

# PRIMARY 1 PARENT-TEACHER MEETING

21 January 2022



The Learning Campus where we Grow *Deep* and Grow *Together*

# TODAY'S BRIEFING (P1)

- Distinctive School Programmes
- Level CCA
- Be Bright Eat Right
- Holistic Development Profile
- Support Programmes
- Support from home
- Interaction with Subject Teachers



# Starting the year right!





# Ultimate Goal

**Bringing Out The Best In Each Child.**



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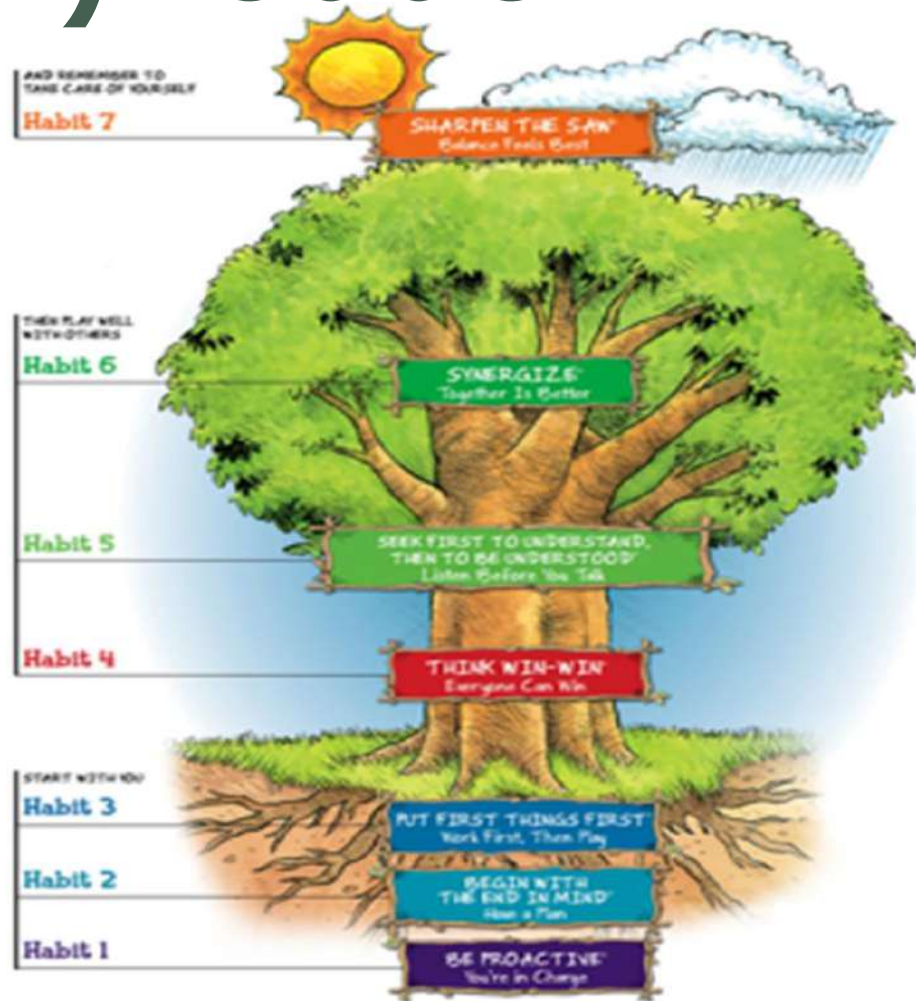


# School & Distinctive Programmes



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# 1) Leader In Me Programme



Students will be learning leadership skills throughout the year using The Leader in Me programme.

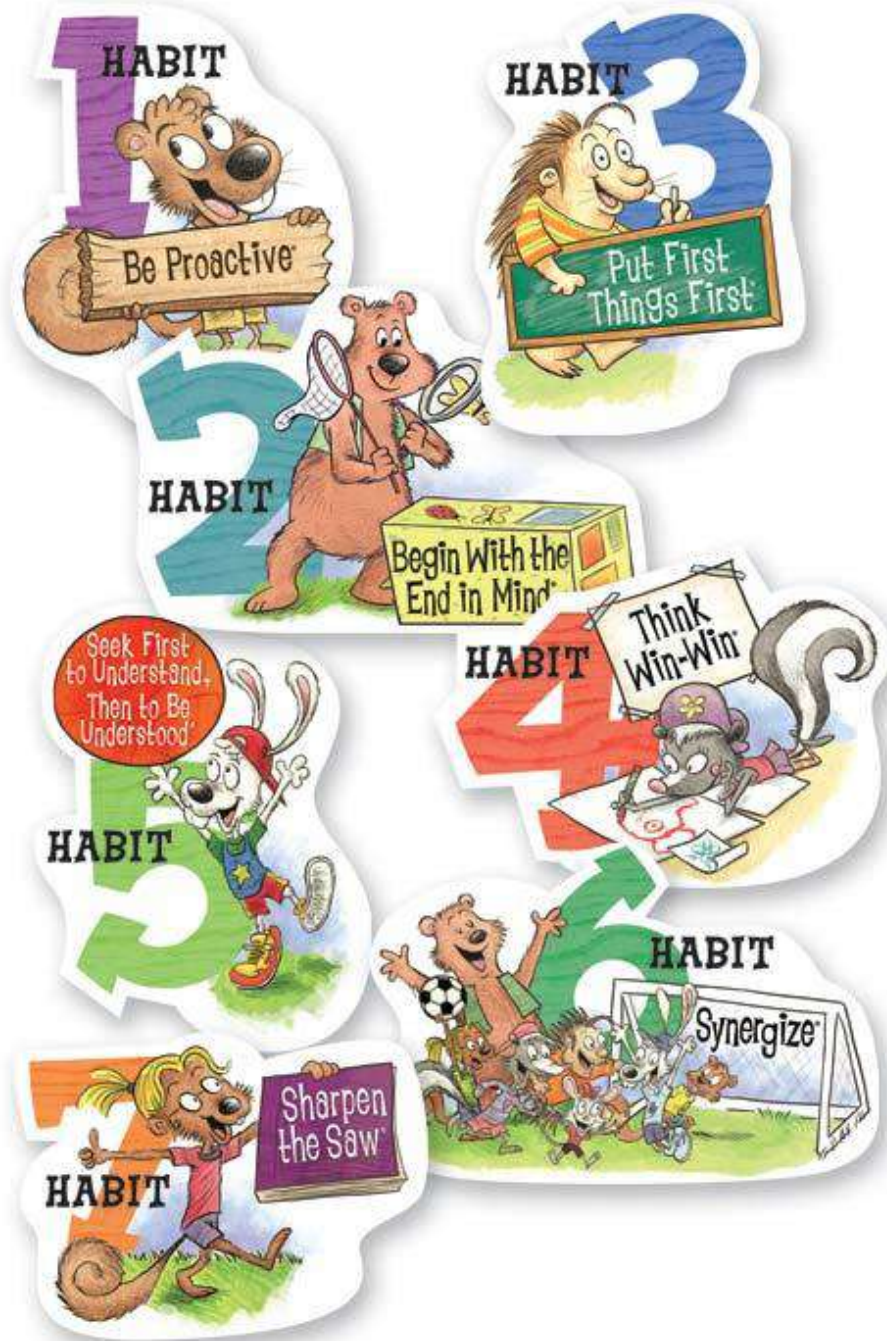
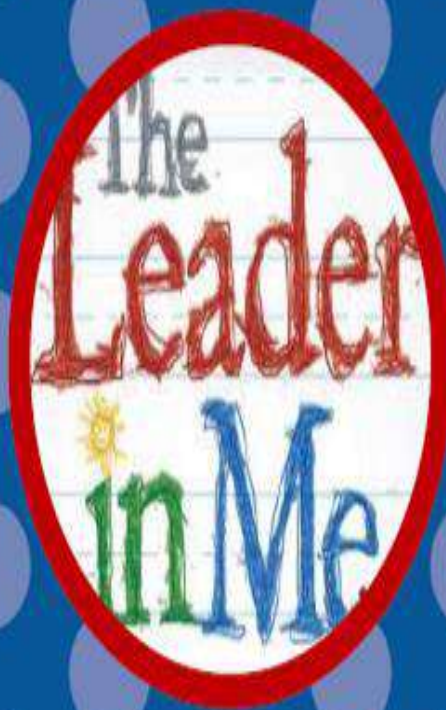
Part of The Leader in Me involves learning about The 7 Habits of Happy Kids.



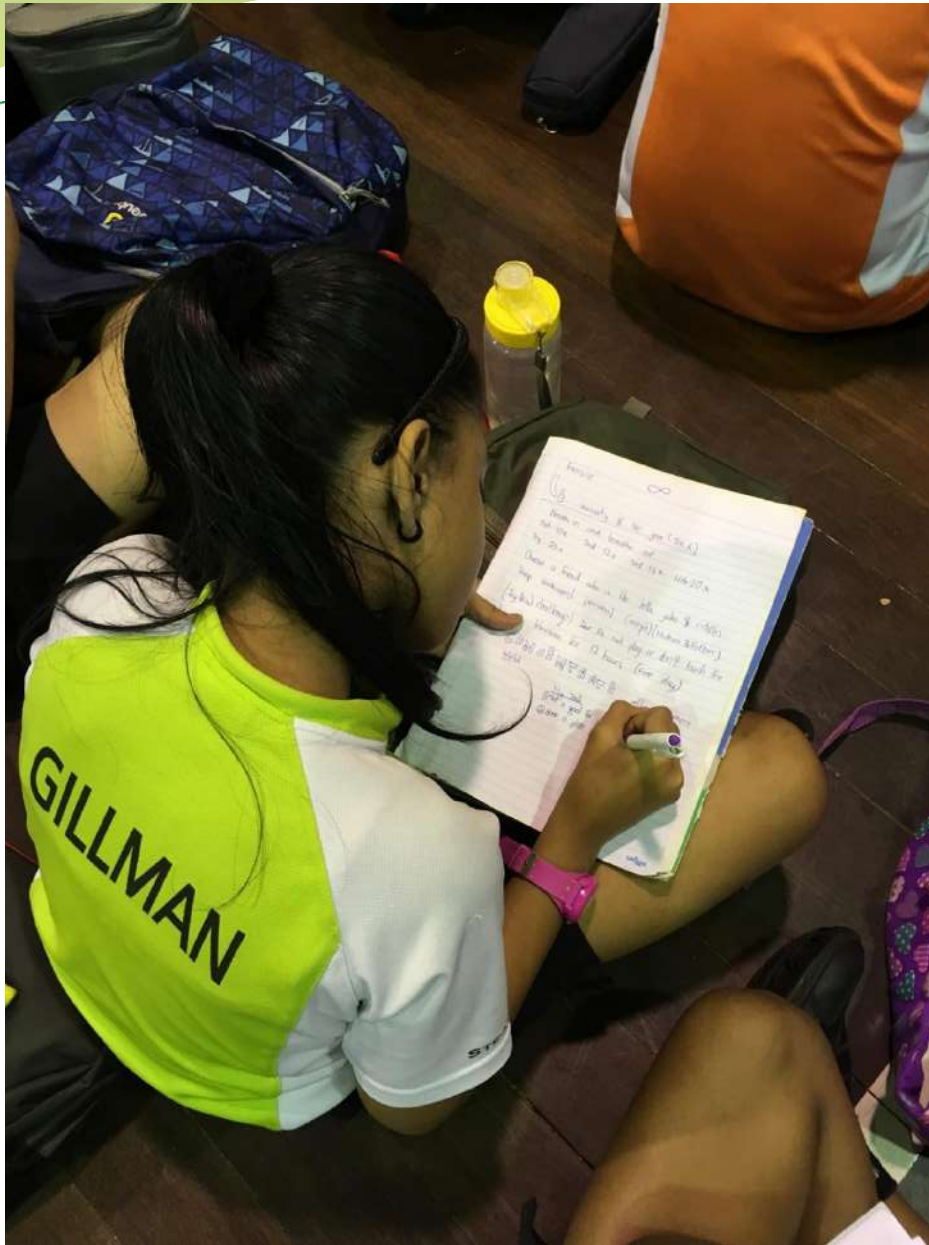


# The 7

# Habits

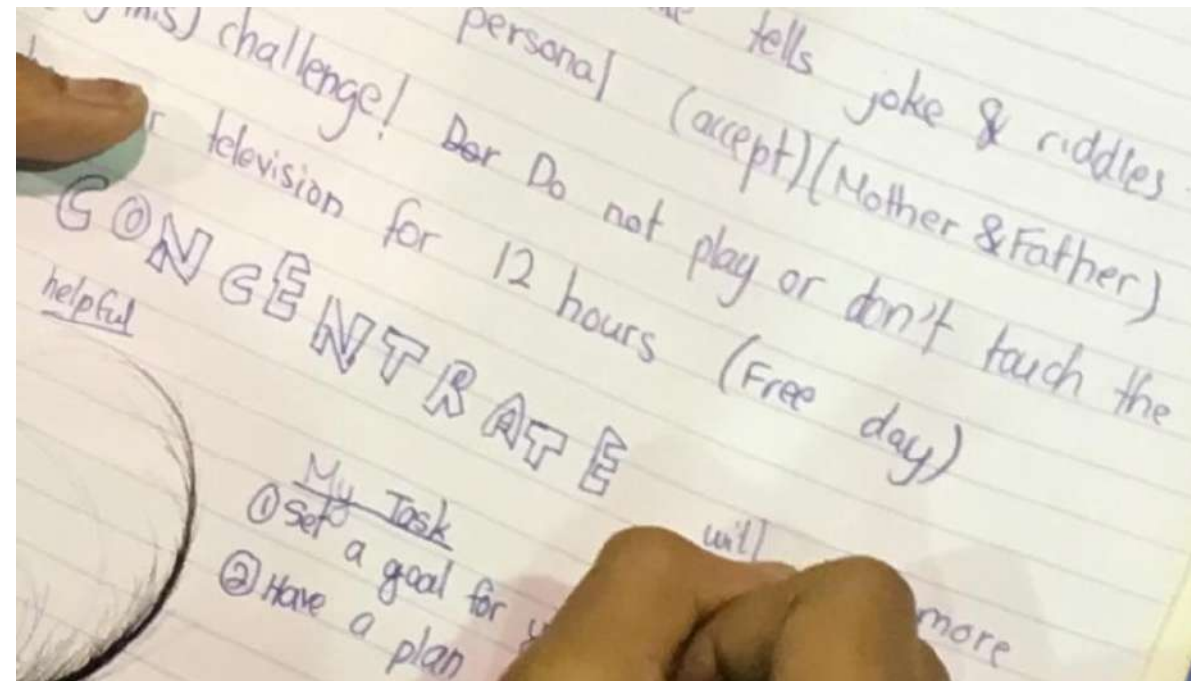






## YOUR TASK

- SET A GOAL FOR YOURSELF
- HAVE A PLAN TO ACHIEVE THE GOAL
- PUT FIRST THINGS FIRST



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## 2) Teacher Mentors

Every teacher a mentor to students

- Every child will have at least 2 teacher mentors – Form teacher and PAL teacher.
- To **deepen virtues and habits**.
- To **build positive teacher-student relationship**.
- Being a **Coach, Counsellor** and **Cheerleader**.



# 2) Teacher Mentors

## Morning Conversations

- To **speak the language of virtues** and facilitate discussion on the virtues.
- To **recognise teachable moments** and **set boundaries**.
- To **offer companioning** and **honour the spirit**.
- Takes place before morning assembly from 7 am.





# 2) Teacher Mentors

## Virtues Board Challenge

- Visible display of Virtues in class
- Students are encouraged to **display the virtues that they have learnt through their behaviour.**
- Teachers will **affirm students** for the **good effort put in to improve** and achieve success.



# 3) Learning For Life Programme (LLP)

Build upon the school's curriculum on Environmental Education, **Leader for Life**.

Enables students to acquire and demonstrate important life-skills by focusing on **building strong values** and **social emotional competencies**.

Anchors on **environmental education as a platform for students' community service and leadership**.





# 3) Learning For Life Programme (LLP)

- Blooming Garden (whole school)
- Adopts a value-based approach to inculcate virtues such as care, respect and responsibility to create a lasting impact on the students' growth.



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# 3) Learning For Life Programme (LLP)

**Daily canteen  
(P2 – P6) &  
classroom cleaning  
(whole school)**





# 3) Learning For Life Programme (LLP)

## Recycling efforts (whole school)

- Reduce: paper, water and electricity
- Reuse: art curriculum (creating craft)
- Recycle: paper, bottle
- Recycle: rainwater and food waste



# Ace!

## Aspiring Confident Engineers (ACE) @ BRPS



**BLANGAH RISE LEARNING CAMPUS**

PRIMARY SCHOOL | MOE KINDERGARTEN

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# 4) Applied Learning Programme (ALP)

ALP revolves around 3 Big Ideas:

1. Learning about the real world

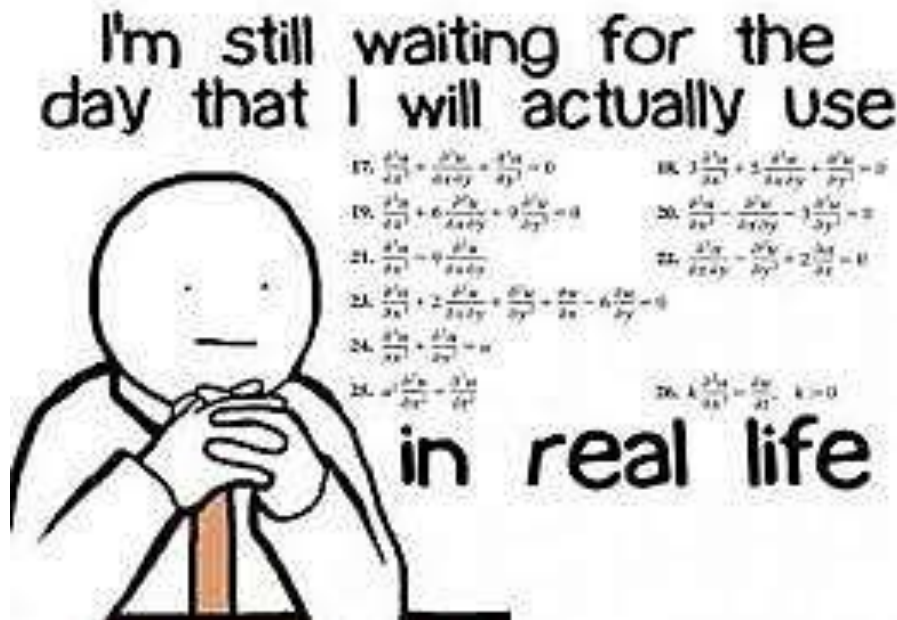
2. Learning by doing and applying

2. Learning for life



# 4) Applied Learning Programme (ALP)

Connects classroom learning with real-life applications and encourages students to creatively apply concepts to solve authentic problems.



It focuses on evoking curiosity in learning, developing inventive thinking and encouraging a dare-to-try spirit.





LET'S GIVE OUR STUDENTS **'TIME FOR  
THEIR MINDS TO IMAGINE; SPACE TO  
EXPERIMENT AND LEARN TO TAKE  
RISKS;** AND THE OPPORTUNITY TO  
**LEARN FROM FAILING, TRYING AND  
TRYING UNTIL THEY SUCCEED'**

FORMER EDUCATION MINISTER (SCHOOLS) NG CHEE MENG (MAR 2018)



# 4) Applied Learning Programme (ALP)

Robotics	Engineering Design Learning Activities
<p>Introduction to basic coding and programming of robots</p> <p>P1 KUBO Robotics (Intro)</p> <p>P2 KUBO Robotics (Advance)</p>  A young girl with dark hair and a face mask is sitting at a light blue table, focused on assembling a small white robot (KUBO) on a green and white patterned mat. Other students and similar tables are visible in the background.	<p>Materials Engineering</p>  A group of students are on a balcony or upper floor, participating in an activity. They are holding up white plastic bottles or containers, possibly demonstrating a principle of materials or engineering. A teacher or adult is also present, observing the activity.



# Level Co-Curricular Activities (Level CCA)



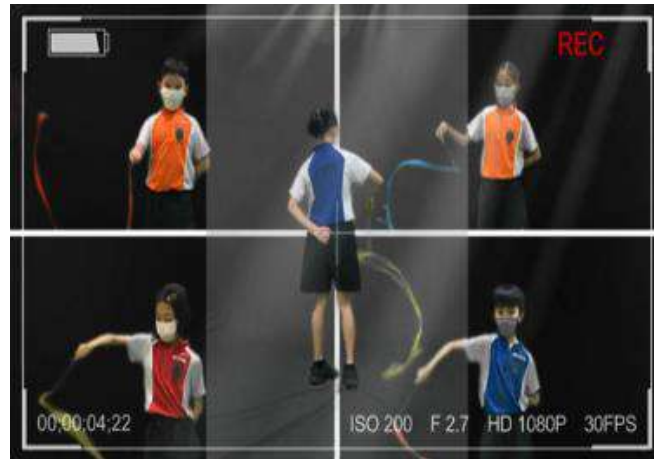
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# Level CCA @ Junior Primary



Performing Arts (Drama)  
- Readers Theatre

(Done during PAL / EL lessons)



Music Appreciation  
- Bells Performance  
- Dance

(Done during PAL / Music lessons)

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# Be Bright, Eat Right Programme (BBER)



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# BE BRIGHT EAT RIGHT

A SCHOOL-BASED MEAL SUBSCRIPTION PROGRAMME FOR STUDENTS THAT  
GOES BEYOND THE PROVISION OF HEALTHY FOOD OPTIONS



# Examples of vegetarian meal



A : Shepherd's Pie



B: Baked Fried Rice with Vegetable Bolognese



A: Corn Cup



A: Hearty Macaroni



B: Springy Noodles with Omelette



A : Mini Pancake with Jam





# Examples of non-vegetarian meal



A: BBQ Chicken Sandwich (Warm)



B: Fishball Noodles Soup



A: Chicky Macaroni



B: Chicken Ragout with Pilaf Rice



A : Tangy Chicken Bar



B : Char Siew Chicken with Noodles



# Holistic Development Profile (HDP) & Holistic Assessment (HA)



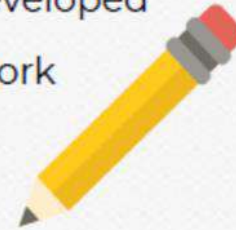
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# Holistic Development Profile (HDP)

## HOW DO I USE IT ?



**This is a report card** to update you on how your child has developed in both academic and non-academic areas, and how you can work with teachers to support your child in his growth.



## So, what does it consist of?

1



**ACADEMIC  
LEARNING  
PROGRESS**

2



**CONDUCT, COMMENTS  
AND PERSONAL  
QUALITIES**

3



**PHYSICAL FITNESS,  
VALUES-IN-ACTION, CCAs,  
ENRICHMENT AND  
AWARD**





Essentially, it means that you should...



Focus on your child's  
**HOLISTIC DEVELOPMENT**

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



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# P1 English Language

## Learning Outcomes

### Listening

1. Listen attentively and follow simple instructions.

### Speaking

2. Speak clearly to express their thoughts, feelings and ideas.
3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

### Reading

4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).
5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
6. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).

### Writing

7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



# P1 Mother Tongue Languages

## **Listening**

1. Listen attentively to short, simple spoken content related to daily life.

## **Speaking and spoken interaction**

2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
3. Ask and/or respond to simple questions related to daily life.

## **Learning Outcomes**

## **Reading**

4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL)
5. Read aloud Primary 1 texts with accuracy.
6. Understand Primary 1 texts and are able to identify some details with guidance.

## **Writing**

7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)





# P1 Mathematics

## Learning Outcomes

1. Understand numbers up to hundred.
2. Understand addition and subtraction.
3. Add and subtract numbers
4. Understand multiplication and division.
5. Identify, name, describe and sort shapes.
6. Tell time to the hour/half hour.
7. Measure and compare lengths using everyday objects.
8. Read and interpret picture graphs.



# P1 Social Studies

## Learning Outcomes

### Knowledge Outcomes

1. Recognise that they are unique.
2. Relate to people and the groups they belong to.

### Skills Outcomes

3. Express thoughts and feelings effectively.
4. Work in group settings.

### Values Outcome

5. Show interest in finding out about people and places.



# P1 Art

## Learning Outcomes

1. Identify simple visual qualities in what they see around them.
2. Ask questions about what they see.
3. Draw from their imagination and observation.
4. Play with a variety of materials and tools to make art.
5. Share their imagination, thoughts and feelings through art making.
6. Show interest in looking at a variety of artworks.
7. Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.



# P1 Music

## Learning Outcomes

1. Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.
2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups.
3. Listen and respond to Music.
4. Appreciate Music from local and global cultures.
5. Understand musical elements and concepts.





# P1 Physical Education

## Learning Outcomes

### Games and Sports

1. Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.

### Gymnastics

2. Perform a gymnastic sequence of two different movements with smooth transition.

### Dance

3. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).

### Outdoor Education

4. Move across a variety of ground surfaces in a familiar environment safely and confidently.

### Physical Health and Fitness

5. Acquire a range of personal safety practices in school, at home and when using the road.
6. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.



# Learning Dispositions

Curiosity	<b>Be proactive:</b> Loves to learn new things
	<b>Be proactive:</b> Asks questions
Enthusiasm	<b>Be proactive:</b> Participates actively in lessons
	<b>Put First Things First:</b> Works towards learning goals in a disciplined manner
Resilience	<b>Be proactive:</b> Acts on feedback and uses it to improve performance
	<b>Begin with the end in mind:</b> Tries hard and does not give up
Teamwork	<b>Think Win-Win:</b> Respects ideas shared by peers
	<b>Seek First To Understand Then To Be Understood:</b> Listens actively
	<b>Synergise:</b> Works well with others



# Support Programmes



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# Support Programmes @ JP

- Learning Support Programme (LSP)
- Learning Support Mathematics (LSM)
- Student Care Centre






# Home-School Partnership



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# Parents / Guardians as STRONG SUPPORT

- Establish an after-school routine to develop good time management skill
- Provide a conducive physical environment for your child's revision
- Check the child's diary for  of the day or messages from teachers
- Set realistic targets with your child

Every parent a partner in our students' education

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By having good home routines, you  
are setting your child up for life.



If you do your child's homework, he/she  
will lose the opportunity to learn.

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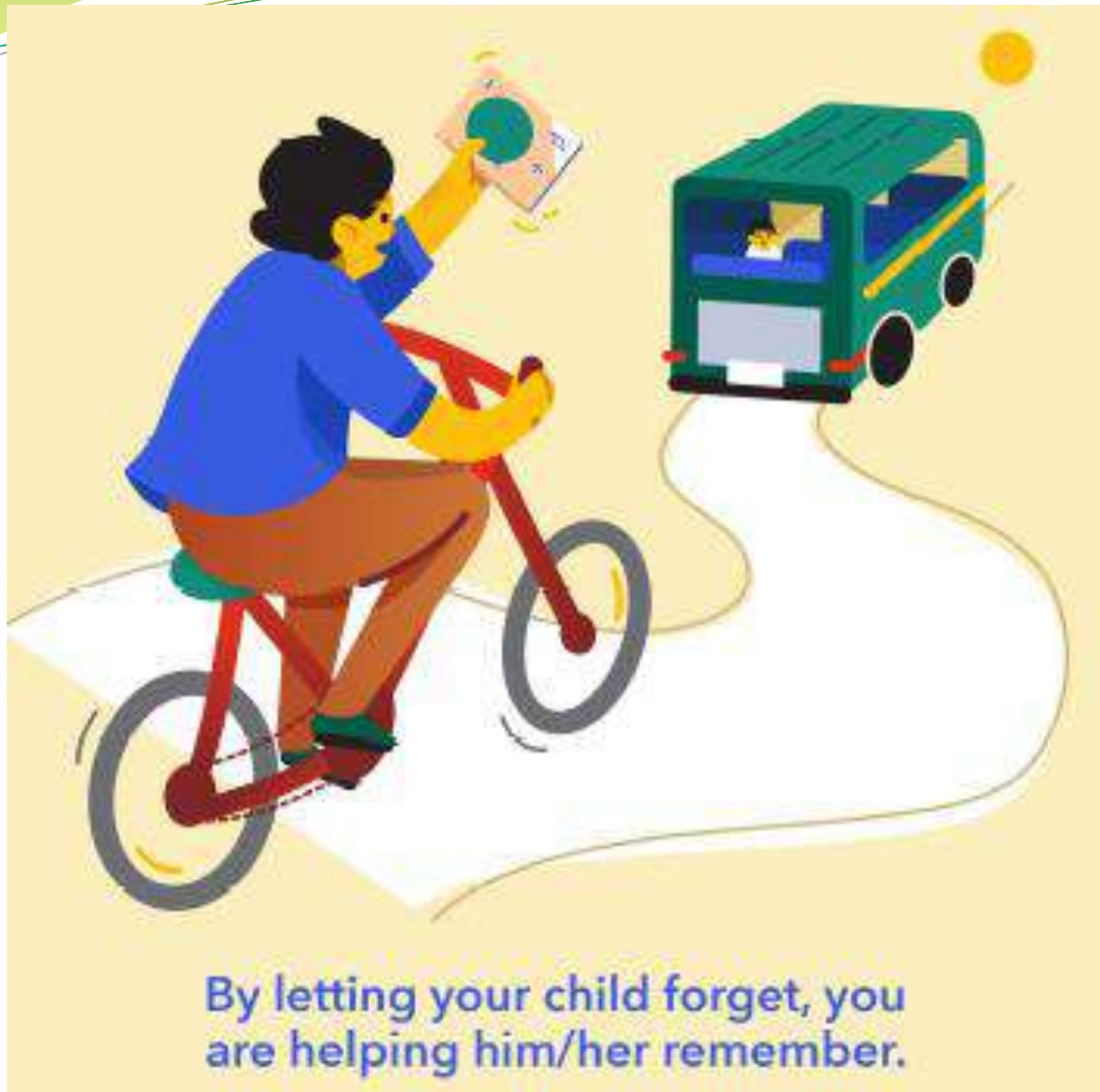
Set up a conducive home environment for your child to learn effectively.



If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.









Respect the teacher's time, contact the teacher during school operating hours only.



Have heart-to-heart talks with your child. You may be surprised by what you hear!





Be open to the teacher's feedback and observations, and you may learn something new about your child.



By building on your child's strengths and interests, you are helping him/her find his/her place in the world.







Say yes to school activities! Not all lessons are learnt in the classroom.

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# HOME SUPPORT IN LANGUAGES

- Monitor child's daily work and get them to share on what they have learnt for the day
- Ensure child uses the strategies (e.g. annotation) taught
- Encourage child to read storybooks and newspaper articles
- Get child to share about what they have read



# HOME SUPPORT IN LANGUAGES

- Encourage your child to listen to news on radio or watch the news broadcast on the television
- Revise the contents of texts with your child
- Check dictionary for building of vocabulary and revise the meaning of words learnt
- Encourage child to ask when in doubt



# Cultivate Reading Habits

Children enjoy time with their parents.

*Why not make this time special by taking turns to read aloud at bedtime?*



## I read to you, you read to me

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# HOME SUPPORT IN MATHEMATICS

- **Monitor child's revision habits**
  - Develop positive attitudes about Maths
  - Show workings clearly





# HOME SUPPORT IN MATHEMATICS

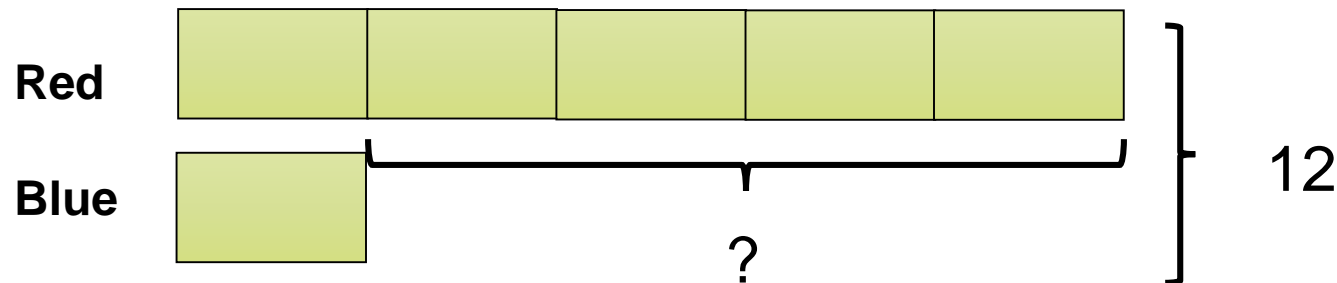
- **Sharpen child's number sense**
  - Multiplication Tables
  - Number Bonds
  - Quiz him/her with everyday life questions:
    - How much is 2 fifty cents coins?
    - What's the change we get from \$10 for a cake which costs \$4?



# HOME SUPPORT IN MATHEMATICS

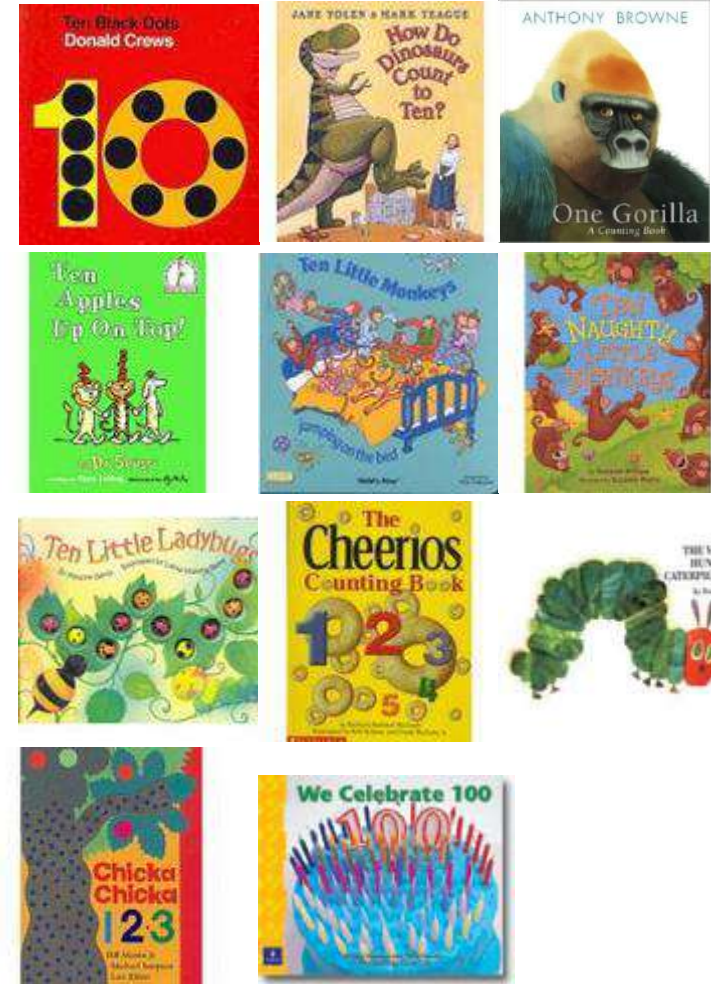
Please help to reinforce the following to your child:

- Highlight key information in the question
  - Read the question carefully and pick up key information  
Eg: Give your answer in 'kg and g'
- Draw a model to show understanding of the question so as to see the relationships of the information given.



# Learning Numbers Through Stories

- Ten Black Dots
- How Do Dinosaurs Count to Ten?
- One Gorilla
- Ten Apples Up On Top
- Ten Little Monkeys
- Ten Naughty Little Monkeys
- Ten Little Ladybugs
- The Cheerios Counting Book
- The Very Hungry Caterpillar
- Chicka, Chicka 1 2 3
- We Celebrate 100



# Learning Numbers Through Real-Life Objects

Point out numbers that appear in everyday contexts such as on a clock, a phone, in lifts, money, etc.

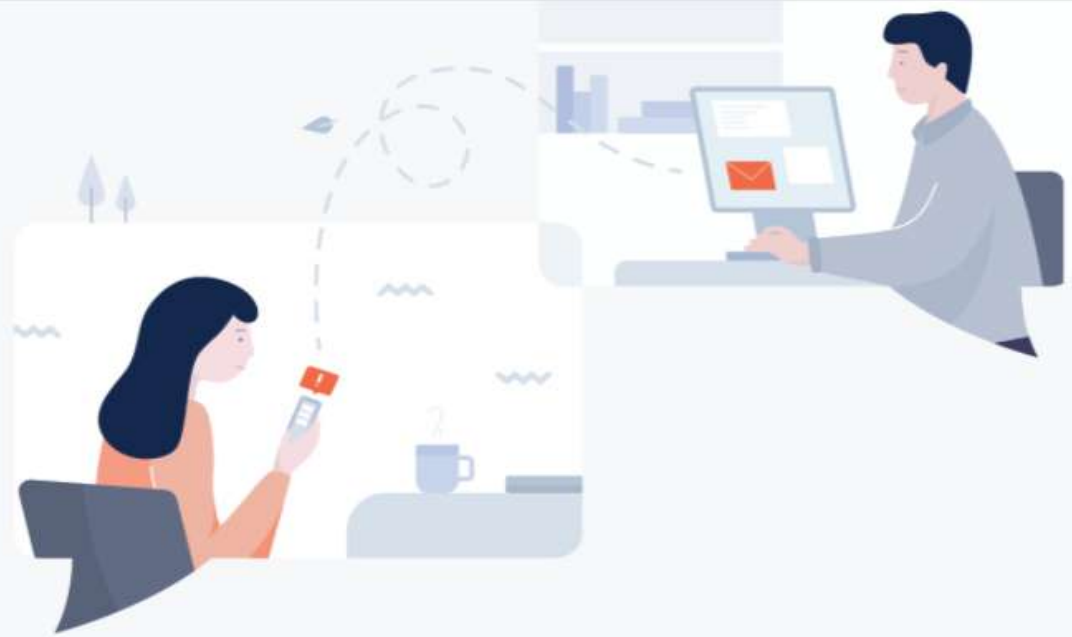
- understand that numbers have practical uses
- recognise written numbers





# Introducing Parents Gateway

The easier way for schools to  
communicate with parents.



<https://pg.moe.edu.sg/#home>



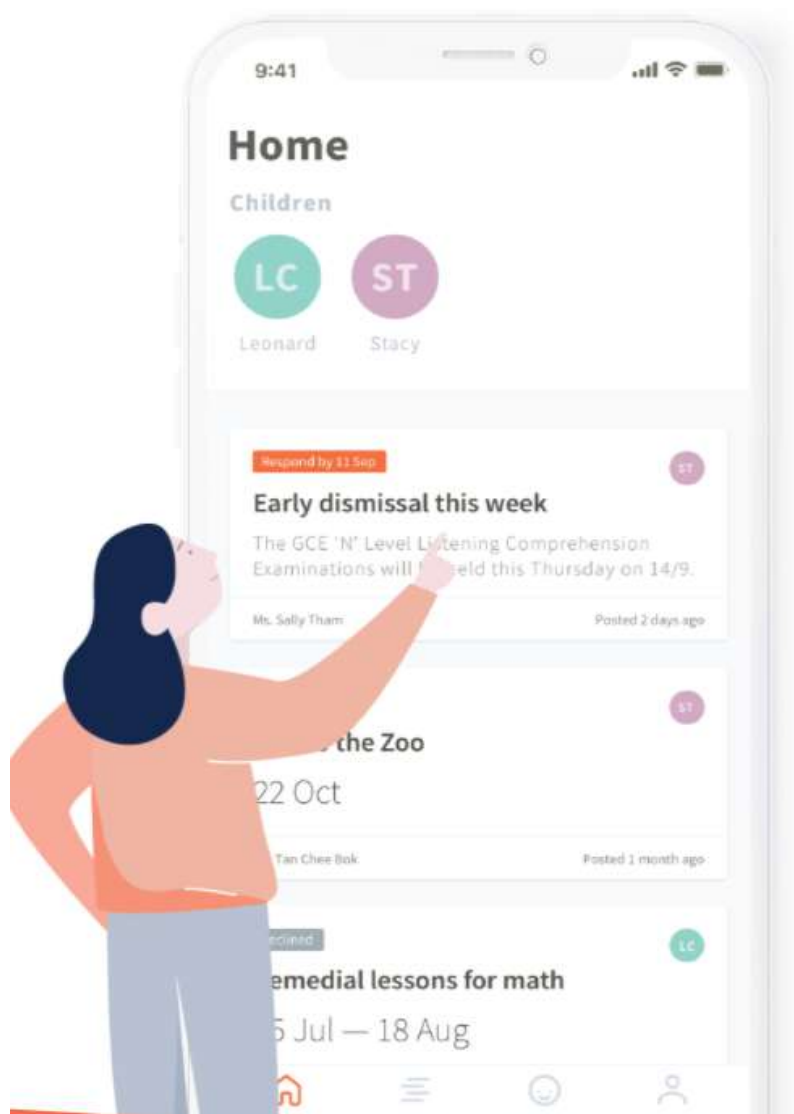
## What is Parents Gateway?

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.



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## For Parents

Access all your official school announcements and forms at your fingertips.

Give consent for your child's activities anytime, anywhere.

Receive official announcements directly from schools.

Keep track of upcoming activities for multiple children.



<https://pg.moe.edu.sg/#home>

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# FAQs for Parents

Get answers to the most frequently asked questions.

Access

Login / Feedback

Features

Troubleshoot

## Access

✓ What is Parents Gateway?

^ Who can access Parents Gateway?

Access to Parents Gateway is granted to parents, legal guardians and authorised caregivers of students studying in MOE schools in Singapore. Parents will need to use SingPass to access Parents Gateway.



## Contact Us

Have questions about PG?

Drop us a line at:

[moe\\_parents\\_gateway@moe.gov.sg](mailto:moe_parents_gateway@moe.gov.sg)



<https://pg.moe.edu.sg/#home>

<https://pg.moe.edu.sg/faq>





# Thank You For Your Partnership!



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