



# **Anglo-Chinese School (Junior)**

## **Primary 3 Meet-The-Parents Session**

**10 January 2022**



**Anglo-Chinese School (Junior)**

A Methodist Institution  
(Founded 1886)

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# Programme

## **Part 1 (Webinar)**

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

(10 minutes break)

## **Part 2 (Class-based Zoom session)**

- Form Teacher's Expectations



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# ACSIAN THINKER

Value	What it means	Statement
<b>Curiosity</b>	I have the confidence to explore independently and deepen my learning.  [ Passion ]	I try out new things and gain new knowledge  I take responsibility for my own learning  I ask questions to learn more
<b>Excellence</b>	I put in my best effort in all that I do even when facing challenges.  [ Resilience & Adaptability ]	I put in my best in all that I do  I keep trying until I succeed  I seek to improve my ideas and knowledge



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# ACSIAN GENTLEMAN OF CHARACTER

Value	What it means	Statement
Love	I show care, consideration and <u>empathy</u> for everyone and the environment.	I am considerate of the thoughts and feelings of others I make an effort to include others I take an interest in the well-being of others
Integrity	I uphold the truth and am <u>responsible</u> for my thoughts, words and actions despite the consequences.	I speak the truth and keep my word I do what is right I take responsibility for my mistakes and follow-up on the consequences



# ACSIAN SERVANT LEADER

Value	What it means	Statement
<b>Collaboration</b>	I recognise and harness the strengths of my team mates to work together to achieve a common desired goal.  Adaptability	I listen attentively to what is said and respond appropriately  I recognise the strengths of my friends when we work together  I manage disagreements that arise when working with others  I respect the views of others
<b>Loyalty</b>	I have a sense of belonging and take action to make a positive impact.  Responsibility	I participate in school events  I serve my school community  I celebrate the joy and successes of my classmates



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# 3 Areas of Focus



Learn For Life



Embrace All  
Learners



Enhance  
Student  
Well-being



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# Learn For Life



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# Giving our boys the time and space to deepen learning

## CARING FOR OUR ENVIRONMENT

### Virtual Learning Journey to Sustainable Gallery Singapore



#### 1 LIVE WALKABOUT

Take a 'walk' at the Gallery through our virtual guided tour! Experience the Gallery right in the classroom!

#### 3 LIVE WORKSHOPS

Creatively reuse commonly discarded materials at home or in school for a hands-on experience turning perceived trash into treasure!

#### 2 ONLINE QUIZZES

Test and reinforce learning points with our online quizzes and discover new sustainability fun facts!

#### 4 SUSTAINABILITY VIDEOS

Enhance learning with visual media from credible sources!

Social Studies Performance Task:  
*Reduce, Reuse,  
Recycle!*



Values in Action:  
*Environmental  
Champions*



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# P3 Social Studies : Values-in-Action Project

## Environmental Conservation Project



### P3 Values In Action (Environment VIA)

#### Water Conservation Hero Card

Name:

Class:

Date of completion:



Many people do not know much about water conservation. The task now falls upon you to spread the word about what you have learnt today! The more you share with others about what you have learnt, the more you can help save the environment!

#### LET'S DO OUR PART TO SAVE THE ENVIRONMENT!

Let's get started right away!

1. Tell someone you know everything you have learnt from your Social Studies lesson on water conservation.
2. Get the person to sign in the box below and write something he/she has learnt from you.
3. If you get all the boxes filled up below within a month and submit this form to your teacher, you will receive a Water Conservation Hero certificate!

May the spirit of Water Conservation guide you on your journey. ☺

1 <b>(Example)</b> <i>I've learnt that we can save water by taking showers instead of taking long bath. - Mei Lin</i>	2	3	4	5
6	7	8	9	10

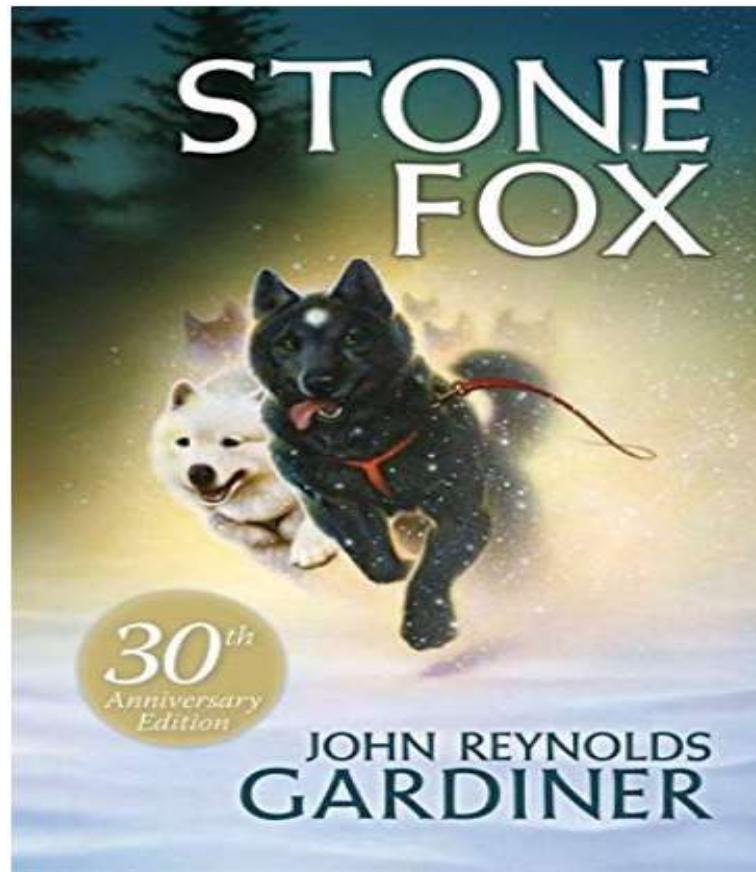


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Giving our boys the time and space to deepen learning



## P3 Literature Appreciation Programme



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# Developing Skills and Dispositions for Life



Creative Science Investigation (CSI)



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# Developing Skills and Dispositions for Life



Toy- Boat Making Competition



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# Buidling Confidence in Mother Tongue

## Reading Programme



## Mother Tongue Fortnight – games, quizzes

## iMTL portal



## Oratorical Competitions



## E-magazine E-stories

## Chinese Club



## Interactive activities & videos in classroom teaching



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A black and white photograph showing a group of approximately ten students, likely middle school or high school age, gathered around a large globe. They are all wearing dark-colored school uniforms with visible collars and some with stripes on the sleeves. The students are looking intently at the globe, which is the central focus of the image. The background is slightly blurred, suggesting an indoor classroom setting.

Embrace All Learners

ACS  
UNITE  
RUGE

ACS

ACS

# **P3 Academic Support – Hinch Programme**

Hinch Programme aims to develop subject mastery and reinforce critical concepts.

Day	Subject	Time	Target Group
Monday	Mathematics	2 to 2.50pm	Selected
Thursday	MT	2 to 2.50pm	Selected

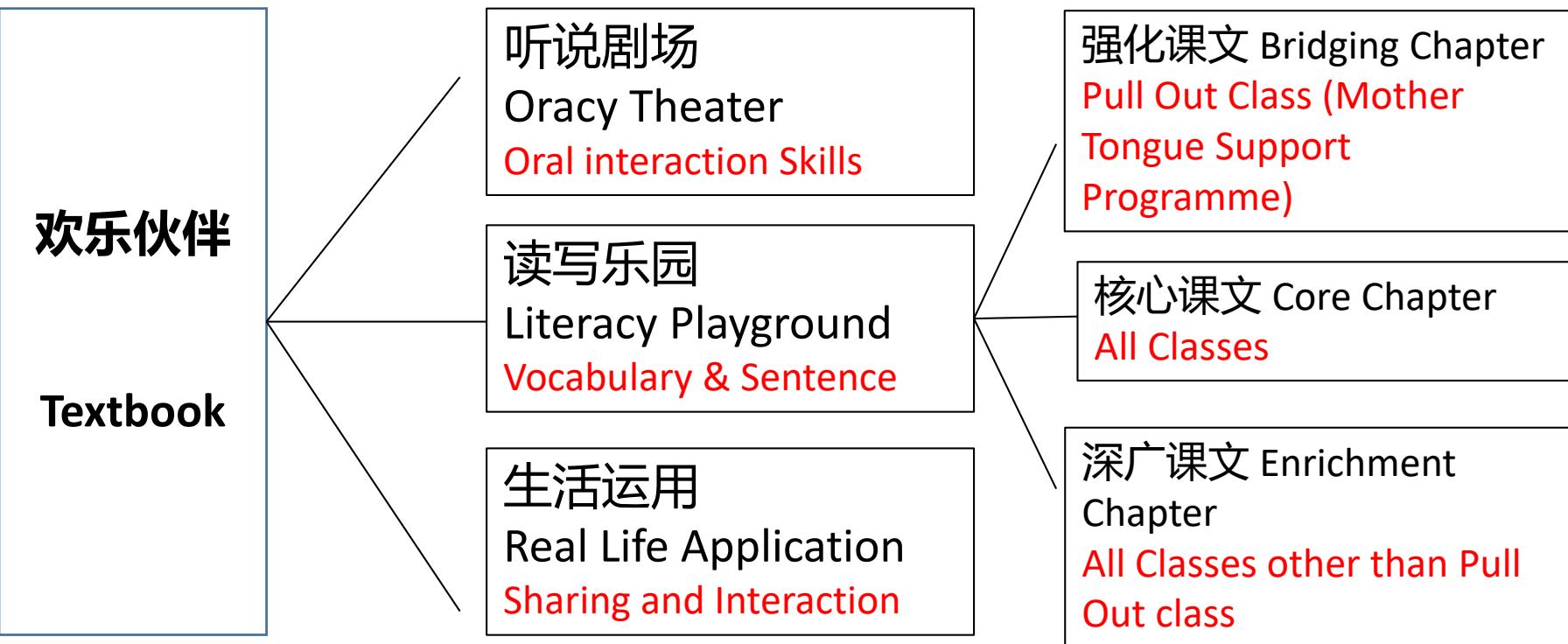


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# P3 Chinese Curriculum



- Students in Pull Out Class are in Mother Tongue Support Programme (MTSP), they will study Bridging chapter 强化课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文.
- All students are requested to learn Core chapter 核心课文.
- Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



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# *Gifted Education Programme (MOE)*

P3 GEP Screening Exercise (During School hours)

**17 Aug 2022**

P3 GEP Selection Exercise (PSLE Marking Days)

**18 & 19 Oct 2022**



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# Assessment Handbook

- Assessment details will be sent out via Parents' Gateway to parents in January 2022.
- Assessment details will also be available on School Website in January 2022.



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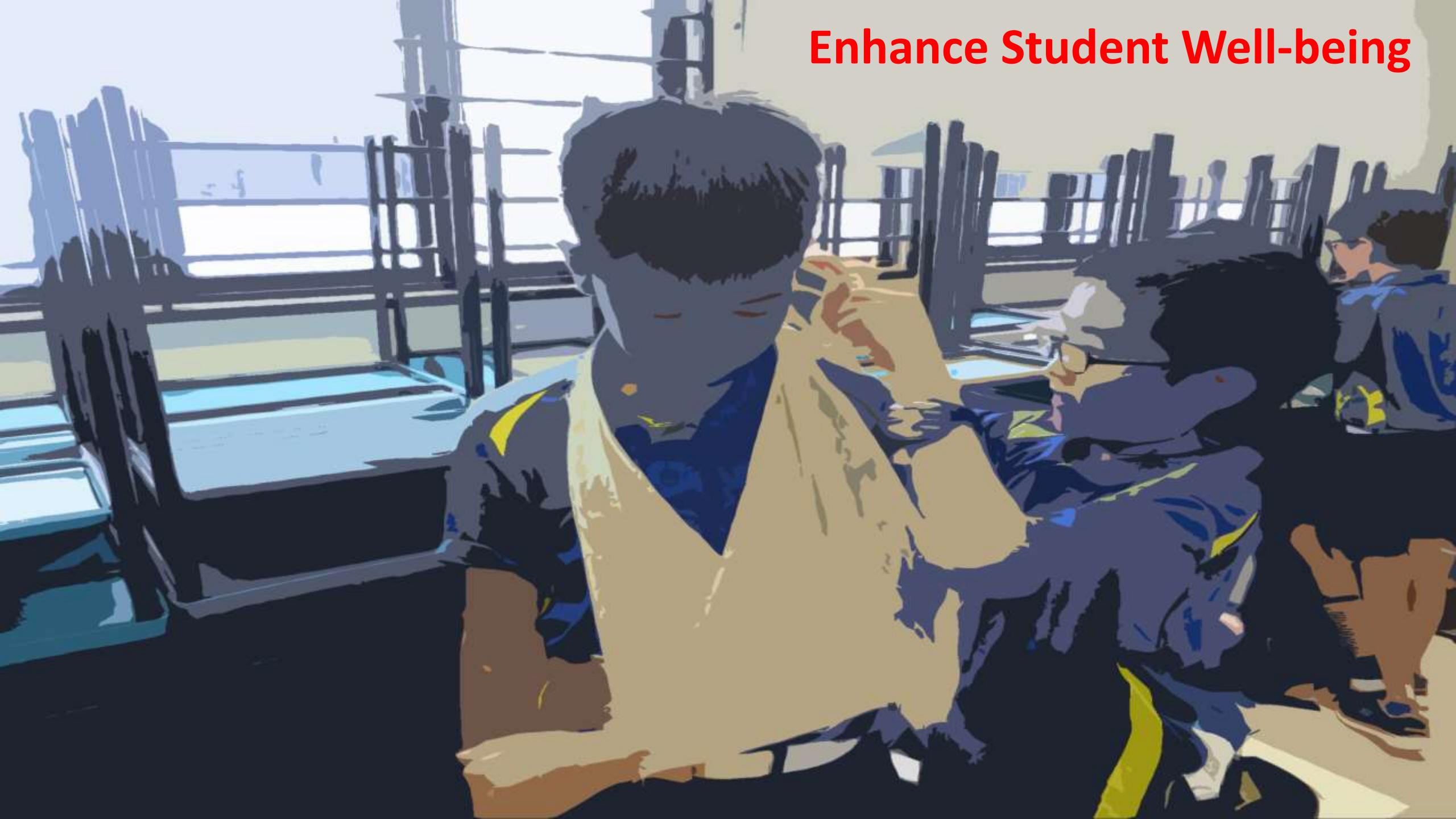
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# Progression from P3 to P4)

- Enbloc movement of students from P3 to P4
  - To deepen relationships among students and between teachers and students



A group of students in a classroom setting. In the foreground, a student in a yellow shirt is being supported by another student in a blue shirt. In the background, other students are seated at desks, looking towards the front of the room. The scene conveys a sense of support and well-being.

**Enhance Student Well-being**

# Every ACSIan A Servant Leader



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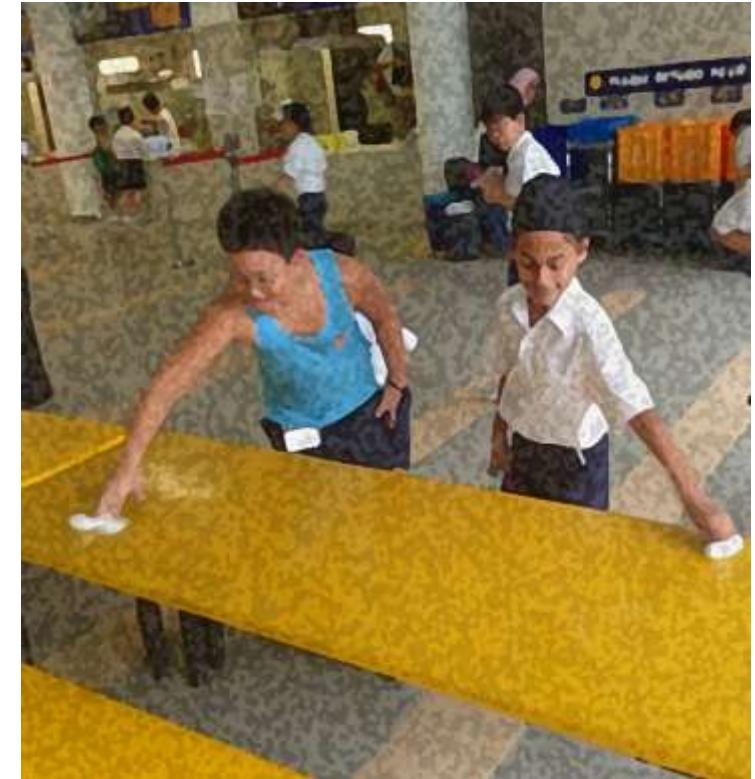
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## Everyday Responsibilities



## Wipe- Down Routines



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# Knights of ACSJ



Knights is a school-wide initiative.



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# KNIGHTS OF ACS



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# Peer Supporters



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# We aim to give...

- A memorable year
- Opportunities to build firm ties and friendships
- Sound values education
- Good preparation for academic challenges
- Experiences to prepare ACSJ students for life ahead



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



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# CCA in ACS(J)



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# Debunking the Myths



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Myth #1 Winning is everything.  
The Best Is Yet To Be!



# Debunking the Myths

The single most common factor for children who develop resilience is **at least one stable and committed relationship with a supportive parent, caregiver, or other adult.** These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruption.

They also **build key capacities**—such as the ability to plan, monitor, and regulate behavior—that enable children to respond adaptively to adversity and thrive.

This combination of supportive relationships, adaptive skill-building, and positive experiences is the foundation of resilience.

*Center on the Developing Child, Harvard University*



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**Myth #2**  
The best way to  
build resilience is  
to put the boys  
under high stress.

# Debunking the Myths

## MULTIPLE INTELLIGENCES



(Howard Gardner, 1983)



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# 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

### PAL

(Primary 1 and 2)

### ACSplore Sports:

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

### Clubs:

Chess  
Chinese  
Science

### Uniformed Groups:

Boys' Brigade  
Cadet Scouts

### Visual & Performing Arts:

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

### 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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**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

**ACSpérience****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)

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

**ACScite (Training/  
Development Squad)****High Performance**

- High amount of performance-based training and competition
- Focus on one sport

**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



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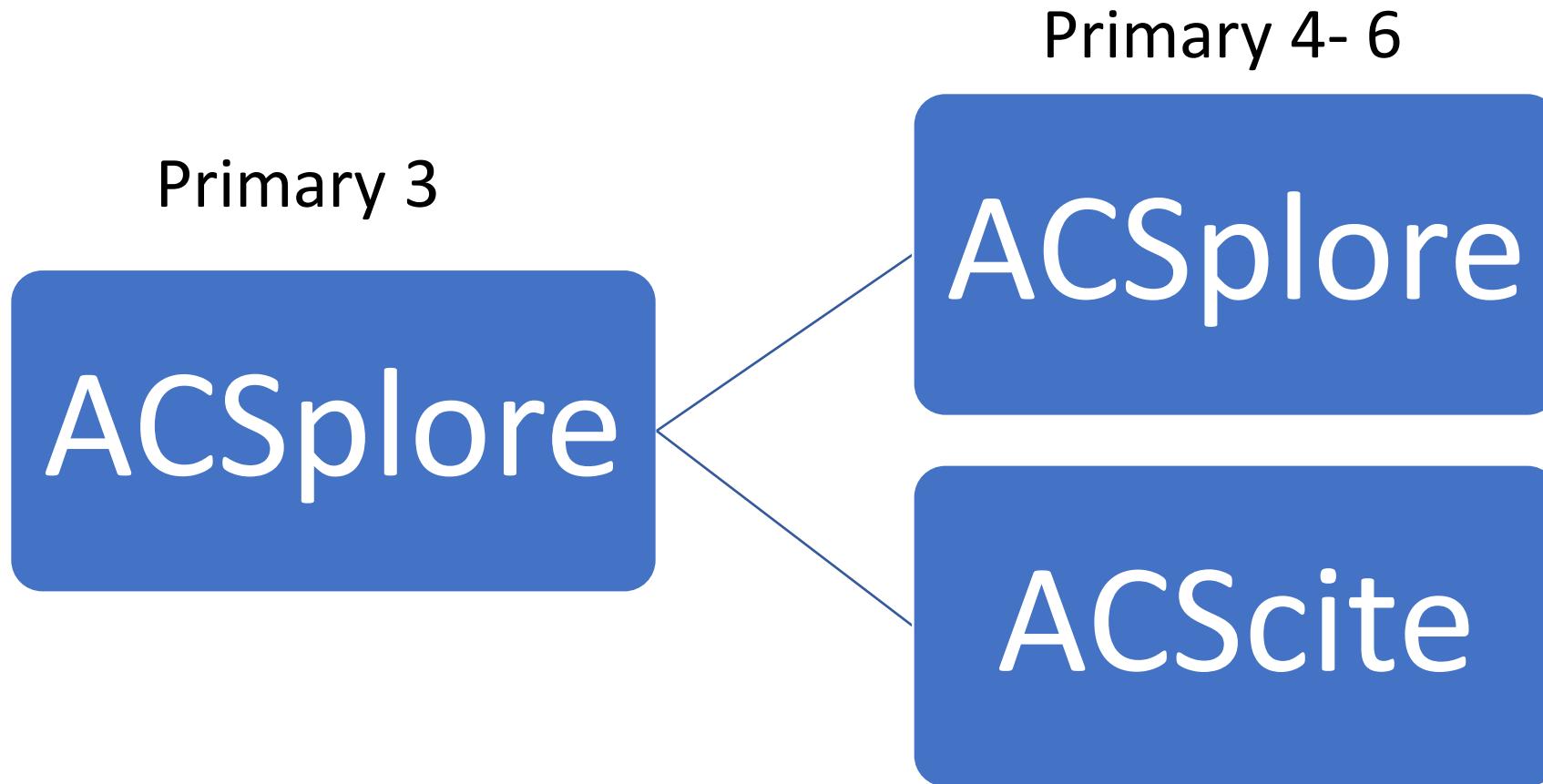
# ACSplore

- Each pupil 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	



# Age-Appropriate Development based on Individual Readiness



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

# For more information...



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OUR SCHOOL

OUR ACSJ FAMILY

DEPARTMENTS

OUR CCAS

OUR PARTNERS

CALENDAR

## Our Values

Love

Integrity

Loyalty

Collaboration

Excellence

Creativity

ANNOUNCEMENTS



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1. School website
2. Sports CCA  
MTP  
21 Jan 4.30pm
3. Registration  
10 – 24 Jan  
(12noon)

# **Anglo-Chinese School (Junior)**

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### **Science**

**Ms Hemalatha Perumal**

**HOD, Science**

**hemalatha\_n\_perumal@moe.edu.sg**

**Ms Ng Xinyi**

**Level Head, Science**

**ng\_xinyi@moe.edu.sg**



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# Content

- Overview of Science Syllabus
- P3 and P4 Science Content Coverage
- Learning of Science
- Supporting your son



# Overview of Science Syllabus

## Thematic approach

- 1. Diversity – P3**
- 2. Systems – P3 and P5**
- 3. Cycles – P4 and P5**
- 4. Interactions – P4 and P6**
- 5. Energy – P4 and P5**



# P3 Content Coverage

Theme	Topics	Term
Diversity	<ul style="list-style-type: none"><li>• Classification: Living and non- living things</li><li>• Plants</li></ul>	1
	<ul style="list-style-type: none"><li>• Animals</li><li>• Fungi and bacteria</li></ul>	2
	<ul style="list-style-type: none"><li>• Exploring Materials</li></ul>	2 & 3
Systems	<ul style="list-style-type: none"><li>• Plants and their parts</li></ul>	3
	<ul style="list-style-type: none"><li>• Your Amazing Body as a system</li></ul>	4



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# P4 Content Coverage

Theme	Topics	Term
Cycles	<ul style="list-style-type: none"><li>• Life cycles of some animals</li><li>• Life cycles of plants</li></ul>	1
	<ul style="list-style-type: none"><li>• Matter</li></ul>	2
Energy	<ul style="list-style-type: none"><li>• Light and shadows</li></ul>	2
	<ul style="list-style-type: none"><li>• Heat and temperature</li></ul>	3
Interactions	<ul style="list-style-type: none"><li>• Magnets and their characteristics</li><li>• Making magnets</li></ul>	4

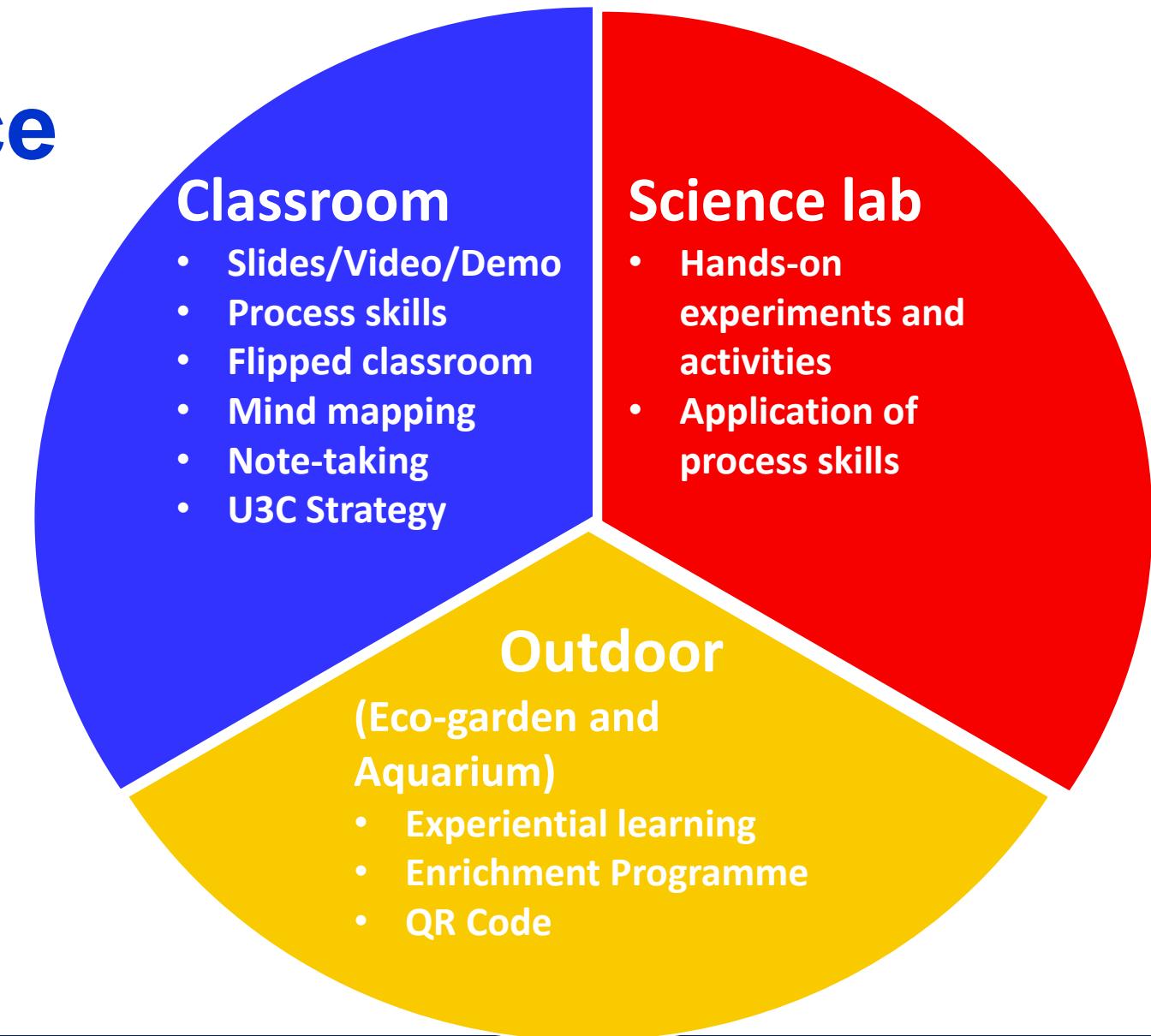


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# Learning of Science



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# Supporting your son through **PRAISE**

- **P**articipate in Science events/programmes
- Have a **RRR**etain the science concepts
- **A**ctive involvement in son's learning through activities
- **I**nterest creation through science magazines, encyclopedias, websites, experimental kits, mobile apps, documentaries and visits to; zoo, bird park, Science Centre, Sungei Buloh Wetland reserve and Botanical Gardens
- **S**upervise and monitor learning
- **E**ncourage and **E**ngage him in inquiry – nurture his inquisitive mind and creative problem solving



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### **Science**

**Ms Hemalatha Perumal**

**HOD, Science**

**hemalatha\_n\_perumal@moe.edu.sg**

**Ms Ng Xinyi**

**Level Head, Science**

**ng\_xinyi@moe.edu.sg**



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