

# P1 PARENT ENGAGEMENT SESSION

## P1 Parent Engagement

Mrs Sara de Souza (Principal)



## P1 Subject Focus

Ms Fong Yoon Yee Sarah (LT EL)

Mr Billy Wiguna Widjaja (HOD MA)

Ms Ang Kai Shi Bessie (HOD MTL)

Ms Rene Ng (LH ICT)



## P1 Transition Sharing

Mdm Shirleen Yap & Mr Desmond Koh (PSG)

# P1 PARENT ENGAGEMENT SESSION



**P1 Parent Engagement**  
**Mrs Sara de Souza (Principal)**



# P1 PARENT ENGAGEMENT SESSION



Starting school can be  
liberating as well as  
daunting for both you and  
your child

# P1 PARENT ENGAGEMENT SESSION



## Starting it Right for your Child

- In School
- At Home

# START IT RIGHT

## In School

- Appearance
- Punctuality and Attendance
- Developing a sense of independence in your child
- Communicating with the school

# START IT RIGHT

## In School: Appearance

- Guidelines are in the Students' Diary.
- Hair for boys and girls should be neat.
- For boys, hair should be short but no fancy haircuts.
- For girls, long hair should be plaited and hair accessories should be simple.

# START IT RIGHT

## In School: Appearance

- Uniforms should be clean and neatly pressed for your child.
- Please ensure that your child's name tag is neatly sewn on his/her shirt.
- We do not allow for mobile devices and smart watches to be brought to school.

# START IT RIGHT

## In School: Punctuality and Attendance

- Do ensure that your child arrives in time for Anthem singing and Pledge taking which marks the start of the school day.
- Please ensure that your child comes to school every day to signal the importance of school.

## In School: Attendance

- While there are no formal exams in P1 and P2, coming to school every day signals the importance of school for your child.
- Please understand that approval will not be given for requests for extended holiday leave during festivals and vacation time.

# START IT RIGHT

## In School: Developing a sense of independence in your child

- Teach him/her to pack his/her schoolbag and be responsible for his/her personal belongings.
- Refrain from bringing items that your child forgot to bring to school.

# START IT RIGHT

## In School: Communications with School

- Do keep us informed when incidents happen in school and we seek your understanding for our need to investigate and to hear out both sides of the story.
- Do not take matters into your own hands and confront the other child or parent.

# START IT RIGHT

## In School: Communications with School

- Please maintain respectful communication with my staff. They have your child's well-being at heart even if and when they need to communicate unpleasant news.
- Please contact my staff only during office hours (8 a.m. - 4.30 p.m.) and check your child's diary for updates.



Shuqun Primary

# START IT RIGHT

## At Home

- Importance of a regular routine
- Importance of communicating with your child

# START IT RIGHT

## At Home: Importance of a regular routine

- Routine for:
  - Meal and relaxation time
  - Revision, homework (if any) and reading time
  - Bed-time

# START IT RIGHT

## At Home: Importance of a regular routine ~ Reading time

- Make it a habit to read with your child English and Mother Tongue physical books.
- Do not rely on e-books.
- Your role-modelling in this matter helps to build up your child's vocabulary and confidence in using the language.

# START IT RIGHT

## At Home: Importance of a regular routine ~ Bed-time

- Your child needs at least 9 hours sleep each night.
- Ensuring that your child has sufficient rest enables him/her to learn more and enjoy school more.

# START IT RIGHT

## At Home: Importance of communicating with your child

- Taking an active interest in your child's school life signals the importance of school for him/her and is an opportunity to impart values when they share their day with you.
- Do keep your child informed when you receive PG messages that are relevant to your child.

# P1 PARENT ENGAGEMENT SESSION



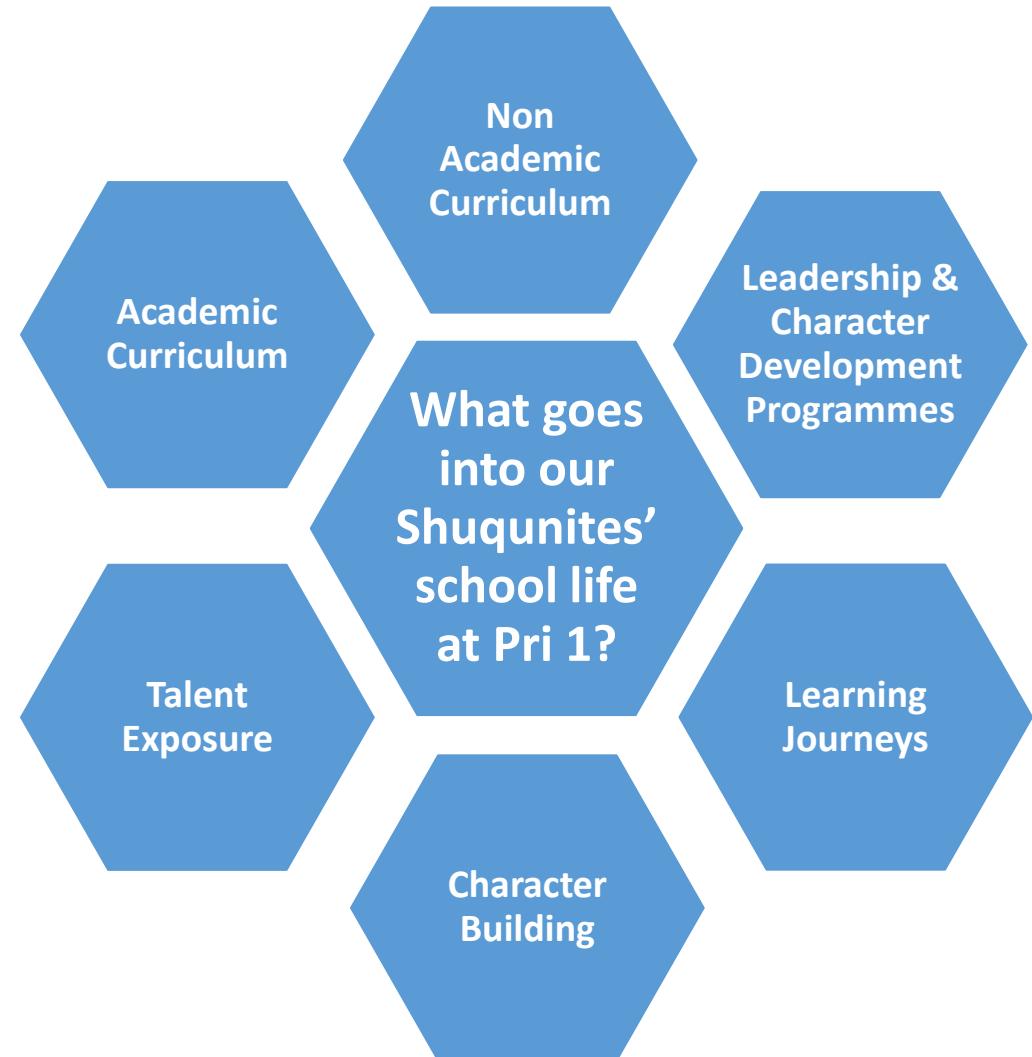
“Train a child in the way  
he should go, and when  
he is old, he will not turn  
from it.”

# STUDENT OUTCOMES

An Engaged Learner  
Rooted in Values  
With a Heart to Serve



# STUDENT LEARNING EXPERIENCE



# STUDENT LEARNING EXPERIENCE



Shuqun Primary

## Non-Academic

### • Physical Education

- Develops fundamental motor skills and inculcates the love for physical activities

### • Social Studies

- Helps students understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience
- Our school, our country, our world

### • Music & Art

- Develops awareness and appreciation, ability for creative expression and communication and exposure towards an informed and life-long involvement



# STUDENT LEARNING EXPERIENCE

## Character-building

- Form Teacher Guidance Period (**FTGP**)
- Student-Teacher Contact Time (**STCT**)
- Values in Action  
(Awareness -> Action -> Advocacy)
- School based commemorative events  
e.g. Total Defence Day, Racial Harmony Day, etc
- Participation at school's niche efforts  
e.g. Garage Exchange as part of Environment Education



# STUDENT LEARNING EXPERIENCE



Leveraging **Positive Education** approach to create a culture of well-being at the heart of quality education

- Encouraging Positivity
- Building Relationships
- Facilitating Outcomes
- Focusing on Strengths
- Fostering Purpose
- Enhancing Engagement
- Teaching of Resilience

# ENGLISH LANGUAGE SHARING FOR P1

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Welcome to Shuqun Primary School!



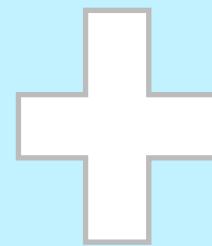
# ENGLISH LANGUAGE AT THE PRIMARY LEVEL

## – KEY POINTS TO NOTE

1. English Language Syllabus (ELS) 2020
  - Main Focus
  - Desired Learner Outcomes
2. The STELLAR Curriculum
3. Reading Culture

# MAIN FOCUS OF ELS 2020

Development,  
reinforcement and  
extension of  
language skills in the  
primary years



Leveraging  
oracy, reading  
and writing skills



Develop  
knowledge and  
independent use  
of the language

An enjoyment  
of the  
language

Promotion of  
extensive  
reading

# DESIRED LEARNER OUTCOMES

## Empathetic Communicator

- possesses the values and dispositions to listen actively to different points of view
- communicates confidently and effectively

## Discerning Reader

- able to process and evaluate information with discernment and distinguish fact from falsehood



## Creative Inquirer

- able to gather and synthesise information from diverse print, non-print and digital networked sources, and co-create knowledge and solutions in familiar or new contexts

# THE STELLAR CURRICULUM

## **S**Tategies for English Language Learning And Reading

*Children who love reading and have a strong foundation in the English Language*

- Possess **the values, dispositions and skills** to listen actively to multiple perspectives
- Communicate **confidently, effectively and sensitively** while working towards shared goals
- Process information **more critically and with discernment**

# READING CULTURE

- The latest research findings show that **leisure reading** increases reading achievement scores which is correlated with language proficiency and academic achievement scores.
- Reading Culture@SQPS aims to develop in students a love for reading through weekly reading periods, reading programmes (e.g. Reading Activity Booklet with rewards), and library activities.
- We want to partner parents to do more of the following:
  - Read to the child
  - Read with the child
  - Talk about books and authors

# *How a child's brain works when reading printed story books v animated books*

E-books may be more attractive to a child, but printed books build mental muscles.



**Sandra Davie**

Senior Education Correspondent

SINGAPORE - It's that time of year again when parents, to prepare their children for the next school year, are stocking up on textbooks.

Such parents often have complaints about the efficacy of printed story books that primary schools use to teach their children how to read. In fact, they search high and low for digital versions of the storybooks such as *Ants In A Hurry* and *Dan The Flying Man* and argue that not only are e-books more convenient, but they also engage their children better.

One parent who wrote in recently said her son will not pick up a printed book. But given the same book, in an animated version on a tablet, he is an eager reader.

I get it. It's true that e-books are much more convenient, and looking at how kids are glued to their tablets, they appear to engage kids better. Printed books are also much more expensive than e-books. But we need to ask ourselves if screens are really the best way for children to learn to read.

The evidence for reading printed books is voluminous and compelling.

I have written about this before but the research done by Dr John Hutton, a paediatrician and clinical researcher at Cincinnati Children's Hospital in the United States, bears repeating.

He took scans of brain activity in children aged three to five, to study what is really going on in a child's brain when engaged with different types of books.

For the printed book, children listened to the story being narrated while big pictures were projected on the screen. The child was then told the same story in e-book format, with a fully animated cartoon and narration.

While using the e-book, the brain scans of the children presented a striking drop in overall connectivity among different parts of the brain. The children were struggling to keep track of what was happening in the fast-moving animation.

## Mental muscles

The study concluded that reading printed books was better, as the scans showed a balanced integration of the visual networks and the language networks.

Dr Hutton explained that printed books with pictures help to develop the “mental muscles” in a child, by allowing him to form mental images and reflect on a story’s meaning.

With e-books, too much exposure to animation tends to shut down the networks, as the images move too quickly.

“It short circuits the process – the child does not have to imagine the story – it’s being fed to them,” said Dr Hutton.

Parents must realise that reading to a child from an electronic device also detracts from the dynamic that drives language development in a child.

Called the “serve and return” model of interaction between a parent and a child, this takes place when a parent reads a book with a child – turning pages, pointing at pictures, talking about the story. This “serve and return” also develops reasoning, thinking and even creativity in a child. This important dynamic is lost when parents use an e-book.

Other studies, including a 2013 study at Temple University in the US, found that children aged three to five had lower reading comprehension in cases where their parents read to them from e-books than those whose parents used traditional books.

Part of the reason, the study said, was that parents and children using an electronic device spent more time focusing on the device itself than on the story.

Experts say reading books on digital devices also makes a difference to whether children grow up to enjoy reading and read for the sheer pleasure of it.

Take, for example, the results of the 2021 Progress in International Reading Literacy Study released in May 2023.

It surveyed students at the equivalent of Primary 4 level across 57 countries and territories, including Singapore, and our students topped the reading literacy ranking with a score of 587 in 2021. Ireland was in second place with 577, followed by Hong Kong with a mean score of 573.

But a significant finding was that a smaller proportion around the world and in Singapore said they enjoyed reading a lot.

## Enjoying that book?

The proportion of students here who reported “enjoying reading a lot” fell to 51 per cent, the lowest in over a decade. In 2011, the proportion was 60 per cent.

Experts say this is in part due to the trend of reading only on digital screens. Children who read only on screens are less likely to enjoy reading and less likely to have a favourite book.

Storybook apps for kids come with interactive parts, designed to get them to tap on the screen. The sounds and movements do not give children time and space to deeply engage with a story in the way that an old-fashioned book does.

Academics who study the reading brain warn that when reading online, both children and adults tend to “skim” for information, partly because of the torrent of text and information presented to us on digital devices.

Professors at San Jose State University have conducted a series of studies which indicate that the “new norm” in reading is skimming, with word-spotting and browsing through the text. Many readers now use an F or Z pattern when reading in which they sample the first line and then word-spot through the rest of the text.

Anyone who has ever read a story to a child using a printed book knows how different the experience can be. As the story unfolds, you can see the child anticipating what comes next, comparing it to other stories and real-life situations, imagining how the characters feel and how she would feel in the same situation.

Professor Maryanne Wolf, who draws on the perspectives of neuroscience, literature and human development to chronicle the changes in the brain that occur when children are immersed in digital media, warned that skimming, instead of reading at deeper levels, has wide-ranging effects on children's ability to think critically and to take on the perspectives of others.

She said that skimming also promotes a reliance on silos of familiar information, and thus hampers the development of taking on other perspectives and the basis of empathy, among other human qualities that deep reading can provide.

The implications are profound, As Prof Wolf puts it: “It’s about how do we interest people in developing their own intelligence, their own best thinking, and not to be content with a skim that literally misses beauty, misses the depths of language and meaning, misses complexity, misses our own ability to be critically analytic, misses our ability to leave our little selves, our egocentric spheres, and enter the perspective of another person.”



Parents no doubt have practical reasons for preferring e-books, but they need to check if their thinking goes against the science of early childhood development.

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Things are more complicated than they seem when dealing with the question of how best to develop our children. This includes issues such as why primary schools insist on teaching handwriting – even cursive handwriting – and children are still encouraged to do arts and crafts by hand rather than on tablets.

Sometimes, the old ways are still the best.



# WHAT PARENTS CAN DO TO HELP YOUR CHILD

- Know what is happening (what he/she needs to do and when)
- Be patient as your child needs time to absorb the language
- Be enthusiastic and give a lot of encouragement and praise for your child's effort
- Support your child's reading journey e.g. show interest in the books that your child is reading
- Monitor and supervise your child's learning, especially reading, spelling and handwriting

# WHY SPELLING AND HANDWRITING?

- Spelling is an important skill for primary school children to master and it can help build their confidence as they progress through their school years.
- Being able to spell correctly shows that a student is engaged in their learning, and it provides them with the tools necessary to communicate their ideas effectively.
- Handwriting teaches letter formation and supports reading and language acquisition. Additionally, as students understand and practise handwriting, it helps them to be confident as they write to express their ideas.

# ENGLISH LANGUAGE AT THE PRIMARY LEVEL

## - OUR SHARED VISION

We love  
to read!

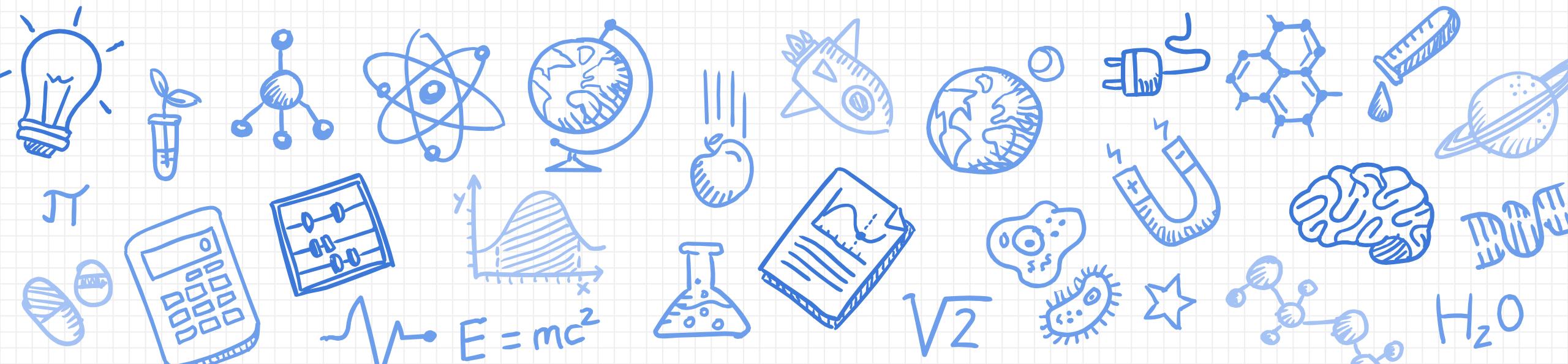


We love the  
English  
language!

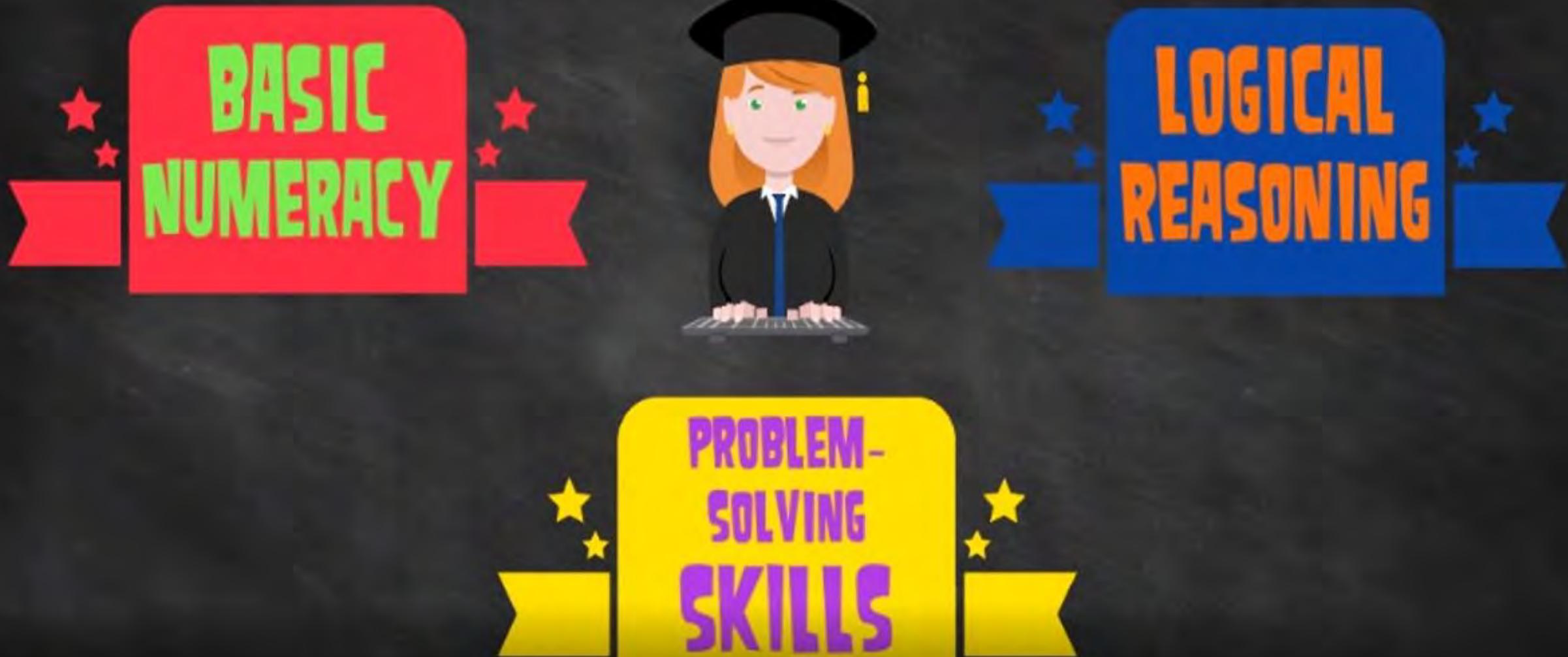
Thank you parents for your presence and attention ☺

# Mathematics Sharing

## for P1



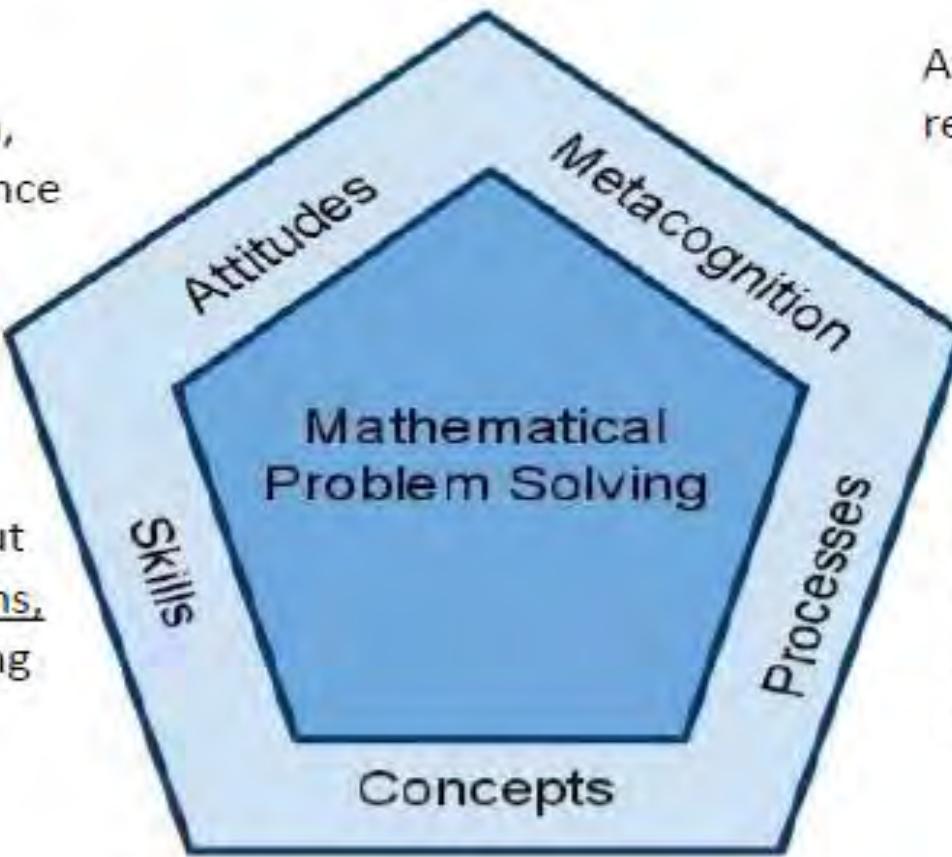
# Importance of Learning Mathematics



# Singapore Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Awareness, monitoring and regulation of thought processes

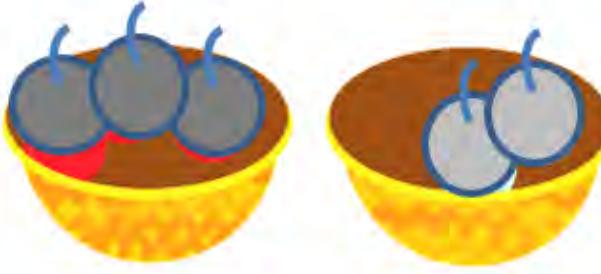
Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms

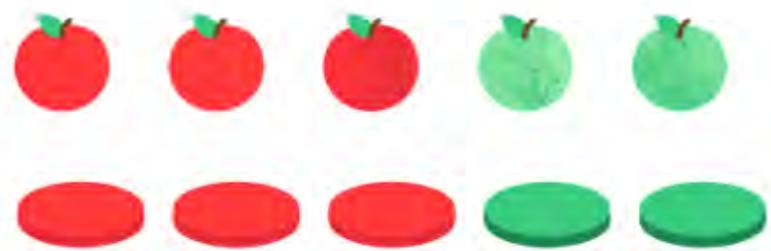
MOE, 2020

# Building Conceptual Understanding

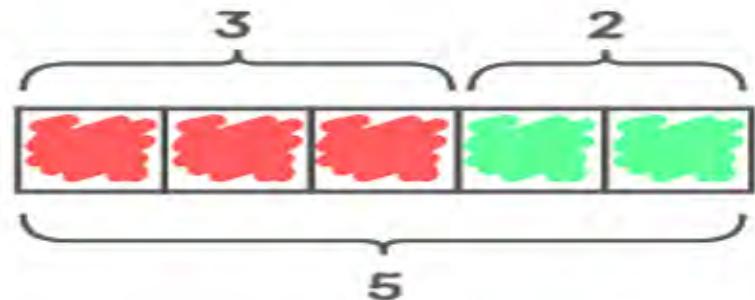
Concrete



Pictorial



Abstract



$$3 + 2 = \boxed{5}$$

# P1 Math Topics

Topic	Sub-topic
Numbers	Numbers up to 100
	Addition and Subtraction
	Multiplication and Division
Money	
Measurement	Length
	Time
Geometry	2D shapes
Data Analysis	Picture Graph

# Spiral Curriculum

	P1	P2
Counting	Up to 100	Up to 1000
Addition Subtraction	Up to 2 digits	Up to 3 digits
Multiplication Division	<ul style="list-style-type: none"><li>• Concept of multiplication</li><li>• Concept of division</li></ul>	Multiplication Tables
Word Problem	<ul style="list-style-type: none"><li>• Addition and Subtraction</li></ul>	<ul style="list-style-type: none"><li>• Addition and Subtraction</li><li>• Multiplication and Division</li></ul>

# How do you solve a Mathematics problem?



Study the problem carefully



Think of a strategy



Act on the solution



Reflect on the final answer

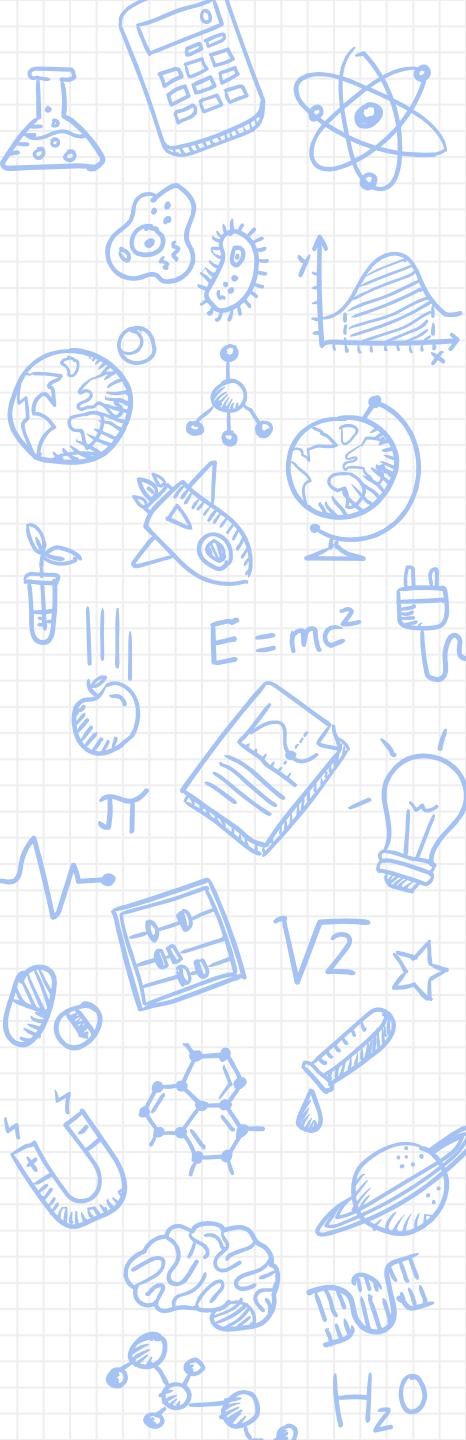
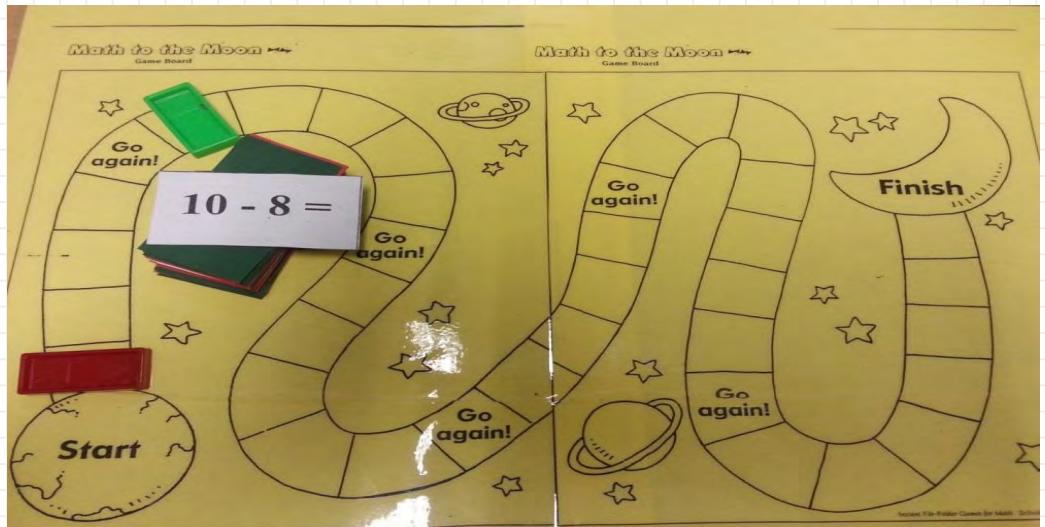
# STAR approach in Math Problem solving



My Actions	
<b>S</b> tudy	<p>What am I given?</p> <ul style="list-style-type: none"><li>• <u>Underline</u> characters and keywords</li><li>• Circle numbers</li><li>• Show connections (arrow)</li></ul>
<b>T</b> hink	<p>What am I asked to find?</p>
<b>A</b> ct	<p>What strategy should I use?</p> <p>Can I draw a model or picture?</p>
<b>R</b> eflect	<p>I will apply the strategy</p> <p>I will write out number equations</p> <p>Did I answer the question?</p> <p>Have I checked for</p> <ul style="list-style-type: none"><li>• Number Transfer?</li><li>• Unit?</li><li>• Calculation?</li></ul>

# Learning Support for Mathematics

- Early intervention
- Small-group setting
- Hands-on activities



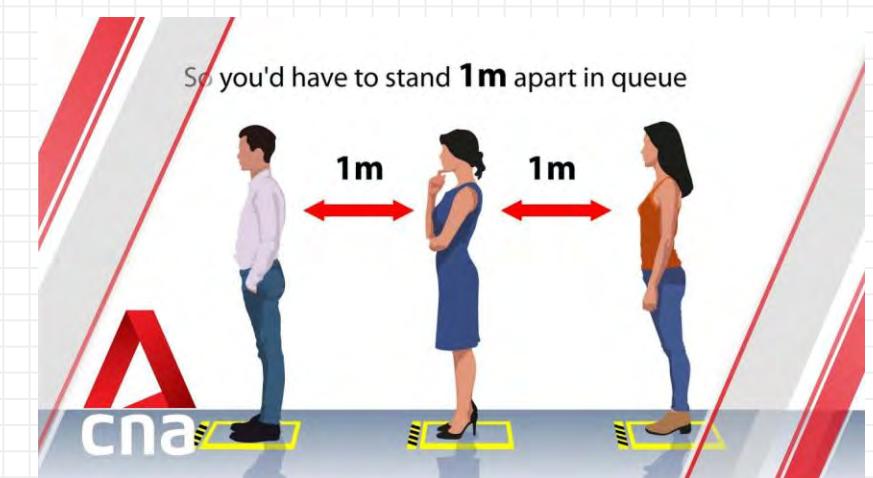
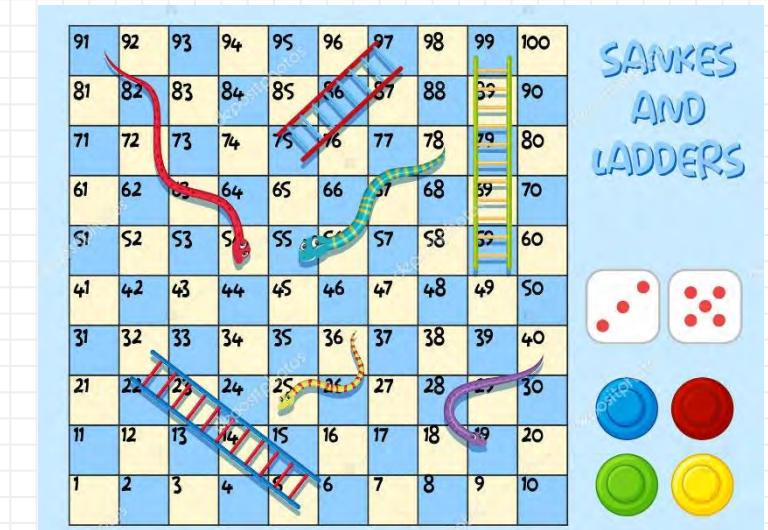
# Vibrant Learning Environment

Math Activities	Competition	Math Display
<ul style="list-style-type: none"> <li>➤ Math trail</li> <li>➤ ICT quiz</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poster design competition</li> <li>➤ Game competition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Math wall</li> <li>➤ Math notice board</li> <li>➤ Staircase decal</li> </ul>



# How parents can support the child's learning at home

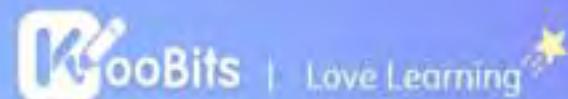
- Engage your child in interesting mathematical activities, e.g. games and storybooks
- Connect math to everyday life, i.e. shapes of traffic signs, telling time, reading mass of objects, distance of objects etc.
- Use of ICT resources effectively, such as  
<https://www.mathplayground.com/>  
<https://member.koobits.com/>

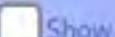


## Latest CP Submitted

Name	School	Latest CP	Submission Time	
Manha A****	Early Years and Primary Branch E-11	1	19:40, 2023-Jan-16	
LTI	KooBits Academy Singapore	2	19:40, 2023-Jan-16	
Arka Da****	Sampoerna Academy Sentul	2	19:40, 2023-Jan-16	
Lee Wan****	Woodgrove Primary School	1	19:40, 2023-Jan-16	

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Caleb Chia

Shuqun Primary School

0

XP



Brain Games



Events



Story

# Daily Challenge

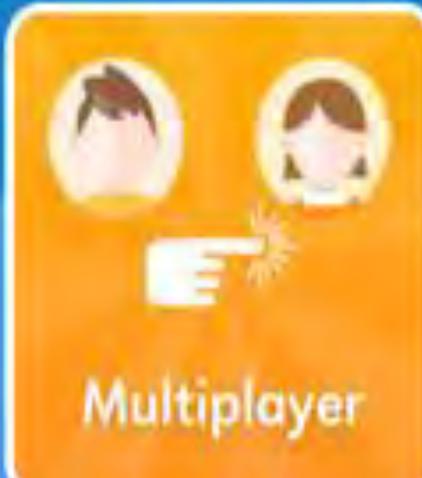
10 personalized questions per day



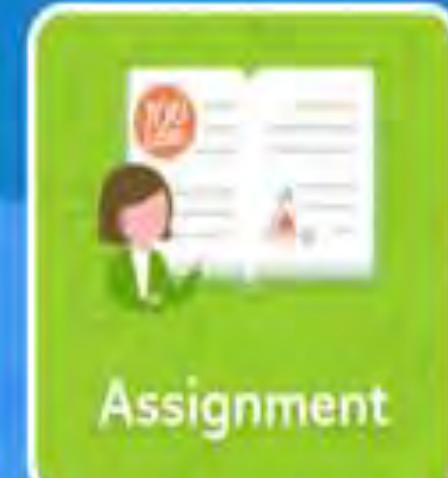
Start



Mission



Multiplayer



Assignment



Switch to Teacher



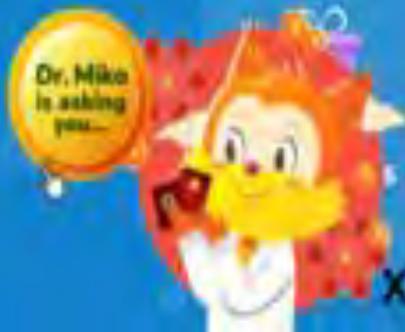
0

Total CPs



0

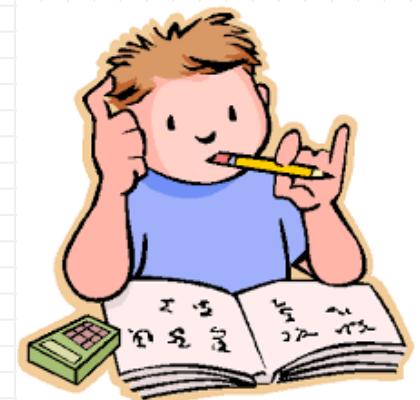
KoKo Credits



X

# How students can do well in Math

- Have a regular revision schedule, e.g. from text book
- Practise to build speed and accuracy, e.g. addition and subtraction within 20
- Complete assigned homework and check carefully
- Do corrections carefully and learn from mistakes
- Try to use different ways to explain a problem, e.g. drawing a picture, applying verbal reasoning



# P1 PARENT ENGAGEMENT SESSION



## Primary One Mother Tongue Curriculum

• Integrity •

• Care •

• Adaptability •

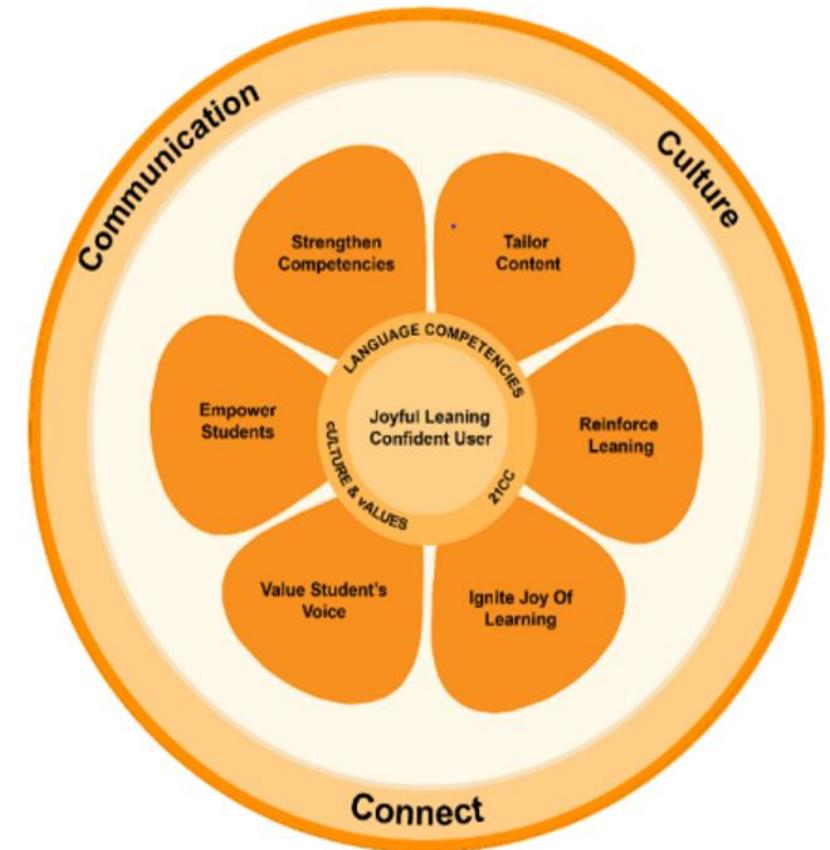
• Respect •

• Excellence •

# MOTHER TONGUE LANGUAGE SHARING

## Objectives of MTL Curriculum

- To develop **Joyful Learners** and **Confident Users** of Mother Tongue Language (MTL)
- Every child can **appreciate Mother Tongue Culture and Values**
- **Connect** with wider communities across Asia and the world



# MOTHER TONGUE LANGUAGE SHARING



## Opening Address by Minister for Education, Mr Chan Chun Sing, at the Mother Tongue Languages Symposium 2024

Last Updated: 14 Sep 2024 | News, Speeches

1. A very good morning to all of you. 大家早上好. Selamat pagi. Vanakkam. I am happy to welcome you to the 13th Mother Tongue Languages Symposium.

### Bilingualism Is a Fundamental Pillar of Our National Identity

2. Recently, there has been much discussion on our country's state of bilingualism in the public domain.
  - a. Some Singaporeans are worried that we are becoming less bilingual. I think many of us in this room will share this concern.
  - b. Yet, others feel that English alone is sufficient for Singaporeans to get by.

1. However, our MTLs anchor us to our heritage. It also offers us an edge, a competitive advantage by allowing us to connect with people who speak the same language, as well as tapping into wider opportunities in the region. I will come back to this theme, over and over again today. It is not just about bilingualism, but also biculturalism. The ability to understand different languages opens windows for us to understand and appreciate different cultures.

2. Today, our proficiency in two languages allows us to communicate with people from both the east and the west, from within and beyond Singapore, and help us better connect to an increasingly fractious and fragmented world.

# MOTHER TONGUE LANGUAGE SHARING



## Primary One Curriculum

Mother Tongue Language  
(MTL)

Chinese Language

Malay Language

Tamil Language

Name of MTL Textbook

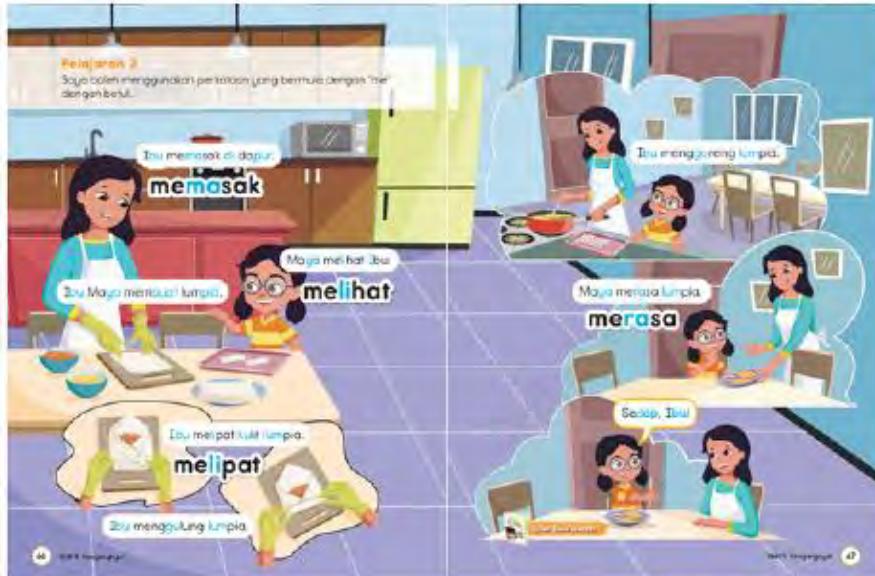
欢乐伙伴 2.0  
Huan Le Huo Ban 2.0

Cita

இன்பத் தமிழ்  
Inbathamizh

# MOTHER TONGUE LANGUAGE SHARING

## Key Feature #1 Greater emphasis on 21st century competencies



Textbook

### Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book

### Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

# MOTHER TONGUE LANGUAGE SHARING

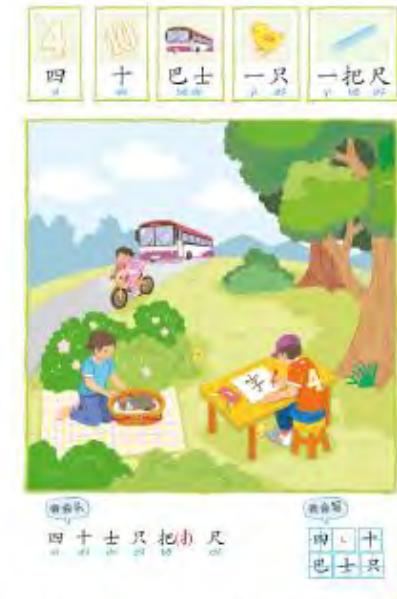
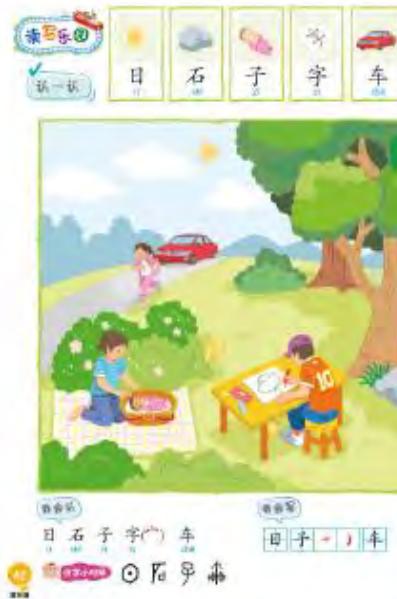
## Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



### TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning



### Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

# MOTHER TONGUE LANGUAGE SHARING

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills,  
and to promote reading at home

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# MOTHER TONGUE LANGUAGE SHARING

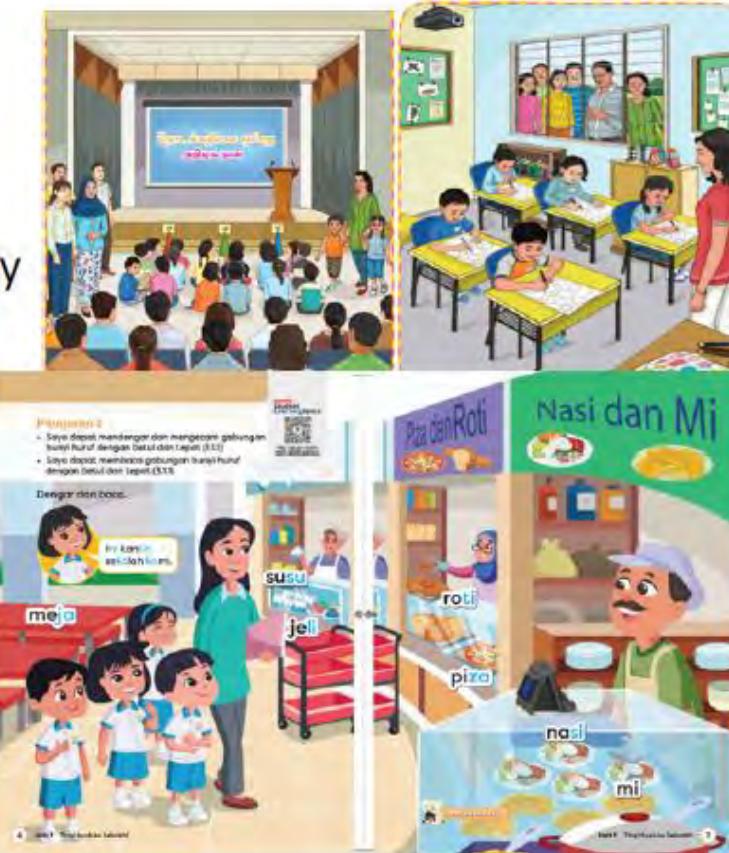
## Key Feature #3

### Authentic contexts and materials



Textbook

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

# MOTHER TONGUE LANGUAGE SHARING

## Key Feature #4

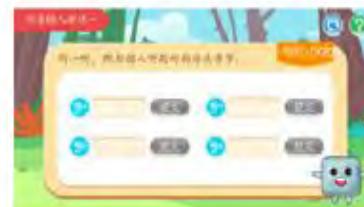
Use of technology to sustain interest and encourage self-directed learning



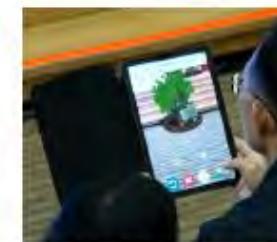
CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience



ML Digital Resource:  
Bridging Videos

# MOTHER TONGUE LANGUAGE SHARING

## Resources for Primary One



Printed Resources

Textbooks,  
Activity Books,  
Writing  
Exercise Books,  
Big Books,  
Small Readers



ICT Resources

Animations, Videos,  
Audios, Songs and  
Rhymes,  
Animated Reading  
Texts, Interactive  
Games, etc



Toolkit

Picture cards, Board  
Games, Letter/Word  
Cards, Character  
Cards, Grammar  
Cards, Letter  
Manipulatives,  
Reading Pen, etc

# MOTHER TONGUE LANGUAGE SHARING

## Language skills

1. Listening
2. Reading
3. Speaking
4. Writing
5. Spoken interaction
6. Written interaction



# MOTHER TONGUE LANGUAGE SHARING

## Reading culture @ Shuqun

To nurture student's interest for the language through **MTL Reading Programme**

- **SOAR Reading Programme & Booklet**
- Guided reading in class
- **Silent reading every Monday and Tuesday morning**
- Book promotion activities in class and in the library



## How can I support my child?

- **Be a role model**

Use Mother Tongue language

Learn or read with your child



- **Be a motivator**

Help your child build a positive attitude

Provide the psychological support



## How can I support my child?

- **Be a facilitator**

Plan fixed timing for daily revision and spelling learning

Check your child workbooks, files to be informed of their performance



# Language learning is important Thank you for the support

Vital for Singapore to maintain bilingual edge, say experts



The Malays are more homogeneous and united in their common faith and culture. PHOTO: ST FILE



Chin Soo Fung  
Senior Correspondent

PUBLISHED NOV 11, 2022, 6:06 AM SGT

f t ...

SINGAPORE - Among the three major races in Singapore, Malays have the highest bilingual literacy in both English and their mother tongue when compared with Chinese and Indians, said two professors at the Singapore University of Social Sciences (SUSS).

The Republic has been persistent in promoting bilingualism, but the degree of success varies among different races here, said Professor Eddie Kuo and Associate Professor Luo Futeng.

Use mother tongues beyond schools,  
Chan Chun Sing urges



Education Minister Chan Chun Sing said mother tongue should be seen as a living and practical language. PHOTO: UNIVERSITY OF SOCIAL SCIENCES



Chin Soo Fung  
Senior Correspondent

PUBLISHED JUL 21, 2022, 4:22 PM SGT

f t ...

SINGAPORE - Schools may actively promote mother tongues like Mandarin, but a conducive bigger environment is important for students to be effectively bilingual.

Parents should make an effort to communicate with their children in their mother tongue so that it is not seen just as an examinable subject but a living and practical language, said Education Minister Chan Chun Sing at the Singapore Chinese Cultural Centre on Thursday (July 21).

Mr Chan was speaking at the Singapore University of Social Sciences' (SUSS) 22nd International Conference on Chinese Language and Culture.

Bilingualism helps Singapore build bridges in a fragmented world: Chan Chun Sing



Education Minister Chan Chun Sing delivering a speech at the Lee Kuan Yew Fund for Bilingualism 10th anniversary commemorative event on Nov 24, 2021. ST PHOTO: CHONG JUN LIANG



Goh Yan Han  
Political Correspondent

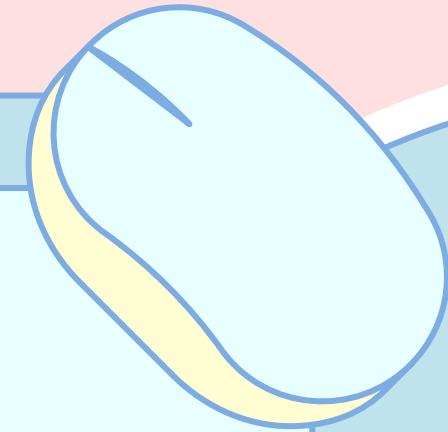
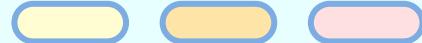
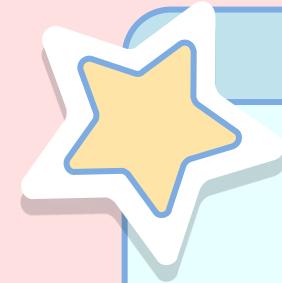
PUBLISHED NOV 24, 2021, 8:20 PM SGT

f t ...

SINGAPORE - Bilingualism has been a strength for Singapore as it has helped its citizens distinguish themselves as bridge builders in a world that threatens to fragment because of ideology, culture and different governance systems, said Education Minister Chan Chun Sing on Wednesday (Nov 24).

He added that efforts to anchor the Republic's national identity on bilingualism is more pertinent and salient than ever.

# **ICT sharing for parents**



# **MOE's Outcome goals for students: Digitally-empowered, future-ready learners and innovators**

- 1) Digitally-empowered 21st century learners who:
  - Self-directed in setting goals and managing their learning using a range of digital tools and resources.
  - Collaborative and connected in using digital tools to co-construct and share knowledge with others.
- 2) Digitally literate learners who:
  - Apply digital literacy and technological skills to “distil and discern” through the effective use of technology.
  - Exercise cyber wellness to use technology in a safe and discerning manner.
- 3) Empathetic, technologically-adept innovators who:
  - Use human-centred methodologies to “discover” needs and “develop” solutions to real-world problems.
  - Skilfully leverage a range of digital tools to create solutions.

# Table of contents

01

ICT integration

02

ICT skills

03

SLS / MIMS

04

Cyberwellness



## ICT integration

- ❖ Blended Learning (MOE approved Platforms)



Hardware and software to support

Microsoft 365

ICT lessons integrated in various subjects



Google





# ICT Baseline Skills

- ❖ Progressive learning of ICT skills
  - ❖ LP touch typing programme
  - ❖ LP ipad trail
  - ❖ ICT tips
- 



# **ICT Baseline Skills**

<b>ICT apps/software for P1</b>
MIMS
SLS
Basic Computer skills
Touch typing (LP)
MS word





# ICT baseline skills - MIMS

## ★ MOE's Centrally Provisioned Digital Tools

These tools will be provisioned for each child:

- 1) Student iCON
- 2) Microsoft Pro Plus
- 3) Microsoft Teams (We will no longer be using Zoom from 2025)

A letter will be sent via PG for your agreement to allow your child the use of such tools.

★ Please assist your child to log-in their MIMS account from home.



# School Website

The screenshot shows a web browser displaying the Shuqun Primary School website at [shuqunpri.moe.edu.sg/useful-links/students/](http://shuqunpri.moe.edu.sg/useful-links/students/). The page title is "Students". The top navigation bar includes links for "OUR SCHOOL", "OUR CURRICULUM", "OUR DISTINCTIVE PROGRAMMES", "OUR PARTNERS", and "OUR MK@SQ". The main content area shows useful links categorized by user type: Students, Teachers, and Parents. The "Students" category contains links to "MOE Identity Management System (MIMS)", "Student iCon", "Student Learning Space (SLS)", "Microsoft Office 365 ProPlus Apps Student Guide", "Student iCON Onboarding Guide", and "Recommended Reading Lists". A large yellow smiley face icon is located in the bottom left corner of the page.

shuqunpri.moe.edu.sg/useful-links/students/

OUR SCHOOL ▾ OUR CURRICULUM ▾ OUR DISTINCTIVE PROGRAMMES ▾ OUR PARTNERS ▾ OUR MK@SQ ▾

Shuqun Primary

HOME / USEFUL LINKS / STUDENTS

# Students

Students

Teachers

Parents ▾

[MOE Identity Management System \(MIMS\)](#) ↗

[Student iCon](#) ↗

[Student Learning Space \(SLS\)](#) ↗

[Microsoft Office 365 ProPlus Apps Student Guide](#)

[Student iCON Onboarding Guide](#)

[Recommended Reading Lists](#)

# School Website

[OUR SCHOOL](#)[OUR CURRICULUM](#)[OUR DISTINCTIVE PROGRAMMES](#)[OUR PARTNERS](#)[OUR MK@SQ](#)[HOME](#) / [USEFUL LINKS](#) / [PARENTS](#) / [USEFUL LINKS](#)

## Useful Links

[Students](#)[Teachers](#)[Parents](#)[Useful Links](#)

<a href="#">Parents Gateway</a>	<a href="#">SCHOOLBAG The Education News Site</a>	<a href="#">National Environment Agency</a>
<a href="#">CDAC</a>	<a href="#">SINDA</a>	<a href="#">MENDAKI</a>
<a href="#">P1 Orientation</a>	<a href="#">Media Literacy Council</a>	<a href="#">Swim Safer E-Certificate</a>
<a href="#">Practising Cyberwellness</a>	<a href="#">Cyber Security Awareness Alliance</a>	-



# ICT baseline skills - SLS

## ★ SLS – Singapore Student Learning Space

- 1) Log-in using MIMS username and password

The image shows the login interface for the Singapore Student Learning Space. On the left is a dark blue sidebar with the text "SINGAPORE Student Learning Space". At the bottom of this sidebar is a blue button labeled "Help us improve" with a smiley face icon. To the right of the sidebar is a white login form with a light gray background. The form has a header "Login" and two large buttons: a blue one labeled "LOGIN WITH SLS" and a white one labeled "LOGIN WITH MIMS". Below these buttons is a small blue information icon followed by a note: "If you have difficulties logging in or would like to apply for a new MIMS account, please refer to [Accounts and Login Troubleshooting](#) for more information."



# ICT baseline skills - SLS

X SINGAPORE Student Learning Space

Home Announcements Planner Self-Study List Assignments Resources Class Groups

! User Guide

No Announcements

VIEW ALL ANNOUNCEMENTS

FRI 29

Help us improve 😊

Assignments

assignments that are in progress



# ICT baseline skills - Primary One

<b>Basic Computer Skills</b>	<b>Touch Typing</b>	<b>MS Word (M365)</b>
Mixture of face-to-face and SLS lessons	2-year programme (10 SLS lessons per year)	SLS
Learn how to use basic computer skills	Mixture of face-to-face and SLS lessons	Learn basic word functions and typing



## Recommended ICT setup at home

1. Laptop or ipad (with keyboard)
2. M365 tools (powerpoint, word, excel)
3. Microsoft Teams
4. Headset with microphone
5. Printer (optional)



# Cyberwellness and its importance



Daniel Burgess

PUBLISHED JUL 2, 2019, 1:00 PM SGT

f x ...

Even as Jasmine is learning to cope with her emotions, a global study shows the majority of Singapore children aged eight to 12 are active on social media.

As one must be at least 13 to open an account on such sites as Facebook, Twitter, Instagram, Kik and Snapchat, they must have lied about their age or got their parents to do it for them.

Commissioned by international think-tank DQ Institute, the 2018 DQ Impact Report polled about 38,000 children in the age group in 29 countries.

In Singapore, 85 per cent of the children polled have social media accounts.

## **Cyberwellness in Shuqun**

Our curriculum aims to equip students with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.

## **Cyberwellness – How can parents support?**

- . Set ground rules for internet use.
- . Be aware of what your child is doing online.
- . Navigate the internet together to understand their usage.
- . Model good digital habits for your child.
- . Activate parental controls on your home devices.

**Parent kit (MOE)**



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**Shuqun Primary**

**Shuqun Primary School  
Parents Support Group (PSG)**



**Welcome to  
Shuqun Primary School**



树群小学

**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **Before Sending them to School**

- ◆ Allow ample time for your child to prepare for school
- ◆ Having breakfast before school
  - Especially if your child does not eat or is a slow eater during recess
- ◆ Check the timetable for attire
  - Wear PE attire for days with PE and Programmes for Active Learning (PAL)
- ◆ Send them to school with encouragement, hugs and kisses



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Shuqun Primary

## Shuqun Primary School Parents Support Group (PSG)



### After School

- ◆ Talk to your child about their day in school
  - Ask them to share using **open-ended** questions e.g. What was one fun thing you did today? How did you feel about your day today?
- ◆ Build the habit to check their Student Diary daily for homework or SLS assignment and initial after checking
- ◆ Check their Homework File / Green Folder and ensure that they complete their homework to the best of their ability



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**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **After School**

- ◆ Set up a routine with your child:
  - Encourage your child to complete homework and daily revision before he/she can play
  - Coach your child to plan a schedule for spelling (English and MTL) and learning
  - Break down assigned work to smaller tasks and allocate appropriate durations for your child to complete tasks



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**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **After School**

- ◆ Pack school bag daily:
  - Based on class timetable
  - Green folder for worksheets
  - Be mindful of the stationeries in the pencil case
  - Manage your child's bag load



**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **After School**

- ◆ Pocket Money -> coaching on how to spend money:
  - Reviewing how and how much they spend daily
  - Emergency money
  - Visits to bookshop



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**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **General Child Management**

- ◆ Set an early bedtime during school days:
  - Sufficient sleep of 9 – 12 hours for primary schoolers
  - Come to school on time
  - No absence without valid reasons



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**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **General Child Management**

- ◆ Teach your child ownership and responsibilities:
  - Take care of personal belongings
  - Avoid sending items to school which your child may have forgotten
  - Learn to seek help from the teacher only after he/she has tried to solve the issue



**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **General Child Management**

- ◆ Set rules and guidelines for using computer - Student Learning Space (SLS), Ezhishi, Koobits
  - Location of devices
  - Time management
  - Monitoring
- ◆ Guidance on navigating the different web resources



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**Shuqun Primary**

## **Shuqun Primary School Parents Support Group (PSG)**



### **Child Well-Being**

- ◆ To celebrate the efforts of your child:
  - Every child is different
  - Not a competition with others (siblings included) but themselves
- ◆ Acknowledge any fear/anxiety:
  - Do not brush off with generic comment
  - Seek help if necessary