

Form Teacher's Briefing

Primary 6



Official(Open)\Non-sensitive)

Agenda

- Introduction
- Communication
- School Rules
- Class Routines and Expectations
- Level Highlights
- Subject Matters



Tanjong Katong Primary School

School Leaders

Vice-Principal

Mdm Toh Leng Leng



Principal

Mrs Seah Lay Tin



Vice-Principal (Admin)

Mrs Vijaya Ganesh



Level Manager & Year Head for Upper Primary

Level Manager (Upper Primary)

Ms Drusilla Quek

drusilla_quek_jia_yin@moe.edu.sg

Year Head (Upper Primary)

Mr Ashiq Hashim

mohamed_ashiq_mohamed_hashim@moe.edu.sg

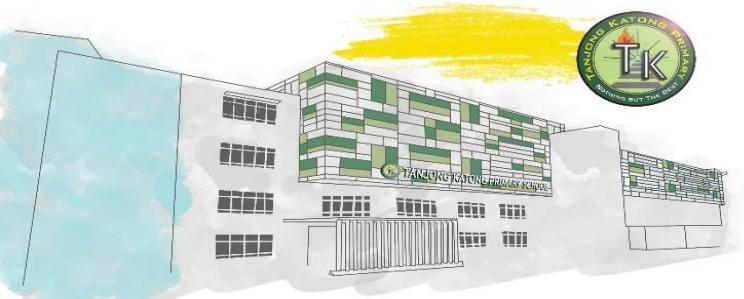


Tanjong Katong Primary School

Our Teaching Belief

You never teach a subject, you always teach a child. You teach children in a way that they will learn, and then things will fall in place for them.

—Dorothy Height



I am not teaching Math or English
I am teaching the child,
your child

I am teaching them about what is important in life,
to be the best that they can be,
to be what they have yet to be.

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Communication - Attendance

- **Punctuality**
 - Report to school by 7.30am
 - It would be good for students to reach class before 7.15am, so they are able to do their necessary wipe-down routines and take their temperatures before flag-raising.
- **Silent Reading**
 - Mon to Wed: English storybook
 - Thurs and Fri: Mother Tongue book (students exempted from MT may read an English storybook)
- **Absence from School**
 - Medical Certificate
 - Any other official supporting document
 - Parent's letter or email

**Wherever possible, inform the Form Teacher of child's absence beforehand, via email.*

Communication

Ways information is disseminated: School or Level-Wide

- 1) Parents' Gateway (Letter of Introduction, Monthly Letters, Year Head Letters, Assessment Letters, etc)

Individual

- 1) Kidz Organiser
- 2) Email / Phone Call

Ways to Contact Us:

- 1) Email or
- 2) Call the school at 6344 4728 and leave a message for us to call back



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Communication on Students' Progress

1. Assessment Structure

Level	Term 1	Term 2		Term 3	Term 4
	Weighted Assessment	Weighted Assessment (Pri 3 & 5)	Mid-Year Examination (Pri 4 & 6)	Weighted Assessment / Preliminary Examination (Pri 6)	Year-End Examination
Primary 1					
Primary 2					
Primary 3	WA / 10%	WA / 10%	-	WA / 10%	SA / 70%
Primary 4	-	-	SA / 30%	-	SA / 70%
Primary 5	WA / 10%	WA / 10%	-	WA / 10%	SA / 70%
Primary 6	-	-	SA / 0%	Preliminary Examination / 100%	-

Communication on Students' Progress

- **Parent-Teacher-Meeting** (May 2022 / Mode: To be confirmed)
- **Report Books** will be returned after each assessment
- For more details on assessment (e.g., pro-rating, achievement bands, etc), refer to **Kidz' Organiser** on Pages 16 to 18

Disciplinary Approach



Promote
& Prevent

- Students **learn well when there is order and discipline**. At the same time, they need care, encouragement, and space to learn from mistakes and improve.

Address &
Correct

- Discipline is an **educative process**, and the goal is to instill self-discipline and good character in students.

Replace
& Restore

- Disciplinary measures serve as a **proxy for consequences** of the poor choices made. They are **not punishments**, and must be meted out fairly, firmly, and appropriately.
- Besides applying the consequence, **allow restoration through restitution, resolution, and reconciliation**.

Disciplinary Approach



- All students are held to the same disciplinary standards in school.
- Discipline ≠ punishment
- Students with SEN are not free from the consequences of their actions, but may require differentiated consequences.

What is considered logical or meaningful (i.e. makes sense to the student)?

Logical Consequences help students to:	Punishments may result in students:
<ul style="list-style-type: none">• take responsibility• develop self-control• take actions that are likely to result in effective learning and behavioural change	<ul style="list-style-type: none">• focusing on how badly they are being treated• having increased anger• performing inappropriate behaviours behind your back

TKP Attire (Pg 14 - 15)

TK ATTIRE

For Boys

T-SHIRT

T-shirt must be neatly tucked in

NAILS

Nails must be kept short

SHORTS

Shorts should not be baggy or loose

SHOES

Black shoes properly laced with black shoelaces

EARS

Simple ear studs may be worn

T-SHIRT

T-shirt must be neatly tucked in

CULOTTES

Culottes should be knee length

SHOES

Black shoes properly laced with black shoelaces



For Girls



HAIR

Hair must not cover the ears or touch the collar, with short sideburns and a short fringe

No dyeing / highlighting of hair

SOCKS

Black socks worn must be visible and not be lower than the upper linings of the shoes

HAIR

Hair must be neat and tidy with a short fringe; long fringe should be secured with dark-green / black hair accessories

No dyeing / highlighting of hair

NAILS

Nails must be kept short

SOCKS

Black socks worn must be visible and not be lower than the upper linings of the shoes

TK PE ATTIRE



SHORTS
Shorts should not be baggy or loose

T-SHIRT
T-shirt must be neatly tucked in



**Wear your uniform neatly.
It shows that you care!**



Examples of acceptable Haircut / Styles



School Rules

Pg 9 - 12 of
Kidz Organiser



Our view on mobile devices (Pg 10)

- No electronic devices, mobile phones, smart watches and toys should be brought to school by students without permission from the teacher.
- If a student is caught using his / her mobile phone within the school premises, the phone will be taken away by the teacher and given to the General Office for collection by parents.

Regulate responsible mobile device use

- discuss and agree on mobile phone rules with your child
- rules about what your child can use their phone for, where and when they can use it
- how much time they can spend on their mobile devices

Behaviour & Consequences (Pg 12)



Our Philosophy: Discipline with Care

- achieving a higher standard of discipline will lead to :
 - enhanced learning throughout the school
 - greater safety for all students in the school
- with misbehaviour managed effectively, the number of offences committed will inevitably reduce in the long term
- students respond better to a fair yet firm approach and accept disciplinary measures that are logical, appropriate, and preserves their dignity
- goal of discipline is to instill self-discipline in every student

How Can Parents Help?

- **Organisation Skills**
 - Get child to pack school bag according to class timetable
 - Check homework file for letters and Kidz Organiser for assignments
 - Label all belongings and teach your child to take good care of them
- **Close Monitoring of Work**
 - Parents to sign and acknowledge letters, assignments, etc. and return them within 2 school days or according to the date stated.
- **Work Closely with Us**



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Level Highlights



Semester 1

1. TK Spotlight! (Arts Talent Competition: Optional)

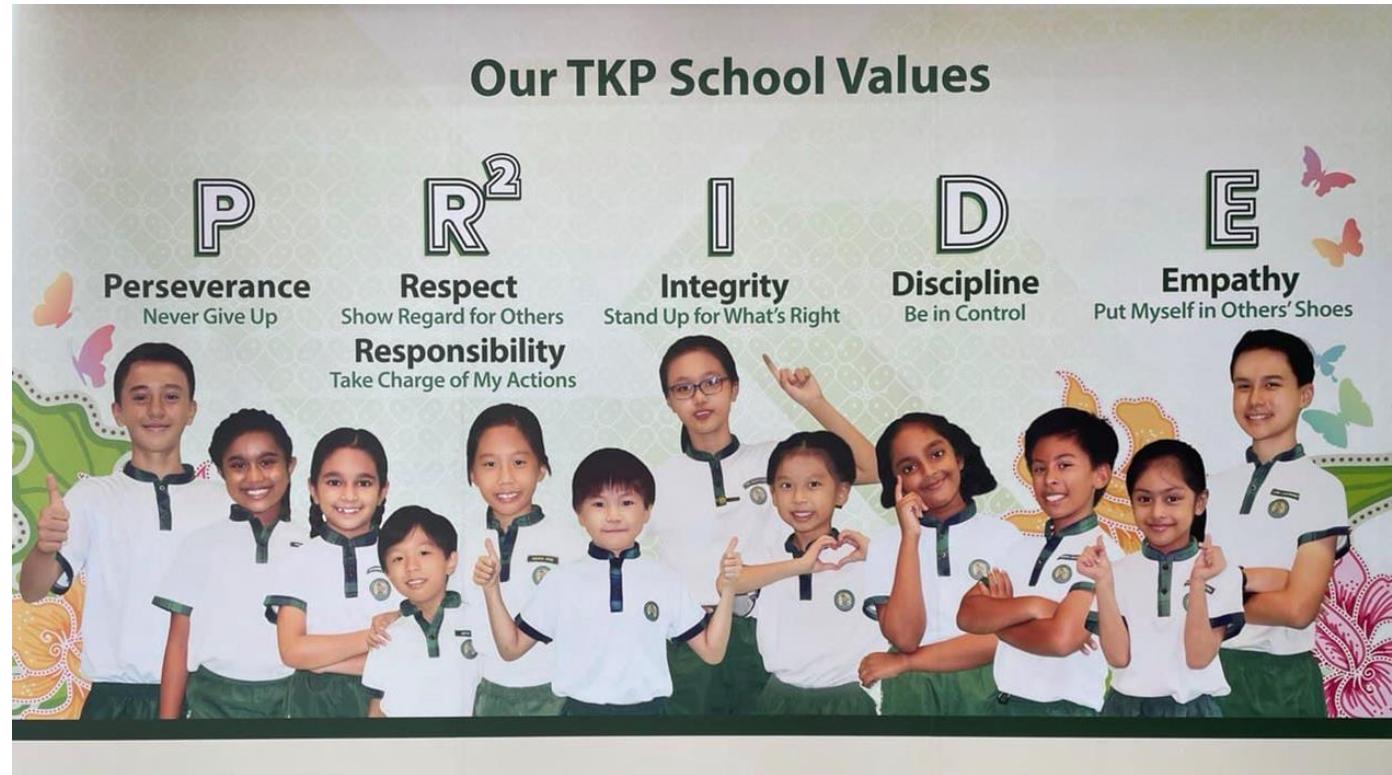
Semester 2

1. Post PSLE Programme
2. VIA

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Character and Citizenship Education

Equip Practice



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Co-Curricular Activities – Primary 6

Starting from 4 Feb onwards

Fridays,
Mondays,
Thursdays

2 - 4 pm (F2F)
3.30 - 5.30pm
(eCCA)

eCCA for Choir*
(SMM)

15 CCAs



Clubs and Societies



Sports



Performing Arts



Uniform Group

Primary 6 students will be stepping down from CCAs after Semester 1.

SLS and Student Icon Account

Parents can refer to the school website or the form teachers for issues concerning SLS and/or student iCON email account.



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Subject Matters



Home Periods

Objectives:

- ✓ To build teacher-student relationship
- ✓ To inculcate values and social and emotional competencies
- ✓ To gain global awareness through discussion of contemporary issues



Examples of programmes:

- Form Teacher Guidance Period (FTGP)
- Values-in-Action (VIA)
- Cyberwellness
- Sexuality Education (P5 & P6 only)
- Student Leadership
- Peer-Support (P3 - P6)
- Active Citizens Who Care and Take Action (A.C.T)
- One-To-One Chat

English - an overview of the EL Curriculum



READING

WRITING

Effective & Affective Communicators

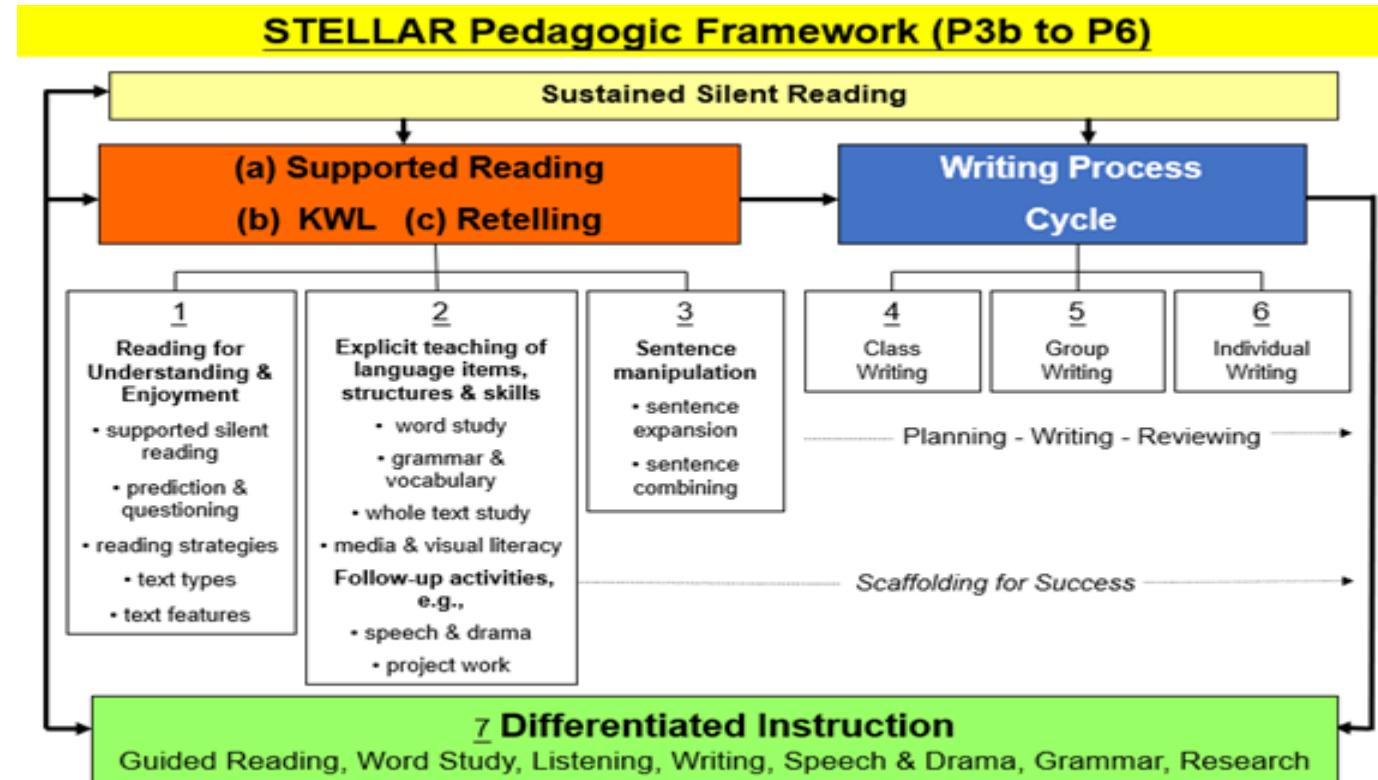
Confident Users of the English Language

SPEAKING

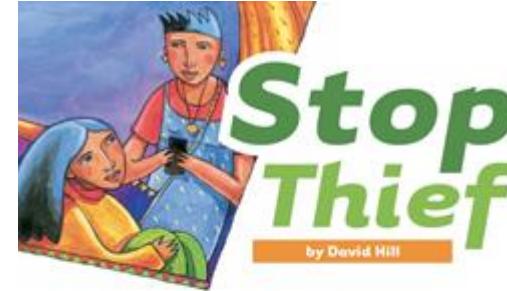
LISTENING & VIEWING

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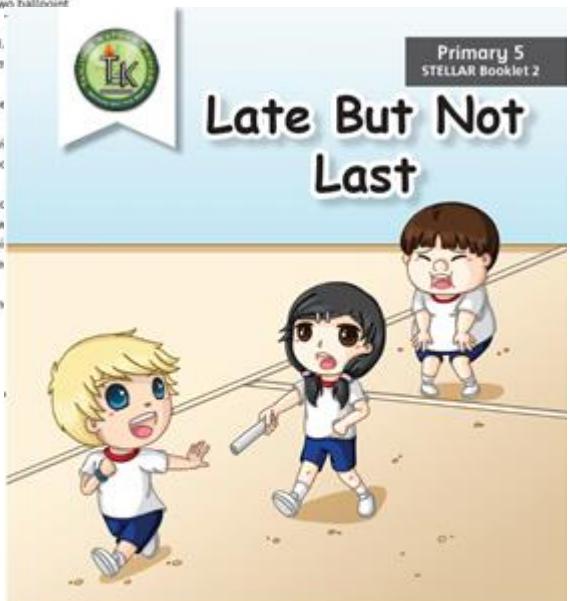
English - STELLAR



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STELLAR
Reader

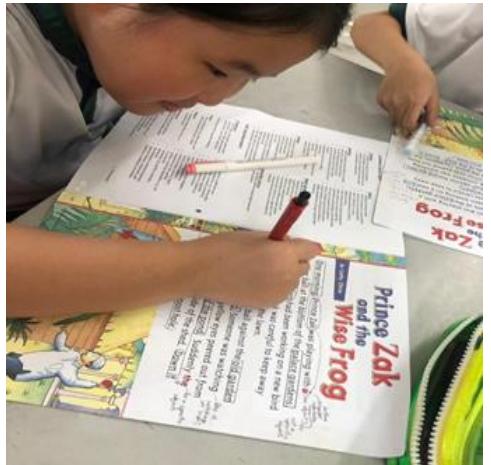


STELLAR
Activity
Booklet

Name: _____ ()	Parent's Signature / Date				
Class: _____					
Please complete your corrections.					
Page 1	Page 2	Page 3	Page 4	Page 5	Page 6
Page 7	Page 8	Page 9	Page 10	Page 11	

English - School-based Curriculum (SBC)

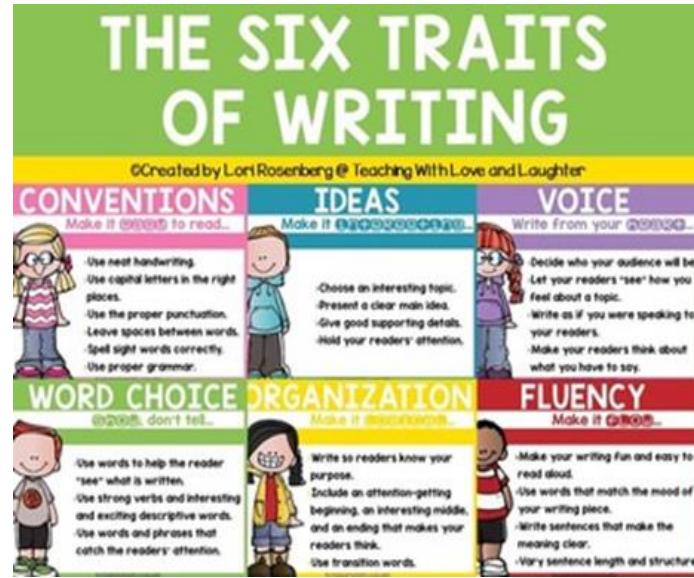
READING



Annotation Strategy in
Reading Comprehension



WRITING

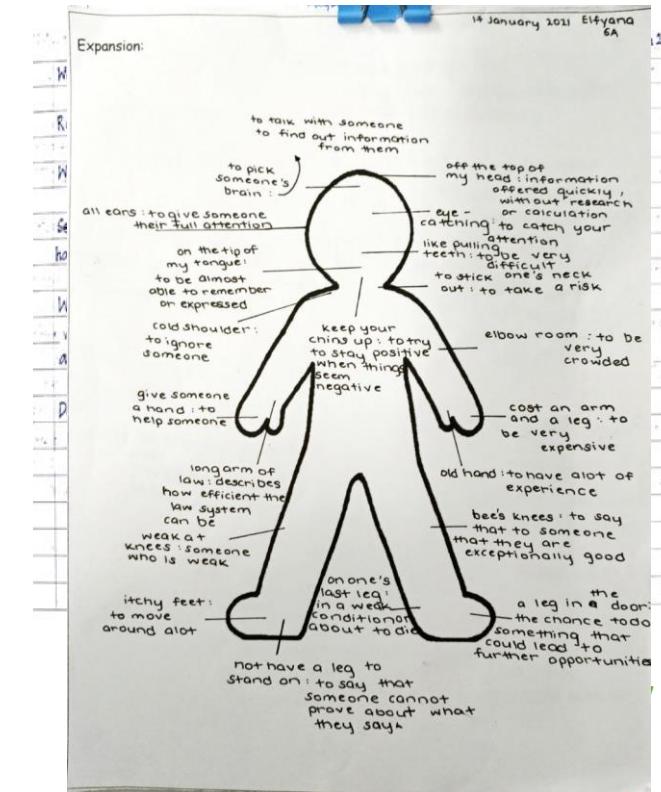


Using the 6 Traits of Writing & the
STAR strategy in Process Writing



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VOCABULARY



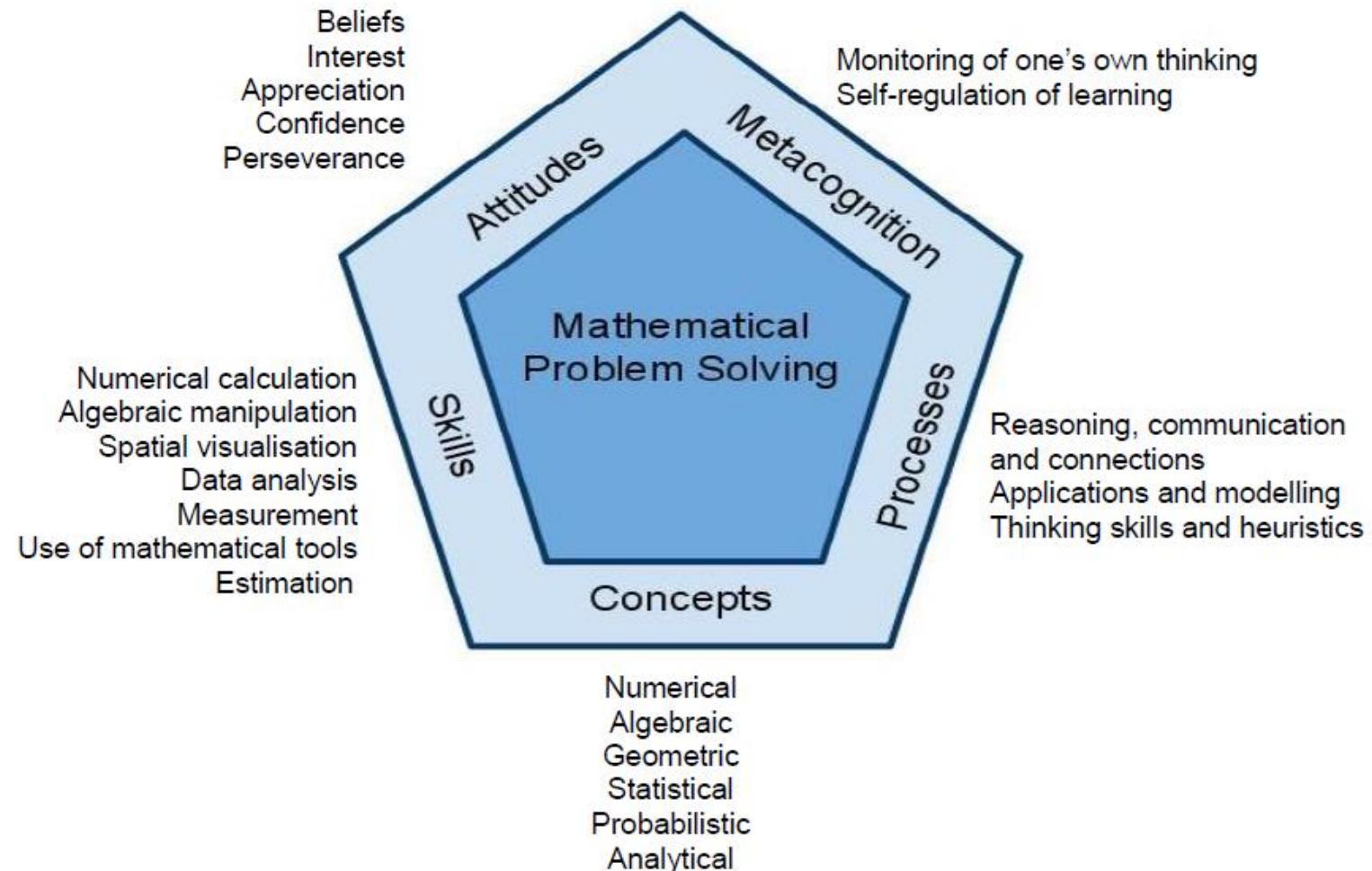
English - Assessment Structure

	P6 EL	P6 FEL
TERM 2 (Semestral Assessment 1)	Paper 1 - Writing (55 marks) Paper 2 - Language Use (95 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)	Paper 1 - Writing (40 marks) Paper 2 - Language Use (60 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)
TERM 3 (Prelim)	Paper 1 - Writing (55 marks) Paper 2 - Language Use (95 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)	Paper 1 - Writing (40 marks) Paper 2 - Language Use (60 marks) Paper 3 - Oral (30 marks) Paper 4 - Listening Comprehension (20 marks)



Mathematics - an overview of the MA Curriculum

The central focus of Mathematics curriculum is development of mathematical problem-solving competency.



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Mathematical Approaches

- Concrete-Pictorial-Abstract Approach
- Activity-based learning
- Collaborative learning



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Mathematics Assessment Structure

Overall Weighting (100%)		
	Term 2	Term 3
P6 (Standard)	SA 1 Written Paper 100 marks (0%)	SA 2 Written Paper 100 marks (100%)
P6 (Foundation)	SA 2 Written Paper 90 marks (0%)	SA 2 Written Paper 90 marks (100%)



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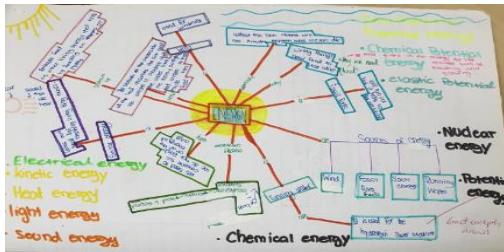
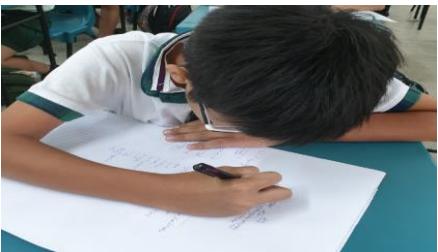
P6 Science Curriculum

Learning through inquiry

- experiments
- class based activities (e.g., presentation, discussion and research)

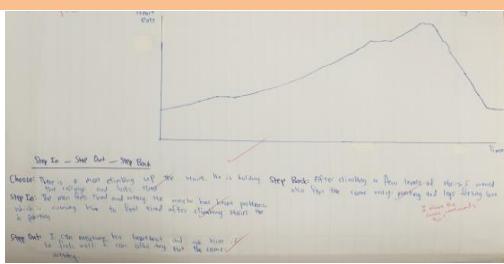
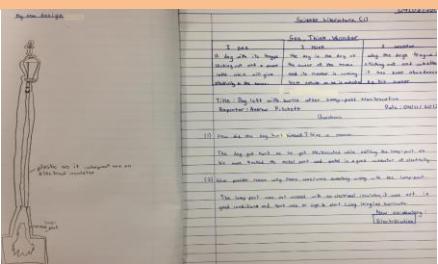
Concept Mapping

- Reinforce understanding of Scientific concepts and carry out Peer Assessment.



Science Literature Programme

- Reading of Science magazines and online articles, and post reading activities.



Science Booster Programme

- Revise P3 to P6 Science topics via HBL

Why does a woodlouse prefer dark, damp and cool environment?

According to online articles, woodlouse loses water more quickly than other animals due to their large surface area. The preferred environment slows down the rate of water loss.

What will happen if woodlouse is placed in a bright and hot environment?

Please check it out....

A screenshot of a web page from 'www.panda.org/scientific' showing information about woodlouse habitat and behavior. A yellow box highlights the text 'According to online articles, woodlouse loses water more quickly than other animals due to their large surface area.'

How do the factors of an environment affect the survival of the Woodlouse?

- Air
Woodlouse needs oxygen to respire.
- Availability of Food
Woodlouse prefers decaying plant matter.
- Other Kinds of Living Things
Woodlouse defends itself against predators such as spiders, mice and frogs.

Environmental Education

- Recycling, HP lessons and activities, talks and events like Earth Week



P6 Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Energy</u>	<u>Interactions</u>	<u>Interactions</u>	
1. Energy in food	2. Living together	5. Man's impact on his environment	
2. Forms and uses of energy	3. Food chains and food webs		
3. Sources of energy	4. Adaptations		

Interactions

4. Forces

P6 Foundation Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Energy</u>	<u>Interactions</u>	<u>1. Man's Impact on the Environment</u>	
1. Energy from the Sun	1. Living Together		
<u>Interactions</u>	2. Food chains		
2. Forces	3. Adaptations		

P6 Science Assessment

SA2, Prelim & PSLE

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	28	2	56
B	Open-ended	12 - 13	2 - 5	44

FSC SA2, Prelim & PSLE

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	18	2	36
B	Structured Open-ended	6 - 7 5 - 6	2 - 3 2 - 4	14 20

How to support your child in the learning of Science?



Ministry of Education
SINGAPORE

Science Syllabus



Science Activities



Science Resources

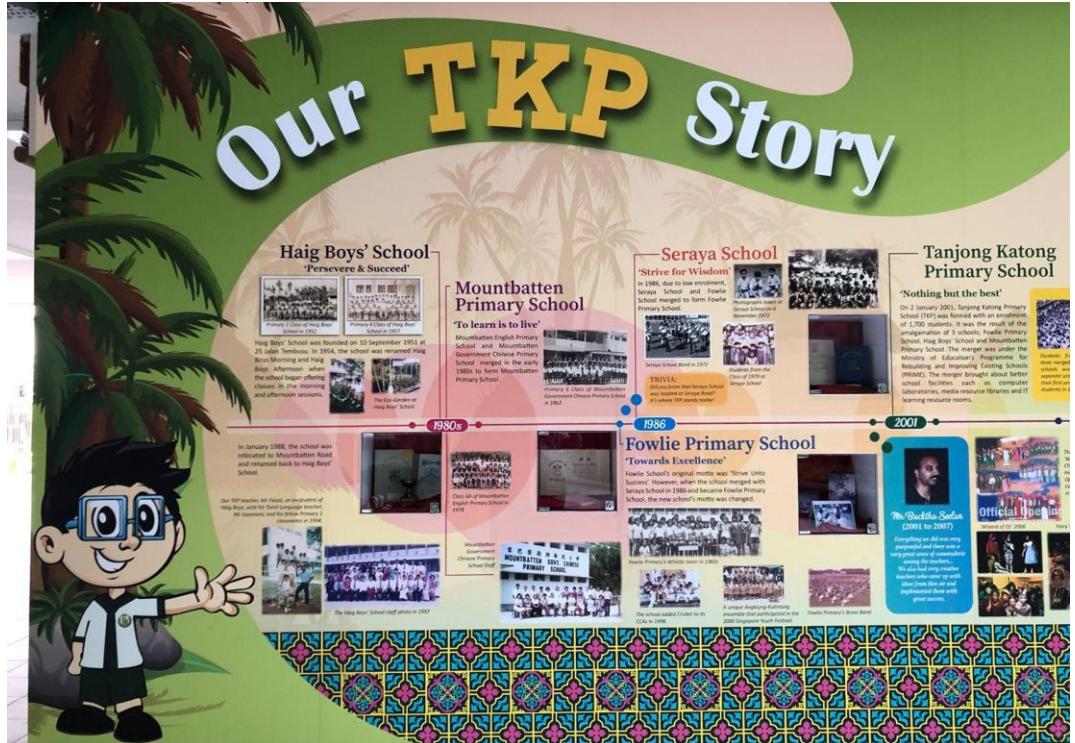
- **Carry out fun experiments together to develop interest in Science.** (*Refer to Google search: simple Science experiments for parents and kids*)
- Use Science vocabulary in your conversation.
- Link Science concepts to real life context.
- Revise Science topics in P3, P4, P5 and P6. (*Refer to activity books, textbooks and Sci files*)
- **Reading of Science articles/literature.** (*Refer to Science Magazines- Young Scientist, Discovery Box, Straits Times, non-fiction library books*)
- Watch Science documentaries on television.



Join TKP Alumni

Stay connected with TKP!

Look out for alumni gatherings!



Join us if you have graduated from:

- **TKP**
- **Fowlie Primary School**
(Merger of Seraya School and Fowlie School)
- **Haig Boys' School**
- **Mountbatten Primary School**

Be Part of the Parent Support Group



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Feedback

Thank you for attending today's Parent Engagement. Please take some time to give us your feedback via the QR Code or the link above.

<https://bit.ly/Tkps2022>



Parent Engagement 2022

Nothing But the Best

Thank You



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