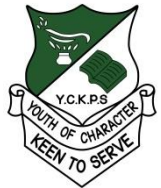


Primary 6 Parents' Briefing

**12 Jan 2021
(Wednesday)**



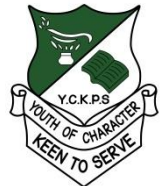
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Programme

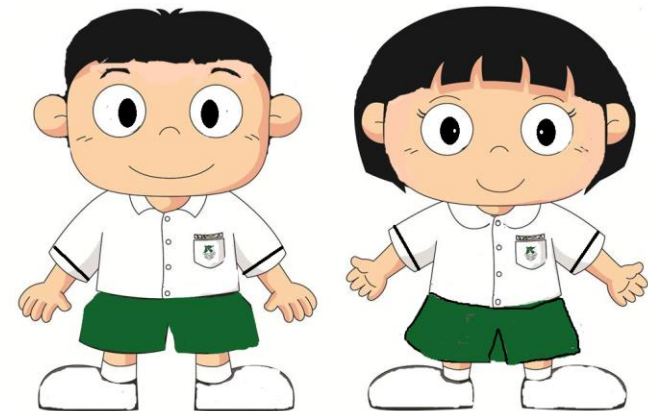
1. PSLE 2022
2. Choosing a Suitable Secondary School
3. How S1 Posting Works
4. Direct School Admission (DSA) for Secondary School
5. Curriculum and Assessment
6. P6 Level Key Events
7. Partnership with Parents
8. Q & A Session



PSLE 2022



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STANDARD LEVEL SUBJECT GRADES

Reflects a student's individual level of achievement

Students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

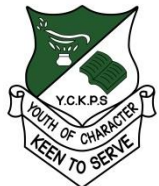
AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



FOUNDATION LEVEL SUBJECT GRADES

- Under the AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



SCORING OF SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

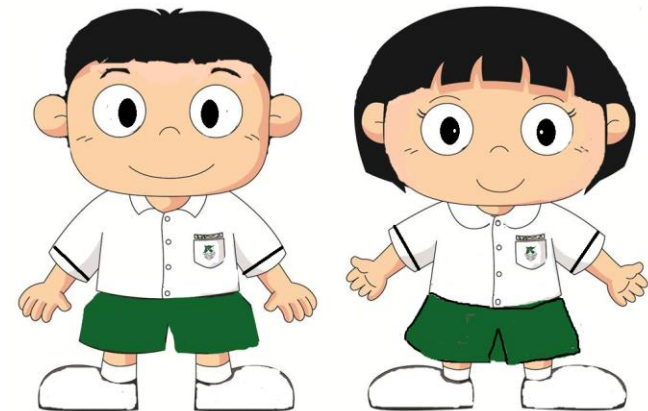
PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA



CHOOSING A SUITABLE SECONDARY SCHOOL

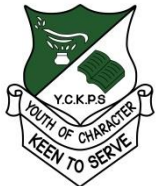


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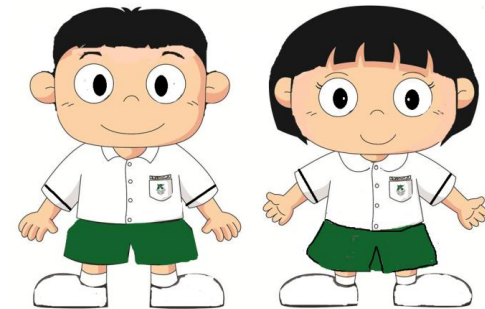


SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a useful reference point for parents and students to consider secondary schools.
- Parents and students are encouraged to use this information, together with other factors such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- Parents and students may consider DSA-Sec as an alternative admission pathway to access their preferred secondary school.



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CONSIDERATIONS FOR CHOOSING A SECONDARY SCHOOL

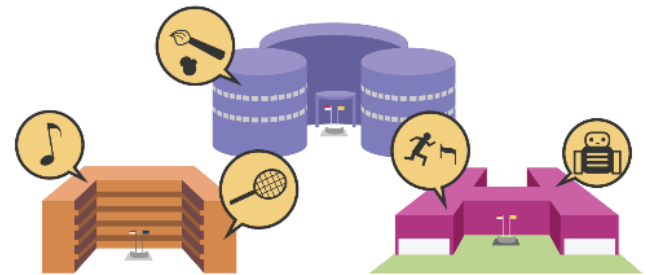
When making school choices in order to find a school that would help the child learn and thrive best:

CONSIDER



YOUR CHILD'S LEARNING NEEDS

AND



WHAT SCHOOLS CAN OFFER



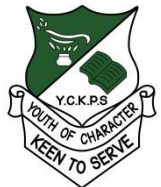
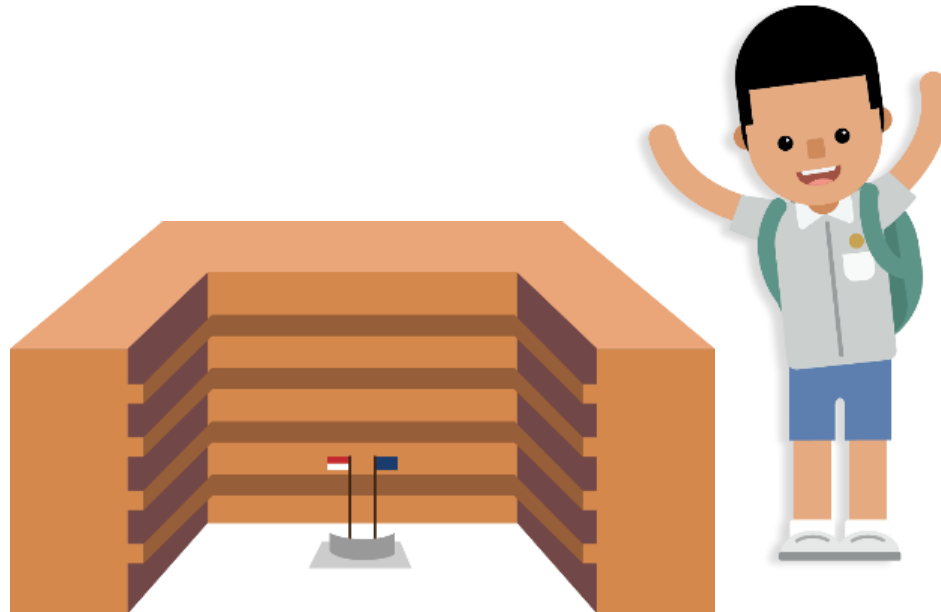
CONSIDERATIONS FOR CHOOSING A SECONDARY SCHOOL

Consider your child's strengths, interests and abilities

- **Discuss the options with your child, with the following considerations:**
 - **School culture:** What is the school's culture and ethos?
 - **Programmes, subjects and CCAs offered:** Can the school support and develop your child's interests, strengths and abilities?
 - **Location and transport options:** Is it too far from home? How will your child get to school?
- **Shortlist schools that offer programmes that cater to the child's strengths and interests, and that provide suitable learning environments**
 - Refer to SchoolFinder and the MySkillsFuture Portal for information on the schools' location, school type, CCAs, programmes and subjects they offer to shortlist schools that meet your child learning needs. Refer to the secondary schools' websites and visit their open houses.



HOW S1 POSTING WORKS



CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students continue to have **six choices** in selecting their secondary schools.
- Students will be posted to a secondary school based on **academic merit**, **i.e. PSLE Score**, and their **school choice rank order**.
- If two students with the same PSLE Score vie for the last remaining place in a school, the following tie-breakers will be used in the following order:

1. CITIZENSHIP

2. CHOICE ORDER OF SCHOOLS

3. COMPUTERISED BALLOTING

- The new tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers

in the new S1 Posting System

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

Jane

Singapore Citizen

16 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch ...
- 3) Sch ...
- 4) Sch ...



Bryan

Singapore Citizen

20 pts

SCHOOL CHOICES:

- 1) Sch B
- 2) Sch ...
- 3) Sch ...
- 4) Sch ...



Mary

Singapore Citizen

20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch C
- 4) Sch ...



Alan

Permanent Resident

20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch D
- 4) Sch ...



Rina

Permanent Resident

20 pts

SCHOOL CHOICES:

- 1) Sch A
- 2) Sch B
- 3) Sch D
- 4) Sch E



➤ Students with better scores will be posted first

Jane has a better PSLE score. She will be posted first, to **School A**.



Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

➤ Tie-breaker #1: Citizenship

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

➤ Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.



Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

➤ Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

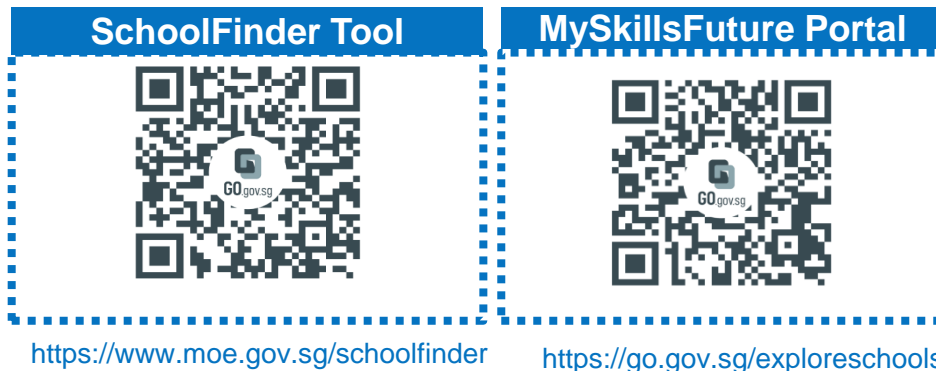


INDICATIVE PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS



INDICATIVE PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- The **indicative** PSLE Score range of a school serves as a guide for students and parents to shortlist school choices that would best fit a student's educational needs. This should be considered alongside other factors, such as the school's programmes, culture, ethos, Co-Curricular Activities, and proximity to home.
- The indicative PSLE Score ranges for individual secondary schools will be made available on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>.



SAMPLE PRESENTATION ON MOE'S SCHOOLFINDER

Secondary School

School code:

Indicative PSLE Score range of 2020

	Affiliated	Non Affiliated
Express	-	14-19
Normal Academic	-	21-25
Normal Technical	-	25-28

Subject offered

Students will have to attend Tamil Language lessons after school at the nearest Tamil Language Centre.

- Basic Chinese Language
- Computer Applications
- Design & Technology
- Elements of Business Skills
- English Language
- Mathematics
- Basic Malay Language
- Science
- Social Studies
- Art
- Chinese Language
- Geography
- History
- Literature in English
- Malay Language
- Nutrition and Food Science
- Principles of Accounts
- Science (Chem, Bio)
- Science (Phy, Chem)
- Humanities (Ss, Geography)
- Humanities (Ss, History)
- Additional Mathematics
- Biology
- Chemistry
- Food & Consumer Education
- Higher Chinese Language
- Physics
- Music
- Physical Education

Elective and Programmes

Applied Learning Programme (ALP)

Interdisciplinary

- Project S.H.I.N.E -- An Integrated Student-Centred and Holistic Programme that Develops Innovation and Nurtures Empathy

Learning for Life Programme (LLP)

Sports & Outdoor Education

- SHAPE@BDS: A School of Healthy And Physically Educated Enthusiasts

DSA talent areas offered

Learn more about DSA-Sec.

- Innovation (Girls and Boys)
- Badminton (Girls and Boys)
- Floorball (Girls and Boys)
- Football (Boys)
- Netball (Girls)
- Outdoor Adventure (Girls and Boys)

Co-Curricular Activities (CCAs)

- Badminton (Girls and Boys)
- Netball (Girls)
- Football (Boys)
- Floorball (Girls and Boys)
- Girl Guides (Girls)
- National Police Cadet Corps (NPCC) (Girls and Boys)
- Scouts (Boys)
- National Cadet Corps (NCC) (Land) (Boys)
- National Civil Defence Cadet Corps (NCDCC) (Girls and Boys)
- Chinese Orchestra (Girls and Boys)
- Choir (Girls and Boys)
- Chinese Dance (Girls and Boys)
- Malay Dance (Girls and Boys)
- Concert Band (Girls and Boys)
- Audio Visual Aid (Girls and Boys)
- Environmental Science (Girls and Boys)
- Infocomm Technology (Media Production) (Girls and Boys)

Special needs facilities and resources

- Visual impairment
- Physical disability
- Allied educators

About

School mode: Single session
School nature: Co-Ed School

Contact

Phone: +65 6441 4479
Email: bsss@moe.edu.sg
Website: <http://www.bedoksouthsec.moe.edu.sg>

INDICATIVE PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

The indicative PSLE Score range refers to the PSLE Score of the first and last student admitted into a particular school in the previous year via **S1 Posting**. This shows the range of student profiles who enter each school.

Example

XX Secondary School
Indicative PSLE Score range of 2020

Express	15	20
Normal (Academic)	21	24
Normal (Technical)	25	28

Students who scored better than the school's COP in this particular posting exercise would have been admitted to the school

Indicative PSLE Score of the first student posted into the school in the respective courses

Indicative PSLE Score of the last student posted into the school in the respective courses [i.e. the school's Cut-Off Point (COP)]









USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SAP SCHOOLS



HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE*

- Students' HCL results will be denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

**For more information on the posting advantage to SAP schools, please visit the [PSLE-Full Subject Based Banding \(PSLE-FSBB\) Microsite](#)*



EXAMPLE OF AN SAP SCHOOL'S INDICATIVE PSLE SCORE RANGE

- While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the indicative PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School
Indicative PSLE Score range of 2020

Express	5 (D)	12 (P)
Normal (Academic)		
Normal (Technical)		

Indicative PSLE Score and HCL grade of the first student posted into the school in the Express course

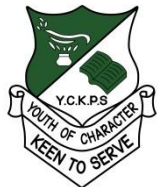
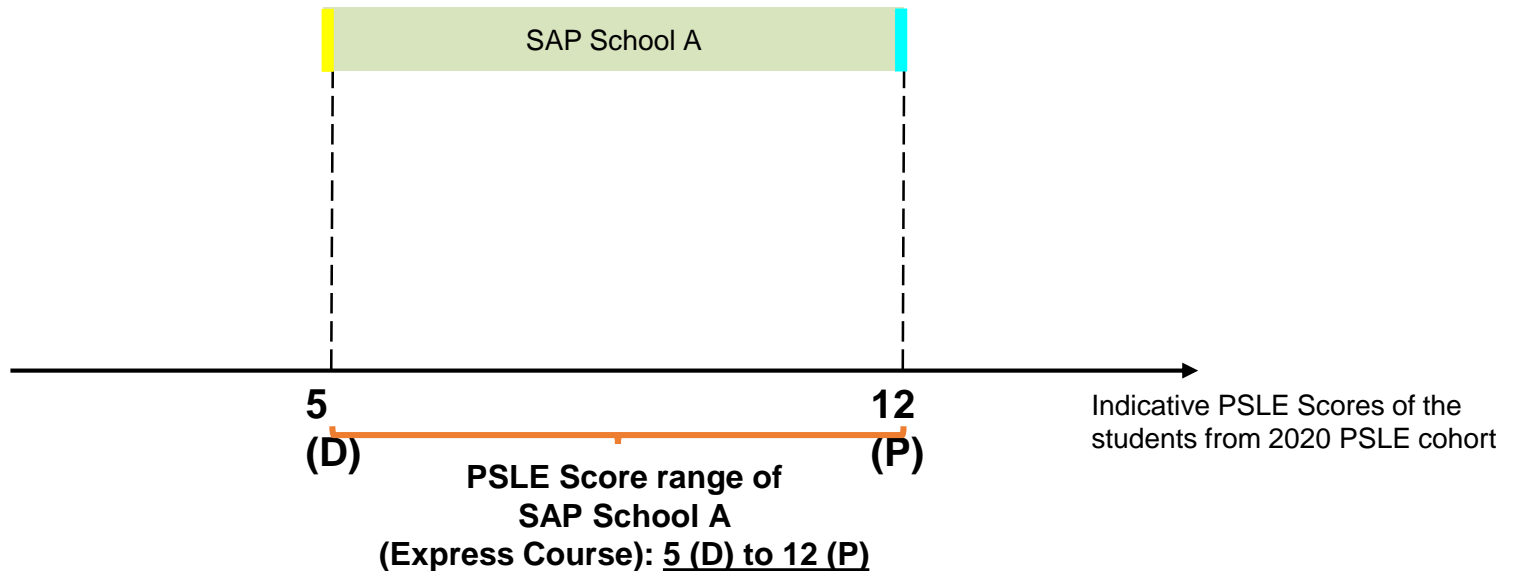
Students who scored better than the school's COP, whether they take HCL, in this particular posting exercise would have been admitted to the school

Indicative PSLE Score and HCL grade of the last student posted into the school in the Express course [i.e. the school's Cut-Off Point (COP)]



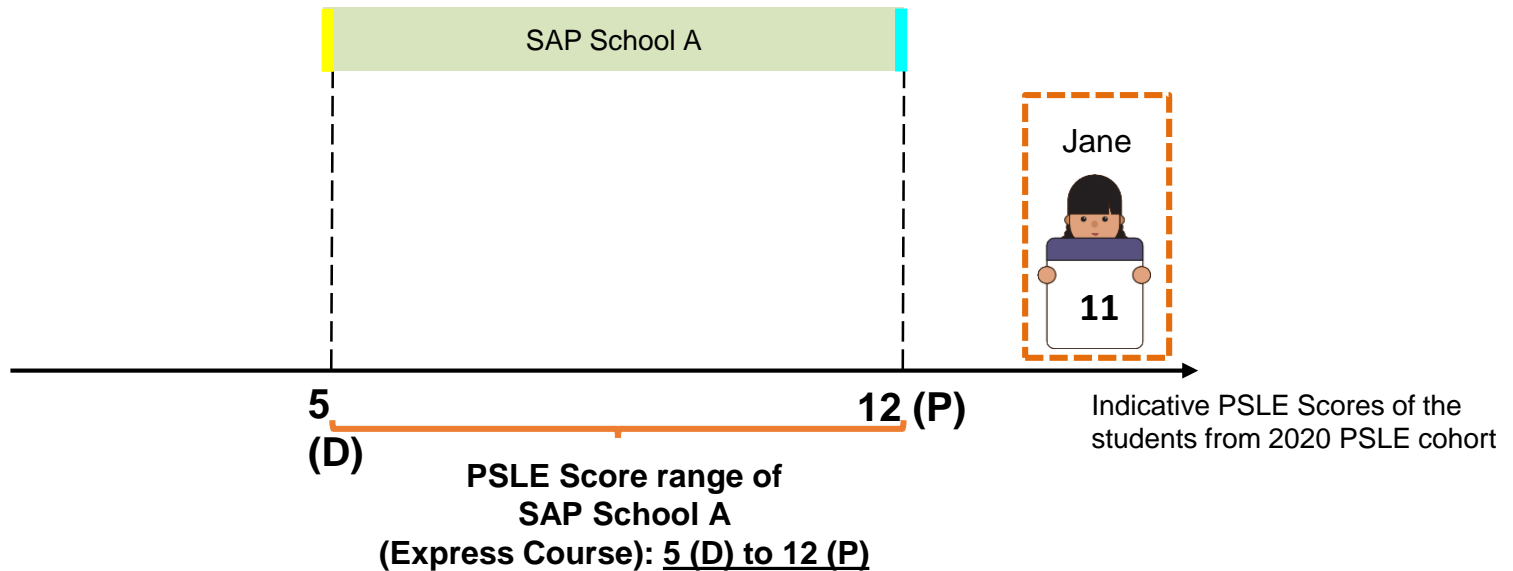
EXAMPLE OF S1 POSTING FOR SAP SCHOOL

In the 2020 S1 Posting Exercise, a child who had applied for an SAP school, and did not take Higher Chinese Language (HCL) in Primary School **would have been admitted if he/she attained a PSLE Score better than the AL COP.**

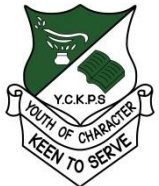


EXAMPLE OF S1 POSTING FOR SAP SCHOOL

For example, Jane, who did not take HCL at PSLE 2020, would have been admitted to the school as she had a PSLE Score of 11.

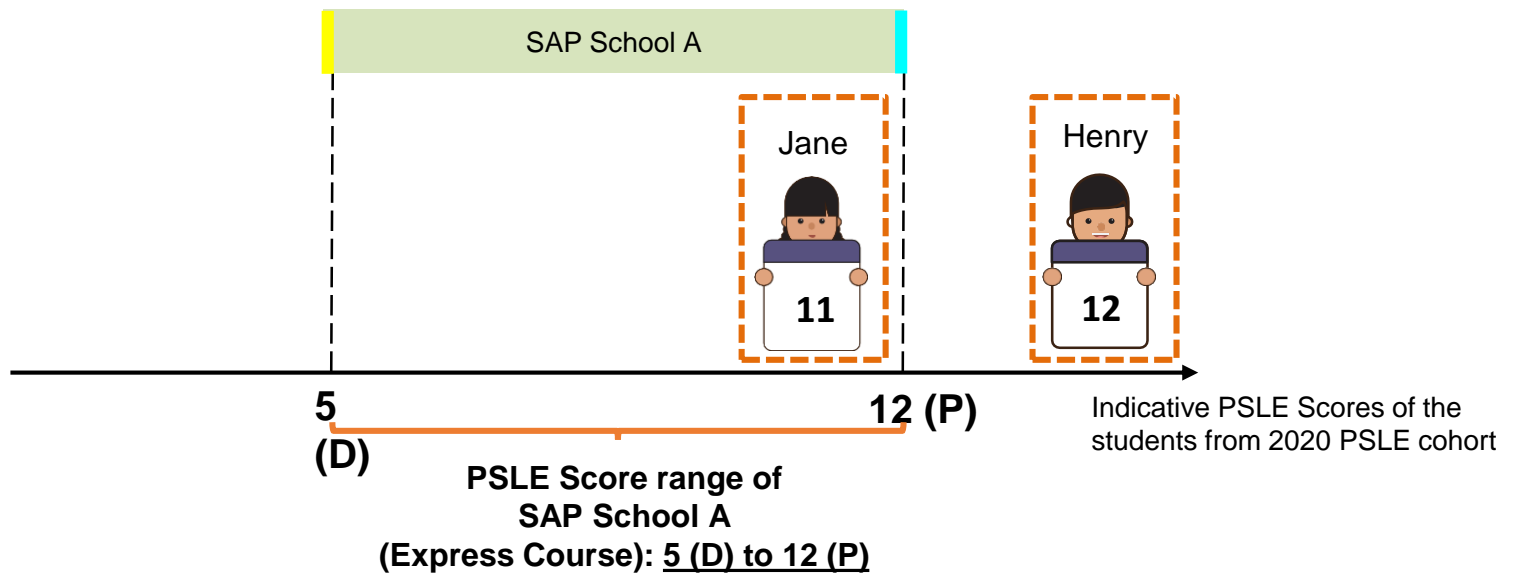


Note:
D = Distinction
P = Pass



EXAMPLE OF S1 POSTING FOR SAP SCHOOL

Henry, who had a PSLE Score of 12, would not have been admitted to the school in the 2020 S1 Posting Exercise as his score was higher than the COP for the school.



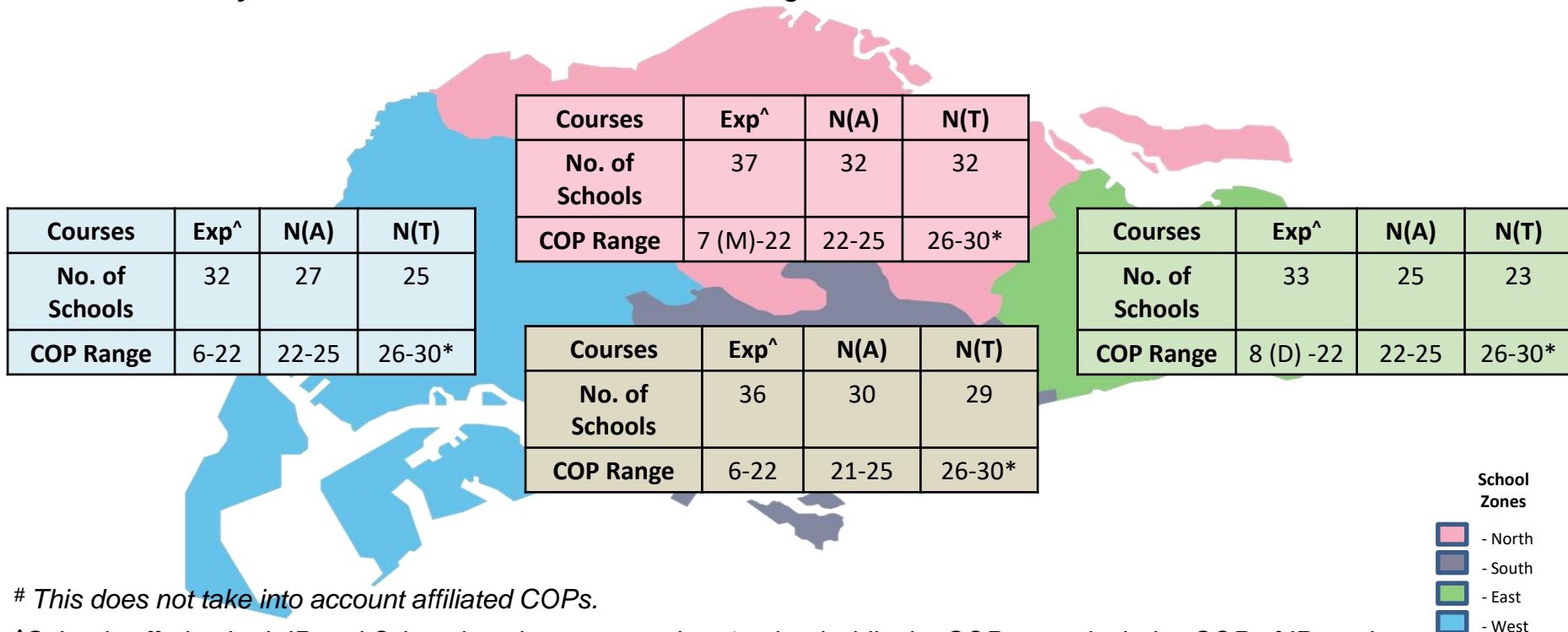
WHAT THE INDICATIVE PSLE SCORE RANGES SHOW

- **With a blunter scoring system, there are fewer possible PSLE Scores. Schools would also be less differentiated by COPs, which will mean that students would have a wider range of secondary schools to choose from. Students therefore do not have to chase the last mark.**
 - There is a good spread of schools with COPs across different PSLE Scores
 - Indicative COPs range from 6 – 30, with no school having a COP of 4
- **Schools' indicative PSLE Score ranges have remained largely stable in recent years.**
 - The ranges may vary from year to year depending on the cohort's PSLE results and their school choices for that year's S1 Posting Exercise
 - Fluctuations of +/-1 AL for AL COPs are typical



GOOD SPREAD OF SCHOOLS WITH A RANGE OF CUT-OFF POINTS (COPS)

- The COP refers to the PSLE Score of the **last student** admitted to a particular school in the 2020 S1 Posting Exercise.
- The COP range indicates the **lowest** and **highest** COP of the respective courses based on the schools in each school zone.
- As COPs **vary from school to school**, the COP ranges would differ across zones.#



This does not take into account affiliated COPs.

[^]Schools offering both IP and O-Level track are counted as 1 school while the COP range includes COP of IP-track.

*This indicates that the last student posted to the school had a PSLE Score better than 30. The school's COP is 30 because the school still had N(T) vacancies after the S1 Posting Exercise. Hence, students with PSLE Score of 30 and had met the eligibility criteria for progression to S1 would have been able to obtain a place in the school if they had chosen the school during the S1 Posting Exercise.

Direct School Admission for Secondary School (DSA-SEC)



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Entering a Secondary School



PSLE / S1 Posting Process

- Based on a student's PSLE score
- Most students enter secondary schools this way

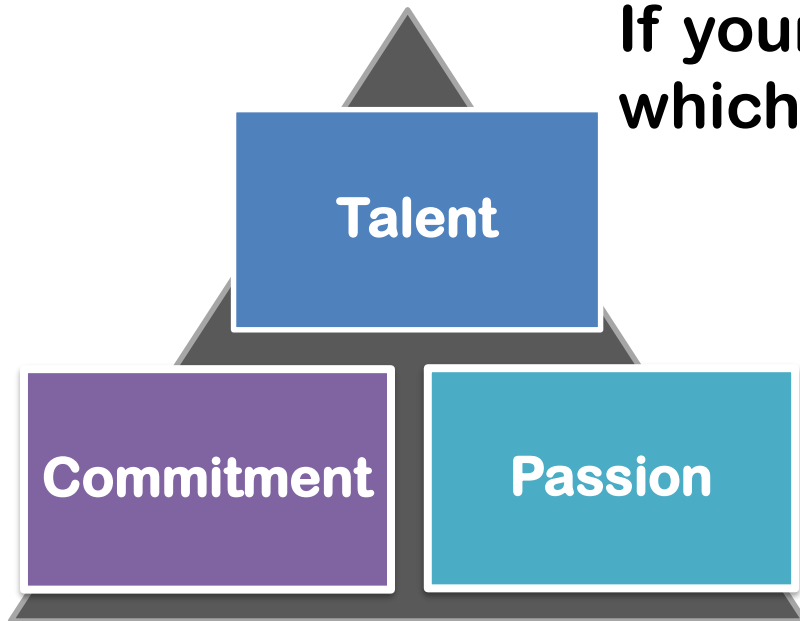


DSA - Sec

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises
- Allows students to access school programmes to develop their talents



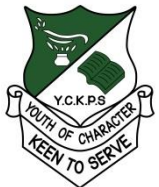
Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



Which school should my child apply to?

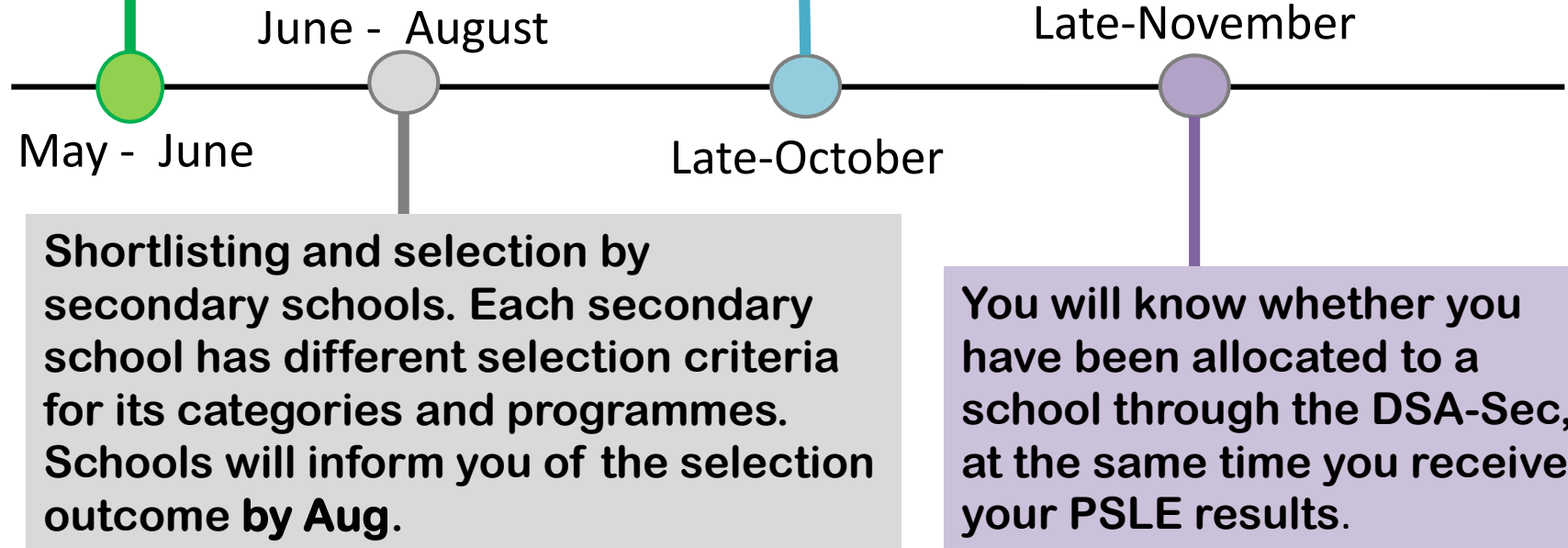
- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website



What is the timeline DSA-Sec?

Apply for DSA-Sec through DSA-Sec Application Portal.

Rank your offers, if you receive offers from multiple schools

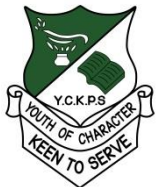


DSA TALENT AREAS

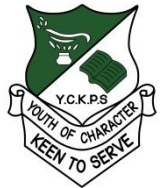
- The list of Talent Areas offered by the secondary schools are made available on <https://moe.gov.sg/schoolfinder>.



<https://www.moe.gov.sg/schoolfinder>

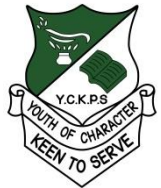


CURRICULUM



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ENGLISH LANGUAGE



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Primary 6 Assessment – Standard English Language

Component	Marks	Weightage
Listening Comprehension (LC)	20	10%
Oral (Reading Aloud + Stimulus-based Conversation)	30	15%
Paper 1 (Situational & Continuous Writing)	55	27.5%
Paper 2 (Language Use)	95	47.5%



Primary 6 Assessment – Foundation English Language

Component	Marks	Weightage
Listening Comprehension (LC)	20	13.3%
Oral (Reading Aloud + Stimulus-based Conversation)	30	20%
Paper 1 (Situational & Continuous Writing)	40	26.7%
Paper 2 (Language Use)	60	40%



English Language Assessment Focus

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">• Continuous Writing: For Standard English: Writing (story or expository) is based on the given theme and at least 1 of the 3 random pictures provided. For Foundation English: Writing (story) is based on a set of sequential pictures leading to a reasonable conclusion.• Situational Writing: Addressing all bulleted points listed with clear and concise language to show <u>Context</u>, <u>Audience</u> and <u>Purpose</u>.



English Language Assessment Focus

Examination Components	Key Assessment Focus
Paper 3: Listening Comprehension	<ul style="list-style-type: none">• Listening for detail and comprehension. Graphic options are given for the first 4 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral	<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.

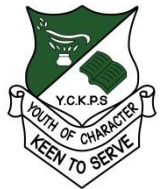


General Areas To Focus

- Vocabulary
- Cloze
- Transformation & Synthesis
- Continuous Writing



MOTHER TONGUE LANGUAGES



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Approach

Vision, Mission

Mastery of the 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

**Interactive
Speaking**

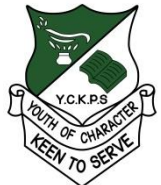
**Interactive
Writing**



Vocabulary

Grammar

**Reading
with
Understanding**



Primary 6 Assessment – Standard Mother Tongue Languages

Component	Marks	Weightage
Listening Comprehension (LC)	20	10%
Oral (Reading Passage + Conversation)	50	25%
Paper 1 (Composition)	40	20%
Paper 2 (Language Use)	90	45%



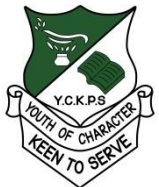
Primary 6 Assessment – Foundation Mother Tongue Languages

Component	Marks	Weightage
Listening Comprehension (LC)	30	30%
Oral (Reading Passage + Conversation)	55	55%
Paper 1 (Language Use)	15	15%



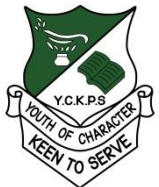
Primary 6 Assessment – Higher Mother Tongue Languages

Component	Marks	Weightage
Paper 1 (Composition)	40	40%
Paper 2 (Language Use)	60	60%

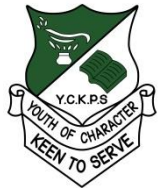


Working in Partnership with Parents

- Show interest in your child's MTL learning experiences and encourage him or her to share them 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 MTL conversations.



MATHEMATICS



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P6 Standard Math Syllabus

Strand 1

Numbers

- Whole numbers
- Fractions
- Decimals
- Percentage
- Ratio
- Rate and Speed
- Algebra

Strand 2

Measurements & Geometry

- Length
- Mass
- Time
- Area
- Volume
- Geometry

Strand 3

Statistics

- Bar Graphs
- Line Graphs
- Tables
- Average
- Pie Charts



P6 Standard Math Exam Format

Paper	Duration	Booklet	Item Type	Number of Questions	Marks
1	1 hour	A	Multiple choice	15	20
		B	Short-Answer	15	25
2	1 hour 30 minutes		Structured or Long-Answer	17	55
Total Marks					100

The use of calculator is only allowed in Paper 2.



P6 Foundation Math Syllabus

Strand 1

Numbers

- Whole numbers
- Fractions
- Decimals
- Percentage
- Rate and Speed

Strand 2

Measurements & Geometry

- Length
- Mass
- Time
- Area
- Volume
- Geometry

Strand 3

Statistics

- Bar Graphs
- Line Graphs
- Tables
- Average
- Pie Charts



P6 Foundation Math Exam Format

Paper	Duration	Booklet	Item Type	Number of Questions	Marks
1	1 hour	A	Multiple choice	20	30
		B	Short-Answer	10	20
2	1 hour		Short-Answer or Structured	16	40
Total Marks					90

The use of calculator is only allowed in Paper 2.



SCIENCE

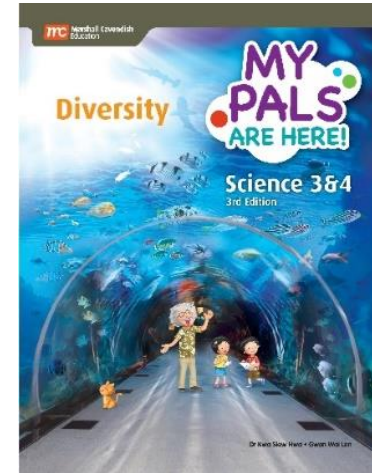


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Science Syllabus

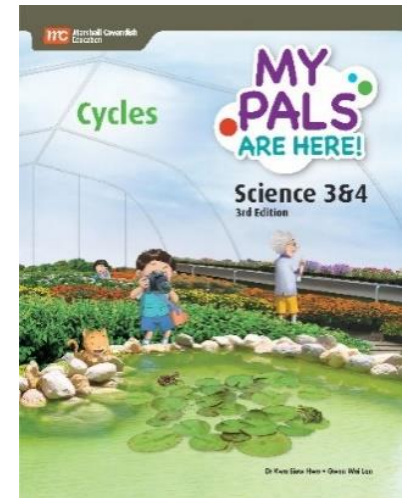
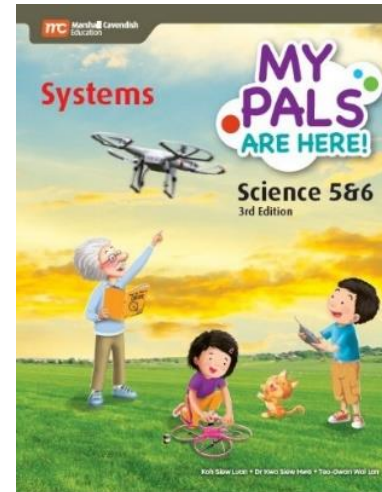
Lower Block

- P3: Diversity, Systems, Interactions
- P4: Cycles, Energy



Upper Block

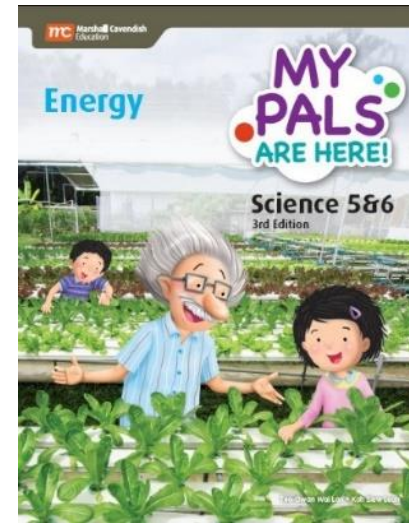
- P5: Cycles, Systems
- P6: Energy, Interactions



P6 Standard Science Topics

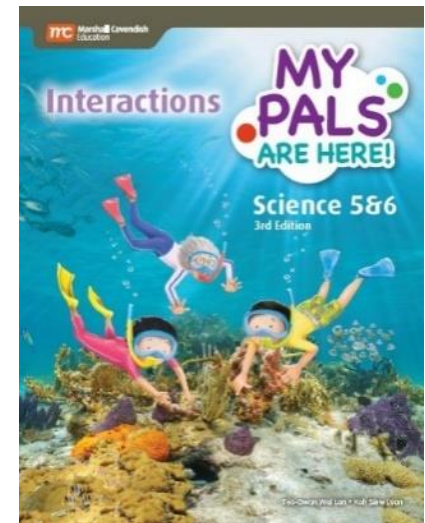
Energy

1. Energy in Food
2. Forms and Uses of Energy
3. Sources of Energy



Interactions

4. Forces
5. Living Together
6. Food Chains and Food Webs
7. Adaptations
8. Man's Impact on His Environment



P6 Standard Science Exam Format

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	28	56
B	Open-ended	12 to 13	44
Total Marks			100

The duration of the paper is 1 hour 45 minutes.



P6 Foundation Science Topics

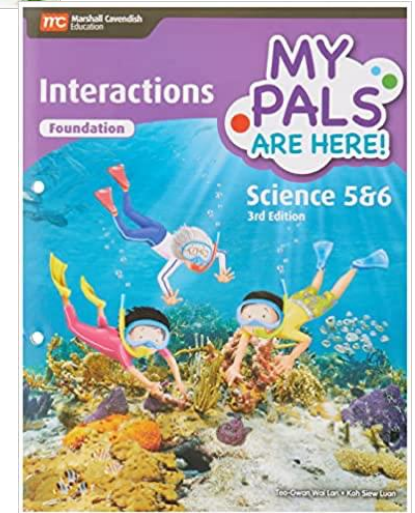
Energy

1. Energy from the Sun



Interactions

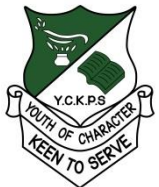
2. Forces
3. Living Together
4. Food Chains
5. Adaptations
6. Man's Impact on His Environment



P6 Foundation Science Exam Format

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	18	36
B	Structured	6 to 7	14
	Open-ended	5 to 6	20
Total Marks			70

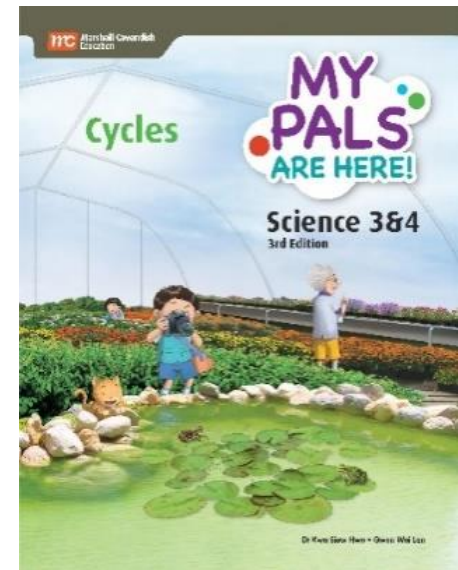
The duration of the paper is 1 hour 15 minutes.



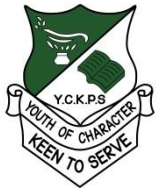
More Challenging Science Topics

Students would need to spend more time to understand and revise these topics:

- Magnets and Their Characteristics (P3)
- Light and Shadows (P4)
- Heat and Temperature (P4)
- The Water Cycle (P5)



ASSESSMENT MATTERS



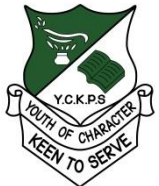
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School-Based Assessment(s)

Assessment	Weightage	Dates
CA1	100	<ul style="list-style-type: none">• Written: 24 & 25 Feb, 28 Feb - 2 Mar
MYE	100	<ul style="list-style-type: none">• Oral: 25 - 27 Apr• Listening Comprehension: 5 & 6 May• Written: 10 - 17 May
Prelim	100	<ul style="list-style-type: none">• Oral: 27 - 29 Jul• Listening Comprehension: 4 & 5 Aug• Written: 18 - 24 Aug

Tentative* PSLE Dates (2022)

- Oral Examination:
Thursday, 11 August – Friday, 12 August
- Listening Comprehension:
Friday, 16 September
- Written Examination:
Thursday, 29 September – Wednesday, 05 October



KEY P6 LEVEL PROGRAMMES



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Key P6 Level Programmes

Term 1

- Class Bonding Activities
- Education and Career Guidance (ECG) Programme – My Skills Future Portal
- Secondary School Series
- Growing Years Programme
- Motivation and Study Skills Series

Term 2

- Secondary School Series
- Motivation and Study Skills Series



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Key P6 Level Programmes

Term 3

- Self- Study Programme

Term 4

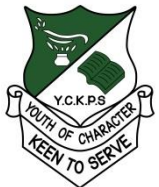
- Post PSLE Activities
 - Secondary Schools Outreach Talks
 - Public Speaking Workshops (EL)
 - ICT Training (Coding/Apple Training)
 - Learning Journeys
 - ePW (Environmental Project Work)
 - Graduation performance preparation
- P6 Art Exhibition
- P6 Graduation



P6 Supplementary Schedule

	Monday	Tuesday
First session (2.00 p.m. – 3.00 p.m.)	P6 EL/FEL/SC	P6 EL/MA/SC/FSC
Second session (3.00 p.m. – 4.00 p.m.)	P6 EL/MA/FMA/SC	P6 MTL/FMTL

- To start on Mon, 17 Jan 2022
- Consent Forms to be sent out this week
- To be returned to Form Teachers by Fri, 14 Jan 2022



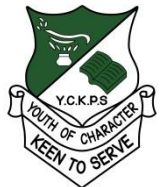
Other Important Dates for P6 Students

June Holidays	22 - 24 Jun
September Holidays	07 - 09 Sep

Supplementary Lessons
8.00 a.m. to 12.30 p.m.



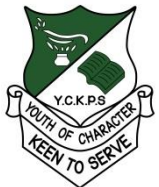
Partnership with Parents



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Guiding towards Effective Motivation & Self-Management

- Have a **talk with your child** about his/her goals or dreams (e.g. Choice of Secondary School, pursuing a sport/hobby/occupation)
- **Discuss the reasons** for the choice of the goals or dreams
- **Explore together** the ways to get to his/her goals
- Work out a **plan of action** with a time line towards the goals



An example for Self-Motivation

“Write Down Goals”

- Helps to commit one towards his/her goals
- Provides clarity of purpose and direction in life



An example for Self-Management

“Work out a weekly time-table planner”

- Write down weekly learning goals by subjects
- Plan for efficient use of time

Figure: Sample of weekly time-table planner

YIO CHU KANG Primary School
My Weekly Study Time-Table Planner

Name: _____ Class: P _____ Date: _____

Subjects	Areas of Improvement / Topics to Learn or Review
ENGLISH	
MATHEMATICS	
SCIENCE	
MOTHER TONGUE	

For this week, I promise to _____

Name: _____ My Hourly Timetable Term _____ Week _____

Date/Time	M _ / _	T _ / _	W _ / _	T _ / _	F _ / _	S _ / _	S _ / _
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

English (United States)



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 7.15am



Caring for Well-Being

Limit Use of Electronic Gadgets

Monitor
Your Kid's
Online
Activity

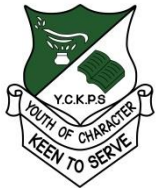


- Excessive use of electronic gadgets is **addictive**
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**



HOW DOES SCREEN TIME AFFECT YOUR CHILD?

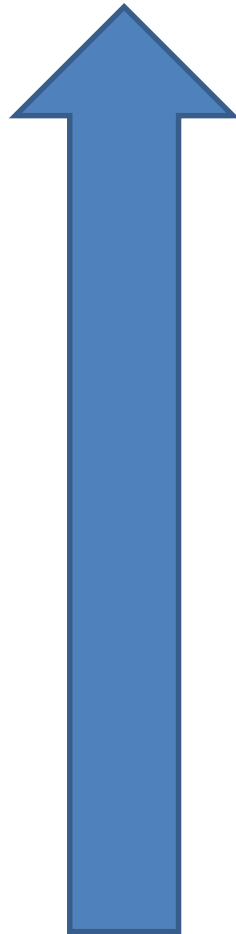
SCREEN TIME FOR DIFFERENT MEDIA CORRELATES WITH DIFFERENT RISKS



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Screen Time for Online Media <-> Risks

**Playing too much
video games**

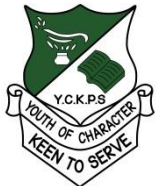


Increased exposure to
violence

Internet Addiction

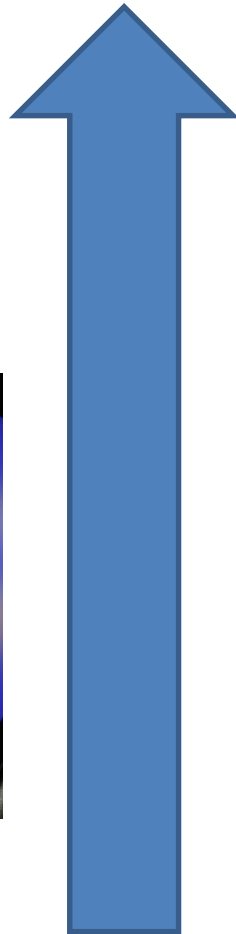
Online Aggression

Online Sexual Activity



Screen Time for Online Media <-> Risks

Social Media & Mobile Messaging

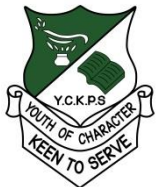


Increased exposure to violence

Internet Addiction

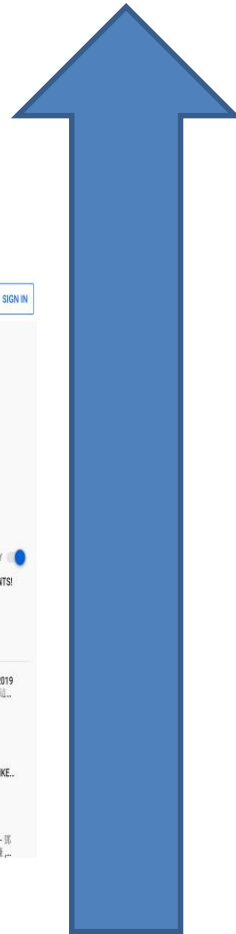
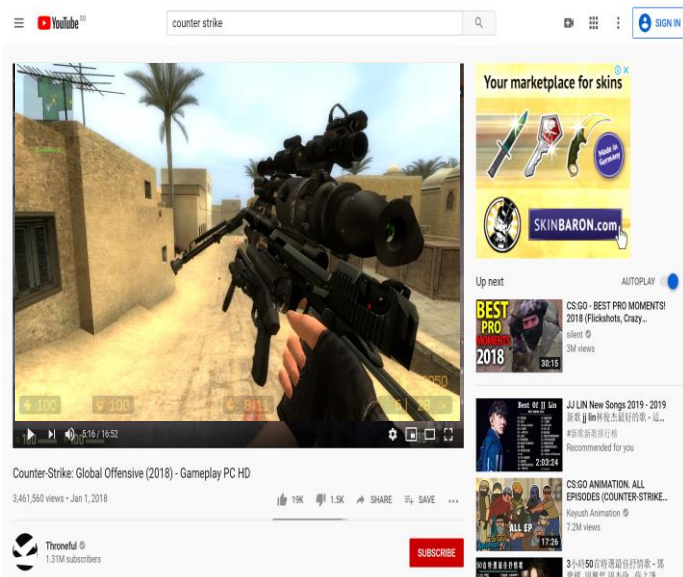
Online Sexual Activity

Multi-tasking during revision



Screen Time for Online Media <-> Risks

YouTube & TV



Violence Tendency
Internet Addiction
Distracted Easily



Symptoms of At-Risk or Addiction

Adapted from

Choo, H., Gentile, D.A., Sim, T., Li, D., Khoo, A., & Liao, A.K. (2010). Pathological Video-Gaming Among Singaporean Youth. *Annals Of The Academy Of Medicine Singapore Vol 39, No, 11 Pp 822-829*

1. School **work suffered**
2. **Skipped sleeping, eating or bathing** to play more computer games / go online
3. Become **restless or irritable** when trying to cut or stop playing computer games / go online
4. **Lied** to family/friends about how much you played or went online
5. Need to spend more and **more time or money** online or on computer games to feel the **same amount of excitement**
6. **Spending less time** with friends and family?
7. **Thinking** about computer games and Internet more and more
8. **Stolen** money to buy virtual items
9. Felt that you **could not stop** play computer games or going online
10. Ever needed to **borrow money** to play games / do something online?

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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**



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 assessment 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, Class Dojo and calls**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



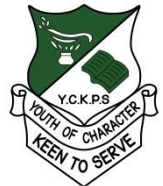
Modes of Communications

Regular Feedback and Communication

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



THANK YOU!



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