

P3 Parents' Briefing 2025

23 January

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- The slides will be uploaded to the school website by 24 January, Friday.



Welcome to
Seng Kang Primary
Parents' Briefing
Primary 3
23 January 2025

Programme



| | Time |
|---------------------------|-----------------------|
| Briefing by Year Head | 2.30 p.m. – 3.15 p.m. |
| Briefing by Form Teachers | 3.15 p.m. – 4.00 p.m. |

Introduction of Teachers
Classroom Expectations
Learning Dispositions
Student Handbook
Student Recognition
Communication with the school
Q & A Session

AGENDA

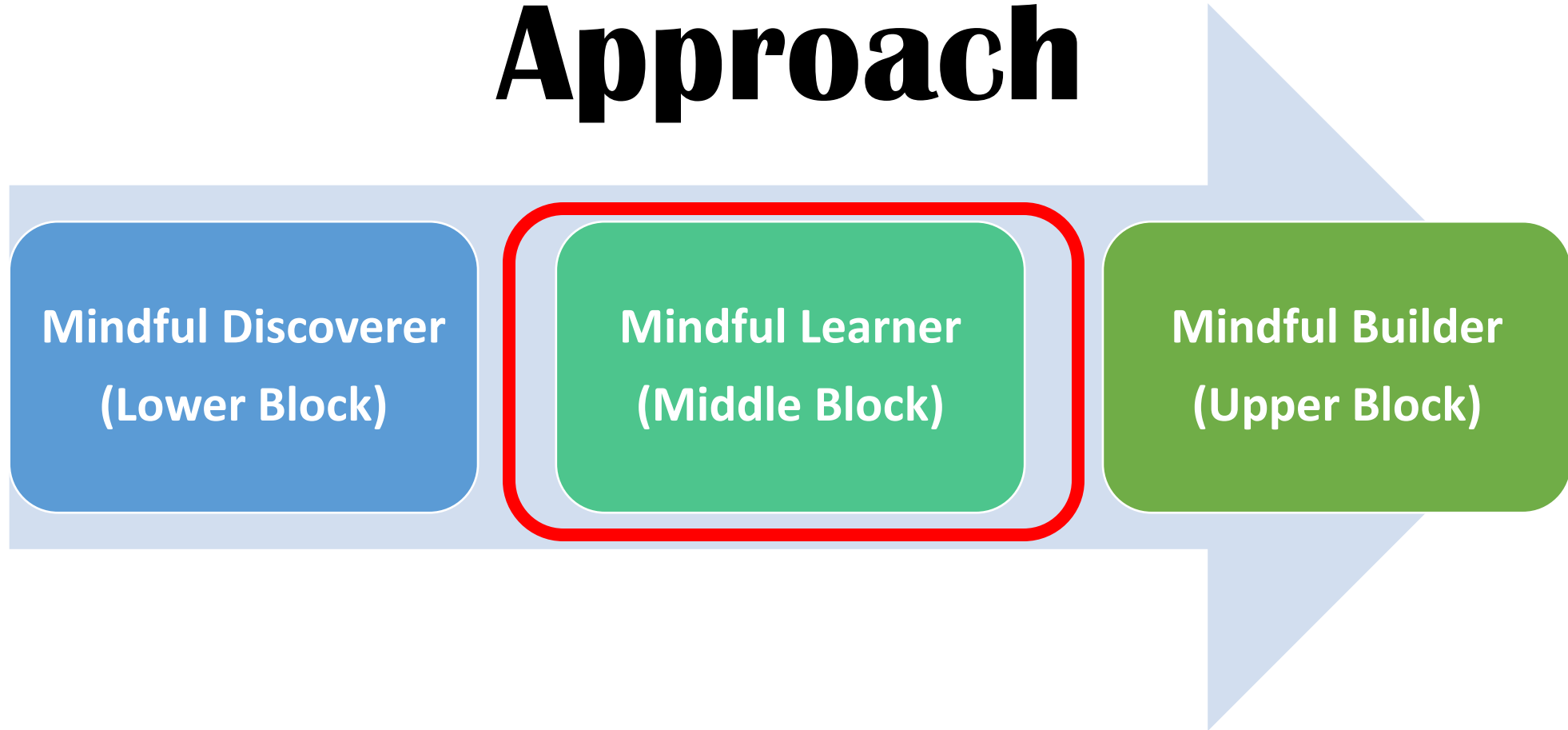
- 1. School Focus**
- 2. Block Focus**
- 3. Upcoming Events**
- 4. Student Transition**
- 5. Supporting Your Child**
- 6. Academic Matters**
- 7. Cyber Wellness**

School Focus 2025

Curiosity 3.0

**Strengthening SKLites to act as agents
of voice and choice**

Progression Thematic Approach



Middle Block Focus

Mindful Learner

Being curious,
being open
to learning

- Listen actively to new ideas and perspective
- Engage with curiosity and enthusiasm
- Adapt to challenges and change
- Reflect on experiences for deeper understanding
- Nurture a mindset of continuous improvement
- Explore opportunities beyond our comfort zone
- Reach for new goals and knowledge

UPCOMING



EVENTS

A Glimpse of P3 2025

**After-school
Remediation**

**Learning
Journeys**

WoW Week

**After-school
ICT Baseline**

Recess Play

**Swimsafer
CCA**

**Interdisciplinary
Project Work**

**GEP
Identification
Exercise**

**Weighted
Assessments
(Term 2 and 3)**

**End-of-year
Examination**

**Celebration
of Learning**

***New programmes at P3 level**



Student Transition from P2 to P3

P2 to P3 Transition: **Personal Development**

- ❖ Self-management
 - Encourage independence:
 - Packing their own bag, completing own homework, taking note of days to stay back after school, dismissal from school
 - Understanding and managing emotions
 - Seeking help

P2 to P3 Transition : **Social Interaction**



- **New** form/subject teachers and classmates
- Strengthen bond and relationship between teachers and peers through class/level/school activities

P2 to P3 Transition : **Workload**



- Increased intensity in academic rigour (Inclusion of Science)
- CCA and/or other leadership commitment

P2 to P3 Transition

- Understand that the child is going through a period of transition and needs time to adjust

Parents can...

- Talk to and listen to your child (besides homework & results)
- Share own experience of various stages of transition
- Guide your child in planning and prioritising
- Share coping strategies
- Monitor your child's behaviour => mental and emotional state

Tell-tale signs of children who need closer monitoring

- Always sleepy / lack of interest
- Drop in quality of work
 - Missed out pages
 - Lots of corrections and re-corrections and re-corrections ...
- Gloomy or cry easily

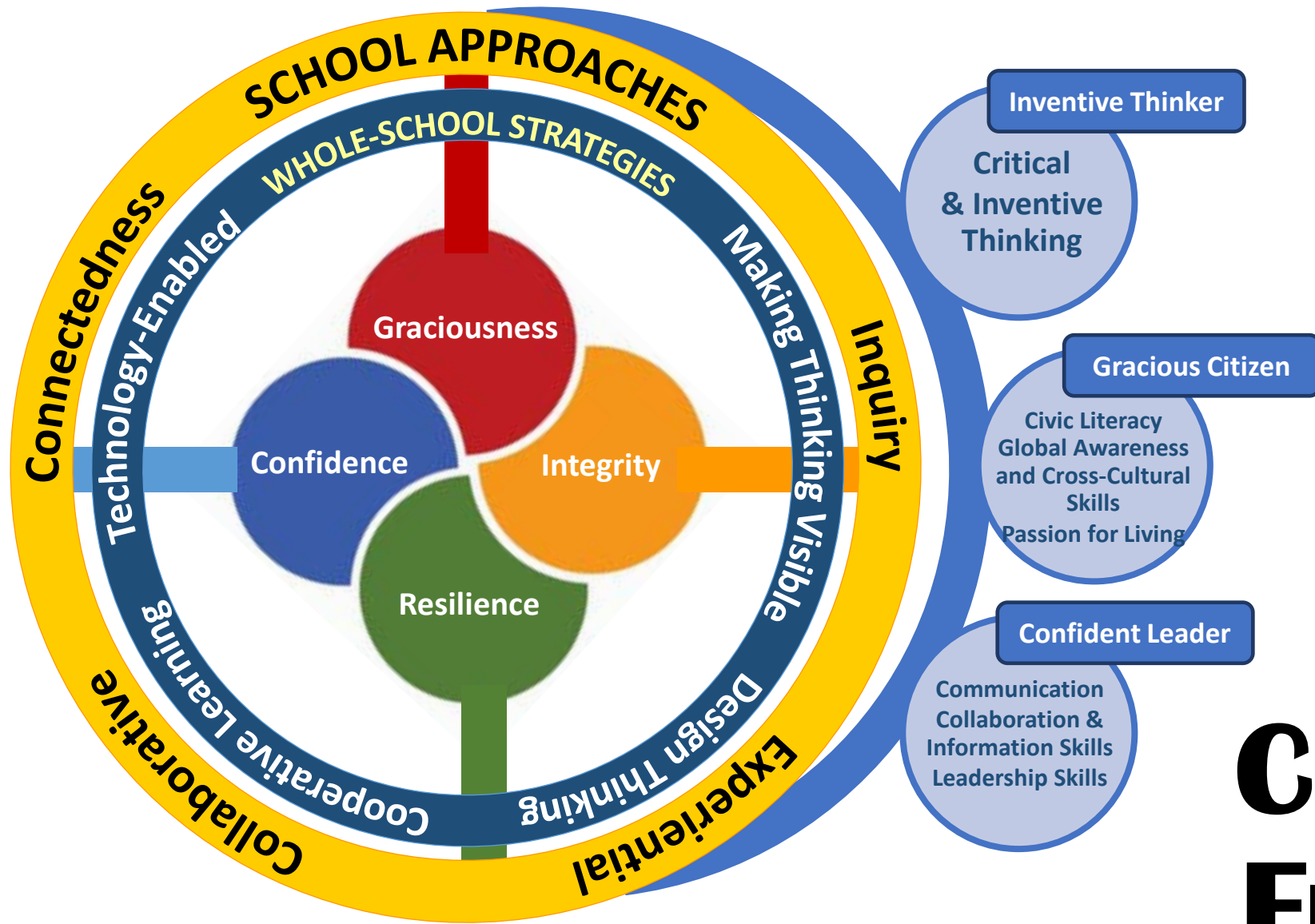
Essential Skills – Learn more efficiently

- ❖ Target-setting
 - Small successes
- ❖ Time management
 - Drafting and adhering to a study timetable
 - Timed practice
 - Rest breaks
- ❖ Self-discipline
- ❖ Good sleeping habits

[Link to National Geographic Article on 'Being organized can actually improve mental health. This is why.'](#)

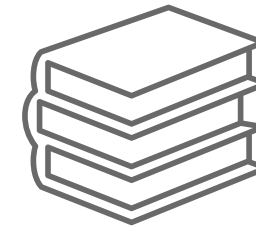
Academic Matters





Total Curriculum Framework

Key Strategies – English Language



Curiosity & Open-Mindedness

- Critical Reading and Making Thinking Visible
- Reading to broaden knowledge
- ARE Strategy for Stimulus-Based Conversation
(Answer. Reason. Experience)

Responsibility

- Annotation for Comprehension, Vocabulary, and Grammar
- Story Mountain Approach (Introduction. Buildup. Climax. Resolution. Ending)

Enthusiasm

- Reading for Joy and Exposure
- STELLAR Strategies

Key Strategies Mathematics

Curiosity & Open-Mindedness

- Use of Manipulatives

Responsibility

- RAMNA
- Math should be practised everyday for mastery

Enthusiasm

- Make Thinking Visible – Model Drawing/ Questioning / Reflections

Steps to Solving Word Problems

- | | |
|----------|--|
| R | ead - Did I read the question at least twice? |
| A | nnotate – Did I underline/circle all key words and numbers? |
| M | odel – Is it a part-whole or comparison model? Did I use the model cards? |
| N | umber Sentence – Did I check to ensure that I have used the correct operation? |
| A | nswer Blank – Did I answer in the correct unit? |

Key Strategies – Science



- **Curiosity & Open-Mindedness**

- Encourage your child to ask questions in class and at home
- Ask your child questions about what they are learning
- Encourage your child to read Science-related materials (news, science magazines, etc.)

- **Responsibility**

- Guide your child to learn how to spell the Science keywords
- Instil in your child the importance of completing and submitting quality work online and offline promptly

- **Enthusiasm**

- Encourage your child to
 - Annotate questions
 - Use ACFE when answering multiple choice questions (Annotate. Concept. Fact. Eliminate)
 - Use OCFE when answering open-ended questions (Observation. Concept. Fact. Effect)
(Science teachers will go through ACFE and OCFE with your child in class.)
- Bring your child on learning journeys to the Zoo, Gardens by the Bay, Sungei Buloh, Science Centre, etc.

Key Strategies – Mother Tongue Language



Enthusiasm: Encouraging a passion for reading and writing in Mother Tongue languages (MTL) and developing linguistic skills through interactive storytelling



Open-mindedness: Celebrating cross-cultural diversity through festive activities, language performances, and MTL activities



Curiosity: Tapping into students' interests, needs, and abilities

Learning Goals for Mother Tongue Languages (MTL)

1. Nurture active learners and proficient users of the Mother Tongue language.
2. Develop foundational language and literacy skills, focusing on holistic language development from oral to written proficiency.
3. Cultivate an appreciation for local ethnic culture.




Responsibility: Enhancing language proficiency and expression

How do we know if our students are learning?

 **Formative Assessments**

 **Non-Weighted and Weighted Assessments**

 **End-of-year Exam**

School-based Assessment Modes

| Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------------|-----------------------------|-----------------------------|-------------------------------|
| Non-weighted Assessment 1 | Weighted Assessment 2 (15%) | Weighted Assessment 3 (15%) | End-of-year Examination (70%) |

We want our students to know that..

Academic grades and scores are not the only indicators of success.

Students should learn to acquire deep knowledge, have the right learning dispositions, a growth mindset, and most importantly **enjoy the learning process.**

Cyber wellness



How can parents help your child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the [*Parenting for Wellness*](#) Toolbox for Parents.



How can parents better support your child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



How can parents better communicate with your child on digital habits and matters?


| | |
|---|--|
| Providing a safe space for conversations | <ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you. |
| Role modelling respectful conversations | <ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions. |
| Have regular and open conversations | <ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online. |

Additional Resources: *Parenting for Wellness*



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!



Parent Involvement

**PARENTS
+ TEACHERS
= SUCCESSFUL KIDS**



***Looking forward to a fruitful
Home-School Partnership with you!***

**THANK
YOU!**

