

# Form Teacher's Briefing

Primary 3



(Official)(Open)\Non-sensitive

# Agenda

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



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
- **Silent Reading**
  - Mon to Wed: English story book
  - Thurs and Fri: Mother Tongue book (students exempted from MT may read English story book)
- **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*

# 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 63444 728 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	For Pri 1 and Pri 2, there is no Weighted Assessment (WA) or Semestral Assessment (SA). Formative Assessments (FA) are carried out throughout the year to assess students' progress.				
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** 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"><li>• take responsibility</li><li>• develop self-control</li><li>• take actions that are likely to result in effective learning and behavioural change</li></ul>	<ul style="list-style-type: none"><li>• focusing on how badly they are being treated</li><li>• having increased anger</li><li>• performing inappropriate behaviours behind your back</li></ul>

# 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



#### T-SHIRT

T-shirt must be neatly tucked in

#### SHORTS

Shorts should not be baggy or loose



**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 they can spend on usage

## 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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# What Parents Can Do

## A. Choice of School Bags

- Select bags of lightweight material with few compartments and straps that are adjustable and cushioned
- Encourage children to carry personal items in a separate bag to distribute load

## B. Advise children to:

- Pack according to the timetable
- Check that only relevant materials are brought (e.g. Workbook A or B, not both)
- Avoid bringing unnecessary items to school
- Fill small water bottles in school (unless students have health problems)



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# Level Highlights



## Semester 1

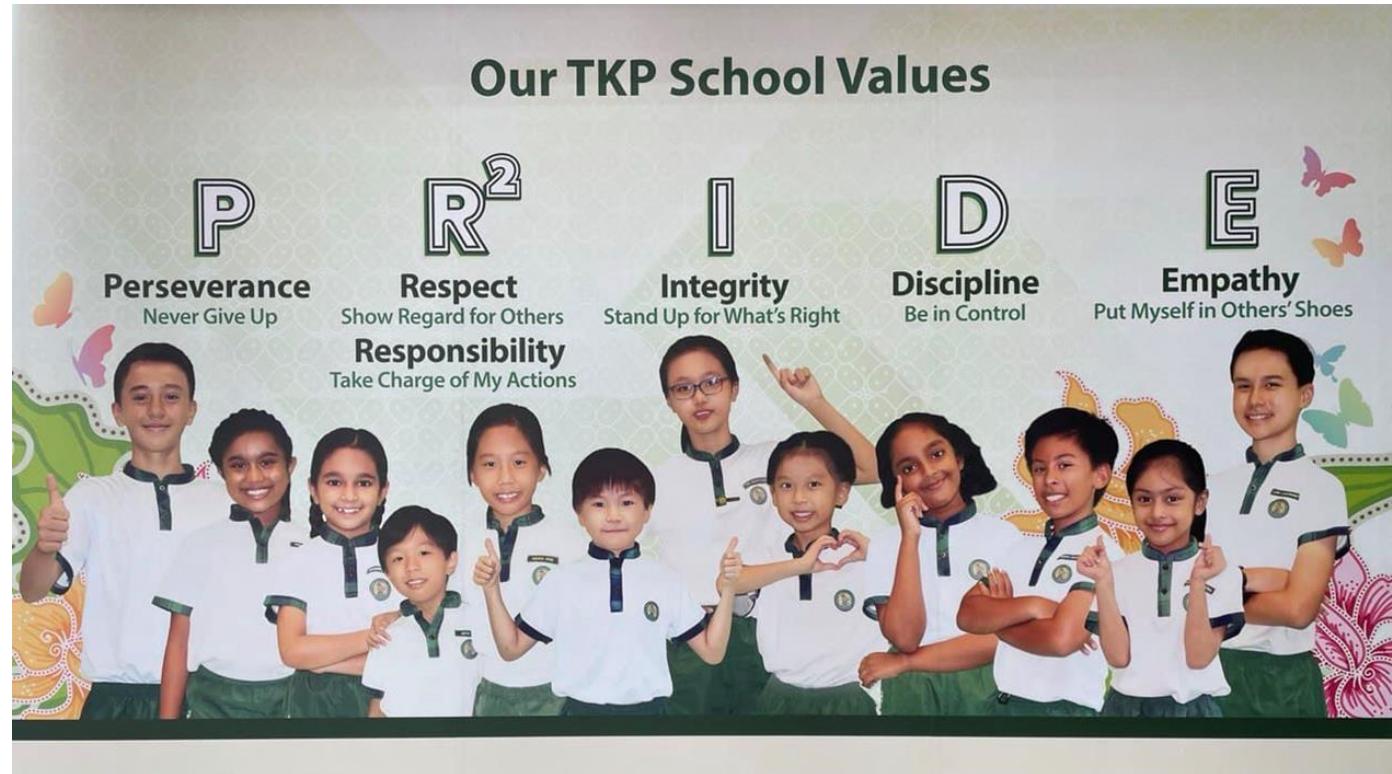
1. Modular CCA (Face to face)
2. Mother Tongue Language (MTL) **Virtual Learning Journey (LJ)**
3. TK Spotlight! (Arts Talent Competition: Optional)

## Semester 2

1. Gifted Education Programme Screening Exercise – 17 August 2022 (Wed) (Optional)

# Character and Citizenship

Equip Practice



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# Modular CCA for Primary 3

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

2 weeks per  
CCA

Starting on 8  
Feb

eCCA for Choir  
(SMM)

## Primary 3 Modular CCA

Class	1st Round (4 weeks)	2nd Round (4 weeks)	3rd Round (4 weeks)	4th Round (4 weeks)	5th Round (4 weeks)	6th Round (4 weeks)
3A	Netball & Floorball	Malay Dance & ELDDC	Guitar Ensemble & Infocomm	Chinese Dance & Scouts	Modern Dance & Choir	Football & Art Club
3B	Football & Art Club	Netball & Floorball	Malay Dance & ELDDC	Guitar Ensemble & Infocomm	Chinese Dance & Scouts	Modern Dance & Choir
3C	Modern Dance & Choir	Football & Art Club	Netball & Floorball	Malay Dance & ELDDC	Guitar Ensemble & Infocomm	Chinese Dance & Scouts
3D	Chinese Dance & Scouts	Modern Dance & Choir	Football & Art Club	Netball & Floorball	Malay Dance & ELDDC	Guitar Ensemble & Infocomm
3E	Guitar Ensemble & Infocomm	Chinese Dance & Scouts	Modern Dance & Choir	Football & Art Club	Netball & Floorball	Malay Dance & ELDDC
3F	Malay Dance & ELDDC	Guitar Ensemble & Infocomm	Chinese Dance & Scouts	Modern Dance & Choir	Football & Art Club	Netball & Floorball

# Objectives of CCA

Primary 3  
Modular  
CCA

Exposure.  
Know their potential and strength.

For CCA selection in P4.

Primary 4 to 6  
CCAs

Passion and Talents

Meaningful Relationship.  
Rich School Experience

Values.  
Self-Management.  
Leadership.

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# Direct School Admissions (DSA)

Secondary Schools

Your child is .....  
**Highly passionate and has good CCA records.**

An option for Sec School Selection.

Commitment for 4 years

To continue the development of child's passion and strength

# Key points to note for DSA



DSA is:

- An option for the child and parent, it is not a must.
- Very competitive.
- Dependent on the criteria decided by secondary school, based on their needs.



DSA is NOT:

- for students who merely wants to enter the Secondary School but has no interest in the area.
- a guaranteed entry. There is a minimum score to meet.

The best way to prepare your child for DSA is to know your child's area of talent and passion, and to spend time to grow in it. It requires commitment. Do encourage your child to stay and grow in their CCA.

# **Students Learning Space (SLS)**

Parents can refer to the school website or Form teachers for issues concerning SLS.



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# Subject Matters



# Home Periods

## Objectives:

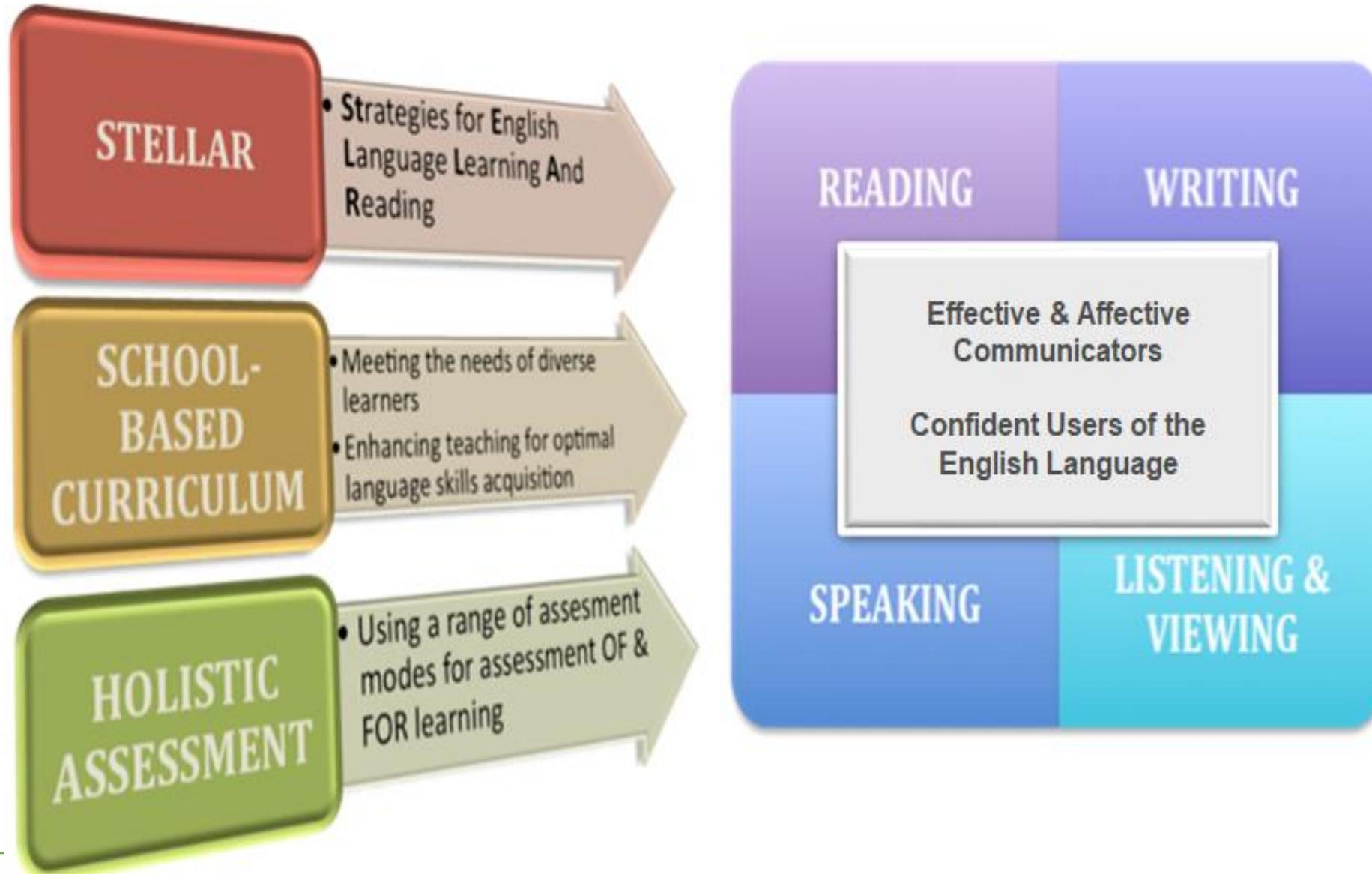
- ✓ To build teacher-student relationship
- ✓ To inculcate values and social and emotional competencies
- ✓ To gain global awareness through discussion of contemporary issues



## 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



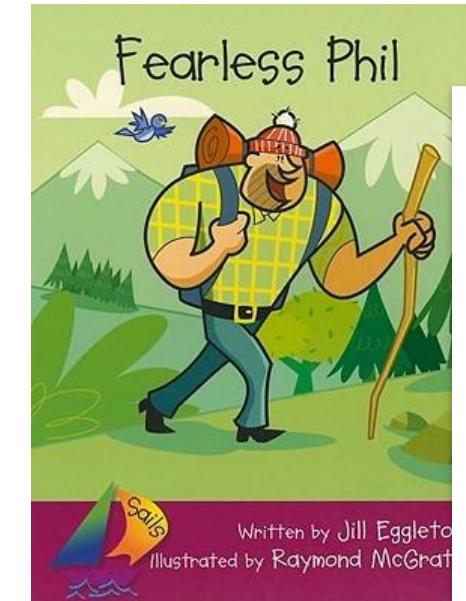
# English **STELLAR**<sup>®</sup> 2.0

	Lower Primary	P3	
Reading & Viewing		Shared Book Approach (SBA) up to P3A	Think-Aloud*
		<ul style="list-style-type: none"> <li>Explicit instruction of Reading Comprehension*           <ul style="list-style-type: none"> <li>Annotation*</li> <li>Supported Reading</li> <li>KWL</li> </ul> </li> </ul>	
		Reading for Pleasure (through Extensive Reading)	
Writing & Representing	<ul style="list-style-type: none"> <li>Modified Language Experience Approach (MLEA)           <ul style="list-style-type: none"> <li>Guided Writing*</li> </ul> </li> </ul>	Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)	
Oracy		<ul style="list-style-type: none"> <li>Weaved in areas of language learning           <ul style="list-style-type: none"> <li>Explicit Instruction</li> </ul> </li> </ul>	
Vocabulary		<ul style="list-style-type: none"> <li>Taught in context</li> </ul>	
Grammar	Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)*		

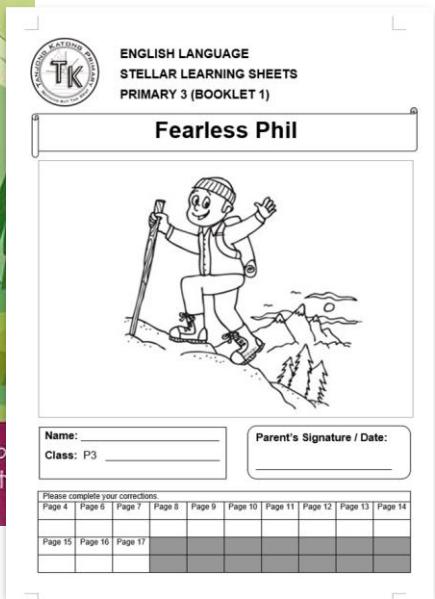
\*strategies emphasized in STELLAR 2.0



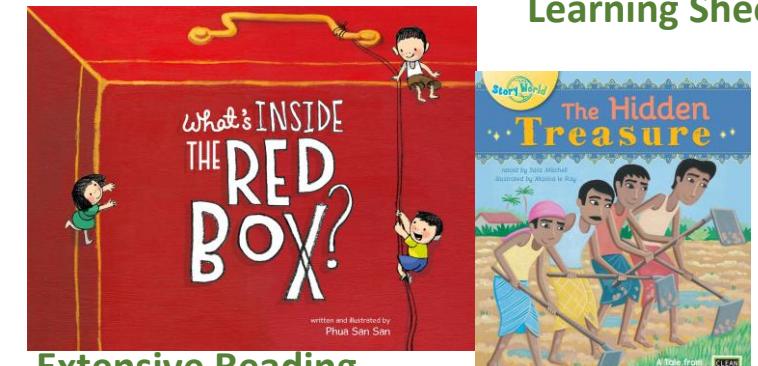
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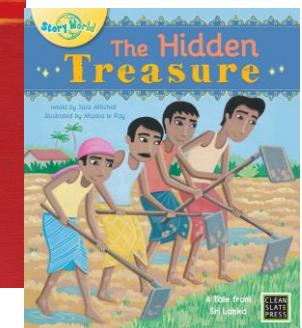
**Shared Book Approach**



**STELLAR 2.0  
Learning Sheets**

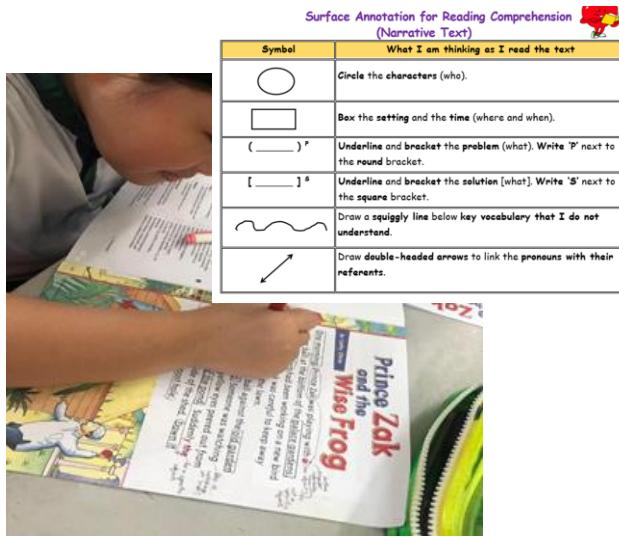


**Extensive Reading  
books**



# English - School-based Curriculum (SBC)

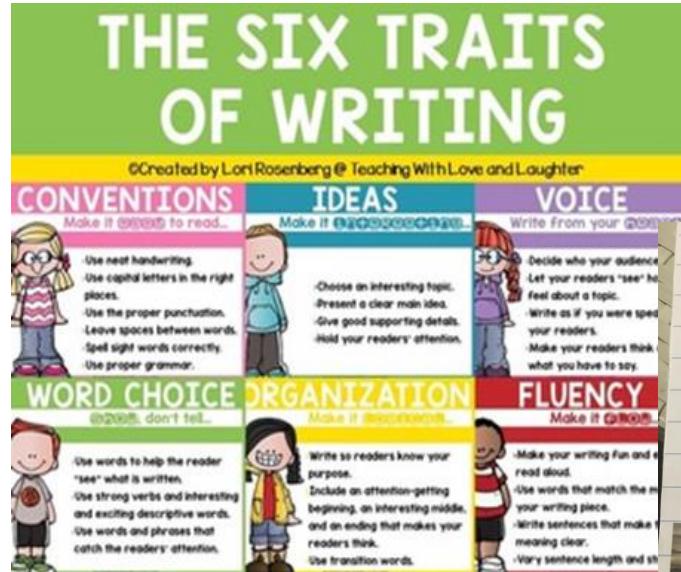
## READING



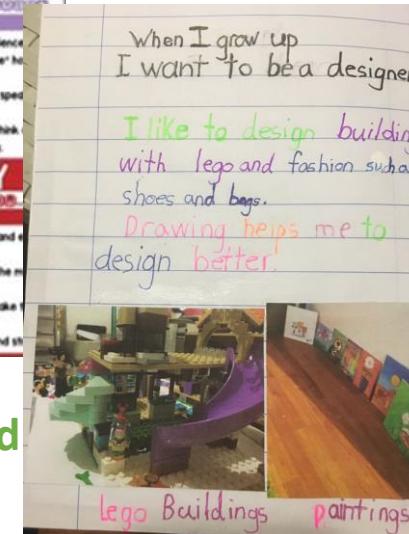
Annotation Strategy in  
Reading Comprehension



## WRITING

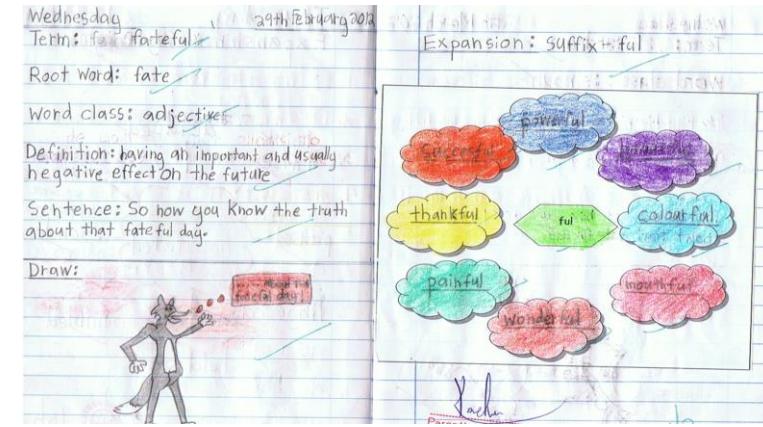


Using the 6 Traits of Writing and  
Writer's Notebook



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## VISUAL VOCABULARY



# English - Assessment Structure

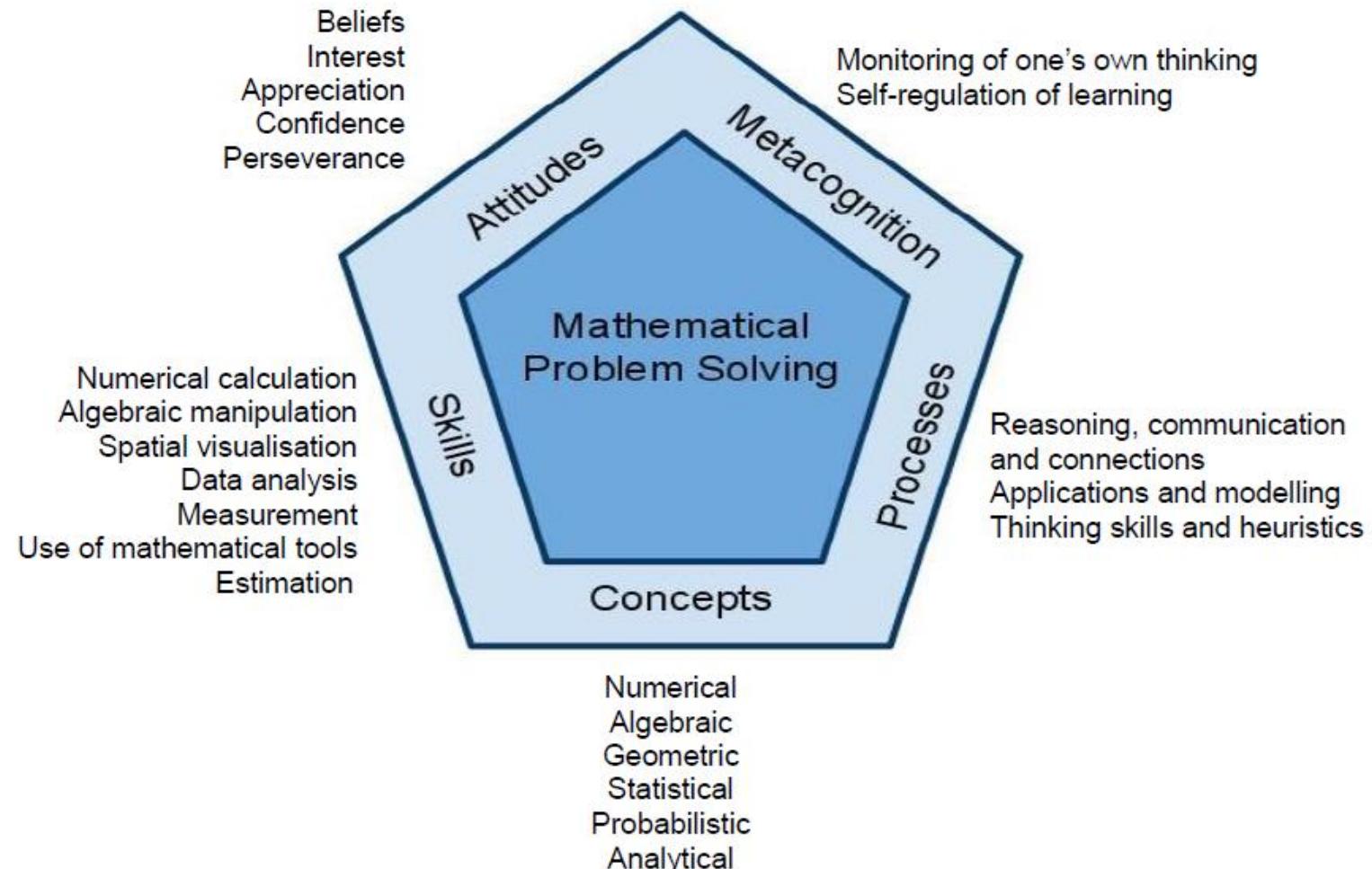
<b>TERM 1</b> (Weighted Assessment 1)	Picture Matching and Sound Discrimination (14 marks) <b>Tuesday, 8 March 2022</b>
<b>TERM 2</b> (Weighted Assessment 2)	Oral (16 marks) a. Read Aloud b. Stimulus-based Conversation
<b>TERM 3</b> (Weighted Assessment 3)	Paper 2 - Language Use (20 marks)
<b>TERM 4</b> (Semestral Assessment 2)	Paper 1 - Writing (20 marks) Paper 2 - Language Use (50 marks) Paper 3 - Oral (16 marks) Paper 4 - Listening Comprehension (14 marks)



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# Mathematics - an overview of the MA Curriculum

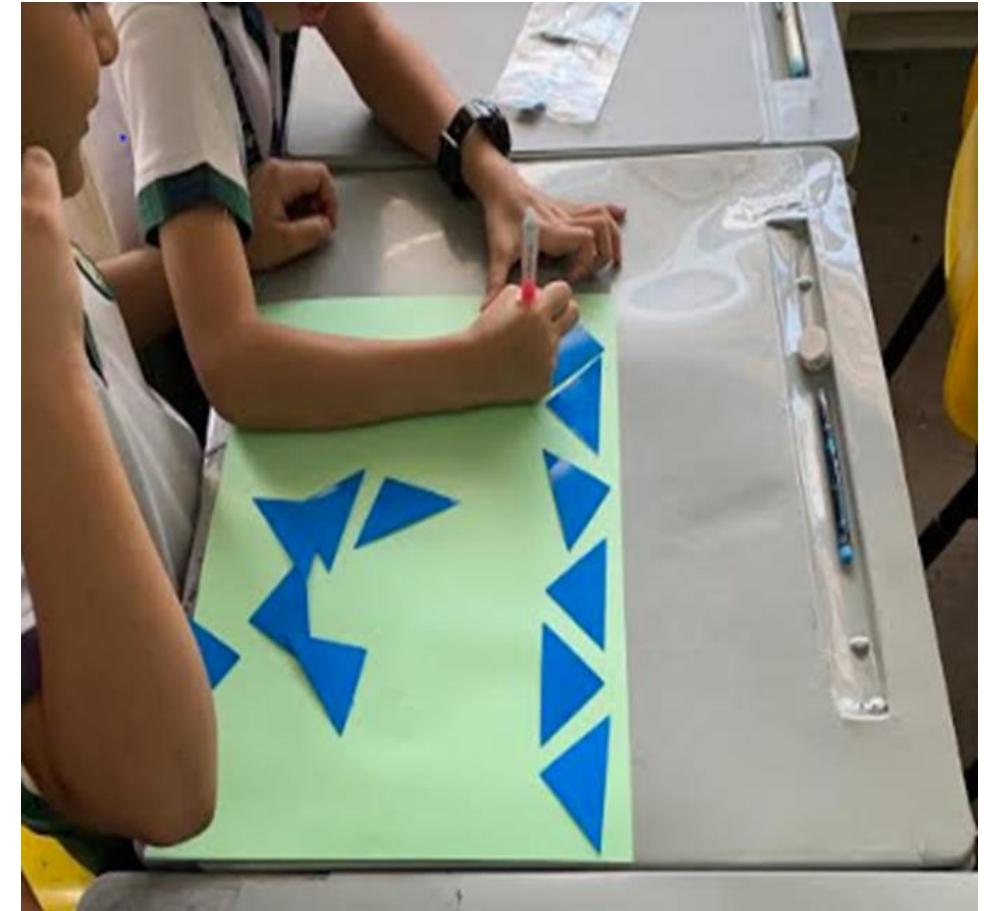
**The central focus of Mathematics curriculum is development of mathematical problem-solving competency.**



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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 1 <b>Tuesday, 1 March</b>	Term 2	Term 3	Term 4
Weighted Assessment <b>(Open-ended task: Whole Numbers)</b> 20 marks (10%)	Weighted Assessment 20 marks (10%)	Weighted Assessment 20 marks (10%)	SA2 Written Paper 80 marks (70%)



# P3 Science Curriculum

## Learning through inquiry

- experiments
- class based activities (e.g., model-making, concept mapping and more)

## Science Innovation Programme

- Using Design Thinking to design and make a sailboat



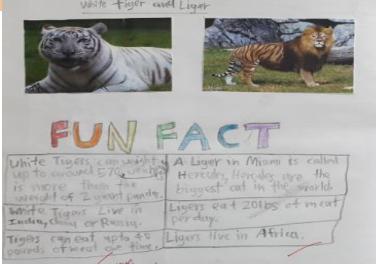
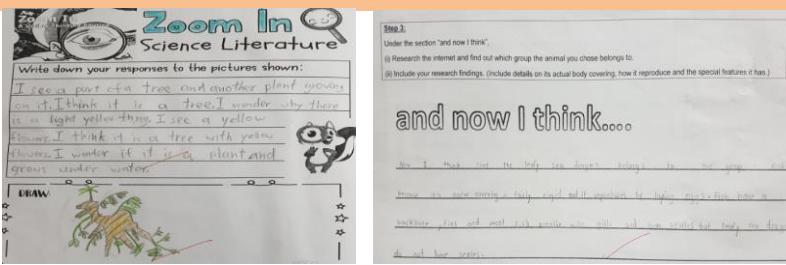
## Use of ICT

- Mobile trail @ the Science areas



## Science Literature Programme

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



## Environmental Education

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



# P3 Science Topics

Term 1	Term 2	Term 3	Term 4
<u>Diversity</u> 1. Classification: Living & Non-Living Things 2. Plants 3. Animals 4. Fungi & Bacteria	<u>Diversity</u> 1. Exploring Materials	<u>Interactions</u> 1. Magnets & their Characteristics 2. Making Magnets	<u>Systems</u> 1. Your Amazing Body as a System 2. Plants & their Parts



Group work: classifying the animals at the zoo



Hands-on activity: making a digestive system model



Growing a plant at home



Using Interactive Notebook



Planning an experiment

# P3 Science Assessment

Thursday,  
17 Feb 2022

Term 1	Term 2	Term 3	Term 4			
WA 1 10m	WA2 20m	WA3 20m	SA2 80m			
	Booklet	Item type	No. of questions	No. of marks per question	Marks	Total marks
SA2 (1h 30min)	A	Multiple-choice	24	2	48	
	B	Open-ended	10	2-4	32	80

# 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*)
- **Play simple games to test their knowledge of Science concepts.** (*Quiz, Snap, Crossword etc*)
- **Use Science vocabulary in your conversation.** (Instead of saying the paper clip sticks to the magnet, use the scientific terms- the **paper clip is attracted to the magnet**)
- **Link Science concepts to real life context.** (e.g., the window pane is made of a **transparent glass**, allowing light to pass through so I can **see** the view outside my house.)
- **Revise Science topics in P3 and/P4.** (*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*)

# Be Part of the Parent Support Group



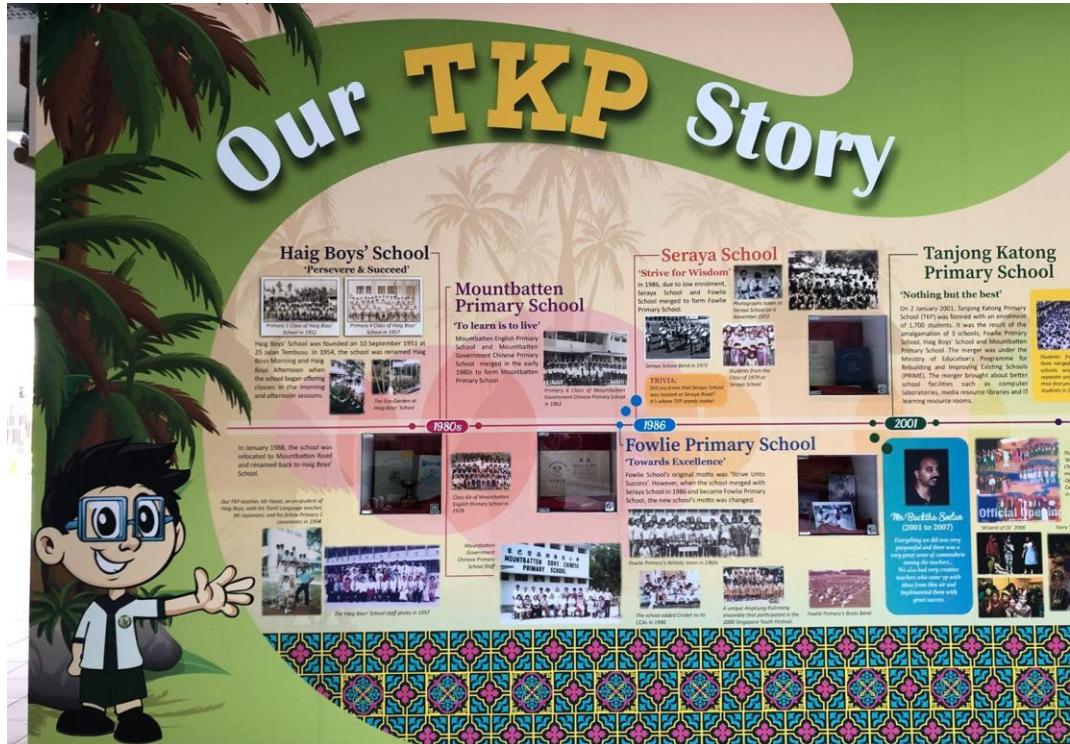
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# Join TKP Alumni

## 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**

# 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

(Official)(Open)\Non-sensitive)

