

Welcome to ACS (Junior)

6 January 2023

**Primary 2 MTP
Anchored in Purpose**



P2 Meet-the-Parents

Part 1 (Talks for Parents)

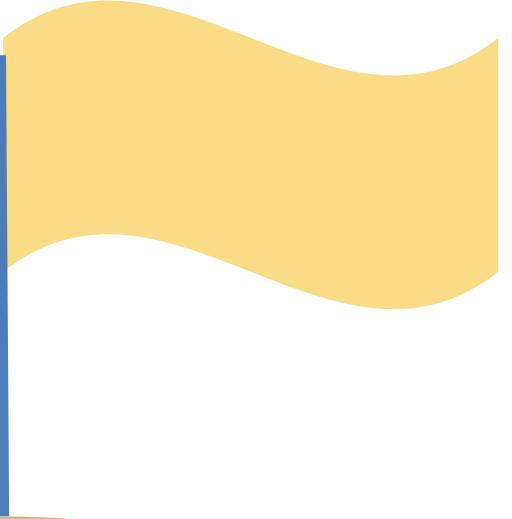
- Principal's Address
- Year Head's Talk
- HOD PE/CCA Talk

Part 2 (Class-based MTP)

- Form Teacher's Expectations



Anchored in Purpose



Setting the anchor right helps the boat to stay safe and stable.



An anchor
keeps the
boat in place.

It prevents
the boat
from
drifting
away.

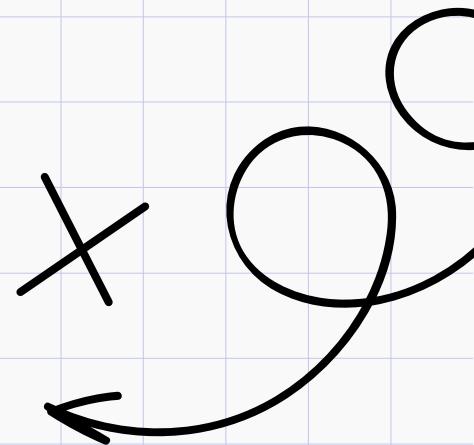
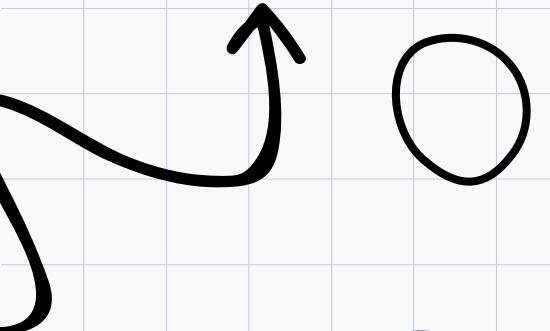
ACSIan Outcomes (Setting of Character Goals)

Our boys are
ACSIan Gentlemen

2023

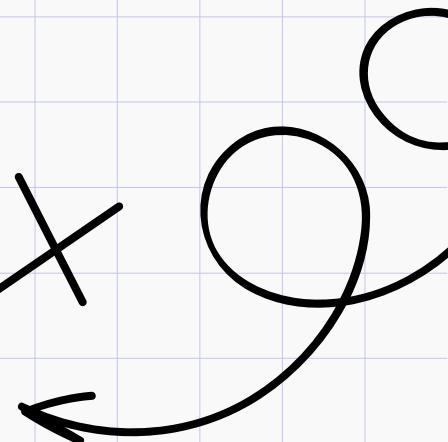


In Speech and
in Actions



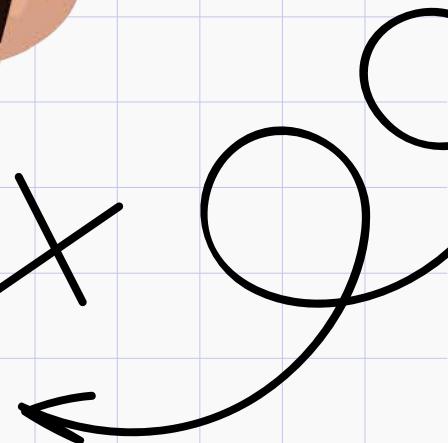
An ACSian Gentleman

**listens
attentively**



An ACSian Gentleman

takes care of
his belongings



An ACSian Gentleman

**cleans up the
area around him**



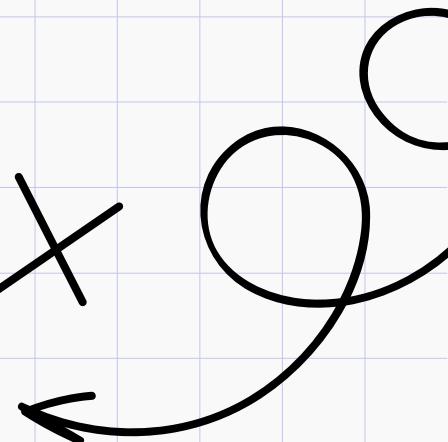
An ACSian Gentleman



**responds
graciously**

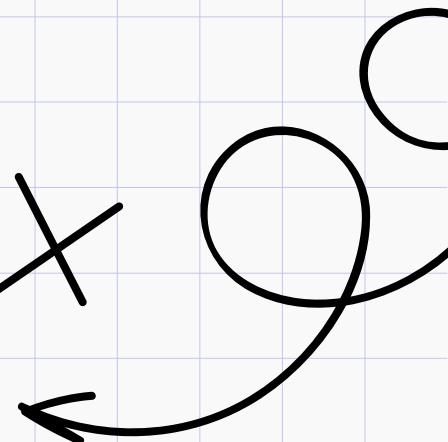


An ACSian Gentleman



An ACSian Gentleman

plays safely



3 Areas of Focus



Learn For Life

Embrace All
Learners



Enhance
Student
Well-being



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P2 Assessment 2023

English, Mathematics & Mother Tongue

	Term 1	Term 2	Term 3	Term 4
Primary 1 2022		Non-weighted Bite-sized Assessments		
Primary 2 2023		Non-weighted Bite-sized Assessments		



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Assessment Handbook

- Assessment details will be sent out via Parents' Gateway to parents in January.
- Details will also be available on School Website.



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Purpose of Homework

- Homework contributes towards building responsibility, self-discipline and lifelong learning habits.
- It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
- Homework assigned would provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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P2 English Curriculum

- Continue with Stellar 2.0
- Reading, **Speaking**, Listening, **Writing**
- Answering questions in complete sentences and with elaboration
- Start writing short paragraphs and compositions



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Speaking

- Remind your child to answer in complete sentences
- Allow them to share and suggest words to replace the usual words (e.g. wonderful instead of nice, amazing instead of good etc)



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Writing

- Encourage your child to write, in a sketch book, on slips of paper
- Do not be upset when they cannot spell it right
- Do not use a red pen to mark it, can be discouraging for the boys
- Help them build up courage to pen their thoughts



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P2 Mathematics Curriculum

Content

Whole Numbers (numbers to 1000)

- Number Patterns
- 4 Operations (addition and subtraction with renaming/ multiplication and division of 2, 5, and 10)
- Odd and Even Numbers

Length, Mass, Volume, Time

Geometry (2D Shapes and Patterns)

Money

Fractions

Picture Graphs



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Supporting your Child

- Review concepts and skills regularly; have a routine
- Explore Mathematics in real-life experiences
 - Buying groceries, cooking, dinning, packing
- Incorporate into play
- Motivate and encourage
- Communication and Reasoning

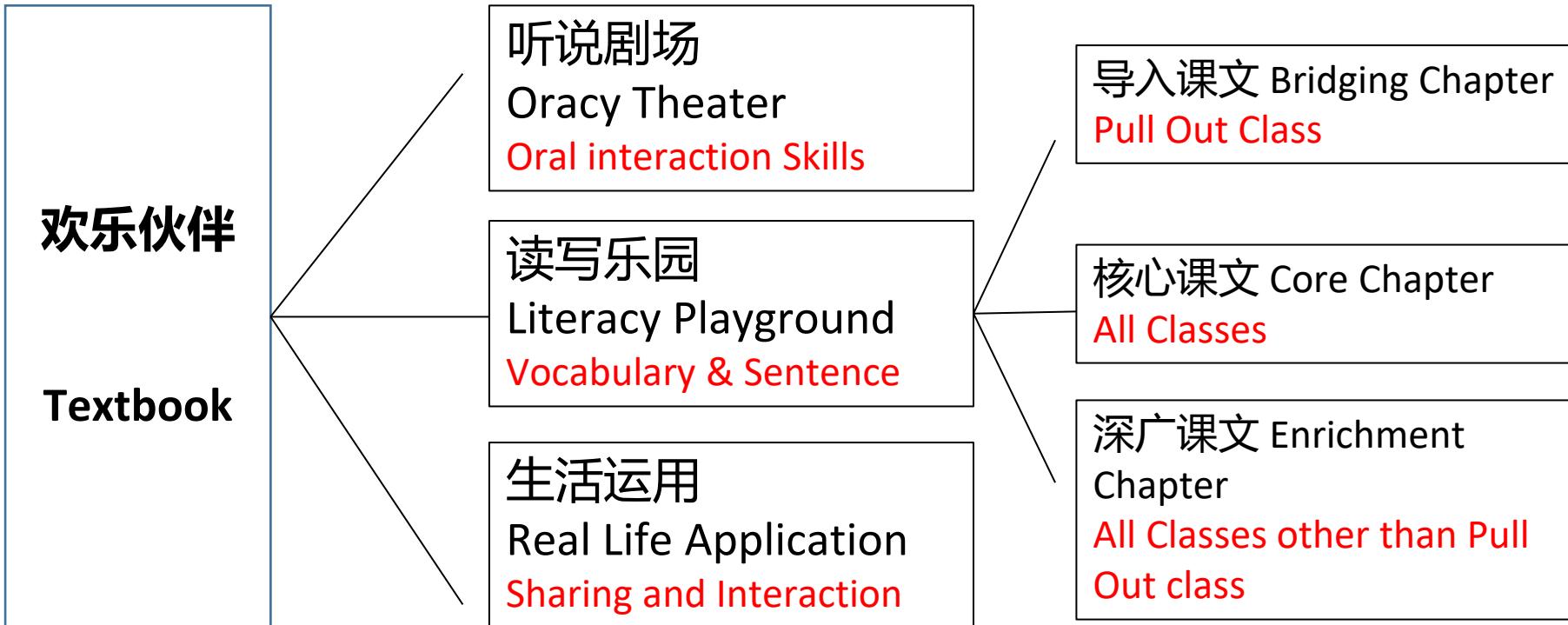


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P2 Chinese Curriculum



- Students in Pull Out Class will study Bridging chapter 导入课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文.
- All students will learn Core chapter 核心课文.
- Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



Building Confidence in Chinese...

Reading
Programme



Mother Tongue
Fortnight – activities,
games, quizzes



iMTL portal
Xuele in SLS

Drama Performances
in School



Oratorical
Competitions

Ezhishi resources
E-magazine
Ebooks

Chinese New Year, Hari
Raya and Deepavali
Celebration

Interactive
activities & videos in
classroom teaching

Edusave Merit Bursary (P1/P2) and Good Progress Award (P2/P3)

- These awards celebrate the child's learning milestones and encourage progress and effort
- Deserving students are selected using a class-based selection and must demonstrate good conduct in school
- Selection is done through observation of learning behaviour throughout the year (eg. during lessons, class assignments, group projects and homework)



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P2 Learning Dispositions

Values	Learning Disposition	Observable Actions
Collaboration	I contribute to the class	I work well with others I take turns, share and listen attentively to others at the right time I say “Thank you” to those who have helped me
Curiosity	I am enthusiastic to gain new knowledge	I am willing to try new things I ask questions about the topic being taught
Excellence	I participate in all activities	I practise good listening skills I try my best and take pride in all that I do I keep trying even though it is challenging



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Embrace All Learners

ACS
UNIVERSITY
BRIDGE

ACS

21

Progression from P2 to P3

- Consideration of age appropriateness for streaming
 - Reduce the fine differentiation from P2 to P3
 - Every Class will have children who have different strengths in learning
- Cater to the differing abilities of the children
 - High Progress – After-School Thoburn Programme at P4
 - Low Progress – Small class size
 - Chinese – Bridging Module during Chinese classes
 - Mathematics – Pull-Out Programme during Mathematics classes
 - English – After-School Reading Remediation Programme
- En bloc movement of students from P3 to P4
 - To deepen relationships among students and between teachers and students
 - Constant FT and co-FT to provide stability and follow-up learning routines



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Student Well-Being

- Building friendships and developing life skills
- Build Character, Sense of Belonging
- Form-Teacher Guidance Period (FTGP)



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Knights of ACSJ

Knights programme is a school-wide initiative.



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CCA in ACS(J)



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Debunking the Myths

Myth #1 CCA = enrichment class

Anchored in Purpose Set the anchor



What is the purpose of CCA?

CCA allows us to practise our **values** and **self-management**.

We also get to build friendships and create memories with our fellow ACSians.



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Timetabled CCA = PAI



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Debunking the Myths

Myth #2 More CCA = More development

One study showed that free play stimulates the fight-or-flight response without triggering the stress hormone cortisol, giving children opportunities to practice handling danger.

When children have control over the course of their play, it promotes a natural desire to learn, sparks willpower, and develops confidence in their own abilities. Not only does this make for a more fulfilling childhood, but it creates adults who can look after themselves, pursue goals, and enjoy hobbies.

Studies show that a decline in free play correlates with a decline in empathy. Recess and play give children opportunities to develop key social skills and recognize the humanity in others.

The world could use more empathy. Empathetic children who acknowledge and embrace the emotions of others can help create a more peaceful, inclusive future. Additionally, a meta-analysis of play studies concluded that pretend play correlates strongly with divergent thinking, a key component to creativity. Overall, free play makes for happy, healthy, and more successful children who will help shape a brighter future.

Children need free play and free time!



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CCA Objectives

**ACSian
outcomes**

- Aspiring Thinker: Curiosity and Excellence
- Gentleman of Character: Integrity and Love
- Servant Leader: Collaboration and Loyalty
- Joyful Learner

Commitment

- sense of identity
- sense of belonging and rootedness

Skills

- passion
- learning for life

The Best Is Yet To Be
(adopting a Growth Mindset for life)



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Programme

Growing ACSians through:

Lifeskills, pair/group activities, music, dance, art, sports, outdoor education, coding, cyber literacy, thinkers activities, financial literacy etc

ACSplore Sports:

Badminton, Bowling, Sailing, Swimming, Table Tennis, Tennis, Basketball, Football, Hockey, Rugby

Clubs:

Chess
Science

Uniformed Groups:

Boys' Brigade
Cadet Scouts

Visual & Performing Arts:

Art, Choir, Concert Band, Junior Vibez, String Orchestra

PAL

(Primary 1 and 2)

CCA

(Primary 3 to 6)

Every ACSian a young **gentleman of character**,
ready for the future, to **lead** and to **serve**.



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5 Strategies to Prevent Burnout In Youth Athletes

Why ACSplore?

1

Create a training environment that fosters perceived competence and having fun



2

Encourage multiple sport participation, as opposed to single sport specialization



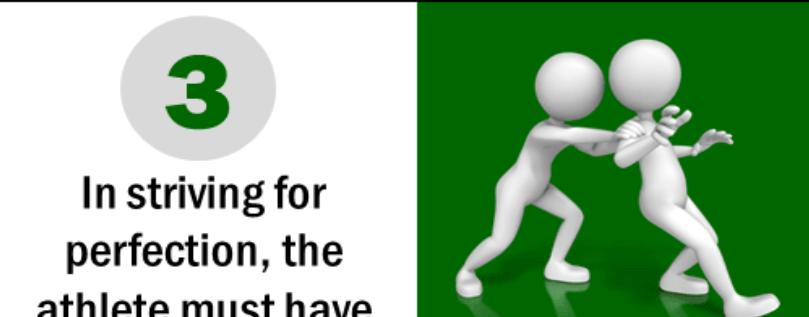
3

In striving for perfection, the athlete must have realistic expectations and be able to accept less than perfect performance



4

Avoid pressuring the athlete; perceived coaching and parental pressures lead to burnout



5

Allow the athlete to have autonomy and ownership over the sport experience



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ACTIVE LIFESTYLE

Sports Pursuit

National Representation

ACSplore

Recreational Participation

Development of physical activity- and/or sport-specific skills and tactics

Sustained involvement in physical activities and/or sports based on interest and competencies

Application of principles of training and safe practices
Maintenance of health and skill-related fitness

ACScite (Training/ Development Squad)

Specialisation

Consolidation of one or two sport-specific skills and tactics

Application of training in competitions, winning a secondary emphasis

Development of mental skills

Emphasis on sport-specific strength and fitness conditioning



ACSperience

Broad-Based Development

Acquisition of overall skills and concepts (across and within physical activities and sports)

Emphasis on application in developmentally-appropriate physical activities and sports

Involvement in a range of physical and sporting experiences that is fun and inclusive

Understanding of principles of training and safe practices

Development of health and skill-related fitness



Strong Foundation

Acquisition of fundamental motor skills and movement concepts

Emphasis on learning and enjoyment through developmentally appropriate movement experiences

Anchored on core values (respect, responsibility, resilience, integrity, care and harmony)

MOE 2014 PE Syllabus, Physical Education & Sports Development Framework



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ACSplore

- Each student will choose an Individual Sport and Team Sport.
- Each sport to span over one semester (Jan-May or Jul-Nov).
- Example : Semester 1 – Badminton, Semester 2 - Hockey

Individual Sports <i>(To pursue personal mastery with a resilient mindset)</i>	Team Sports <i>(To be a responsible team member that contributes towards the team goal through communication and action)</i>
Badminton	Football
Sailing	Rugby
Swimming	Basketball
Table Tennis	Hockey
Tennis	
Bowling	



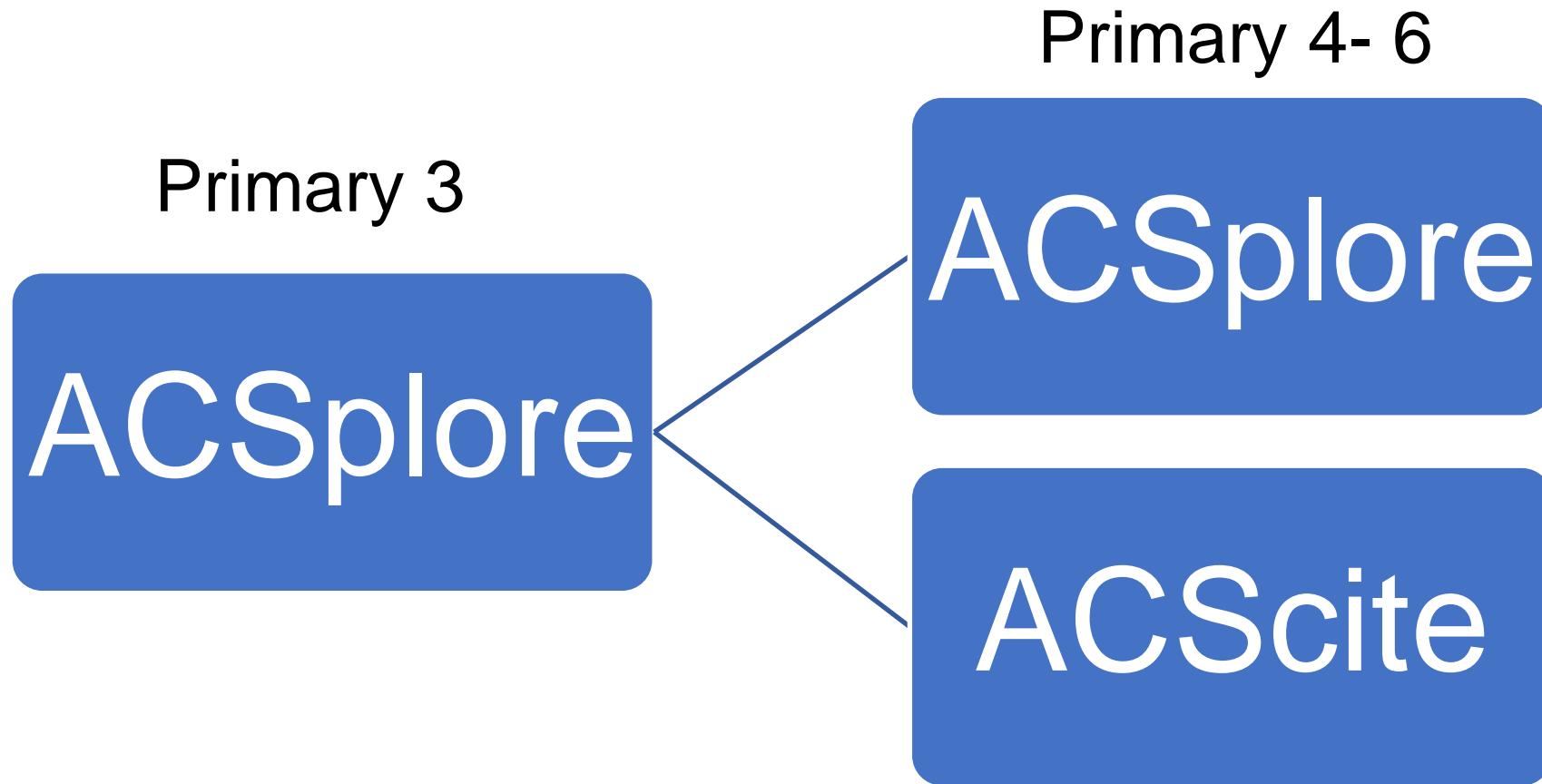
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Adapted from MOE 2014 PE Syllabus, Physical Education & Sports Development Framework

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Age-Appropriate Development based on Individual Readiness



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For more information...

The screenshot shows the homepage of the Anglo-Chinese School (Junior) website. At the top left is the school's crest with the motto "THE BEST IS YET TO BE". To the right is the school name "Anglo-Chinese School (Junior)" and its founding year "A METHODIST INSTITUTION • FOUNDED 1886". Below the header is a dark blue navigation bar with white text: "OUR SCHOOL", "OUR ACSJ FAMILY", "DEPARTMENTS", "OUR CCAS" (which is circled in yellow), "OUR PARTNERS", and "CALENDAR". The main content area features a large photograph of five students (three boys and two girls) standing outdoors. From left to right: one boy plays a violin, another holds a rugby ball, a third boy plays a trumpet, a girl in a uniform stands behind them, and another boy holds a tennis racket. To the left of the photo, the words "Our Values" are written in red, followed by a list of seven values: Love, Integrity, Loyalty, Collaboration, Excellence, and Curiosity. Below this list is a blue button labeled "ANNOUNCEMENTS".

Registration will be
at start of your son's
Pri. 3 year. More
information on
School Website.



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We aim to provide

- Opportunities to build firm ties and friendships
- Sound values education
- Good preparation for academic challenges
- Experiences to prepare ACS(J) students for life ahead



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*It takes an entire village to raise a child...
we are all on the SAME SIDE*



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P2 Form Teachers

Class	Form Teachers	Email Address
P2.1	Mdm Irene Lee	lee_kit_cheng@moe.edu.sg
	Mr Goh Tiow Hua	goh_tiow_hua@moe.edu.sg
P2.2	Mrs Ng_Tang Pui Fun	ng_tang_pui_fun@moe.edu.sg
	Ms Lim Jie Ning	jie_ning_lim@moe.edu.sg
P2.3	Mrs Siti Mohamad	siti_fauziah_abdul_latiff@moe.edu.sg
	Mrs Li Lian Lai	kok_li_lian@moe.edu.sg
P2.4	Mdm Karmene Yee	yee_zhuoying_karmene@moe.edu.sg
	Ms Karen Tham	tham_ceyun_karen@moe.edu.sg
P2.5	Ms Lam Ker Sim	lam_ker_sim@moe.edu.sg
	Mrs Jerine Heratnor	teh_meijie_jerine@moe.edu.sg



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Class	Form Teachers	Email Address
P2.6	Mrs Bonnie Ho	lim_lian_hong_bonnie@moe.edu.sg
	Mdm Soh Li Mei	soh_li_mei@moe.edu.sg
P2.7	Mrs Shabnam Phillips	shabnam_begum_mohd_shaffi@moe.edu.sg
	Mr Alwyn Tan	tan_chin_keat_alwyn@moe.edu.sg
P2.8	Ms Zhang Siyuan	zhang_siyuan@moe.edu.sg
	Mrs Rachel Heng	tan_hui_fen_rachel@moe.edu.sg
P2.9	Mdm Norfaiza Bte Zainal	norfaiza_zainal@moe.edu.sg
	Mr Colin Koh	koh_boon_hock@moe.edu.sg



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