



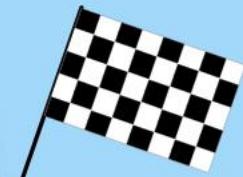
PUNGOLGREEN
PRIMARY SCHOOL



3 JANUARY 2023



**READY,
STEADY,
GO!**



Opening Address

**Mr Hanafi Asmore
Principal**



PUNGGOLGREEN
PRIMARY SCHOOL

Welcome to Punggol Green Primary School!



School Vision

Future-Ready Leaders With The Heart For Others

School Mission

**To engage, nurture and empower learners by
igniting the joy of learning**

School Philosophy

Every Child Can Succeed



PUNGOLGREEN
PRIMARY SCHOOL

PGPS Student Outcomes



PGPS SCHOOL MANAGEMENT TEAM

2023

**Mr Hanafi Asmore
Principal**

**Mrs Betty See
Vice-Principal (Admin)**

**Dr Lee Kok Sonk
Vice-Principal (Acad)**

**Mrs Teo-Tay Chai Hong
Vice-Principal (Acad)**



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Student Development Team (SDT)

Mr Satiish Sathasilvam HOD/Character & Citizenship Education	Mr Jack Ong HOD/Student Management	Mr Adrian Yeo Year Head/Middle Primary
Mdm Lee Peiyan YH/Upper Primary	Ms Tan Wei Li* YH/Lower Primary (Covering)	Mr Neo Qing Hao SH/CCA & PAL
Mrs Seah-Koh Wei Ning SH/Citizenship Education	Mdm Nadira Noordin SH/Student Leadership	Mr Kenny Teo SH/Student Wellbeing (Internal)
Mdm Nur Azimah Bte S. H AYH/Lower Primary (Internal)	Mdm Khadijah Bte A. S AYH/Middle Primary (Internal)	Ms Yogeshwari M. AYH/Upper Primary (Internal)

Staff Professional Development (SPDT)

Mdm Raihana M. Nor* School Staff Developer	Mdm Norhidayana J. ST/Malay Language
Mr Wilson Kwa ST/Music	Mrs Dolly Tan ST/Science

Curriculum & Assessment Team (CAT)

Mrs Hema Welkers HOD/English Language	Mr Rajendran Nagappan HOD/Mathematics	Ms Stella Wong* HOD/Mother Tongue Languages
Mr Ng Yeow Huei HOD/PAM & CCA	Mrs Jasmine Lim HOD/Science	Mrs Irene Mak LH/Mathematics
Mdm Munirah Bte Mohamed LH/Malay Language	Ms Ruhernie Abu Yamin SH/Aesthetics	Ms Chua Yinghan LH/Chinese Language (Internal)
Mrs Shamilah Sheikh LH/English Language (Internal)	Mdm Anisa Bte Anan LH/Science (Internal)	Mdm Maisara Bte M. M SH/SP (Internal)

Ed Technology & Data Mgt Team (ETDMT)

Mr Desmond Tay* HOD/ICT	Mr Tan Ee Cheng SH/Data Management
Ms Liew Min Yu SH/ICT (Internal)	Mr Loh Soon Yip ICT Manager

School Administrative Team (SAT)

Ms Meredith Chiow Administration Manager	Mr Dixon Peh Operations Manager
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*: 2023 OIC





**Every Parent
A Supportive
PARTNER.**



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Be the best that we can be!



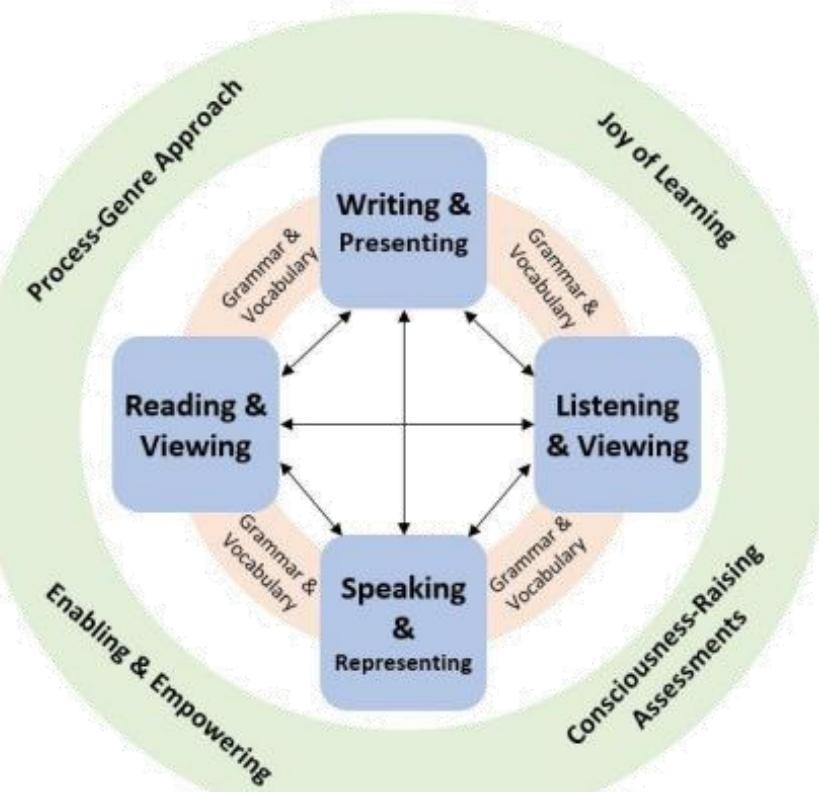
ENGLISH LANGUAGE



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MISSION

Providing a rich curriculum that is both enabling and enjoyable



VISION

Eloquent and confident students with a strong appreciation of the English Language

E.L. PROGRAMME @PGPS

Empathetic
Communicators

Respect

Discerning Readers

Responsibility

Creative Inquirers

Resilience

Integrity

Care

Harmony

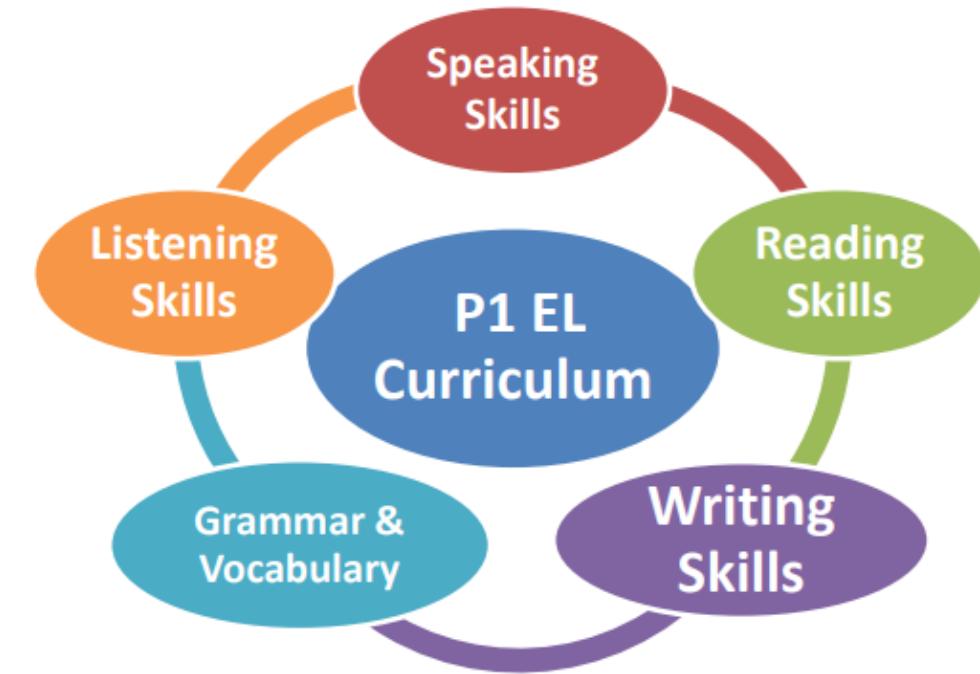


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MOE EL SYLLABUS

The English Language curriculum aims to:

- develop confident, effective and affective communicator of the language;
- equip our students with the four language skills, and the knowledge in grammar and vocabulary.



*The EL curriculum adopts the STELLAR approach.



EL PROGRAMME

Strategies for
Teaching
English
Language
Learning
And
Reading

What is the STELLAR approach?

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years through the use of well-established, learner-centered and developmentally appropriate pedagogical approaches using authentic children's literature.





Differentiated Instruction

The teacher prepares mini-lessons based on specific needs of children to prepare them for reading & writing activities, e.g. grammar, vocabulary, word recognition, decoding skills & spelling.



Reading To Learn

Children learn to read a variety of texts with the teacher and engage in discussion.



Writing As Process

The teacher models the processes within writing. Children engage in writing independently.



Assessments

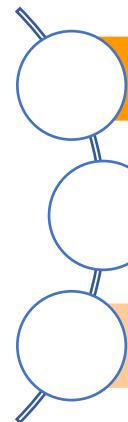


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Area	Learning Outcomes
Listening & Viewing	Listen attentively and follow simple instructions
Speaking & Presenting	Speak clearly to express thoughts, feelings and ideas Follow communication etiquette such as taking turns, using appropriate eye contact and volume in conversations or discussions
Reading & Viewing	Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately) Read aloud Primary 1 texts with accuracy, fluency and expression Understand Primary 1 texts and are able to identify simple aspects of fiction
Writing & Representing	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events
Grammar & Vocabulary	Apply knowledge of grammatical rules accurately Use a wide range of vocabulary accurately

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EL Support Programmes



Learning Support Programme (P1 & P2)

Reading Remediation Programme (P3 & P4)

School-based Dyslexia Support Programme (P3 & P4)

EL Enrichment Programmes



Public Speaking (P3)

Introduction to Debate (P4)

Competitive Debate (P5)



Books and Files

- STELLAR Worksheets
- File for Worksheets
- Word Bank Book
- EL Exercise Book for Spelling
- Writer's Notebook (Journal)
- Listening Comprehension Book
- Joy of Writing Publication



THANK YOU



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Mathematics

**Mr Rajendran
Head of Department/Mathematics**



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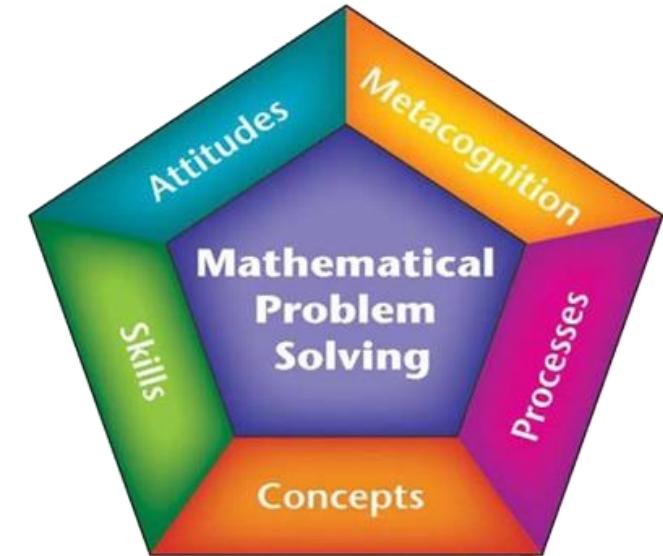
Mathematics Department

Vision:

A conducive environment that instills confidence in problem solving and promote passion for Mathematics

Mission:

To inculcate in students positive attitudes and the joy of learning Mathematics with the necessary skills and knowledge to be ready for the future



Overview of Primary One syllabus

Number and Algebra	Measurement and Geometry	Statistics
<ul style="list-style-type: none">• Numbers to 10• Numbers to 20• Numbers to 100• Addition and Subtraction• Multiplication and Division• Money	<ul style="list-style-type: none">• Length• Time• 2D Shapes	<ul style="list-style-type: none">• Picture Graphs

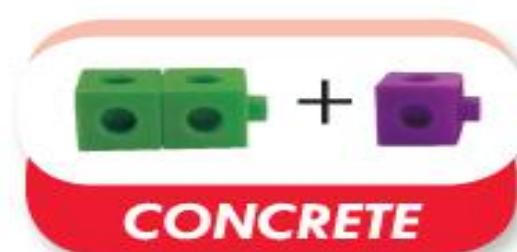
Mathematical Processes:
Factual Fluency, Reasoning, Communication, Connections,
Applications,
Thinking Skills, Heuristics , Polya's 4 Stages of Problem Solving



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Teaching Approach

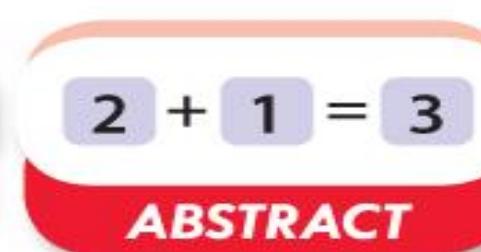
✓ **Concrete-Pictorial- Abstract** approach is used to scaffold learning and to help students make sense of their learning



CONCRETE



PICTORIAL



ABSTRACT

Use of manipulatives such as cubes, measuring tools etc. that students get to handle physically

Use of drawings, diagrams such as models, charts and graphs which students may draw

Equations and mathematical computations which students need to write



Learning Experiences (Hands-on Activities):

- ✓ Help students **make sense of abstract mathematical concepts**
- ✓ Support **understanding of underlying concepts** rather than rote learning through memorization of rules and procedures
- ✓ Promote **retention of conceptual knowledge**



Learning Experiences (Journal Exercises):

- ✓ Focus more on the **process** than the solution
- ✓ Allow students to **articulate their learning** using **appropriate Mathematical language**
- ✓ **Provide insights** on what a student understand/ does not understand



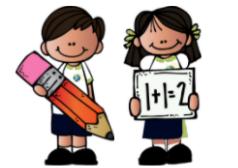
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Department Key Programmes (P1):

✓ Mathematics Learning Trail

✓ Little Math Genius

✓ Math Around Us



Instructions

1. There are 10 activities in total.
2. Choose the activities that you would like to complete.
3. Earn at least **15 stars** by the end of Term 3 to get a special Math Genius collar pin.
4. Some of the activities can only be done with your parents' help.
5. Hand in the booklet to your Mathematics teacher once you have earned at least **15 stars**.

"I AM LITTLE MATH GENIUS "		EARN 15 STARS	Date of completion of activity
	Activities		
1	Cut out the flower ruler. Measure the objects and record your answer.	★★	
2	Use the shapes given to form a pattern. Draw it out. (Playto Room Activity)	★★	
3	Write your own <u>addition story</u> and draw or use stickers to show your story.	★★	
4	Get a copy of the tangram. Then cut along the lines until you get 7 pieces. Make one of the shapes given and paste it in the booklet. (Playto Room Activity)	★★★	
5	Get the net (diagram) to make a dice using drawing paper. What can you tell about the sum of numbers on the opposite faces? (Playto Room Activity)	★★★	
6	Use a ruler to measure the given objects. Write down the measurement in the boxes. (Playto Room Activity)	★★★	
7	Complete the maths puzzle. Fill in the blanks.	★★	



Feedback on Learning:

➤ Daily work (in-class) and homework

- Math File (Yellow) to be taken home for feedback and parent's signature when the topic is completed
- Practices from workbook, topical worksheets, extended activities, etc

➤ Semestral Reviews (Non-weighted)

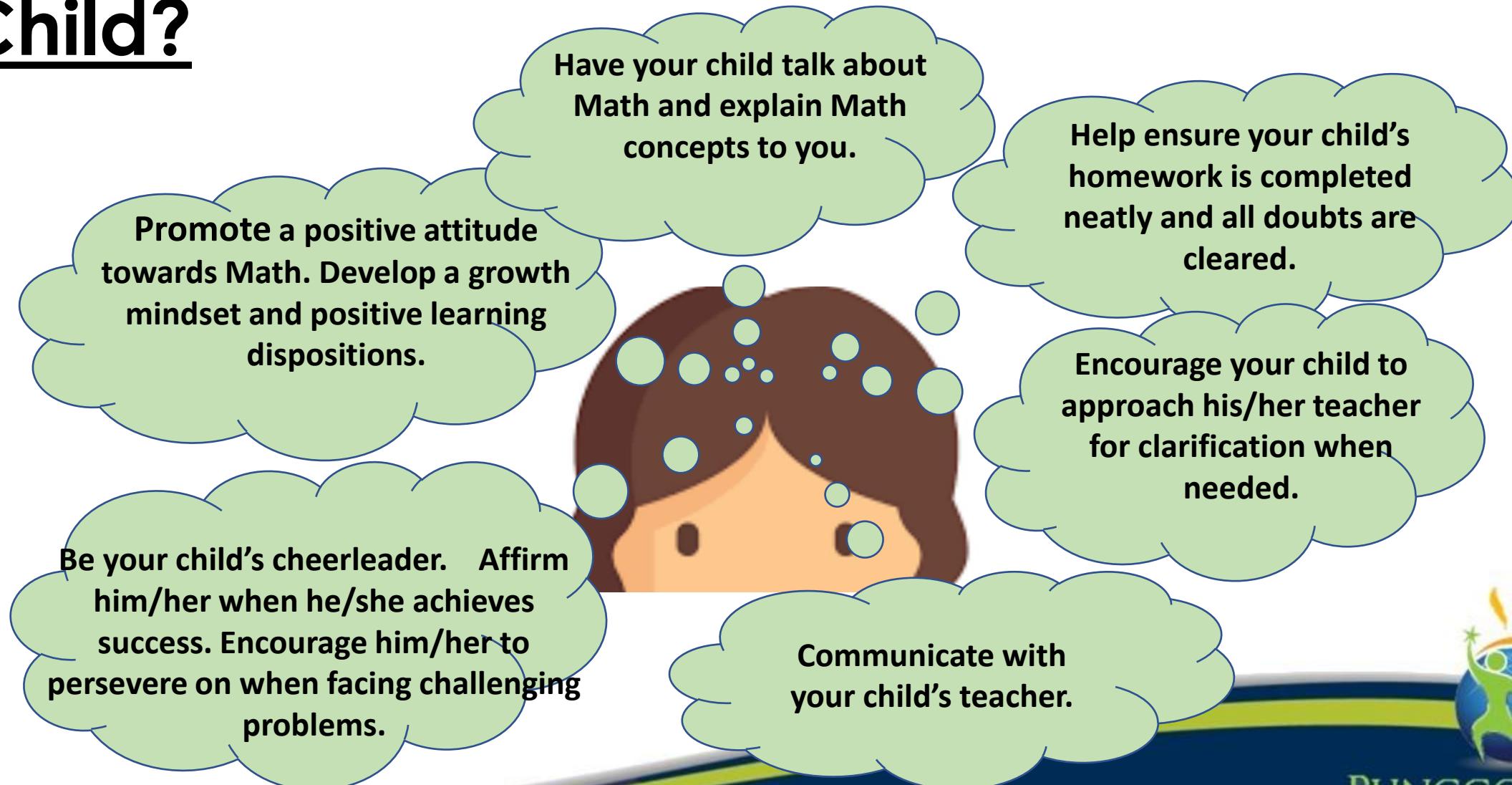
- Feedback based on mastery standards
- 4 competency levels – Emerging, Developing, Deepening, Mastery

➤ Learning Dispositions (Holistic Assessment)



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What Can I Do As A Parent To Support My Child?



*thank
you!*



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Mother Tongue Languages

**Ms Stella Wong
Head of Department/MTL**



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MTL Vision and Mission

PGPS Philosophy and Motto

Every Child Can Succeed
Be The Best That We Can Be

PGPS Vision

Future-Ready Leaders with
the Heart for Others

PGPS Mission

To engage, nurture and
empower learners by igniting
the joy of learning



Teaching and Learning MTL @ PGPS

To Adopt a Holistic Approach to Engage
Every Child in MTL Learning

	<u>MTL Vision</u>	<u>MTL Mission</u>
ENGAGE	Confident MTL users	To curate MTL experiences that are relevant,
NURTURE	who embrace learning with joy	fun
EMPOWER	and initiative	and integrated



PGPS MTL Journey



<u>Primary 1 and Primary 2</u>	<u>Primary 3 and Primary 4</u>	<u>Primary 5 and Primary 6</u>
Orientation Stage	Exploration Stage	Mastery Stage
<ul style="list-style-type: none">• Arouse joy and interest• Develop good habits	<ul style="list-style-type: none">• Explore interests and leverage strengths• Internalise values	<ul style="list-style-type: none">• Demonstrate mastery• Use MTL with confidence



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P1 Key MTL Programmes

OUTCOME: SELF-DIRECTED LEARNER

- Habits of Effective MTL Learners
- Oral Interactive Tasks

1. Be independent: I can stay on-task.
2. Be consistent: I can keep up with my Spelling and assignments.
3. Be proactive: I can participate actively in class and immerse myself in the joy of learning.



OUTCOME: CONFIDENT LEADERS

- Spelling Bees Competition



OUTCOME: CARING CITIZENS

- Experiential Learning

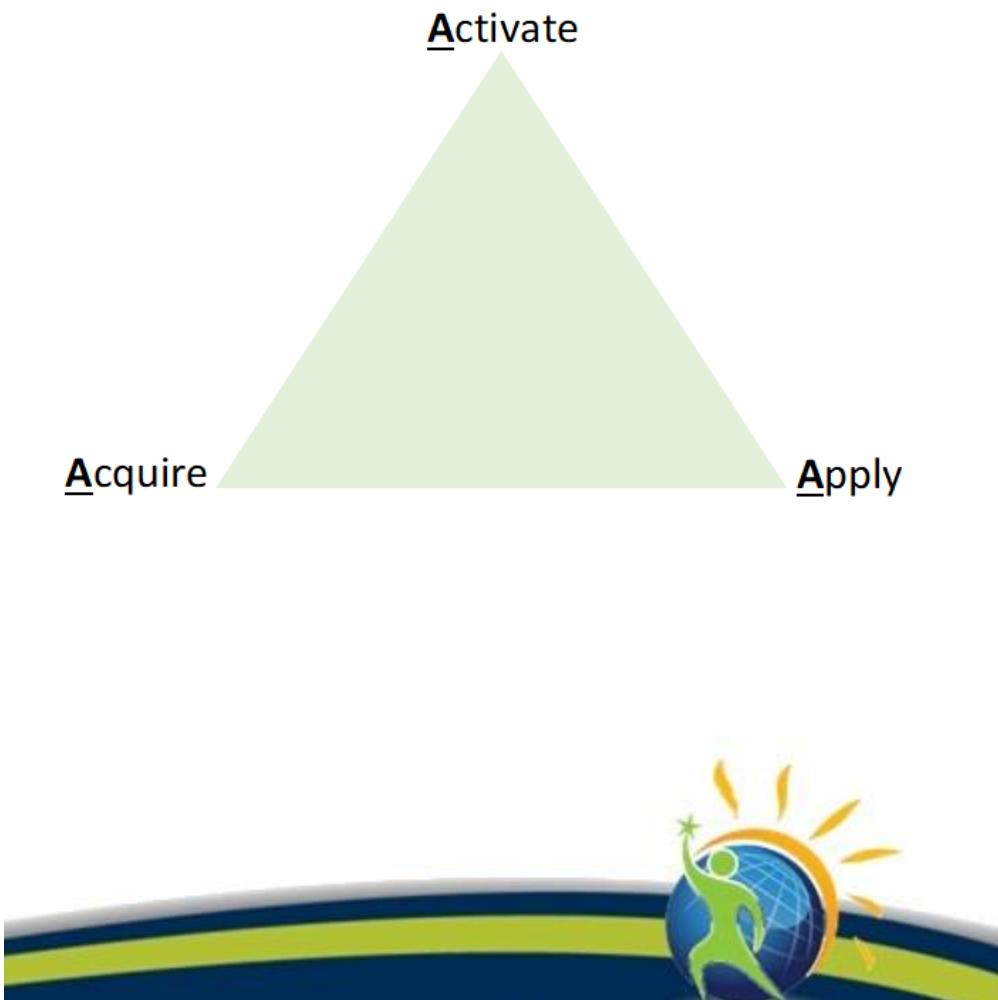
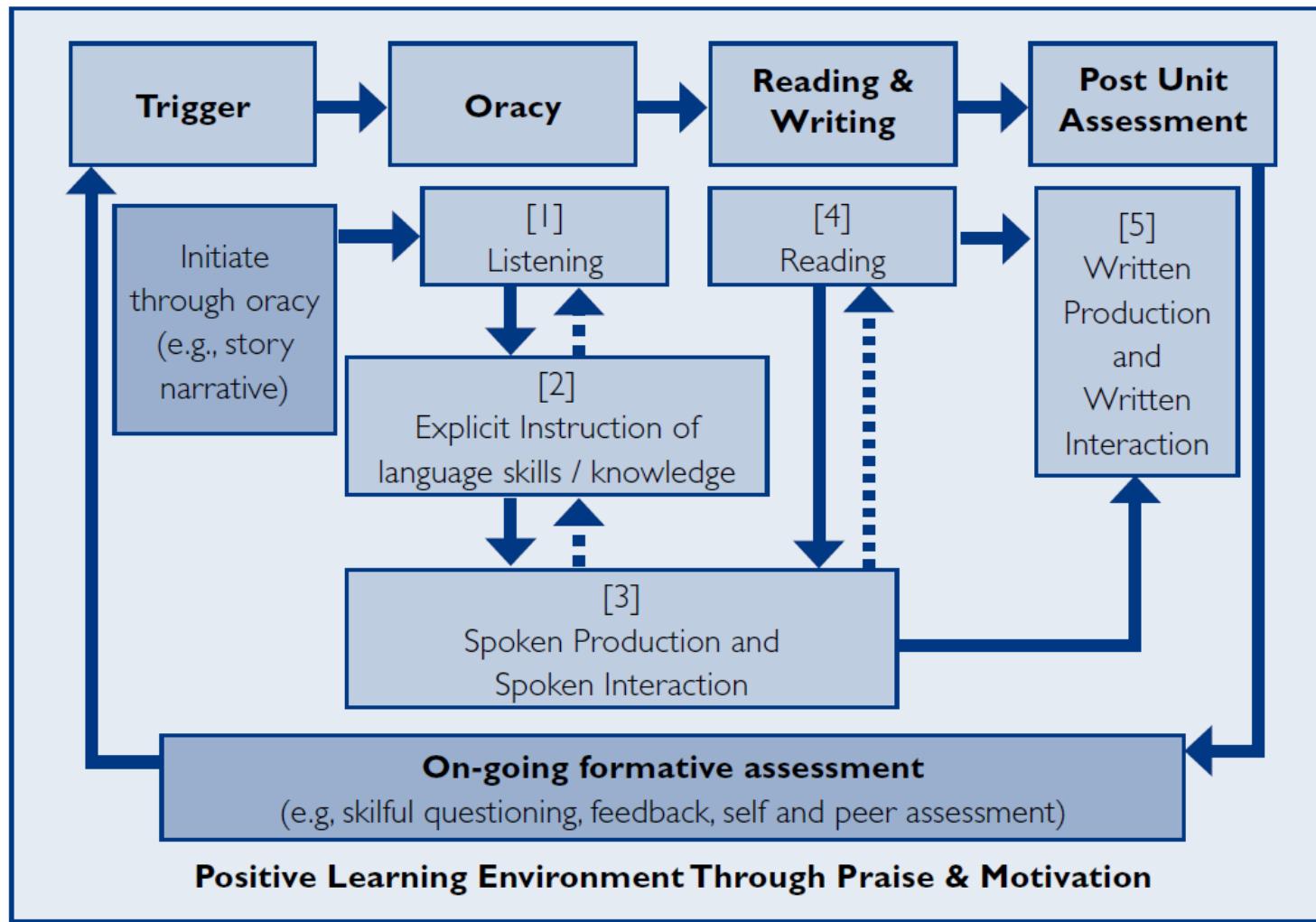


OUTCOME: INNOVATIVE COLLABORATORS

- MTL Reading Programme
- MTL Fortnight



MTL Teaching and Learning



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P1 MTL Learning Outcomes

Listening	LO1: Listen attentively to short, simple spoken content related to daily life.
Speaking	LO2: Speak with correct pronunciation using vocabulary and sentence structures from P1 texts. LO3: Ask and/or respond to simple questions related to daily life.
Reading	LO4: Recognise characters/ words/ letters and words taught in P1. LO5: Read aloud P1 text with accuracy. LO6: Understand P1 text and are able to identify some details with guidance.
Writing	LO7: Write words, phrases and simple sentence(s) about daily life with some guidance.



*thank
you!*



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Physical Education, Art & Music (PAM) at PGPS

**Mr Ng Yeow Huei
Head of Department/PAM & CCA**



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Vision

Developing a **caring** community of **self-directed leaders** with an **awareness and appreciation of the arts**; and in pursuit of an **active and healthy lifestyle**.



Engaging minds to
ignite joy of learning
through physical
education, art and
music.



Nurturing hearts
to embrace
unique interests
and talents.



Empowering learners to
creatively express
themselves through
sports and the arts.



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Key Learning Outcomes

	Orientation Stage P1 & 2	Exploration Stage P3 & 4	Mastery Stage P5 & 6
Physical Education	Acquisition of fundamental motor skills and movement concepts for a strong foundation.	Acquisition of broad-based skills and concepts (across and within physical activities and sports).	Development of physical activity-and/or sport-specific skills and tactics for sustained involvement based on interest and competencies.
Art	Development of fundamentals of art through play and sharing of imagination, thoughts and feelings through art making.	Enrichment of art through exploration and sharing of intentions , and consider others' ideas in artworks and through art making.	Deepening of art through experimentation and discussion of the intentions of their own artworks and interpret those of others.
Music	Develop awareness and appreciation of music in local and global cultures.	Develop ability for creative expression and communication through music.	Provide the basis to develop an informed and life-long involvement in music.



Partnering Parents

- **Engage** in a discussion with your child about things they have done, learnt or created in PAM lessons.
- **Affirm** your child's interests and efforts.
- **Supporting** and **encouraging** a healthy lifestyle.

Healthy Snacks



Programme for Active Learning (PAL)

Outdoor Education



Performing Arts



Visual Arts



Sports & Games



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*thank
you!*



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Character & Citizenship Education

**Mr Satiish Sathasivam
Head of Department/CCE**



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Why CCE?

- We are in a rapidly evolving **DVUCAD** world: *What children need is a good compass of values to navigate the complexities of today's fast-changing social paradigm both online and offline.*

CCE@PGPS:

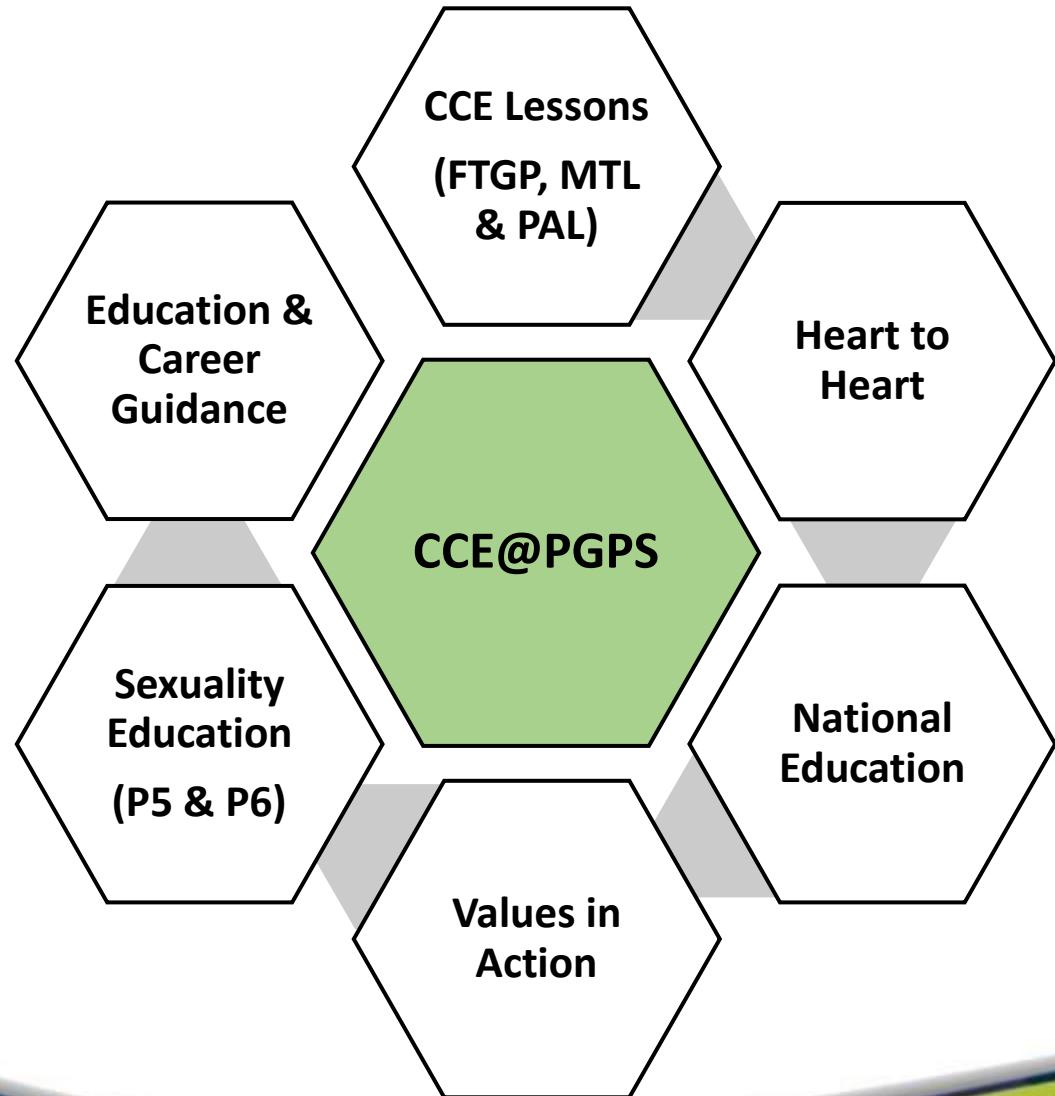
Good Character	Resilience and Social-Emotional Well-Being	Future Readiness	Active Citizenship
■ Have a sound moral compass and a strong sense of right and wrong	■ Be resilient when faced with challenges	■ Take on the challenges of the future, including the world of work and life.	■ The will to act on improving the lives of others and building a future for our nation.

D: Disruptive; **V**: Volatile; **U**: Uncertain; **C**: Complex; **A**: Ambiguous; **D**: Diverse



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How does CCE@PGPS support your child's development?



- CCE integrated into the curriculum, co-curriculum as well as school culture
- For it to be effective, CCE must involve everyone — School Staff, Parents, Students, and Community Members — and be part of every school day



School Values

S ELF-DISCIPLINE	T EAMWORK	R ESPONSIBILITY	I NTEGRITY	V ALOUR	E MPATHY
<i>Choose to do what is right</i>	<i>Work collaboratively with others to achieve a common goal</i>	<i>Take ownership of own learning and actions</i>	<i>Be honest even when no one is watching</i>	<i>Show courage even in the face of challenges</i>	<i>Seek to understand and show care for others</i>



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SHINE

The word "SHINE" is written in a bold, sans-serif font. Each letter is a different color: S is purple, H is orange, I is green, and N and E are blue. Above the letter "H", there is a small graphic of a sun with rays and a yellow center.

SELF-DISCIPLINE ♥ TEAMWORK ♥ RESPONSIBILITY ♥ INTEGRITY ♥ VALOUR ♥ EMPATHY



CCE@PGPS



Good
Character

Resilience
&
Well-Being

Active
Citizenship

Future-
Readiness

Thank you!



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Transitioning to Primary School

**Mdm Tan Wei Li
Year Head (Lower Primary)**



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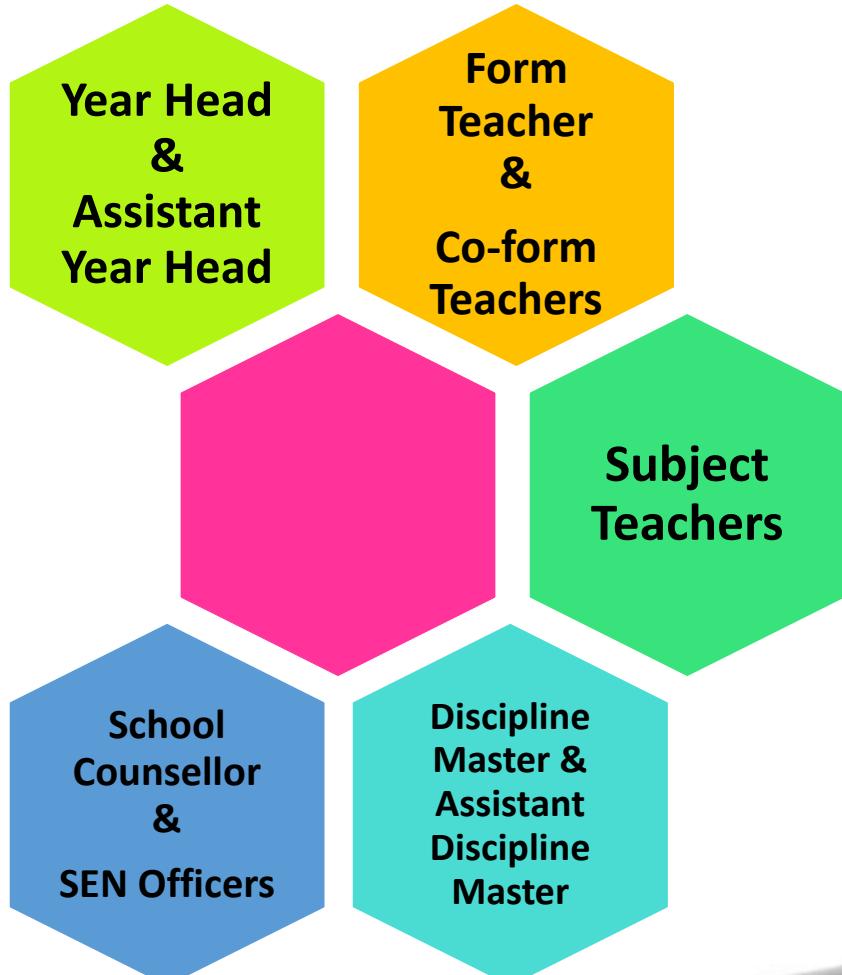
As a Year Head..

- Work with Level Teachers, School Counsellor, SEN-Officers to provide strong holistic support for students.
- Look into strengthening teacher-student relationships to ensure a congenial experience for students.
- Coordinate efforts amongst level teachers to facilitate and align student-related programmes.



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Introducing the P1 Team at PGPS



It takes a village to raise a child.

The team at PGPS is committed to support and develop each of our students to become the best that they can be.



P1 Form & CoForm Teachers

Class	Teachers
1 Self-Discipline	Mrs Goh Min Yu & Mdm Zaimah
1 Teamwork	Mr Abel Kok & Ms Ita
1 Responsibility	Mr Lionel & Ms Marie
1 Integrity	Mr Ezran & Ms Aishwarya
1 Valour	Mrs Sharmilah Sheik & Mdm Tan Wei Li
1 Empathy	Mdm Kuan & Mr Ng Yeow Huei
1 Confidence	Ms Gao Ting Ting & Mdm Qin
1 Innovation	Ms Parames & Mr Tan Chin Kiang



What to expect when your child starts P1?

- At PGPS, all P1 students go through 1 week of Orientation. This helps them to adjust to the longer school hours and new routines.
- Starting from P1, introduction of various subjects and skills will ensure holistic development of students.
- A typical day of school at P1 would consist of:
Assembly, Lessons , Recess, Lessons, Snack Break, Lessons, Dismissal.



Some reminders..

- * 1. Reporting Time

- 1) **Arrive in school by 8.25 a.m. for the first week of school.
(7.25 a.m. after first week)**



Gate C / Foyer



Gate G / Back Gate



Gate F

- 2) **P1 students will be seated at the IBC (Indoor Basketball Court) for the first month of school.**



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*2. Dismissal Time

- 1) **Dismiss from school at 12.30 p.m. for the first week of school.
(1.30 p.m. Week 2 onwards)**
- 2) Wait for class name to be announced.



P1S, P1T, P1R

P1I, P1V, P1E

P1C, P1Inno

Gate C / Foyer



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*3. Be Ready for School

- 1) Ensure bags are packed according to timetable (*including money/food for recess*).
- 2) Ensure personal items are labelled.
- 3) Have enough rest .
- 4) Be positive!



How can I help?

- Be a role model
- Establish routines together at home
(ie. Following timetable, taking on new roles like packing of bags and checking of homework)
- Help your child cultivate good study habits (breaks, posture, checks)
- Have regular conversations
- Partner your child's Form Teachers and reach out to them if you require assistance or advice



FAQs

- If my child has a Doctor's appointment during sch day, how do I inform the form teacher and know the homework to do on the day he is absent from sch?

PGPS teachers engages parents through the ClassDojo App. You can inform the FT via ClassDojo and be informed of the missed work.

- Can primary 1 student be sent via the side gate at the MK side? Can I drive into school to drop off my child?

For first week of school, please use main foyer area as much as possible as students are still familiarizing themselves with the new environment. Please note that dismissal is only at foyer/ Gate C. Vehicles will need to follow the opening hours of the gate.

- Are students allowed to leave books in class?

Most of the books will be collected and placed in class. Following the timetable will also help to ease school bag load.

- Student is using a new name in new passport, how to change the name in school?

Students' details are updated on MOE's end, and we will receive the information in due time. For name tags, please order new ones which reflects the new name.



FAQs

- Is the after-school student care held in the school and if not than do we need to book a school bus?

PGPS has after-school student care in our school. There are also a few other external student care centres around our neighbourhood serving some of our students. Do engage these centres directly for the most accurate information.

- What is the homework load like at P1 level?

Homework can reinforce learning, deepen understanding and allow practice of concepts and skills. It allows teachers to check for understanding and provide feedback. It is important for students to cultivate good study habits and practise self-discipline in order to balance their time between work and play. No homework for P1 in Term 1.

Levels	Approximate Daily Time Norms	Approximate Weekly Time Norms
P1 & 2	Not more than 1 hr	Not more than 6 hr

- How would the first day of school for the kids look like?

Registration>Classroom activities>Recess>School Tour & Other Activities>Dismissal



It's.. RECESS!

Dos

1. Stand within the designated area for observation
2. Wait patiently for your child's class to arrive
3. Listen for instructions to move off for School Tour

Don'ts

1. Shout for attention
2. Take photographs or videos and upload them on social media platforms

Thank You!

