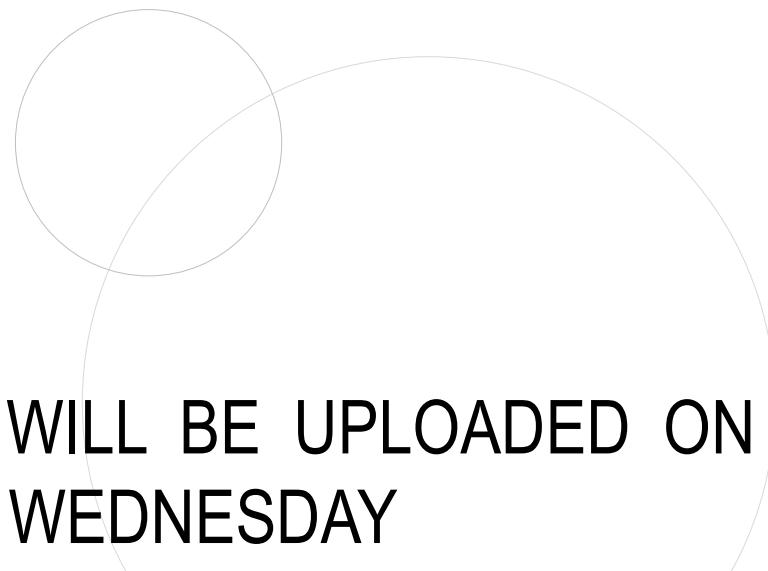




BRIEFING FOR PARENTS 2026

PRIMARY 3

16 JAN 2026

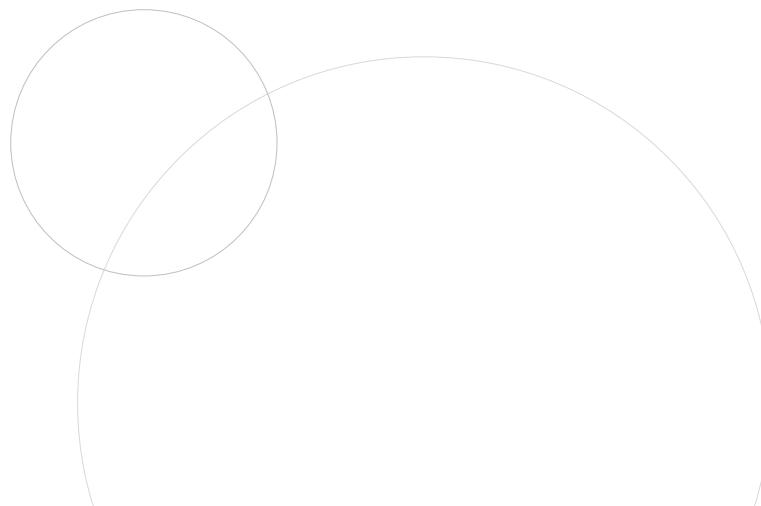


PRESENTATION SLIDES WILL BE UPLOADED ON
FTPPS WEBSITE BY NEXT WEDNESDAY



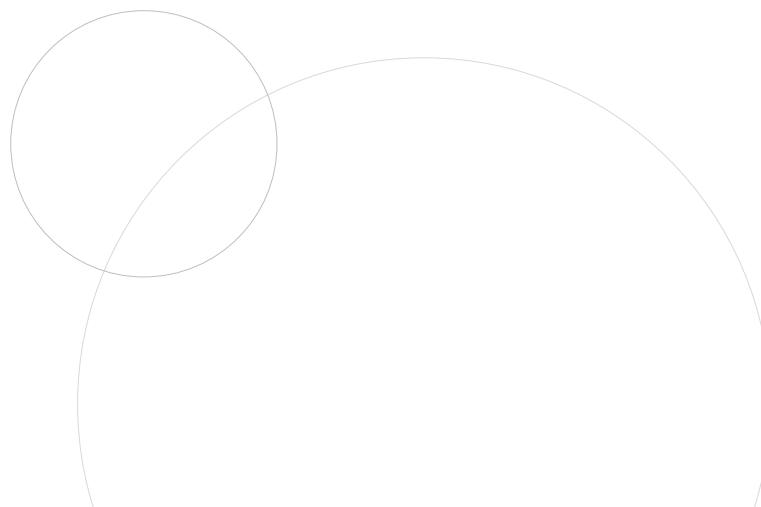
Outline

- P3 Matters
- Key Programmes
- Transition
- Assessment Matters
- GEP





P3 MATTERS





Our Mission

To Nurture Every Child To His
Best



Home-School Partnership

Guiding Principles

- Parents may contact teachers on weekdays from 8am to 5pm
- Through handbook / email:
 - Teachers may only be able to respond on the next working day if they are not contactable or unable to access their email promptly during the day or when queries/requests are made beyond school operating hours
- In-person appointments:
 - Make arrangements in advance as teachers may not be available without prior notice
- Contact the General Office for assistance if queries and/or requests made during school hours are urgent
- If there are any concerns or if your child is distressed, please communicate and update the form teachers
- Let's work in partnership together to support you and your child

Supporting Your Child

Parents can:

- create a conducive home environment for studying and completion of homework
- supervise and provide support for your child's learning
- reinforce good study habits and attitudes
- be mindful of the stress arising from out-of-school activities, and help your child prioritise his/her time with reference to school homework
- work in partnership with teachers to support your child's learning and development
- spend quality time with your child e.g. bring them to the park, library, etc...
- read to them and play with them



Roles and Responsibilities

Students must learn to:

- be punctual and attend school regularly
- be responsible for his/her own learning (by organizing time and tasks / having a personal timetable)
- put in his/her best efforts when completing daily work / homework
- manage time well to ensure that homework is completed and submitted on time
- complete their homework and seek help from their teacher if they face any difficulties

Purpose of Homework

- Reinforce learning and deepen their conceptual understanding
- Allow the student to be more skilful in applying what they have learnt
- Helps develop good study skills and habits
- Allows the student to take greater ownership of and responsibility for independent learning

School holidays are meant for students to take a break from formal learning. They are encouraged to read, rest and have family time. Hence, a moderate amount of homework may be given during school holidays to allow students to keep in touch with their learning.

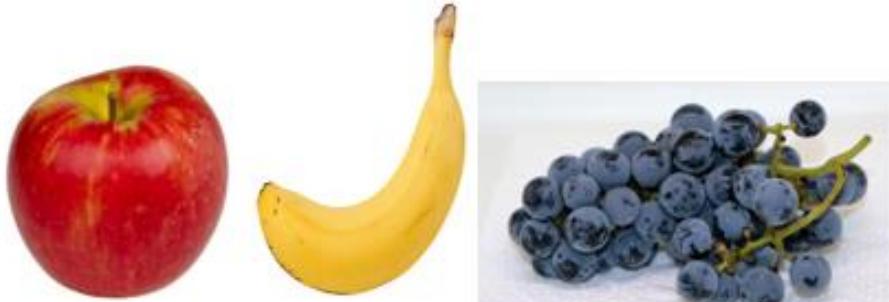
Routines & Expectations

- Ensure your child sleeps early
- Pack his/her bag according to the timetable so that his/her bag is not heavy
- Pack healthy snacks (no sweet drinks, fried food, chocolate or sweets)
- FTGP lessons every Monday catering to the well-being of students
- Practise good hygiene

Snack Break

Snack Break: 8.30am

- Snack break in class (5-10 minutes).
- Pack healthy snacks for your child or they can buy some snacks from the school canteen during recess.

Examples	
✓ ☺	
✗ ☹	



In Your Child's Schoolbag

- Pencil case (Pen, pencil, green pen, a plastic ruler and an eraser)
- Student Handbook
- English storybook
- Pack textbooks according to the timetable
- Tissue (dry and wet)
- Snacks for recess and snack break
- A file to keep worksheets and forms
- A water bottle (plastic)

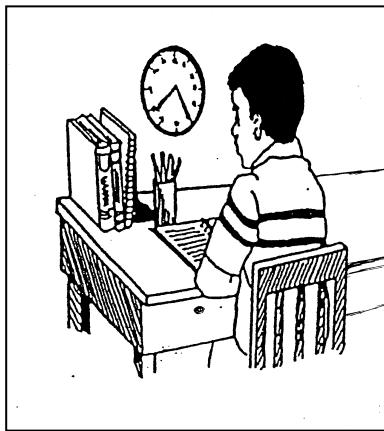
Parents' Assistance

- Ensure your child attends school regularly
- Call the office if your child is absent and furnish teachers with the medical certificate or letter of excuse
- You may also use the Parents Gateway platform to submit the medical certificate (under the Student Absence option in the Services Tab)
- See a doctor if your child is sick
- Absences more than 2 days must be covered by a medical certificate
- Do not take leave of absence during term time
- Absences with valid reasons are those can be supported with valid documents for e.g. compassionate leave (death certificate)
- Update contact numbers on Parents Gateway in case of emergencies

Empower your child

Get your child to:

- Pack his/her own bag
- Be independent
- Try first before you offer to help – productive struggle is an important part of learning
- Check their handbook for homework every day
- Remember to bring all their belongings, e.g. water bottle, wallets, etc...



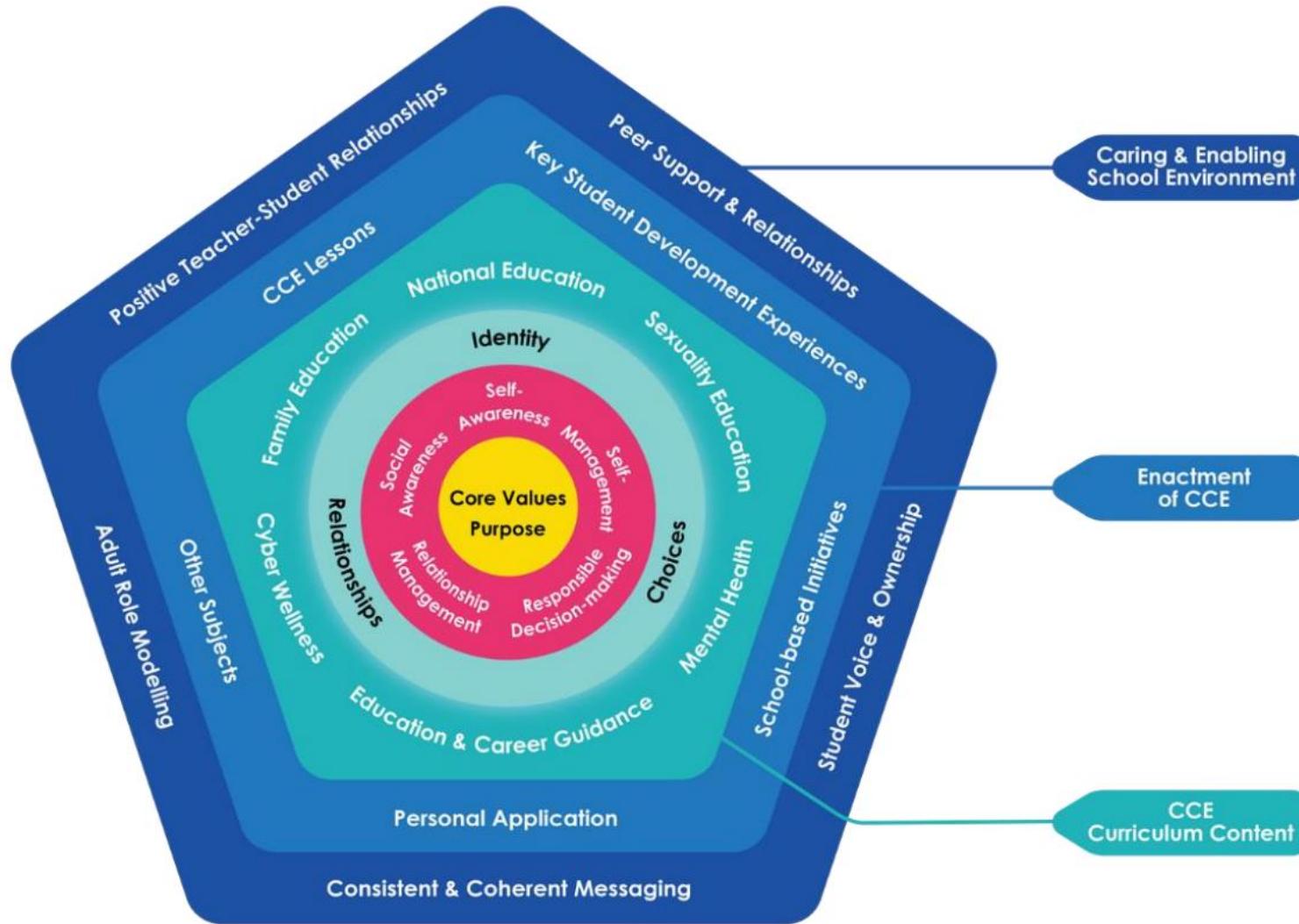


CHARACTER AND CITIZENSHIP EDUCATION





CCE 2021



**CCE 2021 aims to develop
in our students:**

- a) Good character**
- b) Resilience and social-emotional well-being**
- c) Future readiness**
- d) Active citizenship**



Our School Core Values



RESPECT

I care for the dignity of others in what I say or do.



LOVE

I show compassion, care and concern for others.



RESPONSIBILITY

I can be depended on to carry out my duties well.



PERSEVERANCE

I overcome all obstacles to achieve my goals.

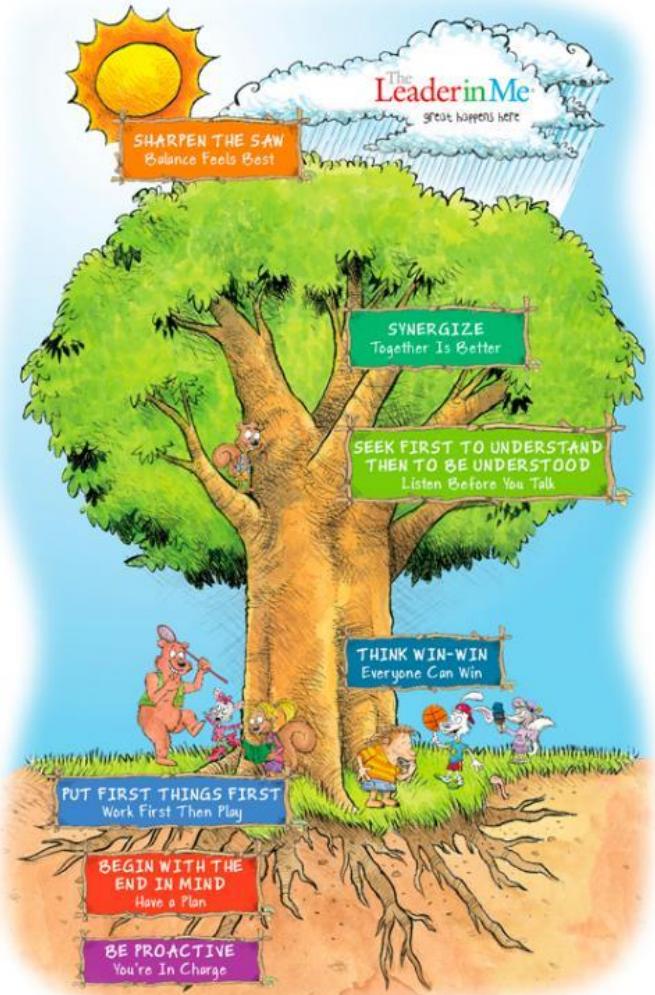


INTEGRITY

I uphold what is good, just and true.



THE LEADER IN ME PROGRAMME



Habit 1: Be Proactive (*you're in charge*)

Habit 2: Begin With The End In Mind (*have a plan*)

Habit 3: Put First Things First (*work first, then play*)

Habit 4: Think Win-Win (*everyone can win*)

Habit 5: Seek First To Understand, Then Be Understood (*listen before you talk*)

Habit 6: Synergize (*together is better*)

Habit 7: Sharpen The Saw (*balance feels best*)



SOCIAL SKILLS

- Social skills are the ways in which we interact with others.
- A person who has good social skills knows how to behave in different social situations.
- Being aware and having good social skills benefit both self and others.



Key Social Skills



USING AN APPROPRIATE VOICE LEVEL

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LISTENING

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BEING PREPARED FOR CLASS

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ASKING FOR HELP

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OFFERING HELP

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USING AN APPROPRIATE VOICE LEVEL

- 1 Look at the situation and the people around me
- 2 Listen to the level of the voices around me
- 3 Speak in the voice level that fits the situation



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Voice Levels

First Toa Payoh Primary School

0	Silence
1	Whisper
2	6 - Inch
3	Table Talk
4	Strong Speaker
5	Outside



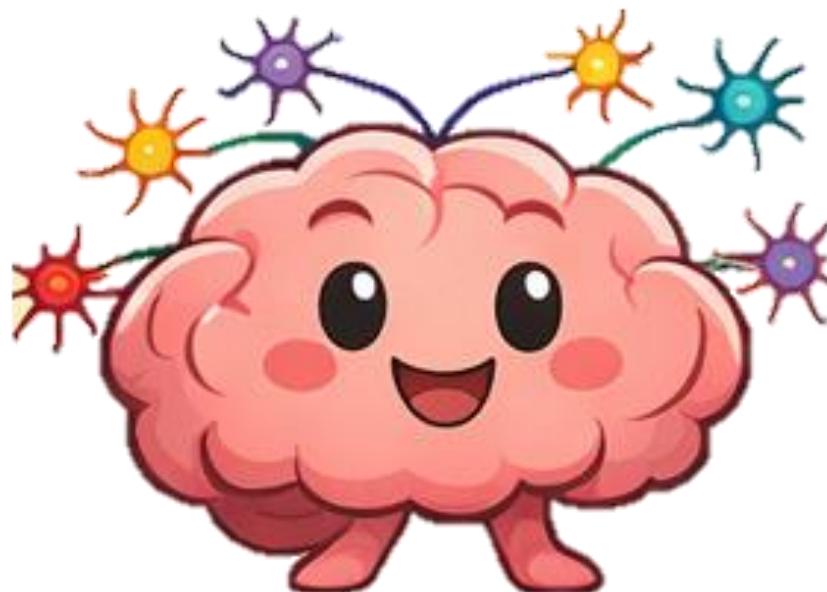
Growth Mindset





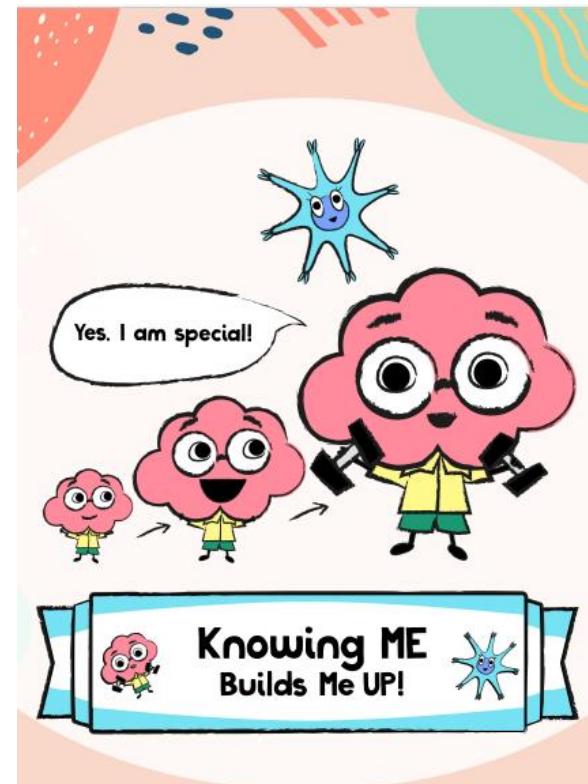
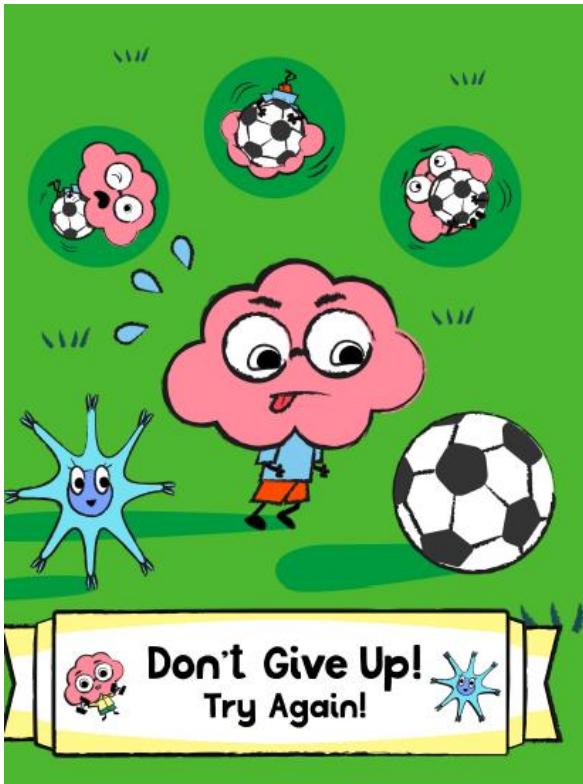
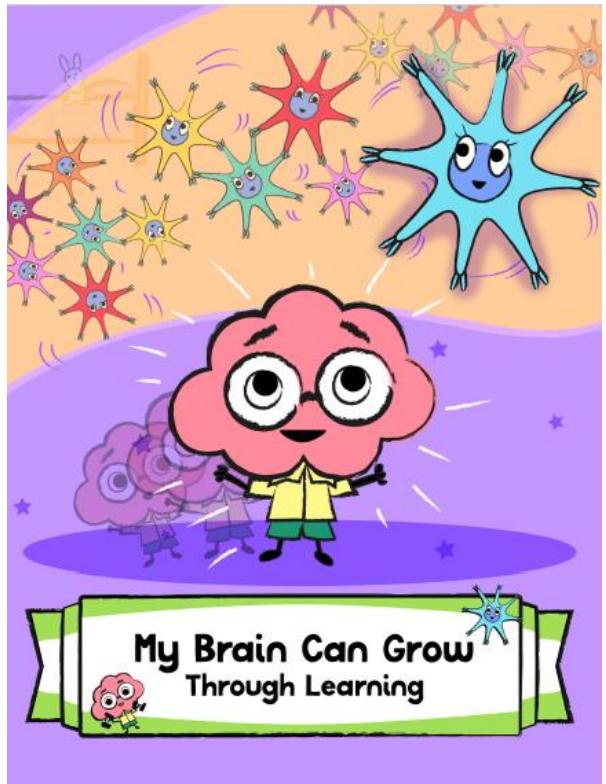
All of Us Have Billions of Neurons!

- Neurons are brain cells that help us learn.
- Every time we try something new, our neurons make stronger connections!





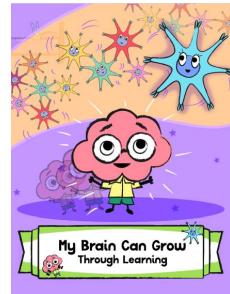
Growth Mindset

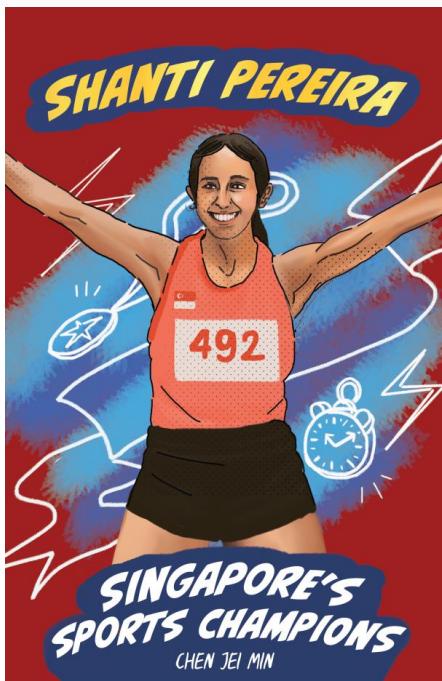




1. My Brain Can Grow Through Learning

- Step by step, we can all learn new things.
- Even babies start small but grow with practice.

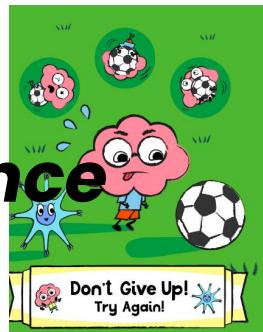




2. Don't Give Up! Try Again!

- Challenges make us stronger.
Keep going!
- Even champions face setbacks,
but they keep trying

★ **School core value: Perseverance**

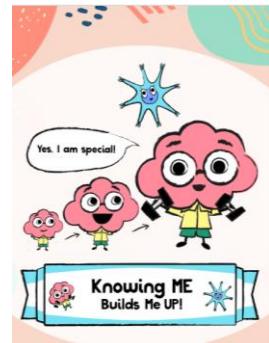




3. Knowing Me Builds Me Up



- Listen to advice and feedback
- Use what you learn to be better





4. Connect and Grow Together



Habit 5: Seek first to Understand, then to be Understood (Listen before you Talk)

Habit 6: Synergize (Together is Better)



.... We want our students
to:

Be The Impact

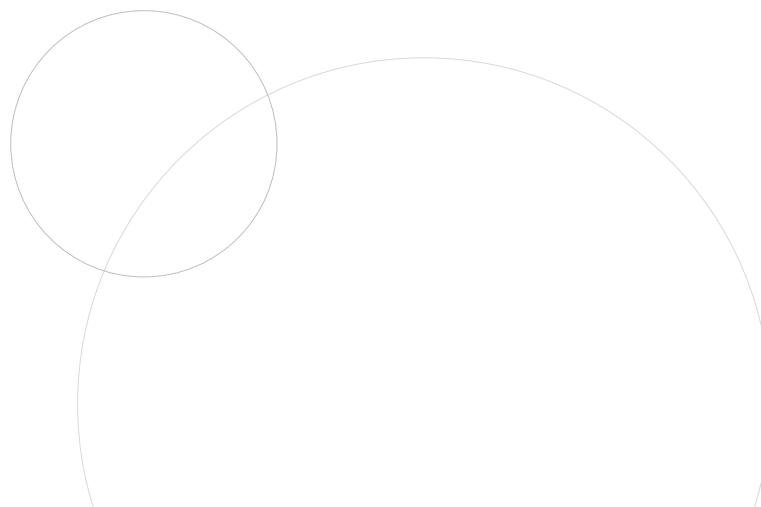
- Home, School,

Community and beyond





KEY PROGRAMMES





Applied Learning Programme (ALP)

“Literacy Through Photojournalism”

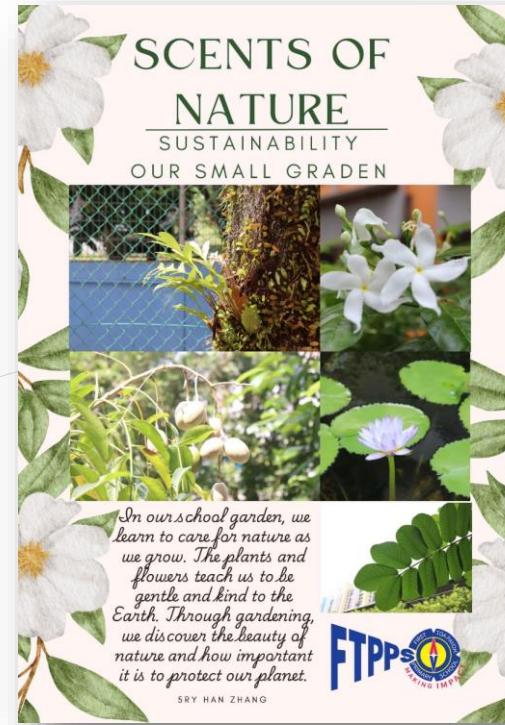
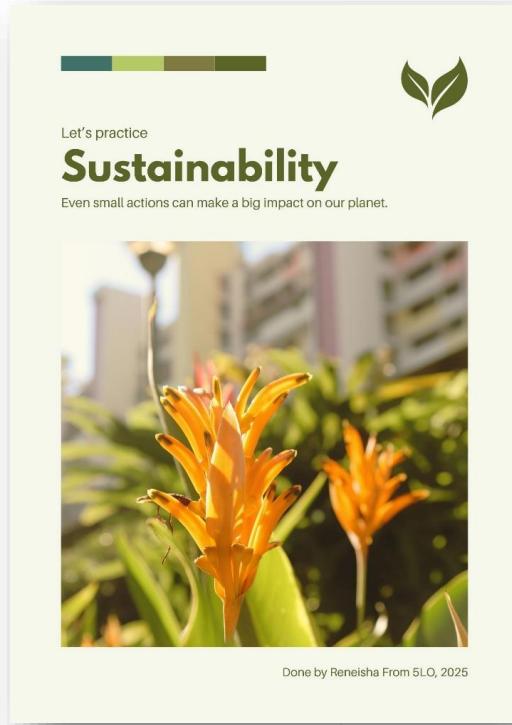
The main objectives of the Literacy Through Photojournalism (LTP) programme are to:

- Develop students' language, visual, and global understanding through photography.
- Build students' confidence by helping them experience success in expressing their ideas creatively.
- To tap on photography and literacy skills to communicate ideas that students are championing.



Programme Structure

The LTP programme is divided into three tiers of training and adopts a developmental approach to learning photography and photojournalism skills. The application of the skills acquired at each tier enables students to craft their photojournals.

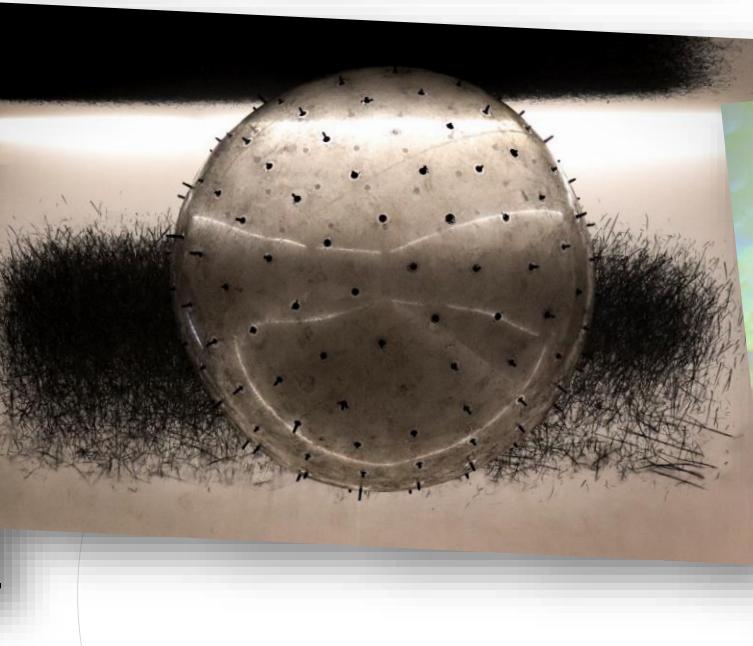


APPLIED LEARNING PROGRAMME (ALP)

“LITERACY THROUGH PHOTOJOURNALISM”



APPLIED LEARNING PROGRAMME (ALP) “LITERACY THROUGH PHOTOJOURNALISM”



Learning for Life Programme (LLP)



“Character Building Through Sports and Outdoor Experiential Learning”

- ❖ To facilitate students' experiences of teamwork, resilience, ruggedness, overcoming adversity, experimentation and risk-taking, and of making friends from diverse backgrounds

- **P5 3D2N Outdoor Adventure Camp**



Learning for Life Programme (LLP)



"Sports Education Programmes" (SEP)

❖ Aims to advocate the importance of physical activity, encourage sports participation and increase sporting opportunities.

❖ P4: Inline Skating

❖ P5: Dragonboat

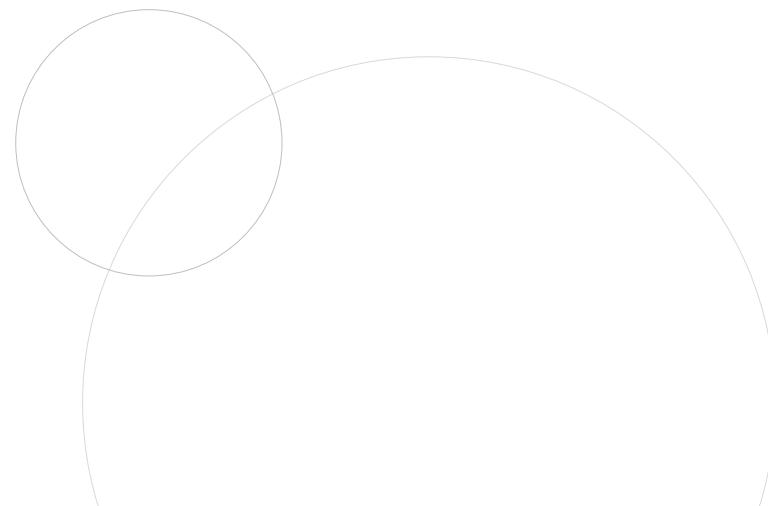
❖ P6: Rockclimbing





Tinkerlution

- To promote joyful learning
- To nurture inventive and adaptive thinking as well as collaboration skills





Tinkerlution

Egg Drop Challenge





Tinkerlution

Filter Machine





P3 Level Programmes

Form Teacher Guidance Period (FTGP)	CCE lessons in MT
Learning Journey – Science (Magnets & Singapore Zoo) Social Studies (Geylang Serai Heritage Gallery)	VIA – Being Kind to Our Classmates – An Act of Kindness project Sparkling Classroom / Sparkling Canteen programme (daily) Recycling drives (termly) Buddy Clean Workshop
ICT	SwimSafer Programme (starting Term 2 Week 3, Monday, 6 April 2026)
Keyboard AMIS Lesson	Literacy Through Photojournalism



Transition

- New teachers and friends
- Bigger class size
- Longer hours in school
 - House Practice on Monday started on 12 Jan 2026 from 2 to 4 pm
 - CCA on Monday starts on 30 Mar 2026 from 2 to 4pm
 - After School Stretch and Support Programmes based on needs on Tuesday and Thursday from 2 to 4pm
 - Higher Mother Tongue Language lessons on Tuesday from 2 to 3pm



CCA Matters

CCAs are built into the school curriculum and it is conducted every Monday from 2 pm 4pm. (Starting in Term 3)

CCA Experience

All P3 students will go through a CCA experience programme, where they will experience 3 / 4 sessions on a specific CCA of their choosing from the 4 different CCA domains.

After going through a full year of the experience, they will make a decision on the CCA they would like to join in 2027 as a P4 student. This would provide students with a clearer picture of what the different CCAs have to offer so that they would be able to make an informed decision together with their parents when choosing their CCAs.



ASSESSMENT MATTERS

- Removal of Mid-Year Exam and is replaced with holistic assessment for the first 3 terms
- To allow more time to deepen understanding and develop 21st century competencies

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Weighting	15%	15%	15%	55%



END OF YEAR (ENGLISH) – COMPONENT WEIGHTING

Component	Weighting
Paper 1 Writing	20 Marks (20%)
Paper 2 Language Use and Comprehension	50 Marks (50%)
Listening Comprehension	14 Marks (14%)
Oral	16 Marks (16%)
Total	100 Marks (100%)



ENGLISH – COMPONENT WEIGHTING

Component	Marks
Oral (a) Reading Aloud (b) Stimulus-based Conversation	16 marks <i>6 marks</i> <i>10 marks</i>
Listening Comprehension (a) Picture Matching (b) Note Taking (c) Comprehension MCQ	14 marks
Writing A series of 3 pictures - Theme-based - List of helping words	20 marks



ENGLISH – COMPONENT WEIGHTING

Component	Items	Marks
Vocabulary	6 MCQ	6
Grammar	8 MCQ	8
Vocabulary Cloze	1 passage 8 blanks	8
Grammar Cloze	2 passages - Personal pronouns / Possessive Determiners (4 blanks) - Concord (4 items)	8
Sentence Combining	4 items	4
Comprehension 1	Up to 8 items	8
Comprehension 2	Up to 8 items	8
Total		50



MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING

Component	Weighting
Paper 1 Paragraph Writing	15 Marks (15%)
Paper 2 Language Use and Comprehension	45 Marks (45%)
Listening Comprehension	10 Marks (10%)
Oral	30 Marks (30%)
Total	100 Marks (100%)



Support from Home (for languages)

- Encourage your child to speak in MT Language as often as possible. Make use of objects in your environment to engage your child in conversations using their MT Language.
- Encourage your child to learn through meaningful language games.
- Bring your child to the library to cultivate a reading habit.
- Read with and read to your child
- Watch suitable MTL programmes/ Radio Programmes



MATHEMATICS – FORMAT OF PAPER (SAMPLE)

(note that the distribution of marks in each section is tentative and subject to changes)

Section	Weighting
Section A Multiple Choice Questions (MCQ)	5 questions x 1 mark, 5 questions x 2 marks (15 marks)
Section B Short Answer Questions	5 questions x 1 mark, 10 questions x 2 marks (25 marks)
Section C Problem Sums	2 questions x 3 marks, 2 questions x 2 marks (10 marks)
Total (confirmed)	50 Marks (100%)



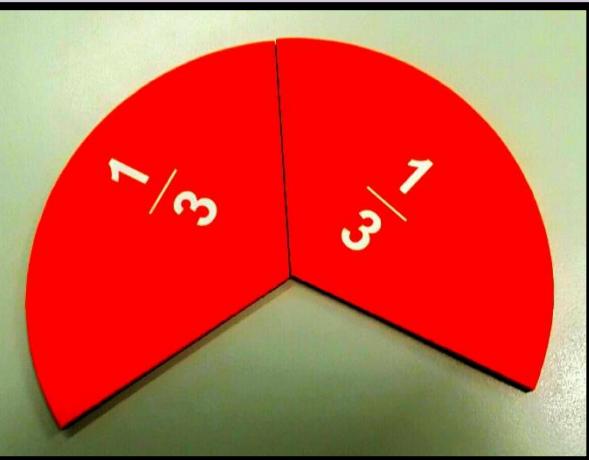
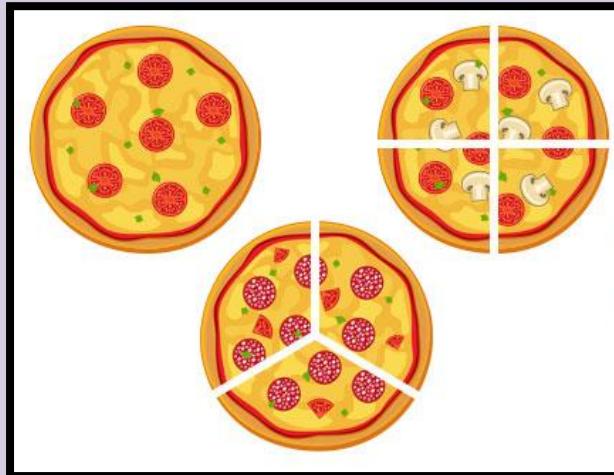
Supporting your child in MATHEMATICS

Master the Basics

- Addition and Subtraction (quick mental sums)
- Multiplication and Division (Multiplication Tables of 2 to 9) through skip counting songs with fingers
- Measurements
 - km / m / cm
 - litres / millilitres
 - kg / g
- Dollars and Cents (e.g.: conversion – eg: 8 twenty-cents coins = \$?)



Teaching and Learning using CPA approach (in school)

<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
		$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

Manipulatives
(Fraction Discs)

Drawings
(Familiar Items)

Equations
(Practices)

Concrete and pictorial representations support students' understanding of abstract concepts



SCIENCE – FORMAT OF PAPER

End-of-Year Examination			
	No. of questions	Marks	Duration
Section A - MCQ	15	30	1 h
Section B - Open-ended	6	20	
<ul style="list-style-type: none">• Living and Non-Living Things• Materials• Life Cycle of Plants and Animals• Magnets			

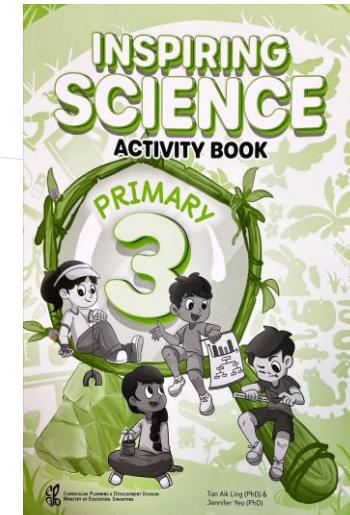
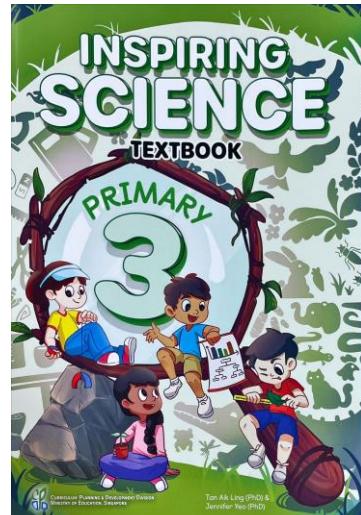
Practical	
Process Skills	Description
Observing	Skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.
Comparing	Skill of identifying the similarities and differences between two or more objects, concepts or processes.
Classifying	Skill of grouping objects or events based on common characteristics.
Communicating (Verbal, Pictorial)	Skill of transmitting and receiving information presented in various forms - verbal, pictorial, tabular or graphical.



SCIENCE

Please do not throw the books away at the end of the year. Students will need them for PSLE.

Term 1	Term 2	Term 3	Term 4
Theme: Diversity		Theme: Cycles	Theme: Interactions
Living and Non-Living Things	Materials	Life Cycle of Plants and Animals	Magnets
	Interdisciplinary Learning Journey to Singapore Zoo – Body Coverings Workshop		Magnets workshop at Science Centre
Hydroponics gardening and Every Child a Seed			





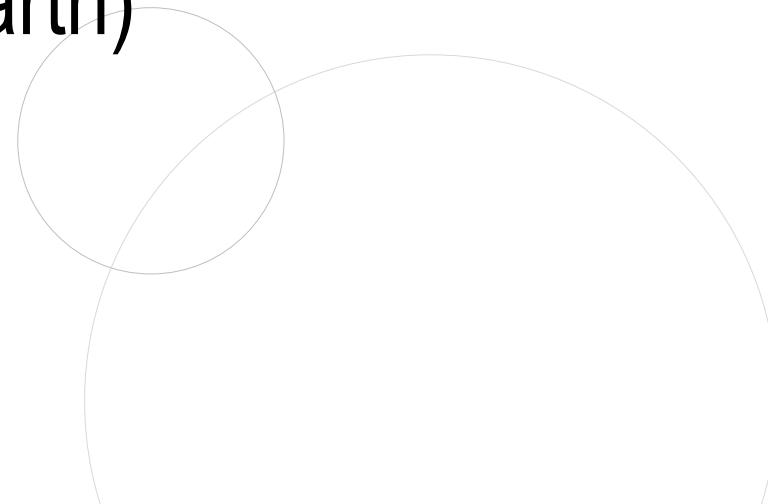
How your child learns Science in school

- Inquiry Based Learning - asking questions, investigating, analyzing evidence, and constructing understanding through hands-on experiences
- Experiments and hands-on activities
 - Garden activities
 - Lab activities
 - Learning Journeys
 - Practical Test
- Key strategy taught: Claim, Evidence, Reasoning (CER)
- Practice after every topic
 - Recall facts
 - Practice with different types of questions
- Self-directed learners
 - Home Kit (i.e. Magnet Kit) for self exploration and deepen understanding of concepts
 - Science magazines in each class for students to read at their free time



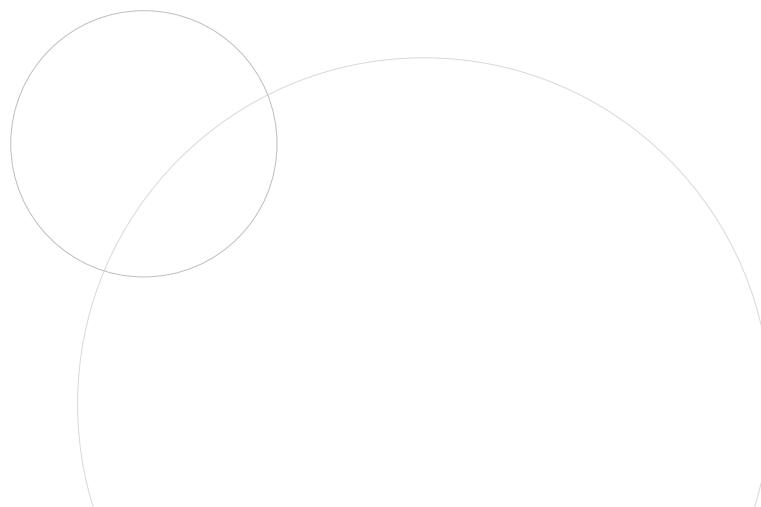
How you can support your child

- Include Science in family time
- Encourage your child to ask questions
- Reading Science magazines
- Watching Science Documentaries (e.g. National Geographic Kids, Planet Earth, BBC Earth)





GIFTED EDUCATION PROGRAMME





Gifted Education Programme

- The GEP is a programme that caters for the needs of intellectually gifted students. Students are identified for the GEP through an exercise in Primary 3.
- The GEP curriculum is an enriched curriculum designed to meet the needs of GEP students. The enriched curriculum covers the same content areas as those in the mainstream, but is extended in breadth and depth. GEP students will learn skills for independent inquiry and are encouraged to do explorations on self-selected areas of interest.
- GEP students have rich opportunities to interact with their schoolmates through school-wide activities, CCAs and Values-in-Action (VIA) programmes, where they learn, work and play together daily.



GIFTED EDUCATION PROGRAMME

- From 2027, the Gifted Education Programme (GEP) in its current form will be discontinued. With the implementation of the refreshed approach to support higher-ability learners, the Stage 2 Selection Exercise will be discontinued.
- In the refreshed approach, identification process will be more holistic and comprehensive.
- More details on the refreshed approach to supporting higher-ability learners (HALs) at primary level will be shared later this term

THE STRAITSTIMES

Log in | myST+

NDR 2024: Gifted Education Programme to be updated; all primary schools to stretch high-ability pupils

[Sign up now:](#) Get ST's newsletters delivered to your inbox



Schools will be equipped to identify their own high-ability learners – which will benefit more pupils.

PHOTO: ST FILE

[Ng Wei Kai](#) and [Gabrielle Chan](#)

Follow topic: [National Day Rally 2024](#) +

Published Aug 18, 2024, 09:03 PM





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THANK YOU

