



Welcome to
Seng Kang Primary
Parent Briefing
Primary 2
21 January 2025

Our School Leaders



Mrs Tan Siew Hong

Principal



Miss Thien Li Chin

Vice Principal (EO)



**Mr Mohamed Azhar Bin
Mohamed Noor**

Vice Principal (EO)



Mr Ben Tan

Vice-Principal (Admin)



AGENDA

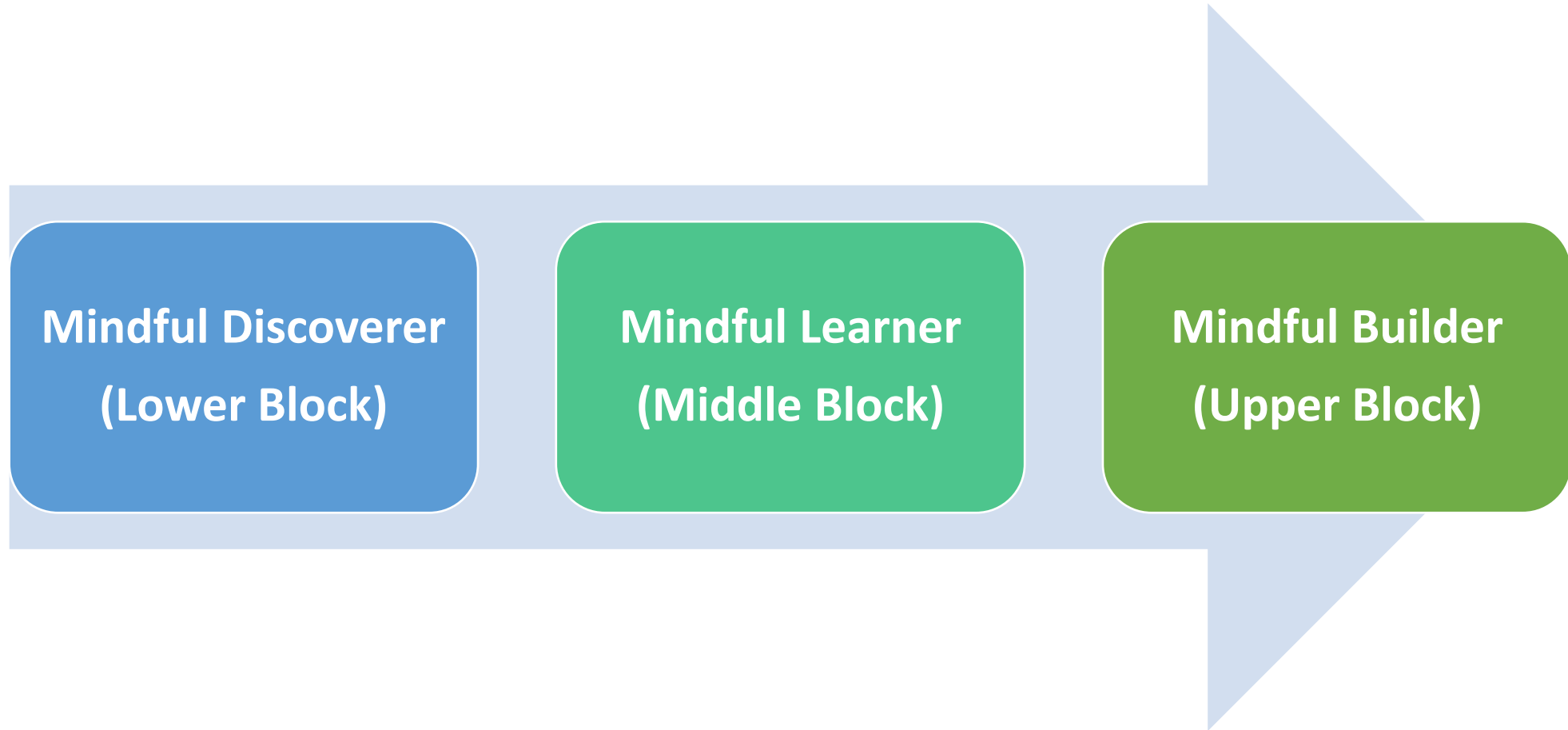
- 1. School Focus**
- 2. Block Focus**
- 3. Upcoming Events**
- 4. Student Transition**
- 5. Academic Matters**
- 6. Supporting Your Child**

School Focus 2025

Curiosity 3.0

**Strengthening SKLites to be the agents
of voice and choice**

Spiral Thematic Approach



Lower Block Focus

Mindful Discoverer

- **Develop a positive attitude** towards life and learning
- Teach students to **focus on their strengths and passions**
- Teach students to find fulfilment as they **discover their identity**
- **Praise** them for their **efforts**
- **Acknowledge the process** they have been through

UPCOMING



EVENTS

Highlights of the level programmes

**Applied Learning Programme (ALP):
Storytelling**



Programme for Active Learning (PAL)



Mother Tongue Language Speech & Drama



P2 Sports Education Programme (SEP)



Week Of Wonder (WoW)



Learning Journey



Highlights of the level programmes

**Recess Play
and Activities**



ICT Baseline



**Positive Living
Carnival**



**Exciting Integrated
Thematic Experience
(ExcITE)**



**Mother Tongue
Fortnight**



**Celebration of
Learning (CoL)**





Student Transition from P1 to P2

P1 to P2 Transition

- **Coping skills**
 - **Understanding and managing emotions**
 - **Seeking help**
- **Responsible Decision Making**

- Every child goes through many types of transition throughout their growing up years and need time to adjust

Parents can...

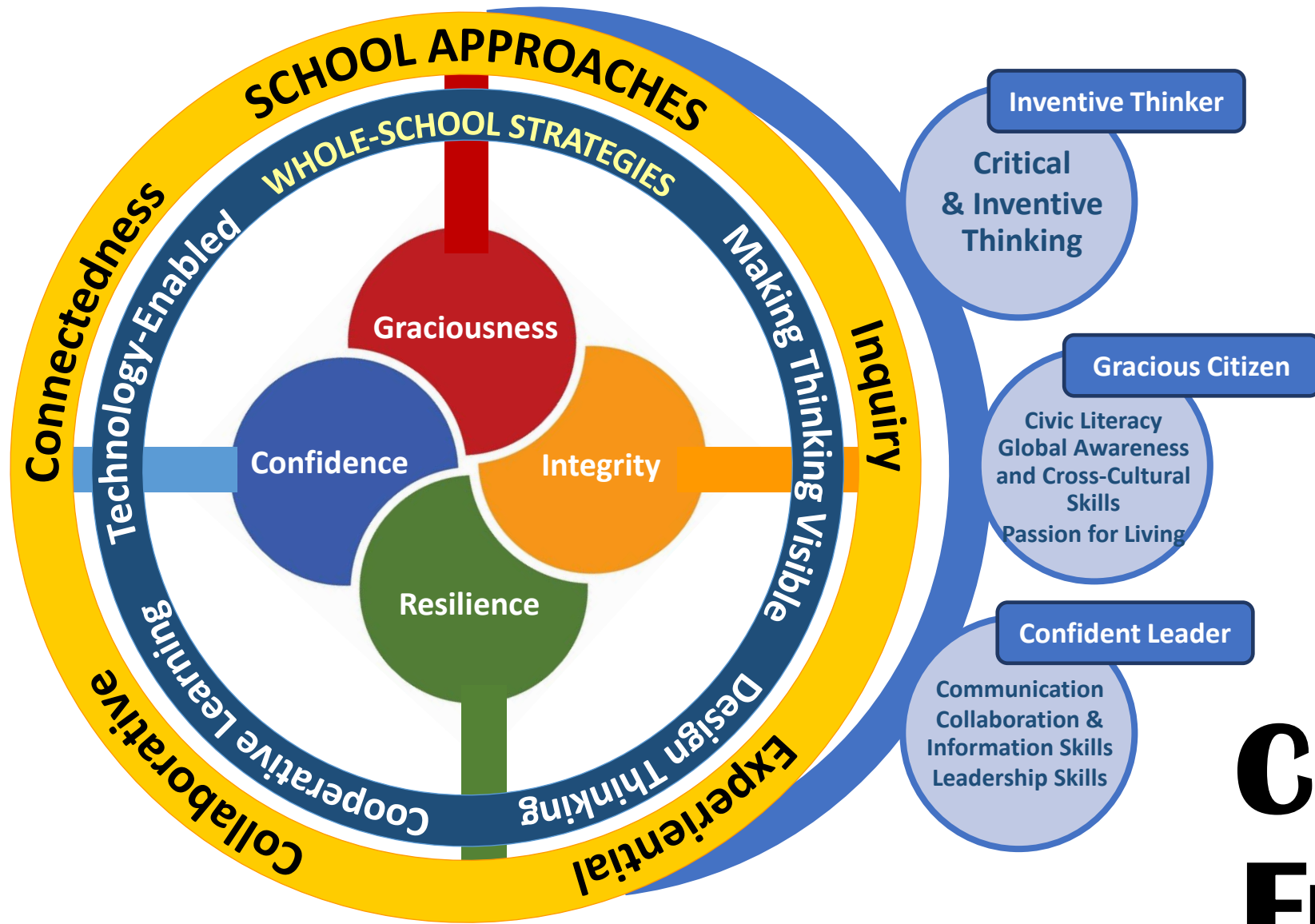
- Talk to and listen to your child
- Share own experience of various stages of transition
- Share coping strategies
- Monitor your child's behaviour - mental and emotional state

Essential Skills – Learn more efficiently

- Target-setting, e.g. Spelling: 5/10 -> 8/10 -> 10/10
 - ❖ Small successes
- Time management
 - ❖ Drafting and adhering to a study timetable
 - ❖ Rest breaks
- Self-discipline
 - ❖ Putting away the mobile devices when revising
 - ❖ Good sleeping habits

Academic Matters





Total Curriculum Framework

Key Strategies – English Language

Curiosity & Open-Mindedness

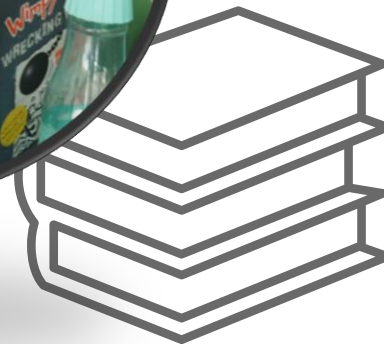
- Critical Reading and Making Thinking Visible
- Reading for Joy and Exposure
- ARE Strategy for Pick and Tell

Responsibility

- Annotation for Comprehension, Vocabulary, and Grammar

Enthusiasm

- Reading for Joy and Exposure
- STELLAR Strategies



Key Strategies

Mathematics

Curiosity & Open-Mindedness

- Use of Manipulatives

Responsibility

- RAMNA
- Math should be practised every day for mastery

Enthusiasm

- Make Thinking Visible:
 - Base-ten Cards
 - Model Drawing
 - Questioning
 - Reflections

Steps to Solving Word Problems

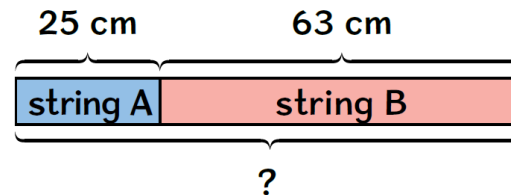
Read - Did I read the question at least twice?

Annotate – Did I underline/circle all key words and numbers?

Model – Is it a part-whole or comparison model? Did I use the model cards?

Number Sentence – Did I check to ensure that I have used the correct operation?

Answer Blank – Did I answer in the correct unit?



SINGAPORE
STUDENT
LEARNING SPACE

Do you know numbers up to 1000?
Learn more at
go.gov.sg/pm201



$$356 - 20 = \square$$

Key Strategies – Mother Tongue Language



Enthusiasm: Encouraging a passion for reading and writing in Mother Tongue languages (MTL) and developing linguistic skills through interactive storytelling



Open-mindedness: Celebrating cross-cultural diversity through festive activities, language performances, and MTL activities



Curiosity: Tapping into students' interests, needs, and abilities

Learning Goals for Mother Tongue Languages (MTL)

1. Nurture active learners and proficient users of the Mother Tongue language.
2. Develop foundational language and literacy skills, focusing on holistic language development from oral to written proficiency.
3. Cultivate an appreciation for local ethnic culture.



Responsibility: Enhancing language proficiency and expression

Support for learning

- ❖ Differentiated teaching
 - Pull-out groups (LSM, LSP)
 - Extension of Learning



How do we know if the students are learning?

 **Daily work**

 **Class / Group Discussions**

 **Holistic Assessments**

Holistic Assessment

- Focus on building **greater confidence** and nurturing a stronger **intrinsic motivation** to learn to develop your child's potential
- No semestral examinations and **weighted assessments** at P2
- Use of **appropriate assessment modes** to provide useful information to support students' learning and development of the whole child

Reporting of P2 Students' Learning Progress in HDP

For illustrative purposes only.

Holistic Development Profile

Qualitative descriptors are used to report students' learning in all subjects

Qualitative Descriptors

Competent

Developing

Beginning

SUBJECT	SEMESTER 2
English Language	
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Competent
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent
Reading: Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Competent
Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Developing

Learning Outcomes for the subject

Qualitative Descriptors

➤ 3 levels of qualitative descriptors

General Descriptions of Attainment Levels For P2 Learning Outcomes

Beginning	Developing	Competent
Shows misconceptions or faces challenges in understanding of the concept	Shows basic understanding of the concept	Shows a complete and accurate understanding of the concept
Able to demonstrate understanding of the concept with much guidance	Able to demonstrate understanding of the concept with some guidance	Able to demonstrate understanding of the concept independently
Able to apply the concept at least once	Able to apply the concept frequently	Able to apply the concept consistently

School-based Assessments at Primary 2

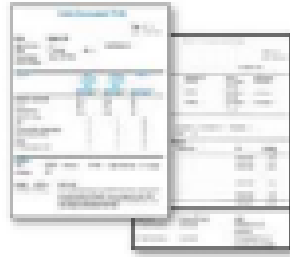
Written assessments

- **EL/MT:** Listening Exercises, Spelling, Reading Comprehension, Write a simple paragraph / sentences to recount a sequenced event
- **MA:** 2 to 3 topics at a time (fill in the blanks and story sums)

Activity-based assessments (e.g., group activities, performance-based tasks)

- **EL/MT: Show and Tell, Reading**
- **MA:** Using manipulatives to demonstrate understanding of Mathematical concepts

Knowing your child's holistic progress ...



HDP



Subject Files



Parent-Child-Teacher
Conference (PCTC)



Portfolio

We want our students to know that..

**Academic performance outcomes are not
the only indicators of success.**

**Students should learn to acquire deep
knowledge, have the right learning
dispositions, a growth mindset, and most
importantly **enjoy the learning process.****

Cyber wellness



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

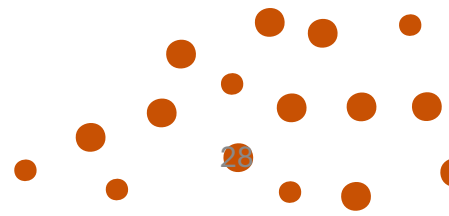
Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
 - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
 - maintain a **positive presence in cyberspace;** and
 - be **safe and responsible users of ICT.**

What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

- **Basic online safety rules**
 - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
 - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

Other Cyber Wellness programmes

- Super Cyber Monday
 - 2 SLS Cyber Wellness lessons per term for all levels
- Cyber Wellness & Media Literacy Carnival





How can parents help your child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.

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Navigating the Digital Age

Helping Your Child Manage Device Use & Stay Safe Online




Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.
Your screen use rules can include:
 - Device-free times and places
 - Time limit for devices
- “What are some suggestions on when and where devices should not be used?”
- “What should we do if we break our agreement?”
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - “What screen-free activities do you think we can do together?”
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - “What do you think of our screen use rules?”

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: “I noticed you have been spending a lot of time on your device.”
 - Ask open-ended questions: “What do you usually do on your device?”



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Part of these resources were adapted from the Parenting Strategies Program (<http://www.parentingstrategies.net>) and the Partners in Parenting (PIP) Program in Australia in consultation with the Program Lead, Professor Marie Yap from Monash University. Use of the material from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

you've got this!

How can parents better support your child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



Additional Resources:




Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!



How can parents better communicate with your child on digital habits and matters?

Providing a safe space for conversations	<ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.
Role modelling respectful conversations	<ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions.
Have regular and open conversations	<ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online.

Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

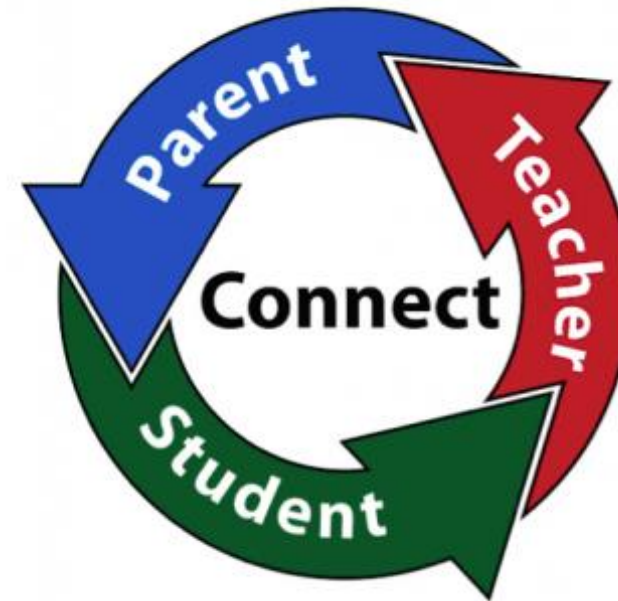


Ministry of Education
SINGAPORE



SENG KANG
PRIMARY SCHOOL

Partnership with Parents



Let's continue to **work together** (school-home partnerships) to bring out the best in each student.

<https://sengkangpri.moe.edu.sg/quick-links/parents>

"Every Seng Kang Primary student an Inventive Thinker, a Confident Leader and a Gracious Citizen"

THANK

YOU!

