCC.
School Bus	Students will proceed to their school bus directly.

School Bus

- Students are to board the bus in an orderly manner.
- Students are to put on their seat belts and remain seated at all times.
- Students are not allowed to run or play while waiting for the bus to move off.
- They are not to play, eat, drink or litter in the bus.



What if my child is unwell and is unable to attend school?

- Consult a doctor.
- Rest at home until he/she has recovered completely.
- Inform your child's Form Teacher on the day of absence.
- Try to complete whatever work missed and hand in as soon as possible.
- Submit medical certificate or letter of excuse to the Form Teacher upon returning to school.



Discipline Policy

- Discipline is an integral part of schooling. Students who have erred in their behaviour need to be re-orientated and guided towards the right direction.
- P1 students are very young. The school will work closely with parents on all cases.
- Students may be referred to a school counsellor or special educational needs officer in some cases.
- Principles applied when managing student's unacceptable behavioural action:
 - Show students what they have done;
 - Give students ownership of the problem;
 - Give students opportunity to fix the problem;
 - Leave intact the dignity of the student and others affected by focusing on the problem, not on the student;
 - Allow restoration through restitution, resolution and reconciliation.



Discipline Policy

Abide by the School Rules at all times.

Refer to Student Handbook and Parent Handbook for the following:

1. Attendance and Punctuality
2. Zero Tolerance to Bullying
3. Mobile Phone Policy
4. Items not to be brought to school



Student Management

- It is usual for your child to find himself/herself in some of the situations below at school.
 - Your child having an argument/does not get along with a classmate.
 - One of his/her classmates has been calling him/her names.
 - He/She fell down as one of his/her classmates pushed him/her while playing.
 - One of his/her classmates took his/her things without asking for permission.
- You should tell your child not to retaliate but inform his/her teachers immediately. The teachers will help them to manage the situation.
- Please understand that these incidents will happen. Let us work together to help our young students manage these conflicts.



Student Edusave Fund Account

- Every Singaporean child between the ages of 7 to 16 years old is automatically given a Student Edusave Fund Account.
- A sum of money is credited into the account in January every year, until he/she is 16 years old.
- You will receive a statement of account by end of March every year.
- The money in the Edusave Account can be used for 2nd-Tier miscellaneous fees.
- The fund will be used for level-wide enrichment programmes organised by the school. Parental consent will be required.



Timetable

- Your child will receive the Class Timetable in Week 2.
- He/She should pack his/her bag everyday and bring only the books required for the day.
- He/She should bring a storybook for Silent Reading daily.



P1 Subjects

Subject	Duration per week	Number of periods per week	
		15-min period	30-min period
English Language (EL)	7 hours		14
Drop Everything and Read (DEAR)	30 min		1
Mathematics (MA)	4 hours		8
Mother Tongue Languages (MTL)	6 hours		12
Social Studies (SS)	30 min		1
Character and Citizenship Education (CCE)	1 hour		2
Programme for Active Learning (PAL)	2 hours		4
Physical and Health Education (PHE)	2 hours		4
Art	1 hour		2
Music	1 hour		2
Information and Communication Technology (IPW/ICT)	1 hour		2
Form Teacher Guidance Period (FTGP)	1 hour	2	1
Assembly	30 min		1

Lockers

- Lockers are located outside every classroom.
- Every student will be allocated a locker.
- Students need to bring their own locks to secure the lockers.
- Examples of items that they can place in their lockers:
 - Mini whiteboard
 - Colouring materials
 - Dictionary
 - Additional Exercise books/Jotter books



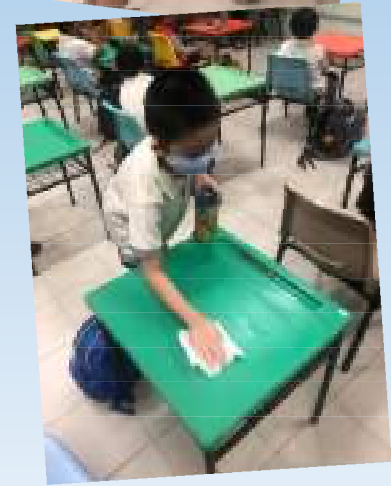
Daily Temperature-Taking

- Students are required to take their temperature daily in the classroom once they reach school.
- Proper temperature-taking procedures will be taught to all students.
- They will record their temperature in their Student Handbook.
- Each P1 student will be issued with a thermometer.



Wipe-Down Routine

- Students are to clean the table surface in their classrooms and canteen.
- This is to encourage our students to take greater responsibility over their personal hygiene and be socially responsible and considerate towards others who will use the table after them.
- They can bring their own rag, paper towel or tissue.
- Wipe-down routine will be taught to all students.



Canteen



- Pocket money of \$3 should be sufficient for recess. For example, a bowl of noodles cost from \$2 to \$2.50.
- Cashless payments using Smart Buddy card or EZ-link card is encouraged.
- Students under the Financial Assistance Scheme (FAS) will be given a card for them to buy their food. They must not lose their card.
- Do get your child to bring a water bottle and label it with your child's name. There are many water coolers in our school.

PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK

- We would like to inform you that photographs/videos of students/parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/achievements together with the names of the students from time to time.
- Please notify the school in writing if you do not wish to grant such permission.

End of Part 1



P1 Curriculum & Assessment

We educate our students holistically to develop in them 21st century competencies, values and an intrinsic motivation to learn.



English Curriculum

Ms Josephine Lim, HOD English Language



STELLAR

Strategies for English Language Learning and Reading

Shared Book Approach (SBA)

Modified Language Experience Approach (MLEA) / Guided Writing



STELLAR

Strategies for English Language Learning and Reading

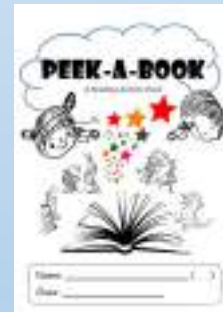
Differentiated Focus Lessons (DFLs)

- Word Study Lessons
- Word Identification Activities
- Extensive Reading periods
- Choice of activities: extension activities/ SLS lessons
- Learning Centres



EL Programmes

- Read @ ZPS
 - Subscription to EL magazines – Storybox
 - Collaboration with National Library Board
 - Provision of Class Library Books
 - Storytelling by Teachers
 - Peek-A-Book Activity Book
- English Language Day
- ICT platforms to develop Speaking Skill: Moo-O
- P1 Learning Day
- Learning Support Programme



How We Monitor Students' Learning

- Daily work (e.g. learning sheets) [No EL Textbook or Workbook]
- Observations during lessons
- A variety of tasks targeting at different language skills (e.g. Sound Discrimination, Running Record/Reading Aloud, Show-and-Tell, Language Use & Comprehension, Writing activities)
- Spelling (Once a week. No spelling list in Term 1)



What Parents Can Do to Help

- Get your child to **READ WIDELY AND EXTENSIVELY**
e.g. story books, magazines, newspaper articles and other materials.
- **Provide exposure** to listening, speaking, reading and writing opportunities and activities.
- **Role model** – Read with them, write notes and messages to your child using standard English.



What Parents Can Do to Help

Encourage your child to :

- **use Standard English in both writing and speaking.**
- **use the EL strategies** (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- **write neatly and legibly.**
- **use a dictionary** to learn meaning and pronunciation of new words and how to use them appropriately in context.
- **learn spelling well.**



Learning Outcomes for English Language

Listening

- Listen attentively and follow simple instructions.

Speaking

- 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 and discussions.

Reading

- Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).
- Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).

Writing

- Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
- Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



Mathematics Curriculum

Mrs Tang Siew Hong, HOD Mathematics



Aims of Primary Mathematics Curriculum

To enable all students to:

- acquire **mathematical concepts and skills** for everyday use and continuous learning in mathematics;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to **problem-solving**;
- build **confidence** and foster **interest** in mathematics.

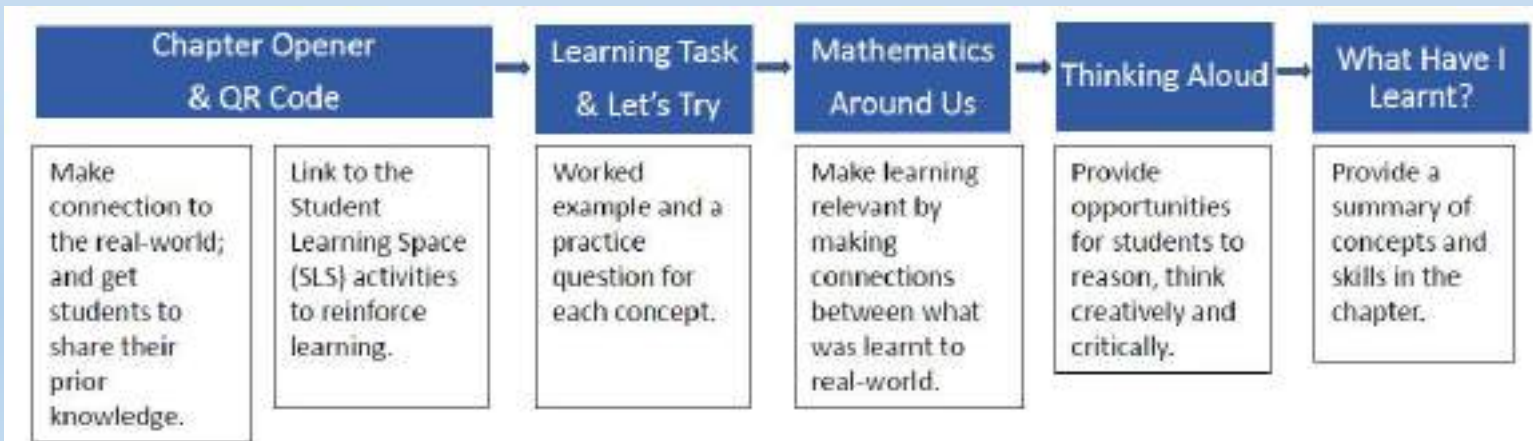




- Textbooks & Practice Books are produced by MOE for **2021 Primary Mathematics Syllabus**
- Emphasize metacognition and mathematical processes such as **reasoning, communication and making connections**
- For **use with other resources** including the use of interactive elements such as the Student Learning space (SLS) online portal to support teaching and learning



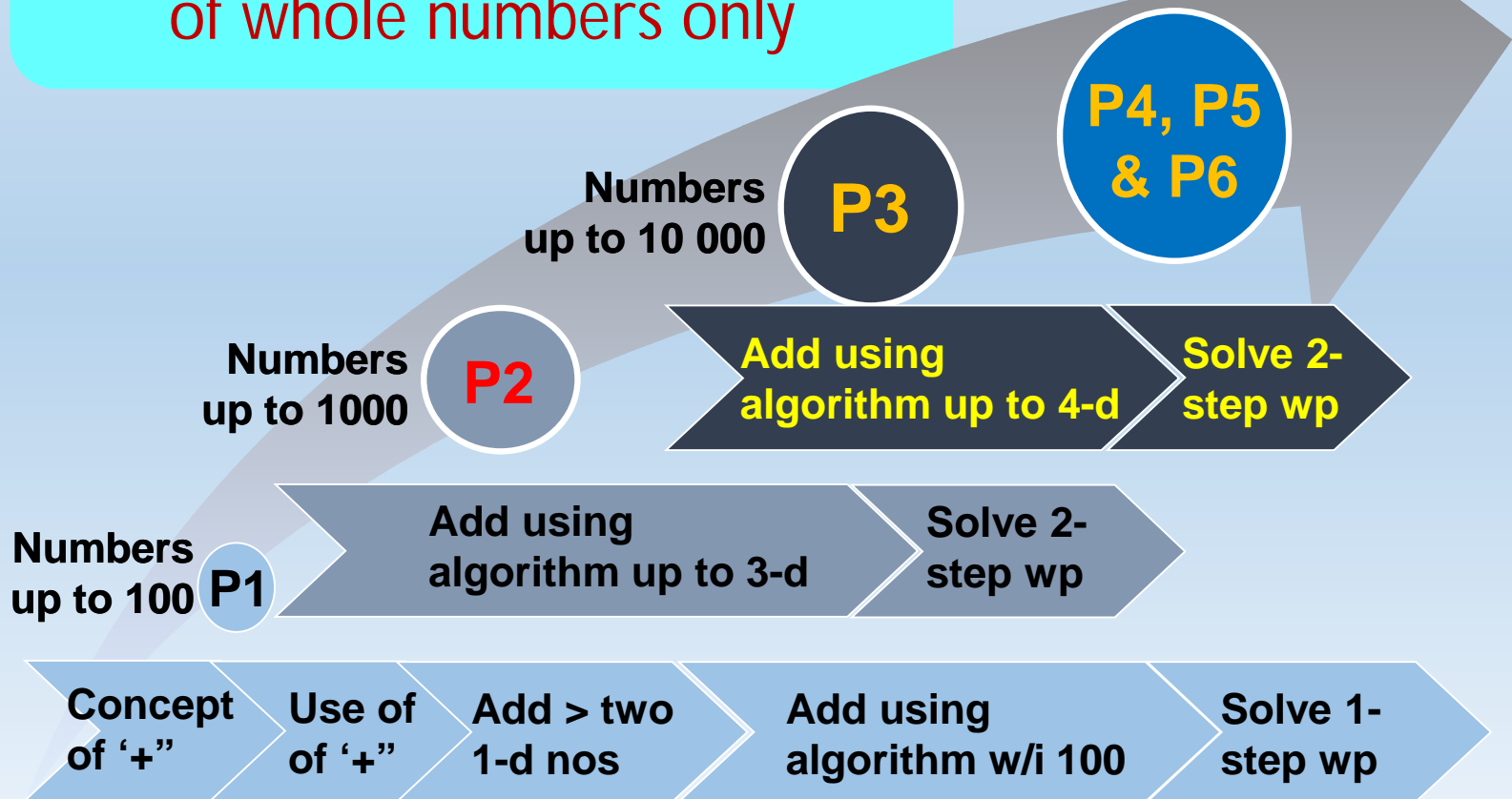
Features in the P1 Mathematics Textbook



Link to SLS activities for self-directed learning.



Learning progression of addition of whole numbers only



Teaching Approach



Learning by Doing

Concrete- Pictorial- Abstract
(C-P-A) Approach



Learning by Interacting



Teaching Approach



Providing learning experiences

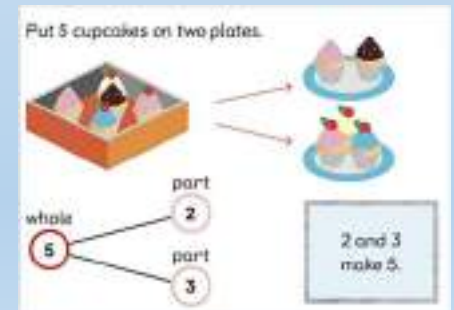


Practice and Review



Focus Areas

- **Develop Factual Fluency – mastery of basic math facts**
 - Support learning
 - Build confidence
- Number bonds
- Addition and subtraction facts within 20



Addition Fact Sheet
Grade 1

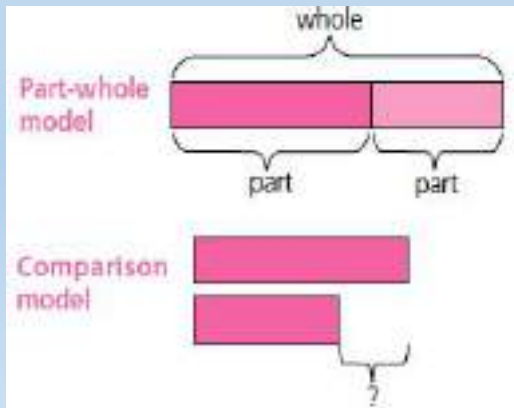
1	2	3	4	5
0+1=1	0+2=2	0+3=3	0+4=4	0+5=5
1+1=2	1+2=3	1+3=4	1+4=5	1+5=6
2+1=3	2+2=4	2+3=5	2+4=6	2+5=7
3+1=4	3+2=5	3+3=6	3+4=7	3+5=8
4+1=5	4+2=6	4+3=7	4+4=8	4+5=9
5+1=6	5+2=7	5+3=8	5+4=9	5+5=10
6+1=7	6+2=8	6+3=9	6+4=10	6+5=11
7+1=8	7+2=9	7+3=10	7+4=11	7+5=12
8+1=9	8+2=10	8+3=11	8+4=12	8+5=13
9+1=10	9+2=11	9+3=12	9+4=13	9+5=14
0+10=10	0+20=20	0+30=30	0+40=40	0+50=50

By: James Taylor - Item 100



Focus Areas

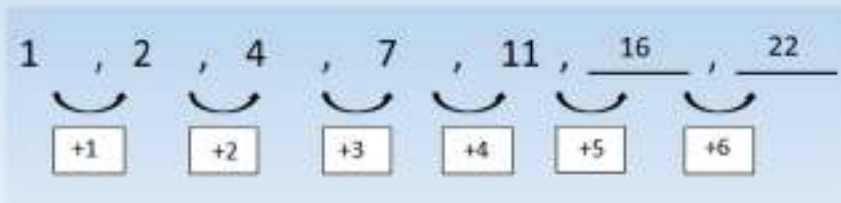
- Develop problem solving heuristics



Draw a diagram



Act it out




Look for a pattern




Focus Areas

- Foster mathematical reasoning and communication


Siti wants to pack 9 sweets into bags for the lucky draw winners at her birthday party. She has 3 bags to pack them in.



+ + = 9



In how many different ways can Siti put the 9 sweets into 3 different bags?



$47 - 4 - 20 = 47 - 24$

Do you agree?



Learning Support for Mathematics (LSM) Programme

- Early intervention in Mathematics to students who need extra support in acquiring basic numeracy skills when they enter Primary One (P1)
- Focus on building strong fundamental knowledge in Maths concepts
- Provide more individualised attention to students
- Conducted by trained teachers



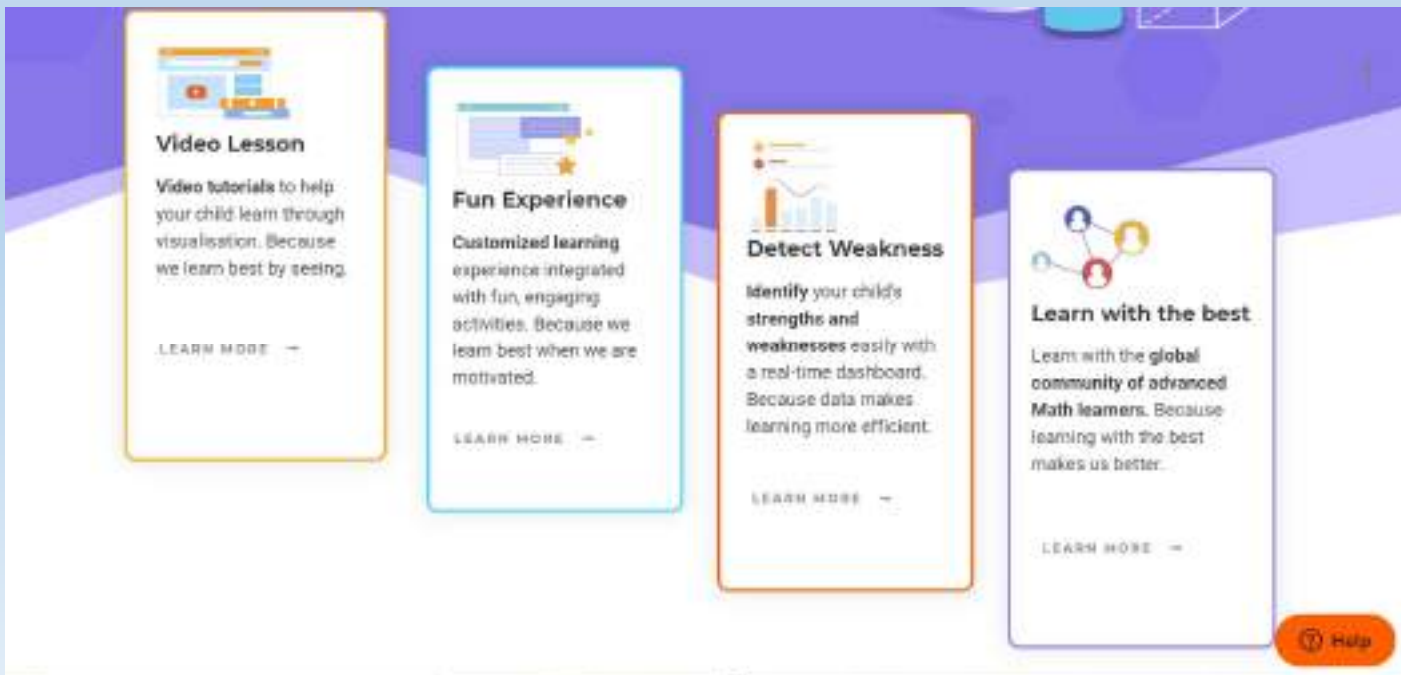
Highlights

- Math Trails
- Math Shopping Day
- Math Games
- Math Hands-on Activities



KooBits

(<https://www.koobits.com/>)



- Interactive
- Engaging
- Customised
- Promotes self-directed learning



Assessment

How do we check our students' learning?

- Class Discussions
- In-class Work
- Homework
- Termly Review
- Performance Tasks
- Diagnostic Tests



Parents' Support at Home

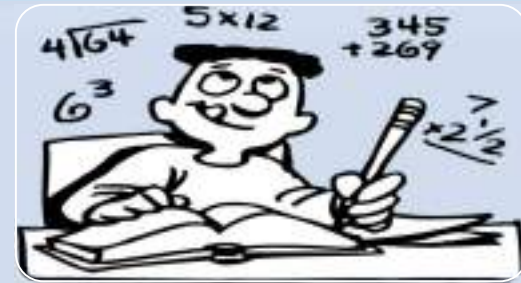


Consistency

Ensure proper representations and working.

Develop problem solving strategies.

Master basic math facts.



Practice

Have a daily routine – 30 minutes of math practice.

Ensure timely completion and submission of homework.

Provide adequate guidance and support – Guide and not do the work for them.



Parents' Support at Home



Affirm

Focus on effort and growth.
Celebrate small successes.
Inculcate habits of mind like persisting and striving for accuracy.



Connect

Relate Mathematics to everyday situations.
For example:
Number sequence in buildings, lift buttons, etc
Patterns in nature, architecture, etc



Online Resources for Parents

<https://www.mathsisfun.com/>

<http://www.kidsmathplay.com/>

https://www.mathplayground.com/grade_1_games.html

<http://www.math-play.com/1st-grade-math-games.html>

http://www.softschools.com/grades/1st_grade/math/



Learning Outcomes for Mathematics

- Understand numbers up to hundred.
- Understand addition and subtraction.
- Add and subtract numbers.
- Understand multiplication and division.
- Identify, name, describe and sort shapes.
- Tell time to 5 minutes.
- Measure and compare lengths of objects.
- Read and interpret picture graphs.



Mother Tongue Languages Curriculum

Mr Abdul Khalik, HOD Mother Tongue Language



Objectives of Learning MTL

Culture

- Understand & develop our unique identity through deeper appreciation of culture, traditions & history

Communication

- Valuable skill for life and work
- Ability to communicate in MTL gives Singaporeans a competitive edge

Connection

- Able to connect with communities across Asia and the people who speak that language



What will my child be learning at Zhangde?



MTL P1 Curriculum

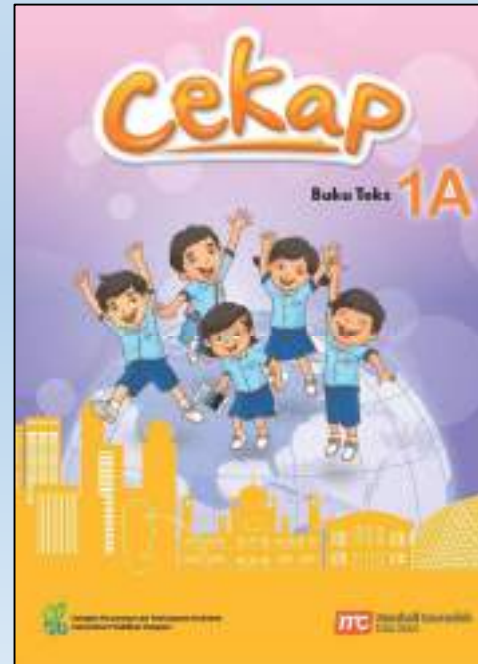
Language Skills

- Listening Skill
- Speaking Skill
- Reading Skill
- Writing Skill



New Language Skills

- Spoken Interaction Skill
- Written Interaction Skill



P1 CL Resources

Features of the 2015 Primary One Chinese Language Curriculum
2015年一年级华文课程亮点



汉语人物随学生一同学习、成长，
 成为中文学习的良友。
 Growing up and learning alongside our pupils,
 these story characters will engage our pupils in
 the learning of Chinese Language.



使用大型书籍以练习词汇和
 句型结构。
 Using big books to teach vocabulary and
 sentence structures.



通过情境扮演与角色扮演来实践学
 习。
 Putting into practice what they have learnt –
 pupils acquiring usage skills through situational
 dialogue and role playing.



善用资讯科技加强华文教学
 using information & communication technology
 to enhance the teaching of Chinese language.

2015年小一华文教学资源
2015 Primary 1 Chinese Language Teaching & Learning Resources



课本
 Textbook

活动书
 Activity Book

写作练习本
 Writing Exercise Book

小读者
 Small Readers

图画卡
 Picture Cards

互动多媒体资源
 Interactive ICT Resource

闪卡
 Flash Cards



P1 ML Resources

Bahan-bahan CEKAP yang menyokong pembelajaran
Resources that engages learning in CEKAP

Buku Kecil
Small book



Bahan Pengajaran Bahasa Melayu Darjah 1
Primary 1 Malay Language Instructional Materials



Pelajar Aktif, Pengguna Cekap
Active Learners, Proficient Users

Buku Besar
Big Book



Penggunaan Teknologi Maklumat dan Komunikasi
ICT Resources



Kad Imbasan
Flash Cards

dagu gam murid

Kad Bergambar
Picture Cards



Mainan Berpapan Pendidikan Bahasa (KR CEKAP)
Educational Language board game



P1 TL Resources

Spoken Interaction

பேச்சுவழிக்
கருத்துப்பரிமாற்றத்
திறனை வளர்க்க
வாய்ப்புகள் பல
வழங்கப்படும்.



தன்னம்பிக்கையுடன்
மொழியைப் பேசவும்
எழுதவும்,
சொல்வளத்தைப்
பெருக்கிக்கொள்ளவும்
படித்தல் திறன்
அவசியம்.



P1 Teaching Resources

Teaching & Learning in the classroom

Printed Materials

Textbook, Activity Book, Big Book, Small Book, Reading Card, Picture Card

ICT Resources

Video, Audio, Song, Reading Material, Interactive Game, Interactive Book

Games Tool Kit

Board Game, Grammar Card, 'Values' Card, Picture Card

Teaching & Learning at home

Printed Materials

Small Book, Activity Book

ICT Resources

Interactive Game, Post-Reading



Content Covered in P1

Chinese Language	Malay Language	Tamil Language
1. Word Recognition & Pronunciation		
2. Speaking – Show & Tell, Picture Description		
3. Listening Comprehension & Instruction		
4. Reading Short Passage		
5. Simple Sentence Structure		
6. Writing Simple Sentence		
7. Hanyu Pinyin		7. Tamil Alphabet
8. Character & strokes		8. Forming Words
9. Word Structure		



Offering of Higher Mother Tongue Language (HMTL) at P3

HMTL has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

To further strengthen the learning of MTL from an early age, Zhangde is offering HMTL across the 3 official MTLs from P3 onwards, starting 2022.

This is to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.



Selection Criteria for P3 HMTL

1. The school will use a set of qualitative descriptors (QDs) based on the **P2 Mother Tongue Languages Learning Outcomes** to determine students' MTL proficiency. Students offering HMTL at P3 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.
2. **Evidence of students' performance gathered throughout the year** through checkpoints such as on-going assessments or alternative assessments will be used to further provide information on students' learning progress and inclination.
3. **Teachers' feedback and observations** of student's learning during class discussions, class work and homework will be used as additional information to cover a whole range of performance.



Offering of HMTL

- There is no appeal for students not selected to offer HMTL at P3 if the MTL results in P1 and P2 are not consistent.
- Students can still be offered HMTL at P5 although they did not take it at P3 and P4.
- The offering of HMTL at P6 is a school-based decision based on P5 Overall Results.



Language & Cultural Exposure

Mother Tongue Fortnight

Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities





How can I help my child?

- **Interact** with and **verbalise** your child's thoughts in MTL daily.
- **Cultivate** a reading habit through MTL storybooks.
- **Play** language games with your child to make learning of MTL fun for him/her.
- **Sing** along with your child or **watch** quality TV programmes together.
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- **Expose** your child to MTL culture regularly.



Learning Outcomes for Mother Tongue Languages

Listening

- Listen attentively to short, simple spoken content related to daily life.

Speaking and spoken interaction

- Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
- Ask and/or respond to simple questions related to daily life.

Reading

- CL: Recognise characters taught in Primary 1.
- ML: Recognise words taught in Primary 1.
- TL : Recognise letters and words taught in Primary 1.
- Read aloud Primary 1 texts with accuracy.
- Understand Primary 1 texts and be able to identify some details with guidance.

Writing

- CL and ML: Write words, phrases and simple sentence(s) about daily life with guidance.
- TL: Write words and simple phrases with guidance.



Character and Citizenship Education (CCE) Curriculum

Mdm Catherine Chung, HOD PE, CCA & Aesthetics



“More broadly, as a society, we need to find a way to broaden our definitions of success. This is a fundamental cultural change that we need to bring about. We need to let our children know that success is not based just on how they do in examinations. As a society, we want to embrace a diversity of talents that will strengthen our country's resilience...

...We value holistic development, such as in character, values, relationships and a wider range of skills, traits, and qualities...we must recognise and value the intrinsic worth of each and every youth and empower them to find their own path forward, and to chart their own destiny.”

Education Minister, Mr Chan Chun Sing



CCE Curriculum Frame

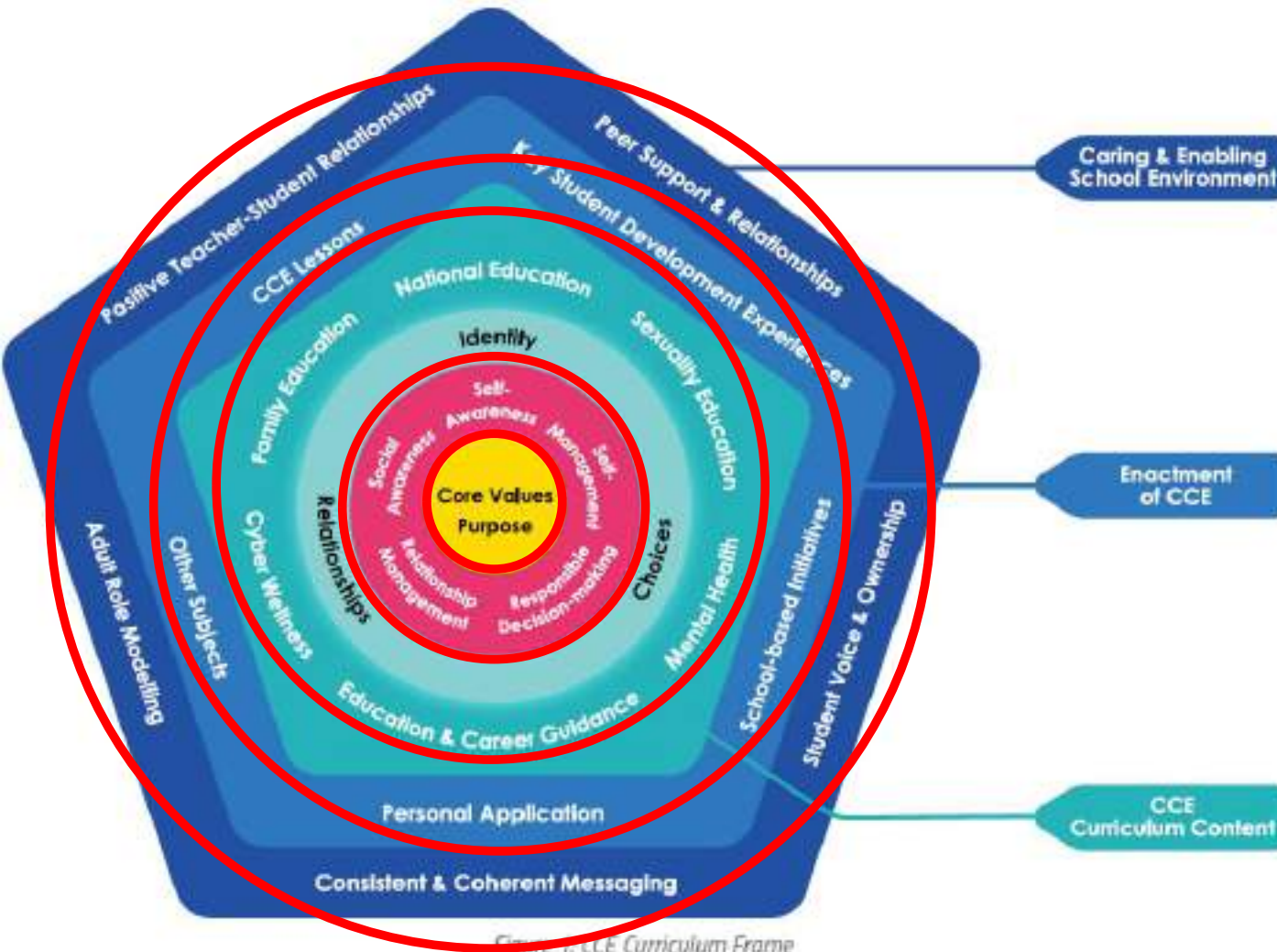


Figure 1. CCE Curriculum Frame

Essential for the enactment of CCE to have a long-lasting impact on our students.

- These 5 features listed here help our students feel safe, accepted, empowered and competent.

CCE is **intentionally** enacted through all school programmes to make the learning of character and values a coherent one for students.

Fundamentals taught using CCE's **Identity, Relationship and Choices** in the **6 content areas** shown

Social-emotional competencies – skills, knowledge and dispositions that enable students to:

- Manage self and relationships effectively
- Make responsible decisions

Core values – foundations of character

CCE Enactment @ ZPS

Values are taught & caught

Every Teacher is a CCE Teacher

- Our School Leaders
- CCE Mother Tongue Teachers
- Social Studies Teachers
- 2 Form Teachers per class
- All Subject Teachers
- Special Educational Needs Officers, School Counsellors and Student Welfare Officer*

Whole-school Approach

Every School Experience
a CCE Lesson

- CCE & Social Studies Lessons
- Form Teacher Guidance Periods
- Values of the Term (VOTT)
- Commemorative Events
- Pre-assembly & Assembly Talks
- Daily cleaning of classrooms
- Values-In-Action (Home & School)
- Pair/group learning
- Interactions with others
- Learning Experiences
- Attitudes towards learning
- Recess, etc...

Affirmation of good character



Developing Character @ ZPS Through Skills, Values & Attitudes

Every School Experience a CCE Lesson

Our GIVER³S Values



Developing Character @ ZPS Through Skills, Values & Attitudes

Every School Experience a CCE Lesson

Growth Mindset



Developing Character @ ZPS Through Skills, Values & Attitudes

Every School Experience a CCE Lesson

5 Habits



**I'M IN
CHARGE!**



**I HAVE A
PLAN!**



**WORK FIRST
THEN PLAY**



**I LISTEN
BEFORE I TALK!**



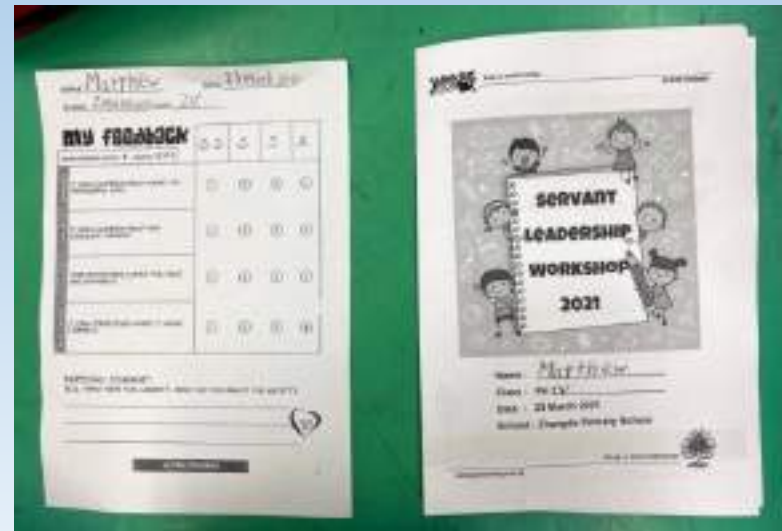
**TOGETHER IS
BETTER!**



Developing Character @ ZPS Through Skills, Values & Attitudes

Every School Experience a CCE Lesson

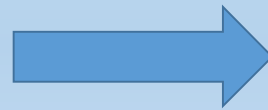
Servant Leadership



A Safe and Caring School Environment

Every Student a Peer Supporter

A Positive Peer Support
Culture



Positive Mental Well-
Being

- Ample opportunities for students to interact and strengthen their social circles
 - E.g. FTGP Touchpoints, buddy systems, PAL, etc.



Making Family Time S.A.F.E

Support your child through his/her transitions and nurture his/her social and emotional skills through these tips:

Support

Affirm

Familiarise

Empathise



<https://tinyurl.com/support-in-transitions>

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

- Spend 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 FFGP* Family Time activities.

AFFIRM

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

FAMILIARISE

- Find out what primary schools have to offer for students these days.
- Do practical things to ease your child into new routines.
E.g. Plan daily routines together before your child starts his/her primary school year.

EMPATHISE

- Teach your child how to describe feelings.
- Acknowledge your child's emotions.
E.g. "It's okay to feel nervous about starting school!"
- Understand your child's needs. E.g. "You'll feel more ready. Children need a bit of sleep."

Spent Time Chatting. Use T.A.D.

Talk
Talk about feelings of your own school days.
E.g. What you did in Primary One; best activities and study strategies you had.

Ask
Ask about his/her thoughts and feelings about the school.
E.g. FFGP activities; when he/she felt together.

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

QUICK TIPS

- Listen without interrupting.
- Hold your hand and ask questions to show interest and affection.

*Family Time is a programme of activities that help children to develop social and emotional skills. It is a programme of activities that help children to develop social and emotional skills. It is a programme of activities that help children to develop social and emotional skills.

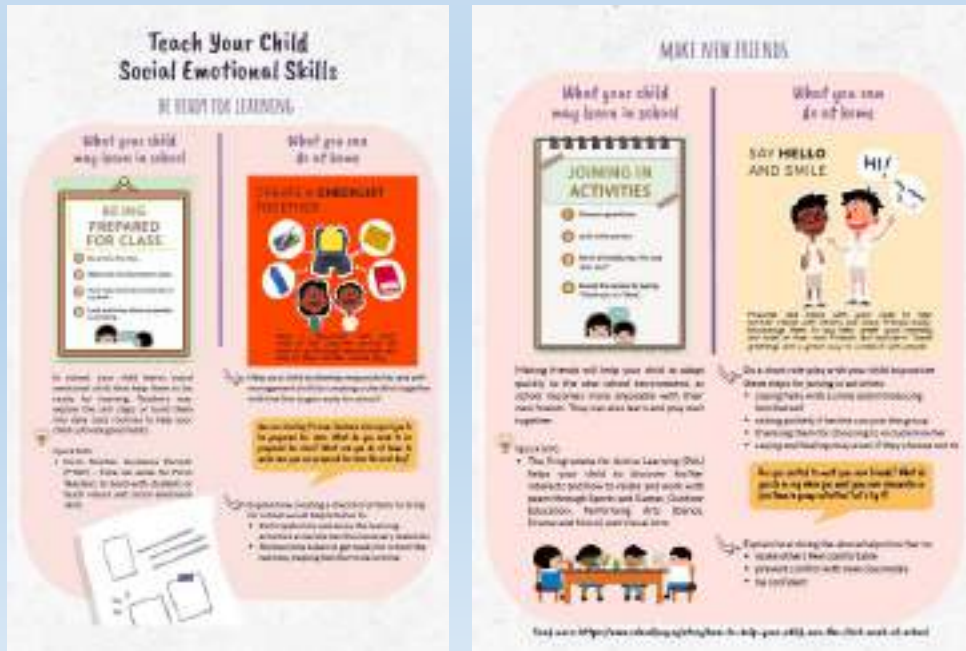
Ministry of Education



Teaching Social Skills

Helping your child develop social skills enables them to make friends, interact well with others and prepare for learning in school for the younger children.

Practise these specific skills to prepare your child especially when they start P1!



<https://tinyurl.com/Teach-Social-Skills>



USEFUL WEBSITES

MOE website On latest announcements, policies and data	www.moe.gov.sg
Schoolbag.sg Through articles and multimedia content, Schoolbag provide parents and general public with information and insights related to education, tips for parent involvement and features on school programmes.	www.schoolbag.sg
MOE on Facebook	www.facebook.com/moesingapore
MOE on Twitter	www.twitter.com/#!/MOEsg
MOE on YouTube	www.youtube.com/moespore
MOE on Instagram	www.instagram.com/moesingapore



IPW/ICT Programme

Mrs Fiona Wong, HOD Information Communication & Technology



IPW/ICT Programme for Primary 1

Aims:

- To equip students with basic computer skills such as touch-typing skills, creating presentations and learning with searches.
- To develop students' 21st Competencies skills (Design thinking, Creativity thinking, Collaboration skills etc.)

Semester	Modules
Semester 1	<ul style="list-style-type: none">• Basic Computer Operation• Touch-typing• Cyber-wellness
Semester 2	<ul style="list-style-type: none">• Lego – Creativity thinking• Introduction to coding (Osmo)• Multimedia Presentation





Home-Based Learning



Home-Based Learning (HBL)

- Parents will be informed of the HBL days.
- For the loan of digital devices or internet access, parents would need to indicate should they require them.
- A HBL schedule with instructions on how to access the HBL materials will be posted through Parents Gateway or on the school website.
- Students are to follow the schedule and complete all given assignments (both online and non-online) at home.
- Parents will be kept updated on the work assigned.
- Students will be taught and prepared for HBL.



Parents' Support for HBL

- You can support your child by providing a conducive environment at home by:
 - Setting up an area conducive for learning, such as at the dining table or study desk.
 - Working out a daily schedule with your child and guiding your child in setting goals and scheduling tasks.
 - Working out a routine for your child as parents may not always be present to supervise your child. The routine could comprise study, meal, rest times and recreational activities.
 - Establishing an agreement with your child on managing screen time.
 - Encouraging your child to maintain an optimistic and positive outlook while accepting the changes and emotions that he/she has had to face as part of going through HBL.



Parents Support for HBL / Online Learning

Self-directed learner

- SLS Login
- Zoom Login
- Keyboard Language Change
- Volume Adjustment
- Access to school website



Online Learning Portal



Student Learning Space (SLS)

SLS – Online Learning Portal

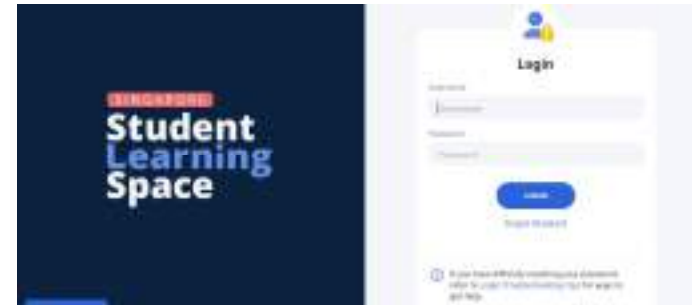
❑ vle.learning.moe.edu.sg

❑ **Login ID will be**

- First 5 characters of name + last 5 characters of BC number
[Including Alphabet]

❑ **Password will be**

- Password and Login ID will be given to parents to activate the account.
- Password will be changed accordingly.
- Form teachers will be able to reset students' password if students have forgotten their password.



Links and Helpdesk

1) Student Learning Space

Click [here](#) to access the Student Learning Space (SLS).

SLS Support for Home-based Learning/E-learning Day

School Operating Hours

During school operating hours, students should contact the [School-based Helpline](#) for SLS queries including all SLS access matters such as password reset and unlocking of accounts, as well as queries about lesson assignments.

School-based Helpline:

- Mrs Fiona Wong : lee_hui_fen_fiona@schools.gov.sg
- Mr Goh Han Sin : goh_han_sin@schools.gov.sg
- Helpline Number: 6274 0357

Mondays - Fridays: 8:00 am - 4:00 pm

For other matters, students can email the SLS Helpdesk at helpdesk@sis.unity.com. When emailing the SLS Helpdesk, please include full name, name of school and form class.

Non-School Operating Hours

Students can only contact the **SLS Helpdesk** outside the school operating hours.

SLS Helpdesk: 6702 6513

Mondays - Fridays: 4:00 pm - 9:00 pm

Saturdays: 9:00 am - 9:00 pm

*Closed on Sundays & Public Holidays

Alternatively, students can email the SLS Helpdesk at helpdesk@sis.unity.com. When emailing the SLS Helpdesk, please include full name, name of school and form class.

**Refer to the school website for
Information on SLS Helpdesk
- Resources -> Student's Hub ->
Useful Links and Helpdesk**



Cyber Wellness Education

- “Character and Citizenship Education curriculum, MOE has **strengthened cyber wellness education**, which aims to equip students with the necessary knowledge, skills and dispositions to thrive in an interconnected, diverse and rapidly changing world. ”
- “Schools have also actively engaged parents on how best to support their children in digital learning, including **providing parents with resources on strategies and tips** to help their children develop good cyber wellness habits.”

From The Straits Times, 30th March 2022



Cyber Wellness in Zhangde

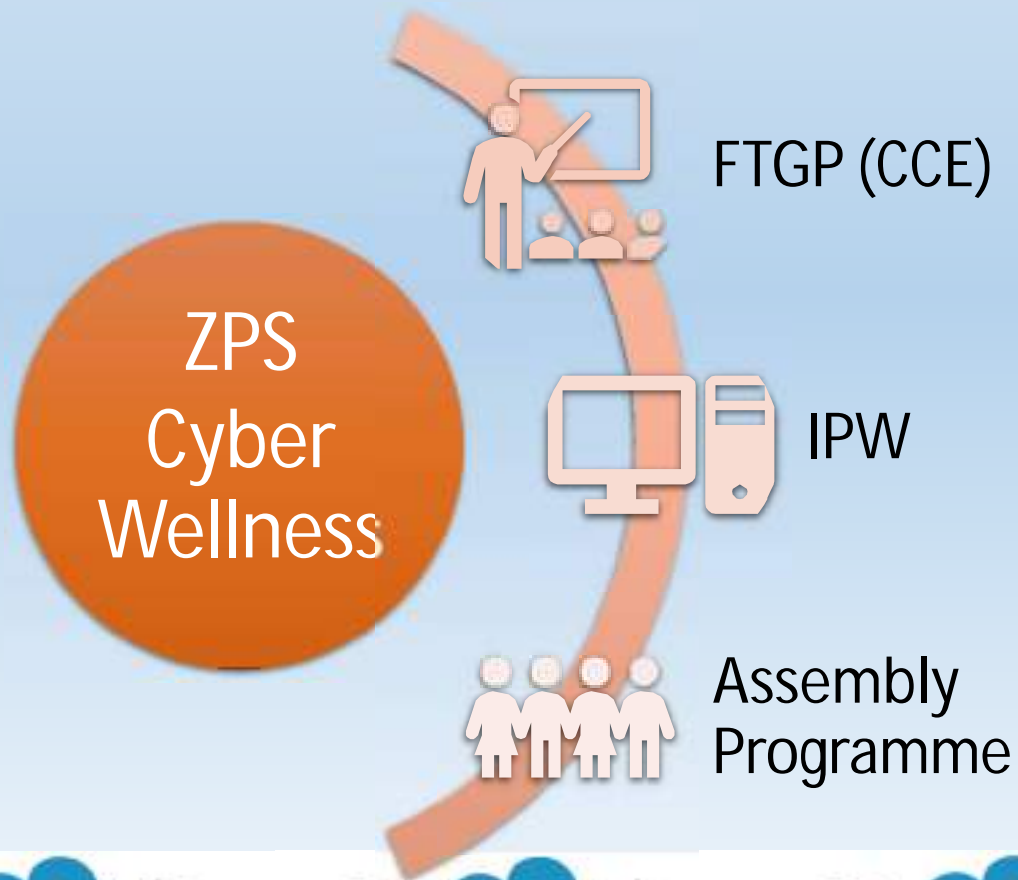
Cyber Wellness Principles



Sense	→	Think	→	Act
Are you aware of the dangers online? What are steps or precautions to protect myself online?		Should I be doing this and what will be the consequences? Based on the 3 CW principles, analyse and evaluate the online encounter before acting.		Be a positive influence and carry out all online activities responsibly.



Cyber Wellness in Zhangde



Cyber Wellness Tips for Parents



ZHANGDE PRIMARY SCHOOL
Thinking Individuals & Caring Citizens

Student Learning Space Home Based Learning

About ZPS Information Our Programmes **Our Partners** Resources

Parents
School Advisory Committee

Home / Our Partners / Parents / Useful Guides and Resources / **Cyber Wellness Tips**

Cyber Wellness Tips

Parents and Guardians plays a crucial role in empowering and supporting children to use technology responsibly, respectfully and creatively, whether it is by having an open dialogue with their children in educating them the proper use of technology safely and positively, or by acting as digital role models.

Here are some useful tips for parents/guardians in keeping their children safe and smart online.

- 1) [Helping Your Children Be Discerning About Online Information](#)
- 2) Parent Kit - [Cyber Wellness for your Child](#)
- 3) Cyber Wellness Resources from [Media Literacy Council](#)
- 4) [MOE Cyber Wellness Resources for Parents](#)
- 5) [ZPS Cyber Wellness Tips for Parents](#)



PERI Holistic Assessment

Ms Tan Gui Liu, Year Head for P1 & P2



Learning for Life

- A value, an attitude and a skill
- Inculcating a greater joy in learning
- Reducing the over-emphasis of academic results
- Nurturing lifelong learners with stronger intrinsic motivation to learn



Our School-Based Assessments

- Focus on Formative Assessments and Non-Weighted Assessments (Refer to the Holistic Assessment Plan)
- Gather information on students' progress and learning through checkpoints such as class discussions, in-class work, homework and bite-sized tests
- Use Subject-Specific Learning Outcomes (LOs) in the Holistic Development Profile (HDP)
- Parents will receive your child's portfolio termly and the progress report on the LOs in the HDP at the end of May and November.



Holistic Assessment Plan for Primary 1

Subject	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English Language	<u>Reading Skill</u> <ul style="list-style-type: none"> Running Record 	<u>Listening & Speaking Skills:</u> <ul style="list-style-type: none"> Sound Discrimination Show & Tell <u>Grammar & Vocabulary:</u> <ul style="list-style-type: none"> Language Use Review 	<u>Reading Skill:</u> <ul style="list-style-type: none"> Reading Aloud <u>Grammar & Vocabulary:</u> <ul style="list-style-type: none"> Language Use & Comprehension Review 	<u>Writing Skill:</u> <ul style="list-style-type: none"> Writing Activity (Individual Writing) <u>Grammar & Vocabulary:</u> <ul style="list-style-type: none"> Language Use & Comprehension Review
Mother Tongue Languages	<u>Speaking Skill</u> <u>Show & Tell</u> <ul style="list-style-type: none"> Topic: Self-Introduction with guiding questions 	<u>Listening & Reading Skills:</u> <u>Response to listening stimulus</u> <ul style="list-style-type: none"> Picture matching based on given phrases/sentences Short sentence questions <u>Word/Character Recognition and Pronunciation</u> <ul style="list-style-type: none"> 10 words/characters 	<u>Speaking & Reading Skills:</u> <u>Oral Conversation</u> <ul style="list-style-type: none"> Picture Conversation <u>Sentence/Phrase Recognition and Pronunciation</u> <ul style="list-style-type: none"> 5 sentences (2 sentences in <i>hanyu pinyin</i>) – CL 5 sentences – ML 10 phrases – TL 	<u>Writing Skill:</u> <u>Review (CL/ML)</u> <ul style="list-style-type: none"> Grammar & Vocabulary Simple Sentence Construction <u>(TL)</u> <ul style="list-style-type: none"> Matching words to pictures Vocabulary (Adjectives) Write simple phrases

Qualitative descriptors are used to report students' learning progress (Learning Outcomes).

Holistic Assessment Plan for Primary 1

Subject	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Mathematics	<u>Review 1</u> <ul style="list-style-type: none"> Numbers to 10 Addition within 10 Subtraction within 10 	<u>Math Journal/ Performance Task</u> <ul style="list-style-type: none"> Shapes 	<u>Math Journal/ Performance Task</u> <ul style="list-style-type: none"> Length 	<u>Math Journal/ Performance Task</u> <ul style="list-style-type: none"> Time
		<u>Review 2</u> <ul style="list-style-type: none"> Numbers to 20 Addition & Subtraction within 20 Ordinal Numbers 	<u>Review 3</u> <ul style="list-style-type: none"> Numbers up to 100 Addition & Subtraction within 100 Length Picture Graphs 	<u>Review 4</u> <ul style="list-style-type: none"> Numbers up to 100 Addition & Subtraction within 100 Multiplication Division Money

Qualitative descriptors are used to report students' learning progress (Learning Outcomes).



Edusave Merit Bursary (P1 & P2) and Good Progress Award (P2)

Intent

- Celebrate a child's learning milestones
- Encourage progress and effort

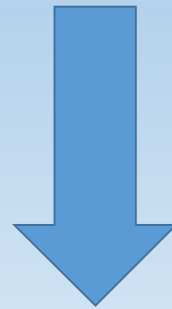
Criteria

- Student must be a Singaporean.
- Satisfy the household income criteria
- Demonstrate good conduct
- Show the greatest improvement in learning dispositions in the course of the year (EMB)
- Show the greatest improvement in learning dispositions in the course of the year (GPA)



Selection for EMB (P1, P2) and GPA (P2)

From Academic Criteria



Learning Dispositions

(Observable Positive Behaviours and Attitudes towards Learning)



Zhangde Primary Learning Dispositions

Learning Disposition	What it means
STAR	ZPS aims for each individual student to illuminate his/her own passions and interests to perform to the best of his/her capacity throughout life.
Self-directed Learner	Shows enthusiasm in all activities. Has initiative and takes charge of own learning.
Thinking Learner	The ability to generate alternative ideas and gain new knowledge. Being flexible in thinking, looking at things in different ways and trying new things
Active Learner	The ability to listen attentively, is immersed in learning and enjoys what he/she does.
Reflective Learner	The ability to reflect and think about what he/she has done, seen, heard or felt in his/her daily experiences.

Zhangde Primary Learning Dispositions

STAR	Positive Observable Behaviours (Beginning, Developing, Competent, Accomplished)
S elf-directed Learner	<ul style="list-style-type: none">● Works towards achieving goal(s) set by the teacher● Hands in completed tasks/work on time● Works well with others
T hinking Learner	<ul style="list-style-type: none">● Likes to explore new things● Comes up with suggestions or ideas● Generates solutions to solve problems
A ctive Learner	<ul style="list-style-type: none">● Pays attention during lessons● Asks questions● Participates in class activities
R eflective Learner	<ul style="list-style-type: none">● Takes effort in checking task/work● Uses feedback to improve learning● Makes sense of his/her learning

Building Home-School Partnership

We forge trusting partnerships with families and the community for the growth and well-being of each student.

Mr Thilak, Year Head for P3 & P4



Working Together with the School

- Partner the school in the holistic development of your child.
- Allow your child to attempt the homework on his/her own.
- Encourage your child to approach the teacher if he/she needs help with homework or encounters problems in school.
- Encourage your child to pack his/her own school bag and bring required items to school. If he/she forgets, let him/her face the consequences.
- Recognise your child's small successes beyond academic results.
- Praise your child for his/her efforts, without focusing only on the outcome.



Parental Support

Please ensure that your child:

- attend school daily and be punctual
- complete all the assigned work with effort and submit them on time
- read extensively
- revise work regularly



Keeping in Touch with the School

- Maintain regular communication through official school channels.
- Teachers are not obliged to share their personal phone numbers with parents.
- Discuss with the teachers on the preferred mode of communication.
- Contact teachers during school operating hours only, unless it is an emergency.
- Parents who wish to meet with your child's teacher should make an appointment via the Student Handbook, email or phone call before coming to the General Office.



Home-School Communication Channels

- **From The Principal's Desk (Termly)** – Parents Gateway & School Website
- **Parents Gateway** – Main communication channel for information and consent forms *(It is an app. Please download onto your mobile phone)*
- **School Website:** <https://zhangdepri.moe.edu.sg/>
- **Students' Calendar (Termly)** – Hard Copy & School Website
- **GIVER³S Times (Termly)** – Parents Gateway & School Website



Refer to the school website for Guide to install the **PG app**:
Our Partners → *Parents* → *Useful Guides and Resources*



Our Partners

Home | Our Partners | Parents | Useful Guides and Resources

Parent Support Group
Communication with Parents
Parent Engagement Sessions
Useful Guides and Resources

Useful Guides and Resources

[Guide for Parents Gateway Installation](#)



Home-School Partnership

Our children succeed when parents and school work hand in hand.

Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teacher to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

Ministry of Education
Singapore

QUESTION TIME



Thank you!

Please proceed to the allocated classroom to meet your child's Form Teachers.

Class	1 Graciousness	1 Integrity	1 Versatility	1 Empathy	1 Responsibility	1 Sincerity
Venue	C2-01	C2-02	C2-03	C1-02	C1-03	C1-04

