



SENG KANG PRIMARY SCHOOL

A Vibrant Community of World-Ready Learners

<http://www.sengkangpri.moe.edu.sg>

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SKPS/2018/P3/280

13 September 2018

P3 Term 4 Level Letter

Dear Parent / Guardian,

Welcome back from the September holiday. We hope you have spent quality time with your child/ward.

Preparation for SA2

The SA2 examination is drawing near. To prepare for this examination, students are advised to revise topics that they have learnt from Term 1 to Term 4. The resources include textbooks, workbooks, subject files, past Holistic Assessment papers and other teacher-prepared worksheets.

Time Management

Please encourage your child / ward to revise his / her work regularly. Students are advised to plan their study timetable for revision and to use their time wisely. Time management is an important skill which is not only vital for the coming examination but also beneficial in their adult life.

Absent from Assessments

In the event your child / ward is absent for any graded assessments, he will not be allowed to take the paper that he has missed upon his return to school. He needs to submit an MC upon his return to school. No marks will be awarded for students who are absent without an MC. Please note that MCs from Traditional Chinese Medicine (TCM) practitioners will not be accepted.

Travel Matters

We advise parents to travel with their child / ward only when the school holiday has begun and to refrain from travelling during curriculum time even when the SA2 examination is over as students are expected to participate in the post examination activities planned for the classes. It is also vital that students remain in school to check their papers after the examination to understand their areas for improvement so that they can close the gaps during the holiday and be prepared for the next school year.

Please refer to the following appendices for more information:

- Appendix A: General Information
- Appendix B: Holidays / Events / Activities in Term 4
- Appendix C: Assessment Plan in Term 4

Finally, a Story to Share

One day in 1885, the twenty-three-year-old Henry Ford got to view a gas-powered engine for the first time and it was instant love. Ford had apprenticed as a machinist and had worked on every conceivable device but nothing could compare to his fascination with that new type of engine – one that created its own power. He envisioned a whole new kind of horseless carriage that would revolutionise transportation. He made it his life's task to be the pioneer in developing such an automobile.

Working the night shift at the Edison Illuminating Company as an engineer, Ford would tinker with the new internal-combustion engine he was developing during the day. He built a workshop in a shed behind his home and started constructing the engine from pieces of scrap metal he salvaged from anywhere he could find them. Working with friends who helped him build a carriage, he completed his first prototype and debuted it on the streets of Detroit by 1896.

At that time, there were many others working on automobiles with gas-powered engines. It was a ruthlessly competitive environment in which new companies died by the day. Ford's prototype looked nice and ran well. However, it was too small and incomplete for large scale production. Thus, he began working on a second automobile. A year later, he completed it and it was a marvel of design. Everything was geared towards simplicity and compactness. It was easy to drive and maintain. All that he needed was financial backing and sufficient capital to mass produce it.

To manufacture automobiles in the late 1890s was a daunting venture. It required a tremendous amount of capital and a complex business structure, considering all of the parts that went into production. Ford quickly found a business partner, William H. Murphy, who was one of the most prominent businessmen in Detroit. The new company was dubbed the Detroit Automobile Company and those who were involved had high hopes. Problems soon arose nonetheless. The car Ford had designed as a prototype needed to be reworked – the parts came from different places; some of them were deficient and far too heavy for Murphy's liking. He kept trying to refine the design to come closer to his ideal. Nevertheless, it was taking far too long. Murphy and the stockholders were getting restless. In 1901, a year and a half after it had started operation, the board of directors dissolved the company. They had lost faith in Henry Ford.

However, Henry Ford did not lose faith in himself. He kept trying to improve his designs and met with multiple failures. Despite all the failures, he never stopped trying. He was reflective and paid attention to every mistake he made, making sure not to repeat them in his next design. He finally succeeded in 1904, producing a well-made yet inexpensive automobile with the help of a new business partner. The company grew and they started making profits. Soon, it became one of the few survivors from the early era of the automobile business and a giant in the making.

Adapted from: <https://www.fastcompany.com/3002809/be-henry-ford-apprentice-yourself-failure>

This story sums up the importance of **resilience**. Henry Ford faced multiple failures before founding Ford Motors and becoming one of America's foremost industrialists, revolutionising the automobile industry.

Resilience is the school value that we are emphasising in Term 4. As students prepare for their examinations, they may encounter difficulty. We urge parents / guardians to encourage your child / ward to persevere and overcome their weakness through reflection and daily practices. Students will be greatly motivated if parents / guardians join them in the problem-solving process and work together during this period of learning and discovery.

We look forward to another great term of partnership in the character and educational development of your child / ward.

Please acknowledge the receipt of this letter and return the acknowledgement slip via your child to his / her form teacher by **17 September 2018, Monday**.

Yours sincerely, on behalf of the P3 Level Teachers,

Mrs Karen Tan
P3 Assistant Year Head (Internal)

Mrs Andrea Ki
Year Head (Middle Block) (Internal)

cc. Mrs Teo Whye Choo (Principal)
Mrs Winefrede Loo (VP)
Mr Hamri (VP-Admin)

Appendix A: General Information

	Remarks
1. Absence from school	<p>We would like to appeal to you not to take your child out from school during term time so as to ensure that he/she is fully engaged in learning.</p> <p>If your child is absent from school during curriculum time because of medical or other valid reasons, please furnish either a <u>medical certificate</u> or a <u>letter</u>. Phone messages will not be accepted. We would also appreciate it if parents can inform the school should your child be absent.</p> <p>We would also like to remind parents / guardians that <u>students are to be in school during term time and not allowed to leave the country earlier</u> as they will miss tests, examinations or activities being carried out during that time. Do note that teachers would not be obliged to provide students with the materials, tests or examinations they missed without valid reasons. Parents / guardians are to consult the form teacher or Year Head / Assistant Year Head for advice in advance if you intend to take your child out of the country during curriculum time.</p>
2. Mode of Communication	<p>The Student Handbook and e-mail will be used as the mode of communication between teachers and parents. Please make an appointment with the teacher if you would like to meet him / her personally. <i>(Meeting of teachers is strictly by appointment only and during the teacher's free periods or after school.)</i></p>
3. Temperature-Taking	<p>Students must exercise social responsibility and take the basic precautions to safeguard themselves and their schoolmates. Temperature-taking is an important aspect of that.</p> <p>Please ensure your child has his thermometer in his bag every day.</p>
4. Homework Policy	<p>All homework will be recorded by students in their Student Handbook.</p> <p>Wednesday is a homework-free day, so do engage your child in his / her areas of interests on this day. We would also like to seek your help to monitor your child's homework so that he has consistent practice and is able to manage time effectively.</p>
5. Whole-School Approach Reading Programme and Speak Internationally Acceptable English (IAE)	<p>Students are to read age-appropriate English storybooks and to speak in Internationally Acceptable English at ALL times to enhance their proficiency in English (except during MT periods).</p> <p>Please ensure that your child brings an age-appropriate English storybook to school every day.</p>

<p>6. Mother Tongue morning silent reading</p>	<p>Please ensure that your child brings an age-appropriate MT storybook for silent reading on Thursdays.</p>
<p>7. Remedial lessons</p>	<p>Remedial lessons commence in Term 4 Week 2. Students who are required to attend remedial lessons would have received the letter of consent and schedule at the beginning of Term 3.</p> <p><u>Students not identified for remedial would not have received any consent forms and should not stay back after school without a valid reason.</u></p>
<p>8. Eco-Tues</p>	<p>Eco Tuesday is part of our school's fortnightly Environmental Education (EE) Programme that is carried out during the school term on Tuesdays. It is designed to build a child's character through teaching the value of care and responsibility towards the environment. Students are strongly encouraged to bring clean paper recyclables such as unwanted mailers, newspapers, magazines and so on, to school. We look forward to your support in encouraging your child/ward to be young involved citizens of tomorrow.</p>
<p>9. SA2 Oral Examination</p>	<p>The P3 SA2 Oral Examination will be conducted on 10 October 2018, Wednesday. This examination will take place after school. Please refer to the letter on SA2 Examination for more details.</p>

Appendix B: Holidays / Events / Activities in Term 4

Holidays / Events / Activities	Date	Remarks
PSLE Listening Comprehension	14 September	P1 – P5 students do not report to school
PSLE Written Examinations	27 and 28 September 1, 2 and 3 October	School operates as usual
Children’s Day celebration	4 October	Students will be dismissed at 12 p.m.
Children’s Day (school holiday)	5 October	Students do not report to school
P3 SA2 Oral	10 October	Will be conducted after school More information will be furnished
SA2 EL and MT Paper 1 and Listening Comprehension	11 and 12 October	School operates as usual
PSLE Marking Exercise	15 – 18 October	Students do not report to school
SA2 Written Examinations	22 – 25 October	School operates as usual
SA2 Results Processing Day	2 November	Students do not report to school
Deepavali	6 November	Public Holiday
Early Dismissal in Week 10	12 – 15 November	Dismissal time: 12.30 p.m.
P3 Celebration of Success	13 November	School operates as usual
Closing of Year	15 November	School operates as usual
Staff Learning Day	16 November	Students do not report to school

Appendix C: Assessment Plan in Term 4

Subject	Assessment
English Language	<ul style="list-style-type: none">• SA2 (60%)<ul style="list-style-type: none">- Listening Comprehension- Oral- Paper 1 & 2
Mathematics	<ul style="list-style-type: none">• SA2 (60%)
Science	<ul style="list-style-type: none">• Termly Quiz 4 (contributes 2.5% to SA2)• SA2 (60%)
Chinese Language / Malay Language / Tamil Language	<ul style="list-style-type: none">• SA2 (60%)<ul style="list-style-type: none">- Listening- Oral- Paper 1 & 2

Acknowledgement Slip

P3 Term 4 Level Letter

I have noted the contents of this letter dated 13 September 2018.

Name of Child / Ward : _____

Class : P3 ()

Name of Parent / Guardian : _____

Signature of Parent / Guardian

Date