



P2 Parents Engagement Session

Friday, 10th January 2025



Learning School • **GIVER'S**
heart



Curriculum Matters



Learning School • **GIVER'S**
heart



English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader



Learning School •



Areas of Language Learning

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

Strategies in STELLAR[®] 2.0 For P2



Language Area	Strategy
Reading & Viewing	<ul style="list-style-type: none">● Shared Book Approach (SBA)● Explicit instruction of Reading Comprehension● Reading for Pleasure (through Extensive Reading)
Writing & Representing	<ul style="list-style-type: none">● Modified Language Experience Approach (MLEA)● Guided Writing
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)

Think
Aloud

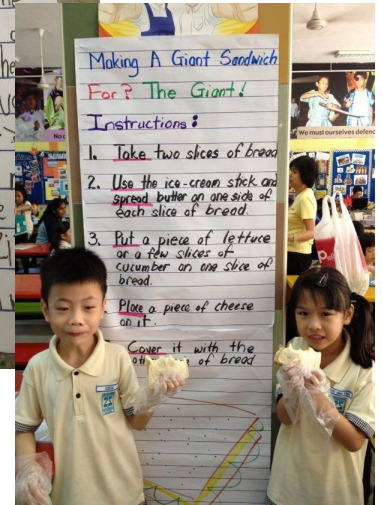
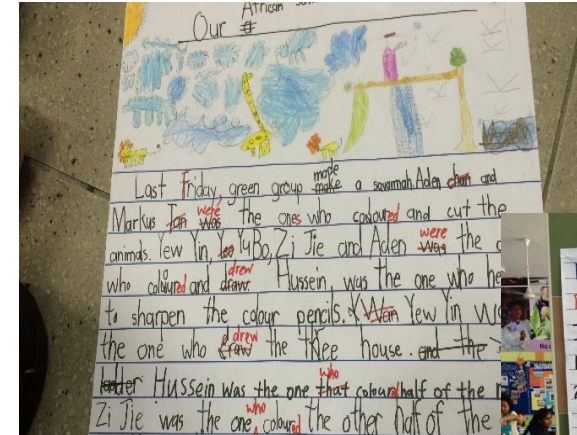
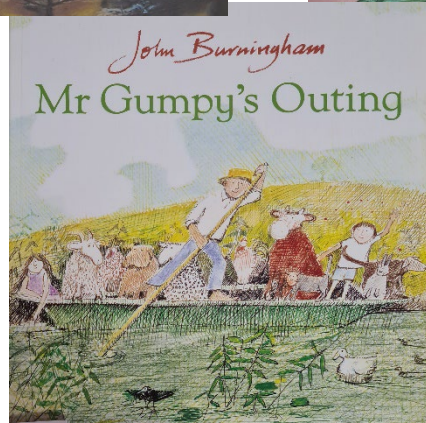
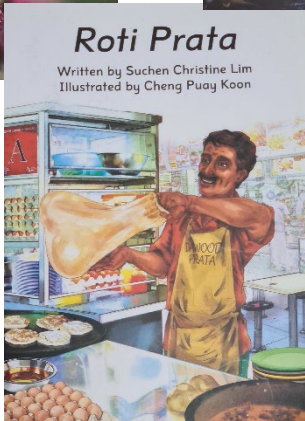
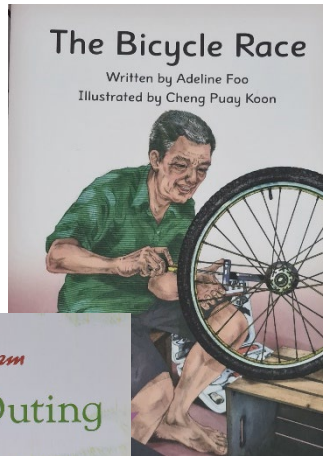
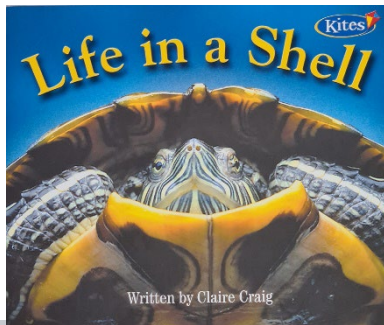
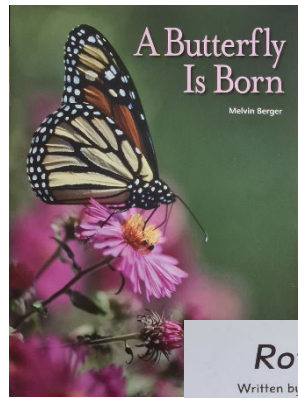
STELLAR

Strategies for English Language Learning and Reading



Modified Language Experience Approach (MLEA) / Guided Writing

Shared Book Approach (SBA)



Learning School





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

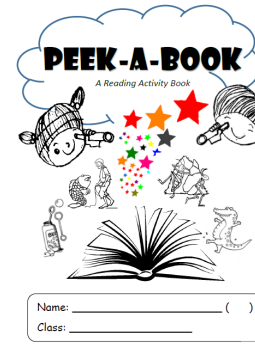


Learning School •



EL Programmes

- Read @ ZPS
 - Collaboration with National Library Board
 - Provision of Class Library Books & Library Period
 - Storytelling by Teachers
 - Peek-A-Book Activity Book
- English Language Week
- Learning Support Programme (for selected students)



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, starting from Term 1 Week 3)

Spelling Day : Wednesday

Learning Outcomes for English Language



Listening

- Listen attentively and identify relevant information.

Speaking

- Speak clearly to express their thoughts, feelings and ideas.
- Build on others' ideas in the conversations or discussions respectfully.

Reading

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.

Writing

- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



Learning School •



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 models** – 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



Learning School •



Mathematics Curriculum

Primary 2



Primary 1

Numbers & Algebra

Whole Numbers

Money

Measurement & Geometry

Length

Time

2D Shapes

Statistics

Picture Graphs

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

2D Shapes

3D Shapes

Statistics

Picture Graphs with scales

Areas of Concern from P1 to P2



- Understanding of **concepts** and application of **skills** eg
 - **Whole Numbers**
 - **Factual Fluency** - rapid recall of facts e.g. addition/subtraction/multiplication/division facts
 - **Procedural Fluency** – able to carry out mathematical procedures accurately e.g. ***addition/subtraction with regrouping***
 - **Solving Word Problems** – use of part-whole or comparison model
 - **Money**
 - Make up a given amount of money in different ways
 - Add, subtract and make change in shopping
 - Solving Word Problems
 - **Measurement – Length**
 - Reading of scales
 - Estimation
 - Solving Word Problems



Learning School



Mathematics Teaching & Learning Resources

Topical
Learning
Sheets

Problem
Solving
Heuristics

SLS/Koobits

Textbook & Practice book

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
Review 1	Review 2	Review 3	Review 4
Performance Task	Performance Task		

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	
14	30
+ 16	x 4
30	120

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
 - Shopping/Budgeting (Estimation/Money)
 - Advertisements/receipts (Whole Numbers/Money)
 - Recipes (Measurement)
 - TV programme schedules (Time/Duration)
- Ask them to explain their thinking and reasoning

Partner

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



Mathematics Programmes @ Zhangde

- ❖ Learn to solve problems using different heuristics
- ❖ Learning Experiences e.g. Math Activities

For selected students:

- ❖ LSM
- ❖ Math Remedial lessons

QUESTION
TIME



Learning School •





Mother Tongue Languages (MTL)



Learning School • **GIVER'S**
heart

3 BROAD OBJECTIVES

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

Communication

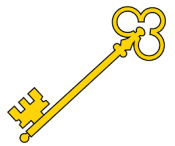
- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

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



Learning School



What is Covered in P2?



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		



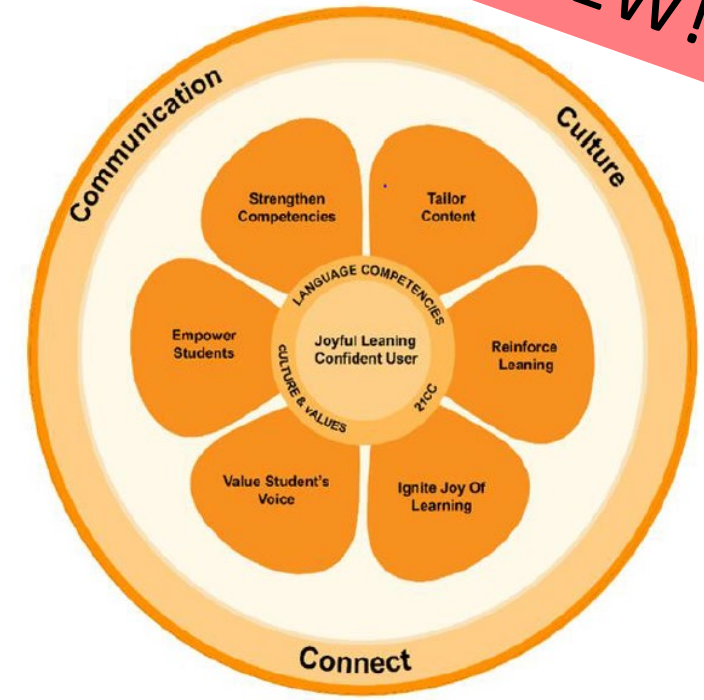
Learning School •



2024 Primary Mother Tongue Languages (MTL) Curriculum

1. The 2024 New Primary MTL Curriculum **built on the strengths of the 2015 curriculum.**
2. The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

NEW!

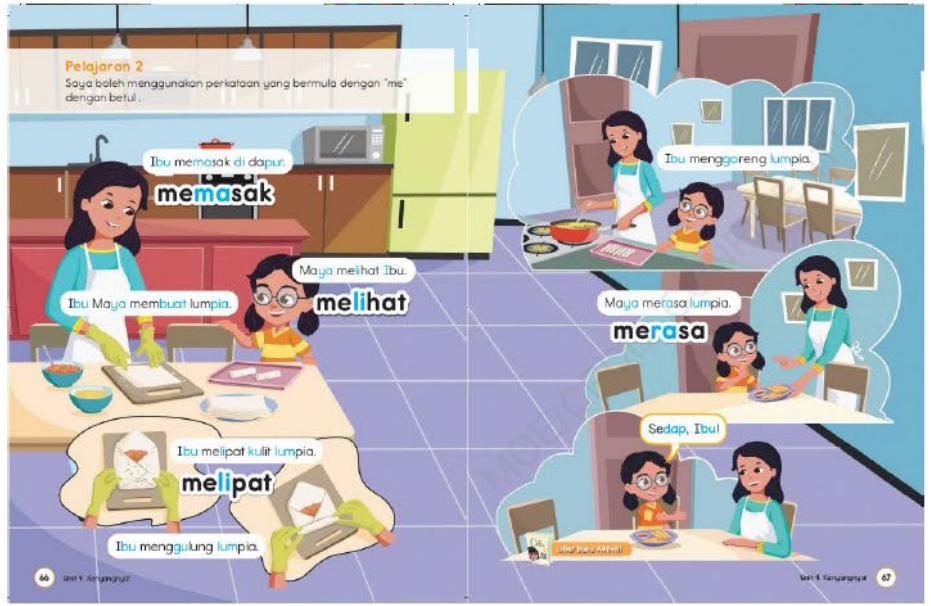


Joyful Learning, Confident User

2024 New Primary MTL Curriculum Framework

Key Feature #1

Greater emphasis on 21st century competencies



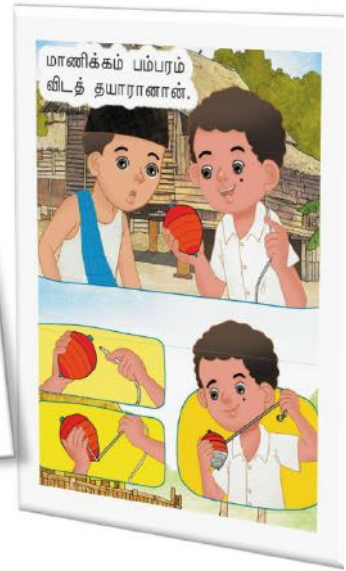
Textbook

Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book



Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

Key Feature #3

Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook

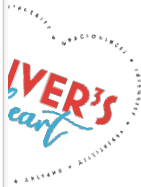


- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods



Available in SLS



A screenshot of a video game
Description automatically generated



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home



Learning School



Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos

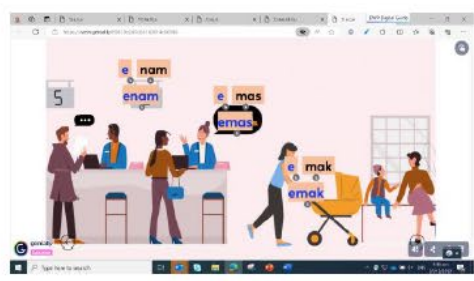


CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos





Printed Resources

Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers



ICT Resources

Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc



Toolkit

Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar
Cards, Letter
Manipulatives,
Reading Pen, etc

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.



Learning School •



Offering of Higher Mother Tongue Language (HMTL) at P3



- Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**
- To truly benefit from the P3/P4 HMTL curriculum, student should offer HMTL for at least two years to ascertain his/her ability to cope with it.
- MOE recommends 2 additional periods per week. These 2 additional periods will be conducted on every Monday, 2.30pm-3.30pm.



Learning School •



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

- Students who meet the selection criteria **will be offered** HMTL at the end of the academic year.
- Students who are not selected can still be offered HMTL at P5.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.



Learning School •



Key Features of P3 & P4 HMTL Curriculum



- Built on existing MTL curriculum:
- Sustain students' interest and deepen their knowledge in their MTL
- Enhance Reading and Writing skills
- Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions;
Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



Learning School •



How would assessment look like for HMTL at P3 and P4 level?



HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

Student's progress in HMTL will be reflected in the Holistic Development Profile.



P2 MTL Programmes

Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader

- SOAR Reading Programme
 - ✓ Class Reading period- 1 period weekly for reading and related activities
 - ✓ Use of Small Readers- in sync with the new primary MTL curriculum.
 - ✓ Supplementary Readings



- P2 Cultural Camp (Experiential Learning)



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

- Tips for Parents *(video launching in Jan 2024)*



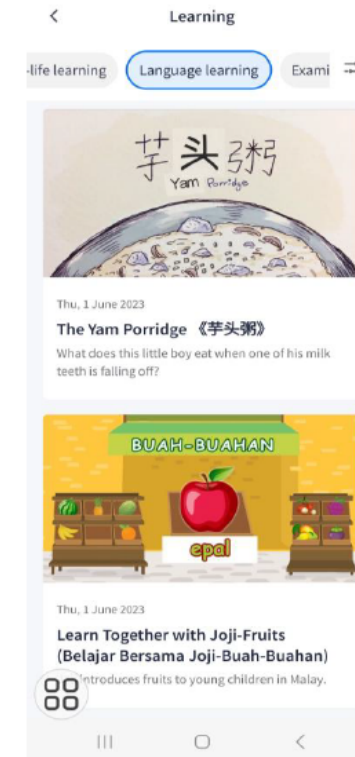
- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)



Supporting Your Child Through the Primary 1 Journey



Parents Gateway



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 regularly.
- **Cultivate** a reading habit, read MTL storybooks. Get your child to **READ WIDELY AND EXTENSIVELY**. e.g. story books, magazines, newspaper articles and other materials
- **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 or **listen** to MTL music/radio programme/podcasts
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- **Expose** your child to MTL culture regularly.

