

SKPS/2019/P2 Level/002
11 January 2019

P2 Level Letter (Term 1)

Dear Parent / Guardian,

The P2 level wishes you a 'Happy New Year' and warmly welcomes your child back to school. We look forward to working with you and your child this year.

Every Student, An Engaged Learner

Through a myriad of activities that we have planned for the students, we aim to develop our P2 students into **Inventive Thinkers**, **Confident Leaders** and **Gracious Citizens**. Like an **Inventive Thinker**, they should stay resilient and focused, question, reflect and look for better ways to do things and to continually seek improvement. Students are also expected to be **Confident Leaders** who exercise initiative and are effective and responsible collaborators and role models, guiding the younger P1 students in the Lower Block. As **Gracious Citizens**, our students are expected to empathise with and respect their peers and school environment, embody the 3 Senses of Singapore Spirit and take action to contribute to the community.

In alignment with our school values, we want our students to adopt a caring and inclusive mindset with resilience and confidence.

Every Teacher, A Caring Educator

As educators, we share a common responsibility to work together with our parents and guardians in supporting the educational journey of the children. The e-mail addresses of the level teachers are listed in Annex A to enable you to contact your child's form/subject teacher should you require any clarification.

Every Parent, A Supportive Partner

According to Vygotsky's Social Learning Theory, much important learning by the child occurs through social interaction with a more knowledgeable other (MKO) who models appropriate behaviours and guide the child in the learning process. Besides teachers, parents are the other critical MKO. We seek parents' active support in your child's P2 educational journey by monitoring your child's work and learning regularly.

An article on Graciousness

Acts of Kindness

"Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you." -Princess Diana

The act of being kind is one that comes entirely from the heart, with the happiness of those you're kind to being all the reward you need. And right here in Singapore, there is no absence of kindness. Here's a story to warm your heart and inspire you to reach out to the people around you.

While on his way to the bus stop, Winson Heng was caught in a heavy downpour. Although he fully expected to be drenched, to his surprise, a foreign worker shielded him with an umbrella.

At the bus stop itself, Winson noticed that 2 foreign workers had stationed themselves there to protect both boarding and alighting passengers from the rain. The workers did this entirely out of the goodness of their hearts, having sacrificed the time they could have used to rest from their construction work - all to lend a hand to people in need.

The writer is Kelvin Eng.

Extracted and adapted from

<https://thesmartlocal.com/read/singapore-acts-of-kindness>, 16 October 2018

The extract above captures the importance of being gracious—the value which we would be focusing on as a school in Term 1. As a community, our students must learn to put others before themselves and be aware of the people around them. Gracious acts can be as small as helping someone to pick up something they have dropped. Creating a gracious society should start from inculcating the right values in our young by teaching them the art of altruism. Parents and schools have a huge part to play in this. Children often look to adults as role models, and the way to instil this value into our children is by demonstrating graciousness in our daily lives as their parents and teachers.

In conclusion, please refer to the attached Annexes for more information pertaining to the level for the term.

Annex A: Form and Subject Teachers' Contact Information Annex B: General Information Annex C: Programmes / Events / Activities for Term 1 Annex D: Assessment Plan for 2019
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Kindly acknowledge receipt of this letter and return the acknowledgement slip to your child's form teacher via your child by **14 January 2019, Monday**.

On behalf of the P2 Level Teachers, I wish your children an enriching journey at Seng Kang Primary School. Thank you.

Yours sincerely,

Miss Ong Shi Han
Assistant Year Head (Internal)

Miss Kwan See Ling
Year Head (Lower Block)

cc. Mrs Teo Whye Choo (Principal)
Miss Thien Li Chin (VP)
Mr Hamri A Jalil (VP-Admin)

FORM AND SUBJECT TEACHERS' CONTACT INFORMATION

Class	Form Teachers	E-mail address
2 Faith	Mrs Han Yu An	lim_yu_an@schools.gov.sg
	Mrs Rachael Sng	rachael_ngiam_shi_ting@schools.gov.sg
2 Hope	Miss Ong Shi Han	ong_shi_han_b@schools.gov.sg
	Mrs Melodie Lee	tan_shi_yi_melodie@schools.gov.sg
	Mdm Norahnisah Bte Abdol Rahman	norahnisah_abdol_rahman@schools.gov.sg
2 Joy	Mdm Latifah Bte Abdul Aziz	latifah_abdul_aziz_a@schools.gov.sg
	Mdm Loke Chuen Lan	loke_chuen_lan@schools.gov.sg
2 Courage	Mdm Chin Irnanie Binte Imran Chin	chin_irnanie_imran_chin@schools.gov.sg
	Mr Prem Kumar	prem_kumar@schools.gov.sg
2 Kindness	Mrs Brenda Siew	siew-gee_brenda@schools.gov.sg
	Miss Nur Effah Binte Elias	nur_effah_elias@schools.gov.sg
2 Patience	Mrs Ee (Leong) Lai Mun	leong_laimun@schools.gov.sg
	Mdm Siti Zuraidah	siti_zuraidah_osman@schools.gov.sg
2 Charity	Miss Joyce Leung	leung_lai_yin@schools.gov.sg
	Mdm Du Liang	du_liang@schools.gov.sg
2 Confidence	Mdm Rhoda Yeo	yeo_ay_leng@schools.gov.sg
	Mdm Lian Huan	lian_huan@schools.gov.sg

MT Class	Mother-tongue Teacher	E-mail address
CL2.1	Mdm Loke Chuen Lan	loke_chuen_lan@schools.gov.sg
CL2.2	Ms Li Hanyu	
CL2.3	Mdm Chiew Yan Seah	chiew_yan_seah@schools.gov.sg
CL2.4	Miss Kwan See Ling	kwan_see_ling@schools.gov.sg
CL2.5	Mdm Du Liang	du_liang@schools.gov.sg
CL2.6	Mdm Lian Huan	lian_huan@schools.gov.sg
ML2.1	Miss Nur Effah Binte Elias	nur_effah_elias@schools.gov.sg
ML2.2	Mdm Siti Zuraidah	siti_zuraidah_osman@schools.gov.sg
ML Bridging	Mdm Faizah	faizah_ibrahim_a@schools.gov.sg
TL2.1	Mr Prem Kumar	prem_kumar@schools.gov.sg

GENERAL INFORMATION

Please note that general information on areas such as 4As (Attendance, Attire, Attitude and Achievement), school safety and security and mode of communication are stated in the Student Handbook 2019 and will no longer be included in the termly letters.

	Remarks
1. Snack Time	<p>Students will have a 10-min Snack Time daily from Monday to Friday. Time will be allocated in class for students to consume food if they are hungry.</p> <p>As the timing varies depending on the class schedule, your child's Form Teacher will inform him of the schedule.</p> <p>Please note that snack time is optional and only healthy dry food (e.g. biscuits and bread, but not chips, sweets and sandwiches) and uncut fruits (e.g. apples and pears) are allowed. Packet milk is acceptable. Do build a habit of healthy eating in your child / ward by getting him / her to pack healthy snacks. Note that students will not be allowed to go to the canteen during Snack Time.</p>
2. PERI Holistic Assessments (HA)	<p>The school uses varied modes of assessments to assess students appropriately for follow-up actions. Holistic Assessment will continue in Primary Two. Please note the following:</p> <ul style="list-style-type: none"> ➤ There will be no mid-year (SA1) and final year (SA2) examinations this year. <p>More information on the Holistic Assessments will be furnished nearer the assessment dates.</p> <p>(Please refer to Annex D for the assessment plan.)</p>
3. Learning through Use of ICT	<p>Students will continue to use the Student Learning Space (SLS) to access relevant learning materials as part of their learning process. Students were given their login details last year. Please ensure your child is able to have access to the SLS so that he can benefit from the resources planned by the teachers.</p> <p>To understand the needs of your child, a survey with regard to your child's accessibility to internet is appended together with the acknowledgement slip.</p>
4. Eco-Tues	<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 to be young involved citizens of tomorrow.</p>

PROGRAMMES / EVENTS / ACTIVITIES – TERM 1

Programmes / Events / Activities	Date / Time / Duration
1. Parent-Teacher-Connect session	28 January, Monday (4.00 p.m. to 5.30 p.m.)
2. Chinese New Year Celebration	4 February, Monday (Dismissal for students is at 10 a.m.)
3. Chinese New Year	5 February, Tuesday 6 February, Wednesday (Public Holidays)
4. Total Defence Day Commemoration	11 February, Monday
5. Awards Day	22 February, Friday (2.30 p.m. to 5.30 p.m.) (Dismissal for students is at 12.30 p.m.)
6. School Health Visit	12 March to 27 March

ASSESSMENT PLAN 2019

Holistic Assessment will continue in Primary 2. Your child will be furnished with further details of the implementation of holistic assessment nearer the assessment dates.

English and Mathematics Assessment Plan 2019

Primary 2				
Subject	Term 1	Term 2	Term 3	Term 4
English Language	<ul style="list-style-type: none"> • Revision 1 • Listening • Reading 	<ul style="list-style-type: none"> • Performance-based task: Pick and Tell • Reading • Revision 2 	<ul style="list-style-type: none"> • Performance-based task: Stimulus –based conversation • Reading 	<ul style="list-style-type: none"> • Reading • Writing • Revision 3
Mathematics	<ul style="list-style-type: none"> • Journal • Practice 1 • Performance Task 1 	<ul style="list-style-type: none"> • Journal • Practice 2 • Performance Task 2 	<ul style="list-style-type: none"> • Journal • Practice 3 • Performance Task 3 	<ul style="list-style-type: none"> • Journal • Practice 4 • Performance Task 4

Chinese Language Assessment Plan 2019

Primary 2				
	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Revision 1	Listening Comprehension (pictures, short narratives)	Integrated listening and speaking task <ul style="list-style-type: none"> • Show-and-tell with rubrics • Responding to questions from teacher/ audience 	Listening Comprehension Revision 2
Speaking	Speaking Tasks <ul style="list-style-type: none"> • Picture Conversation 	Show-and-tell with rubrics Picture Conversation with prompts		Picture Conversation with prompts
Reading	Reading Aloud Reading Appreciation <ul style="list-style-type: none"> • Read-and-Share 	Reading Aloud Reading Appreciation <ul style="list-style-type: none"> • Poetry 	Reading Appreciation <ul style="list-style-type: none"> • 1-page book • Reflection 	Reading Aloud
Writing	Picture Writing 1 (paragraph)	Picture Writing 2 (paragraph)	Picture Writing 3 (paragraph)	Picture Writing 4 (paragraph)
Language Use	Revision 1 <ul style="list-style-type: none"> • HYPY • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ) 	Revision 2 <ul style="list-style-type: none"> • Vocabulary • Sentence Construction • Reading Comprehension (MCQ & open-ended) 	Revision 3 <ul style="list-style-type: none"> • Vocabulary • Sentence Construction • Reading Comprehension (open-ended) 	Revision 4 <ul style="list-style-type: none"> • Vocabulary • Re-arranging phrases • Sentence Construction • Reading Comprehension (MCQ & open-ended)
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

Malay Language Assessment Plan 2019

Primary 2				
	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Revision 1	Listening Comprehension (pictures, short narratives)	Integrated listening and speaking task <ul style="list-style-type: none"> • Show-and-tell with rubrics • Responding to questions from teacher/ audience 	Listening Comprehension Revision 2
Speaking	Speaking Tasks <ul style="list-style-type: none"> • Picture Conversation 	Show-and-tell with rubrics Picture Conversation with prompts		Picture Conversation with prompts
Reading	Reading Aloud Reading Appreciation <ul style="list-style-type: none"> • Read-and-Share 	Reading Aloud Reading Appreciation <ul style="list-style-type: none"> • Poetry 	Reading Appreciation <ul style="list-style-type: none"> • 1-page book • Reflection 	Reading Aloud
Writing	Picture Writing	Picture Writing Revision 2 <ul style="list-style-type: none"> • Vocabulary • Spelling • Conjunction • Cloze Passage • Reading Comprehension (MCQ & open-ended) 	Picture Writing Revision 3 <ul style="list-style-type: none"> • Vocabulary • Grammar • Reading Comprehension (open-ended) 	Picture Composition Revision 4 <ul style="list-style-type: none"> • Paper 2 - Vocabulary - Grammar - Reading Comprehension (MCQ & open-ended)
Language Use	Revision 1 <ul style="list-style-type: none"> • Vocabulary • Cloze Passage • Reading Comprehension (MCQ) 			
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

Tamil Language Assessment Plan 2019

Primary 2				
	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Revision 1 (pictures, short narratives)	Listening Comprehension (pictures, short narratives)	Integrated listening and speaking task <ul style="list-style-type: none"> • Show-and-tell with rubrics • Responding to questions from teacher/ audience 	Listening Comprehension Revision 2 (pictures, short narratives)
Speaking	Speaking Tasks <ul style="list-style-type: none"> • Picture Description • Simple Conversation 	Show-and-tell with rubrics Picture Conversation with prompts		Picture Description with prompts
Reading	Reading Aloud <ul style="list-style-type: none"> • Read short sentences according to the alphabets learnt 	Reading Aloud <ul style="list-style-type: none"> • Read short sentences or a paragraph 	Reading Aloud <ul style="list-style-type: none"> • Read short sentences or a paragraph 	Reading Aloud <ul style="list-style-type: none"> • Read short sentences or a paragraph
Writing	Penmanship (To write with guiding lines)	Penmanship (To write with guiding lines)	Penmanship (To write with guiding lines)	Penmanship (To write with guiding lines)
Language Use	Revision 1 <ul style="list-style-type: none"> • Name the picture • Fill in the blanks • Word Formation • Completing simple sentences • Match word and Picture • Choose the correct word/phrase and write or indicate with symbol 	Revision 2 <ul style="list-style-type: none"> • Name the picture • Fill in the blanks • Word Formation • Completing simple sentences • Match word and Picture • Choose the correct word/phrase and write or indicate with symbol 	Revision 3 <ul style="list-style-type: none"> • Name the picture • Fill in the blanks • Word Formation • Completing simple sentences • Match word and Picture • Choose the correct word/phrase and write or indicate with symbol • Fill in the blanks in sentences that are based on a picture with appropriate answers (with helping words) 	Revision 4 <ul style="list-style-type: none"> • Name the picture • Fill in the blanks • Word Formation • Completing simple sentences • Match word and Picture • Choose the correct word/phrase and write or indicate with symbol • Fill in the blanks in sentences that are based on a picture with appropriate answers (with helping words)
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

Acknowledgement Slip
P2 Level Letter 2019 (Term 1)

I have noted the contents of this letter.

Name of Child / Ward: _____ Class: P 2 (_____)

Name of Parent / Guardian: _____

Contact No: _____ (H/P) _____ (H)

E-mail Address: _____

ICT Survey

Please circle the appropriate response.

- | | |
|---|----------|
| Q1. Do you have a computer at home? | Yes / No |
| Q2. Do you have internet access at home? | Yes / No |
| Q3. Does your child have access to the internet? | Yes / No |
| Q4. Does your child have access to MS Word, Excel and Powerpoint? | Yes / No |

Signature of Parent / Guardian

Date