



# Primary 3 & 4

## Parent-Teacher Briefing

# 27 January 2023



# PARENT-TEACHER MEETING

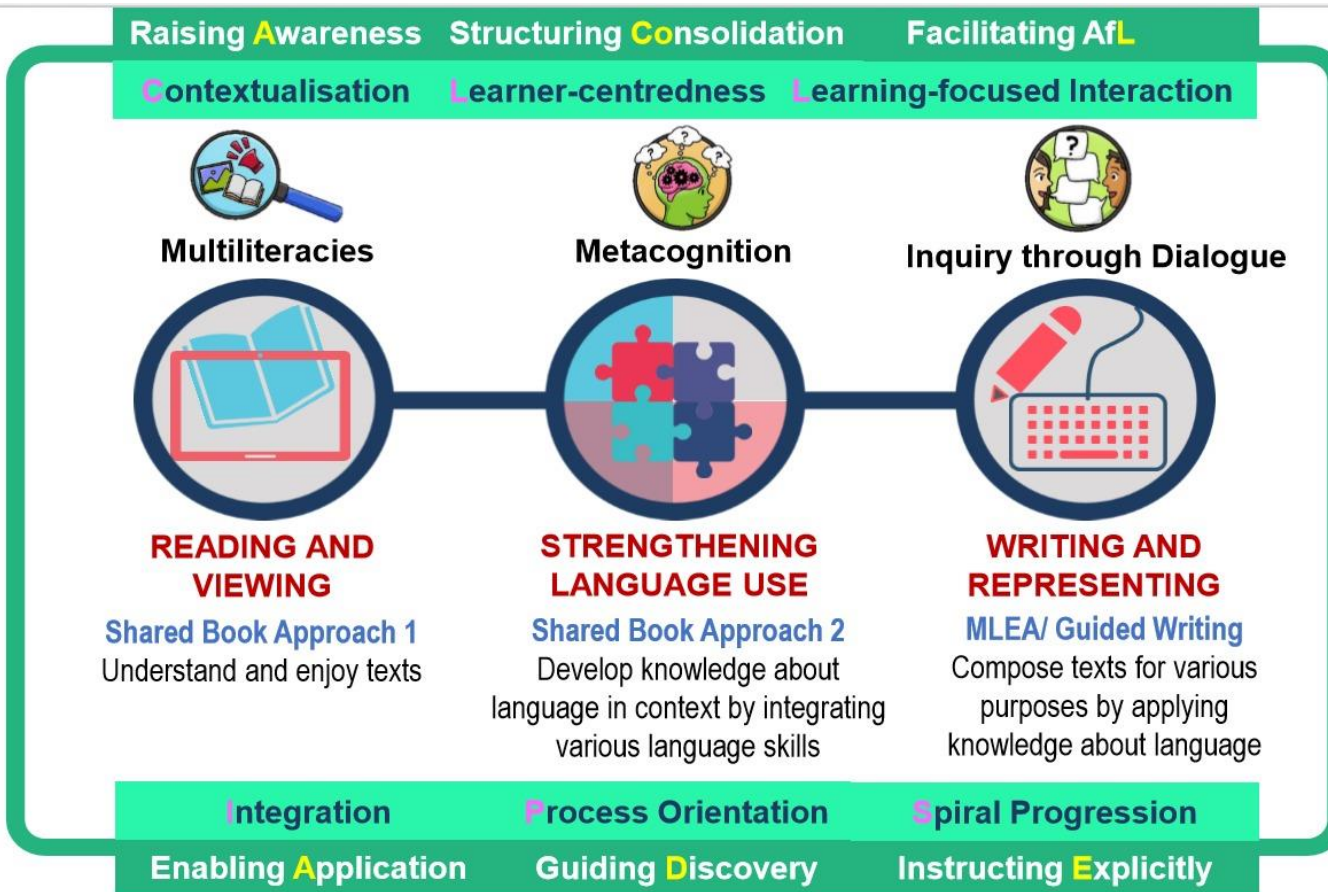


## Level Vision:

**Primary 3: I can work and play in a responsible manner**

**Primary 4: I can confidently and responsibly think for and express myself.**

# ENGLISH LANGUAGE



Guided by:

EL Teaching Processes  
(ACoLADE)

Principles of EL Teaching & Learning  
(CLIPS)

Pedagogical Emphases

whole → part → whole approach



# ENGLISH LANGUAGE SKILLS

## Receptive Skills

- Listening and Viewing
- Reading

## Productive Skills

- Speaking
- Writing

## Language Use

- Grammar
- Vocabulary
- Comprehension

# Social Studies



## 1) Curriculum & Assessment

- Developing informed, concerned and participative citizens
- Assessment – Activity Book, Performance Task, SS Quiz

## 2) Field-based Learning trips & Object-based Learning

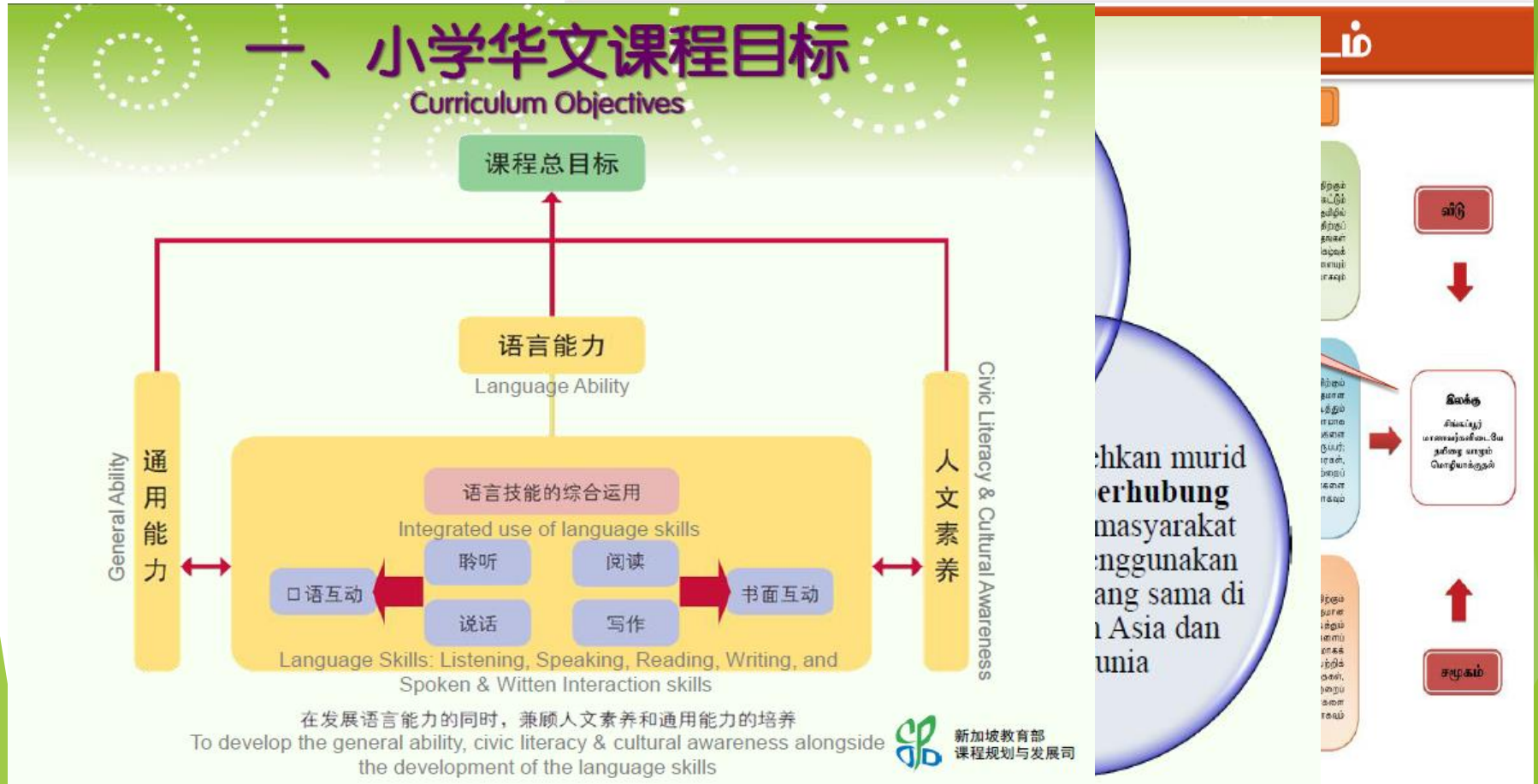
### **P3**

- **FBL:** Sustainable Singapore Gallery (Term 2)
- **ObL:** Water Pump

### **P4**

- **2 FBLs :** 1) Geylang Serai Heritage Gallery (Term 2)  
2) Kreta Ayer Heritage Gallery (Term 2 or 4)
- **OBL:** Kerosene Lamp

# MOTHER TONGUE LANGUAGE



# Offering of HMT Subjects at P3&P4

End of  
P2

- Students who had been consistently performing very well in MTL in P1&2 would have been identified by the respective subject teachers.
- Students have been recommended to offer HMT in P3.

Parental  
options

- Parents of Identified students were invited to attend a briefing by HOD/MTL to get an overview of HMT subjects in P3.
- Parent decide to either opt in or opt out.

Final  
Banding

- School will allow the child to offer HMT in P3 or opt out, as per parental option.
- If performance is consistent throughout P3, they will be allowed to continue HMT in P4.

Points to note :

- Classes will be conducted within curriculum for HCL and outside curriculum of HML and HTL.
- No Weighted Assessment for P3 and P4 HMT



# Offering of HMT Subjects at End of P4

P4 End  
of Year  
exam

- Student to obtain Band 1 or high Band 2 score in MTL.
- Student to obtain not less than Band 2 in EMS.

SBB  
options

- System generated SBB will be given for individual student as per their academic results attained.
- Teacher will use professional discretion to recommend according to the child's academic ability.

Final  
Banding

- Parent will exercise their option for the for their child.
- School will allocate the class-banding as per parental option

## Points to note :

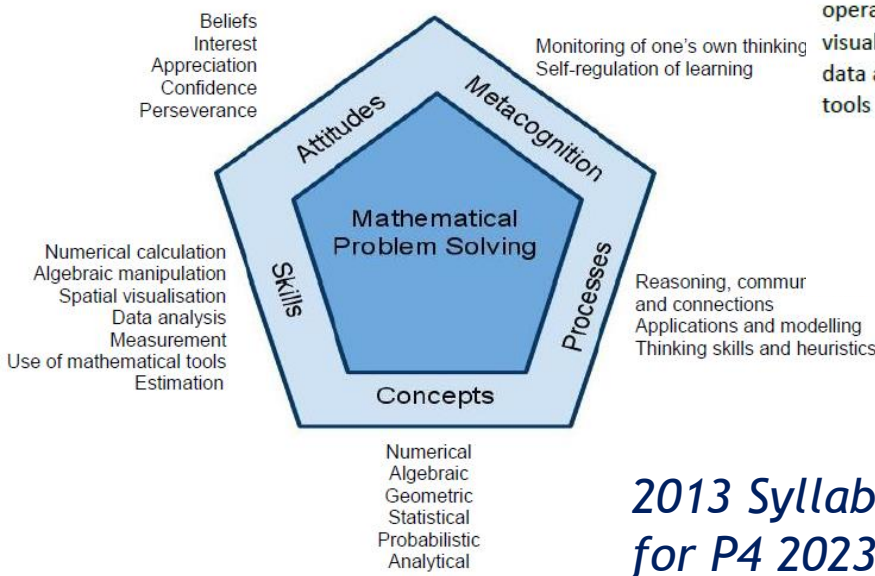
- Classes will be conducted within curriculum for HCL and outside curriculum for HML and HTL.
- There will be Weighted Assessment for P5 and P6 HMT



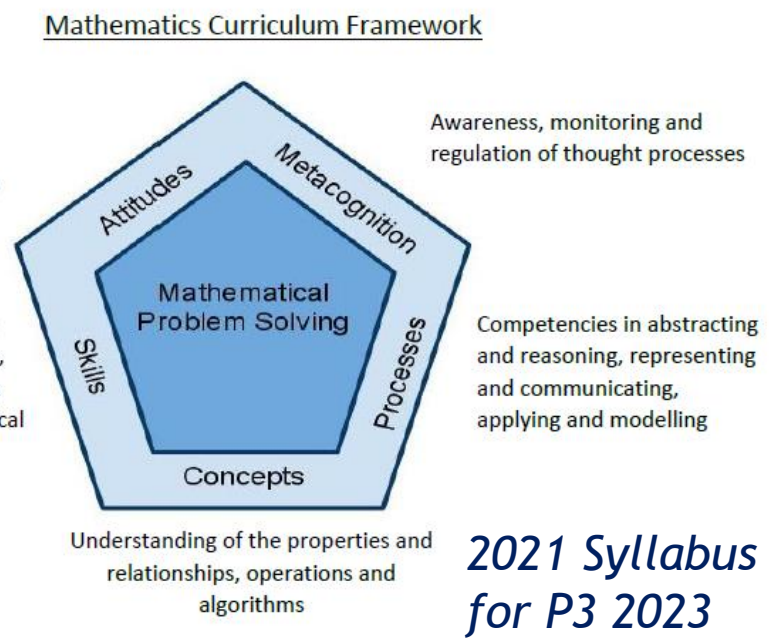




# MATHEMATICS FRAMEWORK



2013 Syllabus for P4 2023



2021 Syllabus for P3 2023



# 2021 MATH SYLLABUS: BIG IDEAS

Diagrams	Measures
Equivalence	Notations
Invariance	Proportionality

# PROBLEM-SOLVING: RACE

## R

## ead



for  
understanding

## C

## alculate



Equation

Working

Answer Sentence

and show your  
working

## A

## pply



a  
strategy

## E

## xit



by  
checking



# 2013 MATH SYLLABUS (FOR P4 2023)

## 2021 MATH SYLLABUS (FOR P3 2023)

► Website:

<https://www.moe.gov.sg/primary/curriculum/syllabus>



PRIMARY ONE		PRIMARY TWO		
<b>NUMBER AND ALGEBRA</b> <b>SUB-STRAND: WHOLE NUMBERS</b> <b>1. Numbers up to 100</b>  1.1 counting to tell the number c 1.2 number notation, representa 1.3 reading and writing numbers 1.4 comparing the number of obj 1.5 comparing and ordering num 1.6 patterns in number sequence 1.7 ordinal numbers (first, second)  <b>2. Addition and Subtraction</b>  2.1 concepts of addition and subtraction 2.2 use of +, − and = 2.3 relationship between addition and subtraction 2.4 adding more than two 1-digit numbers 2.5 adding and subtracting within 20 2.6 adding and subtracting using mental calculation 2.7 mental calculation involving: • within 20 • of a 2-digit number and a 1-digit number • of a 2-digit number and a 2-digit number  <b>3. Multiplication and Division</b>  3.1 concepts of multiplication and division 3.2 use of x and ÷ 3.3 multiplying within 40 3.4 dividing within 20	<b>NUMBER</b>	In summary,		
	<b>SUB-STRAND: WHOLE NUMBERS</b>			
	<b>1. Numbers up to 100</b>	<b>1. Number facts</b>		
	1.1 counting to tell the number c	<b>Level</b>	<b>Number facts</b>	
	1.2 number notation, representation			
	1.3 reading and writing numbers	<b>P1 Term 1</b>	Number bonds up to 10	
	1.4 comparing the number of objects			
	1.5 comparing and ordering numbers	<b>End of P1</b>	Addition and subtraction facts within 20 (up to 9 +9)	
	1.6 patterns in number sequence	<b>2. Addition</b>		
	1.7 ordinal numbers (first, second)	2.1 addition		
	2.2 mental calculation			
	<b>3. Multiplication and Division</b>			
	3.1 multiplication	<b>Primary 2</b>	Multiplication tables of 2, 3, 4, 5 and 10	
	3.2 use of ÷			
	3.3 relationship between multiplication and division	<b>Primary 3</b>	Multiplication tables of 6, 7, 8 and 9	
	3.4 multiplication			
	3.5 mental calculation			
	10			
		3.3 division with remainder		
		3.4 multiplication and division algorithms (up to 3 digits by 1 digit)		
		3.5 mental calculation involving multiplication and division within the multiplication tables		

School Vision: Engaged Learners,

OFFICIAL (OPEN) / NON-SENSITIVE



# Support for Mathematics

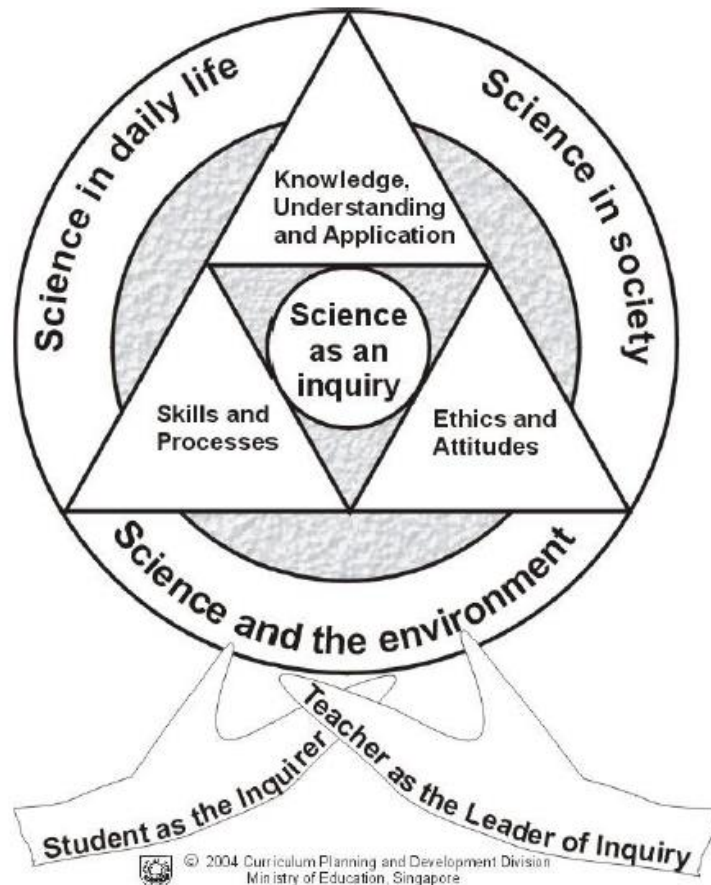


- School subscription
- To promote self-directed learning
- Wide-range of resources covering every topic and learning objectives
- Colourful interface to capture student's attention and interest
- Reward system to motivate students to practice consistently
- Daily set of 10 personalized questions for adaptive learning
- Topical practices for unlimited revision

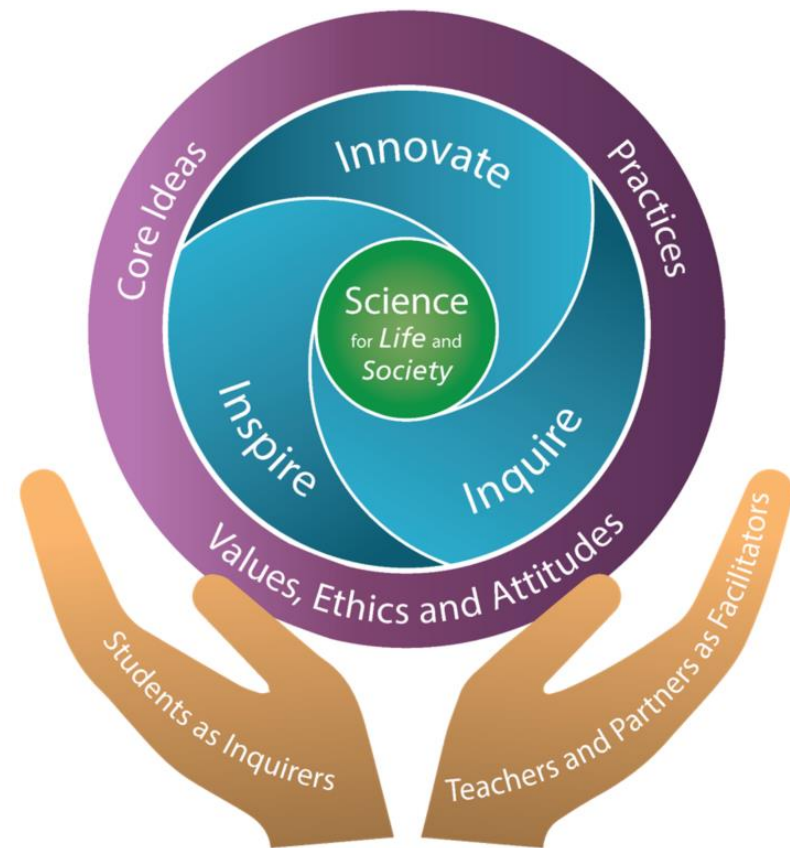
# SCIENCE CURRICULUM FRAMEWORK



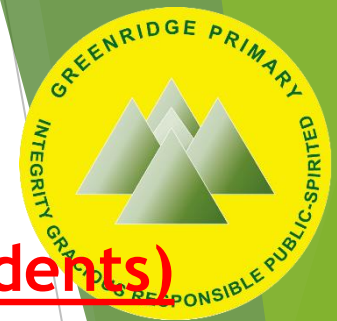
2014 Primary Science Syllabus (P4)



2019 Primary Science Syllabus (P3)

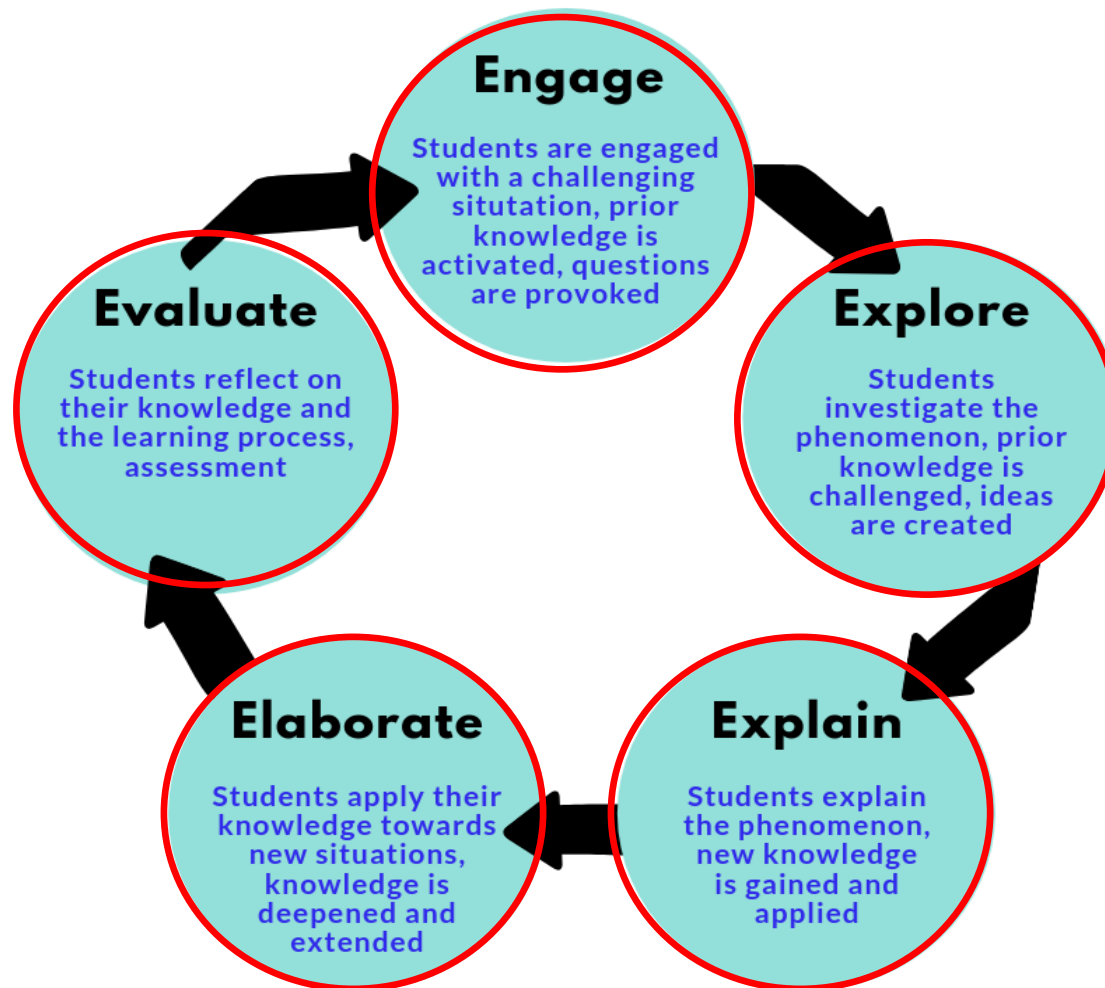






# SCIENCE CORE PEDAGOGY

## 2014 Primary Science Syllabus (2023 P4 Students)



# SCIENCE CORE PEDAGOGY



## 2019 Primary Science Syllabus (2023 P3 Students)

Capture  
ideas and  
interest

Construct  
understanding

Consolidate  
learning

# P3 SCIENCE SYLLABUS



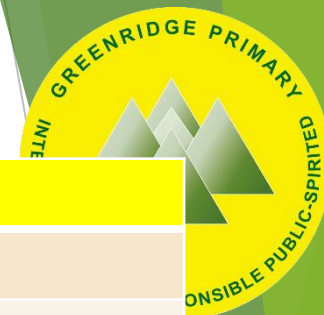
THEMES	LOWER BLOCK - PRIMARY 3
<b>Diversity</b>	<ul style="list-style-type: none"><li>• Diversity of Living and Non-Living Things</li><li>• Classification of Living Thing</li><li>• Diversity of Materials</li></ul>
<b>Cycles</b>	<ul style="list-style-type: none"><li>• Life Cycles of Plants</li><li>• Life Cycles of Animals</li></ul>
<b>Interactions</b>	<ul style="list-style-type: none"><li>• Properties of Magnet</li><li>• Making and Using Magnets</li></ul>

# P4 SCIENCE SYLLABUS



THEMES	LOWER BLOCK - PRIMARY 4
<b>Systems</b>	<ul style="list-style-type: none"><li>• Human system (Digestive system)</li><li>• Plant system (Plant parts and functions)</li></ul>
<b>Interactions</b>	<ul style="list-style-type: none"><li>• Interaction of forces (Magnets)</li></ul>
<b>Energy</b>	<ul style="list-style-type: none"><li>• Energy forms and uses (Light and Heat)</li></ul>

# Subject Programmes



Activities	Date
Junior Science Explorer	Termly
EMS Quizzes	Termly
Global Awareness Programme (The Little Red Dot)	Termly
Avid Reader Programme	Termly
Sony Creative Toys Competition	Terms 1 & 2
English Festival Math & Science Week	Term 2
English Enrichment	Term 2
STEM Enrichment	Terms 1, 2 & 3
MTL Fortnight / MTL Camp Showcasing Oratory Skills	Term 2
Science Practical Assessment	Term 3
English Literature Programme Play Appreciation	Term 3
Math i-Trail	Term 4
Artist in school (Art)	TBC

# Gifted Education Programme Identification Exercise 2023



This is the tentative schedule for the Gifted Education Branch (GEB) Identification Exercise in 2023, as shown below:

STAGE	DATE	PARTICIPANTS	PAPERS
GEP Screening Exercise	17 August 2023 (Thursday)	Primary 3 students enrolled in government and government-aided schools	English Language Mathematics
GEP Selection Exercise	17 & 18 October 2023 (Tuesday & Wednesday)	Primary 3 students shortlisted after the GEP Screening Exercise	English Language Mathematics General Ability



# P3 Physical Education

**Talented Learners Passionate Leaders**

## PE CURRICIULUM

Dance  
Gymnastics  
Sports & Games  
Outdoor Education  
Physical Health &  
Fitness  
Athletics

**P3 SwimSafer  
(TBC)  
Play @ Recess  
Assembly Talks**

**Sports Carnival**





# **P4 Physical Education**

**Talented Learners Passionate Leaders**

**PE Curriculum:**

**Dance**

**Gymnastics**

**Sports & Games**

**Outdoor Education**

**Physical Health &**

**Fitness**

**Athletics**

**P4 SwimSafer**

**P4 NAPFA**

**Play @ Recess**

**Assembly**

**Sports Carnival**



# P3 Art & Craft

## MID PRI

### EXPRESS:

Inquiry, documenting of art processes and mixing of different mediums to create 3D artworks.

LEVEL	PROGRAMMES	FOCUS
P3	Craft Making, Sculpture	EXPRESS: Idea-generation
medium	Pencil, watercolour, craft	

# P4 Art & Craft



MID PRI
<b>EXPRESS:</b>  Inquiry, documenting of art processes and visiting a local Art Museum

LEVEL	PROGRAMMES	FOCUS
<b>P4</b>	Drawing and Printmaking	<b>EXPRESS:</b> Documenting processes and ideas
<b>Medium</b>	Ink, Craft	



***School Vision: Engaged Learners, Caring Leaders***

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# P3 & P4 Art



P3

Exposure: HDB Paper Sculpture Project

P4

Exposure: E-Museum Based Learning

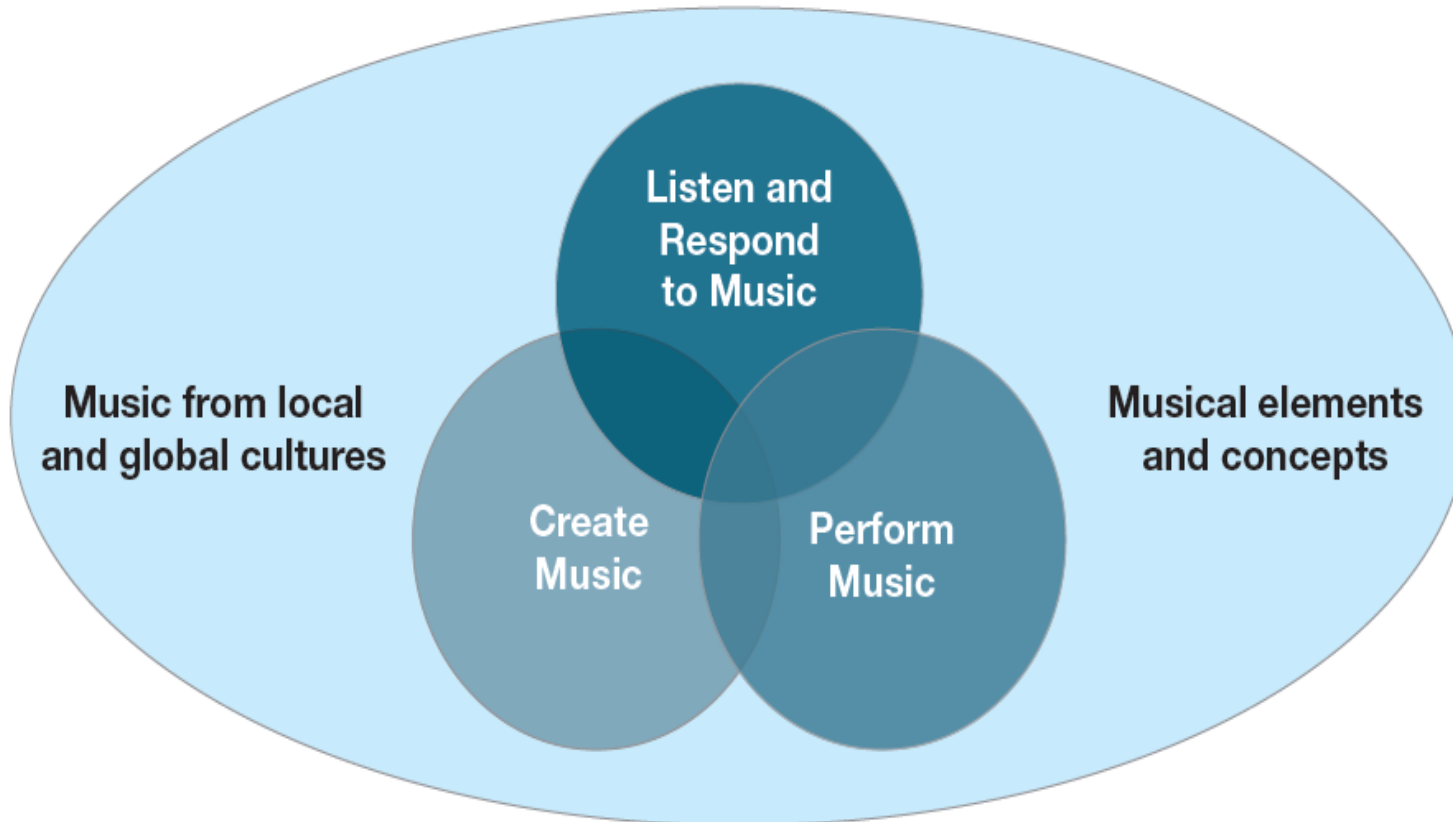
	Seeing	Expressing	Appreciating
Primary 3 – 4	<ul style="list-style-type: none"><li>• identify and differentiate visual qualities</li><li>• gather information from visuals and what they see</li></ul>	<ul style="list-style-type: none"><li>• share ideas and experiences in artworks and through art making</li><li>• explore and experiment different ways to use art materials and media</li></ul>	<ul style="list-style-type: none"><li>• take pride in their own art making</li><li>• discuss artworks using basic art vocabulary (elements of art and principles of design)</li></ul>



# P3 & P4 Music



P3	Main Instrument: Xylophone
P4	Main Instrument: Ukulele



# PAM HOLISTIC ASSESSMENT



## Holistic Development Profile

- Learning outcomes for different learning areas for each PAM subject
- 4 levels of qualitative descriptors (Beginning, Developing, Competent, Accomplished) to indicate student's level of acquisition of learning and application



# Co-curricular Activities



2 Tier CCA model:  
the interested and the talented

**All P3 to P6 students** are strongly encouraged to have a CCA.

## **Personal Growth**

**Talent  
Discipline  
Leadership  
Confidence**

## **Social Growth**

**Integrity  
Gracious  
Responsibility  
Public Spirited**

# Character Education



## **1) CCE (FTGP & MTL) Curriculum**

- Both CCE (FTGP & MTL) Curriculum has been refreshed

## **2) Journey to a True Heart (JTTH) P3 – P6**

- students will be given a 'Values Advocate Card'
- contains activities they can do to display good display behaviour
- a certificate will be given according to their level of attainment.

## **3) Values-in-Action Programme (Buddy Clean Workshop)**

- pupils learn how to keep the classroom clean
- taught how to sweep and mop their classroom
- parents can encourage their children to do some cleaning chores



**Buddy Clean Workshop**



**P3 Field-based Learning Journey**

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# PARENTS' INVOLVEMENT

- ▶ Student Learning Space (SLS)

<https://vle.learning.moe.edu.sg/login>

- ▶ Student ICON (Google Classroom)

<https://workspace.google.com/dashboard>

- ▶ Ministry of Education **Cyber wellness portal** <https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>





# Baseline ICT Programmes



ICT Programmes	Subject	Skill Areas
Learning via SLS	English	Learning with Multimedia
Microsoft Excel	Maths	Learning with Excel
Coding (ALP)	Maths	Logical Thinking Problem Solving
Microsoft Word: Creating a Bulletin Board	Science	Learning with Text
Learning via SLS	MTL	Learning with Multimedia

# CYBERWELLNESS PROGRAMMES



- ▶ Assembly Talks on Cyberwellness & Safer Internet Day
- ▶ Theme would be on Cyber Citizenship and how to cultivate safe relationships on the internet
- ▶ Incorporated into FTGP lessons
- ▶ Video from MOE, *Instant Messaging Little Red Riding Hood*.



# STUDENT WELL-BEING

## Positive Education @ GRPS

(What) ... aims to create a culture of well-being at the heart of quality education



(How) ... teach students life skills beyond the classroom to increase their learning capacity

(Why) ... help them build happy and successful lives

Our Positive Education @ GRPS is adapted from Martin Seligman's PERMA model.

P	Positive Emotions – Experience joy, hope, gratitude
E	Engagement – be in the moment, use your strength to meet challenges
R	Relationship – connect with others; love and be loved
M	Meaning – connect to meaning, find your purpose
A	Accomplishment – pursue and accomplish goals, strive for greatness

### Programmes

- Practices for a Positive Life
- Gratitude Package
- Energy Bus Activities
- PRAISE MAIL
- Star Class Challenge
- Assembly Talks
- P1 to P4 Pre-Assembly Social Skills
- New Student Buddy Programme
- International Student Integration Programme





# STUDENT WELL-BEING

## Positive Education @ GRPS



### 24 Character Strengths

Wisdom	Courage	Humanity	Justice	Temperance	Transcendence
<b>Creativity</b> I like to use my imagination.	<b>Bravery</b> I stand up for what I believe is right.	<b>Love</b> I feel people I love them. I miss them when they are not around.	<b>Teamwork</b> I like to work with my friends.	<b>Forgiveness</b> I can let it go when a friend makes mistakes or hurts my feelings.	<b>Appreciation</b> When I notice beauty around me, it makes me happy.
<b>Curiosity</b> I like to ask questions.	<b>Perseverance</b> I can't give up easily. I try and try.	<b>Kindness</b> I like to do nice things for others.	<b>Fairness</b> I treat people the way I like to be treated.	<b>Humility</b> I quietly show people what I can do instead of bragging.	<b>Gratitude</b> I am thankful for good things in my life.
<b>Judgement</b> I listen to both sides before making a decision.	<b>Honesty</b> I tell the truth.	<b>Social Intelligence</b> I know when my friends are happy or sad, and I help them.	<b>Leadership</b> I like to share with others how they can get things done.	<b>Prudence</b> I am careful to not take too many risks.	<b>Hope</b> I believe good things will happen. I set goals.
<b>Love of Learning</b> I like learning new things wherever I go.	<b>Zest</b> I have lots of energy.		<b>Self-Regulation</b> I watch what I do and say.	<b>Humour</b> I like to make others smile and laugh.	
<b>Perspective</b> I give good advice to the people in my life.				<b>Meaning</b> I think about life and have a purpose.	

[www.viacharacter.org/character-strengths](http://www.viacharacter.org/character-strengths)

[www.viacharacter.org/character-strengths](http://www.viacharacter.org/character-strengths)



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**School Vision: Engaged Learners, Caring Leaders**

## Programmes

- Orientation
- FTGP
- TSIT
- Classroom interactions
- Assembly & Pre- Assembly
- CCA
- Festive Celebrations
- SDE
- ( Student Devt Experiences)

# STUDENT WELL- BEING

## Teacher Student Relationships

Further enhancement of TSR through:

- ✓ **Programmes in place** for teachers to strengthen TSR
- ✓ **Support & Professional Development** for Teachers
- ✓ Creating a **positive classroom environment**
- ✓ Having **routines incorporated** in the classrooms
- ✓ Leveraging on **technology for data** to keep track on TSR

# STUDENT WELL-BEING



## Creating a Peer Support Culture in school

Through the school's PSR efforts:-

- ✓ Students are introduced to the concept of **Peer Bonding, Peer Helping & Peer Influencing**.
- ✓ Students **build and sustain positive friendships** among their peers.
- ✓ Students **learn to care for each other and help their peers** when one shows sign of distress.
- ✓ Students **display positive behavior towards each other and make right choices**.



**GREENRIDGE PRIMARY SCHOOL**  
Engaged Learners, Caring Leaders

**"Every Greenridgean a Peer Supporter"**

**Peer Bonding**

- Bringing peers together
- Healthy conversations with peers
- Checking on how they are doing
- Cultivating Empathy
- Gaining Trust
- Understanding the feelings & needs of peers

**Peer Helping**

- Looking out for distress signals (CHEER)
- Compassionate Communication
- Active Listening
- Calming Strategies
- Approach Strategy - Before, During & After
- Tapping on your support system

**Peer Influencing**

- Being an Upstander
- Promoting mental well-being
- Taking care of yourself
- Cyber Wellness

Tel: 6252 7901  
Website: [www.rpsingapore.org](http://www.rpsingapore.org)  
Facebook: [@rpsingapore](https://www.facebook.com/rpsingapore)

**Restorative Practices Singapore**  
A Social Enterprise Dedicated to the Restorative Movement in Singapore

**School Vision: Engaged Learners, Caring Leaders**

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# STUDENT WELL-BEING



## Creating a Peer Support Culture in school

### PEER BONDING

**Building Friendships**

**Working together**

**Creating a safe & inclusive learning environment**

**HOW?**

- Approach with smile and say hello to someone you have not talked to before
- Find out more about them by asking questions
- Encourage one another
- Learn to share
- Pass pleasant comments
- Give a listening ear when someone is sharing their issues with you
- Be kind and make your peers feel included

Restorative Practices Singapore  
A Social Enterprise Dedicated to the Restorative Movement in Singapore

### PEER HELPING

**HOW?**

- Build friendship
- Make peers feel safe & included
- Look out for one another
- Show kindness & care

**Be a Role Model**

- Lookout for body signals that can help you understand what your peer is going through
- Help peers by taking initiative

**Identifying Body Signals**

- Approach them
- Find out about what happened
- Talk to them calmly
- Inform teacher about the issue
- Encourage peers to ask for help if they are not feeling good

**Reach out to a peer**

Tel: 6252 7901

### PEER INFLUENCING

*It all starts from....*

**Be a Positive Peer Influence**

- ✓ Affirm & Acknowledge one another
- ✓ Look out & positively encourage peers
- ✓ All to feel belonged and safe
- ✓ All to feel happy to participate in class activities, learn and grow together

**Stand up to hurtful behaviour**

- Actively look out for others
- Speak up against bullying behaviour (in person or online) by telling them it is wrong
- Encourage everyone in class to stand up against hurtful behaviour

Tel: 6252 7901  
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Facebook: @RestorativePracticesSingapore

Restorative Practices Singapore



**School Vision: Engaged Learners, Caring Leaders**

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# STUDENT LEADERSHIP DEVELOPMENT



Others-Centric  
**CARING LEADERS**



**By Kouzes and Posner**

## Leadership Opportunities

- ❖ Class Committee
- ❖ CCA Leadership Positions
- ❖ Prefectorial Board
- ❖ Peer Support Leaders
- ❖ Leadership-based workshops for P3/P4/P5.

# STUDENT DISCIPLINE



## Positive Discipline

CREATING RESPECTFUL  
RELATIONSHIPS  
in HOMES and SCHOOLS



### POSITIVE DISCIPLINE (by Jane Nelsen)

- ❖ Mutual Respect
- ❖ Identifying the belief behind the behaviour
- ❖ Effective communication and problem solving skills
- ❖ Discipline that teaches – Neither Permissive nor Punitive
- ❖ Focusing on solutions instead of punishment
- ❖ Encouragement instead of praise

### Discipline Approach

- ❖ Reflection Process
- ❖ Behavioural Counselling
- ❖ Conferencing with Parents
- ❖ Assembly Talks
- ❖ Spot Checks



# Flag-raising and Pledge-taking Ceremony



- ▶ Students are expected to be seated in the hall / parade square by 7.30 am or earlier. **Beyond 7.30am, it is considered LATE for school.**
- ▶ All students in Singapore are to take part in the singing of the National Anthem and Pledge-taking ceremony (on-going National Education effort to respect the country)
- ▶ Students who arrive early:
  - ▶ Get to engage in sustained silent reading (SSR)
  - ▶ Benefit from various pre-assembly programs (E.g. Social skills)





Ministry of Education  
SINGAPORE



Parents  
Gateway

# Parents Gateway

- ❖ Developed by the Ministry of Education and GovTech, Parents Gateway is a one-stop portal that strengthens school-home partnership to support our children in their education journey.
- ❖ Easier way for schools to communicate with parents.
- ❖ For Parents :
  - Access all your official school announcements and consent forms at your fingertips.
  - Receive official announcements directly from schools.
  - Keep track of upcoming activities for multiple children.
- ❖ Parents to download application on mobile phones to gain access to Parents Gateway.
- ❖ Supported in Apple Store or Google Play Store.
- ❖ Need SingPass to set up the app.

# For ease of **Parents Gateway** NOTIFICATION,



- Go to phone SETTINGS, enable NOTIFICATION of Parent Gateway Apps  
OR
- Go to Parent gateway Apps, enable EMAIL NOTIFICATION in the Apps



**Parents  
Gateway**

# Communication



- **Parents Gateway**
- **Termly Notification Letter**
- **Parent - Teacher Briefing**
- **Parent - Teacher Conference**
- **Student's Handbook**
- **Email teachers/ school (email addresses on school website)**
- **Leave message at General Office (3/7/21)**
- **Make appointment to meet teachers**
- **Class Dojo (optional, not an official platform)**
- **Kindly refrain from asking teachers for their handphone numbers for communication**

# Parent -Teacher Briefing (PTB) Slides & Feedback



The slides will be made available on the school website from 30 January 2023 onwards.

[www.greenridgepri.moe.edu.sg](http://www.greenridgepri.moe.edu.sg)

# Support for Parents via WhatsApp Chat groups



- ❖ GRPS Parent Support Group (PSG)
  - Invite you to join the WhatsApp chat groups dedicated to connect and support parents
  - Chat groups are run by the PSG Exco members who are parents like you
  - More information on how to join the chatgp will be sent via PG later today



# 2023 PTB Parents' Feedback



<https://tinyurl.com/GRPSPTB-2023>

SCAN ME





