



PRINCESS ELIZABETH PRIMARY SCHOOL

PRIMARY 3

PARENT ENGAGEMENT SESSION
2024

WELCOME

Thank you for taking the
time to attend this Parent
Engagement session





AGENDA

1. Introduction
2. Home-School Collaboration
3. School Matters & Student Recognition
4. 2024 Curriculum Highlights
5. Q & A
6. Feedback

2

Home-School Collaboration



School Meals Programme (for Students who are in **FAS**)

- Needy students under SMP are given:
\$7 per day for meals in school canteen during school term
- Meals provided comply with the Healthy Meals in Schools Programme guidelines
- Parents of FAS students under SMP are advised not to provide additional pocket money

Providing support to your child at home



On a daily basis:

- Express care and concern
- Reduce anxiety and stress by providing the child sufficient time for rest and play
- Provide timely and specific praises
- Engage in positive conversations with your child, focus on **what went well.**

Providing support to your child at home

- Encourage your child to be responsible and independent:

(1) Establish Rules

- Set rules together with your child
- Establish a regular time for homework.
- Enforce it consistently

(2) Monitor your child's homework

- Check the Students' Handbook
- Instil a **daily routine** of self-revision at home



Providing support to your child at home

What you can advise your child to do...

- Write down the homework assignments in the Student's Handbook, listing the subjects and due dates.
- Inform the teacher if a task is not understood or if there will be difficulty completing it on time.
- Ensure that homework assignments are brought home to be completed and not left in school.

Providing support to your child at home

How you can help your child ...

- Check the Student's Handbook daily to view the homework assignments for the day.
- Ensure that all assignments are completed by the due date and placed in the homework folder.
- Guide your child to set aside a regular study time and establish good study habits. Remind your child to complete **school homework first then tuition work.**

Providing support to your child at home

How you can help your child ...

- Be mindful not to overload your child with too many out-of-school activities
- Be encouraging and supportive, praising your children for their effort in completing their homework
- Consult the teachers on your child's progress

Providing support to your child at home

How you can help your child ...

- Set aside time every night to read with/for your child



<https://www.straitstimes.com/opinion/parents-want-well-read-kids-but-are-they-themselves-reading>



Providing support to your child at home

How you can help your child ...

➤ Ensure your child has enough sleep

- ✓ Recommended total number of hours of sleep*

	Age Range	Recommended Hours of Sleep
Newborn	0-3 months old	14-17 hours
Infant	4-11 months old	12-15 hours
Toddler	1-2 years old	11-14 hours
Preschool	3-5 years old	10-13 hours
School-age	6-13 years old	9-11 hours

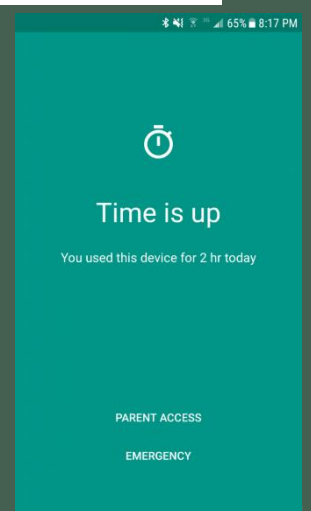
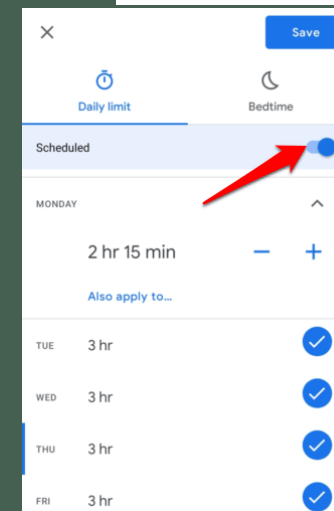
Providing support to your child at home

How you can help your child ...

➤ Screen Time

- ✓ Screen time **should not be a routine part of childcare**
- ✓ Access to devices must be supervised
No access to social media (Instagram/Tik Tok)
- ✓ Limit the exposure duration to devices & avoid screen time 1 hour before bedtime.

- **Family Link App** – helps manage screen time usage & access to apps/sites



Providing support to your child at home

How you can help your child ...

- Cyber Wellness Resources



Parents as Partners



It is important for the students to know that the teachers and parents are in the same team.

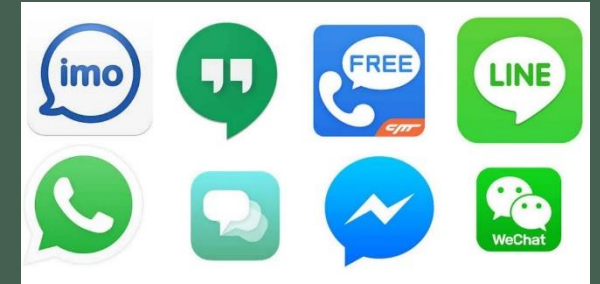
A positive relationship between parents and teachers will result in a happier school experience for the child.

Listen to your child. If you have concerns, avoid reacting. Respond **calmly** and say, "Let me clarify with your teacher".

Communication

Ways of communication between teachers, parents and students to provide feedback on students' holistic development:

- Class Dojo
- Email
- Parents Gateway (PG)



- Keep regular contact with your child's teachers
- Contact us if you have any queries or feedback
- Read all PG notifications

Parents Gateway



- Stay updated on school's programmes and activities
- Be prompt in reading and responding to the notification
- Give consent for your child to attend school activities
- Take note of date, time and venue of an activity and share with your child



School Matters & Student Recognition



2024 School Curriculum Hours

Reporting Time

7.30am

(Be punctual & Have a good breakfast before school!)

Dismissal Time

1.30pm

4pm

(during remedial and CCA days)

Lunch break

1pm to 1.30pm

(on CCA days)



Recess

10am to 10.30am

Snack break

12pm to 12.30pm (15 min)



CCA and Remedial Time

- Remedial lessons (**Mondays / Thursdays**)
2 pm to 4 pm
- CCA - **Tuesdays**
2 pm to 4 pm

Attendance

➤ Absent

- ✓ A Medical Certificate (MC) or parent's letter with valid reason has to be submitted for child's absence
- ✓ Overseas holidays & child's birthday are not valid reason for absence from school during term time

Help develop good habits in your child

Be in school early and do not miss school unnecessarily.

Routines are very important for young students.

Recognising efforts and good character!

Live out our **ASPIRE** core values in all school settings

across all lessons.

Exhibit school
and class wide
expected
positive
behaviours

ASPIRE &
Star
Student
award

ECHA
Award

Character
Excellence
Award

EAGLES
Award

Positive Behaviour Expectations

Self-discipline

- Be ready for lesson
- Hand in homework on time
- Take care of your belongings



Empathy

- Take turns to speak
- Use kind words
- Think for others



Respect

- Listen attentively
- Keep hands and feet to myself
- Use appropriate voice level



GPA

Annual
Good Progress award

EMB

Annual
Edusave Merit Bursary



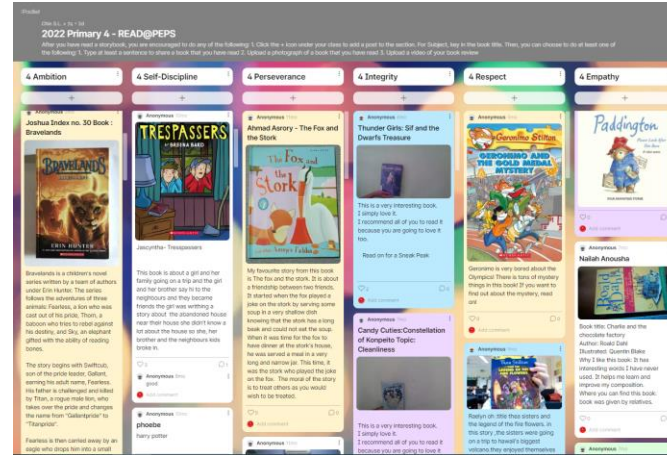
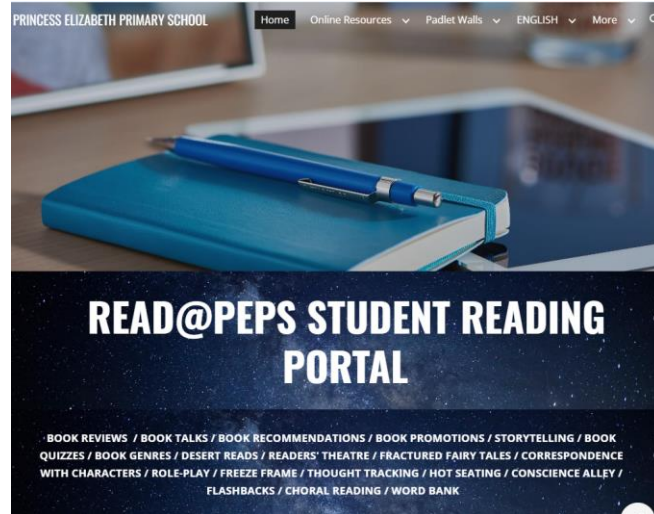
2024 Curriculum Highlights



English @ PEPS

Super Readers Programme

- To widen students' reading repertoire through extensive reading



Princess Elizabeth Primary School



English Department
Super Readers Programme

P1 & P2
2024

Name : _____
Class : _____

Princess Elizabeth Primary School



English Department
Super Readers Programme

P3 & P4
2024

Name : _____
Class : _____

Princess Elizabeth Primary School



English Department
Super Readers Programme

P5 & P6
2024

Name : _____
Class : _____



Language Fortnight cum Characters Alive Day

- To provide opportunities for students to learn the English Language through fun and engaging activities





Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 3



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 4



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 5



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 6 Foundation



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 6



Name : _____
Class : _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 6 Foundation




Name : _____
Class : _____

P2 – P6 Writer's Craft

→ To develop interesting plots using literary effects that will hook the readers

→ To promote the use of Standard English, and hone students' skills in reading aloud and stimulus-based conversation



Princess Elizabeth Primary School
Primary 6 Foundation English
Term 1

Oral Package

TALKOPEES

READING ALOUD

STIMULUS-BASED CONVERSATION

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCI

PFE

- Demonstration
- Play
- Expressiveness

CORES

- Duality
- Dominant's
- Resistant's
- Evidence/our Example's
- Summing up

Name : _____

Class : _____

Mathematics @ PEPS

Mathematics @ PEPS

With problem solving as the core of Singapore Mathematics Curriculum, students can develop in their skills in solving mathematical problems through a range of situations which includes non-routine, open-ended and real-world problems.



Equipping our students with rigorous learning experiences

Mathematics @ PEPS

STEM FEST: Provide opportunities for students to recognise the importance of Science, Technology, Engineering and Mathematics and appreciate its use in addressing real-world problems



An environment for students to be curious about solving future problems

Inspiring students through hands-on activities and an exciting line up of events



Mathematics @ PEPS

Students learn to cultivate an appreciation for the environment and acquire mathematical thinking skills so as to apply them in their everyday lives and for their continuous learning in Mathematics.



School-Home Partnership

Our students do best when schools and parents work hand in hand to support them

Monitor your child's work

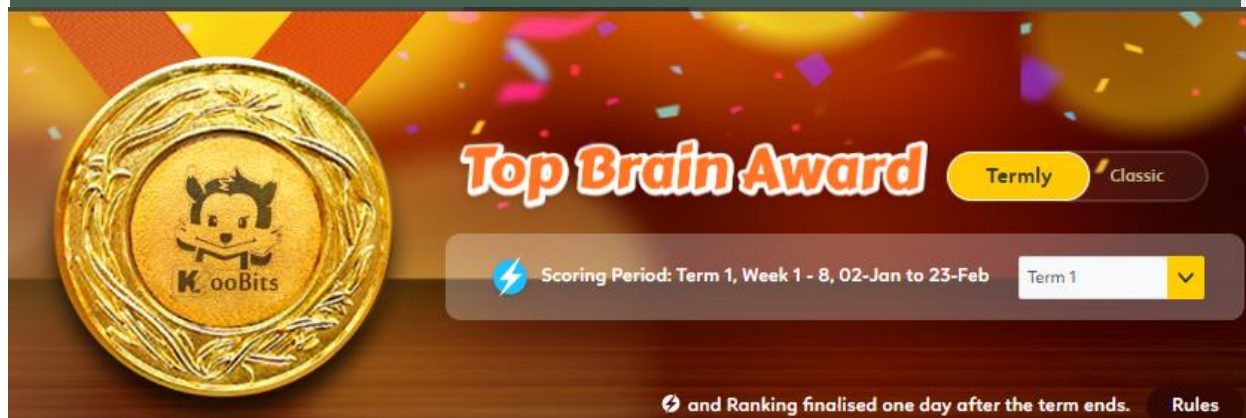
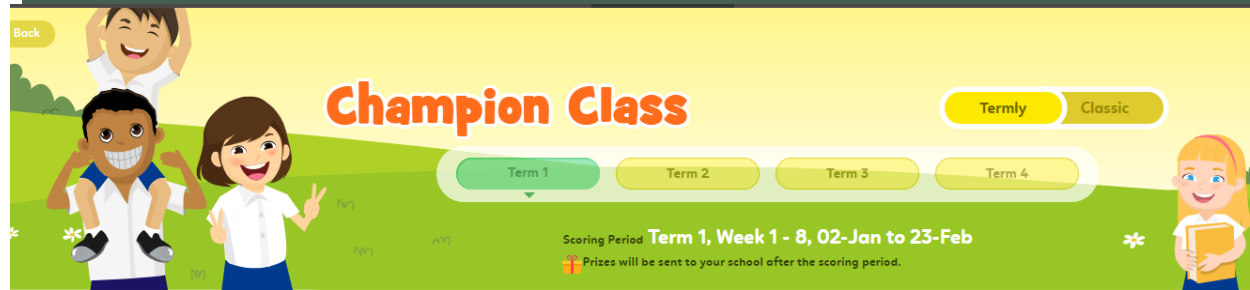
- Have a daily routine of math exercises daily (including revision)
- Ensure timely completing and submission of homework
- Encourage them to check their work for accuracy and not speed.
- Ensure that they have shown you their work and filed it properly to facilitate revision.
- Develop factual Fluency of Basic Math Fact e.g Multiplication and division facts of 6,7,8 and 9

School-Home Partnership

Koobits

- Interactive, fun and engaging way in getting students to master Mathematics
- Promotes self-directed learning

Our students do best when schools and parents work hand in hand to support them



School-Home Partnership

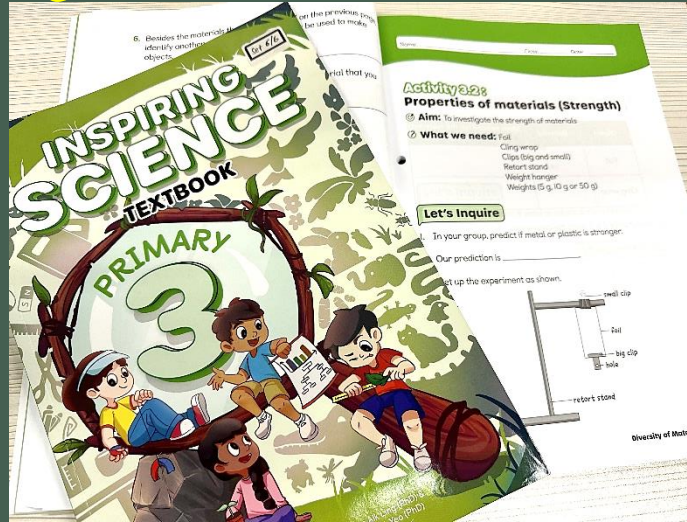
As a pillar of strength and support for your child ...

- Affirm and praise the effort he/she has put in the subject
- Encourage them to approach their math teachers if they encounter any challenges.
- Provide joy of learning via physical or digital math games logic puzzles and math magazines
- Discuss the use of Math in daily life
- Guide them to manage their stress by looking out for any change in behaviour or temperament.

Science @ PEPS

Learning Resources for P3 (2023 Syllabus)

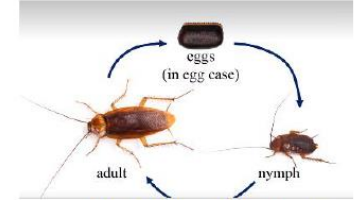
New Textbook and Activity Book
SPARKLE Kits
SLS Learning Experiences



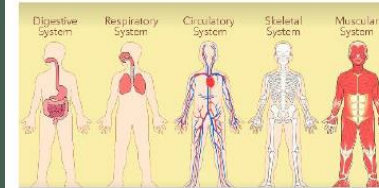
These are some of the newly uploaded resources in SLS for the lower block (P3/4).



Fungi



Life Cycles of Animals



Human Systems



Expansion and Contraction



Think like a Scientist:

Using Claim, Evidence & Reasoning



Claim

(The Answer)

Answer the question or make your choice.

Sentence starters:

I choose ...

I predict ...

I think it is ...



Evidence

(The Clues)

What's the observable evidence from the question/ picture/ data that supports your claim?

Sentence starters:

The data shows ...

The diagram shows ...



Reasoning

(The Whys)

The science concepts that you have learned that shows how the evidence supports your claim.



Think like a Scientist:

Using Claim, Evidence & Reasoning



CER applied in the learning of classification of given animal

- In groups of four,
 - observe the evidence in the case file on SLS,
 - apply your knowledge of classification of living things,
 - decide which group animal P belongs to, and
 - reply to Belle.



Observe animal P's characteristics. Which group of animals has similar characteristics as animal P?

- Complete the letter below and explain your science team's decision.

Dear Belle,

We have observed animal P carefully. We think that it

should be classified as Claim (group of animals)

This is because Evidence

(evidence observed)


We hope to work closely with you and decide on its classification together!

Hope to hear from you soon.

Science team _____

CER applied when answering open-ended assessment items

4. Devi wants to make a raincoat to keep herself dry during rainy days.



(a) Tick (✓) the material which is suitable for making the raincoat.

Material	Suitable
Metal	
Plastic	✓
Wood	

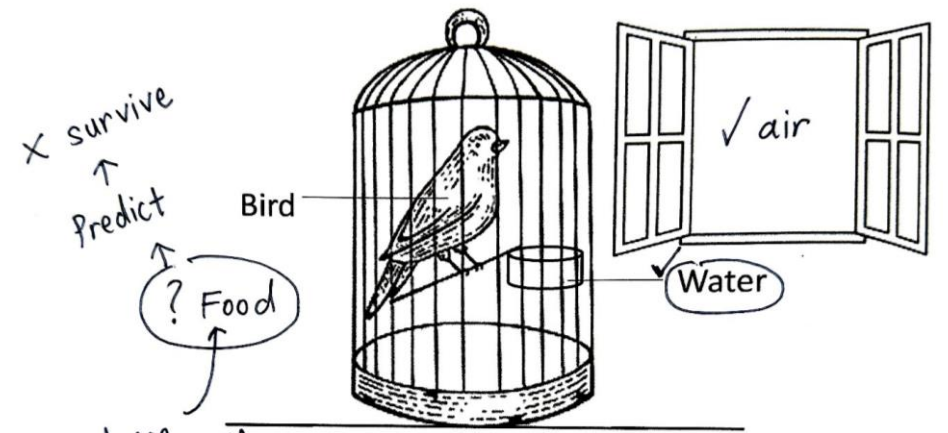
Claim Evidence Evidence

(b) Give two reasons why the material in (a) is suitable.

Reason 1: Plastic is waterproof. It does not absorb water, so Devi can keep dry.

Reason 2: It is flexible. It can bend easily and fit onto her body.

Sam placed his bird in a cage.
He provided some water and the cage was left by the window.



= Evidence from diagram

Does it have air, food and water?

Yes? Sam said his bird would survive.
No? Do you agree with Sam?
Give a reason for your answer.

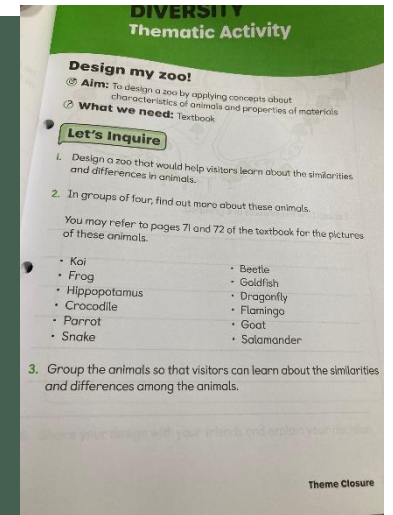
Claim: No.

Evidence: The bird has no food.

Science Learning Journey in Singapore Zoo

*Infused into P3 Signature Programme:
1D Outdoor Experience*

Students observe and compare
characteristics and behaviours of animals
in the different groups.



Experience STEM in School!

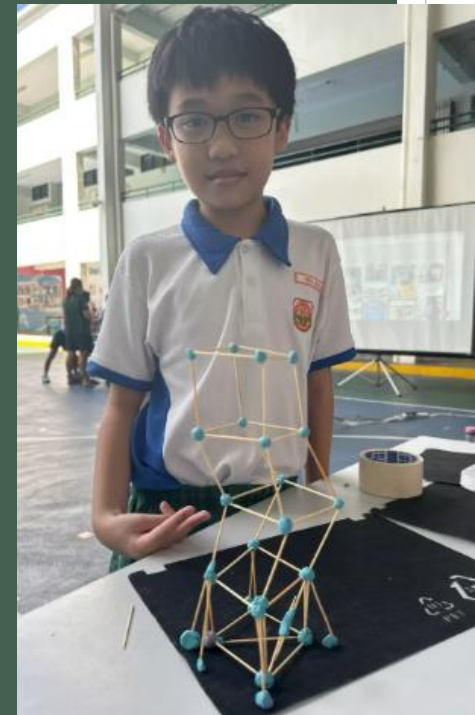
In Philippines, children who cross rivers on their way to school.

How might we use Lego
to build our boat so that it floats on water?



Turkey-Syria Quake

How can we use toothpicks and
plasticine to make stable structures?



MTL @ PEPS

Modeled Sustained Silent Reading 身教式持续安静阅读

15 minutes read

One period per week
(15 minutes read, 15 minutes share.)



- Students are allowed to take charge of their own reading.
- They are free to choose books that interest them, instead of being assigned specific books to read.
- The classroom is quiet for 15 minutes. The teacher is sitting at his/her desk reading a book of his/her choice. Each student in the class is sitting at his/her desk, silently reading a book of choice.
- Students form their reading habit by regular immersion in a conducive environment for individual silent reading during curriculum time.



Teachers:

- Dedicate regular reading time and physical space;
- Provide students with sight selection of books - books chosen are based on personal interest and difficulty levels.
- Model joyful silent reading during MSSR;
- Allow students to make decisions for their own reading choices;
- Encourage students to read whenever they have free time, e.g. during change of periods.
- Not to dictate the books children read, tell or force students to finish any books;
- Not to ask students to submit book reviews.

Students:

- Choose suitable books (based on personal interest, difficulty levels) for reading;
- Read a book of their choice for 10-15 min regularly to form reading habit;
- Complete simple recording of books read.

Jawi

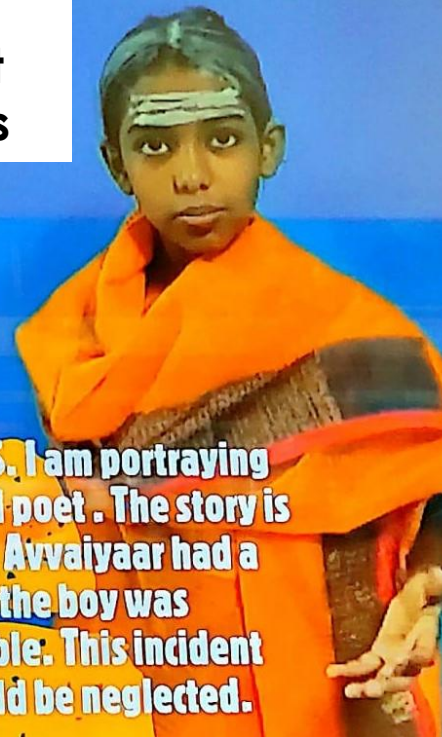
Language Fortnight

Joy of Learning,
Language comes Alive!

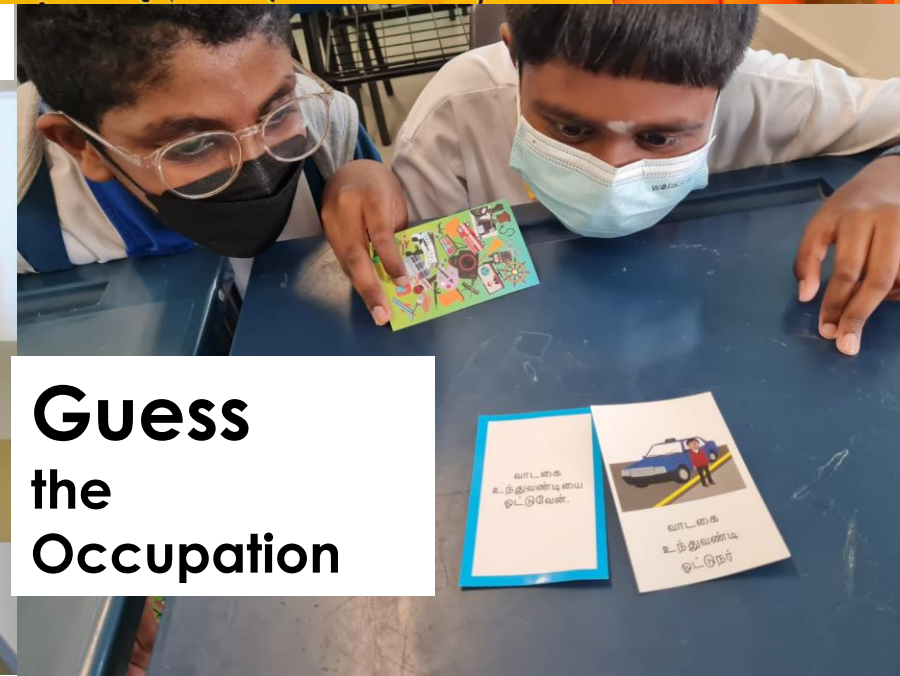


Portrayal -
Avvaiyaar, the Tamil Poet
Recitation of Tamil poems

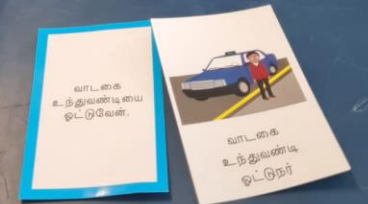
My name is Devadhaardhni from 4S. I am portraying the character of Avvaiyaar the Tamil poet. The story is about how a young boy tricked her. Avvaiyaar had a momentary pride and thought that the boy was illiterate and she was knowledgeable. This incident made her realise that nobody should be neglected.



Watch a Movie - Portray the Characters - Freeze Frame!



Guess
the
Occupation



Talk@PEPS

Active Learner, Proficient User, Concerned Citizen

Contemporary Issues
Discussions
Opinions / Point of View
Reflections

Padlet

Princess Elizabeth Primary School • 6 • 8mo

2022 P6 CL TALK@PEPS

第四课《珍珠项链》

6CL1

Anonymous 11mo

良心小巷



Video • 06:53

InShot_20220224_160445048

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Add comment

Anonymous 11mo

问题二、三

<https://tinyurl.com/6cl1empathy>

0

Add comment

6CL2

Princess Elizabeth Primar... 8mo

如果你是母亲，你是否会再给偷东西的女孩一次机会/你会报警？

给她机会：
可能需要钱、每个人都会犯错、会有案底

报警：
以后可能会继续犯错所以一定要报警

0

Add comment

Princess Elizabeth Primar... 8mo

如果学生犯了错，你认为学校应该怎么做？



princess elizabeth primary

6CL2 Conscience Alley

<https://padlet.com/PEPS1/jkhtjqhc94lg6sl>

0

Add comment

6CL3

Anonymous 11mo

亲，你是否会再给偷东西的女孩一次机会/你会报警？



Video • 00:17

trim.3D95993D-B635-459D-98E1-109CA50E825F

Q1 给一次机会

0

1

Princess Elizabeth Primary ... 11mo

如果女孩坐牢(go to jail), 她会很伤心。

Add comment

Anonymous 11mo

6CL4

Anonymous 10mo

良心小巷

天使：
给她一个机会，因为她可能家里有困难，或者生病的母亲，所以需要钱来为家人治病

魔鬼：
不应该给她机会，因为她可能下次会继续偷东西，甚至犯下更严重的错误。她这次会还可能是因为母亲已经发现了，所以不一定是知道自己错了。

0

0

Add comment

+

6CL5

Anonymous 10mo

Q1.如果你是母亲，你是否会再给偷东西的女孩一次机会/你会报警？



Video • 00:18

应该给机会，那么女孩才有机会改过自新。

0

0

Add comment

Anonymous 10mo

6CL6

Anonymous 11mo

Q1.如果你是母亲，你是否会再给偷东西的女孩一次机会/你会报警？



YouTube

Q1 良心小巷

0

0

Add comment

Anonymous 11mo

Q2.你有没有原谅别人或被人原谅的经历，请说一说。



Glossary

Anonymous 11mo

forgiving: 宽容
remind: 提醒
purposely: 故意
warn: 警告
report to the teacher: 报告老师
revenge: 报复
go to jail: 坐牢
trace together token: 合力追踪器
swing around: 甩
reflect: 反省
incorrigible: 无可救药

0

0

Add comment

ji_lin 10mo

6FCL (3月4日进行)

0

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Add comment

ji_lin 10mo

第一题: 6FCL代表发言



MTL BINGO Challenge

Developing Everyday Leader in Learning of Mother Tongue Languages

- Self-discipline Learner
- Complete Daily Tasks assigned
- Learn something new everyday
- Active Learner, Proficient User

நான் என் நண்பர்களிடம் தமிழில் ஒரு கதை கூறினேன்.	நான் விடைவேளையின்போது என் நண்பர்களோடு தமிழில் உரையாடினேன்.	நான் வகுப்பில் ஒரு பாடல் பாடினேன்.
நான் என் ஆசிரியர் கேட்ட கேள்விகளுக்குத் தமிழில் பதிலளித்தேன்.	நான் கிறண்டு தமிழ் கதைப்பத்தகங்களைப் படித்து முடித்துள்ளேன்.	நான் தமிழ்ச் செய்தித்தாளில் படித்த ஒரு செய்தியை வகுப்பில் பகிர்ந்துகொண்டேன்.
நான் வானொலியில் கேட்ட ஒரு செய்தியை வகுப்பில் பகிர்ந்துகொண்டேன்.	நான் என் நண்பர்களிடம் நான்கு விடுகதைகள் கேட்டேன்.	நான் எனக்குக் கொடுக்கப்பட்ட தலைப்பில் ஒரு நிமிடம் தமிழில் பேசினேன்.
நான் ஒரு சமையல் குறிப்பைத் தமிழில் கூறினேன்.	நான் ஒரு விற்பனையாளர் போல் நடத்துக் காட்டினேன்.	நான் தமிழில் ஒரு கவனொட்டி செய்தேன்.

蕭瑜恩 班级: 5C4 日期: 一月十九日

华文课堂挑战 一月任务 (新春特别版)

核心价值观

我 (Ambition): 我对华人新年的传统有了更深入的认识。
心 (Empathy): 我关心身边的人, 并与他们分享快乐。

给朋友送福

唱一首新年歌给人听

把“招财进宝” (招财进宝) 写成一个字

朋友签名: Veron Tan/陈姚恩 日期: 19 January 2022

家人签名: 蕭瑜恩 日期: 19 January 2022

观看与华人新年有关的视频, 并和朋友分享内容

写下/画下你品尝的一道新年美食

我与他人分享快乐

我与姐姐分享美食

我捐出了钱

我给有需要的人

其他: 我捐出了书本给有需要的小朋友

我连了 8/8 条线。

cabaran Bahasa Melayu

Nilai Penggal 1 - 2022

Cita-cita: Saya menetapkan matlamat untuk tahun baharu.

Empati: Saya boleh mengambil inisiatif untuk mengambil berat dan membantu rakan sekelas saya.

Nama: _____ Kelas: _____

<p>Saya dapat menghafal perkataannya dengan mudah.</p> <p>Tandatangan guru: _____</p>	<p>Saya mempelajari perkataan baharu pada penggal ini dan berkonoposi perkataannya dengan rakan saya. (Tunjukkan Buku Bank Kekata kepada rakan.)</p> <p>Tandatangan rakan: _____</p>	<p>Saya sering menghantar kerja, sekolah tepat pada masanya.</p> <p>Tandatangan ketua kumpulan: _____</p>
<p>Saya mengingatkan rakan saya dengan sopan agar bertutur dalam bahasa Melayu.</p> <p>Tandatangan rakan: _____</p>	<p>Saya menonton rancangan atau program berbahasa Melayu.</p> <p>Nama rancangan/program: _____</p> <p>Tandatangan ibu/bapa/waris: _____</p>	<p>Saya membaca bahan bacaan berbahasa Melayu pada penggal ini. (Tunjukkan Buku Rekod Bacaan kepada Guru.)</p> <p>Tandatangan guru: _____</p>
<p>Saya berkonoposi pendapat / jawapan di dalam kelas bahasa Melayu.</p> <p>Tandatangan rakan: _____</p>	<p>Saya bertutur dalam bahasa Melayu dengan ahli keluarga saya.</p> <p>Ahli keluarga saya itu ialah _____</p> <p>Tandatangan ahli keluarga: _____</p>	<p>Saya menetapkan matlamat untuk subjek bahasa Melayu bagi penggal ini.</p> <p>Matlamat saya ialah _____</p> <p>Tandatangan guru: _____</p>

Useful Tools for Learning of Mother Tongue Languages

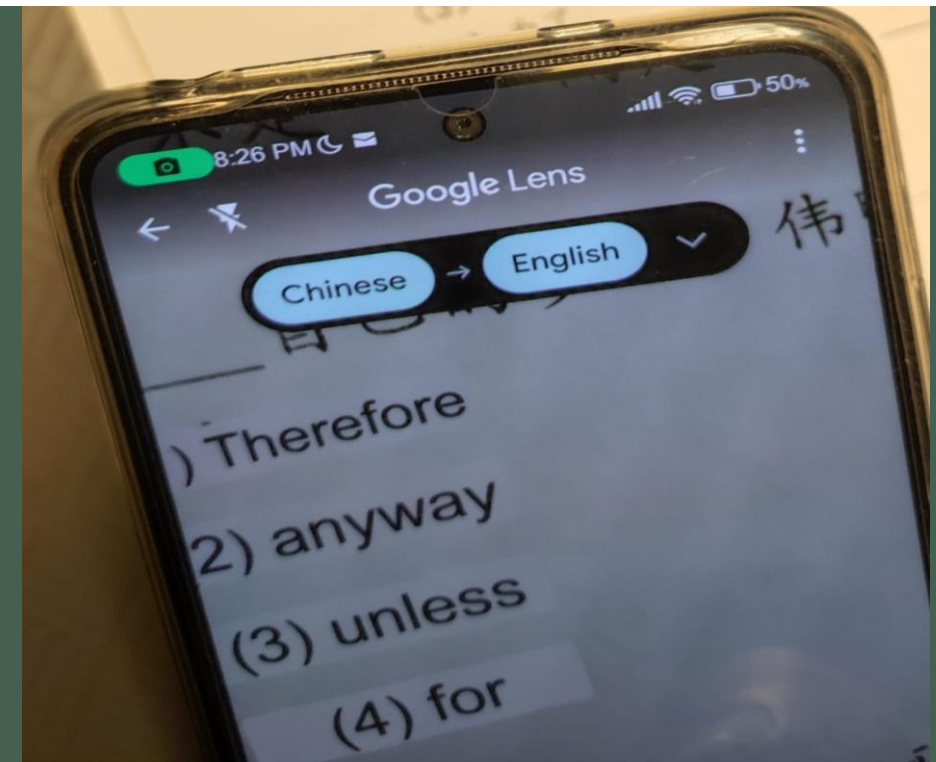
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