P4 Parent Briefing 2025
14 January 2025

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- The slides will be uploaded to the school website by **17 January, Friday.**

Welcome to Seng Kang Primary

Parent Briefing
Primary 4
14 January 2025

SENG KANG PRIMARY SCHOOL

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

Programme

	Time
Sharing by Assistant Year Head	2.30 p.m. – 3.15 p.m.
Sharing by Form Teachers	3.15 p.m. – 4.00 p.m.

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Committed to instilling in our students our school values of:

- ✓ Graciousness
- ✓ Integrity
- ✓ Resilience
- ✓ Confidence

Working together to develop the refreshed four key Learning Disposition (CORE) in every SKLite.

- ✓ Curiosity
- ✓ Open-Mindedness
- ✓ Responsibility
- ✓ Enthusiasm

AGENDA

1. School Focus

2. Block Focus

3. Upcoming Events

4. Student Transition

5. Supporting Your Child

6. Academic Matters

School Focus 2025

Curiosity 3.0

Strengthening SKLites to act as agents of voice and choice

Progression Thematic Approach

Mindful Discoverer (Lower Block)

Mindful Learner (Middle Block)

Mindful Builder (Upper Block)

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Middle Block Focus

Mindful Learner

Being Curious, Being Open to Learning

Listen actively to new ideas and perspective

Engage with curiosity and enthusiasm

Adapt to challenges and change

Reflect on experiences for deeper understanding

Nurture a mindset of continuous improvement

Explore opportunities beyond our comfort zone

Reach for new goals and knowledge

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A Glimpse of P4 2025

P4 Buddy

P4 Camp

Learning Journeys

Recess Play CCA

iFlourish

ICT Baseline

VIA Project

Interclass Games

Positive Living Carnival

Assessments EOY Examination

Celebration of Learning

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Student Transition from P3 to P4

P3 to P4 Transition

- **Coping skills**

  - **Understanding and managing emotions**

  - **Seeking help**

- **Responsible Decision Making**

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

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

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

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.
- **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**.
- **Supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
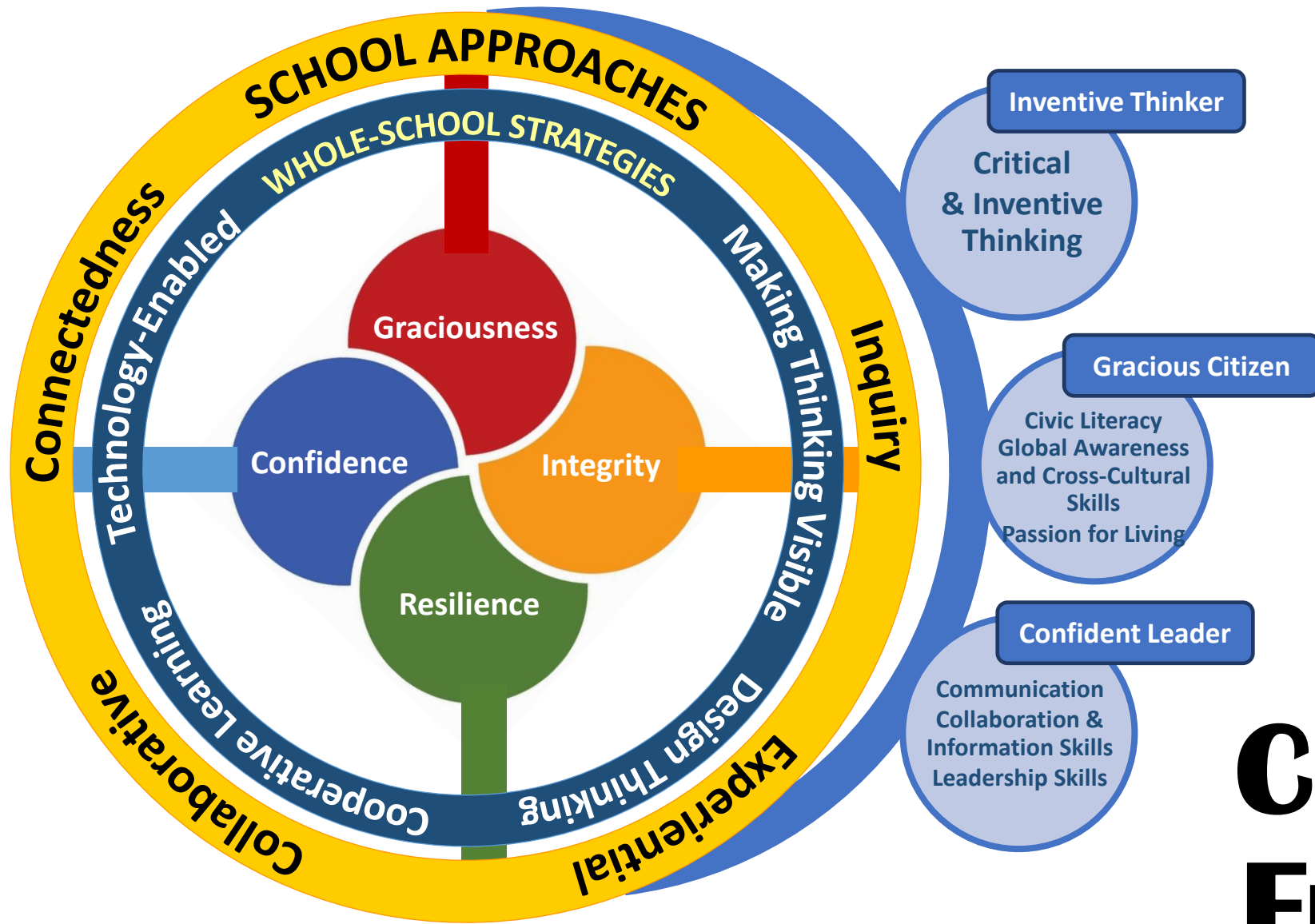- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

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

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Academic Matters

SCHOOL APPROACHES

WHOLE-SCHOOL STRATEGIES

Connectedness
Technology-Enabled
Making Thinking Visible
Inquiry
Design Thinking
Experiential
Cooperative Learning
Collaborative

Graciousness
Confidence
Integrity
Resilience

Inventive Thinker
Critical & Inventive Thinking

Gracious Citizen
Civic Literacy
Global Awareness and Cross-Cultural Skills
Passion for Living

Confident Leader
Communication
Collaboration & Information Skills
Leadership Skills

Total Curriculum Framework

Key Strategies – English Language
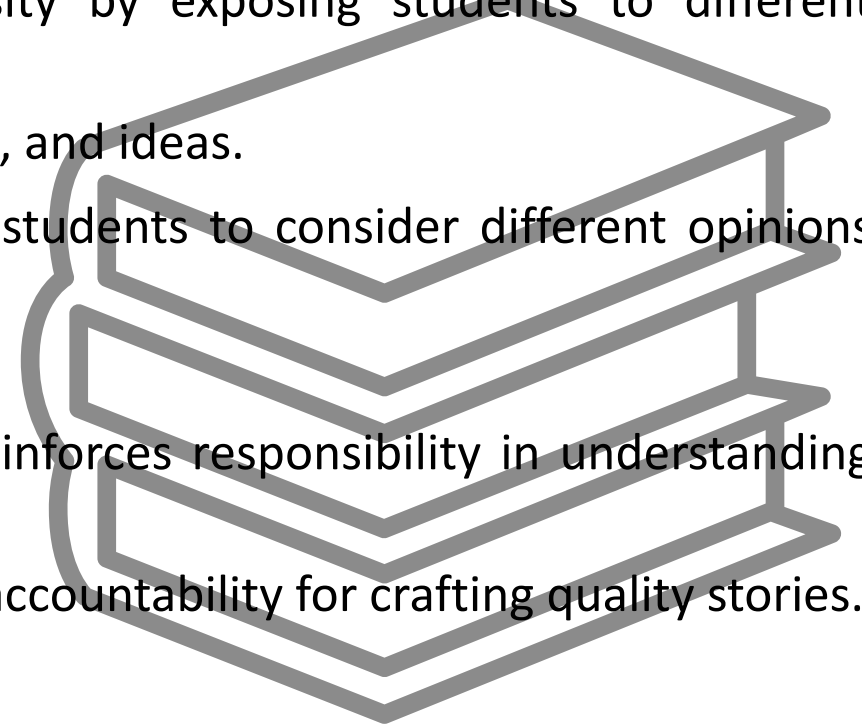
Curiosity & Open-Mindedness

- **Critical Reading and Making Thinking Visible:** Sparks curiosity by exposing students to different viewpoints and encourages thoughtful analysis.

- **Reading for Joy and Exposure**: Exposure to diverse books, genres, and ideas.

- **AROPE Strategy for Stimulus-Based Conversation**: Encourages students to consider different opinions and articulate their thoughts.

Responsibility

- **Annotation for Comprehension, Vocabulary, and Grammar:** Reinforces responsibility in understanding texts and completing work with care and precision.

- **Story Mountain Approach:** Encourages structured planning and accountability for crafting quality stories.

Enthusiasm

- **Reading for Joy and Exposure:** Creates excitement for reading through enjoyable and immersive content.

- **STELLAR Strategies**: Keeps students engaged with relatable lessons that encourage active participation.

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Key Strategies Mathematics

Curiosity & Open-Mindedness

- BEST (CORE)
- Use of Manipulatives

Responsibility

- Math must be practised every day for mastery

Enthusiasm

- Make Thinking Visible – Model Drawing/ Questioning / Reflections

BEST Mathematical Problem Solving Approach

Be Focused B
- What am I given? (underline the characters/objects and values)
- Can I use diagrams or model drawings?
- What am I asked to find?
- How can I make sense of the information?

Explore and Plan E
- What strategy should I use?
- Why do I choose this strategy?
- Have I solved a similar problem before?

Solve the Problem S
- I will apply the strategy
- I will write out my steps and number equations

Think about the Answer T
- Have I answered the question?
- Does my answer make sense?
- Have I checked for NTUC (Number Transfer, Units and Calculations)?

Adapted from Dr Yeo Kai Kow Joseph Best Mathematical Problem Solving Approach

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Key Strategies – Science

- **Curiosity & Open-Mindedness**
  - Encourage your child to ask questions in class and at home
  - Ask your child questions about what they are learning
  - Encourage your child to read Science-related materials (news, science magazines, etc.)
- **Responsibility**
  - Guide your child to learn how to spell the Science keywords
  - Instil in your child the importance of completing and submitting quality work online and offline promptly
- **Enthusiasm**
  - Encourage your child to
    - Annotate questions
    - Use ACFE when answering multiple choice questions
    - Use OCFE when answering open-ended questions
    (Science teachers will go through ACFE and OCFE with your child in class.)
  - Bring your child on learning journeys to the Zoo, Gardens by the Bay, Sungei Buloh, Science Centre, etc.

Key Strategies – Mother Tongue Language

Encouraging a passion for reading and writing in Mother Tongue languages (MTL)

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

Enhancing language proficiency and expression

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.

Developing linguistic skills through interactive storytelling

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Support for learning

❖ **Differentiated Instructions**

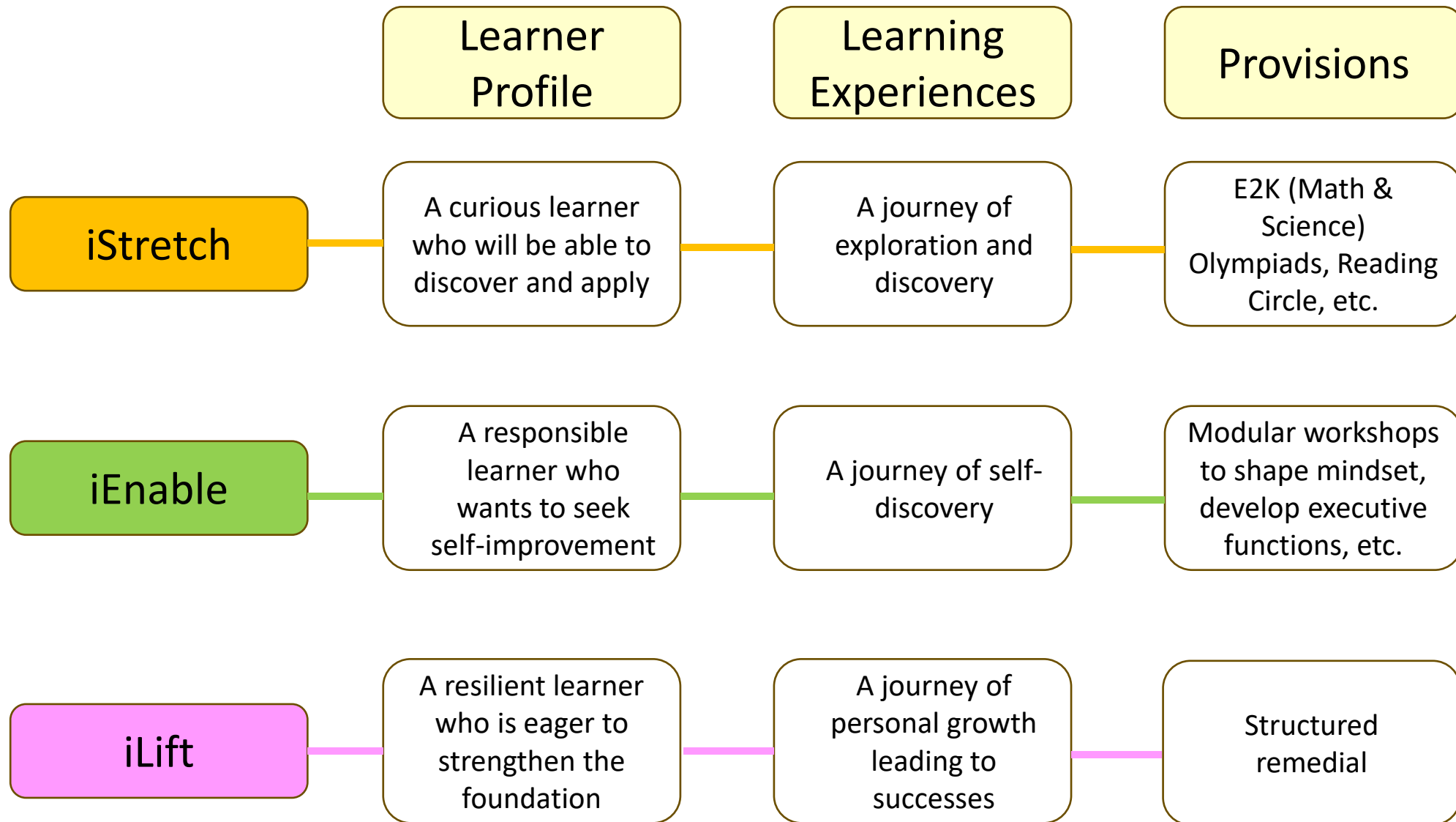❖ **Mother Tongue Banding**

❖ **After-school programme - iFlourish**

After-School Programme

A customised programme aim to ignite the joy of learning beyond the classroom

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How do we know if the students are learning?

✓ **Formative Assessments**

✓ **Non-Weighted and Weighted Assessments**

✓ **End-of-year Exam**

School-based Assessment Modes

Term 1	Term 2	Term 3	Term 4
Non-weighted Assessment 1	Weighted Assessment 2 (15%)	Weighted Assessment 3 (15%)	End-of-year Examination (70%)

Promotion at the end of P4

School assesses the students' ability to cope with the subjects at the end of the year.

Subject-based Banding At End of P4

At the end of P4

Student takes a subject combination

recommended by the school

* More details will be given at a later date

Direct School Admission for secondary schools (DSA-Sec)

P6 students can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas.

Range of talents include:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, Mathematics and Engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

For more details, visit https://www.moe.gov.sg/secondary/dsa

We want our students to know that..

Academic grades and scores 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.

Looking forward to a fruitful School-Home Partnership with you!

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THANK YOU!

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Form Teacher Briefing

Please join your child's Form Teacher using the link provided by your child's Form Teacher on Parent Gateway.