



No Photography or Recording of the Session

Slides will be posted at our school's website.

Thank you for your understanding and cooperation.

P3 Parents Engagement Session

Saturday, 20th January 2024



Learning School



Emergency Evacuation Procedure



If the fire alarm is sounded in the school, please follow the procedures below:

- Listen for the announcement over the PA system.
- If there is a need for evacuation, follow the instructions given in the announcement.
- Exit the classroom and follow the instructions from the staff. Walk briskly to the assembly area.
- Wait for further instructions at the assembly area.



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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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Today's Programme

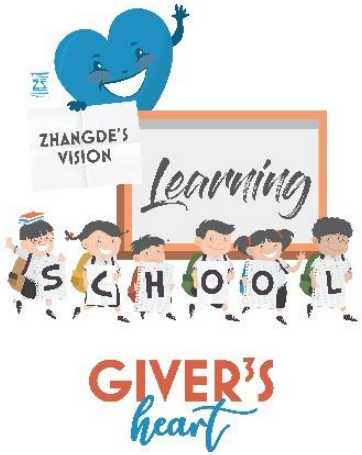


9.00 – 9.45 a.m.	P3 Level & Academic Matters Sharing
9.50 – 10.40 a.m.	Science Workshop
10.45 – 11.30 a.m.	Math Workshop
11.30 – 12.00 p.m.	MTSP Briefing for Selected P3 Parents @ Band Room



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Mission: Thinking Individuals, Gracious Citizens

Instructional Programme
(Curriculum)

Non-Instructional Programme
(Co-Curriculum)

Differentiated

Signature

EL, Maths, Science, MTL, PAM

CCE PAL CCA ALP/LLP Student Leadership

Approach
 • Aware
 • Behave
 • Choice

Growth Mindset

5 Habits

Servant Leadership

VOTT

Confident Persons
Adaptive

Self-Directed

Civic Literacy
Contributor
Concerned C

Contributor
Concerned Citizen

DOE: Confident Persons, Self-Directed Learners,
Active Contributors, Concerned Citizens

LD:STAR

Refreshed 21st CCE: Creator , Connector , Contributor
Adaptative & Inventive Thinking, Communication,
Civic Literacy

Self-Directed Learner
Thinking Learner
Active Learner
Reflective Learner

Mission: Thinking Individuals, Gracious Citizens

Creator

Connector & Civic Literacy

Student Development

School Focus

- Student-Centric
- Values Driven
- Inclusive





P3 Matters

- Term 1 : Bridging, Cohort Learning Journeys, Discovering Day Camp, CCM etc.**
- Term 2 : Weighted Assessment, Environment Day Commemoration, LLP (Cycling) etc.**
- Term 3 : Weighted Assessment, Home-Based Learning, National Day Celebration, GEP Screening etc.**
- Term 4 : Children's Day, End-of-the Exams, Post-Exam Programmes, Celebrating Our 2024 Journey, etc.**



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Your Support

- Know your child's strengths, interest, weakness – guide and support
- Nurture your child – recognise and praise
- Help your child – monitor and guide, not enforce
- Keep in touch with Form and Subject teachers



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Curriculum Matters (By Subjects)



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English Language



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Language Areas

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

Strategies in STELLAR[®] 2.0 For P3



Language Area	Strategy	
Reading & Viewing	<ul style="list-style-type: none"> • Shared Book Approach (SBA) up to P3 Sem 1 • Explicit instruction of Reading Comprehension • Annotation • Supported Reading • KWL • Reading for Pleasure (through Extensive Reading) 	Think Aloud
Writing & Representing	<ul style="list-style-type: none"> • Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC) 	
Oracy	<ul style="list-style-type: none"> • Weaved in areas of language learning • Explicit Instruction 	
Vocabulary	<ul style="list-style-type: none"> • Taught in context 	
Grammar	<ul style="list-style-type: none"> • Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production) 	



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English Language



❖ Level Programmes

- a) Read @ ZPS - Teachers will conduct activities based on the reader
 - Adventurebox
- b) Provision of Class Library Books
- c) School-based Dyslexia Remediation (For selected students – whole year)
- d) Reading Remediation Programme (For selected students – whole year)
- e) Use of ICT platform e.g Moo-O

❖ School-Level Programmes

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



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EL Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	Reading Aloud and Comprehension [15%]	Language Use and Comprehension [15%]	Refer to the next slide [70%]



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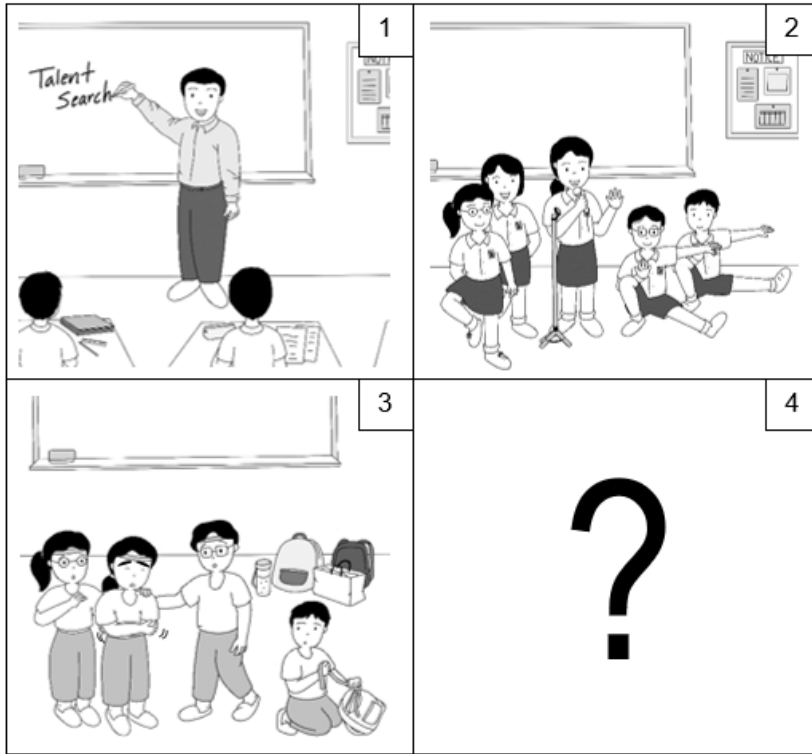
EL Assessment Format (End-of-Year)

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 **at least 100 words** 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.



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.**

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

Paper 2 (Language Use and Comprehension)



Content

Vocabulary MCQ

Grammar MCQ

Grammar Cloze

Vocabulary Cloze

Sentence Combination

Editing for Grammar and Spelling

Comprehension (Open-ended)

Total Duration: 1h 15 min

Total Marks: 50 marks

Paper 3 (Listening Comprehension)

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



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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**

**QUESTION
TIME**



Mathematics



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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

Areas of Concern from P2 to P3



Whole Numbers

- Multiplication Tables
- 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



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Mathematics Teaching & Learning Resources

Topical
Learning
Sheets

Problem
Solving
Heuristics

Practice
Papers

SLS/Koobits

Textbook & Workbook

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 →](#)

[? Help](#)

Mathematics Holistic Assessment Structure



Term 1	Term 2	Term 3	Term 4
	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	[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 the 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	50

Total Time for Sections A, B and C: 1 h 15 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.

a) $14 + 16 = 30$
 There are 30 green and red apples in each bag.

b) $30 \times 4 = 120$
 There are 120 apples in 4 bags.

Working	
$\begin{array}{r} 14 \\ + 16 \\ \hline 30 \end{array}$	$\begin{array}{r} 30 \\ \times 4 \\ \hline 120 \end{array}$

Marking Matters

- Marks are awarded for relevant method even if the final answer is wrong.

- Method Marks**

- Marks are awarded for correct methods.
- Marks will be given even if the answers are wrong.

- Answer Marks**

- Marks are awarded for correct answers.
- Marks will not be given if the method is incorrect.

- Marks are deducted for:

- Omission of units or wrong use of units**

Area of rectangle = 28 cm ^{cm²}

5000 ^m = 5 km

- Mathematically incorrect statements – e.g. wrong use of equal sign**

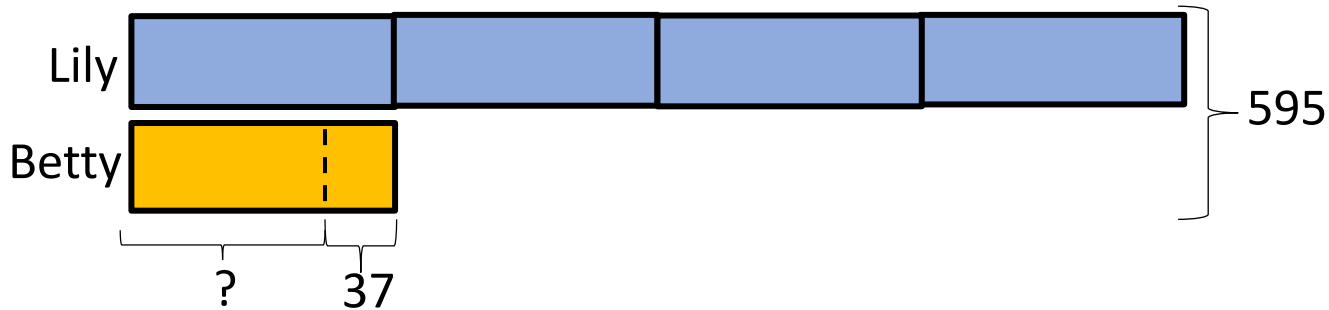
20 - 5 = 15 + 3 = 18 x 2 = 36 ~~X~~

40 + 1.50 = \$1.90 ~~X~~

It is important to show mathematical thinking clearly (by writing equations, diagrams etc)

Example

Lily and Betty had a total of 595 stickers at first. Lily had 4 times as many stickers as Betty. Betty gave 37 stickers to her friend. How many stickers did Betty have left?



Step 1 : Find the number of stickers Betty had

$$5 \text{ units} = 595$$

$$1 \text{ unit} = 595 \div 5 \text{ (Method Mark)}$$

$$= 109 \text{ (wrong answer)}$$

Step 2: Find the number of stickers Betty had left

$$109 - 37 \text{ (Method mark)}$$

$$= 72 \text{ (wrong answer)}$$

Betty had **72** stickers left. *(No answer mark)*

For a LAQ, a student can still score marks for the correct methods even though his/her final answer is incorrect.

Important to write **clear** and **systematic** solutions

How can I help my child?



Monitor

- Ensure homework is completed
- Establish regular and consistent practice (everyday)
- 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 / Math Trail

For selected students:

- ❖ Math Bridging lessons
- ❖ Enrichment Programme (Inter-disciplinary)

QUESTION
TIME



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Mother Tongue Languages (MTL)



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3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.



The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

ACTIVE LEARNERS, PROFICIENT USERS

Curriculum Overall Goals



Language Ability



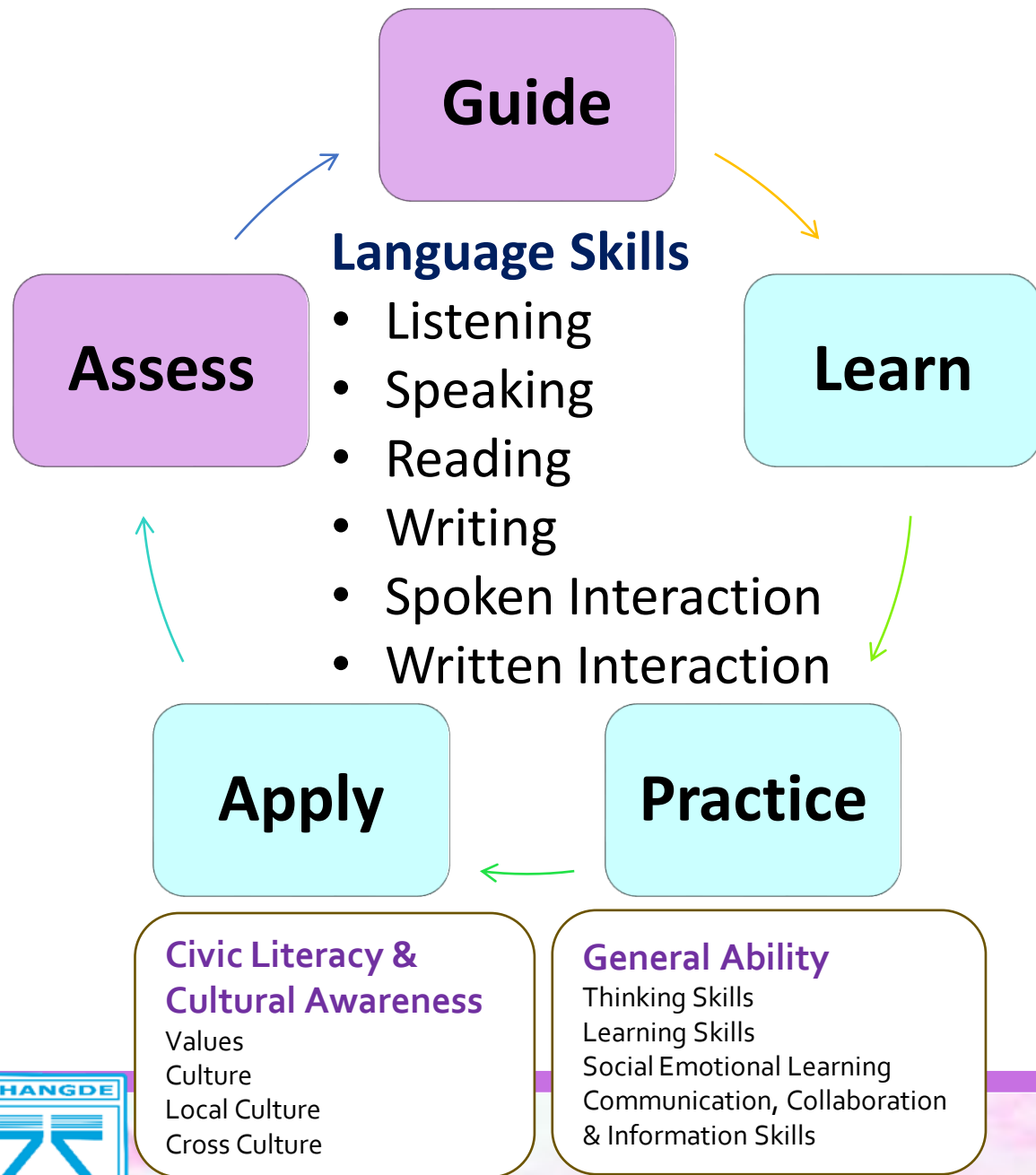
Civic Literacy & Cultural Awareness

Values
Culture
Local Culture
Cross Culture

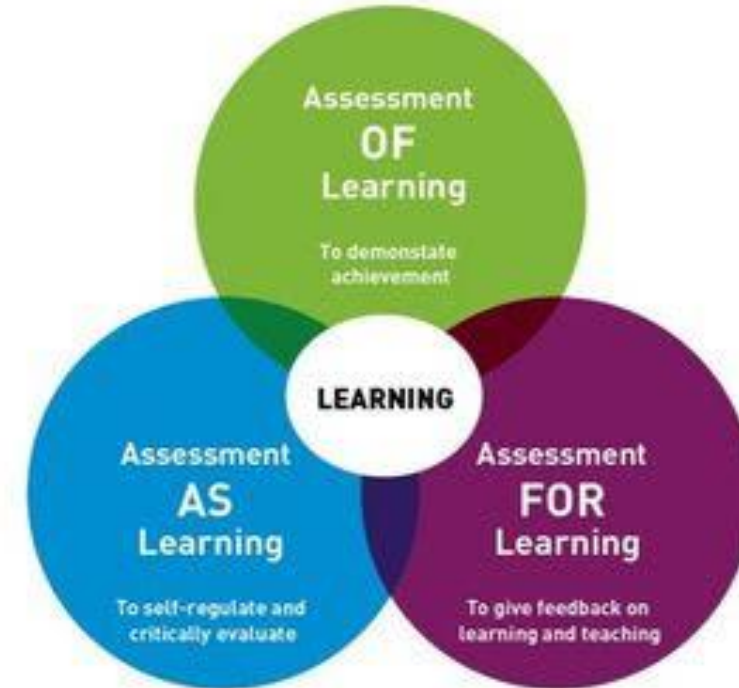
General Ability

Thinking Skills
Learning Skills
Social Emotional Learning
Communication, Collaboration &
Information Skills

Teaching and Learning Process



SUMMATIVE



FORMATIVE



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MTL Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	[15%]	[15%]	[70%]

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



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MTL Assessment Format (End-of-Year)



Component	P3 (70%)
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral – Listening Comprehension	30 marks (30%) 10 marks (10%)



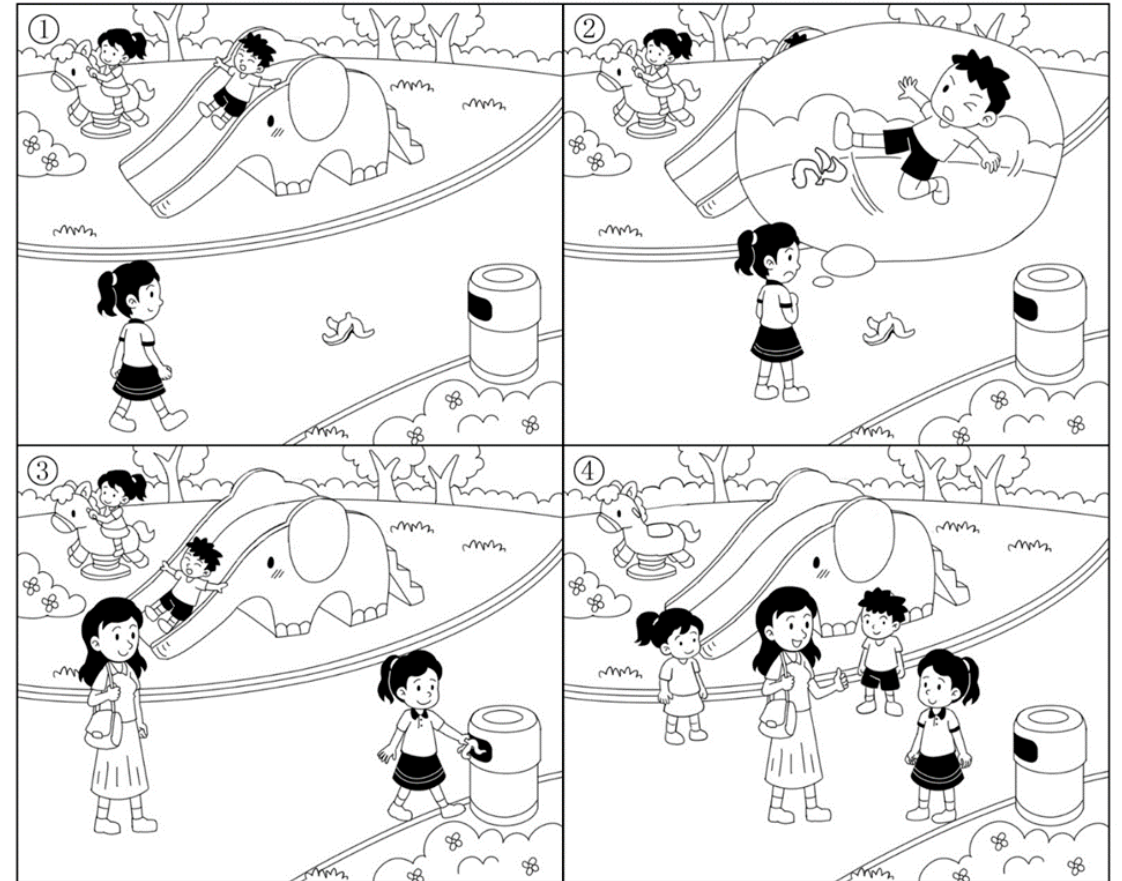
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MTL – Paper 1 (Composition)



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



MTL – Paper 3 (Oral)

Reading Aloud

- short passage about 80 words

Picture Description and Conversation

- Picture related to a theme – e.g. family

Example:

- 1. Share with me what you have seen in 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



Teaching & Learning in classroom	Printed Materials	Textbook, Activity Book, Reading Card, Picture Card, Learning Sheet
	ICT Resources	Video, Audio, Song, Reading Material, Interactive Game, Interactive Book, Online Task (SLS, Ezhishi, other ICT platform)
	Games Tool Kit	Board Game, Grammar Card, 'Values' Card, Picture Card
Teaching & Learning at home	Printed Materials	Small Book, Activity Book, Learning Sheet
	ICT Resources	Interactive Game, Post-Reading



Higher Mother Tongue Programme

Higher Mother Tongue (HMT) programme is offered to students who are proficient and show strong interest in their MTL from P3 onwards.

For your child to benefit from HMT programme, he/she should continue for **at least two years** to P4HMT to ascertain his/her ability to cope with it



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Mother Tongue Support Programme



The Mother Tongue Support Programme (MTSP) is implemented at Primary 3-4 to provide a more structured and scaffolded learning pace for students who require a more customised approach to the learning of MTL.

For those selected students, there will be briefing for parents after P3 MA/SC workshops at 11.00am @Band Room level 3.



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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.



Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books



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.



**QUESTION
TIME**

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Science



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Outline on Presentation

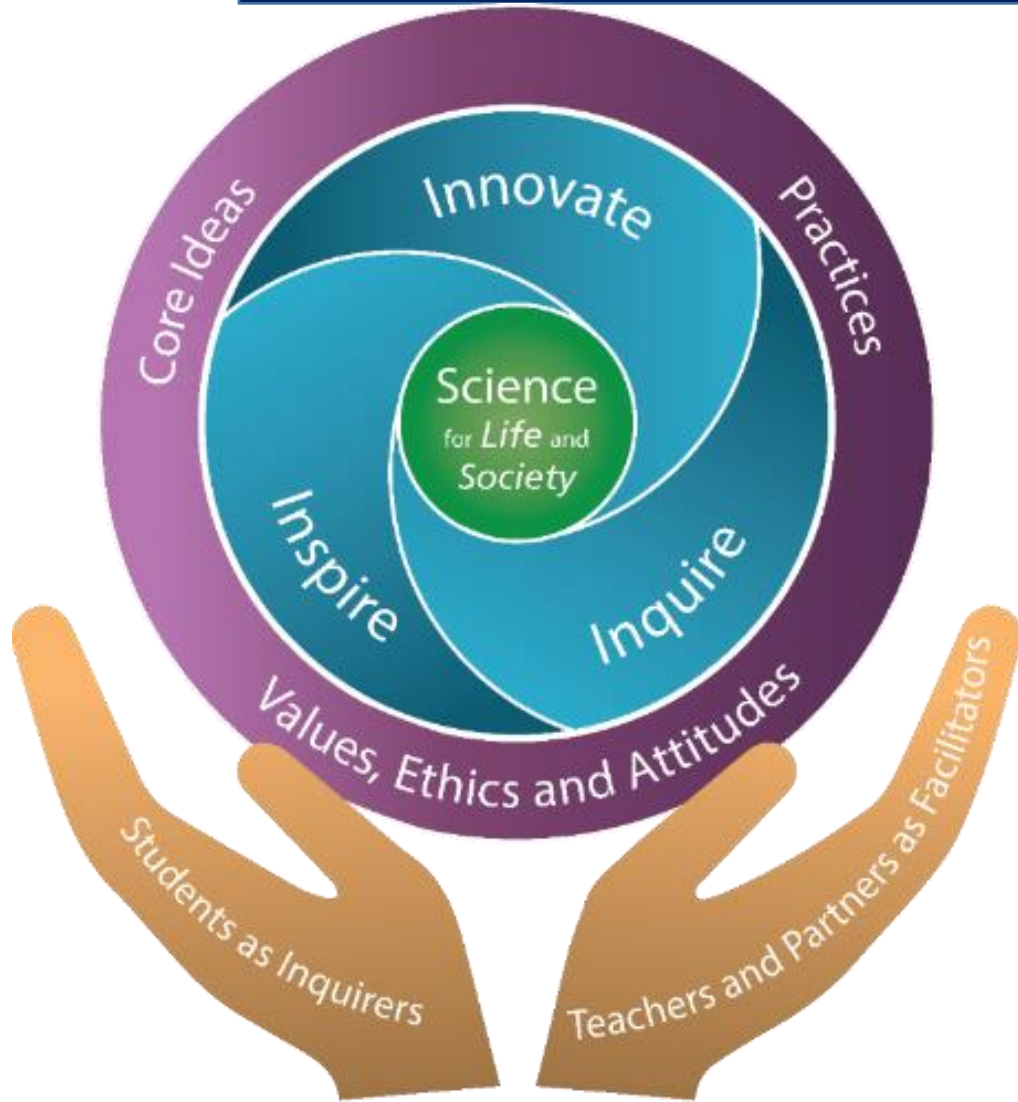
- Introduction of Science New Syllabus
- Topics covered in P3
- Curriculum Expectations
- Assessment Format in P3 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P3
- Parent's Role



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Science Curriculum Framework - 2023



Goals

Science for Life and Society

Vision - 3Ins

Inspire
Inquire
Innovate

Three Domains

Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders

Students as Inquirers
Teachers & Partners as Facilitators

Topics Covered in P3 Science

Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Diversity of Living & Non-living Things	<u>Chap 3:</u> <u>Diversity of Materials</u>	<u>Chapter 5</u> Life Cycles of Animals	<u>Chapter 7</u> Making and Using Magnets
<u>Chap 2:</u> Classification of Living Things	<u>Chap 4:</u> Life Cycles of Plants	<u>Chapter 6</u> Properties of magnets	<u>Revision</u>



Expectations for Science Lessons

- Bring Textbook and P3 Science Revision Guide for all Science Lessons
- Be responsible for Activity book. - file in completed assignments in Science File
- Complete all assigned work (e.g. concept mapping, notes, topical worksheets, Science Sketch Book activities)
- Work together and be responsible for mini project work (e.g. building a sail boat).
- Be Curious and participate in class discussion and activities.



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Assessment Structure for P3 Science

- 2 Weighted Assessments
 - Term 2 – Weighted Assessment 1 (15%)
 - Term 3 – Weighted Assessment 2 (15%)
- 1 End-of Year Examination
 - Term 4 – EOY Examination– (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



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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	
B	OE (open-ended)	5-7	2-3	14	
Total				30	15% of the overall exam

A maximum of 2 topics will be tested. Assessment may be in varied modes like using ICT or Practical work.



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Topics covered for Weighted Assessments

Only P3 topics taught will be tested.



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Assessment Format for P3 EOY Exam

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



Topics covered for Assessments

End of Year Examination

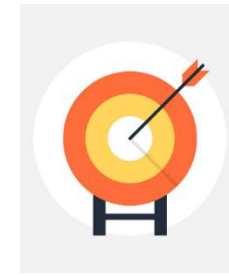
- All P3 topics taught will be tested.
- A maximum of 2 topics will be tested for each weighted assessment.



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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



- Using the **O-I-C** approach to answer questions
- O - Observe
- I - Infer
- C - Conclude

OIC Science Answering Technique



Observe: Read and highlight the key words.



Infer: Write down the concept tested.



Conclude: Eliminate the wrong MCQ options. Apply the Science evidence and concepts in your open-ended explanations.

Strategies to answer Science questions

1. Which of the following statements about a system is true?
 - (1) A system can work if all its parts are working.
 - (2) A system can work if none of its parts are working.
 - (3) A system can work if some of its parts are missing.
 - (4) A system can work if all of its parts are missing. ()

Observe			Infer			Conclude		
Did I highlight the key words?	Self		Did I write the concept tested?	Self		Did I use ticks and crosses to eliminate the wrong options?	Self	
	Peer			Peer			Peer	

Strategies to answer Science questions



- Students tend to rush through MCQ.
- Encourage your child to try this technique.

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 (\checkmark) for options that he agrees and (X) for those that he disagree



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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
X copper coin	aluminium foil 
iron nail 	wooden block 
steel needle 	gold ring 

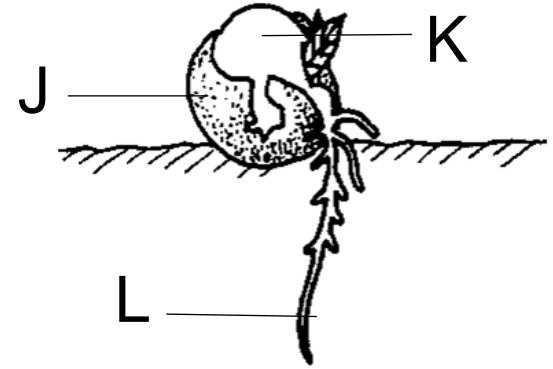
Answer: (2) Copper coin

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?



Part L

(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



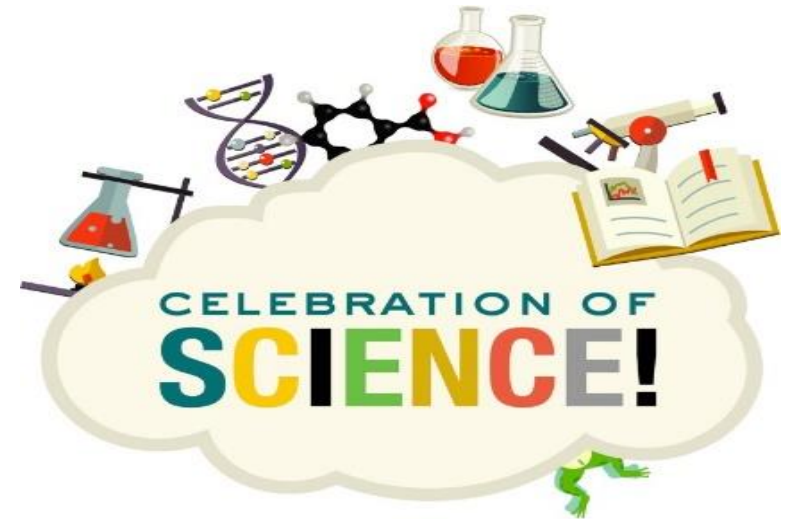
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Science Programmes



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





Young Scientist Subscription

- To trigger the interest and curiosity in students in the learning of Science.
- All students will receive an issue every month (8 issues for 2023)
- Booklets will be used at Science Lessons.
- Parents are encouraged to go through these booklets with your children.



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Learning of Science in ZPS

Garden trails



BE A GARDEN SLEUTH

After you complete each task, get your teacher to sign in the boxes below.

<p>Station 1: Master of sorting</p>  <p>In this activity, you need to classify water and land plants as well as flowering and non-flowering plants. Scan the 2 different QR codes to begin!</p>	<p>Station 2: Fastest finger wins!</p>  <p>In this activity, you need to watch the video, 'Biodiversity in ZPS', and answer some quiz questions.</p>
<p>Station 3: Close to my heart!</p>  <p>In this activity, you need to take a photograph of your favourite plant or animal in the garden and post this on Padlet. Don't forget to give a reason why it's your favourite!</p>	<p>Station 4: Proud of our Gardens</p>  <p>In this activity, design a poster on Padlet to show how you would do your part to take care of the gardens in ZPS!</p>
<p>Station 5: Spot the plant!</p>  <p>In this activity, test yourself to see if you can spot the plants that are found in our gardens and name them correctly.</p>	<p>Station 6: My masterpiece</p>  <p>In this activity, create a beautiful masterpiece using leaf rubbing! You can use coloured pencils or crayons for this task.</p>

Mushroom Growing Enrichment Programme – in Term 2

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

padlet

Xiu Ying Leong + 36 · 4mo

My Mushroom Project


Take good care of your mushroom daily and upload a picture of its progress.

REMAKE SHARE

Melody's Group

Anonymous 4mo

Yi kai



☆ RATE

Add comment

Anonymous 4mo


Melody: my mushroom is growing.

Kylie's Group

Anonymous 4mo

Kylie

MY MUSHROOM GREW SO BIG NOW (AFTER)



☆ RATE

Add comment


Anonymous 4mo

Kylie

Jayden's Group

Anonymous 5mo

Nice!!!



☆ RATE

Add comment

Anonymous 5mo

My mushroom house

☆ RATE


Add comment

Chyi Shang's Group

Anonymous 4mo

Steffi

My mushrooms are gigantic




Justin's Group

Anonymous 4mo

NT

Cool, right?



☆ RATE

1 comment


Xiu Ying Leong 4mo

Eqisya's Group

Anonymous 5mo

Sarah

It's not growing yet but i'm s will.



☆ RATE

Add comment

Anonymous 5mo



Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights
 - ❖ Setting up an Environment Corner
 - ❖ Practising recycling Paper and Plastic bottles
 - ❖ Commemorating Special Events like Environment Day and International Biodiversity Day.
- ❖ We seek our Parents' support in all these initiatives.



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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**

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P3 ASSESSMENT MATTERS



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

	Term 1	Term 2		Term 3	Term 4	
	Weighted Assessment	Weighted Assessment	Mid-Year Examination	Weighted Assessment	Weighted Assessment	End-of-Year Examination
P3	-	15%	-	15%	-	70%



Year End Student Movement

Primary 2 to Primary 3 Criteria / Considerations

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

2024 Primary 3 to 2025 Primary 4 Criteria / Considerations

En-bloc promotion of students.

**QUESTION
TIME**



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Student Management Matters



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Consistent Messaging – A.B.C Approach



A.B.C	How can you support your child?
Aware	<ul style="list-style-type: none">• Help your child be aware of his feelings, words and actions.• Help your child learn how to manage his/her feelings, words and actions.
Behave	<ul style="list-style-type: none">• Help your child see that his/her feelings, words and actions affects himself/herself and others around.
Choice	<ul style="list-style-type: none">• Help your child learn how to make right choices in managing his/her words and actions in school and at home.

Let us work together to send the same messaging in school and at home.



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Important Student Management Matters



Matters	Student Handbook	Parent Handbook
<i>Attendance & Punctuality</i>	<ul style="list-style-type: none">• Pg 18	<ul style="list-style-type: none">• Pg 18
<i>Zero Tolerance to Bullying & Mobile Phone Policy</i>	<ul style="list-style-type: none">• Pg 19	<ul style="list-style-type: none">• Pg 16 & 17
<i>Items not to be brought to school</i>	<ul style="list-style-type: none">• Pg 18	<ul style="list-style-type: none">• NA
<i>School Attire</i> <ul style="list-style-type: none">• All students need to have their name tags by end Jan 2024.• Students are only allowed to wear ear studs or sticks to ensure safety.	<ul style="list-style-type: none">• Pg 14-15	<ul style="list-style-type: none">• Pg 4

**** Let us work together to help our students abide by our school rules.***



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Student Absence



- Please inform the Form Teachers through the agreed communication mode, e.g. telephone, e-mail, Class Dojo.
 - Do provide the reason for the child's absence on the day of absence so that it can be recorded.
 - Submit the Medical Certificate (MC) or Parent's Letter to the Form Teachers upon returning to school.
- * Let us work together to help our students attend school regularly.***



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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>



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Inclusive Education

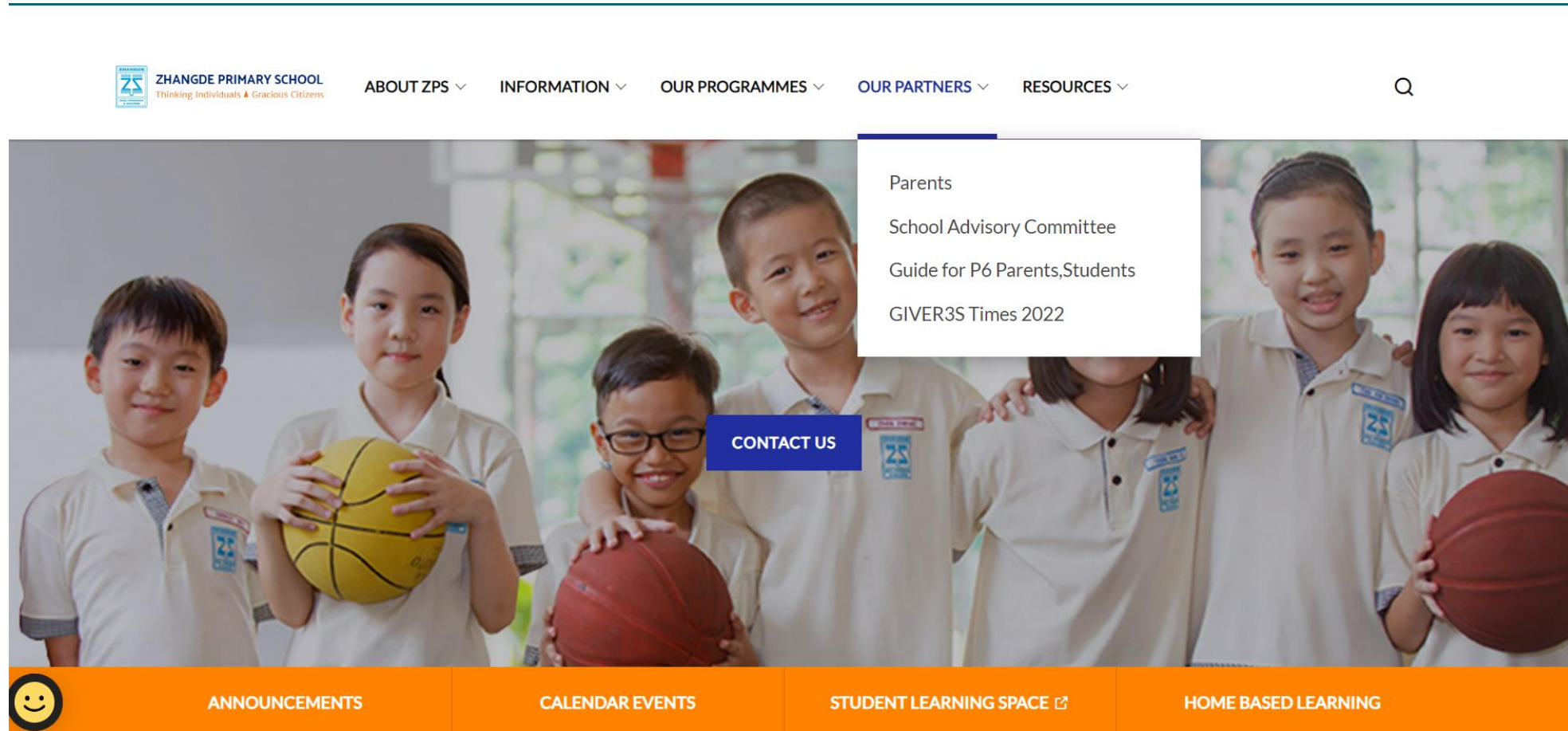


- All classes will have students with varying abilities and needs.
- Some students may be active and exuberant, some sensitive to sounds and touches, some have difficulties controlling their emotions, thus resulting in outbursts.
- We will guide and support all students to the best of our ability while 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.



School Website:

<https://www.zhangdepri.moe.edu.sg/>



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Resources for Parents

Parents

Parents

School Advisory Committee

Guides for P6 ▼

Parents&Students



[Parent Support Group](#)

[Communication with Parents](#)

[Parent Engagement Sessions](#)


[Useful Guides and Resources](#)

[MOE Instagram for Parents](#)

Zhangde Primary School Instagram

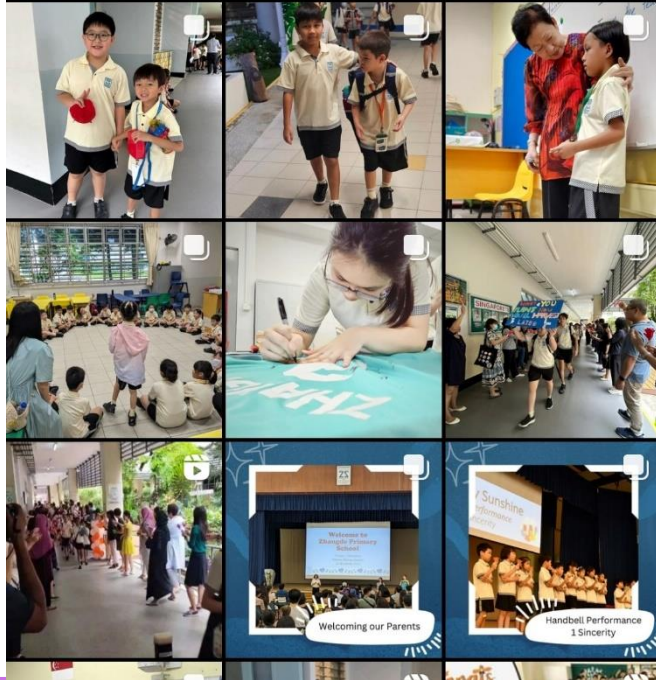


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Liked by kaye_xc and 61 others
zhangdepri P1 and P6 Walk With Me

Liked by cai_x.in and 60 others
zhangdepri "A teacher takes a hand, opens the mind, touches the heart and makes a difference." ... more



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CLASS MATTERS



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Thank you!



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