

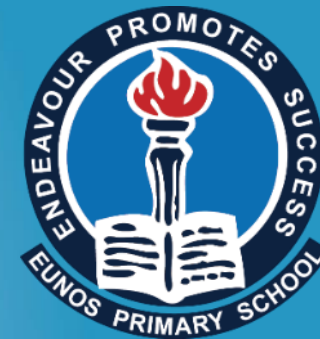
E U N O S P R I M A R Y S C H O O L

Briefing to P3 Parents

Endeavour Promotes Success

21 January 2022

official(closed) / non-sensitive



E U N O S P R I M A R Y S C H O O L

CCA Briefing

Endeavour Promotes Success

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Co-Curricular Activities (CCAs) is an integral part of our Eunosians' holistic education

- develops specific **knowledge**, **skills** and **values** in the CCA of their choices
- enables students to discover their **interests** and **talents**
- provides common space for **friendships** and **social integration**.



CCAs are conducted on Fridays, 7.30am to 9.30am

PE attire

Trace Together Token

Water Bottles

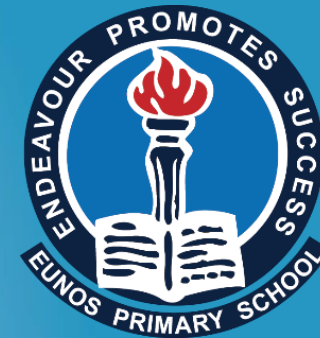
Maskbox/ Ziploc bags



Class Allocation by CCA

P3 RESPECT	P3 INTEGRITY	P3 RESILIENCE	P3 CARE
Cultural Dance, Red Cross Links , Robotics Club	Art Club, Basketball	Art Club, Football	Football, Wushu
Form Teachers: Mr Firouk (Robotics Club) Mdm Asiyah (Cultural Dance)	Form Teachers: Mdm Azzahra (Art Club) Mr Shane Kwek (Basketball) Mdm Masturah <i>HOD Science</i>	Form Teachers: Mdm Hajra (Football) Mdm Fatimah <i>HOD ICT</i>	Form Teachers: Mrs Watt Siu Yee (Football) Ms Han Jing (Modern Dance)





E U N O S P R I M A R Y S C H O O L

P3 Parents Briefing - Science

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**Will my child be
able to cope with
his/her school
work?**

**Will my child be
able to answer
Science questions?**

**How can I
support my child
in his/her
learning?**



I'M SO EXCITED!

- Science is **EVERYWHERE!**
- **CURIOSITY** is the basis for all branches of Science.

**Let's pique your child's
interests in Science!**



Will my child be able to cope with his/her school work?

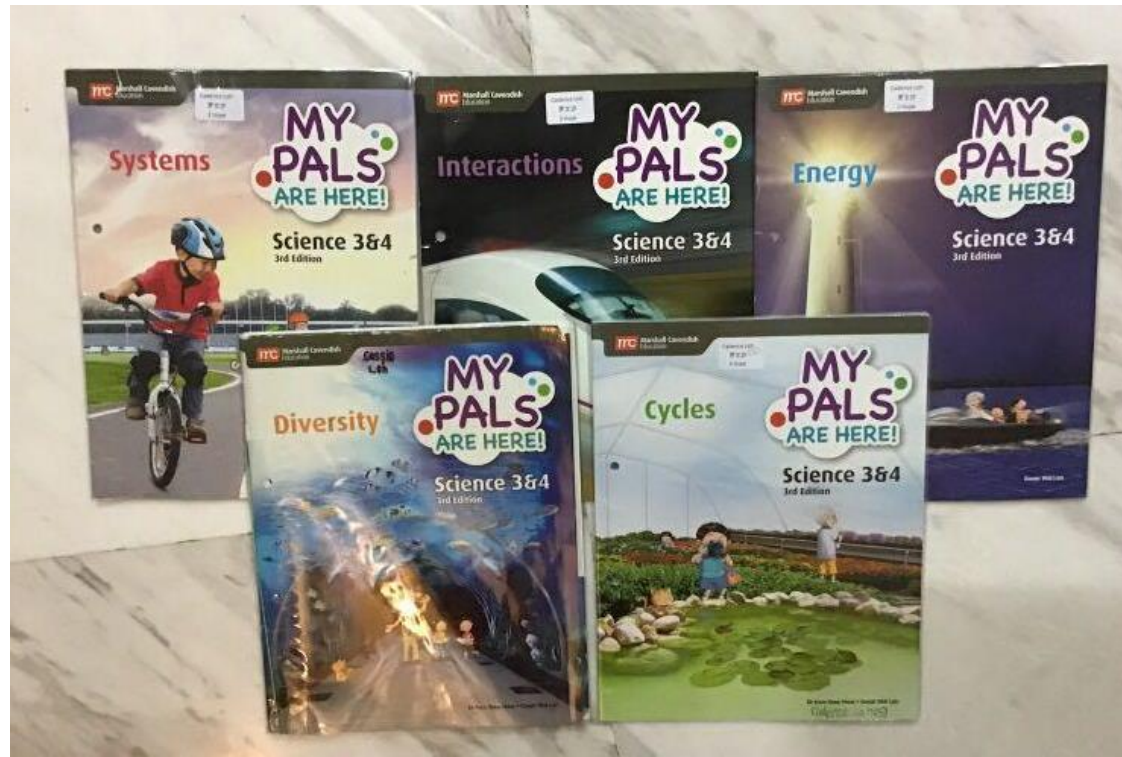
- **5 periods** of Science lessons per week
- Learning through **inquiry**, hands-on experiments, research
- Ongoing **assessment** and **learning from peers**



What are the topics that my child will learn in P3 Science?

- Diversity of Living Things
- Diversity of Materials
- Magnets
- Digestive System
- Plant parts & their functions





- These textbooks are to be used for 2 years (P3 & P4).

Will my child be able to answer Science questions?

- Multiple choice questions (MCQ)
- **RHINO** strategy → explicitly teach students to answer MCQ
- Open-ended questions

RHINO

Read the question

Understand the question.

Highlight the keywords

Which words are important in the question?

Identify the concepts

Which concept(s) is/are being tested?

Narrow your choices

Eliminate the options that are incorrect.

O.A.S

Shade your answer in the O.A.S. / Write your answer in the bracket provided.



21/2/2019

Science 2019

How can I support my child in his/her learning?

- **Encourage your child** to ask questions.
- Let your child find the answers to his/her questions. (You can do it with them too!)
- Let your child explore the Science that surrounds them. (Science@home)



How can I support my child in his/her learning?

- **Encourage your child** to share what they have learnt in school.
- Watch Science-related TV programmes **with your child**.
- Explore **with your child** the Science behind their toys.



Embracing the changes

“You never change your life until you step out of your comfort zone;
change begins at the end of your comfort zone.”

- Roy T. Bennett



From P2 to P3

“Let us prepare every child for the test of life, and not just a life of tests”

PM Lee, National Day Rally 2012



Transiting from P2 to P3

- **Changes in what they have to learn in the curricular and co-curricular**
 - Assessments
 - New subject – Science
 - Co-Curricular Activities (CCA)



Transiting from P2 to P3

- **Changes in Assessments**

- Term 1 – Mastery Test
- Term 2 – WA1
- Term 3 – WA2
- Term 4 - EYE



Transiting from P2 to P3

- **Changes in Assessments**
 - Have more time and space to deepen their learning, especially in the transition years
 - Enjoy the process of learning and develop dispositions for lifelong learning



Learning Dispositions

- positive behaviours and attitudes towards learning
- Important for children in their journey as life-long learners and they support children's learning and development in the various learning areas



etermined Learner

- ✓ I complete tasks to the best of my ability
- ✓ I do my work by myself
- ✓ I always produce work of acceptable quality



ctive Learner

- ✓ I ask questions when I do not understand or when I want to learn more
- ✓ I act on my teachers' feedback so that I can improve
- ✓ I respond to my teachers when they speak to me or ask me questions
- ✓ I participate actively in the activities for my class



Respectful Learner

- ✓ I pay attention when others are talking
- ✓ I wait for my turn patiently
- ✓ I get the attention of my teachers in a polite manner



ngaged Learner

- ✓ I stay focussed during lessons
- ✓ I hand in my work and forms punctually
- ✓ I have all the materials needed for the lesson
- ✓ I take responsibility for noting work and instructions in my school diary



Will my child be ready for exams?

- Teachers gather information about students' understanding and content mastery through checkpoints such as their homework and classwork, and **provide timely and specific feedback and address any learning gaps**
- Weighted Assessments (WA) and End-Year exams **provide opportunities** to assess students' ability to apply their learning



Cultivate the Joy of Learning

- Examinations are not the be-all and end-all, but provide the opportunity for your child to assess how much they have learnt
- Not over-emphasising academic performance
- Focus on your child's learning journey, rather than compare them to others



Transiting from P2 to P3

Practical tips

- Remind your child to check their student diary for work to be done
- Co-construct a schedule of things to do each day with your child and be consistent in following through with it
- Get them to do a quick sharing of the key points learnt on a new topic or a revision topic everyday



Teachers and parents play complementary roles in raising confident learners



Together with you, the teachers will:

- Let your child know that they are loved and accepted regardless of their examination performance
- Recognise that it is normal to feel stressed, anxious and nervous during the examination period
- Provide positive feedback and cheer him/her on for every improvement and progress
- Encourage them and be their best cheer leaders as much as it is not easy for us, remember that it is not easy for them too

Journey the year with your child

JUST 3 SIMPLE PARTS!

1. Start-of-year Check-in

REFLECT TOGETHER, MAKE AN ACTION PLAN (WISH, OUTCOME, OBSTACLE, PLAN),
STICK YOUR PLAN UP SOMEWHERE VISIBLE!



2. Mid-Year Check-in

REFLECT TOGETHER,
PLAN FOR THE JUNE HOLIDAYS USING
A FUN BINGO GAME!



3. End-of-Year Check-in

REFLECT TOGETHER,
WRITE A NOTE OF GRATITUDE,
FIND OUT HOW MUCH SLEEP ANIMALS GET &
TALK ABOUT THE KIND OF CONVERSATIONS YOU HAVE!



Activity

1. Individual Reflection
2. Joint Reflection
3. Joint Planning Exercise
4. Write out our Plan!

Help
You/your child are beginning
Some of you may be excited, and
year w

Children

We want you to know that there
will always be support for you
in your journey ahead.
Like every other year, there might
be challenges, but what remains
constant is this:

Your well-being and health
are most important.

This exercise will help you reflect
on what kind of care and support
you need, and how you can work
with your family to get that
support.

Children's needs
and some ways to care for
and support them this year.



Dear Parents & Children,

Remember the reflection exercise about
what makes us feel stressed or cared for,
and the WOOP Action Plan you set
together at the start of the year?

W - Wish
O - Outcome
O - Obstacle
P - Plan

You might have stuck it up on a wall, or on your fridge,
or kept it somewhere close.

As the mid-year holiday approaches,
let's take some time to reflect on how

you have stuck to your plan so far,
and plan for a fulfilling and fun June holidays.

Activity:

1. Individual Check-in Exercise
2. Joint Check-in Exercise
3. Holiday Bingo

Recall...

This year, we will make sure that _____

To do this, we will _____



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Thank you!