BUKIT TIMAH PRIMARY SCHOOL

STRIVE FOR THE BEST

Meet-The-Parents Session Primary 2

23 Jan 2026

School Vision

Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Motto	Strive for the Best
Vision	Adaptive Learner, Empathetic Leader and Future-Ready Citizen
Mission	To create a vibrant learning environment that values diversity and builds community through shared values, collaboration and innovation.
Values (AEI3R)	Adaptability Empathy Integrity Resilience Respect Responsibility

BUKIT TIMAH PRIMARY SCHOOL

STRIVE FOR THE BEST

I Wish You More

I wish you more give than take.
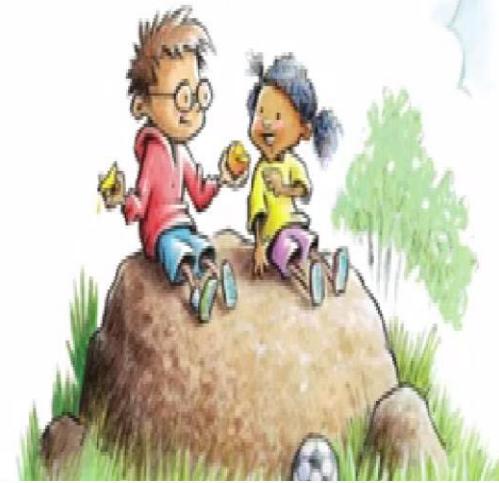
I wish you more we than me.

Small Steps, Big Growth

They are like a young tree – strong enough to stand tall but still requires steady support

Student Recognition Framework:

Recognising Growth in Every Learner

School Vision

Your Voice. Your **Growth**. Your Story.

It's often the same people getting awards for the good results. Effort and other talents should be counted too.

Not everyone of us can be top scorer but we worked hard. I vote for that to be recognised too.

Some students are good in PE, Music or Art, not just exams. It's great that we are recognising that now.

We all learn differently… some of us express ourselves better through art, music, or movement.

Yes, results matter – but is that the only way to measure how far we've come?

I love PE so I'm happy there's finally an award for that. There are many strengths you can observe during PE lessons too!

It's About Recognising the Whole child
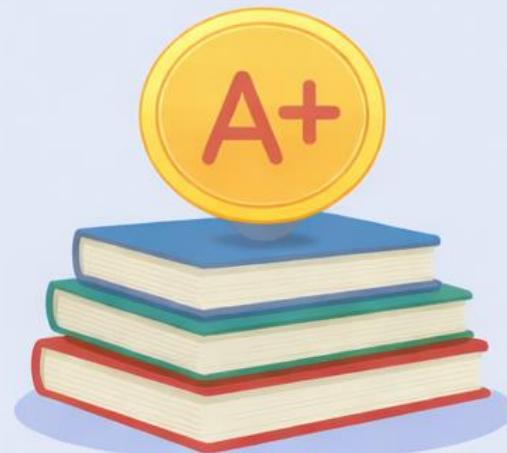
Celebrate The Many Paths to Success

2025

Name of Award	To Recognise…
Sports Trailblazer (PE)	• sportsmanship, fair play, and teamwork • effort during physical activities • responsibility, resilience and a positive mindset in sports and games
Creative Explorer (ART)	• creativity and originality in students' artistic expression • responsibility in the use of art materials and completion of work • resilience and openness to experimenting with ideas
Harmonious Explorer (MUSIC)	• active participation in music lessons. • positive learning attitudes and consistent effort in musical tasks. • resilience, collaboration and empathy in music learning

Connecting with the School

- Email addresses of all teachers and the key personnel, including School Leaders, are on the school website.

- The teachers will not be sharing their personal numbers with parents.

- Best person to approach regarding day-to-day matters would be your child's Form Teacher.

- You can choose to email or call the school General Office who will pass the message for the teacher to return call.

- Please give our teachers time to return your call.

- Do keep communication to between 7a.m. and 5p.m. on weekdays.

- We will use Parents Gateway and email as the main mode of communication, supplemented by phone calls.

Level Motto & Expectations

Start It Right!

Expectations

- Be respectful to others
- Take care of oneself
- Be responsible

Growing towards Independence

Self-Awareness & Self-Management

- I will be present and on time for school and school-related activities.

- I will organise my personal belongings and be ready for lessons.

- I will write down homework and reminders in my BT Kit and complete them on time.

- I will participate and do my best for all schoolwork and activities.

- I can recognise my emotions and know when to seek help from a trusted adult.

Growing towards Independence

Social Awareness & Relationship Management

- I will listen to my peers.

- I will greet others respectfully.

- I will use kind words and actions.

- I will apologise when I am in the wrong.

- I understand that everyone is unique and special.

Providing Holistic Education

Term 1
- P2 MTPS
- Chinese New Year Celebration
- Total Defence Day

Term 2
- International Friendship Day
- Hari Raya Celebration
- P2 Learning Journey
- P2 PAL Showcase
- Parent-Teacher-Student Conference (PTSC)
- Exploration Week

Term 3
- Mother Tongue Language Fortnight
- National Day Celebration
- Teacher's Day Celebration

Term 4
- Children's Day Celebrations
- Deepavali
- Exploration Week

Academic Support

Guidelines on Daily Homework

Levels	Weekly Homework Time (estimated)
P1 and P2	2 - 4 hours

Note:
- Lower Primary students complete most of their work in class.

Balancing between school and other types of homework.

Developing positive learning dispositions, growing joyful learners

- **Joy of Learning**: High level of student engagement. E.g. Active participation in activities and discussions.

- **Responsibility for Learning**: Students submit work on time and follow routines.

Developing positive learning dispositions, growing resilient learners

- **Resilience in Learning:** Students face challenges in handling mistakes or persevering through tasks requiring extra effort.

- **Reflection:** Opportunities for self-assessment and independent thinking so that students can learn from their experiences.

Developing positive learning dispositions, learning together

Share stories of mistakes, laugh about it then try again

"I messed up when I was child too. I ..."

This normalises mistakes as part of growth and reduces fear of failure.

Celebrate Effort Over Results

Replace *"You're so smart!"* with *"I'm proud of how hard you tried!"*

Reinforces perseverance and grit over perfection

**Foster Reflection Through Fun Prompts:**

"What made you proud today?"

"That must have been difficult. Wow, how did you do it?"

Keep it casual—ideal during dinner chats.

Impact on the child
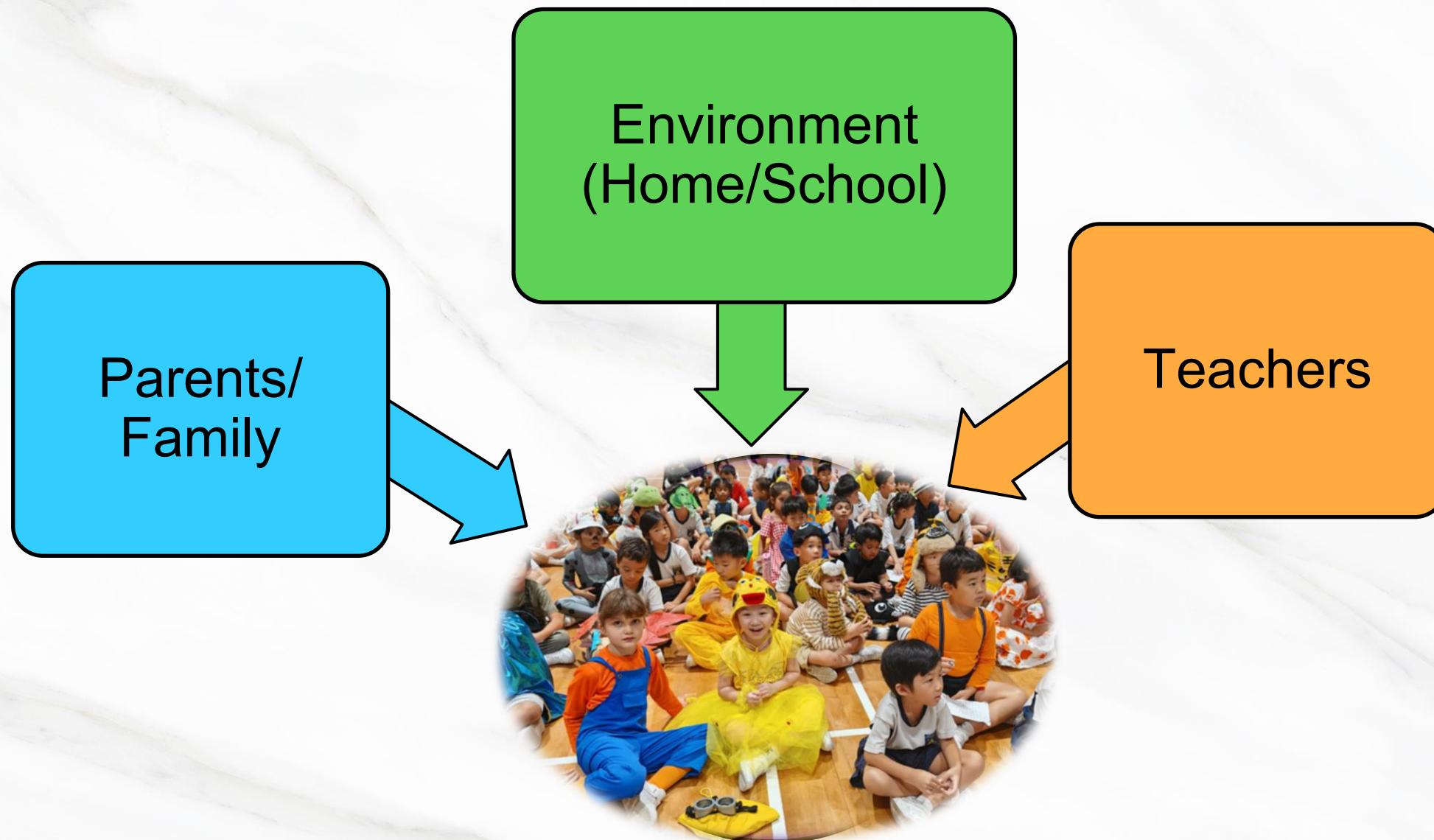
P2 Check-in survey results

Readiness for 2026

- ✓ 82% of our P2 students are ready to start the new year.
- ✓ 63% of our P2 students are excited to start school.
- ✓ 62% of our P2 students are very happy to start school.

- ▪ 13% of our P2 students are scared.
- ▪ 9% of our P2 students are sad.
- ▪ 5% of our P2 students are angry.

P2 Check-in survey results

Q4: My family cares for each other.

- 35%
- 0%
- 1%
- 64%

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
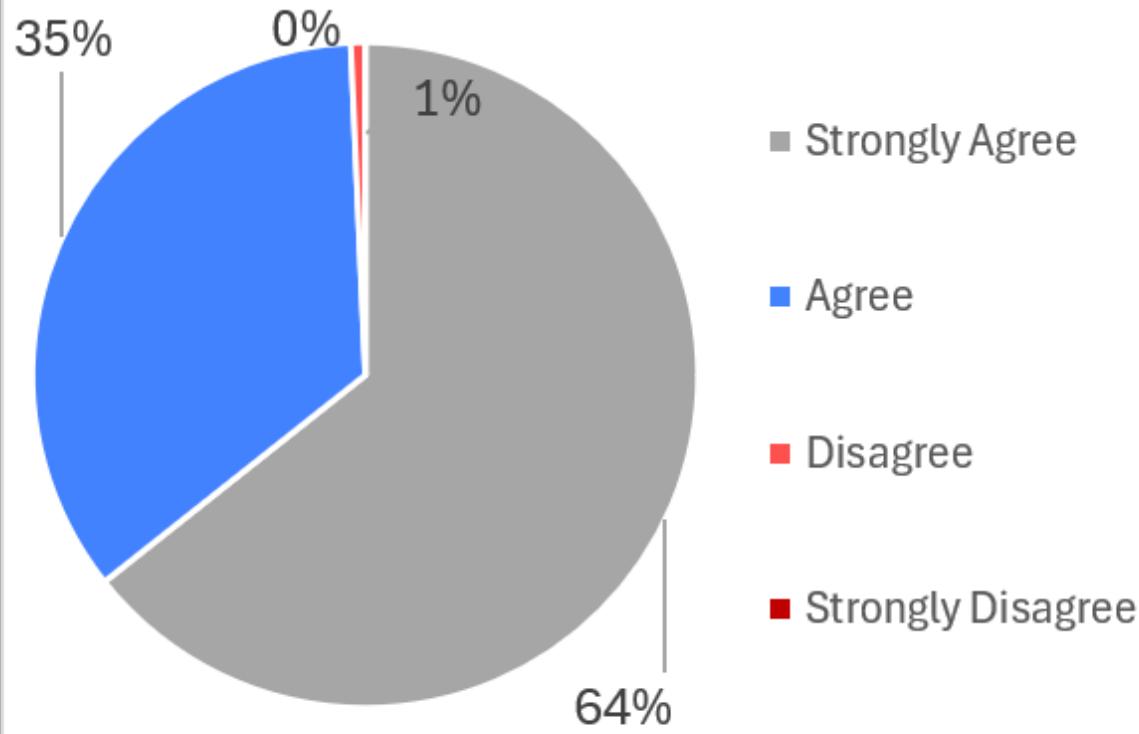
Q5: Who do you go to when you need help?

Sources of support
[students can choose more than 1 option]

- My family — 92%
- My teachers — 79%
- My friends — 56%
- No one — 4%
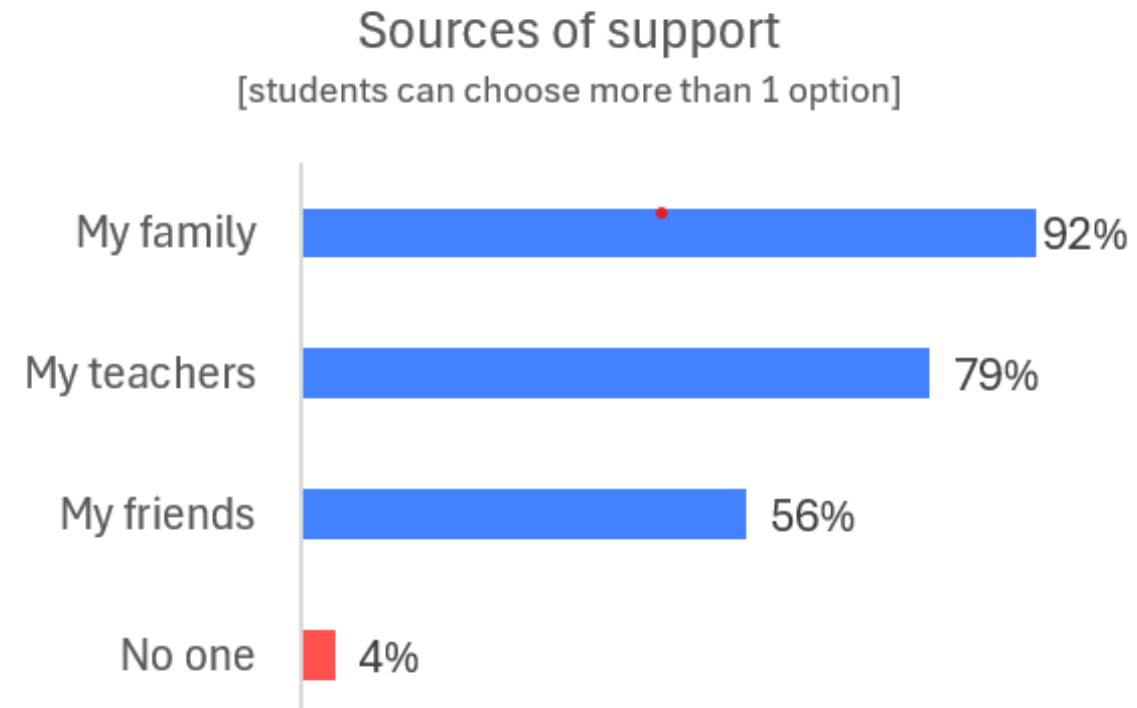
P2 Check-in survey results

Q3: What do you like to do during your free time?

Leisure activities students enjoy

[students can choose more than 1 option]

Activity	Percentage
Play with others	70%
Read books	59%
Watch TV or online videos	57%
Do art and craft	57%
Exercise or play in the park	44%
Play computer or online games	39%
Others	15%
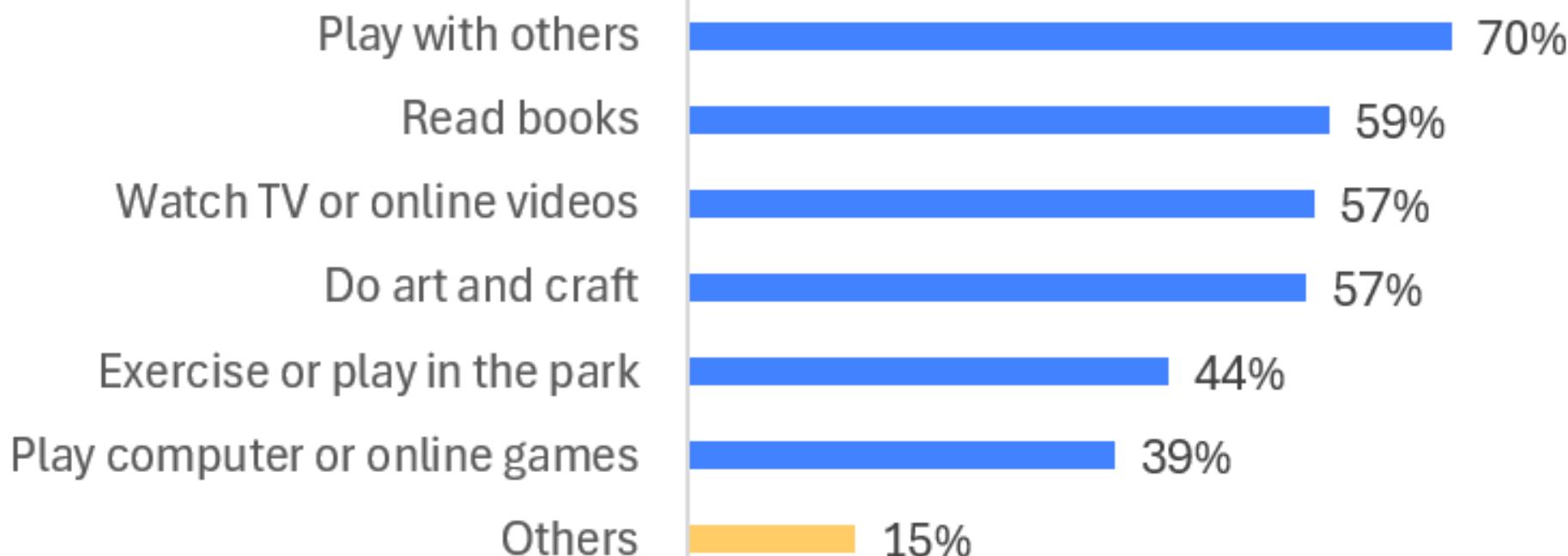
Mental Well-being

- Balance between studying and leisure.

- Balance between structure and autonomy.

- Balance between encouragement and consequences.

Use of devices
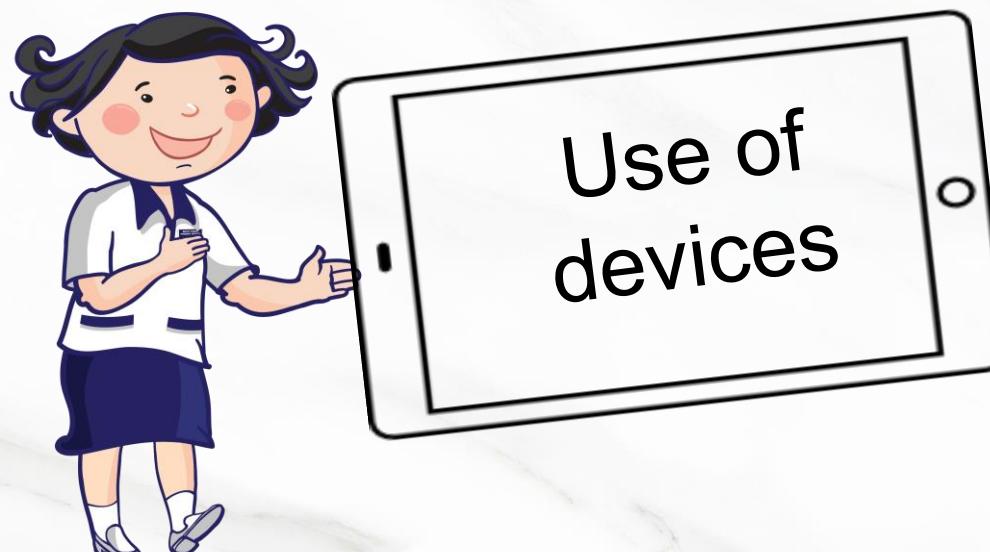
Student Well-Being

MOH's screen time guidelines

7 to 12 years old

- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media

Infographic: Clara Ho   Source: Ministry of Health, Jan 21, 2025

Providing Relevant and Timely Information

- Parent-Teacher-Student Conference in May

- Regular check-ins by Form Teachers

- Worksheets and reviews are returned for parent's signatures

Parent support and guidance

P3 and P4
Higher Mother Tongue Languages (HMTLs)

By Mdm Chng Ling Ling
Subject Head/Chinese

What is P3 & P4 HMTLs?

It is designed to enthuse P3 and P4 students who demonstrate the **ability and interest to develop higher levels of MT language proficiency and cultural knowledge.**

OFFICAL / NON_SENSITIVE

What is the Criteria?

For HMTL entry:

Recommendation for HMTL would be based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.

(At the end of Primary 2, parents/guardians will be notified via PG if their child/ward is being offered HMTL at Primary 3.)

What is the Criteria?

Teachers' feedback and observation

To cover a whole range of performance, additional Information about student's learning can be gathered through spoken interactions with teachers, class discussions, group work, class work and homework.

Evidence of students' performance throughout the year

Information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

(E.g. writing tasks & worksheets done in class independently)

OFFICAL / NON_SENSITIVE

Key Features of P3 & P4 HMTL Curriculum

Building on existing MTL curriculum:

Literary-based text
Incorporation of age-appropriate literature to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises
Construction of new knowledge by making meaningful connections between texts and students' lives.

School-based assessment for P3 & P4 HMTL

HMTL at P3 and P4 will be reflected as a <u>non-weighted assessment.</u>

Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The schools would indicate your child' progress in HMTL in the Holistic Development Profile.

Please note that the children will still be taking MTL exam as their assessment.

HMTL at BTPS

❖ **For HMTL at P3 and P4 level:**

• On top of the 9 periods of curriculum time, 2 additional periods will be conducted on <mark>Thursday afternoons, from 2 to 3 p.m.</mark>
        (Note: School Bus will only be available at 4 p.m.)

• HMTL schedule will be provided at the beginning of the year

Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 and P4 level?

Your child could still be offered HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. The offering of HMTL at P5 is a parental option whereas the offering of HMTL at P6 is a school-based decision.

You are strongly encouraged to discuss with the school which course best suits the need of your child.

OFFICAL / NON_SENSITIVE

Digital Literacy for P2s

Nurturing the next generation together

Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Respectful Communication

Foster kind words and actions between parents and educators

- Listen to and understand each other's perspectives and concerns regarding each child.

- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.

- Respect each other's time by communicating during working hours.

Role Models

Show our children the skills and values they need for life

- Practise gratitude and find joy in everyday experiences with our children.

- Instil confidence by encouraging responsibility and believing in each child's abilities.

- Model good values in words and actions, at school and at home.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

- Build strong bonds through shared experiences and meaningful conversations.

- Establish good habits for our children to stay confident and in control of their technology use.

- Provide a balanced mix of engaging online and offline activities, at school and at home.

The vibrant learning environment

Learning Spaces That Adapt to Learning

- Classrooms and shared spaces can be quickly rearranged for different activities (discussion, group work, quiet practice, presentations).
- Strong school internet allows learning to continue smoothly in class and during guided online activities.
- **Technology** helps us **connect learning** in school with real-world experiences beyond the classroom.

The world that our students are in

Future jobs and daily life will require children to:

- use technology confidently,
- work well with others, and
- solve new and unfamiliar problems.

Learning how to learn, **adapt**, and communicate is just as important as learning facts.

(Organisation for Economic Co-operation and Development (OECD). (2018). The Future of Education and Skills: Education 2030. Paris: OECD Publishing.)

Skills that empower

We use digital tools to provide opportunities for students to learn lifelong skills such as:

Self-directed – learning to set simple goals, practise skills, and track their progress.

Collaborative – working with classmates to share ideas and learn from one another.

Communicators – expressing their thinking through words, pictures, and presentations.

The focus is on **building learning skills,** not just using devices. Digital tools support goal-setting, teamwork and communication,

Teachers as the guide

Role of the Teacher

Teachers carefully guide how technology is used by:

- Choosing **age-appropriate tools** that support core subjects.
- Designing activities that build **thinking, understanding and values**
- Teaching children how to use technology **safely and responsibly.** Digital learning is **guided learning**, not free screen time.

Teachers focus on nurturing students in both academic and non-academic areas so that students have a well-rounded education.

BTPS Digital Literacy Curriculum

ICT Baseline

- Data Competencies
- Device & Software Operations,
- Digital Information Management,
- Digital Communication, Collaboration & Participation

Code the Future!

- Computational Thinking
- Coding and Programming
- Digital Knowledge Currency

Cyber Wellness

- Digital Safety & Security
- Digital Responsibility

ICT Baseline Curriculum

Level	Skills/Product	Subject	SOW Topic
P1	Introduction to school devices and basic operations, passwords, MIMS and SLS login	FTGP	FTGP (T1, Week 4 – 6) FTGP (T2)
P2	**Touch-typing, Microsoft Word**	**MT, EL**	**Touch- Typing (T1)**
	Search engine (SLS) + Word	**EL**	**A butterfly is born (T2)**
P3	M365 PPT – Basic and Intermediate	Science	Living and Non-living things (T1)
P4	Excel Spreadsheet	Math	Pie/Charts (T3)
P5	Writing Emails	English	Game of Emails (T2)
	M365 PPT - Advanced	Social Studies	How are countries in Southeast Asia interconnected? (T3)
P6	Canva, MS Teams	IPW	(T4)

Code the Future! Curriculum

	ICT	Remarks
P1	Sphero screenless coding	EW 1& 2 - Math Lessons
P2	**Kubo screenless coding**	**EW 1& 2- Math Lessons**
P3	SCRATCH (Vendor run)	EW 1- Math/EL/Art Lessons EW 2 – Math/EL/Art Lessons
P4	Minecraft Coding (SLS)/ Stick'Em Coding	EW 1 & 2 Math Lessons
P5	Code for Fun (CFF)	CFF- 10 Hours / 2 days EW 1
P6	AI for Fun (AIFF) Modules A & B	AIFF A&B – 10Hours / 2 days (Post PSLE)

P2 – Kubo Screenless Coding
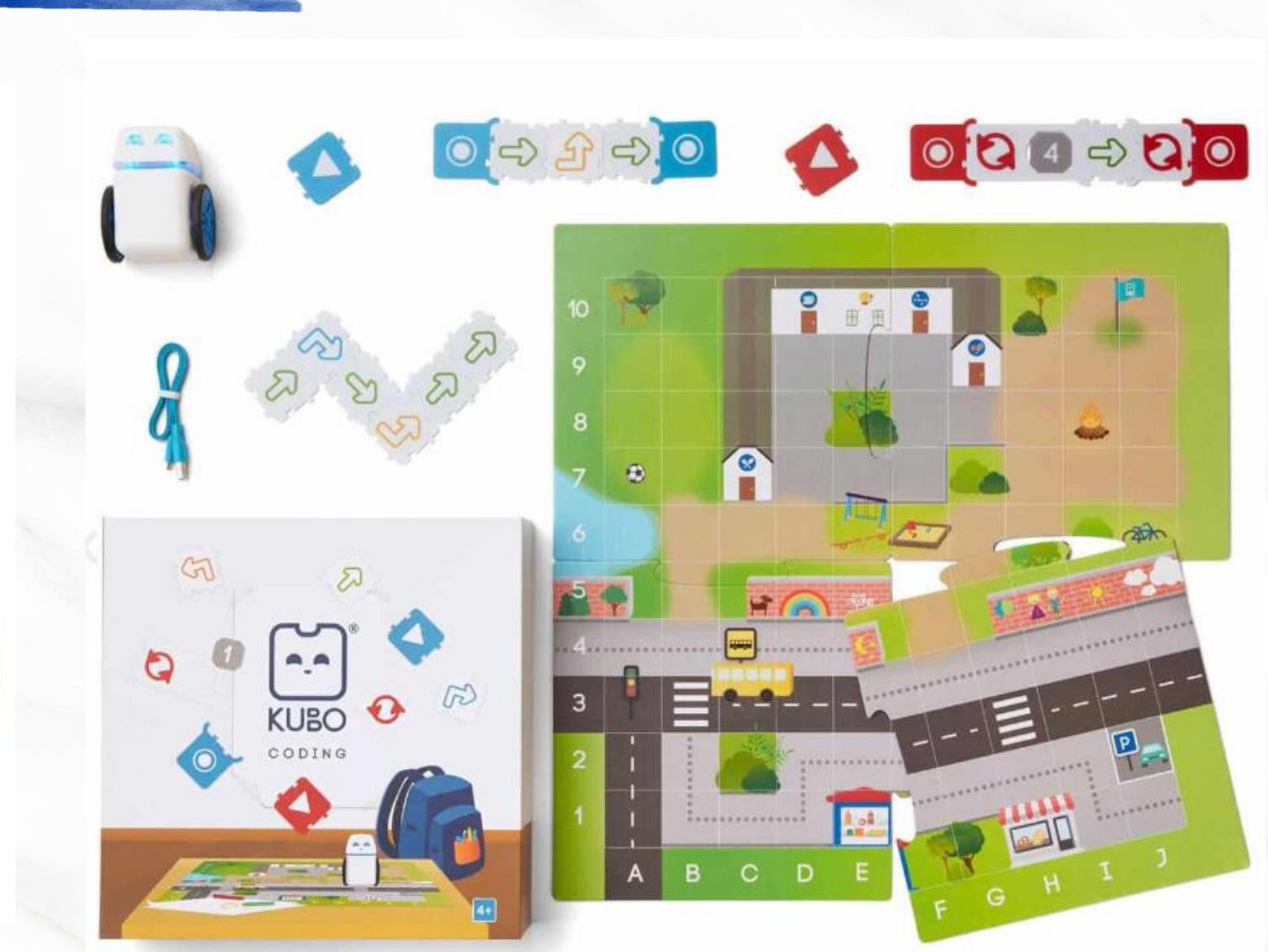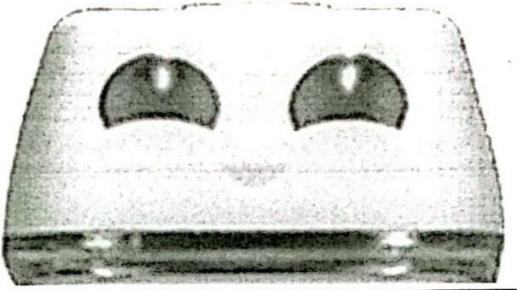
What did you understand about coding?
(You can draw or write)
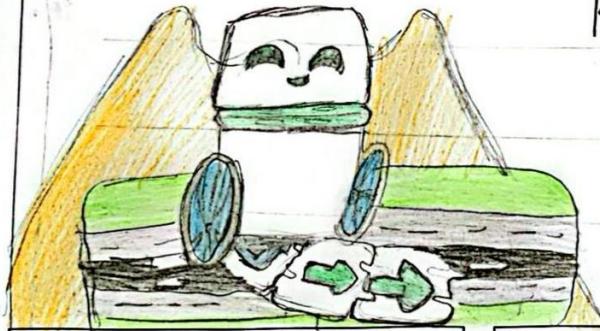

KUBO

I used to think....
I used to think coding is hard.
I used to think is coding is only used for on computers to make things.

Now I think....
Now I think coding is easy and fun.
Now I think coding can be done by other electronics, and can give orders to machines and robots.

22-05-25

you're a Star
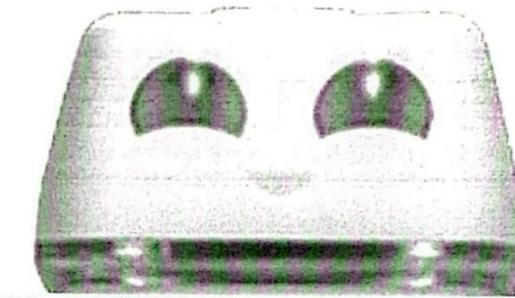
What did you understand about coding?
(You can draw or write)

Before   After
BORING!   Mmm Interesting!
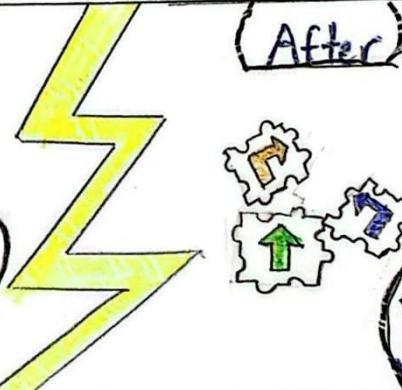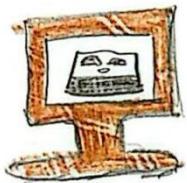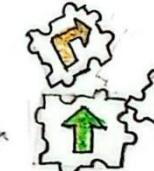
I used to think....
coding is just useless because it is just using a computer to make robots.

Now I think....
coding is interesting because you do not have to use a computer to make robots.

SUPER JOB!

Left worksheet:

Speech bubble (top left): "But I have feelings too! don't make me sad or I will not follow your instructions!? ;-; Please take care of me."

Speech bubble (top right): "HI! I am Kubo, A robot to specifically Follow Instructions from YOU!"

STEP INSIDE!

If you were **KUBO**, what would it feel like to follow the code tiles? It depends on how the tagtiles are put

If the tagtiles are put properly: I will feel happy following/recording

If the tagtiles are Not put properly: I will feel annoyed and will not move.

What would you need humans to do so you can do your job well?
- Do Not Pluck Out My Head too many times
- code properly
- do not drop me

What could go wrong if they give unclear instructions?
I /kubo will not be able to go anywhere, It will go to the wrong place

Right worksheet:

STEP INSIDE!

If you were **KUBO**, what would it feel like to follow the code tiles? weird, because someone is controling me and I will feel like my legs are moving by themselve. hehe...

What would you need humans to do so you can do your job well?
You need to give clear instructions so kubo will go to the place you planed

What could go wrong if they give unclear instructions?
kubo might fall off the table and breake oh...

Self-directed Resources

Level	Skills/Product	Assignment	HBL Work (Term 4) (Teachers to design)
P1	Basic operations of Applications A1.2K	Term 2	-
P2	Basic operations of Applications A1.2K	Term 1	-
P3	Learn to use Word-Processing Tool A1.2m Basic Operations related to Data Storage and File Sharing	Term 1 Term 2	Use of Google Doc
P4	Basic module on AI and AI-enabled features	Term 2	Use of AI functions
P5	Basic module on AI and AI-enabled features Keyboarding skills	Term 1 Term 2	Use of AI functions
P6	Basic module on AI and AI-enabled features Keyboarding skills	Term 1 Term 1	

Need support when using MIMS?

Blended Learning

https://www.bukittimahpri.moe.edu.sg/department/ict/blended-learning/

English Language

Mathematics

Mother Tongue
Languages

Science

ICT

   Information and
   Communications
   Technology (ICT)

If you have forgotten your password, you could:

a) Reset via email if you have entered an email address during your first setup. Please check with your parents. If you cannot see the email in your inbox, it may be in the spam or junk email folder.

b) Reset via answering security questions

c) School-based Helpdesk at tan_shu_rui@moe.edu.sg or 64662863
Mondays - Fridays: 8.00 a.m. - 4.00 p.m.

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Values (AEI3R)

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Resilience	Respect	Responsibility

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Thank You