

Principal address

P3 Holistic Curriculum

Assessment & Promotion

Gifted Education Programme

Parents our Supportive Partners

P3 Holistic Curriculum



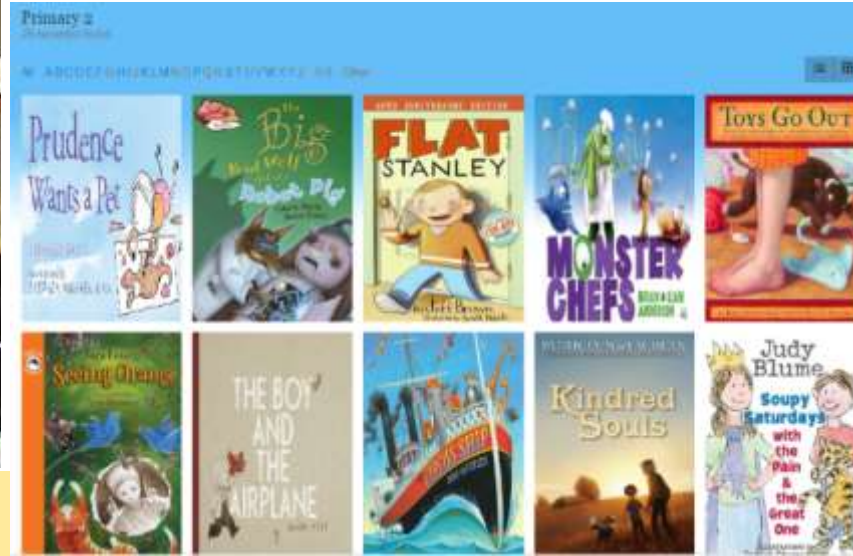
南侨小学

English Language

Enticing them to love literature and to read anytime anywhere using the ebooks available from NLB website.



Cultivating our students to become Readers' for Life



Deepening students' understanding of the issues that impact the world we live in



Developing our students to become confident & empathetic communicators.

Mother Tongue Languages (MTLs)



Mother Tongue Fortnight
Promote cultural awareness and appreciation of MTLs and Culture through fun and engaging activities



Chinese Classics Recitation Programme
Activities for P1-P4 students are conducted to inculcate values and instil interest in learning Chinese Language.



Culture @ Recess
Promote cultural awareness and Nurture joy of learning MTLs through cultural-related activities

Mathematics



“I am a young Mathematics Star” for P1 to P6

Simple and fun activities to engage students to connect Mathematics with daily life experiences, and experience successes in Mathematics



RC³ (Reasoning, Communication, Collaboration & Connection) for P3 to P5 Lesson packages to develop 21CC in students and opportunities to make students' thinking visible



BEST Mathematical Problem Solving Lesson packages to our students' metacognition.

SCIENCE

To **instil curiosity and an inquiring mind** for Science and the world around them.



To provide **authentic learning experiences** by linking Science with daily life occurrences.

YOUNG SCIENTIST BADGE SCHEME



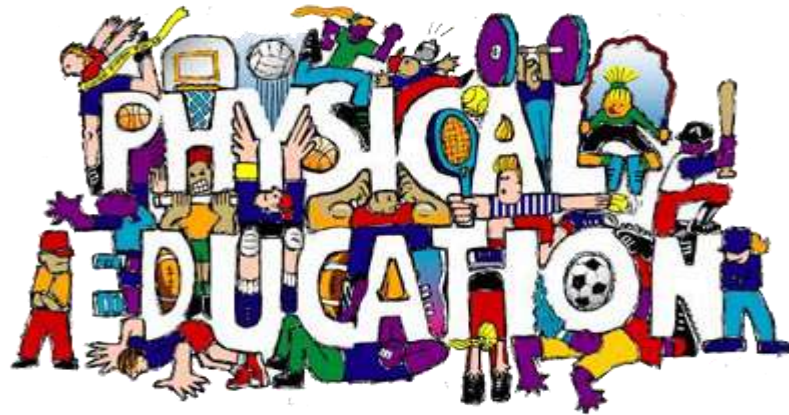
T	R	A	C	C	E	R
Topic	Recall	Aim	Compare	Claim	Evidence	Reason
What <u>topic</u> is the question from?	What <u>concepts</u> have I learnt?	What does the <u>question want</u> from me?	Is there a need to make <u>comparison</u> ? If yes, should I use comparative or superlative terms?	What is the <u>choice</u> made to the question?	What can I <u>observe / gather</u> from the question to support the claim?	Which concept(s) help(s) to <u>explain</u> the evidence to support the claim?

TRACCR framework help structure students' thoughts when constructing scientific explanations and makes students' thinking visible.

南侨小学

PAM (Physical) Updates

The purpose of physical education is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a **lifetime of active, healthy living.**



P3 Level PE Programmes

Sports Education Programme :

Skipping (P3)

Swimsafer Programme - P3 (Semester 2)



南侨小学

P3 Swimsafer Programme

National Water Safety Programme

Part of PE Curriculum

6 Progressive stages - Stage 1, Stage 2, Stage 3, Bronze Award, Silver Award & Gold Award

12 hours for each stage (1.5 h X 8 lessons)

Assessment conducted at the end of the programme.

Weekly lesson conducted during curriculum time*



PAM (Music) Updates

- Instruments to be learnt at each level

P1

- Percussive instruments

P2

- Cajons

P3

- Ukuleles/Recorders

P4

- Keyboards/Recorders

P5

- Song Writing/Composition
(Orff Approach)

P6

- General Music



南侨小学

PAM (Art) Updates

Level	Contents	
P1	<ul style="list-style-type: none">• Drawing and painting• Collage Art	<ul style="list-style-type: none">• Handprint painting• Seasons card design (3D pop-up card)
P2	<ul style="list-style-type: none">• Drawing and painting• Collage Art	<ul style="list-style-type: none">• Lantern Making• Seasons card design (3D pop-up card)
P3	<ul style="list-style-type: none">• Ceramic Pot Making• Printmaking	<ul style="list-style-type: none">• Quilling Art• Core Drawing
P4	<ul style="list-style-type: none">• Museum Based Learning• Recycling Projects	<ul style="list-style-type: none">• Core Drawing• Metal Tooling Art
P5	<ul style="list-style-type: none">• Paper Mache/Mosaic Art• Core Drawing	<ul style="list-style-type: none">• Photography• Pencil Drawing Art
P6	<ul style="list-style-type: none">• Inquiry Based Learning Research• Illusion Art	<ul style="list-style-type: none">• Core Drawing

Leadership @NCPS

Every student a future ready leader
with values

Lead with Character

Opportunities to Exercise Leadership



Class

CCA

Prefects



National Education / Social Studies Learning Journeys

- Exposure to various ethnic cultures and history
- To instil national pride and identity

P3 : Kampong Glam Virtual Learning Journey

P4 : 1) Chinatown Virtual Learning Journey
2) Chingay NE Virtual Show

P5 : 1) Little India Virtual Learning Journey
2) NE Show (TBC)

P6 : Asian Civilization Museum Learning Journey

Values in Action @ NCPS

P3: Values at Home

- To share VIA experiences from home using Padlet.
- In the form of reflections, photographs or video recordings



CCA Policy

1. Primary 3 to 6 students are strongly encouraged to participate in **one CCA**.
2. Students are allowed a one time change of CCA, **only at the end of Primary 3**.
3. SHHK Weekend **Alumni Activities** are **not considered** as school CCA.
4. Students are encouraged to **remain in the same CCA** for sustained participation **from Primary 4 onwards** for the progressive development of CCA-specific knowledge, skills, values and attitudes.
5. Students selected for the **CCA school team** for participation in competitions are required to remain **committed to the CCA**.
6. **Primary 6 students** have the option to stop participating in CCA from **Term 3** onwards to allow students to prepare for their PSLE.

Representation under school for competitions

1. Students, who are not in the school CCA but has intention to represent the school in competitions, will be required to **go through a selection process with the CCA school team.**
2. Representation under school for sports events that are not offered as our school CCA will only be considered if the events are recognized by the Singapore Primary Schools Sports Council (SPSSC). Parents of participating students will be required to **inform the school in advance** prior to the registration of their intent. Submission of coaches' credentials and necessary qualifying information such as the student's personal best time for the events is required for registration consideration.



**Provide a Caring & Enabling
Environment
through
NCPS Peer Support and
Relationship Structure**

NCPS Peer Support and Relationship Structure

Tier1: All Students

Everyone a Peer Supporter

Learn basic peer support skills through class buddy system

Students are grouped in 5 to buddy each other.



Tier 2 :P4 to P6

4 Selected Student Peer Supporters

Learn peer helping skills to support peers

These students will be guided by your teachers

www.schoolbag.sg

- *Singaporeans who attended school between the 1960s and 1980s may recall other ways teachers commanded obedience: using a ruler to whack the arms of talkative students, tossing chalk at those not paying attention.*
- *Today, however, educators are far more reluctant to use corporal punishment, particularly for minor offences.*
- **Restorative Practice**—involves getting students to fix a problem they caused, work out how to prevent further infringements, and reconcile with those who have been affected by their actions.



Conflict Management

Step 1

- Ensure the safety of the students involved
- Provide medical attention(if necessary)
- Conduct primary investigation

Step 2

- Inform parents of the incident
- Escalate the incident to the Year Heads or Discipline Master
- Update school leaders

Step 3

- Conduct detailed investigation
- Develop conflict resolution plans
- Apply restorative practice

Step 4

- Update parents of investigation outcome and conflict resolution plans
- Follow up with students on disciplinary consequences

Principal address

P3 Holistic Curriculum

Assessment & Promotion

Gifted Education Programme

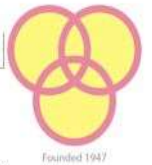
Parents our Supportive Partners

Assessment Structure

	P3
Term 1	Learning Review
Term 2	Learning Review
Term 3	Learning Review
Term 4	End-Year Examination

P3 Assessment Mode, Weighting & Schedule

Information on the above will be sent through Parent Gateway.



南侨小学
NAN CHIAU PRIMARY SCHOOL
50 Anchorvale Link, Singapore 545080
T +65 6489 7905 F +65 6489 7906
E ncps@moe.edu.sg
www.ncps.moe.edu.sg

Through the Principal
Dear Parent / Guardian,

Primary 3 Assessment and Weighting

Please be informed of the assessment mode and weighting.

Date	Skill / Topic	Percentage of overall weighting
English (EL)		
Term 1 25 Feb Thu	Learning Review: (20min) Listening Comprehension	5%
Term 2 25 May Tue	Learning Review: (50min) Language Use and Comprehension	15%
Term 3 30 Aug Mon	Learning Review: (50min) Writing	10%
Term 4 11 Oct Mon	End-Year Examination: (60min) Writing	70%



Primary 3 English Language

Term 1 Learning Review - Listening

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Number of marks	Number of marks in booklet	Duration
3	Listening Comprehension	MCQ, Fill in the blanks, Picture sequencing	10	1	10	14	20 min
				2	4		

Term 2 Learning Review - Language Use & Comprehension

Paper	Skill	Item Type	Number of questions	Number of marks per question	Number of marks	Number of marks in booklet	Duration
2	Language Use & Comprehension (A)	Multiple Choice	8 (Grammar)	1	8	16	
			8 (Vocabulary)	1	8		
			4 Grammar Cloze (Pronoun)	1	4		



南侨小学

Absence from examination

- Absence from examination must be supported with a **medical certificate stating that students is unfit to come to school.**
- There will be **NO** make-up papers if your child is absent for the written examination.
- Make-up is only allowed for **Oral examination**
 - If absent on Day 1, the make-up will be on Day 2 or 3.
 - If absent on Day 2, the make-up will be on Day 3.
 - If absent on Day 3, **NO** more make-up

Grading for P3 & P4

Achievement Band	Mark Range	Brief Description
1	85 and above	Is very good in the subject
2	70 - 84	Is good in the subject
3	50 - 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirements for the subject

Promotion to P4

Primary 3 to 4

- En bloc promotion

Principal address

P3 Holistic Curriculum

Assessment & Promotion

Gifted Education Programme

Parents our Supportive Partners

Gifted Education Programme Selection

For P3 students only

- Option to participate
- The GEP identification exercise is carried out in two stages.
 - Screening Exercise (For all) - **18 August 2021**
 - Selection Exercise (for shortlisted students) - **19 and 20 October 2021**

<https://beta.moe.gov.sg/programmes/gifted-education>

Principal address

P3 Holistic Curriculum

Assessment & Promotion Criteria

Gifted Education Programme

Parents our Supportive Partners

MOE Guidelines for School-Home Partnership

Help your child Succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.



Our children succeed when parents
and schools work hand in hand.



Ministry of Education
SINGAPORE



- ❑ Put in place appropriate home strategies for routines (e.g. establish routines for doing homework, time for play and exercise, packing bag, going to bed at a fixed time etc.)
- ❑ Establish a reading habit, an active healthy lifestyle, and control the use of social media, personal devices and gaming devices.
- ❑ Encourage your child to take personal responsibility (e.g. doing homework, packing school bag, managing his/her time, practising responsible online behaviour etc.).



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



- ☐ Support your child in doing his/her homework (e.g. sitting with your child to complete his/her homework etc.) but allow your child to attempt the homework on his/her own, and encourage him/her to approach the teacher if he/she needs help.
- ☐ Refrain from doing your child's homework for him/her.



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



- ❑ Establish home routines and a conducive place for your child to complete homework (e.g. establish routines for doing homework, time for play and exercise, packing bag, going to bed at a fixed time etc.)
- ❑ Keep distractions away from the child when he/she is doing her homework (e.g. television, computer and radio)



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



- ❑ Allow teachers to give timely updates on your child, or provide detailed instructions on your child's homework, preparation for tests and examinations, etc.
- ❑ Encourage your child to be resilient and learn from the consequences when he/she is unable to complete his/her homework or forgot to bring items to school.
- ❑ Guide your child in managing disappointments (e.g. did not win a prize, or was not selected to represent the school).



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



- ☐ Encourage your child to be responsible for his/her own learning.
- ☐ Refrain from delivering your child's forgotten items to school, unless it is a medical emergency.
- ☐ Refrain from contacting the teacher to check on the things that your child needs to do.



By letting your child forget, you are helping him/her remember.



- ❑ Clarify the preferred modes of communication with the teacher (e.g. handbook, email, office telephone).
- ❑ Do not insist on teachers sharing their personal mobile number.



Ask the teacher for the best way to contact him/her.



- ❑ Respect teachers' personal time.
- ❑ Do not expect them to respond immediately to your queries. Call the school office if it is an emergency. (teachers will reply to your messages within 2 working days)
- ❑ Contact teachers during school operating hours only. (from 7am to 5pm)



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

THANK YOU EVERYONE!



Kindly help by
completing a
simple survey



<https://tinyurl.com/NCPSP3Briefing2021>