

*Every White Sandian, a success story*

# School-Parents Engagement & Communication Session (SPECS)

**16 February 2024**

**A warm welcome to  
Parents/Guardians of Primary 5D**



## Sharing outline

- ✓ *Our teachers and communication platforms*
- ✓ *P5 learning experiences and assessment matters*
- ✓ *A learner-oriented classroom environment*
- ✓ *Home-school Partnership*

# **Our teachers & Communication Platforms**

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# Our Year Head and Asst Year Head



Mr Wong

Mdm Diana

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# C4RE Teachers of 5 Diligent



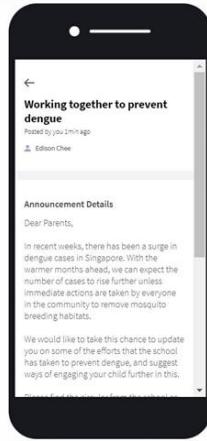
Mr Sim

Mrs Teo

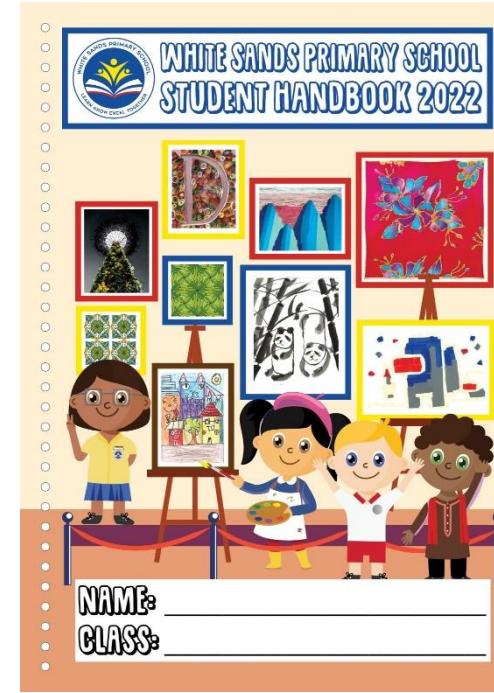
**Names of your child's subject teachers have been indicated in the  
Introductory Letter sent to parents in the first week of Term 1.**

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# Communication platforms



## Parent Gateway



## Student Handbook



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# Communication platforms

## Email of C4RE Teachers

- sim\_hwee\_khoon@moe.edu.sg
- amos\_sim\_kah\_heng@moe.edu.sg

## School Contact Details

- General Office : 6922 9100
- Staff Room 1 : 6922 9124
- Staff Room 2 : 6922 9125

## Other modes of communication

- Class Dojo

Do take note that you may not receive a reply immediately.

**For urgent matters, please call General Office directly.**

# P5 Learning experiences & Assessment matters

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# Transition to Upper Primary



## Middle Primary (P3 & P4)



**A Responsible Achiever**  
**Self-directed learners who make responsible decisions and are able to collaborate in harmony.**

## Upper Primary (P5 & P6)



### **A Resilient Achiever**

**Concerned citizens who demonstrate resilience in achieving their best and contribute actively to the community and nation.**



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# A learner-oriented classroom environment

## GROW with Me!

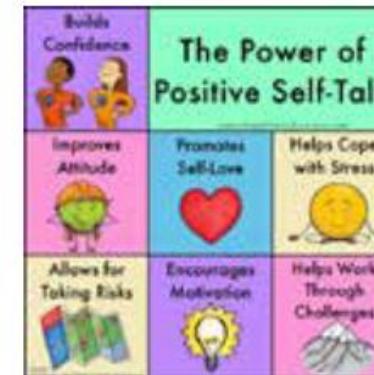


We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!



Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!



Let us start writing our success stories by practising the Growth Mindset!



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# A learner-oriented classroom environment

## GROW with Me!



A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just changed your mindset!



Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.

So start saying "Thank You", appreciate the people around you and pay attention to the good things!



Let us start writing our success stories by practising the Growth Mindset!

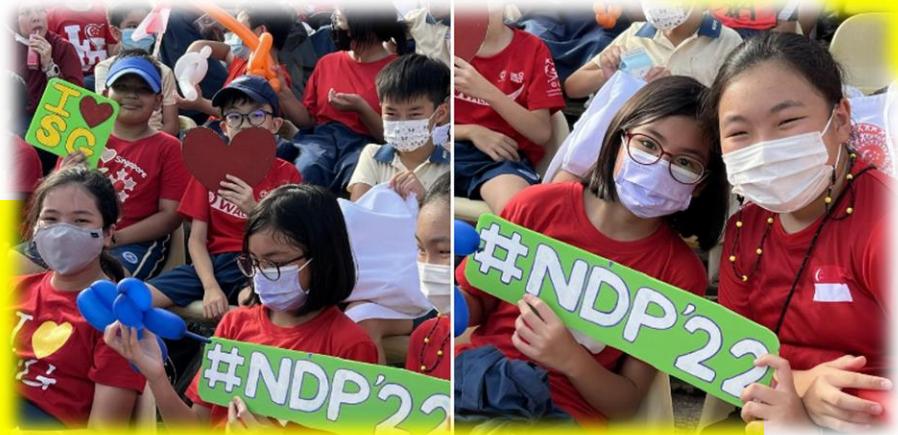


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# P5 Learning Journeys

- ✓ P5 Adventure Camp
- ✓ NE Show
- ✓ Beach Clean-up Programme
- ✓ Math & Science Learning Journey to Gardens By The Bay



More details will be shared via PG  
nearer the date of programme



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# Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

Level	Term 1	Term 2	Term 3	Term 4
P5	<b>Weighted Assessment</b>			<b>Semestral Assessment</b>
	10%	15%	15%	60%



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# A learner-oriented classroom environment

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# A learner-oriented classroom environment

## Class Identity



**PRIMARY 5 Diligent**

Like stars in the sky,  
we shine really bright!  
Like colours of a rainbow  
we have creative minds!  
We are G.E.M.S.  
**5D Gems!**



**Emerald**

**Topaz**

**Sapphire**

**Ruby**

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# A learner-oriented classroom environment

## Class Expectations

Get ready for learning.

Express ourselves appropriately.

Manage our time and emotions well.

Support one another. ***There is a GEM in everyone!***



# A learner-oriented classroom environment

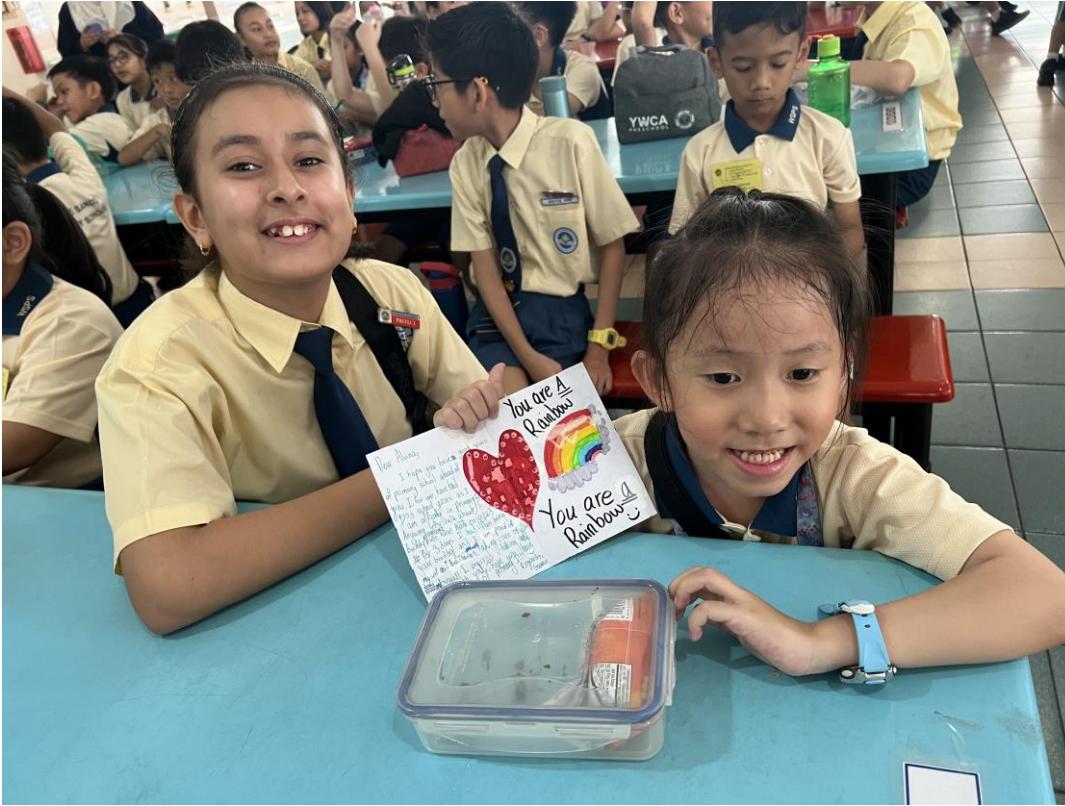
## First Days of School/ Term 1 learning experiences



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# A learner-oriented classroom environment

## First Days of School/ Term 1 learning experiences



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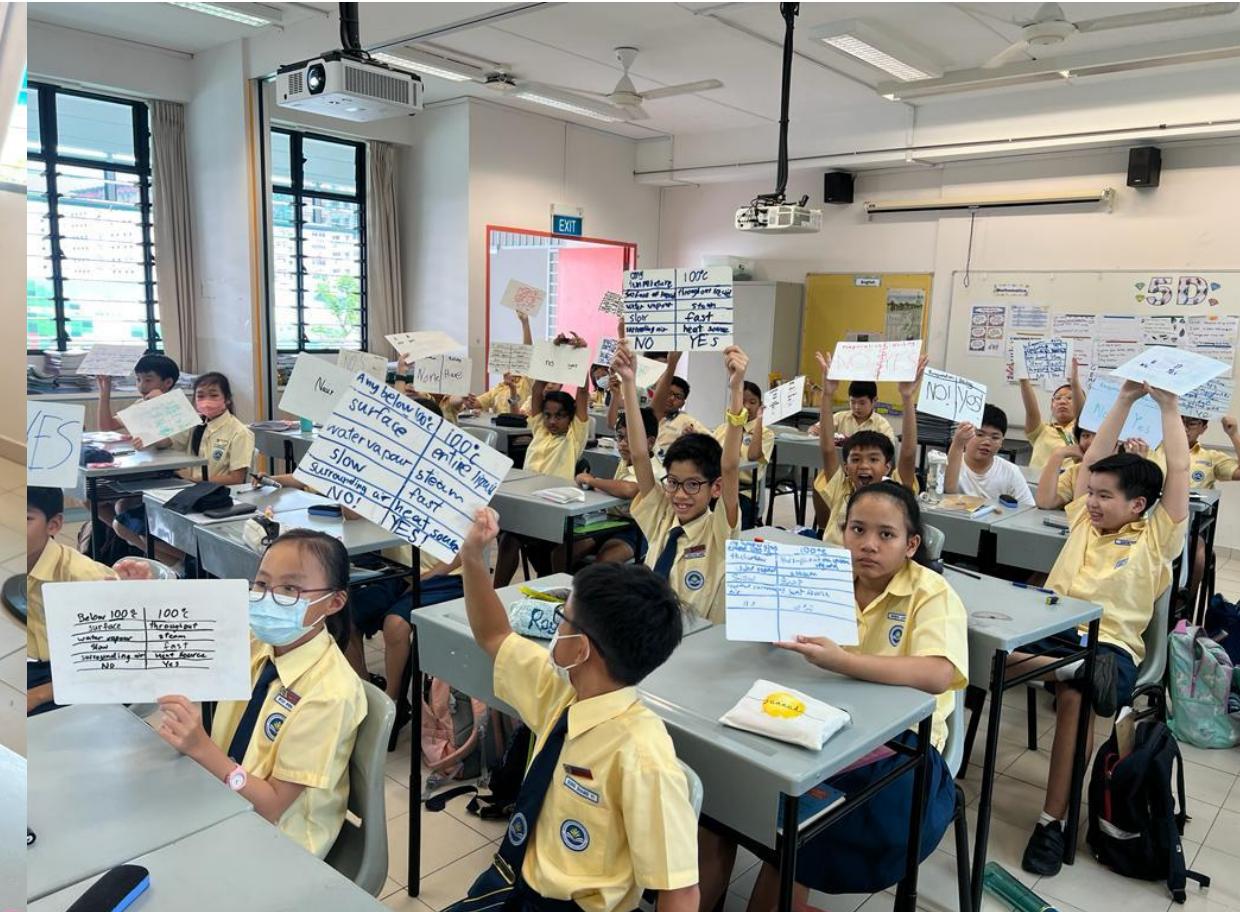
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# A learner-oriented classroom environment

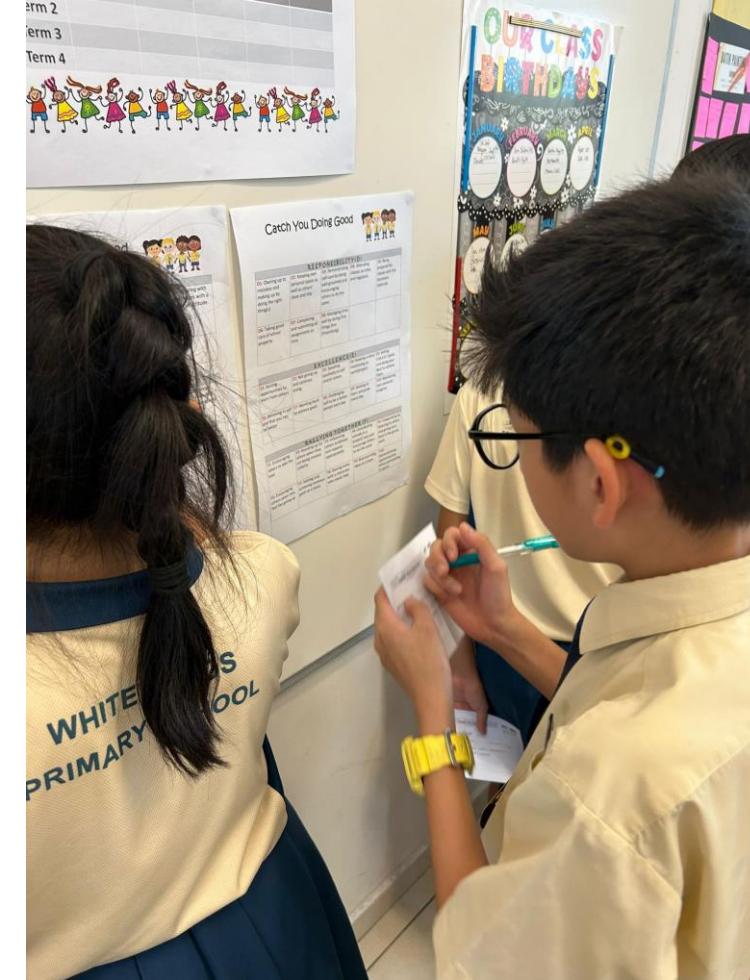
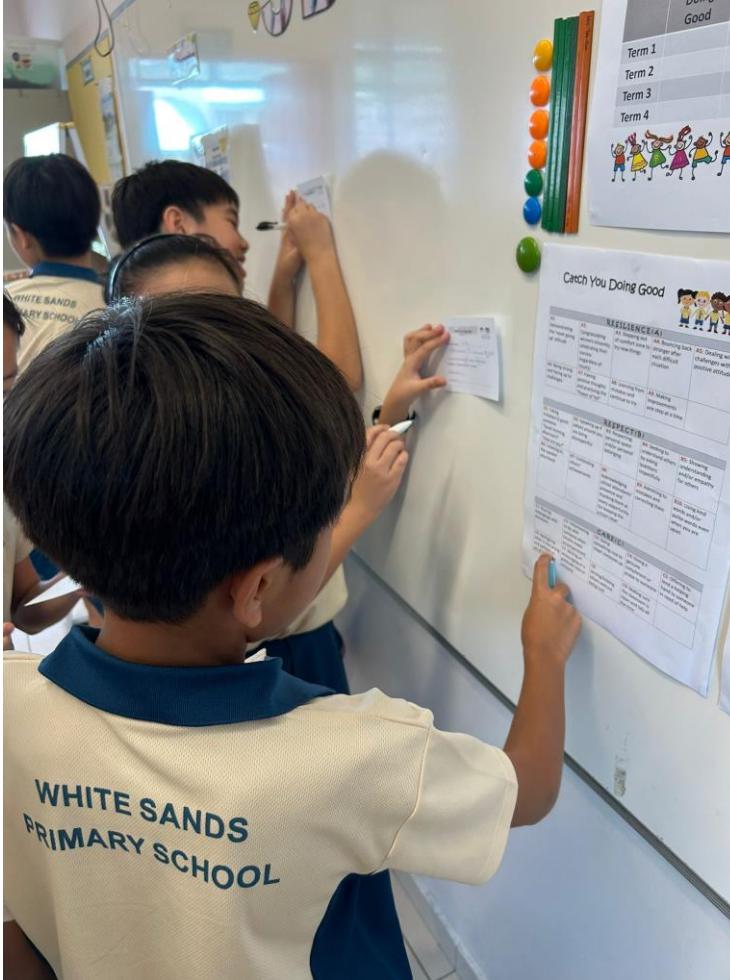
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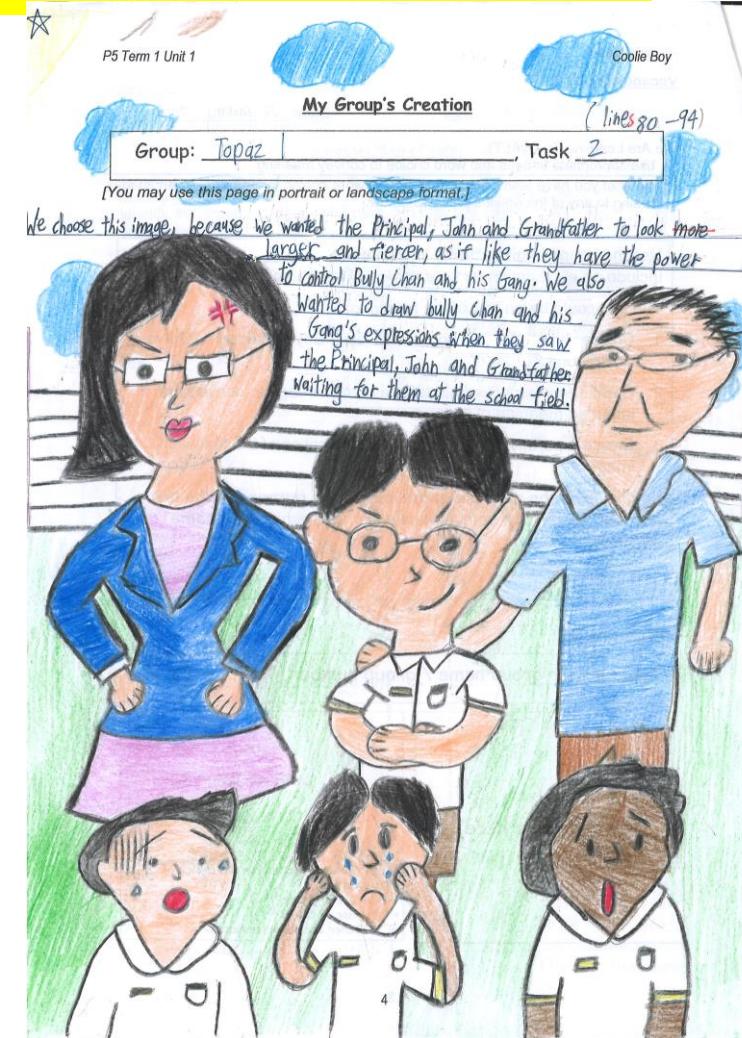
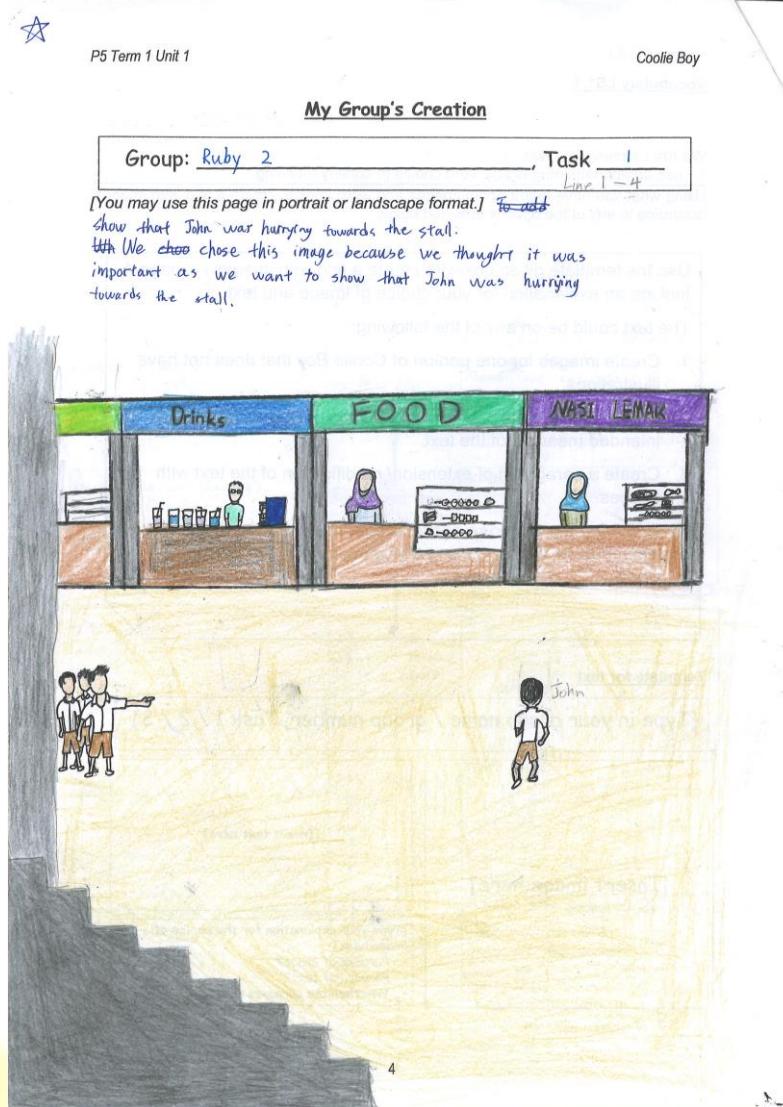
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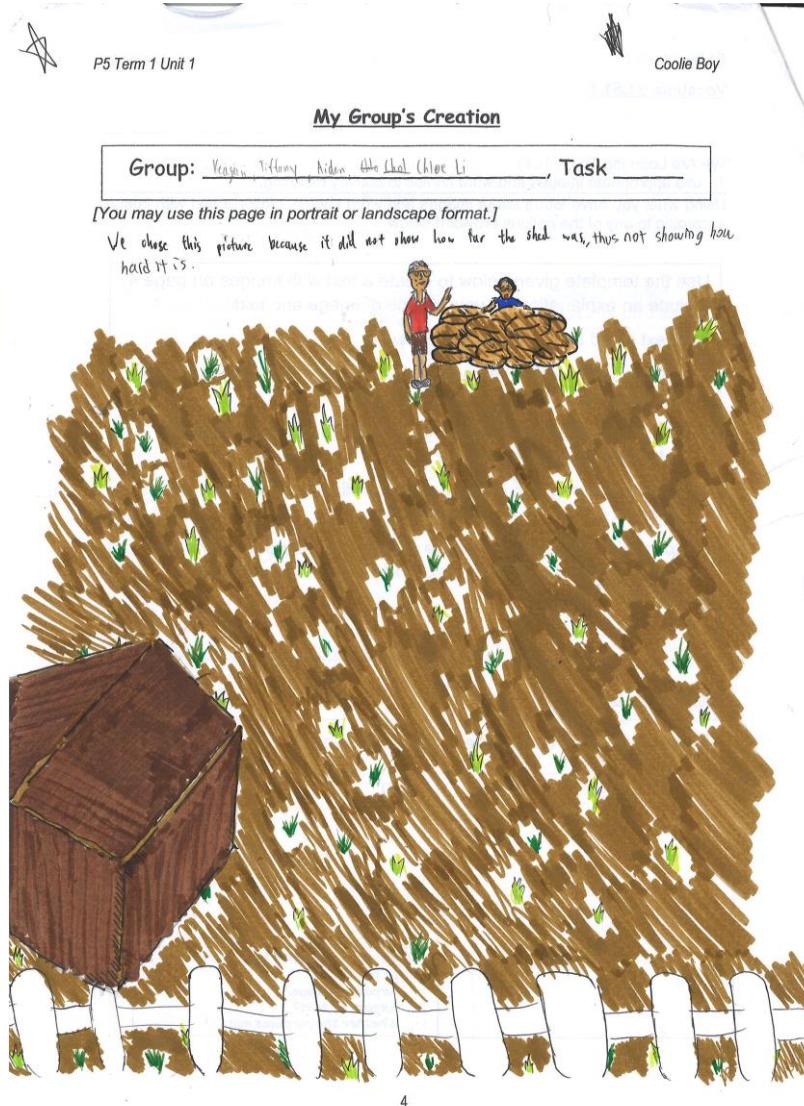
## Exemplary students' work



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# A learner-oriented classroom environment

## Exemplary students' work



Dividing whole numbers by 10, 100 and 1000,		
Divide by 10	Pattern	Mental Strategy
$20 \div 10 = 2$ $50 \div 10 = 5$ $90 \div 10 = 9$	Each digit of the whole number decreases by <u>1</u> place value.	Remove <u>1</u> zero from the whole number.
Divide by 100	Each digit of the whole number decreases by <u>2</u> place values.	Remove <u>2</u> zeros from the whole number.
$200 \div 100 = 2$ $500 \div 100 = 5$ $900 \div 100 = 9$		
Divide by 1000	Each digit of the whole number decreases by <u>3</u> place values.	Remove <u>3</u> zeros from the whole number.
$2000 \div 1000 = 2$ $5000 \div 1000 = 5$ $9000 \div 1000 = 9$		

Dividing whole numbers by tens, hundreds and thousands.

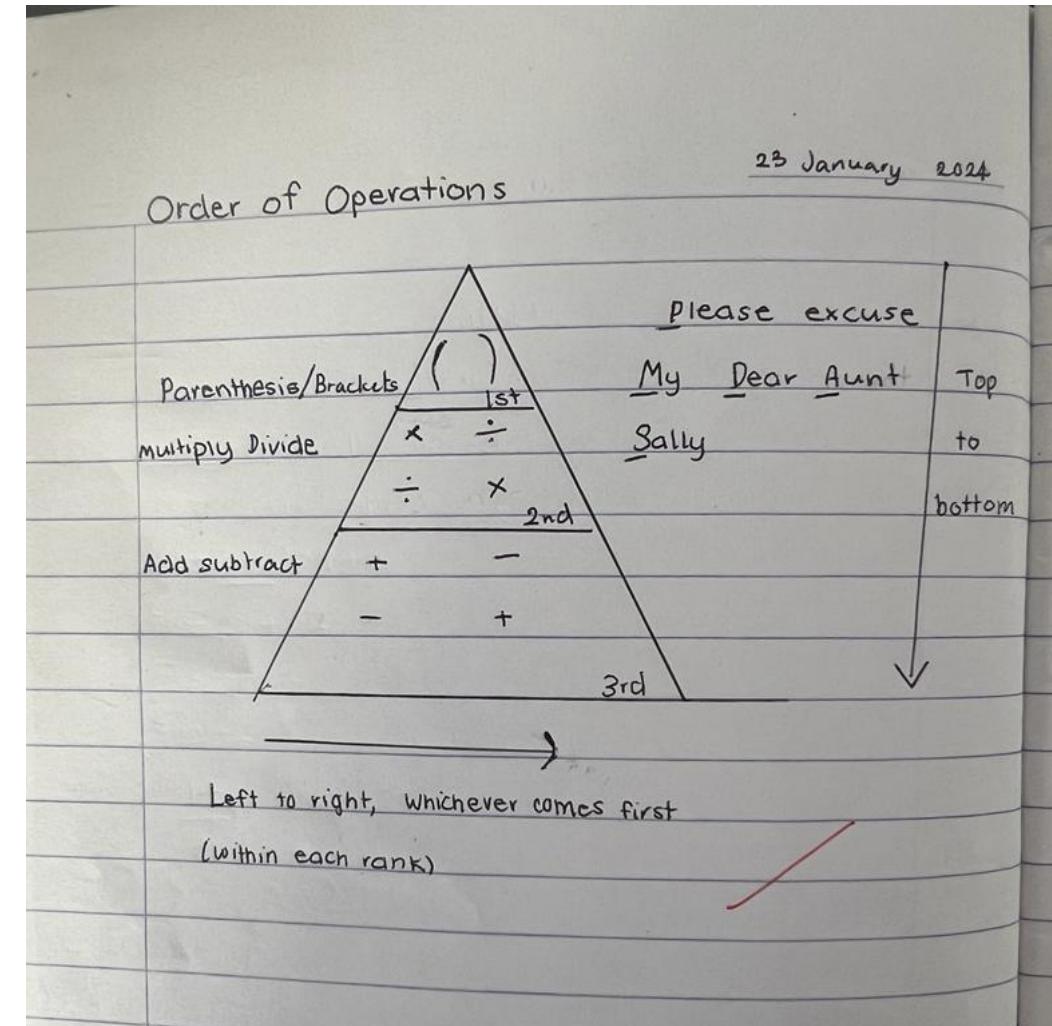
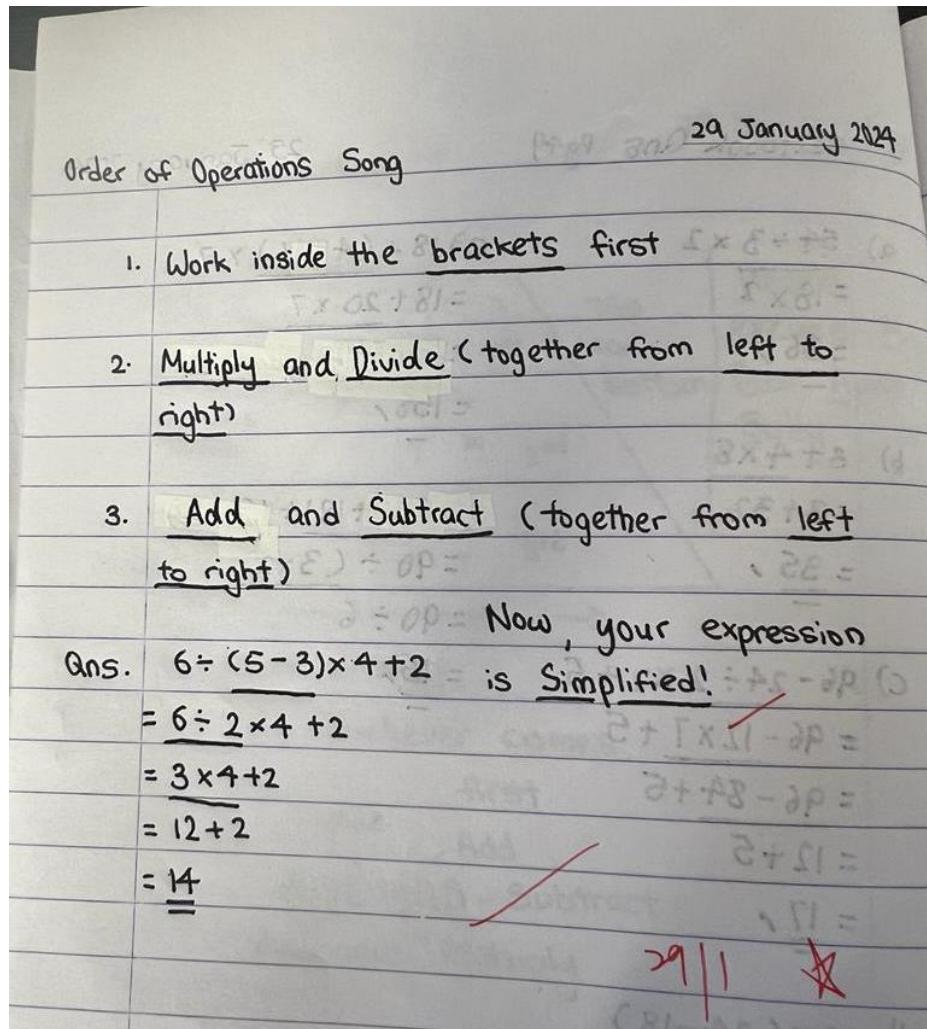
Rewrite the tens, hundreds and thousands as multiples of 10, 100 and 1000.

Full solution	mental strategy
<b>Divide by tens</b> $6000 \div 30 = 6000 \div 10 \div 3$ $= 600 \div 3$ $= \underline{200}$	$6000 \div 30$ $= \underline{200}$
<b>Divide by hundreds</b> $6000 \div 300 = 6000 \div 100 \div 3$ $= 60 \div 3$ $= \underline{20}$	$6000 \div 300$ $= \underline{20}$
<b>Divide by thousands</b> $6000 \div 3000 = 6000 \div 1000 \div 3$ $= 6 \div 3$ $= \underline{2}$	$6000 \div 3000$ $= \underline{2}$

29/1

# A learner-oriented classroom environment

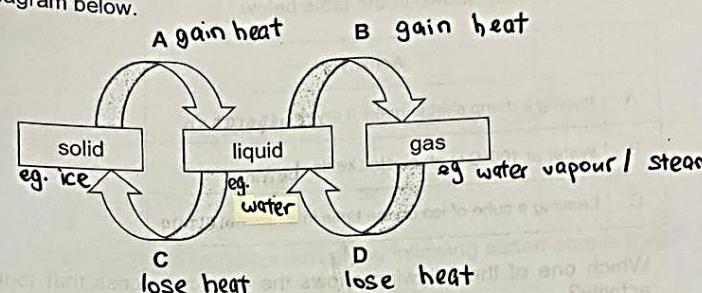
## Exemplary students' work



# A learner-oriented classroom environment

## Exemplary students' work

3. Look at the diagram below.



Which of the following correctly represent the heat flow in the processes A, B, C and D?

	A	B	C	D
(1)	lose heat ✗	lose heat ✗	gain heat ✗	gain heat ✗
(2)	gain heat ✓	gain heat ✓	lose heat ✓	lose heat ✓
(3)	gain heat ✓	lose heat ✗	gain heat ✗	lose heat ✓
(4)	lose heat ✗	gain heat ✓	lose heat ✓	gain heat ✗

( 2 )

CEQ classic exam question

5. A, B, C and D are four substances with different melting and boiling points.  
Solid → liquid      Liquid → gas

Substance	Melting Point (°C)	Boiling Point (°C)	
A	2	28	70
B	5		20 28
C	0	28	100
D	28	46	77

liquid  
gas  
liquid  
solid

Which substance is most likely in its gaseous state at 28°C?

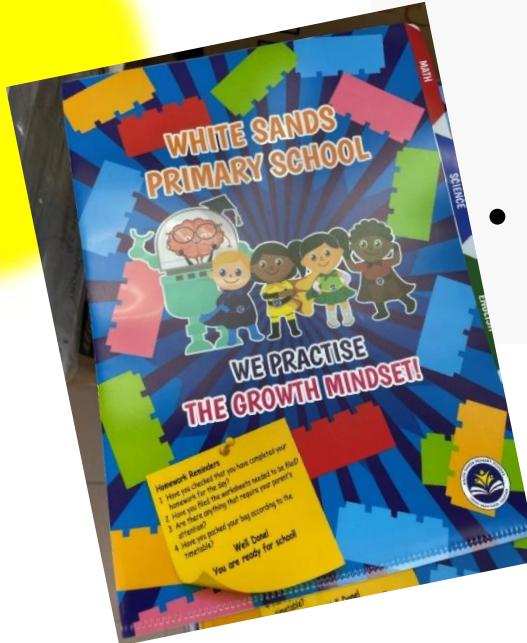
- (1) A
- (2) B
- (3) C
- (4) D

( 2 )

# 3 'P's – Being a resilient achiever

## 1. Prompt & prepared

- Report to school on time
  - In line with the school value of responsibility, we seek parents' support in ensuring that your child be punctual.
- Submit homework on time.
- Bring all necessary materials (books / stationery) to school
  - Get your child to check the timetable every school night and pack their school bag accordingly to ensure that the weight of the school bag does not hamper his/her movement in school.



# 3 ‘P’s – Being a resilient achiever

## 2. Productive

- Maximize learning time by
  - Staying on task, following instructions carefully while minimizing distractions.

## 3. Perseverance

Practise the Growth Mindset and strive for excellence!



# Encouragement for your child



Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."

Some examples!

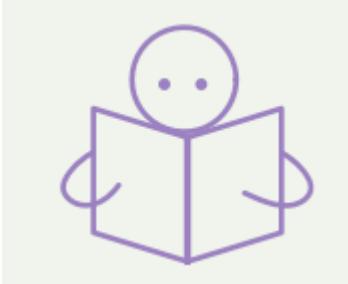


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# **Home-school partnership**

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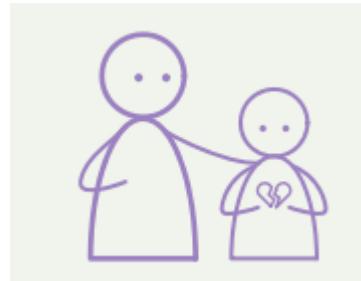
# Common sources of stress at Upper Primary and what you can do to support your child



## Academic pressure

- **Focus on affirming** their efforts, not just results.
- **Celebrate small successes**, let them know you care.
- **Encourage a growth mindset.**  
*(e.g. say “What is one thing you have learnt from this mistake” instead of “This is wrong. Do it this way.”)*
- **Guide your child** to set consistent and realistic expectations.

# Common sources of stress at Upper Primary and what you can do to support your child



## Feelings of loss and grief

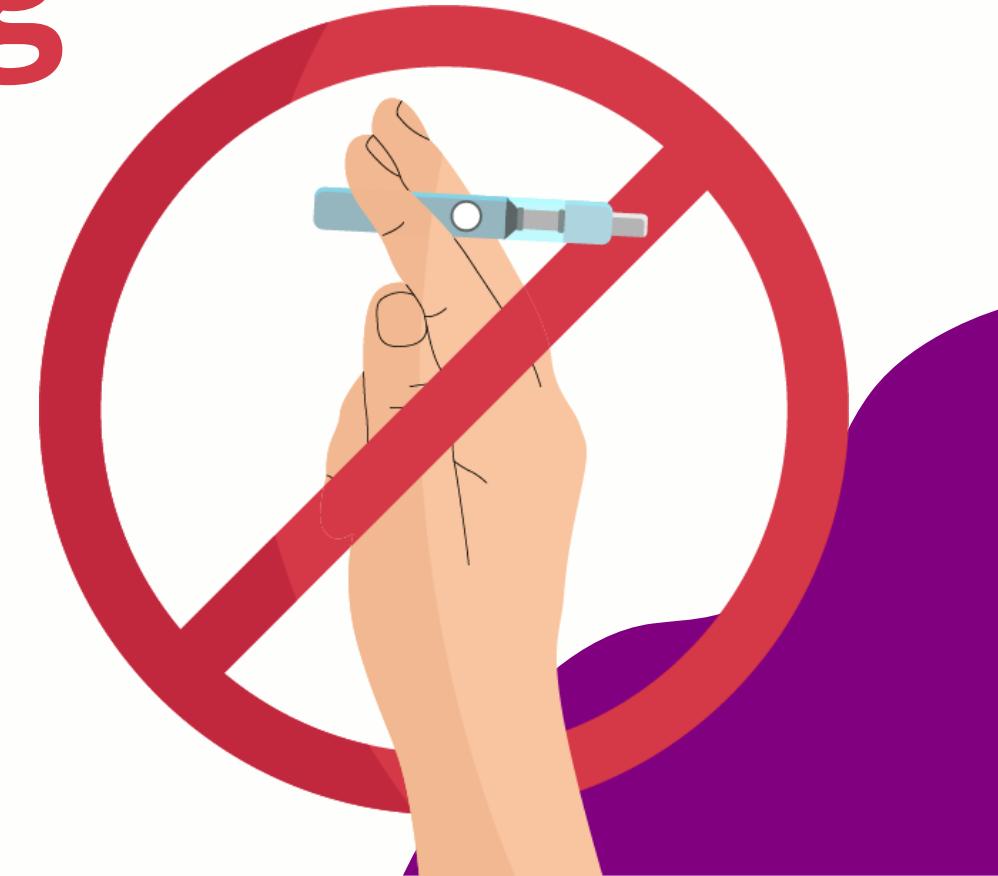
- Let your child know that **it is okay to grieve** over a loss.
- **Explore healthy ways** in which they can express grief. (e.g. *by journaling, painting, writing a song etc.*)
- Parents can also **reach out to the school** to work together in supporting the child. (e.g. *Form Teacher, School Counsellor*)



Ministry of Education  
SINGAPORE

# Harms of Vaping

Reasons why we should **stay away** from e-cigarettes



# MOE's Firm Stand against Vaping

- **Vaping is categorised as a serious offence.**
- When students are caught using or in possession of e-vaporisers,
  - the **prohibited product will be confiscated** and parents will be informed.
  - Schools will report the offender to HSA and also ***manage vaping-related offences through existing disciplinary frameworks***. These include taking school-based disciplinary actions, such as suspension or caning for boys.
  - **Students caught vaping will also be placed on cessation support programmes** where counsellors will guide them through their cessation journey to effect long-term behavioural change.

# What can parents do?

## Signs that you can watch for

1. E-cigarette supplies, like cartridges or small bottles of liquid
2. New smells — you might notice fruity or sweet scents



# What can parents do?

## Set a positive example by being tobacco-free

Avoid smoking in the presence of your child.

Keep all tobacco products out of sight from your child.

If your child have seen you using tobacco, and asked why couldn't he/she?

### **Possible responses:**

- If I could live my life over again, I never would have started smoking. I learned that people who smoke cigarettes are much more likely to develop, and die from, certain diseases than people who don't smoke. This was really scary, so I quit smoking.
- Quitting was really hard, and I don't want you to go through that. The best thing is to not start at all.



**Thank you!**

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