

Primary 3 & Primary 4 Parent Engagement and Subject Sharing Session

Follow us on Instagram!



5 February 2026

3.30 p.m. – 5.30 p.m.



We will be starting the session shortly.



We seek your cooperation on the following:



No videography
No photography



All slides will be made available on the school website at a later time.





P3 & P4 Parent Engagement Session

Video Conference Meeting Etiquette

1. Please turn on your video
2. Use earpiece for better audio clarity
3. Mute your microphone to minimize background noise for other participants.
4. Q&A session will be opened to the floor only after the presentation.
5. During the Q&A session, please type your questions using the chat function.



MIDDLE CONSORTIUM : YEAR HEAD TEAM

Year Head: Mrs Angie Liu

Teacher supporting the consortium: Ms Tan Yi Han



Objectives:

- To communicate school direction and partner parents in the holistic development of Riverlites
- To inform parents about national curriculum, teaching methods, and educational goals
- To provide a platform for parents to dialogue and connect with Form Teachers



PROGRAMME

- School Leader's Address
- Sharing on:
 - Student Development and Student Well-Being
 - Information and Communication Technology (ICT) Matters
 - Subjects:
 - i. Physical Education, Aesthetics and Music (PAM)
 - ii. English Language, Mathematics, Science and Mother Tongue Languages
- Q & A Session
- Interaction with Form Teachers (breakout sessions)



School Leader Address



Supporting Your Child Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful
Communication**

2 Role Models

3 Real Connections



Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another



Role Models

Model the skills and values our children need for their mental well-being



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)



We value your partnership to raise a
'Happy, Kind, and Confident Generation Together'.

School-Home Partnership

School

- Parent Engagement and Subject Sharing
- Inaugural Breakfast with Parents (0745 to 0845)
 - 2 April – P4
 - 11 May – P3
- Student-Led Conference
- Online Publications

Class

- Form and Subject Teacher Touchpoints

Grow Well SG: Four Habits for 2026



- A national health promotion strategy
- Aims to improve **preventive care** and encourage **healthier lifestyles**

Term 1



Learn Well

Put away phones one hour before bed.

Term 2



Sleep Well

Sleep 9 hours daily

Term 3



Eat Well

Eat a portion of fruit and vegetables daily

Term 4



Exercise Well

Exercise for 1 hour daily



Value statement of the Week

Term 1, Week 5

RESPECT

I respect everyone's opinions.

MOE's Engagement Charter



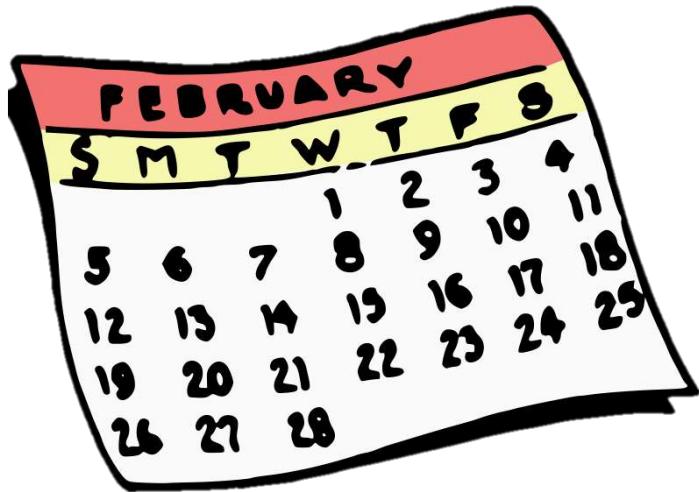
RESPECTING OUR STAFF

Our staff are committed to partner you
with sincerity, integrity and professionalism.

By showing mutual courtesy and respect,
we set a positive example for our children.

MOE values our staff and will take firm action
to protect them against any unreasonable
behaviour, harassment or abuse.

Key Dates 2026



Highlights of 2026

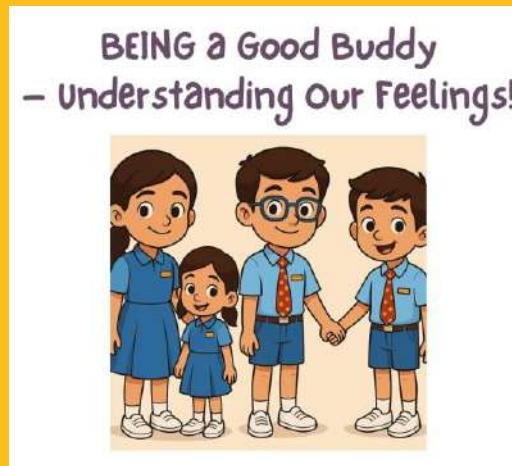
	Programme
Term 1	5 - 9 Jan: P1-P4 Buddy Programme

- P4 students helped their P1 buddies to adapt to the new learning environment in Rivervale.



P1 and P4 Buddy

- Buddy Training
- Bigger buddy group for some



Highlights of 2026

	Programmes
Term 1	<ul style="list-style-type: none">• 5 Jan: Start It Right ☺ + Sports Education Programme• 5 Feb: P3 & P4 Parent Engagement cum Subject Sharing• 20 Feb / 26 Feb / 5 Mar: Art Museum-Based LJ• 23 Feb to 6 Mar: Term 1 Weighted Assessment



Highlights of 2026

	Programme
Term 2	<ul style="list-style-type: none">• Week 1- Week 9: P3 SwimSafer• 2 Apr: Inaugural Breakfast with Parents (P4)• 21 Apr: P3 Science LJ• 22 Apr: Student-Led Conference• 4 May / 7 May / 8 May: P4 CCE Cohort LJ (KAHG)• 11 May: Inaugural Breakfast with Parents• 4 -15 May: Term 2 Weighted Assessment• 25 - 26 May: Math Trail



Highlights of 2026

	Programme
Term 3	14 Jul/16 Jul/22 Jul: P3 CCE Cohort LJ (GSHG) Weeks 5, 7, 9: Term 3 Weighted Assessment
Term 4	<ul style="list-style-type: none">• 1 Oct: Children's Day Celebration• Week 2, 4: LC and Oral End of Year Examination• Week 7: Written End of Year Examination• 17 Nov: MLP Fair• 19 Nov: Use Your Hand Campaign and End It Well 😊• 20 Nov: Prize-Giving Ceremony





Student-Led Conference

(22 Apr, 7.30 a.m. – 1.30 p.m.)



Face-to-Face meeting with parents to engage parents in conversations about child's social and academic progress or needs.



Subject-Based Banding (SBB)



- For more information on SBB in Primary School, please visit:
<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>

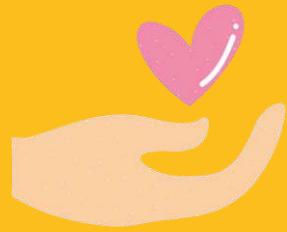


Student Well-Being



Understanding Mental Health and Well-Being





What is Mental Health?

Good mental health is more than just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



Primary 3 and 4

During CCE
(FTGP) lessons,
students will be
taught:

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development

We Change as We Grow ②

Date:

How I Can Support My Friend



Calm them down

- Give your friend time to cool down.
- Ask your friend to take deep and slow breaths to calm his/her feelings.

Hear them out

- Listen attentively to your friend's words and feelings.
- Keep an open mind and do not judge.
- Do not interrupt.

Empathise with them

- Show interest.
- Check if you had understood your friend's issue and feelings correctly.

Encourage seeking help

- Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.

Refer to a trusted adult

- Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7

Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the **“Family Time”** activities inside the journal with your child to reinforce their learning.



An example of a Family Time Activity taken from the P3 CCE Journal (P.40)



Family Activities I can...

- Share the feelings and experience of carrying out my class project with my parents/guardians.
- Ask my family members to think of two kind acts that we can commit to (e.g. showing care and concern for our neighbours, cleaning up the environment so that it can be pleasant for others).

The kind acts that my family would like to commit to are...

①

②





How do you feel about starting to school?



P3 and P4 students



Top 3 Concerns from P3 Students

No.	Concerns
1.	Examinations
2.	New friends and new teachers
3.	New subject – Science

• Generally, students were excited and happy to be back in school after the long Nov-Dec holidays.



Top 3 Concerns from P4 Students

No.	Concerns	Will I fail?
1.	Examinations	Will there be a lot of homework? Can I finish?
2.	Homework	
3.	Expectation (self, parents)	I am worried that I cannot meet my/their expectations.

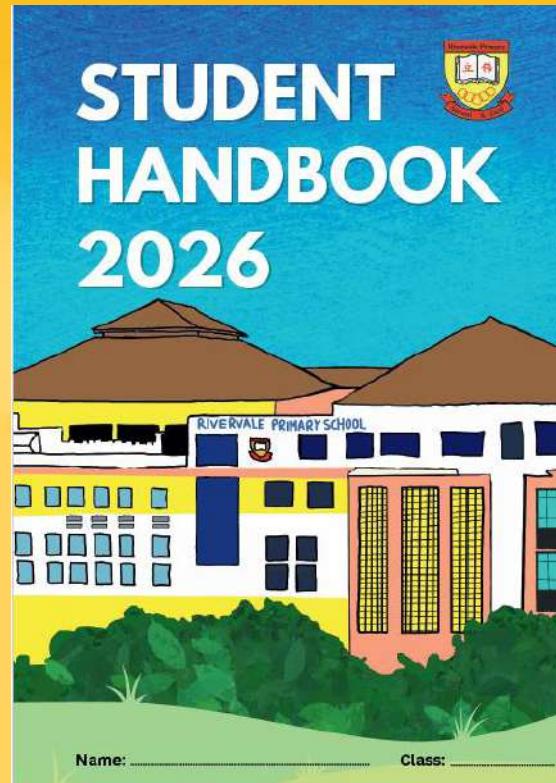
*Generally, most students looked forward to being back to school to meet their friends ☺



Supporting Student Well-Being

1. Completion of homework

- Homework Policy (< 8 hours per week)
- Extension of homework submission when necessary

A weekly homework log titled "SEMESTER 1 TERM 1 • WEEK 5". It includes a quote: "When I started counting my blessings, my whole life turned around." - Willie Nelson. The log is divided into two days: Thursday (5 FEB) and Friday (6 FEB). Each day has a section for "Notes from Teacher/Parents" and a list of tasks. At the bottom, there's a section for "Value(s) taught in V-10 today" and "My Reflection" with a list of three values: 1. Integrity, 2. Responsibility, 3. Respect. The footer reads "Rivervale Primary School • 43".

2. Equipping students with skills to cope with expectations

- FTGP
- 1-to-1 Interaction with FT
- Support from the Senior School Counsellor

I Am Resilient ① Date:

Resilience

We face different challenges in life. Some challenges feel difficult to overcome while others are easy. Each of us may feel differently about our challenges and that is okay!

Argument with my friend
Cannot focus in class
Scolded by my parent

I Am Resilient ③ Date:

How I Want to Build My Resilience Muscle

Look at the different ways you can build your resilience muscle and overcome your challenges below. What can you do to move your "rocks"? You can tick (✓) more than one way.

- I can build my resilience muscle by changing negative thoughts to helpful thoughts.
- I can think of different ways to overcome my challenges.
- I can ask my family, friends or trusted adults for help.

My Goals and Plans ② Date:

Working Towards My Goal

My Goal: _____

My S.M.A.R.T. Goal

- 1. Be Specific:**
What do I want to do?

Why did I set this goal?

- 2. Make it Measurable:**
I know I have reached my goal when

- 3. Make it Achievable and Realistic:**
Is my goal something that is possible to achieve?
 Yes No Maybe
Do I think I have the ability and support to work towards my goal?
 Yes No Maybe
- 4. Make it Timely:**
I will aim to reach my goal by

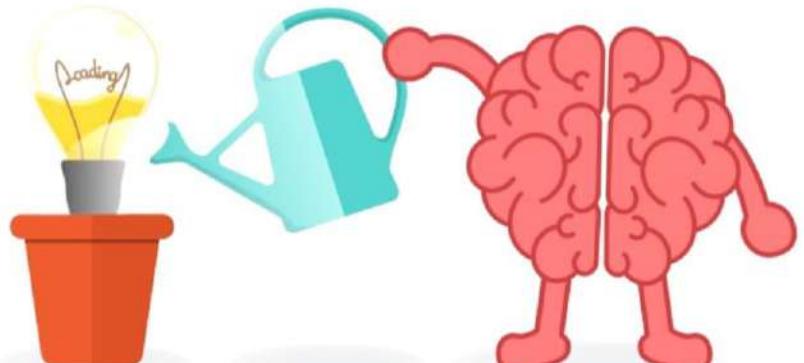
(Write a date)

SMART GOAL

Understand and Care for Myself



GROWTH mindset

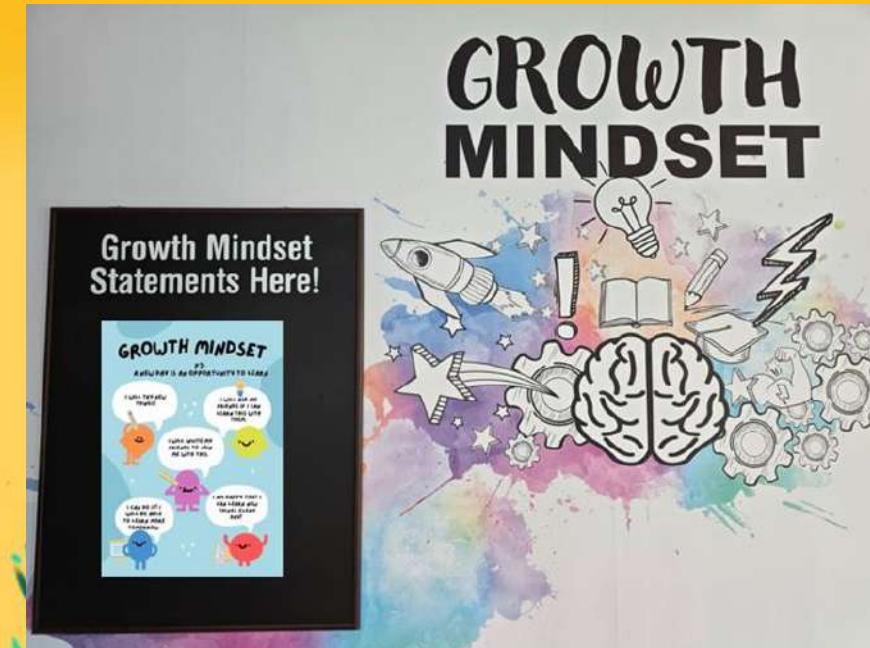


- The belief that with practise, perseverance and effort, people have **limitless potential to learn and grow**
- Assumes that intelligence and other qualities, abilities and talents can be developed with effort, learning and **dedication over time.**



Why GROWTH Mindset?

- Growth Mindset focuses on the importance of **embracing challenges, persisting in the face of obstacles and learning from mistakes.**
- By changing the way students think, we can change the way they learn. We want them to **enjoy learning** and continue to learn beyond the formal curriculum.



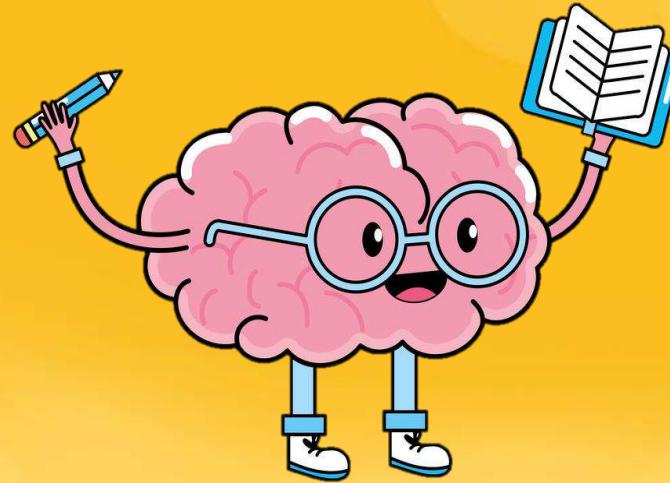
P3

Sem 1:

A New Day is
A New
Opportunity to
Grow

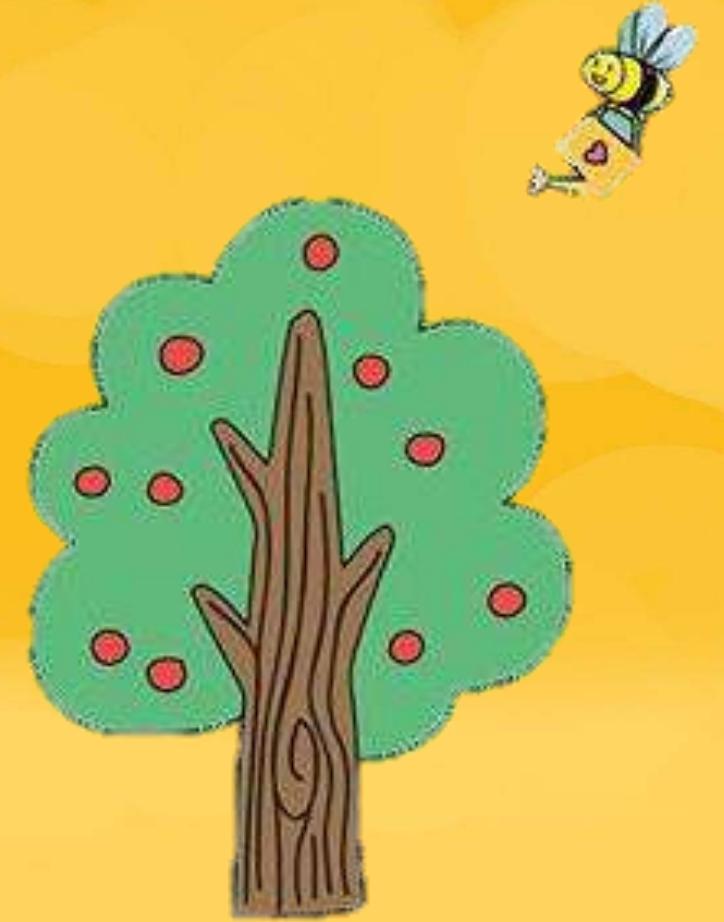
Sem 2:

We Love A
Challenge



How Parents Can Help?

- Encourage Effort and Curiosity
- Set Realistic Expectations
- Provide Constructive Feedback
- Promote Learning from Mistakes
- Celebrate Effort



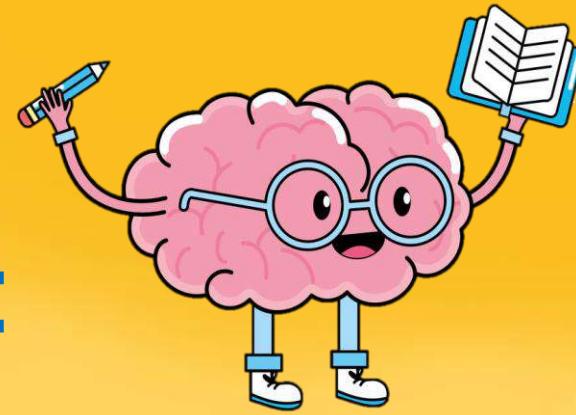
SEM 1

P4

SEM 2

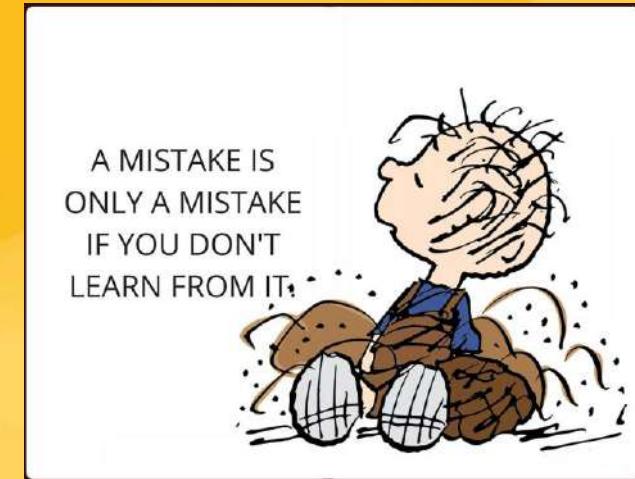
**There's a
Difference
Between Not
Knowing and Not
Knowing Yet**

**Mistakes are
Opportunities
for Learning**



How Parents Can Help?

- Embrace Not Knowing Yet and any Learning Opportunity
- Create a Safe Space
- Encourage Persistence
- Focus on Effort
- Lead by Example

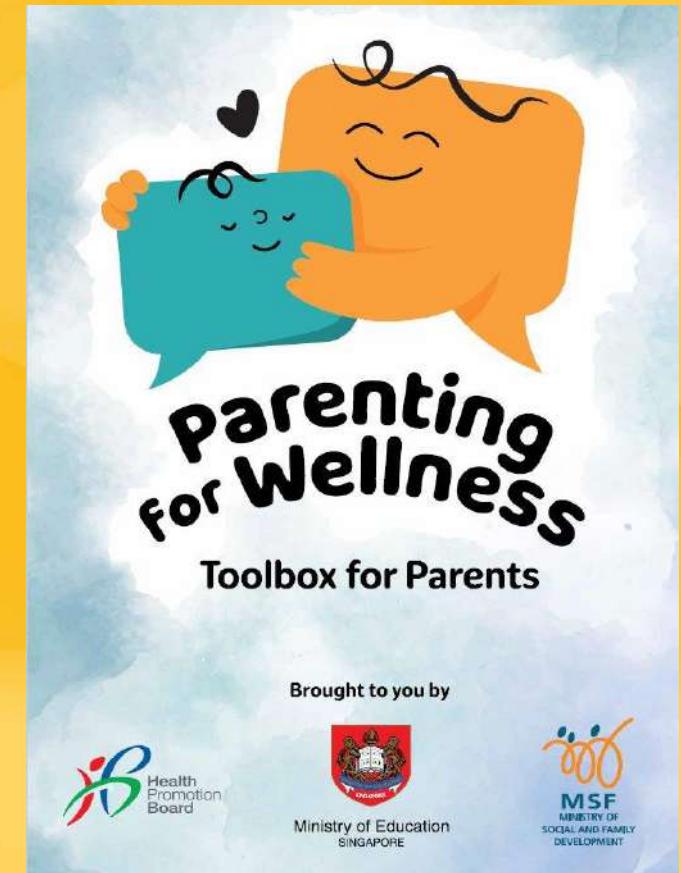


Parenting Resource: *Parenting for Wellness*

Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?

For more bite-sized resources (practical tips and strategies), you can download a copy of the **Parenting for Wellness Toolbox for Parents**.

Link: <https://go.gov.sg/pfw-toolbox>



Parent's Support



"I can do things you cannot, you can do things I cannot;
together we can do great things"

~ Mother Teresa



Sharing by ICT HOD



Education Technology in RIVPS



Purpose

- Support and engage students in their learning
- Promotes collaboration, communication and critical thinking
- Prepare students for digital future



Education Technology in RIVPS

Key Initiatives

- In-class or blended learning
- Use of a variety of digital tools e.g. SLS
- Meaningful integration of technology to enhance learning
- Advocating cyber wellness to ensure responsible digital use



Education Technology in RIVPS

Parents' Support

- Encourage responsible use of devices at home
- Monitor online activities and reinforce good digital habits
- Engage in conversation about what they are learning with education technology (Ed Tech)



Cyber Wellness

- Children are going online from a younger age
- Higher frequency in exposure to harmful content

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

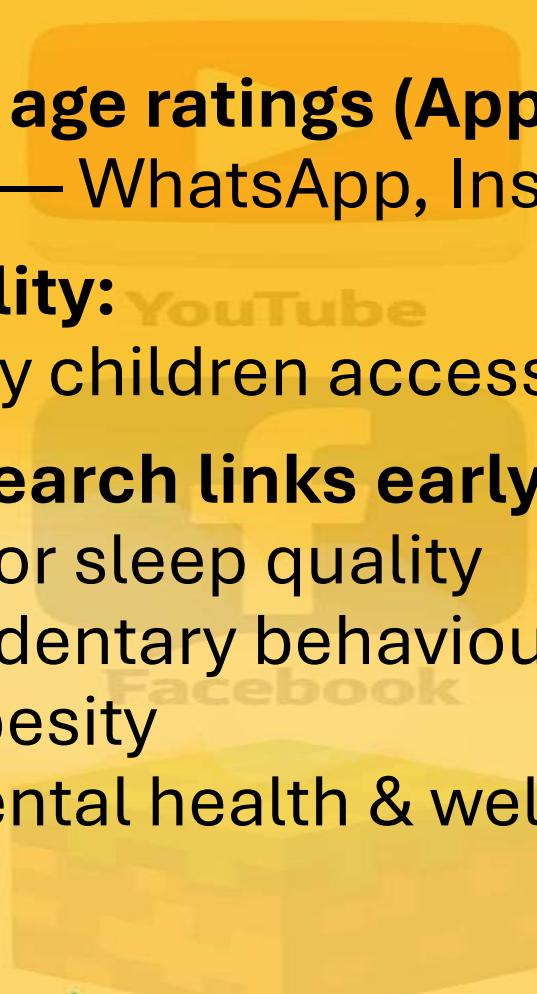
1 in 4 children has overshared their personal information

Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



Cyber Wellness

- **App age ratings (App Store):**
12+ — WhatsApp, Instagram, Roblox
- **Reality:**
Many children access social media earlier than recommended.
- **Research links early screen use to:**
 - Poor sleep quality
 - Sedentary behaviour
 - Obesity
 - Mental health & well-being concerns



Cyber Wellness

- **Cyber Wellness**
Ability to navigate cyberspace safely and responsibly
- **Through the CCE curriculum, students learn to:**
 - Use ICT for positive purposes
 - Maintain a positive online presence
 - Stay safe and responsible online
- **Outcome:**
Balanced screen use, online safety, and positive digital behaviour



Primary 3 and 4

During
CCE(FTGP)
lessons,
students will
be taught:

- **Balanced use of digital devices**
- **Netiquette**
- **Stand up against cyber bullying**
- **How to stay safe online**

My Healthy Screen Time Pledge

I, _____, (my name) pledge to be responsible

and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____



Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Use of Generative Artificial Intelligence (GenAI)

- Pose risks when it is not used effectively
- Discourage children from relying on AI for social-emotional support
- Use of AI should be age and developmentally-appropriate
 - P1 - 3: Little or not direct use of AI
 - P4 - 6: AI tools are used occasionally and supervised by teachers



ICT Tools



Upcoming Parent Resources on Digital & Cyber Wellness

- To support parents in guiding children's safe and responsible use of technology, the school will be sharing a 4-part parent resource series:
 - Unlocking the first smartphone or watch*
 - Playing online games*
 - Accessing the first social media account*
 - Cyberbullying*



Sharing by PAM HOD



Grow Well SG: Nurturing Active and Healthy Riverlites

A school-wide strategy to build
healthy habits in Riverlites



The Four Wells & Their Benefits



Learn Well

Better focus,
academic growth,
and healthy digital
balance.



Sleep Well

Memory
consolidation,
and emotional
regulation.



Eat Well

Healthy growth,
and reduced
disease risk.



Exercise Well

Stronger bodies
and sharper
minds.



Termly Focus to build healthy habits

Term 1

Learn Well

Limit recreation screen time to 2h daily. No screens 1h before bed.

Term 2

Sleep Well

Achieve at least 9 hours of quality sleep every single night.

Term 3

Eat Well

Eat fruits/veggies 4+ days a week. Reduce packaged snacks.

Term 4

Exercise Well

Engage in active physical play for 7+ hours per week.



Grow Well SG: Primary 3 and 4

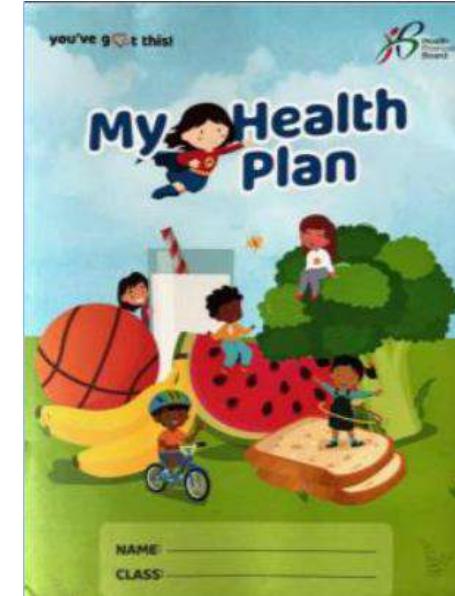
My Health Plan Booklet

- Contains personalised Lifestyle Prescription (LP) outlining potential lifestyle changes based HPB Health Check. LP is also accessible via Health Hub.

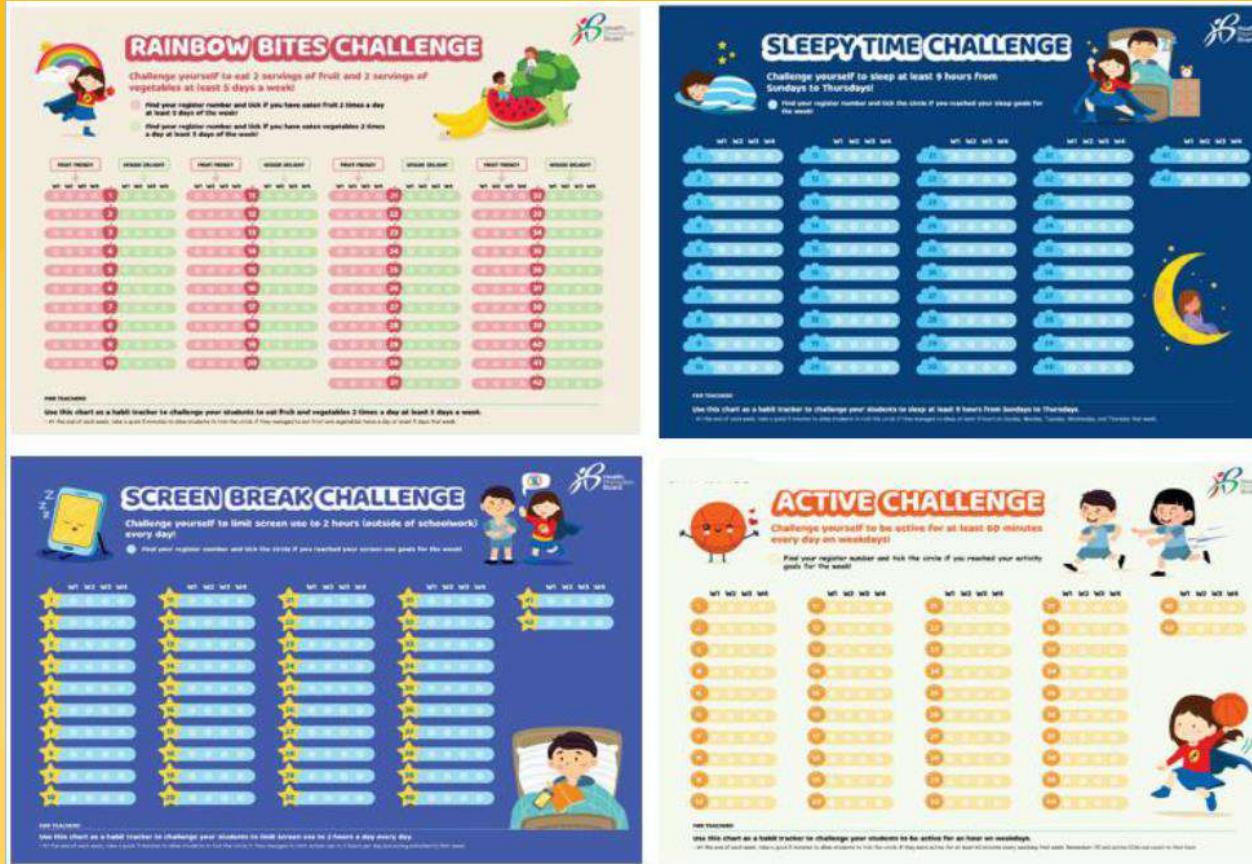
[For P4] Health Messages

- Cyberwellness and Resilience
- Setting health goals as a class

Parents' Role: Support your child in achieving the health milestones and complete Home Challenge activities



Habit Charts: Supporting Healthy Habits as a Class



Nurturing healthy behaviours:

Tracking of student behaviours across four weeks during PE lessons.



Positive Peer Influence: Conducted as a class, students are able to encourage each other to build healthy habits.



Nurture the Environment at home

Practical Steps

Home environment: Adjust environment based on the term's "Well" (e.g., Reminder to sleep 9 hours a day; Provide a fruit bowl in Term 3).

Daily Engagement: Ask "What was on the class habit chart today?"; "What is this Term's focus on Grow Well SG? ; Did you practise the healthy habit?"

HPB Healthy 365 app: For additional resources, practical strategies and links to healthy lifestyle programmes



Sharing by IP HOD



ENGLISH KEY PROGRAMMES

Language Carnival



Good Morning, Rivervale!



Character Parade



MOTHER TONGUE LANGUAGES KEY PROGRAMMES

Good Morning, Rivervale!



ML



CL



TL

MTL Fortnight



CL



ML



TL

P4 Drama



ML



CL



TL

MATHEMATICS KEY PROGRAMMES

P3 Aviation Themed Trail



P4 Design Themed Trail



SCIENCE KEY PROGRAMMES

Science Alive!



- P3 Mandai Bird Paradise



- P4 Food Sustainability & Hydroponics



ASSESSMENTS

- **Weighted Assessment**
- **End-of-Year Exam**



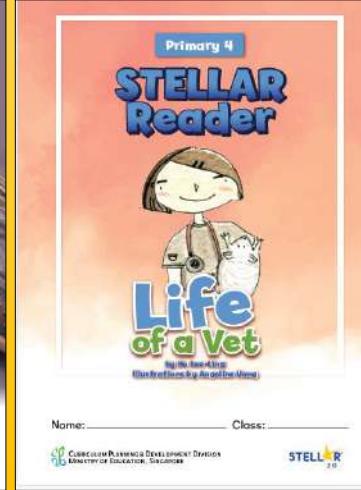
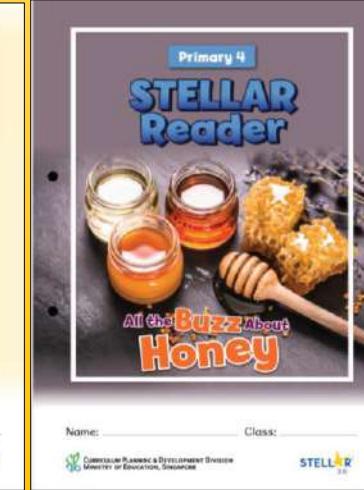
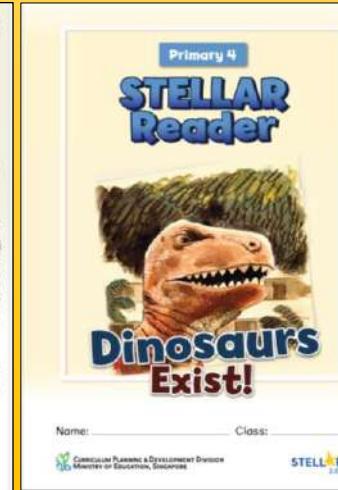
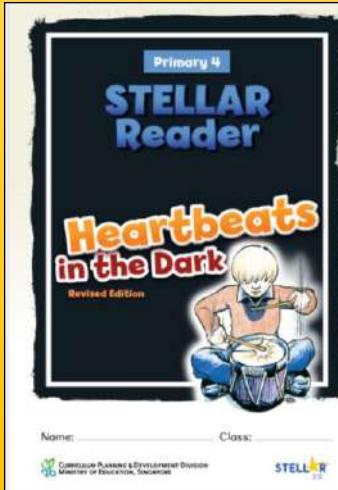
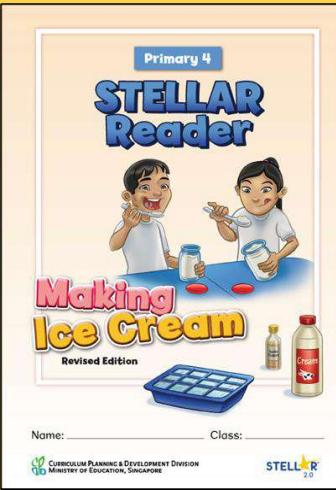
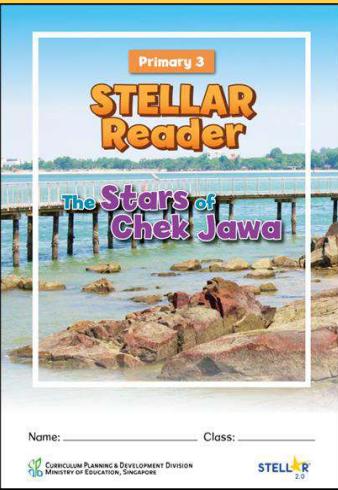
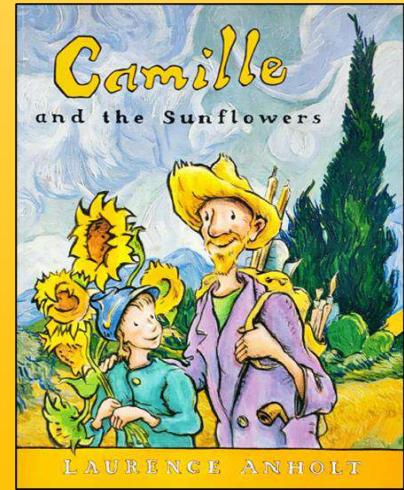
ASSESSMENT OVERVIEW (all subjects)

	Term 1	Term 2	Term 3	Term 4
Primary 3 & 4	Weighted Assessment			End of Year Examination 60%
	10%	15%	15%	



TRANSITING FROM LOWER TO MIDDLE PRIMARY ENGLISH

- Stellar 2.0
- Build strong reading habit
- Establish consistent writing support and practice



Name: _____ Class: _____

Curriculum Planning & Development Division
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0

Name: _____ Class: _____

Curriculum Planning & Development Division
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0

Name: _____ Class: _____

Curriculum Planning & Development Division
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0

Name: _____ Class: _____

Curriculum Planning & Development Division
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0

Name: _____ Class: _____

Curriculum Planning & Development Division
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0

STRATEGIES FOR LEARNING ENGLISH

Annotation

We are learning to annotate story elements in a text



Q1. Who is the main character?

Q2. Where did the story take place?

Q3. When did the story take place?

Q4. (What) is the problem?

Q5. [What] is the solution?



Q6. Draw a squiggly line for words we do not understand



Q7. Use double-headed arrows to link the pronouns/other nouns/phrases with their referent



Annotation

Annotating Text (Information)

- i. Box the **setting** and the **time** (where & when).
- ii. Underline and put within parentheses the **main idea** (what). (_____)
- iii. Underline and put a cross before the **supporting details** (what). x _____
- iv. Draw a squiggly line below **key vocabulary** that we do not understand.
- v. Use double-headed arrows to link the **pronouns** with their **referents**.

Close Reading



Steps to do during close reading....

1. Re-read the text. Focus on the **main ideas** and **supporting details of the text**.
2. Look for **clues**. Circle words or phrases that tell me more about the main idea of the text.
3. Think and ask myself, "what the author is trying to inform me?"
4. **Annotate or record** my thinking in the margin with the following symbols:

Third Reading with Annotation

To help me understand what I'm reading about, I can annotate my thoughts by

Symbol	Meaning	Sentence Starters
?	Asking Question about what puzzles me.	My question is I'm wondering..... I would like to know.....
C	Making Connection with what I have read with different parts of the text or connect what I have read with what I know.	This reminds me of..... I have a connection This makes me think about... I remember reading
S	Summarizing what I have read in my own words.	This paragraph is about.....
O	Forming Opinion about what I think about the text based on what I have read.	I think..... I feel..... In my opinion.....

STRATEGIES FOR LEARNING ENGLISH

- Use 5W1H (who, what, where, when, why, how) to generate as many ideas as possible
- Share experiences/ views/ ideas



STRATEGIES FOR LEARNING ENGLISH

What is A.R.E

A nswer the question.

Give a R eason for your answer.

Share an E xperience.



TRANSITING FROM LOWER TO MIDDLE PRIMARY MOTHER TONGUE LANGUAGES

Primary 3

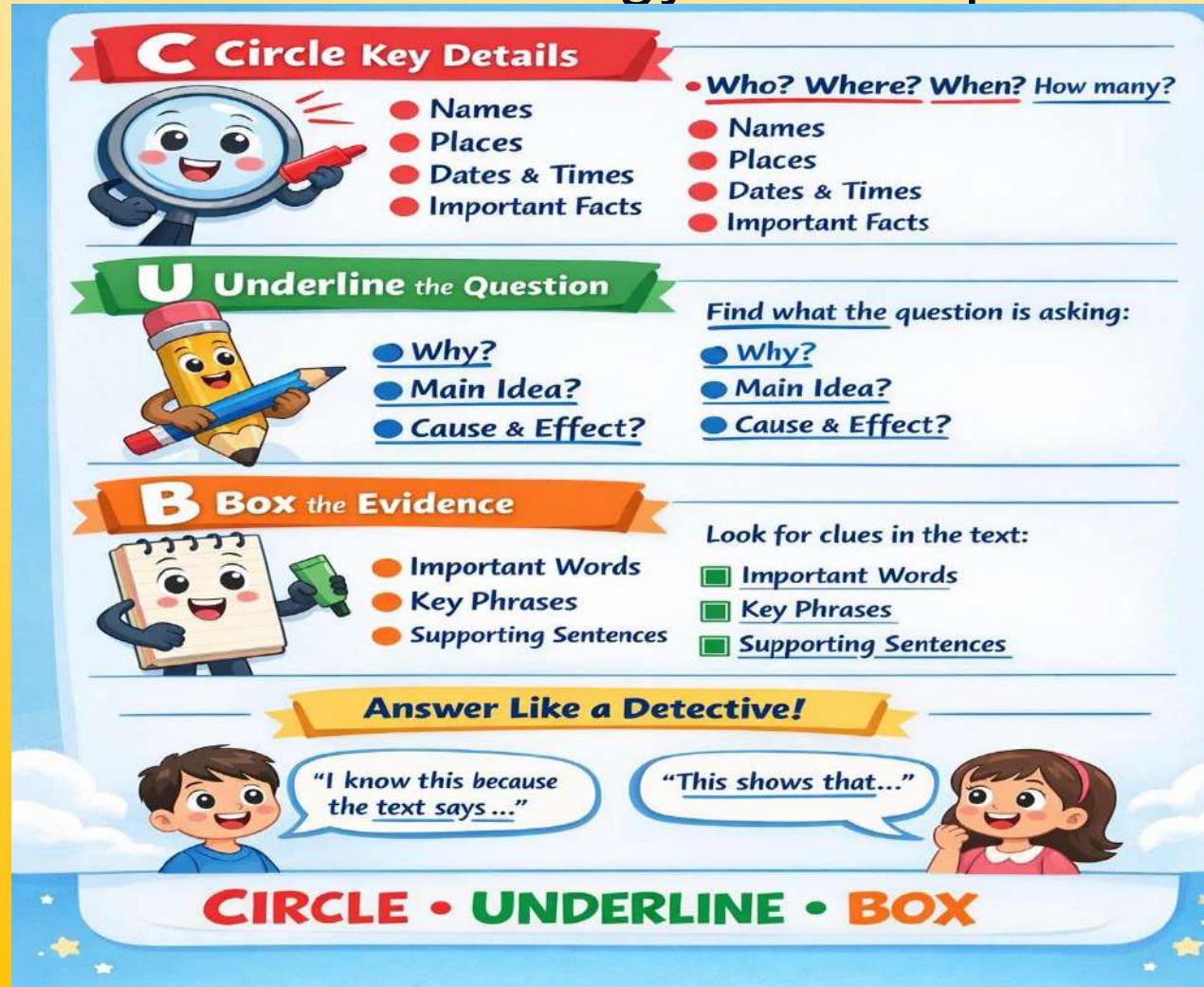
- Transition from sentence-writing to paragraph-writing
- Writing: 4-picture composition
- Oral: reading, picture description and conversation

Primary 4

- **New component:**
Interactive Writing (e.g. writing a short reply to an email/note) in comprehension

STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

Annotation: CUB Strategy for Comprehension

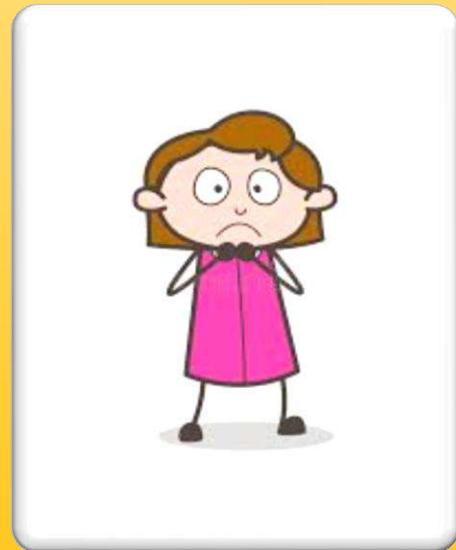


STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

Teaching of writing using **FEAST** to generate and expand idea prior to writing their composition.



Feelings



Expressions



Actions



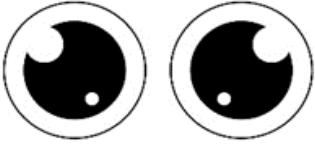
Speech



Thoughts

STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

Picture Description for Oral

1	Describe		I saw...
2	Opinion		What he did was wrong/correct because...
3	Emotions		I feel...
4	Suggestion		If I am...

TRANSITING FROM LOWER TO MIDDLE PRIMARY MATHEMATICS

Helping your child transit from lower primary to middle primary

- Revisit topics like time and fractions taught at P2
- Build "Bar Modeling" Confidence

STRATEGIES FOR LEARNING MATHEMATICS

Factual fluency

- **Addition and Subtraction below 20**
- **Multiplication and division facts (not just skip counting), knowing the factors**
- **Accuracy and speed for the multiplication and division algorithm**

STRATEGIES FOR LEARNING MATHEMATICS

Tagging and revisiting mistakes

The math department provides these materials

- **Activity Sheets to document their learning experiences**
- **Topical quizzes**
- **A sum a day booklet**
- **Problem solving worksheets**

Students should review these materials regularly and revisit their mistakes

STRATEGIES FOR LEARNING MATHEMATICS

Support productive struggle in problem solving by using STAR

FOR PS & 6

S

STUDY THE PROBLEM (CUB)

- Circle the numbers
- Underline keywords
- Box up the question

Retell in your own words.

What is given?
What am I finding?
What can I infer?

T

THINK OF A STRATEGY

- Draw models
- Draw diagrams
- Draw a table
- Listing
- Guess & Check
- Act it out
- Work backwards
- Simplify the problem

What strategy do I use?
Why do I use the strategy?

A

ACT OUT THE STRATEGY

Carry out the strategy to solve the problem

Am I showing my steps clearly?

R

REVIEW SOLUTION (CURT)

- Calculations
- Units
- Reasonable
- Transference

Does my answer make sense?
Have I checked for CURT?

RIVERVALE PRIMARY SCHOOL - WHOLE SCHOOL APPROACH TO PROBLEM SOLVING

BEGINNING THE PRIMARY SCIENCE JOURNEY

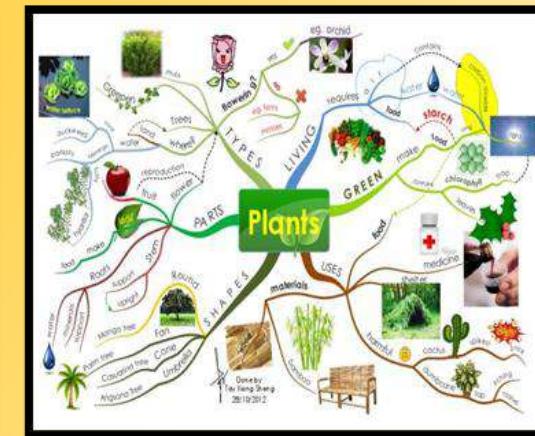
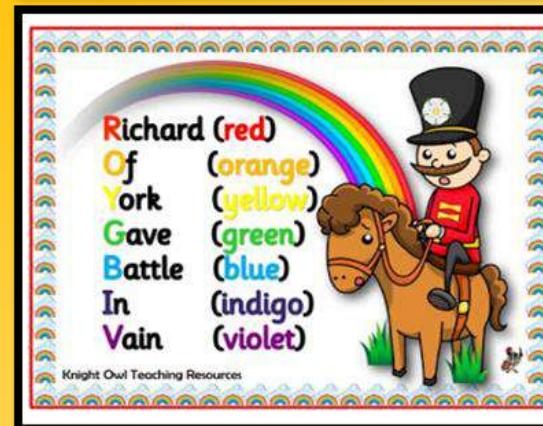
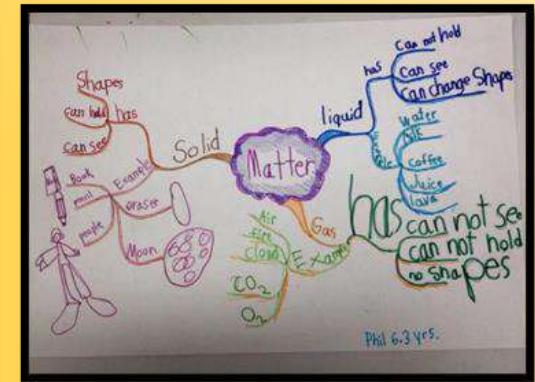
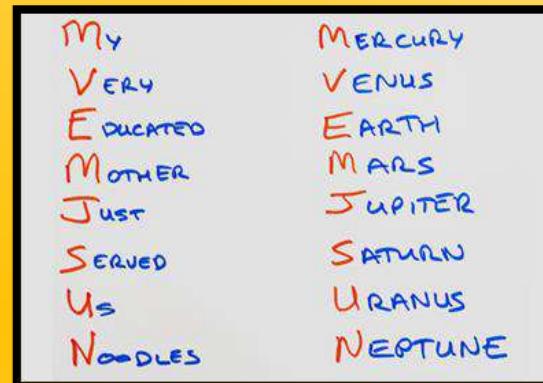
- Focus on **curiosity**, not **memorization**
- Develop skills of **observing**, **thinking** and **explaining**



STRATEGIES FOR LEARNING SCIENCE

Science Answering Strategies

- Mindmapping
 - Mnemonic



STRATEGIES FOR LEARNING SCIENCE

Steps to Answering Science Questions

1. Identify and highlight key information
2. Identify Concepts and Scientific Vocabulary
 - Activate prior knowledge
3. OIC (To make sense of the question)

STRATEGIES FOR LEARNING SCIENCE

Observation – What we can observe from the question.

Interpretation – What does the observation imply or mean.

Conclusion – Link answer to the question setting / Concept in the question.

HIGHER MOTHER TONGUE LANGUAGES



Primary 3 & 4 MTL Curriculum

Primary 3 & 4	MTL Curriculum	Assessment
For most learners	Standard MTL Progressive curriculum from listening, speaking and spoken interaction skills to reading and written interaction skills.	Standard MTL Papers
For learners with high readiness	Higher MTL (HMT) Beyond standard MTL to focus on integrated development of language skills.	Standard MTL Papers
Learners requiring support	MT Support Programme (MTSP) Focus on strengthening oracy and literacy foundation.	Standard MTL Papers



How are students identified and placed?

- Based on **daily class assignments & formative assessments**
- Based on **weighted assessments & EYE**
- Placement is made in the **best interest of each child's learning needs and readiness**
- To ensure the **appropriate level of challenge or support**

Parents will be informed if their child is being considered for a different course.



Footnote: Placement based on learning needs and school recommendation

SYLLABUS (for all subjects)



More information can be found at:
<https://www.moe.gov.sg/primary/curriculum/syllabus>



Q & A

Please type your questions using the chat function.



Interaction with Form Teachers



Class	FT1	FT2
3 RE	Mr Song Ziliang	Mdm Lim Xin Wan
3 RO	Mdm Marlina	Mr Khair
3 RS	Mr Yeo Peng Quee	Mdm Liyana
3 IN	Ms Sera Yeo	Mr Ray Lee
3 CA	Ms Khairiana	Mdm Lo Siew Yee

Class	FT1	FT2
4 RE	Mr Lim Ze Wei	Mdm Nurshamira
4 RO	Mrs Janet Quek	Ms Tan Yi Han
4 RS	Mdm Chan Pui Yong	Mr Seah Jin Yang
4 IN	Mdm Ng Mui Chin	Ms Ghayathri
4 CA	Mrs Amy Thomas	Mdm Tan Kok Teng





Thank You!



FOR YOUR SUPPORT

