

P3 Parents Engagement Session

Saturday, 22nd January 2022





Gentle Reminder to ALL Parents



- Please refrain from taking photographs or recording the session as the teachers are presenting.
- Slides will be uploaded in the school website.
- Thank you for your kind understanding and cooperation.







Curriculum Matters

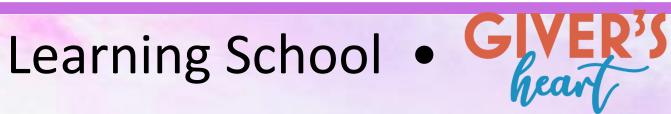






English Language



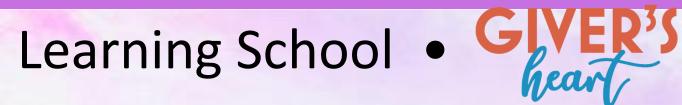


Language Areas

GIVER'S

- Listening and Viewing
- Speaking and Representing
- Reading and Viewing
- Writing and Representing
- **Grammar**
- Vocabulary





Strategies in STELL F For P3

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Language Area	Strategy		
Reading & Viewing	 Shared Book Approach (SBA) up to P3 Sem 1 	Think Aloud	
	Explicit instruction of Reading Comprehension		
	 Annotation 		
	Supported Reading		
	• KWL		
	 Reading for Pleasure (through Extensive Reading) 		
Mriting & Poproconting	 Writing Process Cycle (expanding repertoire of writer's craft, 		
Writing & Representing	strengthening awareness of PACC)		
Oracy	 Weaved in areas of language learning 		
Oracy	Explicit Instruction		
Vocabulary	Taught in context		
C no no no o n	 Explicit instruction through Noticing and Modified PPP 		
Grammar	(Presentation – Practice – Production)		



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English Language



Level Programmes

- a) Read @ ZPS Teachers will conduct activities based on the magazine purchased in class
 - Adventurebox
- b) School-based Dyslexia Remediation (For selected students whole year)
- c) Reading Remediation Programme (For selected students whole year)
- d) Story-telling (For selected Students)
- e) Use of ICT platform e.g Moo-O

❖ School-Level Programmes

Sustained Silent Reading, DEAR, English Language Week, NLB activities











Weighted Assessment 1 (May)	Total marks
Language Use & Comprehension	30 marks
Vocabulary MCQ, Grammar MCQ, Grammar Cloze	
Vocabulary Cloze, Sentence Combining, Comprehension	
OE	
Weighted Assessment 2 (Aug)	
Composition	20 marks



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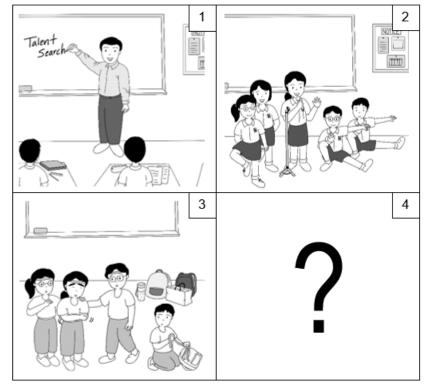


Component	P4
Paper 1 – Composition	20 marks (20%)
Paper 2 – Language Use & Comprehension	50 marks (50%)
Paper 3 – Listening Comprehension	14 marks (14%)
Paper 4 – Oral Communication	16 marks (16%)



Paper 1 (Composition)

Write a story of <u>at least 100 words</u> based on the pictures below. Give the story your own ending. You may use the words and phrases in the box. You are encouraged to include other relevant points to make your composition interesting.



‡⁺			
	announced	display talents	formed a group
	practised hard	preparing to go onstage	pain in her stomach



Picture series with helping words

- Students to write a story of at least 100 words based on the pictures given.
- Students to give the story their own ending.





Paper 2 (Language Use and Comprehension)



Content	Marks
Vocabulary MCQ	6 marks
Grammar MCQ	8 marks
Grammar Cloze	8 marks
Vocabulary Cloze	5 marks
Sentence Combining	3 marks
Editing	4 marks
Comprehension 1	8 marks
Comprehension 2	8 marks
Total marks	50 marks

Total Duration: 1h 15 min







Duration: approximately 20 min

Total Marks: 14 marks

- Picture Matching & Sequencing (6 marks)
- Note-taking (5 marks)
- Comprehension MCQ (3 marks)





Paper 4 (Oral Communication)



Reading Aloud (6 marks)

 read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)

Stimulus-based Conversation (10 marks)

 give personal response to a visual stimulus and engage in a conversation on a relevant topic

Total marks: 16 marks

Both components are linked by a common broad theme.





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 / dictation well









Mathematics





Mathematics Curriculum



Primary 2

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

2D Shapes

3D Shapes

Statistics

Picture Graphs with scales **Primary 3**

Numbers & Algebra

Whole Numbers)

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

Area & Perimeter

Angles

Perpendicular & Parallel Lines

Statistics

Bar Graph



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Areas of Concern from P2 to P3



Whole Numbers

- Multiplication Tables 2, 3, 4, 5 and 10
- Understanding of Multiplication & Division
- Solving Word Problems

Fractions

- Understanding Fractions as part of a whole
- Notation and representations of fractions
- Comparing and Ordering Fractions
- Adding fractions to form a Whole
- Subtracting fractions

Measurement - Length, Mass and Volume

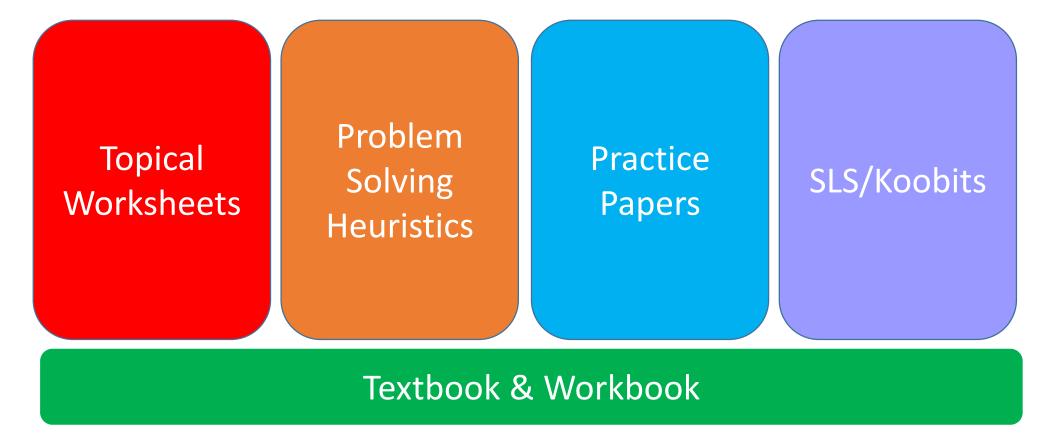
- Reading of scales
- Estimation
- Solving Word Problems







Mathematics Teaching & Learning Resources





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Koobits (https://www.koobits.com/)





Video Lesson

Video tutorials to help your child learn through visualisation. Because we learn best by seeing.

LEARN MORE →



Fun Experience

Customized learning

experience integrated with fun, engaging activities. Because we learn best when we are motivated.

LEARN MORE →



Detect Weakness

Identify your child's strengths and weaknesses easily with a real-time dashboard. Because data makes learning more efficient.

LEARN MORE →



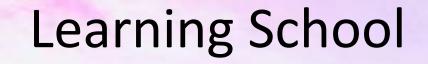
Learn with the best

Learn with the global community of advanced Math learners. Because learning with the best makes us better.

LEARN MORE →









Holistic Assessment Structure



Term 1	Term 2	Term 3	Term 4
	Weighted Assessment 1	Weighted Assessment 2	Semestral Assessment
	[15%]	[15%]	[70%]
Non-weighted Level Test	Non-weighted Math Journal/ Performance Task	Non-weighted Math Journal/ Performance Task	

*Topics to be assessed will be announced closer to date.



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Format of P3 Math Examination Paper



Sections		
Section A	Multiple Choice Questions (MCQ)	
Section B	Short-Answer Questions (SAQ)	
Section C	Structured / Long-Answer Questions (LAQ)	
Total Marks	80	

Total Time for Sections A, B and C: 1 h 45 min







Presentation of Equations and Workings

- Write equations horizontally and answer statement for each step, with the correct units (e.g. cm, kg).
- Statement or label for each step to be written.
- Working is to be shown in the working column on the right-hand side.
- Digits are to be aligned according to their place value.
- Show the process/method in arriving at the answer clearly.





How can I help my child?

Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
 - Estimation
 - Shopping
 - Budgeting
 - TV programmes/bus schedules
 - Shop opening hours
- Ask them to explain their thinking



Partner

- Use correct mathematical language – e.g. regroup
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation
- Practise factual fluency







Mathematics Programmes @ Zhangde

- Learn to solve problems using different heuristics
- Learning Experiences e.g. Math Activities / Games / Math Trail

For selected students:

Math remedial lessons











Mother Tongue Languages (MTL)





Objectives of Learning MTL



Culture

 understand & develop their unique identity through deeper appreciation of culture, traditions & history

Communication

- valuable skill for life and work
- ability to communicate in MTL gives Singaporean a competitive edge

Connection

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











Weighted Assessment 1 (Term 2)	Total marks
Language Use & Comprehension	30 marks
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Weighted Assessment 2 (Term 3)	Total marks





GIVER'S

Changes in Assessment Format from P2 to P3

Component	P2	P3
Paper 1 – Composition		15 marks (15%)
Paper 2 – Language Use & Comprehension	No Examinations	45 marks (45%)
Paper 3 – Oral – Listening Comprehension	LAdilliations	30 marks (30%) 10 marks (10%)

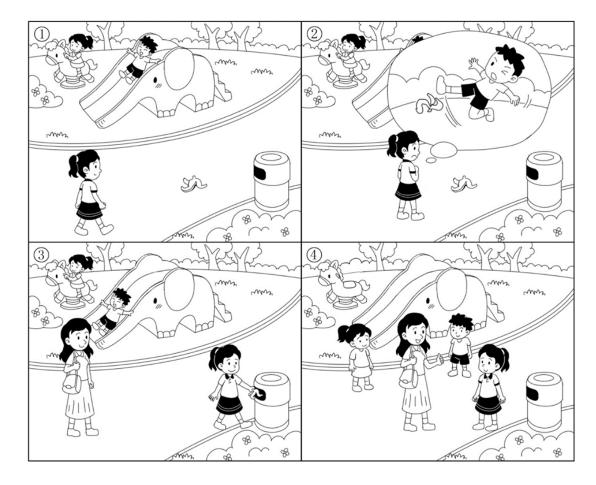




MTL – Paper 1 (Composition)



- Picture Composition (4 pictures)
- write at least 60-80 words
- helping words will be given











Reading Aloud

short passage about 80 words

Picture Description and Conversation

Picture related to a theme – e.g. family

Example:

- 1. Talk about the picture. (Description)
- 2. Share one activity that you have done with your family.
 (Conversation)



MTL - Paper 3 (Listening Comprehension)



Listening Comprehension

- □ Picture matching
- ☐ Three short text passages

1





MTL P3 Teaching Resource



Feaching & Learning n classroom

Printed Materials

Textbook, Activity 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



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Language & Cultural Exposure



Mother Tongue Fortnight

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













Tips for Parents



- 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.



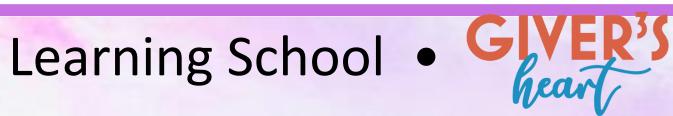






Science





Outline of Science Presentation



- Topics covered in P3
- Curriculum Expectations
- Assessment Format in P3 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P3
- Parent's Role





Topics Covered in P3 Science



Term 1	Term 2	Term 3	Term 4
Diversity Chap 1: Living & Non- living Things	<u>Diversity Chap 4:</u> Fungi and Bacteria	Interactions Chap 1: Magnets and their Characteristics	Systems Chap 2: Plants systems
<u>Diversity Chap 2</u> : Plants	<u>Diversity Chap 5:</u> Exploring Materials	Interactions Chap 2: Making Magnets	Revision
Diversity Chap 3: Animals			





Curriculum Expectations



- 3 Workbooks:- 1 Diversity,
 - 1 Interactions
 - 1 Systems
- Science Notes will be given.
- Science Sketch Book
- Topical Worksheets
- Vitamindz Booklets Einstein Series



Assessment Structure for P3 Science



- 2 Weighted Assessments
 - > Term 2 Weighted Assessment 1 (15%)
 - ➤ Term 3 Weighted Assessmnt 2 (15%)
- 1 Semestral Assessment
 - ➤ Term 4 Semestral Assessment 2 (70%)
- Non- Weighted Assessments
- to provide feedback to parents and students on their progress in the learning of Science
- Review Exercise/ Concept Cartoons or Performance tasks



Assessment Format for P3 WA1 & WA2



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	8	2	16	
В	OE (open-ended)	5-7	2-3	14	
Total				30	15% of the overall
					exam

Topics covered for Weighted Assessments: Only P3 topics taught will be tested.





Assessment Format for P3 SA2 Science



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	23	2	46	
В	OE (open-ended)	10	3 - 4	34	
Total				80	70%

Topics covered for SA2: All P3 topics taught will be tested.





Expectations





- Encourage children to revise Science lessons regularly
- A Structured Timetable supports regular revision
- Science Workbook, Sketchbook and files are returned termly for revision
- Parents are to check and endorse the files.





Strategies to answer Science questions

• Students tend to rush through MCQ.

Use the Elimination Technique

- Basically means to look at the options and to use logical reasoning to remove obvious distractors.
- Encourage your child to do working by using ticks ($\sqrt{}$) for options that he agrees and (X) for those that he disagree





A Sample – Materials P3



Study the table below.

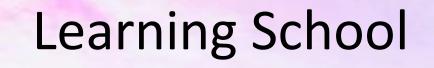
Which item is classified wrongly?

- (1) gold ring
- (2) copper coin
- (3) steel needle
- (4) aluminium foil

Magnetic	Non-magnetic		
Copper coin	aluminium foil 🕢		
iron nail 🕜	wooden block 🕢		
steel needle 🕢	gold ring		

Answer: (2) Copper coin







Open – ended questions



- Must attempt all questions given in the assignment.
- Questions that begin with 'Name', 'State', 'List' and 'What'
 - often require short answers.
- Questions that begin with 'Explain', 'Why', 'How', 'Describe'
 - often require detailed complete answers.
 - concepts must be clearly written appropriately in the answers.







The diagram below shows a seedling.

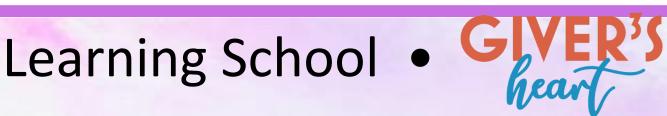
(a) Which part of the seedling, J, K or L, is the first part to grow when the seed germinates?



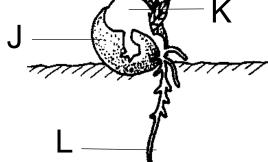
(b) Explain your answer in (a).

Part L is the roots. It absorbs water for the seed to grow









Learning of Science in ZPS





Hands - On Activities

"Tell me and I forget, teach me and I may remember, involve me and I learn."

— Benjamin Franklin

Classifying animals based on characteristics



Learning the properties of magnets – P3







Engaging Experiments to understand concepts



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Science Programmes



- Young Scientist Magazine Subscription
- Garden Trails
- Mushroom Growing Enrichment Programme











- To trigger the interest and curiosity in students in the learning of Science.
- All students will receive an issue every month (8 issues for 2022)
- Booklets will be used at Science Lessons.
- Parents are encouraged to go through these booklets with their children.

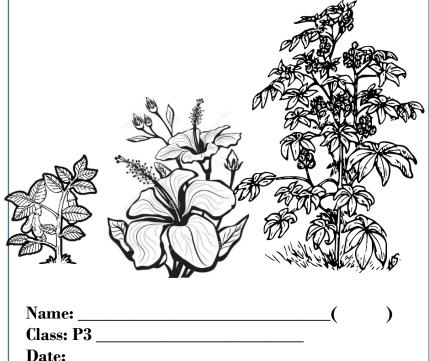




Learning of Science in ZPS



Plants in the Garden of Feelings



Garden trails







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Mushroom Growing Enrichment Programme – in Term 2

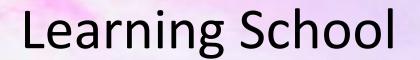
GIVER'S

Students have a hand in growing mushroom. They can continue to grow and harvest these mushrooms thrice.





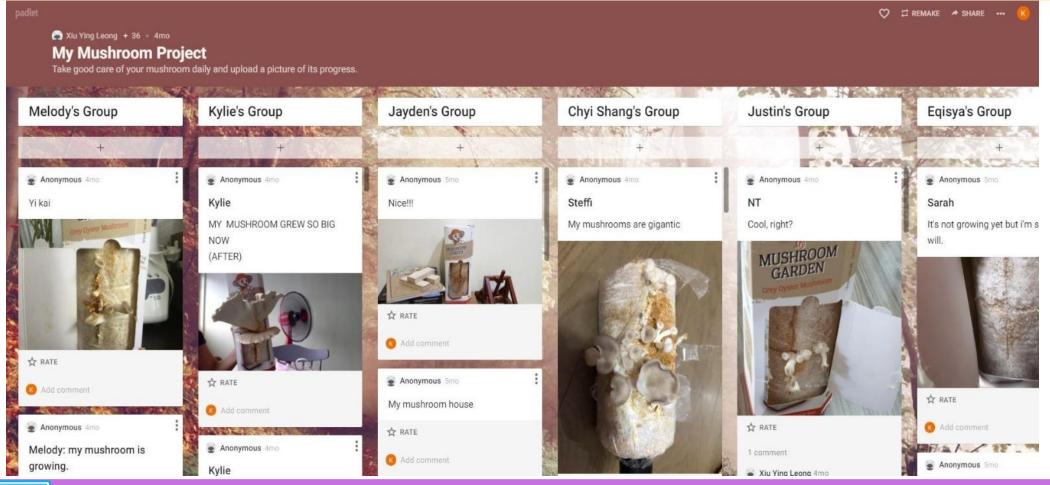






Teachers continue to deepen students learning after the enrichment programme









Role of Parents with children

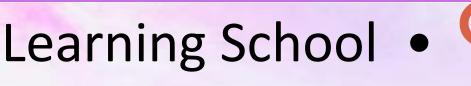




- Trigger curiosity in the things around children by asking them questions
- Connect/Relate Science to the things around us
- Visit different places to experience & observe living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.

 QUESTION







TIME



ASSESSMENT MATTERS





Year End Student Movement



Primary 2 to Primary 3 Criteria / Considerations

Regrouping of students based on both academic (Holistic Bite-Sized Assessments) and non-academic (Learning Dispositions) to better meet the needs of the students.

2022 Primary 3 to 2023 Primary 4 Criteria / Considerations

Students' 2022 P3 total marks in English Language, Mathematics and Science will be taken into consideration in the allocation of classes.

Students' Mathematics marks will also be the primary factor in distributing students to <u>a few selected classes</u> to allow for better pacing and pitching of the lessons to our students.







Weighting of Termly Assessments and End of Year Examinations for Primary 3

Term 3	Term 4	
Aid-Year Weighted	Weighted	End-of-Year
amination Assessment	Assessment	Examination
15%	-	70%
	Mid-Year amination Assessment	Mid-Year Assessment Assessment Assessment





School Vision, Mission, Values & Motto



School Vision:

Learning School ● GIVER3S Heart

School Mission:

To nurture thinking individuals and gracious citizens

School GIVER³S Values:

Graciousness, Integrity, Versatility, Empathy, Responsibility, Respect, Resilience & Sincerity

School Motto:

Zeal Progress Success

STUDENTS THE FOCUS



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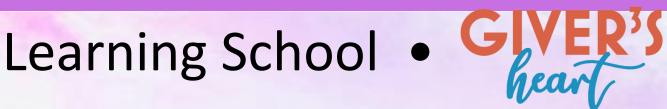


Forms of Communication



- Leave a message in the Student's Handbook
- Leave a note message with the receptionist (School Tel. No.: 62740357)
- Class Dojo
- Email the teacher
- Monthly Open Letter
- School Website





Daily Essentials

GIVERS

- Student's Handbook
- Storybook (EL storybook for all days)
- Stationery
- Thermometer
- Lesson materials (to refer to Timetable)
- Homework file
- Snacks for Snack Break at 9 a.m.





Class Expectations



• There are G.I.V.E.R³.S among us.

Practise the G.I.V.E.R³.S values without being told.

- Listen and Look to Learn
- Keep trying and not give up
- Help one another as "Together is better".







STUDENT DEVELOPMENT MATTERS







Student Management Matters

We need your *support* and *cooperation*

to develop self-discipline in your child.





Discipline Policy – ABC Way



Abide by the School Rules at all times.

Refer to Student Handbook (SH) pages 12 – 14 and Parent Handbook (PH) pages 16-18

- 1. Attendance and Punctuality (SH page 12, PH page 18)
- 2. Zero Tolerance to Bullying and Mobile Phone Policy (SH page 13, PH page 17)
- 3. Items not be brought to school (SH page 12)
- 4. What should your child do when there is a problem.





Attire – Proud to be a Zhangderen!



- Name tags must be attached to the students' school uniform.
- If students do not have their name tags, they are to place an order at the bookshop.
- All students are expected to have their name tags by the end of February 2022. (Refer to SH pages 21-22, PH page 4)







What if my child is absent.....

- Please inform school/the Form Teachers through telephone / e-mail / Class Dojo on the day of absence.
- Try to complete whatever work missed and hand in as soon as possible.
- Submit Medical Certificate / Letter to Form Teachers upon return to school.







PARTNERSHIP WITH PARENTS







Please ensure that your child:

- attends school daily and is punctual
- complete all the assigned work with effort and submit them on time
- read extensively
- revise work regularly
- use the strategies and skills learnt in class diligently in their daily work









Know your child:

- Work with the teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Ask the teachers about his/her behaviour in school, what he/she enjoys doing, how he/she interacts with peers, and overcomes challenges.
- Don't just focus on his / her marks.







Develop your child:

- 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







Develop your child:

- Encourage your child to pack his/her own schoolbag 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







Help your child:

- Monitor your child's online activities
- Discuss with them about their Internet activities
- Create a conducive learning environment at home





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.

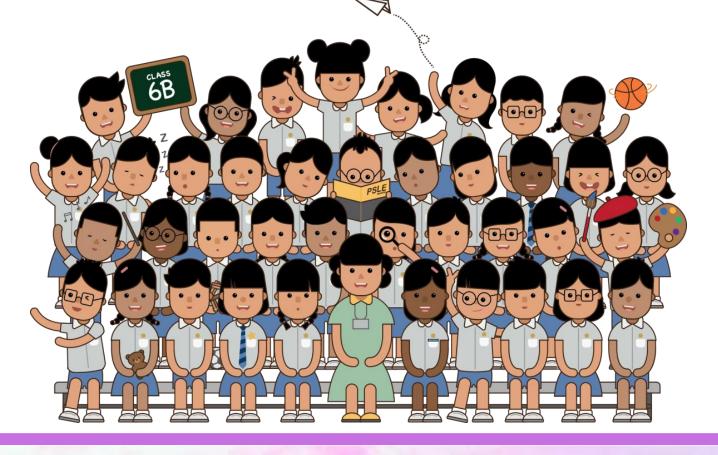


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Thank you!





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