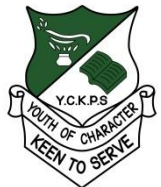


Primary 3 Parents Briefing

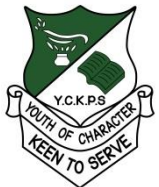
21 January 2022, Friday



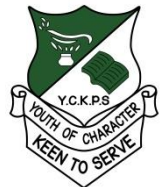
Yio Chu Kang Primary School
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Programme

1. Introduction
2. Curriculum and Assessment
3. Level Programmes
4. Key Reminders
5. Home-School Partnership



CURRICULUM AND ASSESSMENT



Yio Chu Kang Primary School
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School-Based Assessment

Assessment	Weighting
Holistic Assessment (Term 1) [HA (Term 1)]	-
Weighted Assessment (Term 2) [WA (Term 2)]	15%
Weighted Assessment (Term 3) [WA (Term 3)]	15%
End-of-Year Examination (EYE)	70%



ENGLISH LANGUAGE



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STELLAR

Strategies for English Language Learning And Reading

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

Broad Strategies:

- Shared Book Approach (SBA)
- Supported Reading (SR)
- Know, Want-to-know, and Learned (KWL)
- Writing Process Cycle (WPC)



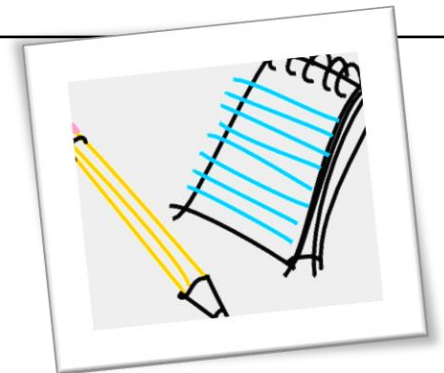
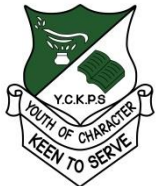
Key Focus: Reading

- Morning Reading Time (MRT) daily
- Drop Everything And Read (DEAR) a period/week



Key Work Deliverables

Components	Item
STELLAR Learning Sheets C'mon Supplementary Worksheets	Dark Purple Ring Folder
Narrative Writing – based on 4 sequential pictures (Term 1)	Writing File (light purple)
Narrative Writing – Theme-based writing on 1-3 pictures (Terms 2 – 4)	
Spelling/Dictation	Exercise Book/Activity Sheets
Oral & Listening Comprehension	Book



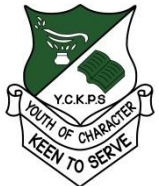
Transition from P2 to P3 – Key Differences

Primary 2	Primary 3
<ul style="list-style-type: none">• Writing: Guided by <u>4 sequential pictures</u> with <u>helping words</u>• <u>At least 70 words</u>	<ul style="list-style-type: none">• Writing: Based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures which are loosely linked thematically• <u>At least 100 words</u>
<ul style="list-style-type: none">• Listening Comprehension: <u>Phonics; Picture Matching; Picture sequencing</u>	<ul style="list-style-type: none">• <u>No more phonics</u>• <u>NEW: Listening for understanding & detail – Note-taking; Listening for Info: Passage with MCQ</u>
<ul style="list-style-type: none">• Language Mastery: 1x Comprehension OE	<ul style="list-style-type: none">• Language Mastery: 2 x Comprehension OE which are greater in length• Require more inferential, higher-order skillsets (i.e. cause and effect, identifying main idea, compare and contrast etc.)
<p>Oral: Apart from reading aloud, greater emphasis on students' ability to engage in stimulus-based conversation with accurate grammar and vocabulary structures</p>	

Weighted Assessment (Term 2) Focus

Components

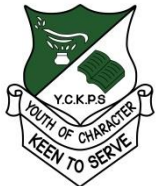
- Vocabulary: MCQ
- Grammar: MCQ
- Grammar Cloze (1): FIB (personal pronouns)
- Grammar Cloze (2): FIB (subject verb agreement)
- Vocabulary Cloze: FIB (helping words)
- Synthesis
- Editing for Spelling and Grammar
- Comprehension OE (220-260 words)



Weighted Assessment (Term 3) Focus

Components

- Vocabulary: MCQ
- Grammar: MCQ
- Grammar Cloze (1): FIB (personal pronouns)
- Grammar Cloze (2): FIB (subject verb agreement)
- Vocabulary Cloze: FIB (helping words)
- Synthesis
- Editing for Spelling and Grammar
- Comprehension OE 1 (180-220 words)
- Comprehension OE 2 (220-260 words)



End-of-Year Examination Focus

Examination Components	Key Assessment Focus
Paper 1: Continuous Writing	<ul style="list-style-type: none">• Narrative: Writing based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures provided• Narrative to be <u>at least 100 words</u>. Interesting and coherent content/plot line with sound expression through descriptive vocabulary
Paper 3: Listening Comprehension	<ul style="list-style-type: none">• Listening for gist and detail in the following: Picture Matching; Picture Sequencing; Listening for Info; Note-taking; Passage – MCQ
Paper 4: Oral Communication	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>• Stimulus-Based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture• * The candidate is assessed on his/her ability to engage in a sustained conversation

End-of-Year Examination Focus

Examination Components	Key Assessment Focus
Paper 2: Language Use	Vocabulary: MCQ
	Grammar: MCQ
	Grammar Cloze (1): Fill-in-the-blank (personal pronouns)
	Grammar Cloze (2): Fill-in-the-blank (subject verb agreement)
	Vocabulary Cloze: Fill-in-the-blank (helping words)
	Synthesis
	Editing for Spelling and Grammar
	Comprehension OE 1 (180-220 words)
	Comprehension OE 2 (220-260 words)



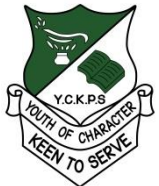
End-of-Year Examination Format

Component	Marks
Paper 1 (Continuous Writing)	20
Paper 2 (Language Use)	50
Paper 3 Listening Comprehension	14
Paper 4 Oral (Reading Aloud + Stimulus-based Conversation)	16
Total Marks	100



General Areas to Focus

- Vocabulary
- Comprehension Open-ended (OE)
- Synthesis
- Continuous Writing
- Stimulus-based Conversation



Tips for Parents: Reading and Speaking

- Model the use of Standard English when communicating with your child. Avoid using Singlish.
- Encourage them to read widely and have them share with you the story plot and reasons they enjoy the book.
- Discuss latest snippets of news and have them share their thoughts and opinions on the matter.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading, viewing and writing opportunities and activities.



Tips for Parents: Writing

- Time management – With only 1hr 10min in the PSLE to complete both Situational and Continuous writing, it is important to manage time well.
- Encourage your child to jot down good vocabulary/phrases from their reading and apply them in their writing.
- Encourage your child to keep a journal.
- Read and write notes/messages to your child. Let them have ample writing opportunities as well, example, write a postcard or email to a relative or friend overseas.



MATHEMATICS



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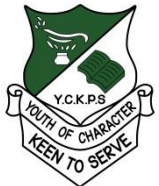
P3 Mathematics Syllabus

Term 1

- Ch1 – Numbers to 10 000
- Ch2 – Addition & subtraction within 10 000
- Ch3 – Multiplication Tables of 6, 7, 8 and 9

Term 2

- Ch4 – Multiplication and Division
- Ch5 – Money
- Ch6 – Length, Mass and Volume



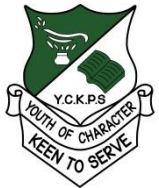
P3 Mathematics Syllabus

Term 3

- Ch7 – Time
- Ch8 – Fractions
- Ch12 – Bar Graphs

Term 4

- Ch9 – Angles
- Ch10 – Perpendicular and Parallel Lines
- Ch11 – Perimeter and Area



P3 Mathematics Assessment Format

Weighted Assessment [WA (Term 2) and WA (Term 3)]

Paper	Duration	Section	Item Type	Number of Questions	Marks
1	50 minutes	A	Short-Answer	10	10
		B	Short-Answer	5	10
		C	Structured or Long-Answer	3	10
				Total Marks	30

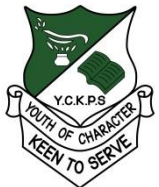
End-of-Year Examination (EYE)

Paper	Duration	Section	Item Type	Number of Questions	Marks
1	1 hour and 45 minutes	A	Multiple-choice	15	30
		B	Short-Answer	15	30
		C	Structured or Long-Answer	6	20
				Total Marks	80



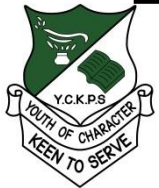
Tips for Parents

- Encourage your child to
 - Cultivate as a habit to revise regularly what has been taught for the day or week
 - Revise multiplication tables regularly
 - Do regular practices on addition, subtraction, multiplication and division, so as to achieve fluency
 - Be proactive in seeking clarification with the math teacher when in doubt



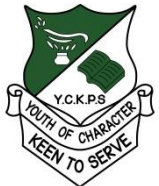
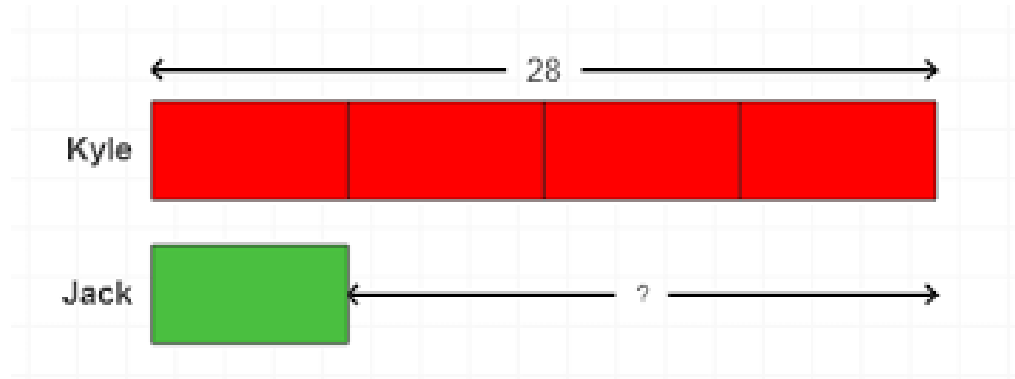
Tips for Parents

- Help to ensure that your child completes the daily homework to the best of his ability and effort.
- Encourage your child to always check his/her work before submitting. Cultivate this as a habit.
- Encourage your child to revise problems that he/she has done before. Learn from the mistakes made and strive to avoid making the same mistakes subsequently.

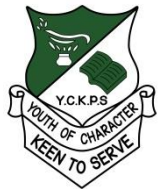


Tips for Parents

- Look through your child's written assignments (e.g., workbook worksheets, journal book, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher.
- Encourage your child to develop the habit of drawing models in order to better understand a word problem.



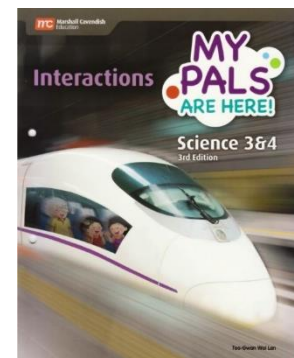
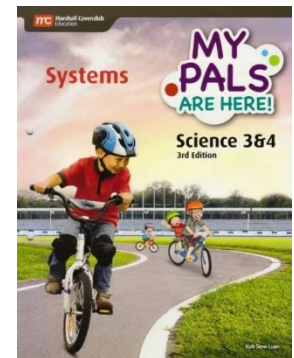
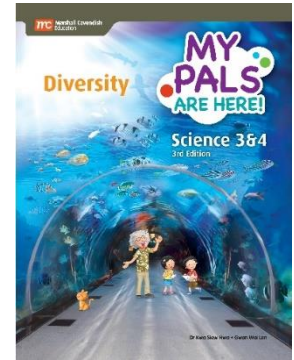
SCIENCE



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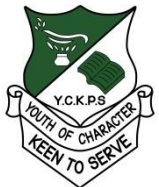
P3 Science Topics

Term 1	Term 2
<p><u>Diversity</u></p> <ol style="list-style-type: none">1. Classification: Living and Non-Living Things2. Plants3. Animals	<p><u>Diversity</u></p> <ol style="list-style-type: none">4. Fungi and Bacteria5. Exploring Materials
Term 3	Term 4
<p><u>Systems</u></p> <ol style="list-style-type: none">6. Your Amazing Body as a System7. Plants and Their Parts	<p><u>Interactions</u></p> <ol style="list-style-type: none">8. Magnets and Their Characteristics9. Making Magnets



Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P3 Science Assessment Format

Weighted Assessment [WA (Term 2) and WA (Term 3)]

Part	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

The duration of the paper is 30 minutes.

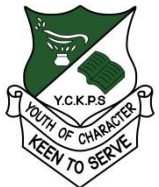
End-of-Year Examination (EYE)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	24	48
B	Open-ended	12	32
Total Marks			80

The duration of the paper is 1 hour 30 minutes.

Tips for Parents

- Spend time with child:
 - use everyday situations for exploration and to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
 - support child in doing scientific investigations
- Encourage child to read:
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills

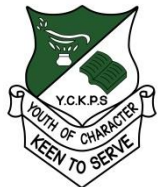


Tips for Parents



- Encourage child to:
 - Learn spelling of key words
 - Understand key concepts
 - Read textbooks, workbooks, booklets/worksheets, and Science Journals
 - Improve answering techniques – answers must be based on scientific concepts
 - Practise answering techniques such as Claim-Evidence-Reasoning (CER) taught by teachers
 - Take a more hands-on approach
 - Ask when in doubt
- Challenging topics: Magnets and their characteristics

MOTHER TONGUE LANGUAGES



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Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

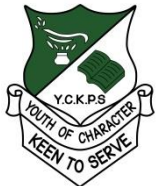
**Reading
with
Understanding**



Assessment Format

Weighted Assessment [WA (Term 2) and WA (Term 3)]

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice	15 to 23	40
Language Use Comprehension	Open-ended	3 to 5	
Total Marks			40



Assessment Format

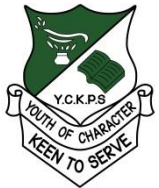
End-of-Year Examination (EYE)

Assessment	Item Type	Number of Questions	Marks
Listening Comprehension	Multiple-choice	10	10
Oral	Open-ended	2	30
Paper 1 - Compo	Open-ended	1	15
Paper 2 – Language Use	Multiple-choice & Open-ended	30	45
Total Marks			100

Mother Tongue Languages Curriculum

Listening

- Listening to instructions in Mother Tongue Language.
- Select the correct picture and response.
- Select the correct Han Yu Pin Yin.
- Listening comprehension practices in their activity books.



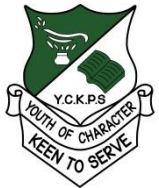
Mother Tongue Languages Curriculum

Speaking

- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.
- Show & Tell practices.

Reading

- Able to read aloud and pronounce words and sentences.
- Read with good intonation.



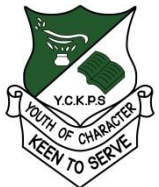
Mother Tongue Languages Curriculum

Writing

- Learn to form sentences that are grammatically correct and write a paragraph based on a 1 to 3 pictures.

Language Use

- Building of vocabulary, grammar and comprehension skills.

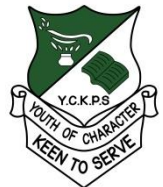


Tips for Parents

- Encourage your child to share what the words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Watch quality Chinese, Malay or Tamil Language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in Mother Tongue Language conversations.



LEVEL PROGRAMMES



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Key Objectives

- Support teaching & learning processes
- Develop values, 21st century skills and social-emotional competencies
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning

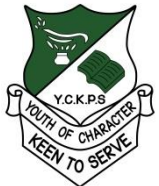


Co-Curricular Activities (CCA)

Learning Outcomes

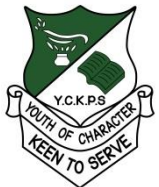
Students will develop and demonstrate

- Passion
- Leadership and teamwork
- Friendship and belonging
- Spirit of service to the community
- Knowledge, skills and values related to their chosen CCA
- Core values, social and emotional competencies and the emerging 21st century competencies as articulated in the 21st Century Competencies Framework



Co-Curricular Activities (CCA)

- CCAs are an integral part of our school's programme to bring out the best in every child.
- The varied activities provided cater to the needs and interests of different students. They contribute to a healthy lifestyle, character building and the acquisition of good social and leadership skills.
- YCKPS offers a total of 14 CCA from the four different categories (sports, uniformed groups, performing arts and clubs & societies).
- P3 students will be assigned a CCA based on the choices they made by the end of Term 2, subject to prevailing COVID situation and adherence to Safe Management Measures.



Co-Curricular Activities (CCA)

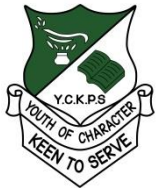
Football (Boys)	Angklung	Visual Arts	Scouts
Football (Girls)	Choir	Info Comm Club	Brownies
Volleyball (Girls)	Handbell	Athletics	Malay Dance
Indian Dance	Chinese Dance		

Information on CCA can found on the school website:

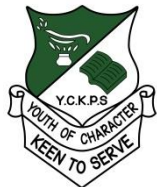
<https://yiochukangpri.moe.edu.sg/yckps-experience/co-curricular-activities>

Key Programmes

- Readers' Theatre
- Financial Literacy Programme
- Olympic Education
- Theatre Experience
- Conversational Chinese and Malay Programme
- Learning Journey to Singapore Zoo
- Learning Journey to Sustainable Singapore Gallery



GIFTED EDUCATION PROGRAMME (GEP)



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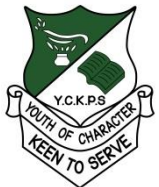
What is GEP?

- The GEP is a programme that caters for the needs of intellectually gifted students.
- Students are identified through a two-stage exercise in P3. Selected students will be invited to join the programme in P4.
- The GEP curriculum is an enriched curriculum designed to meet the needs of GEP students.
- The enriched curriculum covers the same content areas as those in the mainstream, but is extended in breadth and depth.
- GEP students will learn skills for independent inquiry and are encouraged to do explorations on self-selected areas of interest.



GEP Identification Exercise

- The GEP Screening and Selection Exercises will be based on the Primary 1 to Primary 3 English Language and Mathematics syllabuses.
- The GEP Identification Exercise aims to identify suitable students with high intellectual potential.
- We **strongly discourage test-preparation activities** as these could inflate students' scores and not reflect their actual potential.
- Students who are not ready to handle the intellectual rigour and demands of the programme will struggle with the enriched curriculum and not benefit fully from it. This would put undue stress on the students, and may even cause them to lose confidence and impact their self-esteem.



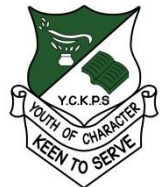
GEP Identification Exercise

- The tentative schedule for the two stages of the GEP Identification Exercise 2022 is as follows:

Stage	Date	Participants	Papers
GEP Screening Exercise	17 August 2022 (Wednesday)	Primary 3 students enrolled in government and government-aided schools who signed up	English Language Mathematics
GEP Selection Exercise	18 and 19 October 2022 (Tuesday and Wednesday)	Primary 3 students shortlisted at the GEP Screening Exercise	English Language Mathematics General Ability



KEY REMINDERS

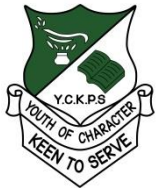


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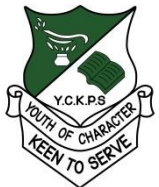
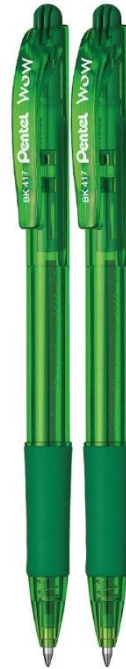
Morning Reading Time

- Remind your child to bring a story book to read on a daily basis
 - If possible, do choose the story books with him/her
- Schedule for Morning Reading Time:
 - Monday, Tuesday and Wednesday: English Language books
 - Thursday and Friday: Mother Tongue Languages books

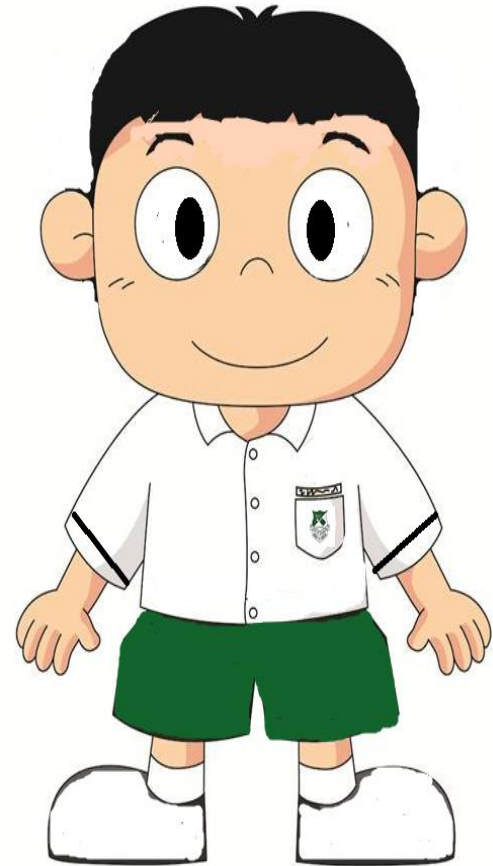


Writing Materials

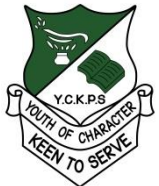
- Students to use pencil for daily work
- Teachers will gradually transit the students to use blue/black pen (non-erasable)
- Corrections are to be done with green pen only
- Pencils will still be used for Optical Answer Sheet (OAS) or for drawing Mathematical models



School Attire

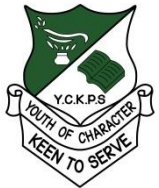


- **Nametag** is sewn on all shirts, blouses and PE shirts
- Shirt, blouse or PE shirt must be **tucked in** at all times
- **White shoes** and **white socks** that cover the ankles
- For girls, skirt must be knee-length



School Attire – Half Uniform

- Information on School Attire can be found in pages 11 and 12 of the Student Handbook



Snack Time

- There will be a snack time at **11.50 a.m.**
- Providing this meal break would ensure that students are not too hungry between recess at 9.30 a.m. and lunch after school dismissal
- Students will be allowed to have their snack in class during lesson time
- Students should bring only healthy snacks for their snack time



Acceptable Items	Unacceptable Items
<ul style="list-style-type: none"> • Biscuits • Bun (e.g. red bean bun) • Bread • Sandwich • Cereal (small box) • Dried fruit • Energy bar (e.g. muesli or oats bar) • Slice of cake (without cream) • Fruit (e.g. apple or banana) • Raisins • Nuts • Cheese slice/stick • Carrot/Cucumber stick • Small packet of Milo/milk 	<ul style="list-style-type: none"> • Fried Food • Rice, porridge and noodles • Sweets • Chocolate bar • Tidbits (e.g. Potato Chips)



Safe Management Measures

- Students who are unwell, on Stay Home Notice or have flu-like symptoms such as fever and cough, will be required to stay away from school and seek medical treatment as soon as possible.
- Students should test ART negative each day if they are on Health Risk Warning (HRW) before entering the school.
- Students are required to bring **TraceTogether (TT) Token** to school. Parents should check to ensure that your child's TraceTogether token is in working order. Replacement of tokens can be done at the Community Centres or selected malls.

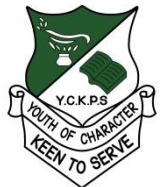
Vaccination

- Updating of vaccination details to Form Teachers
- Avoid strenuous physical activities during school hours for 14 days after each vaccination



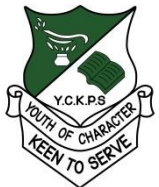
Being Responsible for Own Belongings

- Encourage your child to be responsible for and take care of their own belongings.
- Do not leave valuables unattended or in the class during recess.
- Remember to bring all the needed items down for recess.



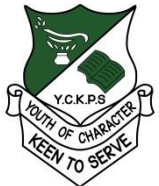
Use of Electronic Devices

- The School does not recommend students to bring mobile phones, tablets, smart watches, e-readers and other similar electronic devices into the school premises and on learning journeys.
- **The School will not be responsible for the loss, theft or damage of any electronic devices.**



Use of Electronic Devices

- The use of mobile phones and other electronic devices is **not allowed** in the school premises before, during and after curriculum hours **unless a teacher's permission is obtained**.
 - Recess
 - Lunch
 - Enrichment/ Supplementary/ Remedial classes
 - CCA
 - Any school-organised activities in the afternoon



Use of Electronic Devices

- The use of electronic devices to capture, store, display and/or transmit visual, audio or verbal information in the school premises is **not allowed** without the explicit consent of the school authority and persons involved.
- The use of personal mobile phones and other electronic devices is **not allowed** during learning journeys, other school activities or on to bus to and from school.



No Unauthorised
Photography or Filming



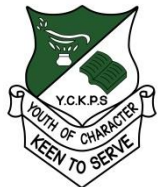
HOME-SCHOOL PARTNERSHIP



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CARING FOR WELL-BEING

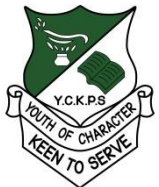


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Caring for Well-Being

Sleep

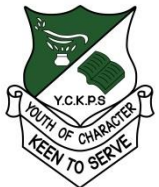
- Regular hours and sufficient sleep necessary for healthy growth of children
- “No Screen Time”- 1 hour before bedtime because brain would be too active and quality of sleep affected



Caring for Well-Being

Breakfast

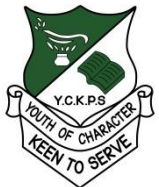
- Most important meal of the day for children with growing bodies and minds
- May come early to school canteen for breakfast before 7.15 a.m.



Caring for Well-Being

Limit Use of Electronic Gadgets

- Excessive use of electronic gadgets is addictive
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**
- Classified as mental illness
- “Gaming Disorder”
(WHO 2018)



Caring for Well-Being

Example: Limit use of Electronic Gadgets

Out of
Bounds
Usage



Out of
Bounds
Usage

Permitted
Use of
Electronic
Gadgets



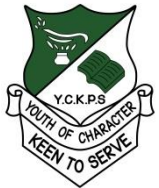
Caring for Well-Being

Bonding Time with Children

- Research has shown that healthy parent-children relationships leads to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem
- **We have a happy child in the end**
- Spend time now before they go to secondary school



SETTING LEARNING EXPECTATIONS



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Setting Learning Expectations

Regular Attendance & Punctual for School

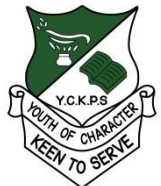
- Learning is affected if children are absent regularly for school because of gaps in learning
- **Being punctual for school sets the learning tone for children**
- Teach children the value of responsibility by reporting to school on time by 7.30 a.m.



Setting Learning Expectations

Checking and Monitoring of Learning

- Set a practice at home for children to show parents periodically their homework progress
- **Ask regularly to see/sign tests or examination papers**
- “Children take the cue from parents on the importance of academic studies”



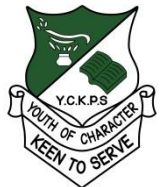
Setting Learning Expectations

Parents and teachers communicate to children as one voice

- Collaborative partnership between parents and teachers for the children's development
- **Common communication methods via student handbook and telephone call**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



MODES OF COMMUNICATION



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Modes of Communication

Regular Feedback and Communication

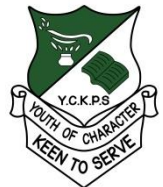
- Parents Briefing, Meet-The-Parents, 1-1 Meet Up sessions
- Student Handbook
- Email
- Telephone
- **Parents Gateway (PG) App – Sch/MOE**
- **ClassDojo App - Teachers**
- School Circulars / Letters



Useful Links

- Child Vaccination:
<https://www.moh.gov.sg/covid-19/vaccination/faqs---children-related-vaccination-matters>
- Subject-Based Banding for Primary School:
<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>
- Direct School Admission for Secondary Schools:
<https://www.moe.gov.sg/secondary/dsa>

THANK YOU!



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