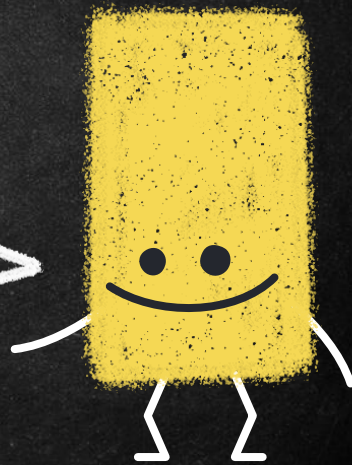
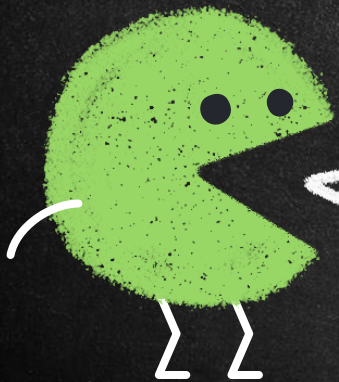
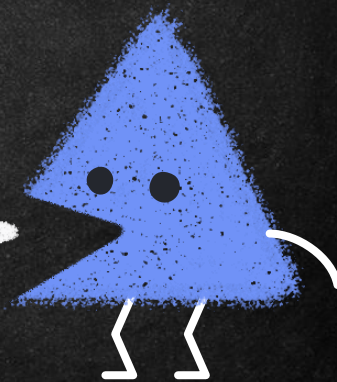


P3 OPEN
CLASSROOM—
MRS DE SOUZA'S
SEGMENT



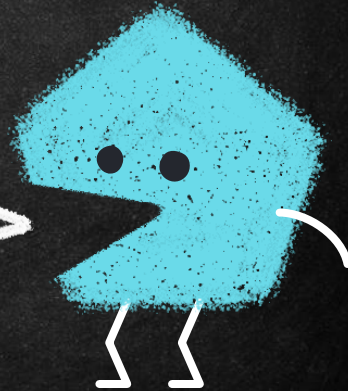
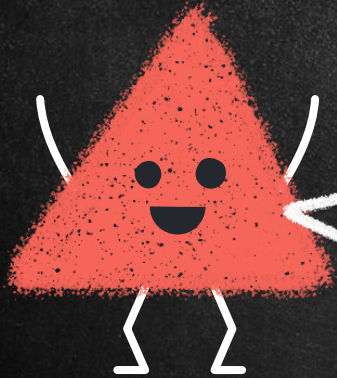
AGENDA

- What's new in our Vision and Mission
- Academic Expectations
- Assessments and how they articulate to the next level
- School's holistic approach
- How to work with / understand your child
- How to work with school



1.

WHAT'S NEW IN OUR MISSION & VISION



WHAT'S NEW IN OUR

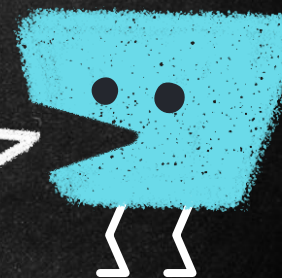
4

Vision

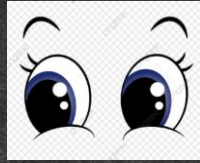
Vibrant
Learning
Community,
Rooted in
Values,
with a Heart to
Serve

Mission

Nurture a star in
every Shuqunite,
who strives to
contribute
positively



When you have a heart to serve, you demonstrate the following:



You **notice** when someone is troubled or in need of help

You do your best to **understand** what they must be going through



You **think** of ways to help

You contribute positively by:

Participating
productively in class



Taking part actively
in school events



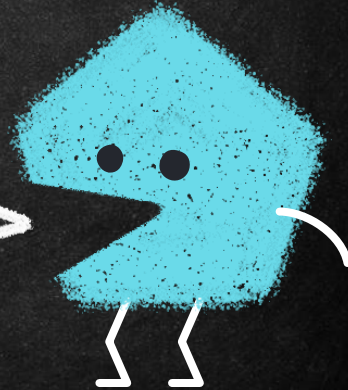
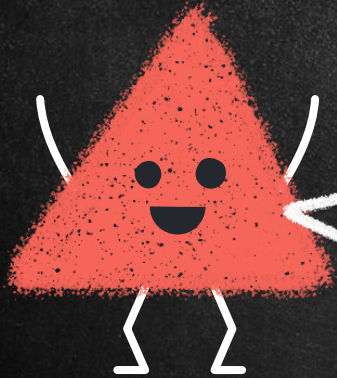
Helping out in
the community



Strives to
contribute positively

2.

ACADEMIC EXPECTATIONS



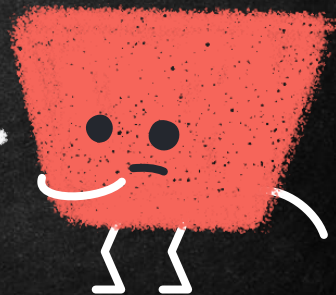
ACADEMIC EXPECTATIONS FOR P3

→ Detailed in the subject handbooks provided to you



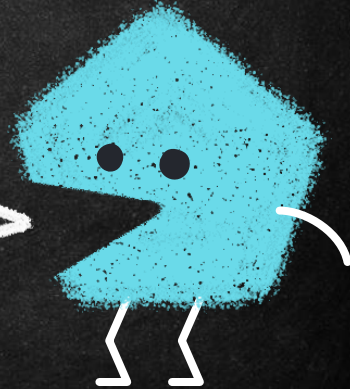
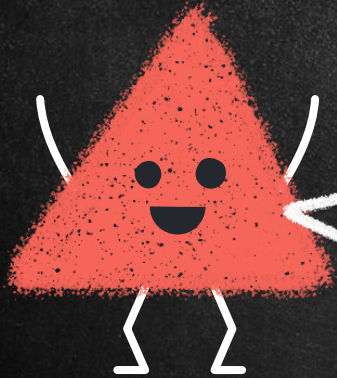
→ Learning a new subject, Science

→ A student who masters the fundamentals would find the work in the next level less challenging



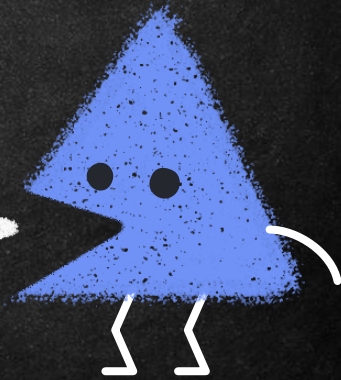
3.

ASSESSMENTS



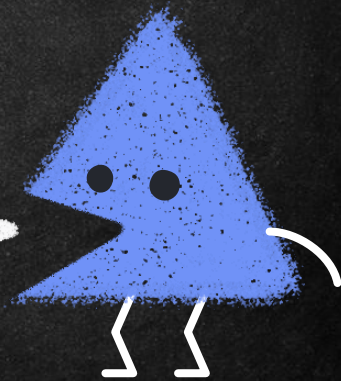
ASSESSMENTS FOR P3

- Final term examination – their first formal assessment for which they will have some practice
- Gifted Education Screening Test in August with additional testing for shortlisted students



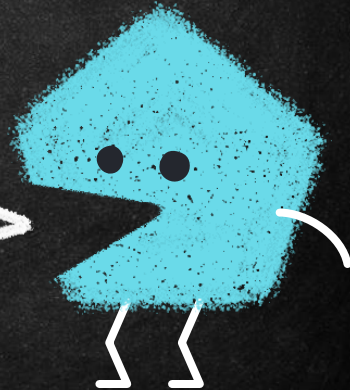
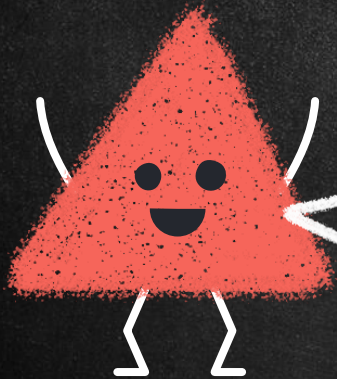
ASSESSMENTS FOR P3

- The final term examinations assess your child's grasp of concepts taught from P1 – P3
- If your child is offering HMT, it is good for him/her to continue to offer it in P4 for a full experience of the curriculum and to decide if he/she wants to continue with HMT in P5/6 if offered



4.

SCHOOL'S HOLISTIC APPROACH



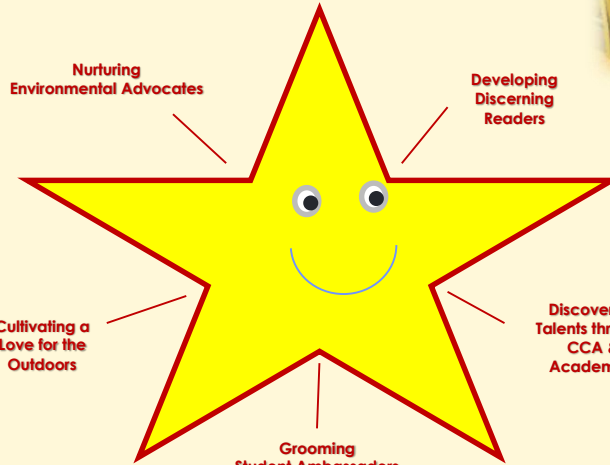
Nurturing a Star in Every Shuqunite



Vibrant Learning Environment



Holistic Development of our Students



Competent & Caring Staff

Nurturing Environmental Advocates

Developing Discerning Readers

Discovering Talents through CCA & Academics

Talent Development

Grooming Student Ambassadors

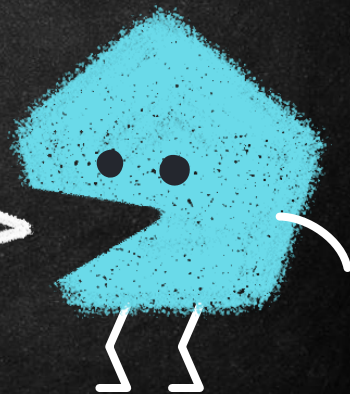
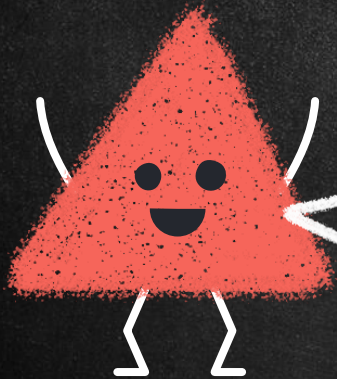
Strong Partnerships

Cultivating a Love for the Outdoors



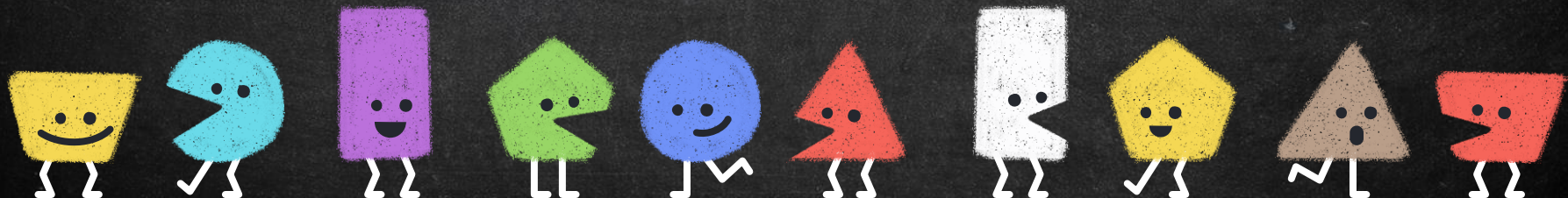
5.

HOW TO WORK WITH /
UNDERSTAND YOUR
CHILD











EXECUTIVE FUNCTIONING SKILLS



WHAT ARE THEY?

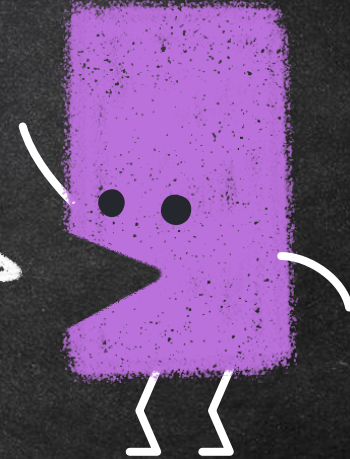
Planning 	Organization 	Self-Control 
Task Initiation 	Executive Functioning Skills <small>www.thepathway2success.com</small>	
Time Management 	Metacognition 	Working Memory 
Attention 	Flexibility 	Perseverance 

SHUQUNITES WILL BE TAUGHT

- **Working memory** — The ability to hold information in mind and use it.
- **Self control** — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- **Mental flexibility** — The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

Children aren't born with these skills—they are born with the potential to develop them

“
Executive function is the
brain's air traffic
controller, intercepting
a tangle of thoughts and
impulses and steering
them toward safe,
productive outcomes.”



WHY TEACH EXECUTIVE FUNCTIONING SKILLS?

12

Reasons to Teach Executive Functioning Skills Explicitly

www.thepathway2success.com



EF skills are shaped (not innate)



They are life skills



They build independence



EF skills impact social skills



Strong EF skills support academics



EF skills enhance problem-solving abilities



They are a component of SEL (self-management)



Interventions support struggling kids



Research supports teaching EF skills



Proactively teaching EF skills supports all learners



Learning tough skills requires practice



EF skills teach positive study habits

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

Card games and board games

- Games that require players to remember
- Any board game that involves some strategy

Physical activities/games

- Games that require attention, inhibition, and cognitive flexibility, as the child has to track which rule to apply and switch actions, as appropriate
- Games that require coordination and provide aerobic exercise

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

Movement/song games

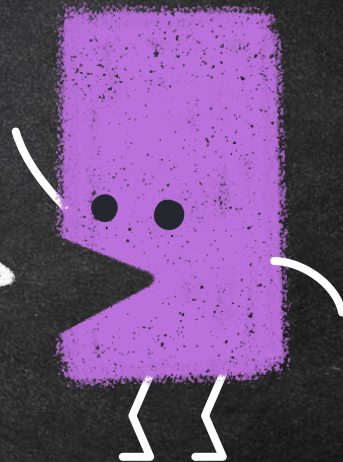
- Singing in rounds that requires use of working memory and inhibition

Quiet activities requiring strategy and reflection

- Puzzles / Brain teasers that exercise attention and problem-solving skills (requiring working memory and cognitive flexibility).

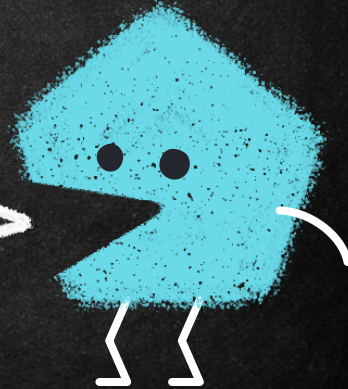
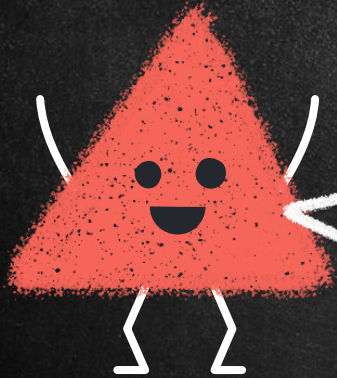
“

To find out more about
EFS, please scan the QR
code below



6.

HOW TO WORK WITH SCHOOL



WORKING WITH THE SCHOOL

- Study Matters
- Interpersonal Matters
- Being part of the school



STUDY MATTERS

Every child wants to succeed but in order to do so, he /she must come to school every day if well, complete assignments given to best of his ability and pay attention and participate in class.



STUDY MATTERS

Please provide support and reinforcement through ensuring that your child :

- Is present and punctual
- Completes all school work properly on his/her own
- Is taught to be accountable for his/her actions



INTERPERSONAL MATTERS

You are updated on school / class matters through:

- The Shuqunite Diary
- Parents Gateway
- School Newsletters



INTERPERSONAL MATTERS

- Get to know your child's Form and Subject teachers
- Clarify issues with a desire to understand and even give the benefit of the doubt
- Do not confront another person's child should there be a misunderstanding



INTERPERSONAL MATTERS

- Contact your child's teachers during school hours (7 a.m. – 5 p.m.) but please understand that they may be in class
- Email / message left which they can reply the next working day is preferred



INTERPERSONAL MATTERS

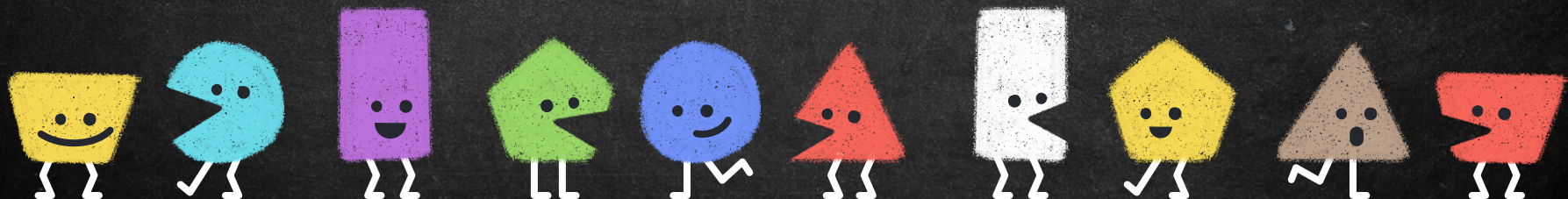
- Do keep us informed if your child has gone for vaccination or is ill
- Contacting teachers after school hours would be for matters that are urgent e.g. health alerts



BEING PART OF THE SCHOOL COMMUNITY

- Celebrations
- Affirmation
- Values in Action efforts
- PTC
- Parent Outreach







Join Breakout Room



All participants have been invited to join Breakout Rooms.

You will be meeting your child's FTs

Please join the Breakout Room by clicking on your child's class (e.g. 3A1)

