



Welcome

Briefing for Primary 2 Parents

2 February 2018

Programme

- Principal's Sharing
- Talent Identification
- Holistic Assessment
- New PSLE Scoring

| Class | Form Teacher | Co-Form teacher |
|-------------------------|--|----------------------------|
| 2 Diligence | Mdm Geetha | Mdm Zheng Li |
| 2 Perseverance | Mrs Tan Yee Min | Mdm Eng Cui Shan |
| 2 Innovation | Ms Asyhikin | Mdm Hu Ya Jing |
| 2 Integrity | Mdm Salinah Sudarmo / Ms Lim Shao Lan | Mdm Kwe |
| 2 Compassion | Mrs Jennifer | Mdm Fauziah |
| 2 Respect | Ms Sakinah | Mdm Leong Lai Pheng |
| 2 Responsibility | Mdm Salina Ali | Mdm Cynthia Ong |

| | English | Mathematics | Chinese Language |
|-------------------------|--------------------------|---|-------------------|
| 2 Diligence | Mdm Geetha | Mrs Lida Teo | Mdm Zheng Li |
| 2 Perseverance | Mrs Tan Yee Min | Mrs Tan Yee Min | Ms Eng Cui Shan |
| 2 Innovation | Mdm Hu Ya Jing | Ms Asyhikin | Ms Leow Choon New |
| 2 Integrity | MS Lim Shao Lan | Mdm Kwe (S1)/ Mdm Salinah Sudarmo (S2) | Ms Li Qin |
| 2 Compassion | Mrs Jennifer | Mrs Jennifer | Mr Kee Loi Seng |
| 2 Respect | Ms Sakinah | Ms Sakinah | Mdm Yang Shi Ya |
| 2 Responsibility | Mdm Salina Ali | Mdm Salina Ali | Ms Guo Ling Lan |
| Learning Support | Mdm Leong Lai Peng (LSE) | Mdm Nadia (LSM) | |

Malay Language Teacher : Mdm Fauziah

P2 Curriculum Hours (52 periods)

| Subject | Number of periods |
|-------------------------|-------------------|
| English Language | 15 |
| Mother Tongue (CL / ML) | 11 |
| Mathematics | 9 |
| CCE | 2 |
| Social Studies | 1 |
| Art | 2 |
| Music | 2 |
| PE and HE | 4 |
| Assembly | 1 |
| FTGP | 1 |
| PAL | 4 |
| TOTAL | 52 |

Mon, Tue, Fri (end at 1.15 p.m.)

- 10 periods a day
- Recess at 10.15 a.m.

Wed, Thu (end at 1.45 p.m.)

- 11 periods a day
- Recess at 10.15 a.m.
- **Snack Break at 12..15 p.m.**

Some Programmes for P2 level

- **English – NLB Reading Programme**
- **Mathematics – Factual Fluency, Math Trail**
- **Learning Journeys –**
 - **National Orchid Garden (Term1)**
 - **Jurong Bird Park (Term 2)**
- **Music – Ethnic Dance**
- **Rainbow Day – Racial Harmony Day**
- **CCA Talent Identification and Development**

Physical Activity and Nutrition: Active and Healthy Living

- Unstructured play can contribute significantly to children's physical, social and emotional development as well as the formation of good habits for active living.
- Schools to provide more opportunities for physical activities in schools
- Parents to sustain healthy habits at home and participate in physical activities and fitness exercise in the community (open spaces, parks, sports recreational centres)

Physical Activity and Nutrition: Active and Healthy Living

- HPB's Healthy Meals in Schools Programme (HMSP) where school canteens will provide healthier food and drinks options for students.
- Ensure that your child has a good breakfast at home before the start of the school day.
- Remind your child to eat during recess
- Provide your child with a snack for snack break on Wednesday and Thursday

Sleep Health: Sleep Well, Live Well

- Greater awareness of the importance and benefits of adequate and quality sleep
- Parents to inculcate good sleep habits and establishing a regular and relaxing bedtime routine for their children.
- Children will learn the health impact of insufficient sleep and tips on good sleep habits.

Mental Well-Being and Positive Relationships

- Believes that school is a safe and welcoming place
- Demonstrates positive attitude towards school activities and school work
- Recognise and manage their emotions
- Develop care and concern for others
- Has good friends in school
- Establish positive relationships (with friends and teachers)
- Enjoys positive class tone and strong class spirit

Raising Resilient and Responsible Children

Allow children to learn to:

- pick themselves up when they fall
- be positive and face up to challenges
- manage differences among fellow school mates
- do things for themselves
- carry out everyday responsibilities
- ask for help for themselves
- make responsible decisions

Class Allocation for Primary 3

6 P3 Form Classes (210 pupils)

- 2 classes (for 80 higher progress pupils, 40 pupils per class)
 - Based on P2 performance in English Language and Maths
- 4 classes (for 130 pupils, about 32 to 36 pupils per class)
 - 2 classes having pupils with lower progress in Maths (pull-out group for Math - ICAN programme)

6 Chinese Language classes ; 1 Malay Language class

- Banded with reduced class size
 - Based on P2 performance in Chinese Language

Semestral Report Card :

- No indication of class or level position
- Subject Mean and Highest Score given for each subject

Partnering Parents

- Parents play a crucial role in supporting our children in a holistic education centred on character development
- Parents and school share the same goal -- to bring out the best in our children.
- Mutual trust and respect are important values to uphold a healthy partnership
- Every Parent a Supportive Parent
- Important for parents to team up with teachers

Team up with Teachers

- Focus on the child and solve problems together as partners.
- When you have concerns, stay calm and seek clarification from the teacher.
- Teachers hope that parents will trust them and believe that they care for the children.
- Showing your appreciation. This will go a long way in cheering teachers and motivating them to do better.
- Children will benefit from the way their parents and teachers model positive interactions to support their school experience.

CCA for P3 – P6 Pupils

Sports and Games

- Basketball (B)
- Badminton
- Floorball (B)
- Table Tennis (G)
- Volleyball (G)
- Rugby (B)
- Sailing

Performing Arts

- Choir
- Chinese Dance
- Malay Dance
- Guzheng
- Guitar

Clubs

- Art Club
- ICT Club
- Drama Club
- STEM Club

Uniform Groups

- Scouts
- Brownies

- * Talent Identification and Development for **Primary 2 (Term 2)**
- * CCA Experience for Primary 3 pupils to select CCA (Term 1 and 2)

Talent Identification and Development (CCA) for Primary 2



Objectives for Talent ID at P2

- To identify P2 pupils who show talent for development in certain CCAs
- To provide an earlier start for identified pupils to pursue their interest through CCAs
- To provide a longer runway for identified pupils to excel in their CCAs

Talent ID - Participating CCAs

Aesthetics

- Guitar Ensemble
- Guzheng
- Chinese Dance
- Choir

Sports

- Floorball
- Basketball
- Badminton
- Volleyball

Talent Identification in P2

- All P2 pupils will go through the identification process in Term 2.
- Conduct by respective CCA coaches/instructors during PAL lessons
- Parents of identified pupils will be informed of the CCA/s that children are identified for. Parents to respond (to the letter)
- Pupils not identified at this stage will participate in CCA Experience in P3 to select their CCA.

Talent Development in P2

- Pupils will join CCA at P2 in Term 3
- Pupils are expected to remain in the CCA
- Monitoring of pupils progress and performance
- Feedback by the teachers, parents and pupils.
- Participation in SYF and SPSSC competitions

THANK YOU