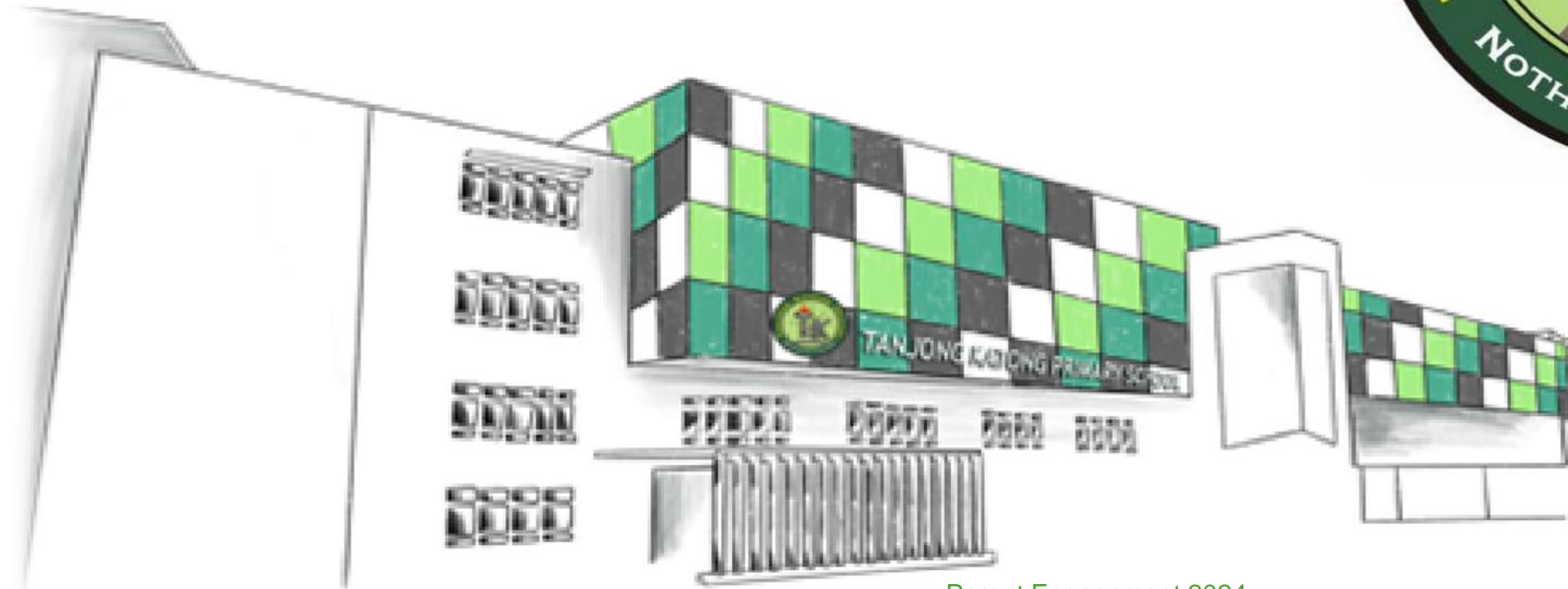


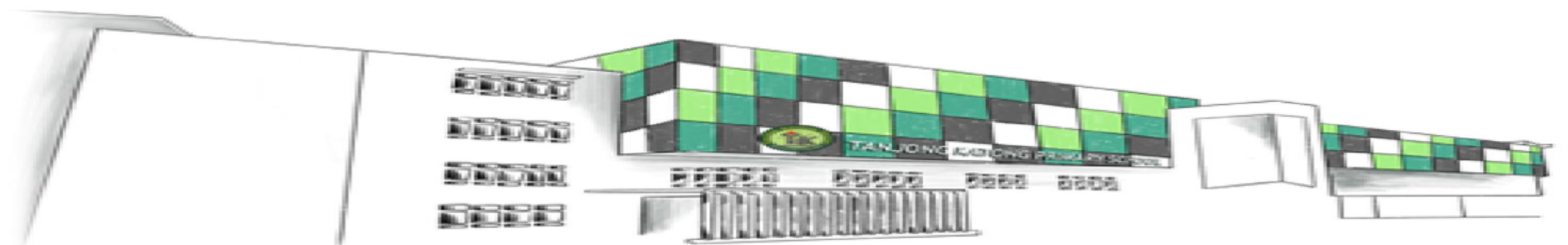
**PARENT ENGAGEMENT 2024**  
**DATE: 3 FEBRUARY 2024**  
**TIME: 10.00 a.m. to 10.45 a.m.**

Dear Parents,  
This session will be recorded.  
Presentation slides will be  
available on the school website  
after today.



Kindly take note:

- One log in device per family.
- Log in with (**Child's name, Class**). E.g. (Tom, 3 Altruism)
- Turn on your video but turn off your mic during the sharing.
- You may ask questions at the end of the sharing. Do speak respectfully.
- Video or audio recording and photography of the Zoom sessions is strictly not permitted.





*Parent Engagement  
2023*

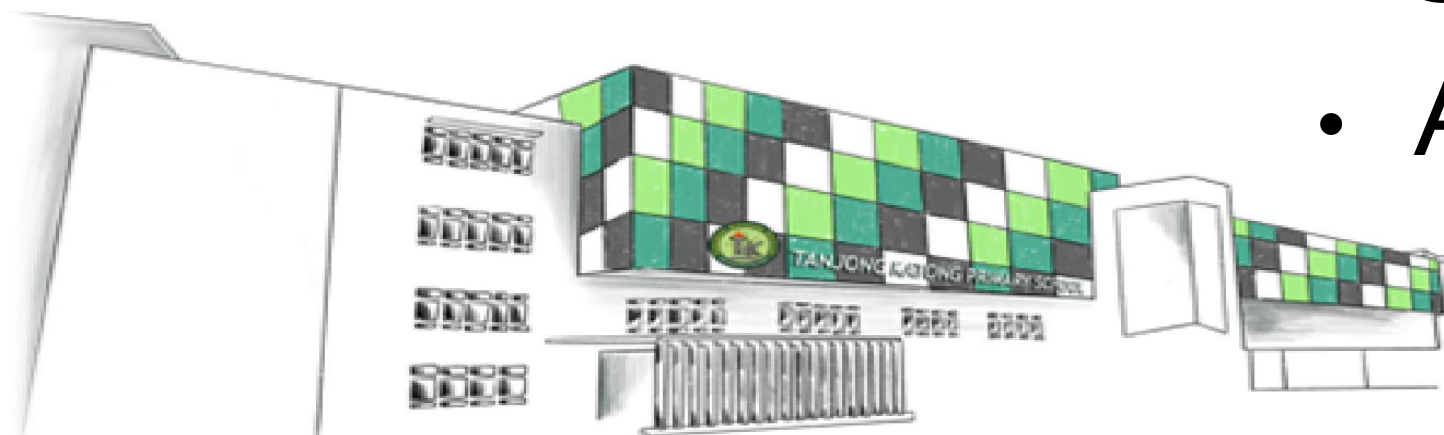
# Form Teacher's Briefing

Primary 3 Altruism



# AGENDA

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





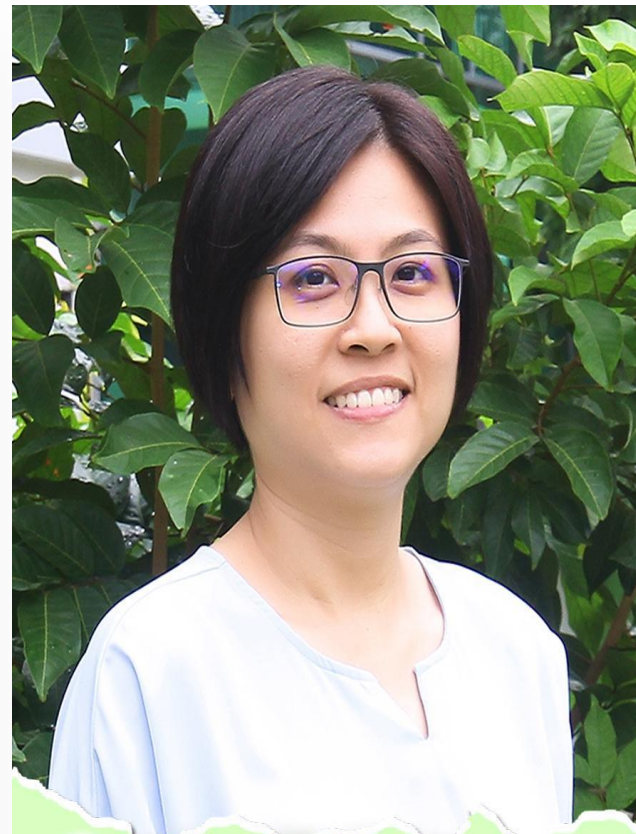
# SCHOOL LEADERS



**Mrs Seah Lay Tin**  
PRINCIPAL



**Mdm Toh Leng Leng**  
VICE-PRINCIPAL



**Miss Ong Chuxian**  
VICE-PRINCIPAL



**Mrs Vijaya Ganesh**  
VICE-PRINCIPAL

(Admin)

# Level Manager & Year Head for Middle Primary



Assistant Year Head (Middle Primary)

**Mdm Aslinda Hamid**

aslinda\_hamid@moe.edu.sg

Level Manager P4

**Ms Kristel Seet**

kristel\_seet@moe.edu.sg



Parent Engagement 2024

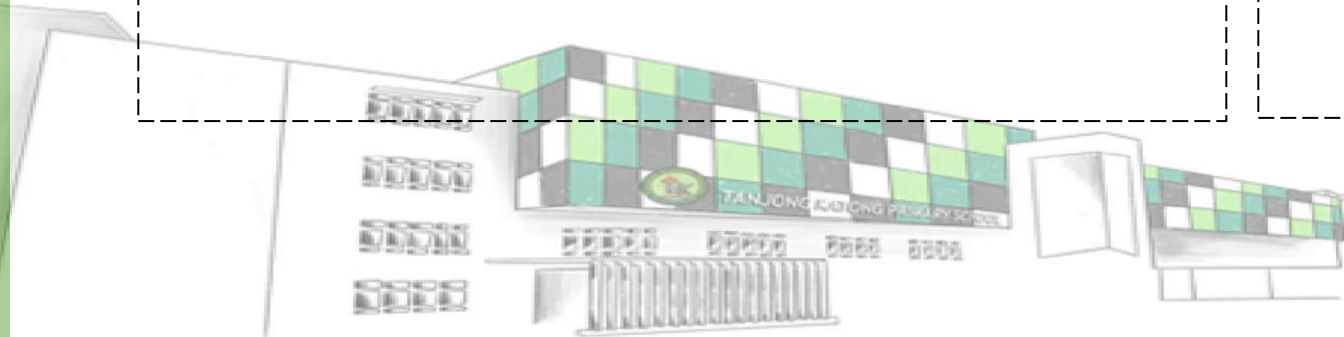


# Form and Subject Teachers



You can find the photos in  
UPBEAT Slides: Know Your School

You can find the photos in  
UPBEAT Slides: Know Your School





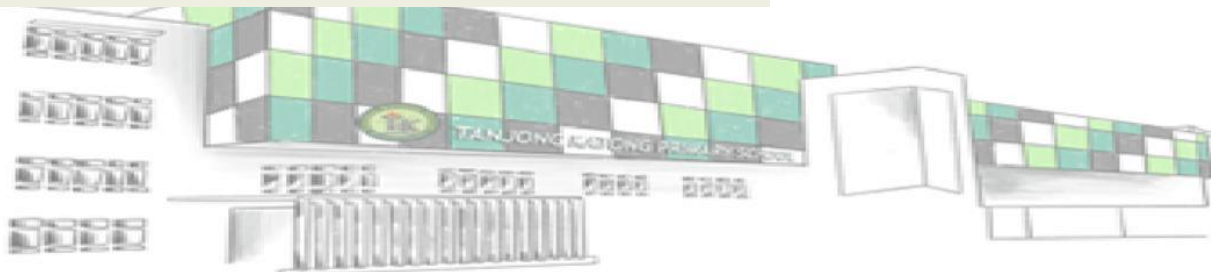
# Our Teaching Belief



You never teach a subject, you  
always teach a child. You teach  
children in a way that they will  
learn, and then things will fall in  
place for them.

—Dorothy Height

I am not teaching Math or English  
I am teaching the child,  
your child  
I am teaching them about what is important  
in life,  
to be the best that they can be,  
to be what they have yet to be.



# Communication - Attendance



- **Punctuality**

- Report to school by 7.30 a.m.

- **Silent Reading**

- Mon to Wed: English story book

- Thurs and Fri: Mother Tongue book (students exempted from MT may read English story book)

- **Absence from School**

- Medical Certificate

- Any other official supporting document

- Parent's letter or email

*\*Wherever possible, inform the Form Teacher of child's absence beforehand*

# Communication



**Ways information is disseminated:**

## **School or Level-Wide**

- 1) Parents' Gateway (Letter of Introduction, Monthly Letters, Year Head Letters, Assessment Letters, etc)

## **Individual**

- 1) Kidz Organiser
- 2) Email / Phone Call

## **Ways to Contact Us:**

- 1) Email or
- 2) Call the school at 63444 728 and leave a message for us to call back





# Communication on Students' Progress ASSESSMENT STRUCTURE



LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
	Weighted Assessment	Weighted Assessment	Weighted Assessment / Preliminary Exam	End-of-Year
PRIMARY 1	No Weighted Assessment (WA) or Semestral Assessment (SA). Formative Assessment (FA) is carried out throughout the year to assess students' progress.			
PRIMARY 2				
PRIMARY 3	10%	10%	10%	70%
PRIMARY 4	10%	10%	10%	70%
PRIMARY 5	10%	10%	10%	70%
PRIMARY 6	No Weighted Assessment (WA) or Semestral Assessment (SA) in Semester 1. Formative Assessment (FA) is carried out to assess students' progress.		Preliminary Exam 100%	-

# Communication on Students' Progress

- **Parent-Teacher-Meeting** (end May 2024 / Mode: To be confirmed)
- **Report Books** returned semesterly
- For more details on assessment (e.g., pro-rating, achievement bands, etc), refer to **Kidz' Organiser** on Pages 15 to 17



# DISCIPLINARY APPROACH



- All students are held to the same disciplinary standards in school.
- Discipline ≠ punishment
- Students with SEN are not free from the consequences of their actions, but may require differentiated consequences.

*What is considered logical or meaningful (i.e. makes sense to the student)?*

## Logical Consequences help students to:

- take responsibility
- develop self-control
- take actions that are likely to result in effective learning and behavioural change

## Punishments may result in students:

- focusing on how badly they are being treated
- having increased anger
- performing inappropriate behaviours behind your back



# TKP ATTIRE (PG 13 - 14)

## TK Attire

### For Boys

#### T-SHIRT

T-shirt must be neatly tucked in

#### NAILS

Nails must be kept short

#### BERMUDAS

Bermudas should be well-fitting

#### SHOES

Black shoes properly laced with black shoelaces



#### HAIR

Hair must not cover the ears or touch the collar, with short sideburns and a short fringe

No dyeing / highlighting of hair

#### SOCKS

Black socks worn must be visible and at least 3cm above the upper lining of the shoes

#### EARS

Simple stud earrings may be worn

#### T-SHIRT

T-shirt must be neatly tucked in

#### CULOTTES

Culottes should be knee length

#### SHOES

Black shoes properly laced with black shoelaces



### For Girls

#### HAIR

Hair must be neat and tidy with a short fringe; long fringe should be secured with dark-green / black hair accessories

No dyeing / highlighting of hair

#### NAILS

Nails must be kept short

#### SOCKS

Black socks worn must be visible and at least 3cm above the upper lining of the shoes

## TK Attire

#### T-SHIRT

T-shirt must be neatly tucked in

#### SHORTS

Shorts should be well-fitting



Wear your uniform neatly.  
It shows that you care!



# EXAMPLES OF ACCEPTABLE HAIRCUT / STYLES



## Our view on mobile devices (Pg 9)

# SCHOOL RULES

PG 8 - 11 OF  
KIDZ ORGANISER



- No electronic devices, mobile phones, smart watches and toys should be brought to school by students without permission from the teacher.
- If a student is caught using his / her mobile phone within the school premises without adhering to the rules, the phone will be taken away by the teacher and given to the General Office for collection by parents.

### Regulate responsible mobile device use

- discuss and agree on mobile phone rules with your child
- rules about what your child can use their phone for, where and when they can use it
- how much they can spend on usage





# Class Routines and Expectations

Class Rules?

Class Theme?

Class Focus?

*E.g. Teaching students to be independent, especially during recess in the canteen. Preparing them to recognise money, take change from stall holders, take care of their wallets etc*



# How Can Parents Help?



- **Organisation Skills**

- Get child to pack school bag according to class timetable
- Check homework file for letters and Kidz Organiser for assignments
- Label all belongings and teach your child to take good care of them

- **Close Monitoring of Work**

- Parents to sign and acknowledge letters, assignments, etc. and return them within 2 school days or according to the date stated.

- **Work Closely with Us**



# LEVEL HIGHLIGHTS

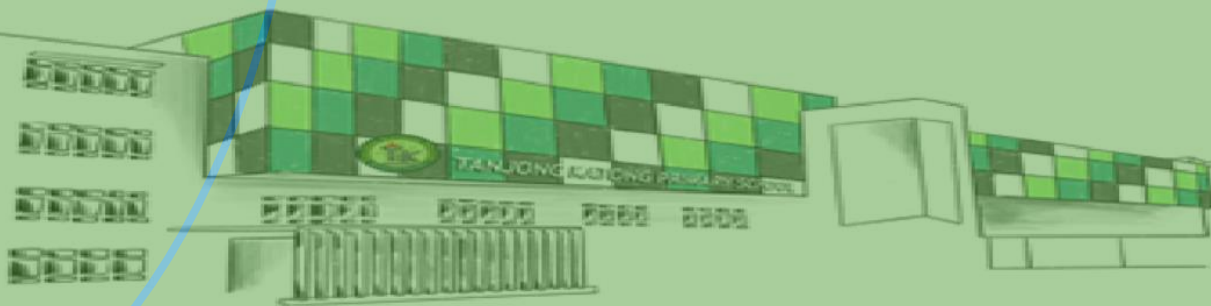


## Semester 1

1. Modular CCA (Face to face)
2. TK Spotlight! (Arts Talent Competition: Optional)
3. Learning Journeys

## Semester 2

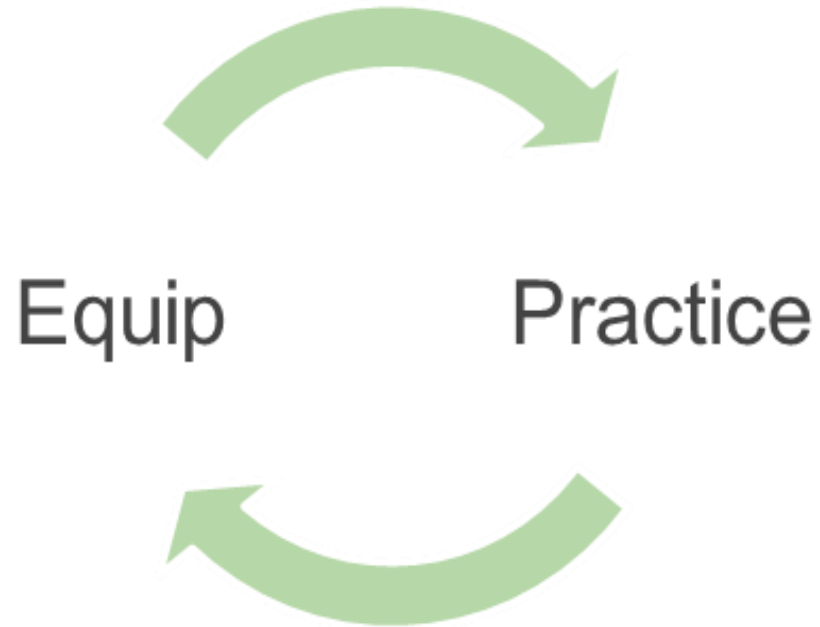
1. MTL Learning Journey
2. PW/VIA
3. Gifted Education Programme Screening Exercise  
– August 2024 (Optional)
4. Swimsafer (Term 3)





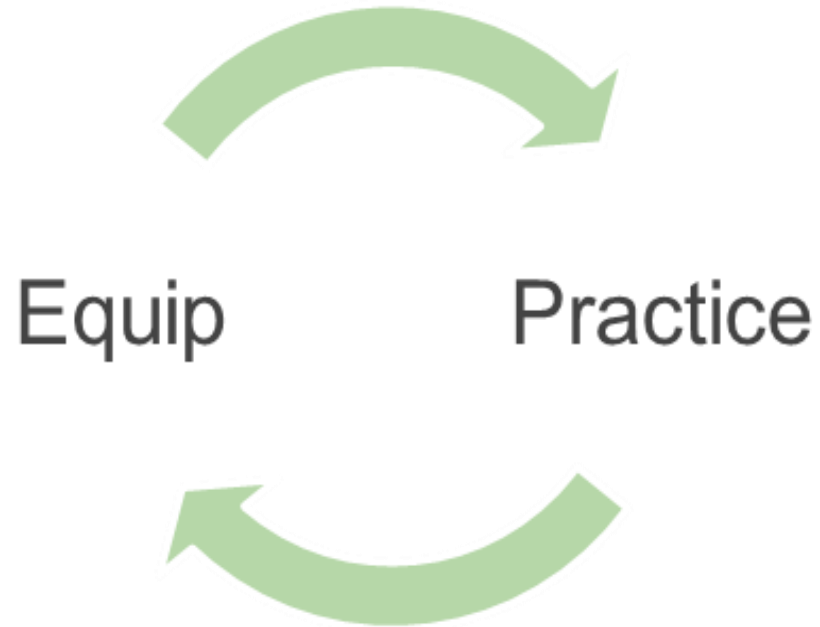


# Character and Citizenship





# Character and Citizenship



CCE Curriculum comprises of:

- Mental Health
- Cyber Wellness
- Family Education
- Values Inculcation
- National Education
- Sexuality Education
- Education and Career Guidance





# Home Periods

Objectives:

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





# Home Periods

## Objectives:

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

## Examples of programmes:

- Form Teacher Guidance Period (FTGP)
- Values-in-Action (VIA)
- Cyberwellness
- Sexuality Education (P5 & P6 only)
- Student Leadership
- Peer-Support (P3 - P6)
- Active Citizens Who Care and Take Action (A.C.T)
- One-To-One Chat
- UPBEAT Friday





# Modular CCA for Primary 3



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

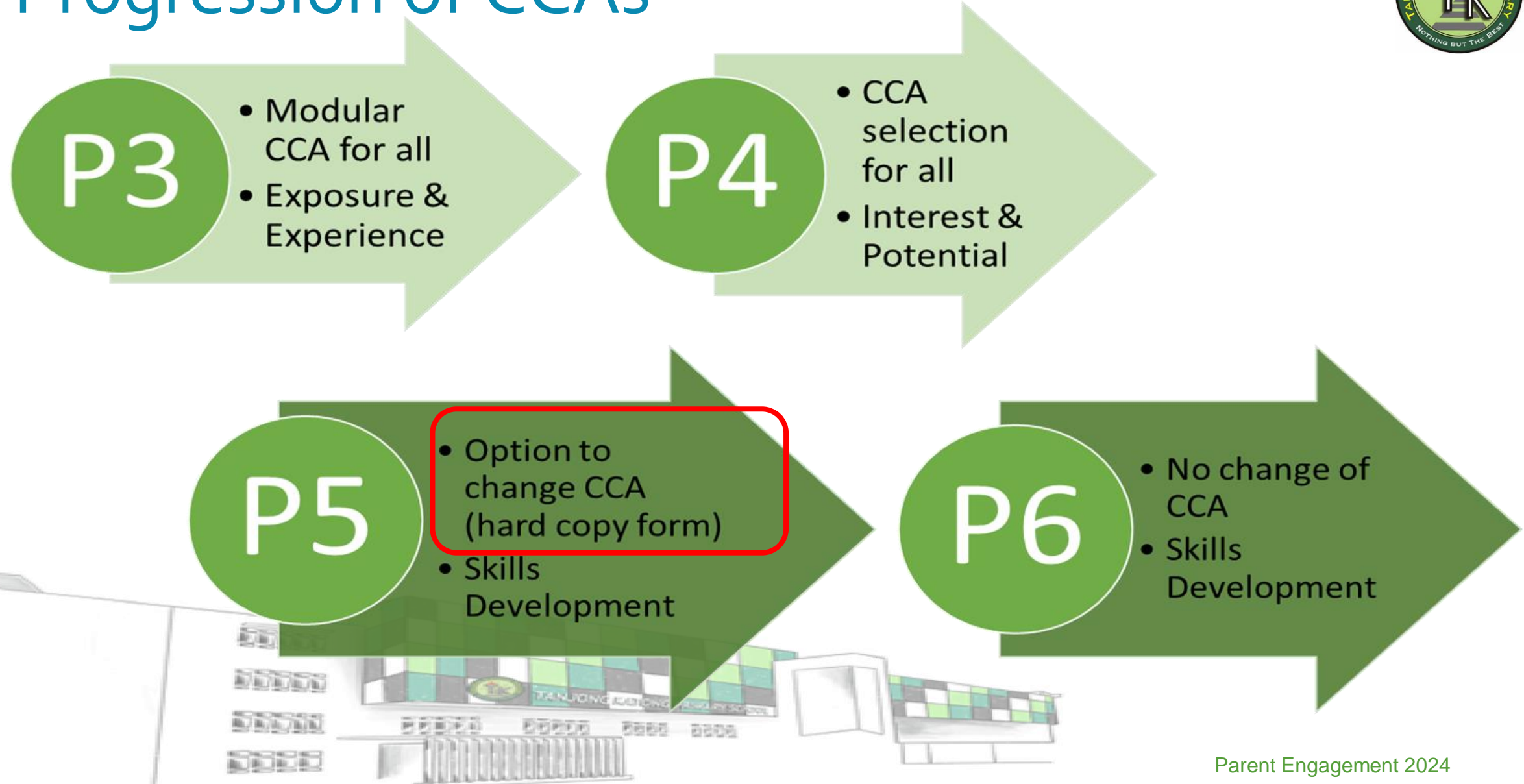
**2 weeks per  
CCA**

**Starting on 30  
January**

**Art Club  
Basketball  
Malay Dance  
Sports Recreation Club  
(during curriculum)**

Class	1st Round (4 weeks)		2nd Round (4 weeks)		3rd Round (4 weeks)		4th Round (4 weeks)		5th Round (4 weeks)	
	30/1, 6/2	27/2, 19/3	26/3, 2/4	9/4, 16/4	23/4, 30/4	14/5, 21/5	2/7, 9/7	16/7, 23/7	6/8, 20/8	27/8, 10/9
	Week 1 and 2	Week 3 and 4	Week 1 and 2	Week 3 and 4	Week 1 and 2	Week 3 and 4	Week 1 and 2	Week 3 and 4	Week 1 and 2	Week 3 and 4
3A Group 1	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir
3B Group 1	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball
3C Group 1	Netball	Choir	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese
3C Group 2	Choir	Netball	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm
3D Group 1	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC	Football	Guitar	Cub Scouts	Modern
3D Group 2	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball	Guitar	Football	Modern	Cub Scouts
3E Group 1	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC	Football	Guitar
3E Group 2	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball	Guitar	Football
3F Group 1	Football	Guitar	Cub Scouts	Modern	Infocomm	Chinese	Netball	Choir	Floorball	ELDDC
3F Group 2	Guitar	Football	Modern	Cub Scouts	Chinese	Infocomm	Choir	Netball	ELDDC	Floorball

# Progression of CCAs



# Objectives of CCA

Optional

## Direct School Admissions (DSA)

Primary 3  
Modular  
CCA

Primary 4 to 6  
CCAs

Secondary Schools

Exposure.  
Know their  
potential and  
strength.

**For CCA  
selection for  
P4.**

Passion and  
Talents

Meaningful  
Relationship.

Rich School  
Experience

Values.

Self-  
Management.

Leadership.

Your child  
is .....

**Highly  
passionate  
and has  
good CCA  
records.**

An option for  
Sec School  
Selection.

Commitment for  
4 years

To continue the  
development of  
child's passion  
and strength

# Student Learning Space (SLS) and Student iCON account



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

For Student iCON account, please inform Form Teachers for password reset.







*Parent Engagement  
2024*

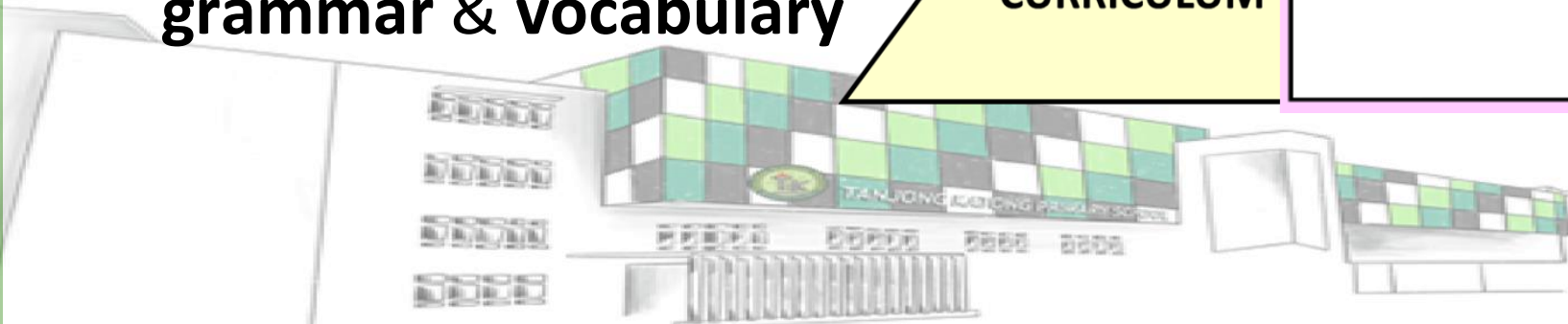
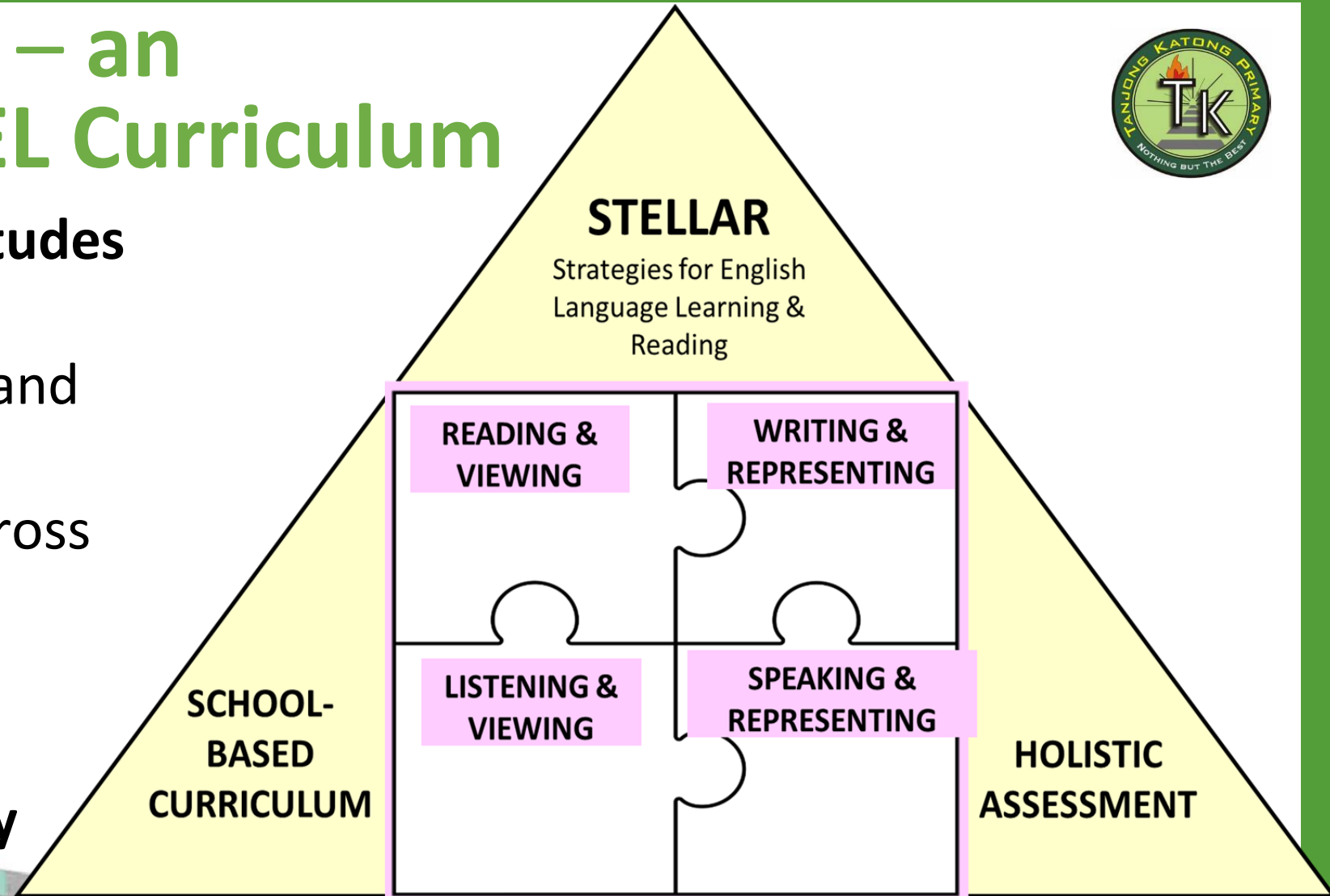
# Subject Matters

Primary 3

# English Language – an overview of the EL Curriculum



- knowledge, skills, attitudes and **behaviours**
- taught **systematically** and **explicitly**
- **integration of skills** across all areas of language learning
- explicit teaching of **grammar & vocabulary**



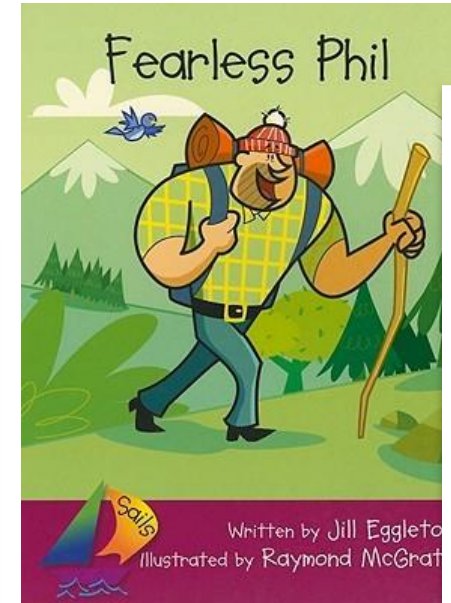
# English STELLAR<sup>2.0</sup>

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

\*strategies emphasized in STELLAR 2.0



Parent Engagement 2024



Shared Book Approach

ENGLISH LANGUAGE  
STELLAR LEARNING SHEETS  
PRIMARY 3 (BOOKLET 1)

### Fearless Phil

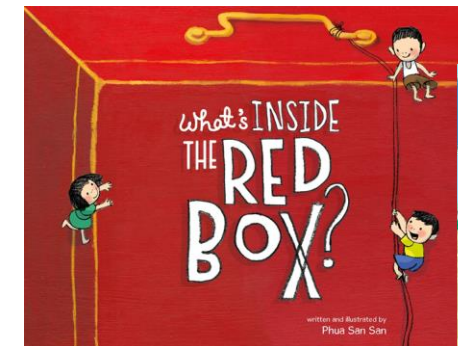
Name: \_\_\_\_\_  
Class: P3 \_\_\_\_\_

Parent's Signature / Date: \_\_\_\_\_

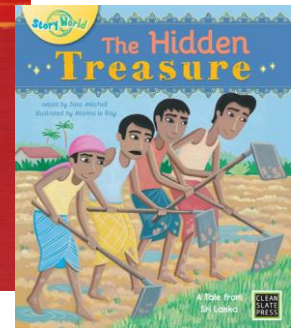
Please complete your corrections

Page 4	Page 5	Page 7	Page 8	Page 9	Page 10	Page 11	Page 12	Page 13	Page 14
Page 15	Page 16	Page 17							

STELLAR 2.0  
Learning Sheets









Extensive Reading  
books

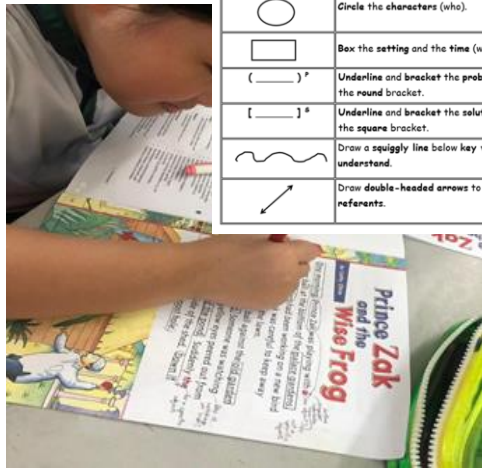




## WRITING

# VISUAL VOCABULARY







Symbol	What I am thinking as I read the text
	Circle the characters (who).
	Box the setting and the time (where and when).
	Underline and bracket the problem (what?). Write 'P' next to the sound bracket.
	Underline and bracket the solution [what]. Write 'S' next to the square bracket.
	Draw a squiggly line below key vocabulary that I do not understand.
	Draw double-headed arrows to link the pronouns with their referents.



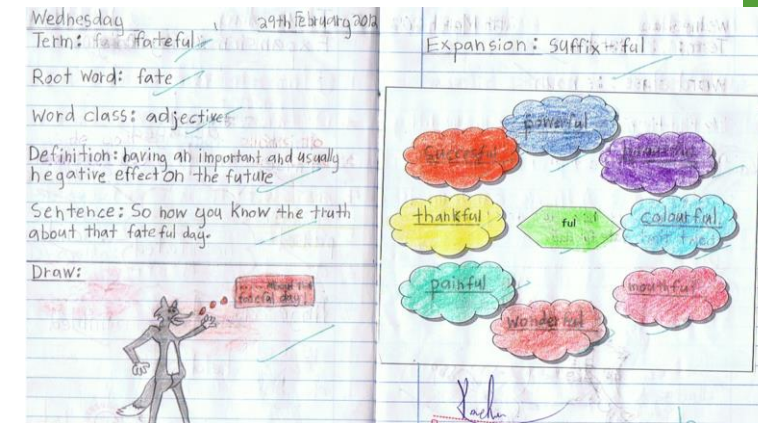
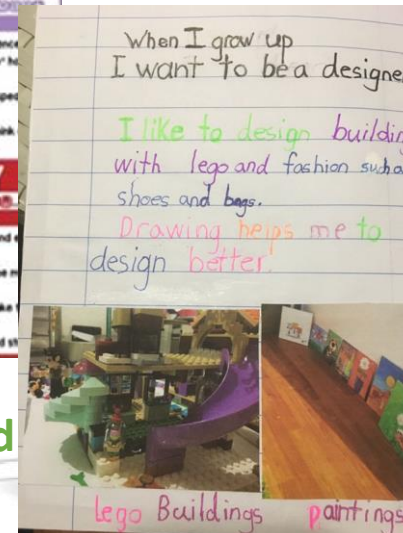
# Annotation Strategy in Reading Comprehension

# THE SIX TRAITS OF WRITING

©Created by Lori Rosenberg @ Teaching With Love and Laughter

CONVENTIONS	IDEAS	VOICE
 <p>Make it <b>easy</b> to read...</p> <ul style="list-style-type: none"><li>-Use neat handwriting.</li><li>-Use capital letters in the right places.</li><li>-Use the proper punctuation.</li><li>-Leave spaces between words.</li><li>-Spell sight words correctly.</li><li>-Use proper grammar.</li></ul>	 <p>Make it <b>interesting</b>...</p> <ul style="list-style-type: none"><li>-Choose an interesting topic.</li><li>-Present a clear main idea.</li><li>-Give good supporting details.</li><li>-Hold your readers' attention.</li></ul>	 <p>Write from your <b>point of view</b>...</p> <ul style="list-style-type: none"><li>-Decide who your audience is.</li><li>-Let your readers "see" how you feel about a topic.</li><li>-Write as if you were speaking to your readers.</li><li>-Make your readers think about what you have to say.</li></ul>
WORD CHOICE	ORGANIZATION	FLUENCY
 <p>@200% don't tell...</p> <ul style="list-style-type: none"><li>-Use words to help the reader "see" what is written.</li><li>-Use strong verbs and interesting and exciting descriptive words.</li><li>-Use words and phrases that catch the readers' attention.</li></ul>	 <p>Make it <b>easy to follow</b>...</p> <ul style="list-style-type: none"><li>-Write so readers know your purpose.</li><li>-Include an attention-getting beginning, an interesting middle, and an ending that makes your readers think.</li><li>-Use transition words.</li></ul>	 <p>Make it <b>catchy</b>...</p> <ul style="list-style-type: none"><li>-Make your writing fun and read aloud.</li><li>-Use words that match the mood of your writing piece.</li><li>-Write sentences that make sense and have meaning clear.</li><li>-Vary sentence length and structure.</li></ul>

## Using the 6 Traits of Writing and Writer's Notebook

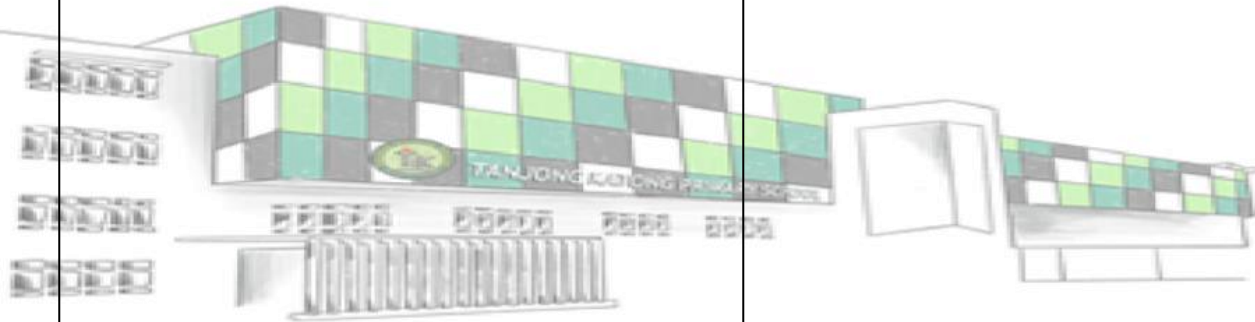




# English – Assessment Structure



<b>TERM 1</b> <b>10%</b>	<b>TERM 2</b> <b>10%</b>	<b>TERM 3</b> <b>10%</b>	<b>TERM 4</b> <b>70%</b>
<p><b>Listening Comprehension</b> (14 marks)</p>	<p><b>Language Review</b> (25 marks)</p> <ul style="list-style-type: none"> <li>•Grammar MCQ</li> <li>•Vocabulary MCQ</li> <li>•Grammar Cloze</li> <li>•Sentence Combining</li> </ul>	<p><b>Language Review</b> (20 marks)</p> <ul style="list-style-type: none"> <li>•Visual Text Comprehension</li> <li>•Grammar Cloze</li> <li>•Comprehension OE</li> <li>•Editing</li> </ul>	<p><b>Paper 1 - Writing</b> (20 marks)</p> <p><b>Paper 2 - Language Use</b> (50 marks)</p> <p><b>Paper 3 - Listening Comprehension</b> (14 marks)</p> <p><b>Paper 4 - Oral</b> (16 marks)</p>



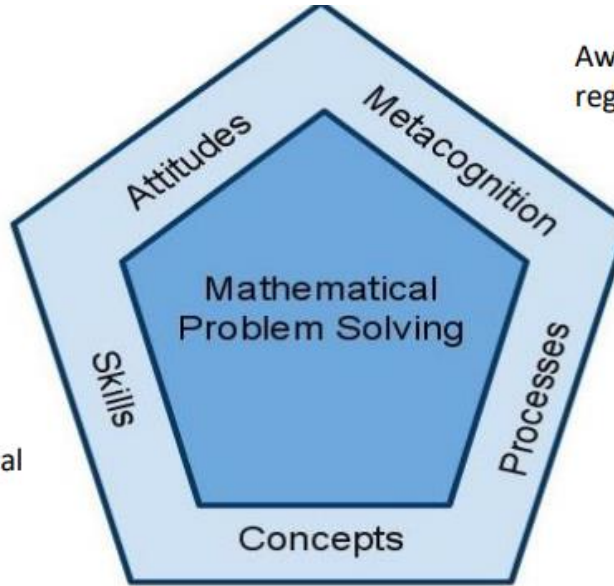
# Mathematics - an overview of the MA Curriculum



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

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms



# Mathematical Learning Experiences

- Concrete-Pictorial Abstract Approach
- Activity-based learning
- Collaborative learning

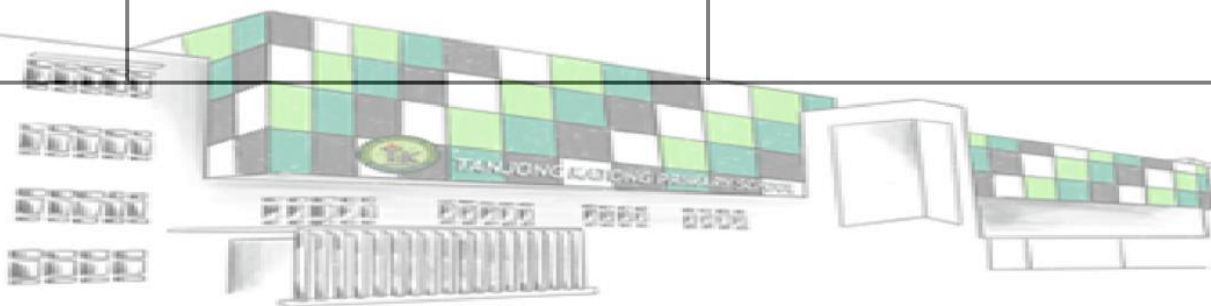


# Mathematics Assessment Structure



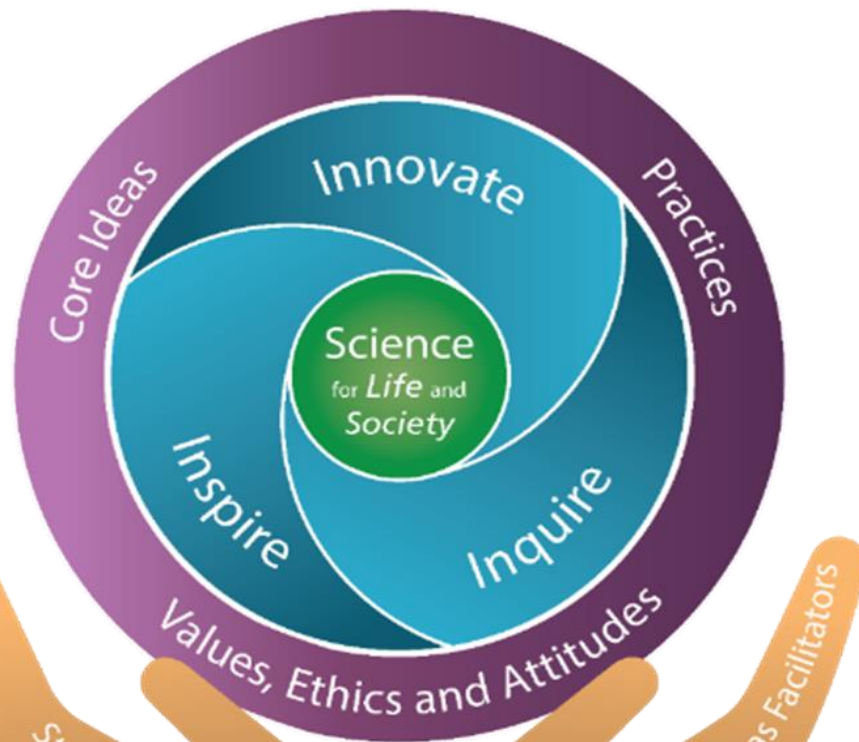
## Overall Weighting (100%)

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 1 20 marks (10%)	Weighted Assessment 2 20 marks (10%)	Weighted Assessment 3 20 marks (10%)	EYE Written Paper 50 marks (70%)





# P3 Science Curriculum





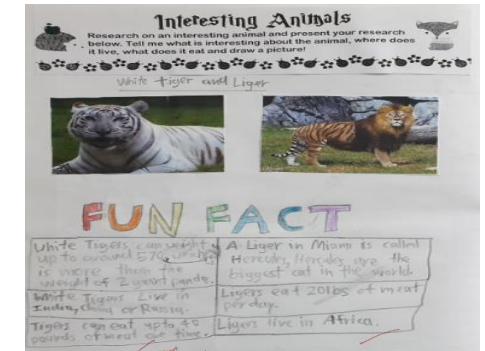
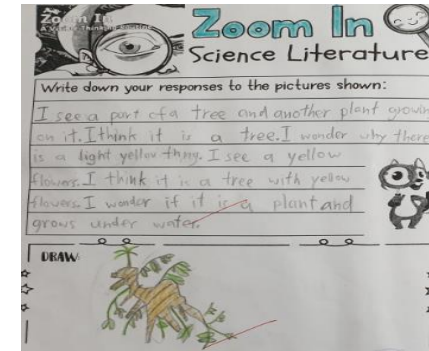
# P3 Science Curriculum



- Mobile Trail



- Science Literature



- Innovation Programme



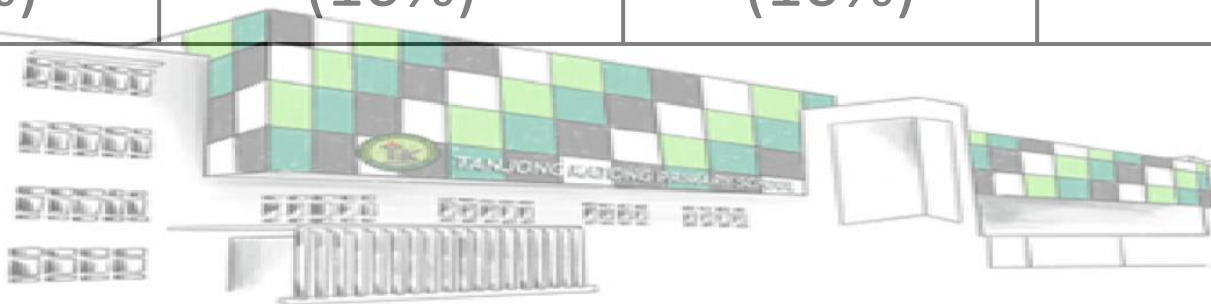
- Environmental Education



# P3 Science Assessment Structure



Overall Weighting (100%)			
Term 1	Term 2	Term 3	Term 4
Weighted Assessment 10 marks (10%)	Weighted Assessment 20 marks (10%)	Weighted Assessment 20 marks (10%)	EYE Written Paper 80 marks (70%)



# How to support your child in the learning of Science?



Science Resources

- Carry out fun experiments together to develop interest in Science. *(Refer to Google search: simple Science experiments for parents and kids)*
- Play simple games to test their knowledge of Science concepts. *(Quiz, Snap, Crossword etc)*
- Use Science vocabulary in your conversation. (Instead of saying the paper clip sticks to the magnet, use the scientific terms- the **paper clip is attracted to the magnet**)
- Link Science concepts to real life context. (e.g., the window pane is made of a **transparent glass**, allowing light to pass through so I can **see** the view outside my house.)
- Revise Science topics in P3. *(Refer to activity books, textbooks and Sci files)*
- Reading of Science articles/literature. *(Refer to Science Magazines- Young Scientist, Discovery Box, Straits Times, non-fiction library books)*







# PARENT SUPPORT GROUP

@ TKP

# Sign up now!

*Be a Parent Volunteer @ TKP PSG*



<https://go.gov.sg/fs1ava>

**Email: tkpspsg@gmail.com**



# Join TKP Alumni

## Stay connected with TKP!

### Look out for alumni gatherings!



<https://go.gov.sg/pccs1u>

Join us if you have graduated from:

- **TKP**
- **Fowlie Primary School**  
(Merger of Seraya School and Fowlie School)
- **Haig Boys' School**
- **Mountbatten Primary School**



# Feedback

Thank you for attending the Parent Engagement session today. Please take some time to give us your feedback via the QR Code or the link on the right.



<https://go.gov.sg/2024pefeedback>





# *Parent Engagement 2024*

Nothing But the Best  
Thank You

