

P2 Parents Engagement Session

Saturday, 22 January 2022







Curriculum & Assessment







English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader







Areas of Language Learning

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







Strategies in STELL For P2



| Language Area | Strategy | | | |
|-------------------|---|--|--|--|
| Reading & Viewing | Shared Book Approach (SBA) Explicit instruction of Reading Comprehension Reading for Pleasure (through Extensive Reading) | | | |
| IVVriting & | Modified Language Experience Approach (MLEA)Guided Writing | | | |
| Oracy | Weaved in areas of language learningExplicit Instruction | | | |
| Vocabulary | Taught in context | | | |
| Grammar | Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production) | | | |

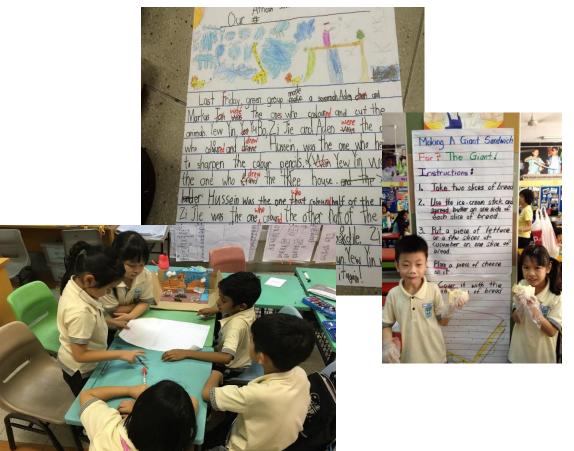
STELLAR

Strategies for English Language Learning and Reading

Shared Book Approach (SBA)



Modified Language Experience Approach (MLEA) / Guided Writing











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

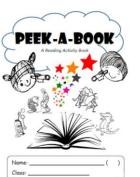






EL Programmes

- Read @ ZPS
 - Subscription to EL magazines Storybox
 - Collaboration with National Library Board
 - Provision of Class Library Books
 - Storytelling by Teachers
 - Peek-A-Book Activity Book
- English Language Week
- ICT platforms: Moo-O
- Learning Support Programme















- 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:







Learning Outcomes for English Language



Listening

Listen attentively and identify relevant information.

Speaking

- Speak clearly to express their thoughts, feelings and ideas.
- Build on others' ideas in the conversations or discussions respectfully.

Reading

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- 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.

Writing

- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.





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 model 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





Aims of Primary Mathematics Curriculum



To enable all students to:

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to **problem-solving**;
- build confidence and foster interest in mathematics.







Features in the P2 Mathematics Textbook



Chapter Opener & QR Code

Link to the

Learning Space

(SLS) activities

to reinforce

learning.

Student

Make connection to the real-world; and get students to share their prior knowledge.

Learning Task & Let's Try

Worked example and a practice question for each concept.

Mathematics Around Us

Make learning relevant by making connections between what was learnt to real-world.

→ Thinking Aloud →

Provide opportunities for students to reason, think creatively and critically.

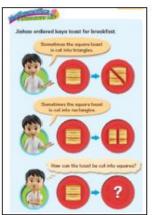
What Have I Learnt?

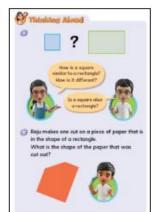
Provide a summary of concepts and skills in the chapter.

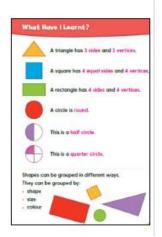
Link to SLS activities for self-directed learning.















Mathematics Curriculum



Primary 1

Primary 2

Numbers & Algebra

Numbers up to 100

Addition & Subtraction

Multiplication & Division

Money

Measurement & Geometry

Length

Time

2D Shapes **Statistics**

Picture Graphs Numbers & Algebra

Numbers up to1000

Addition & Subtraction

Multiplication & Division (Tables of 2,3,4,5,10)

Money

Fractions

Measurement & Geometry

Length, Mass, Volume

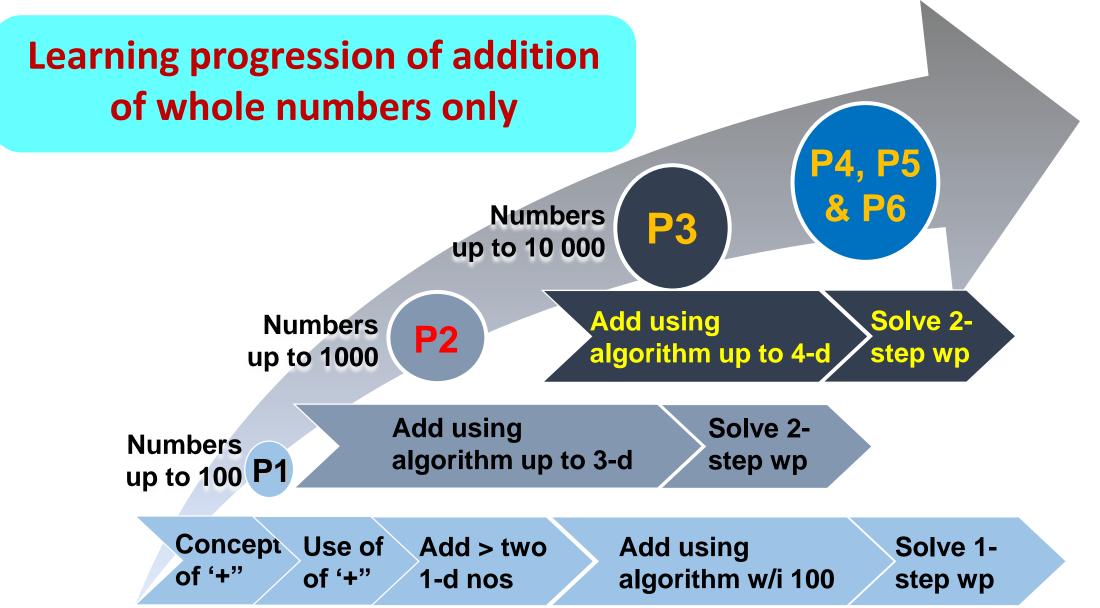
Time

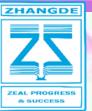
2D & 3D Shapes Statistics

Picture
Graphs with
Scales











Mathematics Teaching & Learning Resources

GIVER'S

Topical Worksheets

Problem Solving Heuristics

Practice Papers

SLS/Koobits

Textbook & Workbook





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 →









Teaching Approach



Learning by Doing

<u>Concrete- Pictorial-</u> <u>Abstract</u>

(C-P-A) Approach

Learning by Interacting



Providing learning experiences

Practice and Review







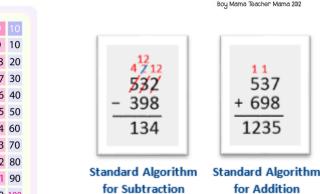


9+5-14

- Develop Factual Fluency mastery of basic math facts
- Support learning
- Build confidence.

- Addition and subtraction facts withir
- Multiplication and Division facts
 (2, 3, 4, 5 & 10 times table)

| Χ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |



Addition Fact Sheet

7+3-10

9+3-12

2+2=4

5+2=7

7+2-9

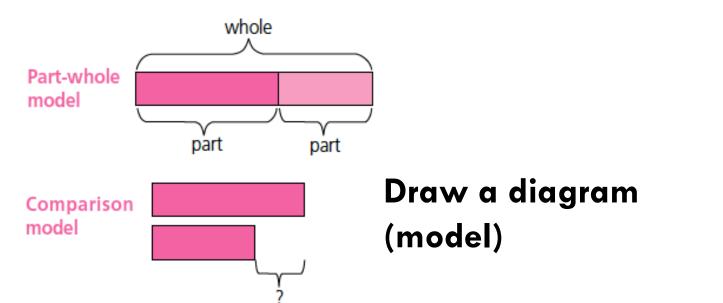


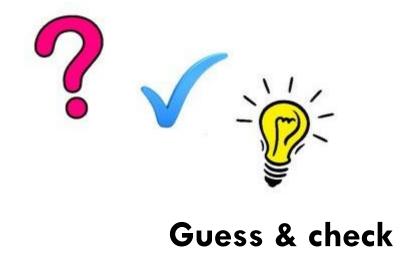


Focus Areas



Develop problem solving heuristics





1000, 997, 994, 991, 988, 985

Look for a pattern

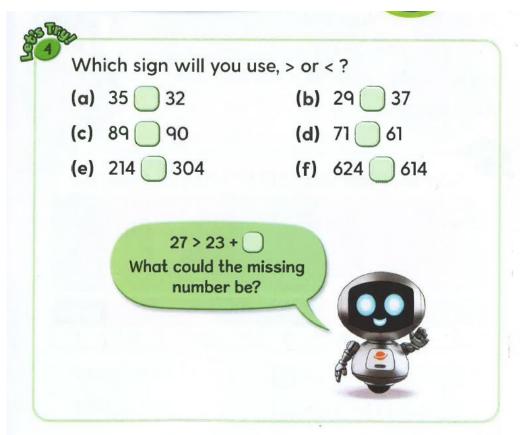


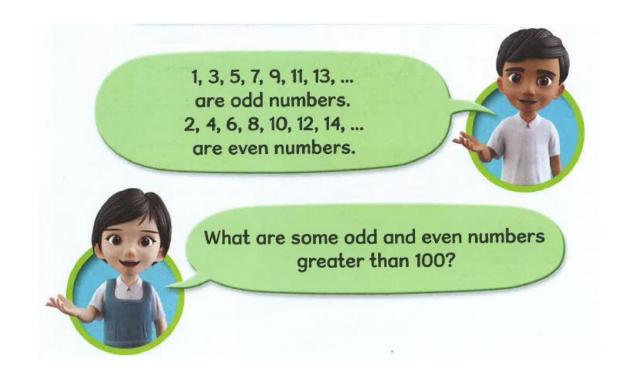


Focus Areas



Foster mathematical reasoning and communication.









Presentation of Equations and Workings (Word Problems)



- 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 clearly the process/method in arriving at the answer.

| Working |
|---------|
| 14 |
| + 16 |
| 30 |



Highlights







Math Games

Math Hands-on activities







Assessment

GIVERS

How do we check our students' learning?

- Class Discussions
- In-class Work
- Homework
- Termly Review
- Performance Tasks
- Diagnostic Tests









P2 Learning Outcomes for Mathematics



| 1 | Understand numbers up to thousand. | | | | | |
|---|---|--|--|--|--|--|
| 2 | Solve mathematical problems involving addition and subtraction. | | | | | |
| 3 | Multiply and divide numbers within multiplication tables. | | | | | |
| 4 | Identify, name, describe and sort shapes and objects. | | | | | |
| 5 | Tell time to the minute. | | | | | |
| 6 | Compare and order objects by length, mass, or volume. | | | | | |
| 7 | Read and interpret picture graphs with scales. | | | | | |
| 8 | Understand fractions | | | | | |



How can I help my child?



| | | in the state of th |
|--|--|--|
| Monitor | Encourage | Partner |
| Ensure homework is completed Establish regular and consistent practice Be aware of progress and challenges | Cultivate a positive learning attitude & growth mindset Show applications and connections of mathematics in everyday life Estimation, shopping Number pattern & sequences e.g. lift, buildings Time e.g. duration of TV programmes Shapes Ask them to explain their thinking | Use correct mathematical language – e.g. regroup Explore alternative strategies and solutions Use Polya's problem solving approach (Understand-Plan-Do-Check) Ensure clear mathematical presentation and notation Practise factual fluency |



Learning School • G





Mother Tongue Languages (MTL)





Objectives of Learning MTL



Culture

 Understand & develop our unique identity through deeper appreciation of culture, traditions & history

Communication

- Valuable skill for life and work
- Ability to communicate in MTL gives Singaporeans a competitive edge

Connection

 Able to connect with communities across Asia and the people who speak that language









What will my child be learning at Zhangde?





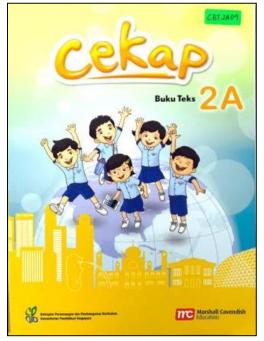
MTL P2 Curriculum



Language Skills

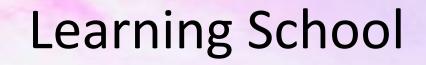
- Listening Skill
- Speaking Skill
- Reading Skill
- Writing Skill
- Spoken Interaction Skill
- Written Interaction
 Skill













MTL P2 Teaching Resources



Teaching & Learning in classroom

Teaching Learning Printed Materials

ICT Resources

Games Tool Kit

Printed Materials

ICT Resources

Textbook, Activity Book, Big Book, Small Book, Reading Card, Picture Card

Video, Audio, Song, Reading Material, Interactive Game, Interactive Book

Board Game, Grammar Card, 'Values' Card, Picture Card

Small Book, Activity Book

Interactive Game, Post-Reading





What is Covered in P2?

| 22.000.00 | *** ₂ |
|-----------|---------------------|
| 3 | |
| | *** |
| | /10- |
| 1 | LVEN |
| | CD3e |
| ~ ~ | la X |
| 3. | |
| * | Anteres . Arthurner |
| *** | |
| 3, | TACEAN. |

| 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. | 5. Simple Sentence Structure | | | | |
| | 6. Writing Simple Sentence | | | | | |
| 7. | Hanyu Pinyin | | | 7. | Tamil Alphabet | |
| 8. | Character & strokes | | | 8. | Forming Words | |
| 9. | Word Structur | е | | | | |



Learning School • GIVE



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.





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

- GIVER'S
- There is no appeal for students who are not selected to offer HMTL at P3 if the MTL in P1 and P2 are not consistent.
- Students can still be offered HMTL at P5 even if they are not taking it at P3 and P4.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.



Language & Cultural Exposure



Mother Tongue Fortnight

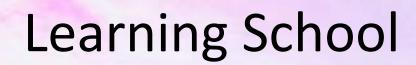
Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.



















- Interact with and verbalise your child's thoughts in MTL daily.
- Cultivate a reading habit through MTL storybooks.
- 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.
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- Expose your child to MTL culture regularly.







Assessment





Holistic Assessment (HA)



- Focus on Formative Assessments and Non-Weighted Assessments (Refer to the HA Plan)
- Parents will receive your child's HA portfolio termly and the progress report on the LOs in the HDP at the end of May and November.





Holistic Assessment Plan (HA) Semester 1 & 2



ENGLISH LANGUAGE

| Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
| Reading Skill: | Listening & Speaking | Reading Skill: | Writing Skill: |
| Reading Aloud | Skill: | Reading Aloud | Writing Activity |
| | Sound | | (Individual Writing) |
| Language Use & | Discrimination | Language Use & | |
| Comprehension | Pick & Tell | Comprehension | Language Use & |
| Review 1 | | Review 3 | Comprehension |
| | Language Use & | | Review 4 |
| | Comprehension | | |
| | Review 2 | | |



Learning School



Holistic Assessment Plan (HA) Semester 1 & 2



MATHEMATICS



Learning School



Holistic Assessment Plan (HA) Semester 1 & 2



MOTHER TONGUE LANGUAGE

| Term 1 | Term 2 | Term 3 | Term 4 |
|-------------------------------|---------------------------|-----------------------------------|--|
| Listening Skill: | Speaking & | Reading & Writing | Speaking & Writing |
| Response to | Reading Skills: | Skills: | Skills: |
| listening | Oral Conversation | Reading aloud | Oral Conversation |
| stimulus | Picture | Reading of a | Picture Conversation |
| Picture | Conversation | selected | |
| Matching | | passage/phrases | Review |
| Comprehen | Word/Character | | Sentence/Character |
| sion | Recognition and | Review | construction |
| passage | <u>Pronunciation</u> | Comprehension | Comprehension |
| | • 10 | | |
| | words/characters | | |
| Learning School | | | |

Learning Dispositions (LD)

Teachers will nominate students based on key learning dispositions observed for the Edusave Merit Bursary (EMB) and Good Progress Award (GPA).

| Learning Dispositions | What it means | | |
|------------------------------|---|--|--|
| STAR | ZPS aims for each individual student to illuminate his/her own passions and interests to perform to the best of his/her capacity throughout life. | | |
| Self-directed Learner | Shows enthusiasm in all activities. | | |
| | Has initiative and takes charge of own learning. | | |
| T hinking Learner | The ability to generate alternative ideas and gain new knowledge. | | |
| | Being flexible in thinking, looking at things in different ways and trying new things | | |
| Active Learner | The ability to listen attentively, is immersed in learning and enjoys what he/she does. | | |
| Reflective Learner | The ability to reflect and think about what he/she has done, seen, heard or felt in his/her daily | | |
| | experiences. | | |



Learning School







Primary 2 to Primary 3
Criteria / Considerations

Regrouping of students to the different P3 classes based

- academic (Holistic Bite-Sized Assessments)
- non-academic (Learning Dispositions)





School Vision, Mission, Values & Motto



School Vision:

Learning School ● GIVER3S Heart

School Mission:

To nurture thinking individuals and gracious citizens

School GIVER³S Values:

Graciousness, Integrity, Versatility, Empathy, Responsibility, Respect, Resilience & Sincerity

School Motto:

Zeal Progress Success

STUDENTS THE FOCUS



Learning School •



Home-School Communication Channels



- From The Principal's Desk (Termly) Parents Gateway & School Website
- Parents Gateway Main communication channel for information and consent forms (It is an app. Please download onto your mobile phone)
- School Website: https://zhangdepri.moe.edu.sg/
- Students' Calendar (Termly) Hard Copy & School Website
- GIVER3S Times (Termly) Parents Gateway & School Website





Student Development





Programmes for P2

- Class Breakfast Time!
- You've Got Mail Buddy Writing
- Termly Motivational Sessions Growth Mindset Series
- Class Circle Time
- Values in Action (VIA)
- Student Affirmation
- VP Engagement Session with Students
- Restorative Practice









Parental Support



Please ensure that your child:

- attend school daily and be punctual
- complete all the assigned work with effort and submit them on time
- read extensively
- revise work regularly





Parental Support



- Partner the school in the holistic development of your child.
- Allow your child to attempt the homework on his/her own.
- Encourage your child to approach the teacher if he/she needs help with homework.
- Encourage your child to pack his/her own schoolbag and bring required items to school. If he / she forgets, let him / her face the consequences.
- Recognise your child's small successes beyond academic results.
- Praise your child for his/her efforts, without focusing only on the outcome.





Student Management







STUDENT MANAGEMENT MATTERS

We need your <u>support</u> and <u>cooperation</u> to develop self-discipline in your child.





Discipline Policy – ABC Way



Abide by the School Rules at all times.

Refer to Student Handbook (SH) pages 12 – 14 and Parent Handbook (PH) pages 16-18

- 1. Attendance and Punctuality (SH page 12, PH page 18)
- 2. Zero Tolerance to Bullying and Mobile Phone Policy (SH page 13, PH page 17)
- 3. Items not be brought to school (SH page 12)
- 4. What should your child do when there is a problem.





- It is usual for your child to find himself/herself in some of the situations below at school.
 - Your child having an argument/does not get along with a classmate.
 - One of his/her classmates has been calling him/her names.
 - He/She fell down as one of his/her classmates pushed him/her while playing.
 - One of his/her classmates took his/her things without asking for permission.





- You should tell your child not to retaliate but inform his/her teachers immediately. The teachers will help them to manage the situation.
- Please understand that these incidents will happen. Let us work together to help our young students manage these conflicts.





Attire – Proud to be a Zhangderen!



- Name tags must be attached to the students' school uniform.
- If students do not have their name tags, they are to place an order at the bookshop.
- All students are expected to have their name tags by the end of February 2022. (Refer to SH pages 21-22, PH page 4)





Punctuality



- Punctuality is an important life skill and value that needs to be developed from young.
- Students must be seated in the classrooms by 7.25 a.m.
- National Anthem, Pledge and Announcements start at 7.27 a.m.
- Please ensure that you send your child to school on time.
- Your child's conduct grade will be affected if he/she is late for school (5 times or more in 2 consecutive terms).







What if my child is absent.....



- Please inform school/the Form Teachers through telephone / e-mail / Class Dojo on the day of absence.
- Try to complete whatever work missed and hand in as soon as possible.
- Submit Medical Certificate / Letter to Form Teachers upon return to school.



PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK



- We would like to inform you that photographs/videos of students/parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/achievements together with the names of the students from time to time.
- Please notify the school in writing if you do not wish to grant such permission.





Partnership



The Partnership and Publicity Department would like to find out more about parents' perception on use of Social Media platforms as a form of communication and information with the school.



https://go.gov.sg/zps-partnership-su rvey

https://go.gov.sg/zps-partnership-survey



Learning School









Learning School •

