



Yio Chu Kang Primary School

Primary 5 Parents Briefing Session

14 January 2022



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

PROGRAMME

- 
1. PSLE Scoring System & Direct School Admission (DSA) for Secondary school
 2. Curriculum and Assessment
 3. P5 Level Key Events
 4. Personal Learning Device Programme (PDLP)
 5. Well-Being, Self-Management & Motivation

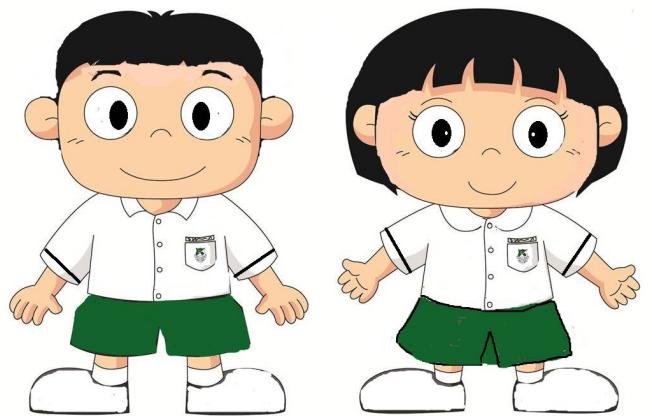




PSLE SCORING SYSTEM & DIRECT SCHOOL ADMISSION (DSA) FOR SECONDARY SCHOOL



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STANDARD LEVEL SUBJECT GRADES

Reflects a student's individual level of achievement

Students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20





FOUNDATION LEVEL SUBJECT GRADES

- Under the AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



SCORING OF SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA





Direct School Admission for Secondary School (DSA-SEC)



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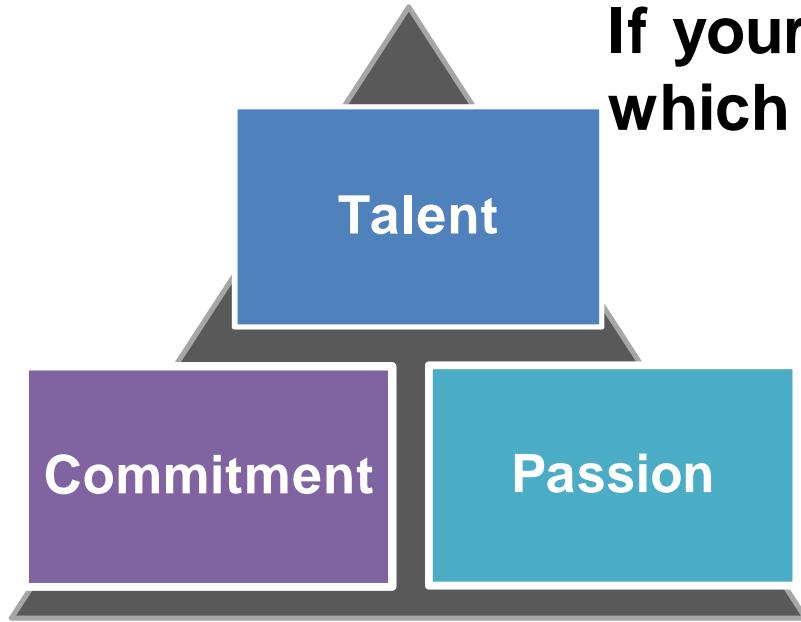
Entering a Secondary School



PSLE / S1 Posting Process	DSA - Sec
<ul style="list-style-type: none">• Based on a student's PSLE score• Most students enter secondary schools this way	<ul style="list-style-type: none">• Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises• Allows students to access school programmes to develop their talents



Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her **strengths and interests**

DSA-Sec can support his/her development in that talent area.



Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website





DSA TALENT AREAS

- The list of Talent Areas offered by the secondary schools are made available on <https://moe.gov.sg/schoolfinder>.





CURRICULUM AND ASSESSMENT



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Curriculum and School Assessment (P5)

Assessment	Weightings	Period
Weighted Assessment (WA1)	10%	• Term 1 Week 8-9
Weighted Assessment (WA2)	10%	• Term 2 Week 8-9
Weighted Assessment (WA3)	10%	• Term 3 Week 8-9
End of Year Examination (EYE)	70%	• Term 4 Week 6-7



Official (Closed) / Non-Sensitive



ENGLISH LANGUAGE



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Standard English Language: P5 Assessment

Weighted Assessment (WA) Focus:

- WA (Term 1)

Components
- Situational Writing
- Continuous Writing
[Non-sequential]: 3 Pictures, 2 Guiding Points (at least 150 words)

- WA (Term 2)

Components
Booklet B
- Grammar Cloze: FIB (help words)
- Editing for Spelling & Grammar
- Comprehension Cloze OE (FIB)
- Transformation & Synthesis
- Comprehension OE



Standard English Language: P5 Assessment

Weighted Assessment (WA) Focus:

- WA (Term 3)

Components
Booklet A
- Grammar: MCQ
- Punctuation: MCQ
- Vocabulary: MCQ
- Visual Text Comprehension: MCQ
Booklet B
- Grammar Cloze: FIB (help words)
- Editing for Spelling & Grammar
- Comprehension Cloze OE (FIB)
- Transformation & Synthesis
- Comprehension OE (Passage A & B)



Standard English Language: P5 Assessment



Component	Marks	Weightage
Paper 1 (Situational & Continuous Writing)	55	27.5%
Paper 2 (Language Use)	95	47.5%
Paper 3 Listening Comprehension	20	10.0%
Paper 4 Oral (Reading Aloud + Stimulus-based Conversation)	30	15.0%



Standard English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">Continuous Writing: For Standard English: Writing (story or expository) is based on the given theme and at least 1 of the 3 random pictures provided.Situational Writing: Addressing all bulleted points listed with clear and concise language to show Context, Audience and Purpose.



Standard English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Components
Paper 2: Language Use	Booklet A - Grammar: MCQ - Vocabulary: MCQ - Vocabulary Cloze: MCQ - Visual Text Comprehension: MCQ
	Booklet B - Grammar Cloze: FIB (help words) - Editing for Spelling & Grammar - Comprehension Cloze OE (FIB) - Transformation & Synthesis
	- Comprehension OE



Standard English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Key Assessment Focus
Paper 3: Listening Comprehension	<ul style="list-style-type: none"> Listening for detail and comprehension. Graphic options are given for the first 4 of 20 questions so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral	<ul style="list-style-type: none"> Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>. Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.



Standard English Language: General Areas of Weakness



- Grammar & Vocabulary
- Cloze
- Transformation & Synthesis
- Continuous Writing



Foundation English Language: P5 Assessment



Weighted Assessment (WA) Focus:

- WA (Term 1)

Components
- Situational Writing
- Continuous Writing
[3 sequential pictures followed by [?] with helping words (at least 120 words)]

- WA (Term 2)

Components
Booklet B
- Form filling: FIB
- Editing for Grammar
- Editing for Spelling
- Comprehension Visual Text
- Synthesis
- Comprehension Cloze: FIB
- Comprehension OE (Passage A & B)

Foundation English Language: P5 Assessment

Weighted Assessment (WA) Focus:

- WA (Term 3)

Components
Booklet A
- Grammar: MCQ
- Punctuation: MCQ
- Vocabulary: MCQ
- Visual Text Comprehension: MCQ
Booklet B
- Form filling: FIB
- Editing for Grammar
- Editing for Spelling
- Comprehension Visual Text
- Synthesis
- Comprehension Cloze: FIB
- Comprehension OE (Passage A & B)



Foundation English Language: P5 Assessment

Component	Marks	Weightage
Paper 1 (Situational & Continuous Writing)	40	27%
Paper 2 (Language Use)	60	40%
Paper 3 Listening Comprehension	20	13%
Paper 4 Oral (Reading Aloud + Stimulus-based Conversation)	30	20%



Foundation English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">Continuous Writing: For Foundation English: Writing (story) is based on a set of sequential pictures leading to a reasonable conclusion.Situational Writing: Addressing all bulleted points listed with clear and concise language to show Context, Audience and Purpose.



Foundation English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Components
Paper 2: Language Use	Booklet A - Grammar: MCQ - Punctuation: MCQ - Vocabulary: MCQ - Visual Text Comprehension: MCQ Booklet B - Form filling: FIB - Editing for Grammar - Editing for Spelling - Comprehension Visual Text - Synthesis - Comprehension Cloze: FIB - Comprehension OE (Passage A & B)



Foundation English Language: P5 Assessment

End of Year Examination (EYE) Focus:

- EYE (Term 4)

Examination Components	Key Assessment Focus
Paper 3: Listening Comprehension	<ul style="list-style-type: none"> Listening for detail and comprehension. Graphic options are given for the first 4 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral	<ul style="list-style-type: none"> Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>. Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.





Foundation English Language: General Areas of Weakness

- Grammar & Vocabulary
- Editing
- Comprehension Cloze
- Comprehension Open-ended
- Continuous Writing



Note For Parents on Reading & Speaking

- Model the use of Standard English when communicating with your child. Avoid using Singlish.
- Encourage them to read widely and have them share with you the story plot and reasons they enjoy the book.
- Discuss latest snippets of news and have them share their thoughts and opinions on the matter.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading, viewing and writing opportunities and activities.



Note For Parents on Writing

- Time management – With only 1hr 10min in the PSLE to complete both Situational and Continuous writing, it is important to manage time well.
- Encourage your child to jot down good vocabulary/phrases from their reading and apply them in their writing.
- Encourage your child to keep a journal.
- Read and write notes/messages to your child. Let them have ample writing opportunities as well, example, write a postcard or email to a relative or friend overseas.



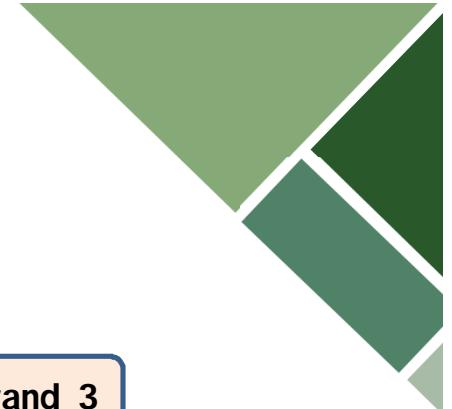


MATHEMATICS



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P5 Standard Mathematics Syllabus



Strand 1

Numbers

- Numbers up to 10 million
- Four operations of whole numbers
- Fractions
- Decimals
- Percentage
- Ratio
- Rate

Strand 2

Measurements & Geometry

- Area of Triangle
- Volume
- Geometry
 - Angles
 - Properties of triangles
 - Parallelogram, rhombus & trapezium

Strand 3

Statistics

- Average

Note:

P4 math content are pre-requisite knowledge required for the P5 syllabus.



P5 Standard Mathematics Assessment



Weighted Assessment (WA1, WA2 and WA3)

Paper	Duration	Item Type	Number of Questions	Marks
1	30 minutes	Short-Answer	15	20
2	20 minutes	Structured or Long-Answer	3	10
Total Marks				30

The use of calculator is only allowed in Paper 2.

End-of-Year Examination (EYE)

Paper	Duration	Booklet	Item Type	Number of Questions	Marks
1	1 hour	A	Multiple choice	15	20
		B	Short-Answer	15	25
2	1 hour 30 minutes		Structured or Long-Answer	17	55
Total Marks					100

The use of calculator is only allowed in Paper 2.



P5 Foundation Mathematics Syllabus

Strand 1

Strand 2

Strand 3

Numbers

- Numbers up to 10 million
- Four operations of whole numbers
- Factors & multiples
- Fractions & mixed numbers
- Addition, subtraction & multiplication of fractions
- Decimals
- Four operations of decimals
- Rate

Measurements & Geometry

- Time
- Perimeter, Area and Volume
- Geometry (Angles)

Statistics

- Tables
- Bar Graphs
- Line Graphs



P5 Foundation Mathematics Assessment

Weighted Assessment (WA1, WA2 and WA3)

Paper	Duration	Item Type	Number of Questions	Marks
1	30 minutes	Short-Answer	15	20
2	20 minutes	Structured	3	10
Total Marks				30

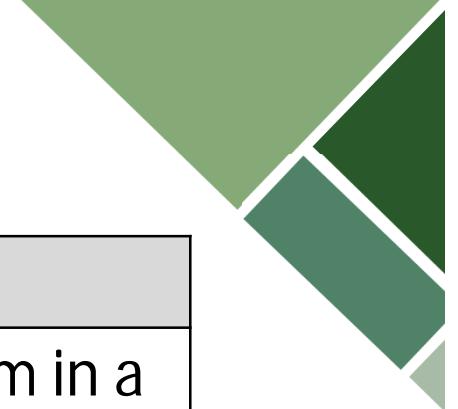
The use of calculator is only allowed in Paper 2.

End-of-Year Examination (EYE)

Paper	Duration	Booklet	Item Type	Number of Questions	Marks
1	1 hour	A	Multiple choice	20	30
		B	Short-Answer	10	20
2	1 hour		Short-Answer or Structured		16
Total Marks					90

The use of calculator is only allowed in Paper 2.





Note For Parents:

Important for Primary 5 students to:

- Sharpen mental calculations, and aim to do them in a fast and accurate manner.
- Know the vocabulary used in Mathematics.
For e.g., *parallelogram, rhombus, capacity, ratio, factors, etc.*
- Put in the best effort in every piece of assignment given by the Mathematics teacher. All these piece together to provide students with a complete learning for mathematics.



Note For Parents:

Important for Primary 5 students to:

When solving a word problem, follow the 4 steps!

- Understand what the problem is asking for, what information is given, and what topics/concepts are tested. Where possible, draw models to better understand the problem.
- Plan your approach to solve the problem. Use the most appropriate method.
- Solve the problem.
- Check your calculations, the numbers used, whether the answers are reasonable, and whether units are stated.





Note For Parents:

Parent(s) could encourage your child to:

- Check his/her work before submitting to the teacher.
Cultivate this as a habit.
- Revise multiplication tables regularly.
- Do mental calculations (involving addition, subtraction, multiplication and division) regularly.
- Revise problems that your child has done before.
Learn from the mistakes made.



Note For Parents:

Parent(s) could encourage your child to:

- Revise regularly what has been taught in class for the day/week
- Clarify with the math teacher when in doubt
- Complete his/her daily homework to the best of his/her ability
- Try different methods to approach a problem whenever they encounter difficulty in solving the problem.





Note For Parents:

Parent(s) could also:

- Monitor how dependent your child is on the use of calculator when doing simple calculations. Over-dependence on calculator may hamper the speed and accuracy of performing calculations in Paper 1.
- Look through your child's written assignments (e.g., workbook worksheets, journal book, mathematics files, revision worksheets, etc) and work with your child on the feedback given by the teacher.



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SCIENCE

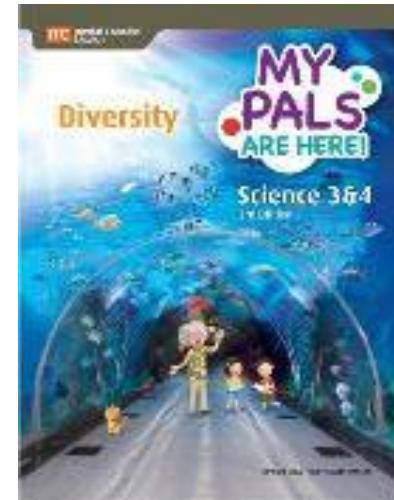


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Science Syllabus

Lower Block

- P3: Diversity, Systems, Interactions
- P4: Cycles, Energy



Upper Block

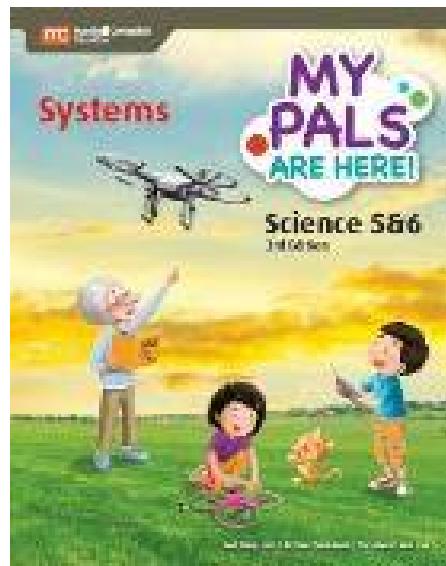
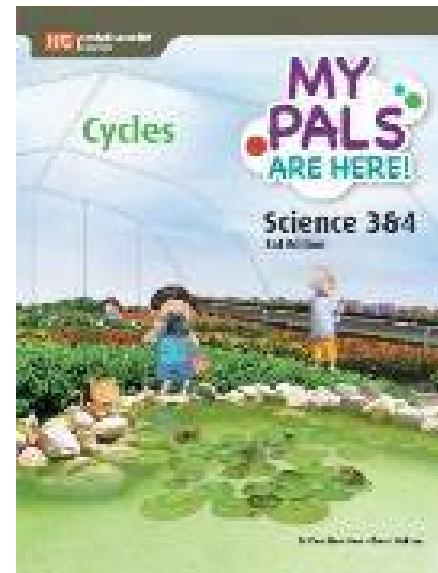
- P5: Cycles, Systems
- P6: Energy, Interactions



P5 Standard Science Topics

Cycles

1. Reproduction in Plants
2. Reproduction in Humans
3. Water and Changes of State
4. The Water Cycle



Systems

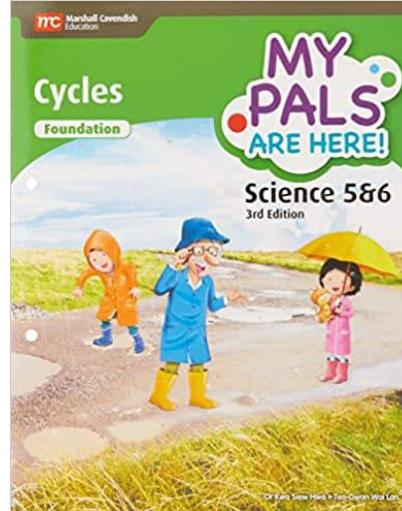
5. The Plant Transport System
6. Air and the Respiratory System
7. The Circulatory System
8. The Unit of Life
9. Electrical Systems
10. Using Electricity



P5 Foundation Science Topics

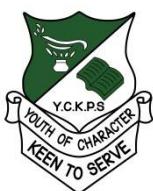
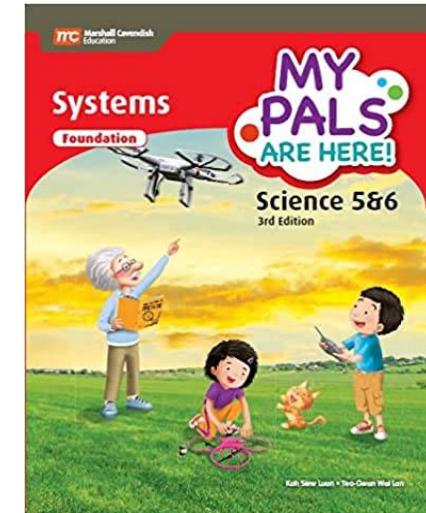
Cycles

1. Reproduction in Plants
2. Reproduction in Humans
3. Water and Changes of State
4. The Water Cycle



Systems

5. The Plant Transport System
6. Air and the Respiratory System
7. The Circulatory System
8. Electrical Systems
9. Using Electricity



Science Skills and Processes



- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P5 Standard Science Assessment Format

Weighted Assessments [WA (Term 1), WA (Term 2) and WA (Term 3)]

Part	Item Type	Number of Questions
A	Multiple-choice	10
B	Open-ended	3 to 4
The duration of the paper is 30 minutes.		

End-of-Year Examination (EYE)

Booklet	Item Type	Number of Questions
A	Multiple-choice	28
B	Open-ended	12 to 13
The duration of the paper is 1 hour 45 minutes.		



P5 Foundation Science Assessment Format

Weighted Assessments [WA (Term 1), WA (Term 2) and WA (Term 3)]

Part	Item Type	Number of Questions
A	Multiple-choice	10
B	Structured and open-ended	3 to 4
The duration of the paper is 30 minutes.		

End-of-Year Examination (EYE)

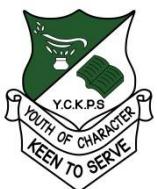
Booklet	Item Type	Number of Questions
A	Multiple-choice	18
B	Structured	6 to 7
	Open-ended	5 to 6
The duration of the paper is 1 hour 15 minutes.		





Tips for Parents

- Spend time with child
 - use everyday situations to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
- Encourage child to read
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills
- Understand different strategies child adopts
 - some learn by reading Science books and notes (aloud or silently)
 - some learn by making own notes (concept maps, graphic organisers, etc)
 - support child in doing scientific investigations





Tips for Parents

- Learn spelling of key words
- Understand key concepts
- Revise (read, understand, do) textbooks, workbooks, booklets/worksheets, and Science Journals (P3 to P5)
- Improve answering techniques – answers must be based on scientific concepts
- Practise answering techniques such as Claim-Evidence-Reasoning (CER) taught by teachers
- Take a more hands-on approach
- Ask when in doubt





More Challenging Science Topics

Students would need to spend more time to understand and revise these topics:

- Magnets and Their Characteristics (P3)
- Light and Shadows (P4)
- Heat and Temperature (P4)



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MOTHER TONGUE LANGUAGES



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P5 Mother Tongue Languages (Standard)

Approach

Mastery of 4 Macro Skills

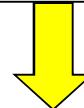
Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

Reading
with
Understanding



P5 Standard MTL Assessment

Weighted Assessment (WA1)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	14 to 16

Weighted Assessment (WA2, WA3)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	30 to 35



P5 Standard MTL Assessment

End of Year Examination (EYE)

Assessment	Item Type	Number of Questions
Listening Compre	Multiple-choice	10
Oral	Open-ended	3 to 5
Paper 1 – Compo (Topic essay & Picture essay)	Open-ended	2 (choose 1)
Paper 2 – Lang Use	Multiple-choice & Open-ended	40



P5 Standard Mother Tongue Languages End-of-Year Assessment

- Increase in weightage for all components
- Oral includes a section on video watching, followed by conversation
- 6 pictures for composition instead of just 4 pictures (More content is needed to build up the story)
- Number of open-ended comprehension questions increases to 14 (more questions requiring them to make inferences and explain their reasoning)
- Paper 2 will include MCQs and Open-ended questions



Primary School Standard Mother Tongue Languages (MTL) Curriculum



Writing

- Learn to form sentences that are grammatically correct and write a composition based on 6 pictures or based on a topic.

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.



Primary School Mother Tongue Languages (MTL) Curriculum



Listening

- Listening to instructions in Mother Tongue Language.
- Select the correct picture.
- Select the correct response and answers after listening to comprehension texts.
- Listening comprehension practices through daily instructions in Mother Tongue Language.



Primary School Mother Tongue Languages (MTL) Curriculum



Speaking

- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.
- Presentation in classroom after group discussion.

Reading

- Able to read aloud and pronounce words, sentences.
- Read with good intonation.





Working in Partnership with Parents

- Encourage your child to share what they words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.





Level Programmes



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P5 Remediation via Zoom

Session	Monday	Tuesday
First session (2.45 p.m. – 3.45 p.m.)	English Language	Mathematics
Second session (3.45 p.m. – 4.45 p.m.)	Science	Mother Tongue Language

- P5 remediation will start on 17 January 2022, Monday
- Consent Forms to be sent out this week
- To be returned to Form Teachers by 14 January 2022, Friday



P5 Highlights

- Start It Right (S.I.R.) – “Getting to Know Each Other”
- Environmental Project Work (ePW) – “Water Conservation”
- Learning Journey to NeWater Plant (TBC)
- Code for Fun
- Personal Device Learning Programme (PDLP)



P5 Highlights

- Outdoor Adventure Camp
Non-residential (TBC)
- Sexuality Education (P5)
- Education & Career
Guidance (MySkillsFuture)



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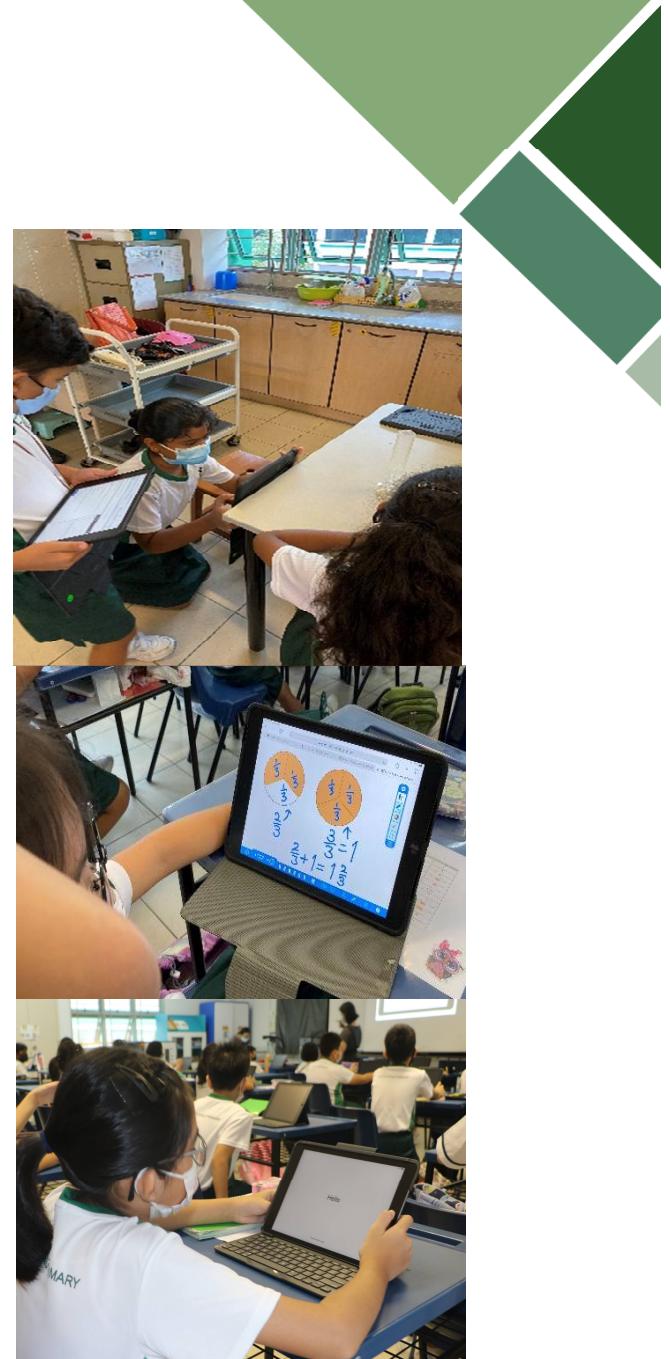
Personal Device Learning Programme (PDLP)



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Learning with PLD

- One of the five primary schools who have piloted with Primary 4 students learning with PLD in 2021.
- The pilot aims to examine the use of PLD in teaching and learning at the primary level, and how it might impact younger students.
- YCKPS will continue to run the programme for Primary 5 students in 2022.



How will my child be learning with the PLD?

Your child will have learning experiences that include

- learning with resources online:
 - e.g. access SLS lessons
- curating digital content and information;
 - e.g. search for credible information online
- connecting and communicating digitally; and
 - e.g. collaborate with classmates on digital platforms
- creating digital products
 - e.g. create videos and posters to communicate ideas



in an **effective, ethical and safe** manner.





When will my child receive a PLD?

Your child will be using a PLD that has been procured by School and will be loaned to your child for lessons during school hours.

We will inform you via Parents Gateway letter and/or hardcopy letter before your child starts to bring the PLD home for learning.

At the end of the year, the loaned PLD must be returned.



What will my child receive?



Your child will receive a **10.2" iPad** and an **integrated keyboard cover**

Front
when folded



Back
when folded





Supporting Students in the Safe and Effective Use of PLD



Overview

Yio Chu Kang Primary School has measures in place to enable a safe and conducive learning environment for students in the use of PLDs for teaching and learning, e.g.

- A. Educating students on Cyber Wellness**
- B. Ensuring a safe learning experience for home and school through the Device Management Application (DMA)**
- C. Establishing good habits to promote responsible use of PLD**



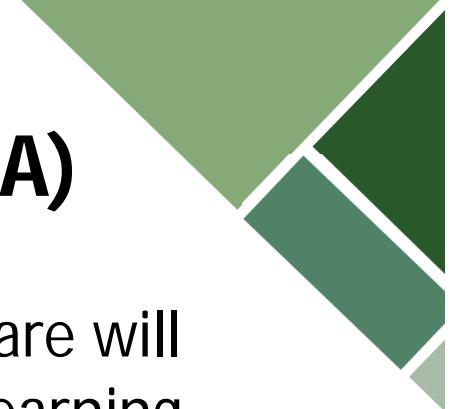
A. Educating students on Cyber Wellness

Resources for Parents

To support you in keeping your child safe online, you may refer to these resources:

- Parent Kit on Cyber Wellness for Your Child (<https://go.gov.sg/moe-cyber-wellness>)
- MOE Cyber Wellness Programme (<https://www.moe.gov.sg/programmes/cyber-wellness/>)
- Media Literacy Council (<https://go.gov.sg/better-internet-sg>)
- National Library's Learning & Information Literacy Resources (<https://sure.nlb.gov.sg/>)
- TOUCH Community Services (<https://help123.sg>)
- MOE Parenting With You on Instagram (@parentingwith.moesg)





B. Device Management Application (DMA)

The Device Management Application (DMA) software will be installed on your child's PLD to provide a safe learning experience for your child, and to prevent misuse of PLD.

The DMA comprises the following components:

- 1. Mobile Device Management Service**
- 2. Classroom Management Service**
- 3. Usage Management Service**





B. Device Management Application (DMA)

In-School DMA Settings

The school will determine DMA settings for **in-school use** that are designed to help students focus on learning in a safe and conducive online environment.

The following DMA settings will be in place as a default:

- MOE and the school will set the level of web content filtering, including filtering out social media sites, pornography, gambling, extremist and violence-related sites
- PLD usage time will be set to <7 a.m. to 9 p.m.>
- The school will determine the apps and programmes to be installed to support teaching and learning



B. Device Management Application (DMA)

After-School DMA Settings

More details on options for alternative DMA settings for after-school use of the DMA will be made available at a later date.



B. Device Management Application (DMA)

The DMA does **NOT** collect any of these data:

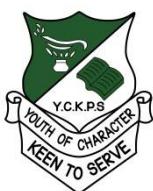
- Login IDs and passwords
- Activities and data (e.g. posts, online comments, shopping cart, etc.) when visiting websites and using apps
- Documents and photos stored in the PLDs
- PLD location
- Webcam videos and microphone recordings



C. Establishing Good Habits and Routines

Students will be taught the following:

1. Routines for before and after class use
 - Distribute iPads Routine
 - Return iPads Routine
2. Care of PLD
 - Storage of PLD in mobile carts when not in use for lessons
 - Handling of PLD (e.g. keep food and drinks away from PLD)
3. Responsible Use of PLD for learning
 - Only go to apps and websites that your teacher tells you to go to.
 - Never take photos/videos in class unless told to do so by teacher.
 - Be a responsible digital learner (e.g. to be kind to others when posting comments online.)





C. Establishing Good Habits and Routines

1. We would like to partner parents to ensure that students are well supported in their use of technology for learning
2. As parents, you can help in the following ways:
 - Model good digital habits for your child.
 - Have conversations with your child about safe and responsible use of technology.
 - Set ground rules for internet use.
 - Navigate the internet together to understand their usage.
 - Ensure that your child takes good care of the PLD.



What if my child damages/loses the PLD?

- In school, there are measures to ensure the safekeeping of devices.
- Report the damage/loss of PLD to school immediately.
- If the PLD is lost, parents will need to make a police report and submit the police report to school.
- If the PLD is damaged, school will look into the incident to determine whether to issue a replacement PLD.





Home-School Partnership

Well-Being, Self-Management & Motivation



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Caring for Well-being



Breakfast

- Most important meal of the day for children with growing bodies and minds.
- Come early to school canteen for breakfast before 7.15am.



Caring for Well-Being

Sleep

- Regular hours and sufficient sleep necessary for healthy growth of children
- “No Screen Time”- 1 hour before bedtime because brain would be too active and quality of sleep affected



Caring for Well-Being

Limit Use of Electronic Gadgets

Monitor
Your Kid's
Online
Activity



- Excessive use of electronic gadgets is **addictive**
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**



Caring for Well-Being

Official (Closed) / Non-Sensitive

Bonding Time with Children

- Research has shown that healthy parent-children relationships leads to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem
- **We have a happy child in the end**
- Spend time now before they go to secondary school



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An example for Self-Management

“Work out a weekly time-table planner”

- Write down weekly learning goals by subjects
- Plan for efficient use of time

YIO CHU KANG Primary School
My Weekly Study Time-Table Planner

Subjects	Areas of Improvement / Topics to Learn or Revise
ENGLISH	
MATHEMATICS	
SCIENCE	
MOTHER TONGUE	

Name: _____ Class: P _____ Date: _____
For this week, I promise to _____

Figure: Sample of weekly time-table planner

YIO CHU KANG Primary School
My Hourly Timetable

Date/Time	M_/_I	T_/_I	W_/_I	T_/_I	F_/_I	S_/_I	S_/_I
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							

English (United States)



Guiding towards Effective Motivation & Self-Management

- Have a talk with your child about his/her goals or dreams (e.g. Choice of Secondary School, pursuing a sport/hobby/occupation)
- Discuss the reasons for the choice of the goals or dreams
- Explore together the ways to get to his/her goals
- Work out a plan of action with a time line towards the goals



An example for Self-Motivation

“Explore Together: *Myskillsfuture Portal*”

- Find out educational pathways & career choices
- Research for Secondary Schools of Choice

The screenshot shows the homepage of the MySkillsFuture portal. At the top, there is a navigation bar with links for About, Career Quest, World of Work, Education Guide, Help, Feedback, and Login. Below the navigation bar, there is a large image of four students (three girls and one boy) working together on a project with colorful blocks. Overlaid on this image is the text "About MySkillsFuture" and a play button icon. To the right of the image, there is a sidebar with sections for "What's new", "Events", and "Useful links". The "What's new" section contains several bullet points about various educational pathways and opportunities, such as the Singapore Youth Flying Club internship programme and the Arts pathway. There is also a small circular profile picture of a woman.





Vaccination



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Vaccination Info

- Updating of vaccination details to Form Teachers.
- Avoid strenuous physical activities during school hours for 14 days after each vaccination.





Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author



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THANK YOU!



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