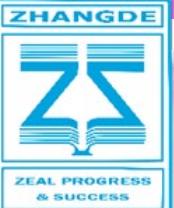




# P2 Parents Engagement Session

Friday, 10<sup>th</sup> January 2025

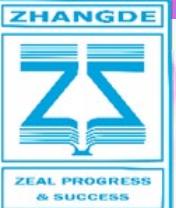


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# Curriculum Matters



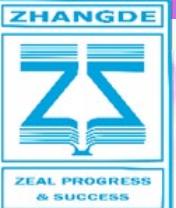
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# English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader



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# Areas of Language Learning

- Listening and Viewing
- Speaking and Representing
- Reading and Viewing
- Writing and Representing
- Grammar
- Vocabulary

# Strategies in STELLAR® 2.0 For P2

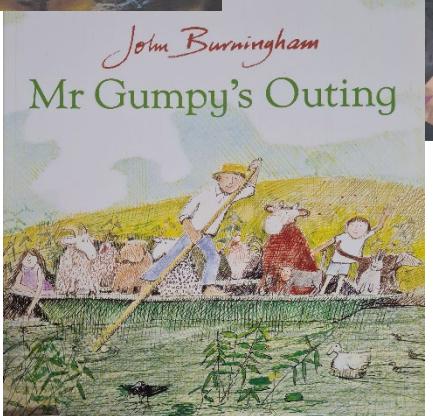
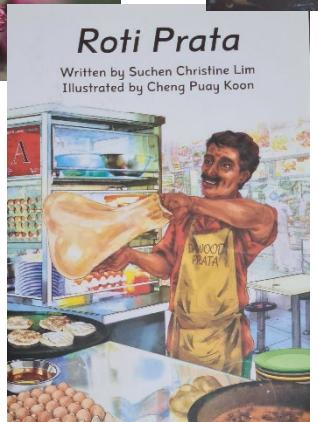
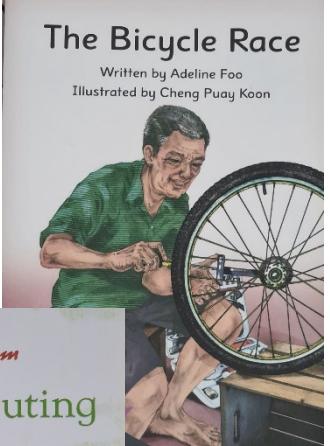
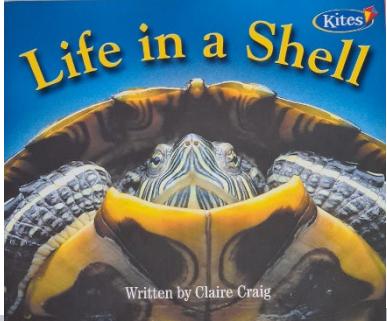
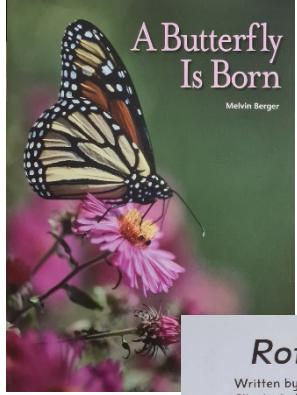


Language Area	Strategy	
Reading & Viewing	<ul style="list-style-type: none"><li>• Shared Book Approach (SBA)</li><li>• Explicit instruction of Reading Comprehension</li><li>• Reading for Pleasure (through Extensive Reading)</li></ul>	Think Aloud
Writing & Representing	<ul style="list-style-type: none"><li>• Modified Language Experience Approach (MLEA)</li><li>• Guided Writing</li></ul>	
Oracy	<ul style="list-style-type: none"><li>• Weaved in areas of language learning</li><li>• Explicit Instruction</li></ul>	
Vocabulary	<ul style="list-style-type: none"><li>• Taught in context</li></ul>	
Grammar	<ul style="list-style-type: none"><li>• Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)</li></ul>	

# STELLAR

Strategies for English Language Learning and Reading

## Shared Book Approach (SBA)



## Modified Language Experience Approach (MLEA) / Guided Writing



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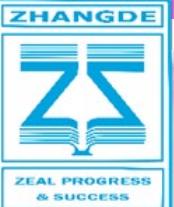


# STELLAR

Strategies for English Language Learning and Reading

## Differentiated Focus Lessons (DFLs)

- Word Study Lessons
- Word Identification Activities
- Extensive Reading periods
- Choice of activities: extension activities/ SLS lessons
- Learning Centres

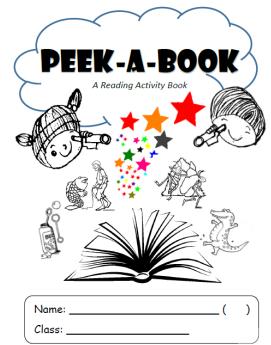


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# EL Programmes

- Read @ ZPS
  - Collaboration with National Library Board
  - Provision of Class Library Books & Library Period
  - Storytelling by Teachers
  - Peek-A-Book Activity Book
- English Language Week
- Learning Support Programme (for selected students)

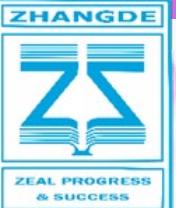




# How We Monitor Students' Learning

- Daily work (e.g. learning sheets) [No EL Textbook or Workbook]
- Observations during lessons
- A variety of tasks targeting at different language skills (e.g. Sound Discrimination, Running Record/Reading Aloud, Show-and-Tell, Language Use & Comprehension, Writing activities)
- Spelling (Once a week, starting from Term 1 Week 3)

**Spelling Day : Wednesday**



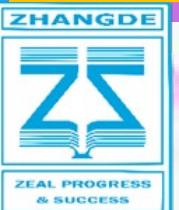
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# Learning Outcomes for English Language



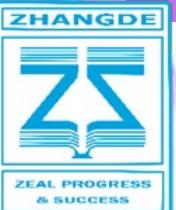
Listening	<ul style="list-style-type: none"><li>○ Listen attentively and identify relevant information.</li></ul>
Speaking	<ul style="list-style-type: none"><li>○ Speak clearly to express their thoughts, feelings and ideas.</li><li>○ Build on others' ideas in the conversations or discussions respectfully.</li></ul>
Reading	<ul style="list-style-type: none"><li>○ Read multi-syllabic words accurately.</li><li>○ Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li><li>○ Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.</li></ul>
Writing	<ul style="list-style-type: none"><li>○ Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</li><li>○ Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.</li></ul>





# What Parents Can Do to Help

- Get your child to **READ WIDELY AND EXTENSIVELY**  
e.g. story books, magazines, newspaper articles  
and other materials
- **Provide exposure** to listening, speaking, reading  
and writing opportunities and activities
- **Role models** – Read with them, write notes and  
messages to your child using standard English

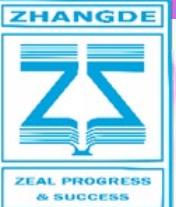




# What Parents Can Do to Help

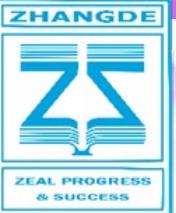
Encourage your child to :

- **use Standard English in both writing and speaking.**
- **use the EL strategies** (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- **write neatly and legibly**
- **use a dictionary** to learn meaning and pronunciation of new words and how to use them appropriately in context
- **learn spelling / dictation well**





# Mathematics



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# Mathematics Curriculum

## Primary 2

### Primary 1

Numbers & Algebra

Whole Numbers

Money

Measurement & Geometry

Length

Time

2D Shapes

Statistics

Picture Graphs

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

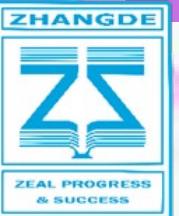
Time

2D Shapes

3D Shapes

Statistics

Picture Graphs with scales



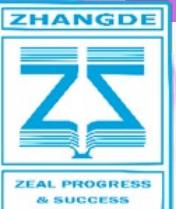
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# Areas of Concern from P1 to P2

- Understanding of **concepts** and application of **skills** eg
  - **Whole Numbers**
    - **Factual Fluency** - rapid recall of facts e.g. addition/subtraction/multiplication/division facts
    - **Procedural Fluency** – able to carry out mathematical procedures accurately e.g. ***addition/subtraction with regrouping***
    - **Solving Word Problems** – use of part-whole or comparison model
  - **Money**
    - Make up a given amount of money in different ways
    - Add, subtract and make change in shopping
    - Solving Word Problems
  - **Measurement – Length**
    - Reading of scales
    - Estimation
    - Solving Word Problems



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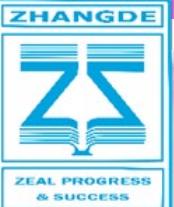
# Mathematics Teaching & Learning Resources

Topical  
Learning  
Sheets

Problem  
Solving  
Heuristics

SLS/Koobits

Textbook & Practice book





# Koobits (<https://www.koobits.com/>)



## Video Lesson

Video tutorials to help your child learn through visualisation. Because we learn best by seeing.

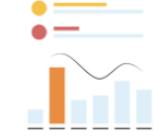
LEARN MORE →



## Fun Experience

Customized learning experience integrated with fun, engaging activities. Because we learn best when we are motivated.

LEARN MORE →



## Detect Weakness

Identify your child's strengths and weaknesses easily with a real-time dashboard. Because data makes learning more efficient.

LEARN MORE →

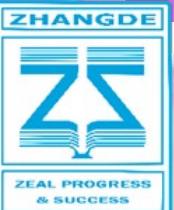


## Learn with the best

Learn with the global community of advanced Math learners. Because learning with the best makes us better.

LEARN MORE →

② Help



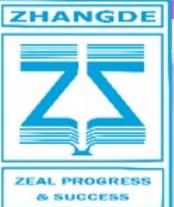
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# Mathematics Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
<b>Review 1</b>	<b>Review 2</b>	<b>Review 3</b>	<b>Review 4</b>
Performance Task	Performance Task		





# Presentation of Equations and Workings

- Write **equations horizontally** and **answer statement** for each step, with the **correct units** (e.g. cm, kg).
- Statement or label for each step to be written.
- Working is to be shown in the **working column** on the **right-hand side**.
- **Digits** are to be **aligned** according to their place value.
- Show the **process/method** in arriving at the answer clearly.

a)  $14 + 16 = 30$

There are 30 green and red apples in each bag.

b)  $30 \times 4 = 120$

There are 120 apples in 4 bags.

Working

$$\begin{array}{r} 14 & 30 \\ + 16 & \times 4 \\ \hline 30 & 120 \end{array}$$

# How can I help my child?



## Monitor

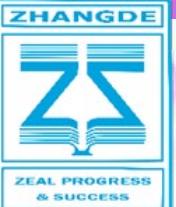
- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

## Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
  - Shopping/Budgeting (Estimation/Money)
  - Advertisements/receipts (Whole Numbers/Money)
  - Recipes (Measurement)
  - TV programme schedules (Time/Duration)
- Ask them to explain their thinking and reasoning

## Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (**Understand-Plan-Do-Check**)
- Ensure clear mathematical presentation and notation is used
- Practise factual fluency



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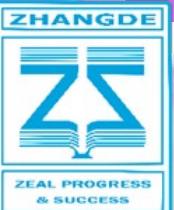
# Mathematics Programmes @ Zhangde

- ❖ Learn to solve problems using different heuristics
- ❖ Learning Experiences e.g. Math Activities

For selected students:

- ❖ LSM
- ❖ Math Remedial lessons

QUESTION  
TIME

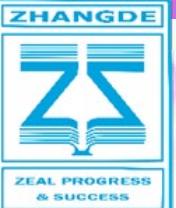


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# Mother Tongue Languages (MTL)



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# 3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

## Communication

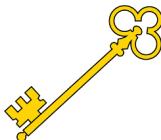
- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

## Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

## Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.



The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

**ACTIVE LEARNERS, PROFICIENT USERS**



# Curriculum Overall Goals

## Language Ability

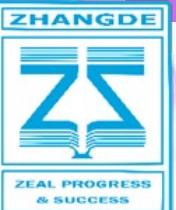


## Civic Literacy & Cultural Awareness

Values  
Culture  
Local Culture  
Cross Culture

## General Ability

Thinking Skills  
Learning Skills  
Social Emotional Learning  
Communication, Collaboration & Information Skills



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# Teaching and Learning Process

## SUMMATIVE



## FORMATIVE



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## Guide

### Language Skills

- Listening
- Speaking
- Reading
- Writing
- Spoken Interaction
- Written Interaction

## Learn

## Assess

## Apply

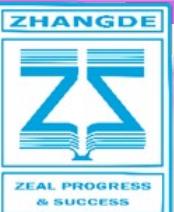
## Practice

### Civic Literacy & Cultural Awareness

- Values
- Culture
- Local Culture
- Cross Culture

### General Ability

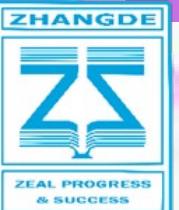
- Thinking Skills
- Learning Skills
- Social Emotional Learning
- Communication, Collaboration & Information Skills





# What is Covered in P2?

Chinese Language	Malay Language	Tamil Language
1. Word Recognition & Pronunciation		
2. Speaking – Show & Tell, Picture Description		
3. Listening Comprehension & Instruction		
4. Reading Short Passage		
5. Simple Sentence Structure		
6. Writing Simple Sentence		
7. Hanyu Pinyin		7. Tamil Alphabet
8. Character & strokes		8. Forming Words
9. Word Structure		

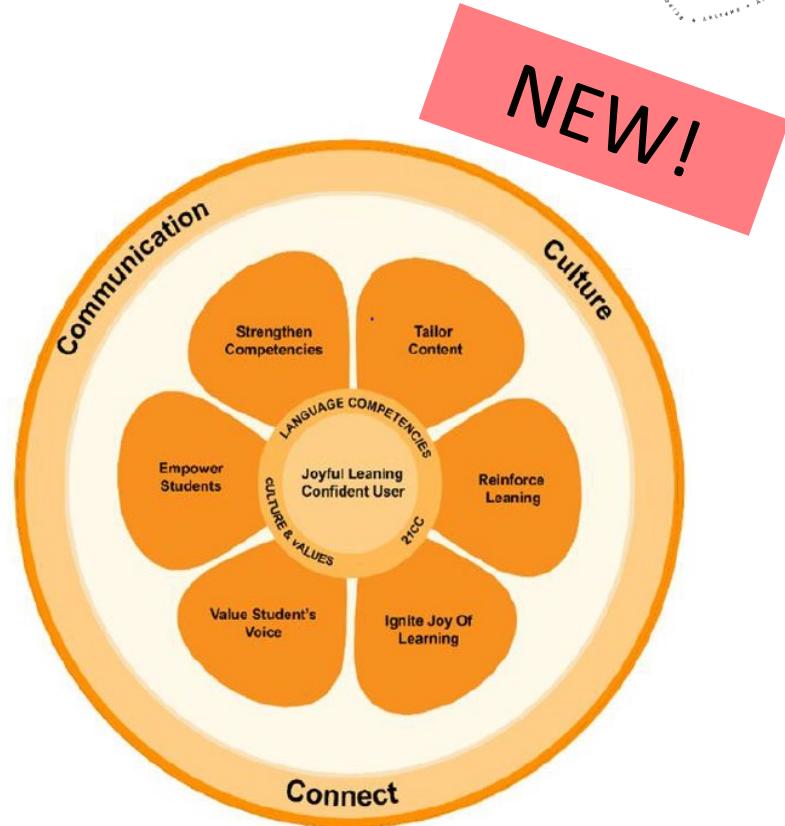




# 2024 Primary Mother Tongue Languages (MTL) Curriculum

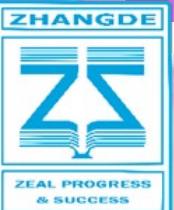
1. The 2024 New Primary MTL Curriculum **built on the strengths of the 2015 curriculum.**
2. The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

**NEW!**



## Joyful Learning, Confident User

2024 New Primary MTL Curriculum Framework

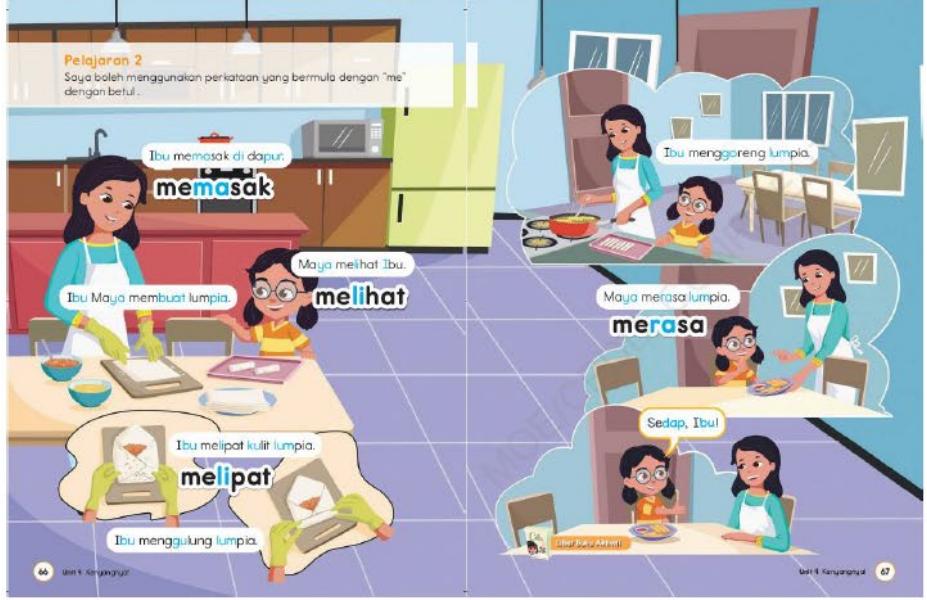


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# Key Feature #1

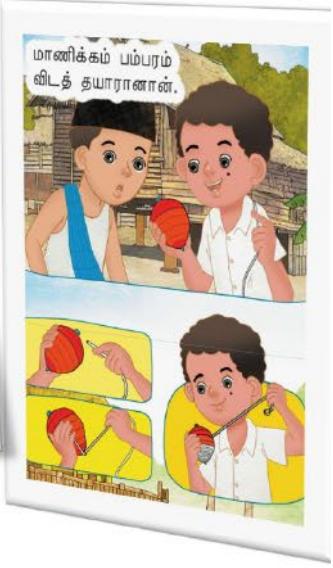
## Greater emphasis on 21st century competencies



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)

4

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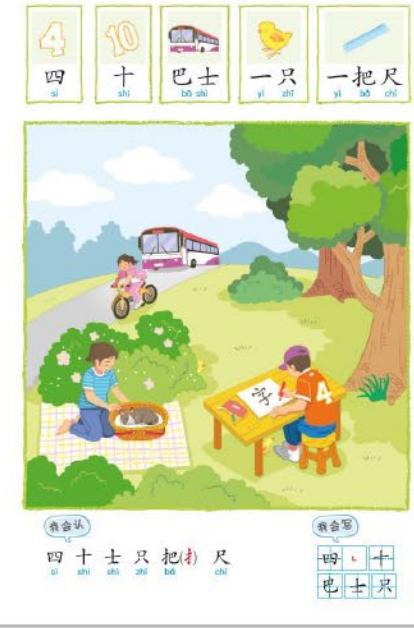
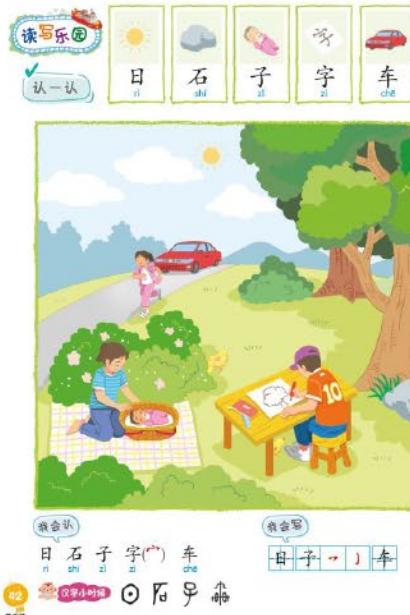
## Key Feature #2

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 experiences



### Printed Resource: Spot the Difference Game

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

# Key Feature #3

## Authentic contexts and materials



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



Textbook

- 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.

6

## Key Feature #3

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

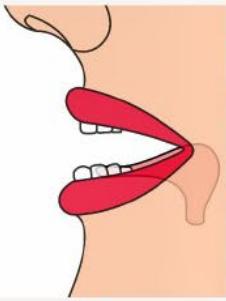
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## Key Feature #4

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



8



### 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

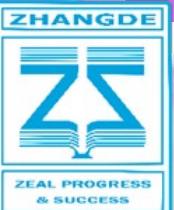


# Offering of Higher Mother Tongue Language (HMTL) at P3

HMTL has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

**To further strengthen the learning of MTL from an early age, Zhangde is offering HMTL across the 3 official MTLs from P3 onwards starting 2022.**

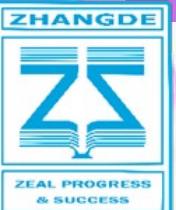
This is to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.





# Offering of Higher Mother Tongue Language (HMTL) at P3

- Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**
- To truly benefit from the P3/P4 HMTL curriculum, student should offer HMTL for at least two years to ascertain his/her ability to cope with it.
- MOE recommends 2 additional periods per week. These 2 additional periods will be conducted on every Monday, 2.30pm-3.30pm.



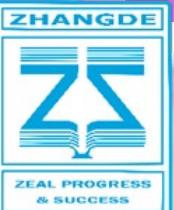
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# Selection Criteria for P3 HMTL

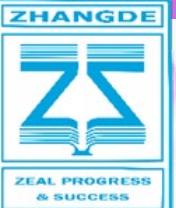
1. The school will use a set of qualitative descriptors (QDs) based on the **P2 Mother Tongue Languages Learning Outcomes** to determine students' MTL proficiency. Students offering HMTL at P3 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.
2. **Evidence of students' performance gathered throughout the year** through checkpoints such as on-going assessments or alternative assessments will be used to further provide information on students' learning progress and inclination.
3. **Teachers' feedback and observations** of student's learning during class discussions, class work and homework will be used as additional information to cover a whole range of performance.





# Offering of HMTL

- Students who meet the selection criteria **will be offered** HMTL at the end of the academic year.
- Students who are not selected can still be offered HMTL at P5.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.



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# Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

**Literary-based text.** Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

**Exposure to higher-order thinking exercises** e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

**Creative and fun-filled activities and games to teach language and cultural knowledge.** To sustain interest and extend knowledge.

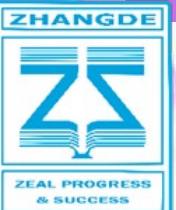


# How would assessment look like for HMTL at P3 and P4 level?



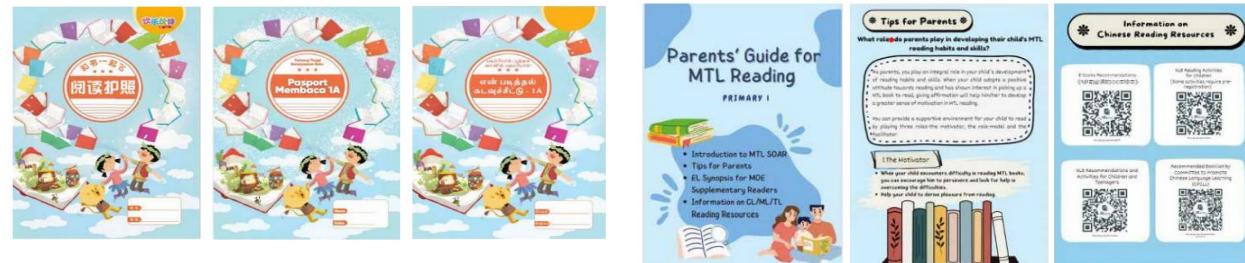
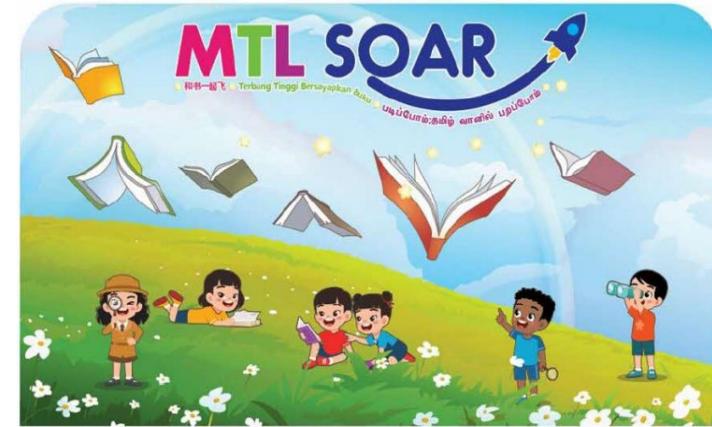
HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

Student's progress in HMTL will be reflected in the Holistic Development Profile.



# P2 MTL Programmes

- SOAR Reading Programme
  - ✓ Class Reading period- 1 period weekly for reading and related activities
  - ✓ Use of Small Readers- in sync with the new primary MTL curriculum.
  - ✓ Supplementary Readings



- P2 Cultural Camp (Experiential Learning )





# Language & Cultural Exposure

## Mother Tongue Fortnight

Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.



# Supporting your child in MTL Learning

- Tips for Parents (*video launching in Jan 2024*)



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)



Supporting Your Child Through the Primary 1 Journey



Parenting  
Resources

A screenshot of the Parents Gateway website. The header includes the logo "P9 Parents Gateway" and a navigation bar with "Learning" selected. Below the header, there are two main news items. The first item is titled "The Yam Porridge 《芋头粥》" with the subtitle "What does this little boy eat when one of his milk teeth is falling off?". The second item is titled "Learn Together with Joji-Fruits (Belajar Bersama Joji-Buah-Buahan)" with the subtitle "Introduces fruits to young children in Malay." At the bottom of the page are standard browser navigation buttons.

# Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books



# Tips for Parents

- **Interact** with and **verbalise** your child's thoughts in MTL regularly.
- **Cultivate** a reading habit, read MTL storybooks. Get your child to **READ WIDELY AND EXTENSIVELY**. e.g. story books, magazines, newspaper articles and other materials
- **Play** language games with your child to make learning of MTL fun for him/her.
- **Sing** along with your child or **watch** quality TV programmes together or **listen** to MTL music/radio programme/podcasts
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- **Expose** your child to MTL culture regularly.

