

SKPS/2019/P3 Level/003
11 January 2019

P3 Level Letter (Term 1)

Dear Parent / Guardian,

The P3 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

In line with the 21st Century Competencies desired for our students, our level aims to work towards the holistic development of each and every child. We envision our students to be inventive thinkers, confident leaders and gracious citizens.

Through a myriad of activities planned for our students, we aim to develop them into **Gracious Citizens**: taking the initiative to help others; **Inventive Thinkers**: looking for better ways to do things and being resilient when faced with challenges; **Confident Leaders**: influencing and guiding the younger P2 students in the Lower Block and be role models to them.

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

In Seng Kang Primary School, we want the best for our students and we invite you to work hand-in-hand with us for the benefit of your child. The e-mail addresses of the level teachers are listed in Annex A. Do feel free 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 P3 educational journey by monitoring your child's work and learning regularly.

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 instill 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 an overview of the teachers in the level, general information such as programmes and events for the term.

Please refer to the following Annexes for more information.

Annex A: Form Teachers / Subject Teachers Contacts

Annex B: General Information

Annex C: Programmes / Events / Activities for Term 1

Annex D: Assessment Plan for 2019

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 P3 Level Teachers, I wish your children an enriching journey at Seng Kang Primary School. Thank you.

Yours sincerely,

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 TEACHERS / SUBJECT TEACHERS CONTACTS

Class	Form Teachers	E-mail address
3 Faith	Mdm Shanmugathai d/o Madasamy	shanmugathai_madasamy@schools.gov.sg
	Mdm Zatty Sabrina	zatty_sabrina_mohd_razif@schools.gov.sg
	Miss Kwan See Ling (YH)	kwan_see_ling@schools.gov.sg
3 Hope	Mdm Kymberly Ariel Law Yen Theng	kymberly_ariel_law@schools.gov.sg
	Mdm Faizah Bte Ibrahim	faizah_ibrahim_a@schools.gov.sg
3 Joy	Mr Wang Hup Ann	wang_hup_ann@schools.gov.sg
	Miss Li Xiujing Rachael	li_xiujing_rachael@schools.gov.sg
3 Courage	Miss Geraldine Neo Poh Yan	geraldine_neo_poh_yan@schools.gov.sg
	Miss Low Duo Jia Dorcas	low_duo_jia_dorcas@schools.gov.sg
3 Kindness	Mrs Tsao Leng Leng	quek_leng_leng@schools.gov.sg
	Mr Ng Kok Leong	ng_kok_leong_a@schools.gov.sg
	Mr Mohammed Aqil Bin Mohd Mislán	
3 Patience	Mr Suresh Kumar S/O Gemeni Ganasan	suresh_kumar_gemeni@schools.gov.sg
	Mrs Diana Tan	lim_swee_kuan@schools.gov.sg
	Mrs Alfonso	reshmi_rai@schools.gov.sg

Class	English	Math	Science
3 Faith	Mdm Zatty Sabrina	Mdm Shanmugathai D/O Madasamy	Mdm Kymberly Ariel Law Yen Theng
3 Hope	Mdm Zatty Sabrina	Mdm Kymberly Ariel Law Yen Theng	Mdm Kymberly Ariel Law Yen Theng
3 Joy	Mr Suresh Kumar S/O Gemeni Ganasan	Mr Wang Hup Ann	Mr Wang Hup Ann
3 Courage	Miss Geraldine Neo Poh Yan	Miss Dorcas Low	Miss Anu Siva
3 Kindness	Mr Mohammed Aqil Bin Mohd Mislán	Mrs Tsao Leng Leng	Mrs Tsao Leng Leng
3 Patience	Mr Suresh Kumar S/O Gemeni Ganasan Mrs Diana Tan	Mrs Diana Tan	Mr Mohammed Aqil Bin Mohd Mislán

MT Class	Mother-tongue Teacher	E-mail address
CL3.1	Miss Kwan See Ling	kwan_see_ling@schools.gov.sg
CL3.2	Ms Li Hanyu	
CL3.3	Mdm Lian Huan	lian_huan@schools.gov.sg
CL3.4	Mr Ng Kok Leong	ng_kok_leong_a@schools.gov.sg
ML3.1	Mdm Azizah	azizah_ali@schools.gov.sg
ML3.2	Mdm Faizah	faizah_ibrahim_a@schools.gov.sg
TL3.1	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. Remedial lessons	<p>Remedial lessons are compulsory for selected students.</p> <p>A separate letter will be given to students who are required to attend remedial lessons.</p>
2. 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 / ward's Form Teacher will inform him / her 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>
3. Assessment	<p>The school uses varied modes of assessments to assess students appropriately for follow-up actions. These assessments include Holistic Assessments and Semestral Assessments.</p> <p>More information on HAs and SAs will be furnished nearer the dates.</p> <p><i>(Please refer to Annex D for the Assessment Plan)</i></p>
4. Learning through Use of ICT	<p>The students will continue to use the Student Learning Space (SLS) in the learning process. Students had been 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>
5. 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/ward to be young involved citizens of tomorrow.</p>
6. Gifted Education Programme (GEP)	<p>The GEP Identification Programme aims to identify suitable students with high intellectual potential. It was first implemented in Singapore in 1984. It was initiated by the Ministry of Education (MOE) in line with its policy under the New Education System to allow each student to learn at his/her own</p>

**Identification
Exercise 2019**

pace. The Ministry of Education has a commitment to recognise, nurture and develop the potential of each student. The screening exercise will be conducted on 23 August 2019. It will be conducted for English and Mathematics only and it is not compulsory. It is recommended for students who excel in their studies. Further details will be given prior to the test date.

PROGRAMMES / EVENTS / ACTIVITIES – TERM 1

Programmes / Events / Activities	Date / Time / Duration
1. Parent-Teacher-Connect	25 January, Friday (4.00 p.m. to 5.30 p.m.)
2. Science Learning Journey to the Zoo	29 January, Tuesday
3. Chinese New Year Celebration	4 February, Monday (Dismissal for students is at 10.00 a.m.)
4. Chinese New Year	5 February, Tuesday 6 February, Wednesday (Public Holidays)
5. Total Defence Day Commemoration	11 February, Monday
6. Awards Day	22 February, Friday (2.30 p.m. to 5.30 p.m.) (Dismissal for students is at 12.30 p.m.)
7. School Health Visit	12 March to 27 March

ASSESSMENT PLAN 2019

Holistic Assessments will continue in Primary 3. Your child will be furnished with further details of the implementation of the holistic assessments nearer to the assessment dates.

Primary 3				
Subject	Term 1	Term 2 40%	Term 3	Term 4 60%
English Language	<ul style="list-style-type: none"> Revision 1 Listening Comprehension Reading Aloud 	<ul style="list-style-type: none"> SA1 (40%) Stimulus-Based Conversation Guided Writing 	<ul style="list-style-type: none"> Revision 2 Listening Comprehension Reading Aloud Guided Writing 	<ul style="list-style-type: none"> SA2 (60%)
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 SA1 (40%) 	<ul style="list-style-type: none"> Journal Practice 3 Performance Task 3 	<ul style="list-style-type: none"> Journal Practice 4 Performance Task 4 SA2 (60%)
Science	<ul style="list-style-type: none"> Quiz 1 <p>Quiz 1 contributes 5% to SA1</p> <p>Quiz 2 contributes 5% to SA2</p>	<ul style="list-style-type: none"> SA1 (40%) 	<ul style="list-style-type: none"> Quiz 2 	<ul style="list-style-type: none"> SA2 (60%)

MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (CHINESE LANGUAGE)

	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Practice (pictures, short narratives)	Listening Comprehension Revision (10m) [To be included in SA1]	Integrated interactive performance task • Conversation with prompts	Listening Comprehension Revision (10m) [To be included in SA2]
Speaking	Speaking Tasks • Picture Conversation	<i>Reading & Picture Conversation (20m)</i> • Conversation		Picture Conversation (15m) [To be included in SA2]
Reading	Reading Tasks • Reading Aloud	Reading Appreciation • Reflection	Reading Appreciation • Reflection	Reading Aloud (10m) [To be included in SA2]
Writing	Picture Composition - Picture with guiding questions	Paper 1 (20m) - Picture Composition [To be included in SA1]	<i>Picture Composition (20m)</i> - <i>Picture Composition</i>	Paper 1 (20m) - Picture Composition [To be included in SA2]
Language Use	<i>Practice 1 (30m)</i> • Vocabulary • Reading Comprehension (MCQ) <i>*differentiated</i>	<i>Practice 2 (30m)</i> • Vocabulary • Reading Comprehension (open-ended) <i>*differentiated</i> Semestral Assessment 1 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [40%]	<i>Practice 3 (30m)</i> • Vocabulary • Reading Comprehension (MCQ & open-ended) <i>*differentiated</i>	Semestral Assessment 2 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [60%]
	0%	40%	0%	60%
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (MALAY LANGUAGE)

	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Practice (pictures, short narratives)	Listening Comprehension Revision (10m) [To be included in SA1]	Integrated interactive performance task • Conversation with prompts	Listening Comprehension Revision (10m) [To be included in SA2]
Speaking	Speaking Tasks • Picture Conversation (Integrated in Oral Package)	<i>Speaking Tasks</i> • <i>Reading & Picture Conversation</i> [25m] • Conversation		Picture Conversation (15m) [To be included in SA2]
Reading	<i>Reading Aloud (10m)</i> (Integrated in Oral Package)	Reading Appreciation • Reflection	Reading Appreciation • Reflection	Reading Aloud (10m) [To be included in SA2]
Writing	Picture Composition - Picture with guiding questions	Paper 1 (20m) - Picture Composition [To be included in SA1]	<i>Picture Composition (20m)</i> - <i>Picture Composition</i>	Paper 1 (20m) - Picture Composition [To be included in SA2]
Language Use	<i>Practice 1 (30m)</i> • <i>Vocabulary</i> • <i>Reading Comprehension (MCQ)</i> <i>*differentiated</i>	<i>Practice 2 (30m)</i> • <i>Vocabulary</i> • <i>Reading Comprehension (open-ended)</i> <i>*differentiated</i> Semestral Assessment 1 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [40%]	<i>Practice 3 (30m)</i> • <i>Vocabulary</i> • <i>Reading Comprehension (MCQ & open ended)</i> <i>*differentiated</i>	Semestral Assessment 2 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [60%]
	0%	40%	0%	60%
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (TAMIL LANGUAGE)

	Term 1	Term 2	Term 3	Term 4
Listening	Listening Comprehension Practice (pictures, short narratives)	Listening Comprehension Revision (10m) [To be included in SA1]	Integrated interactive performance task • Conversation with prompts	Listening Comprehension Revision (10m) [To be included in SA2]
Speaking	Speaking Tasks • Picture Conversation (Integrated in Oral Package)	<i>Speaking Tasks</i> • <i>Reading & Picture Conversation</i> [25m] • Conversation		Picture Conversation (15m) [To be included in SA2]
Reading	<i>Reading Aloud (10m)</i> (Integrated in Oral Package)	Reading Appreciation • Reflection	Reading Appreciation • Reflection	Reading Aloud (10m) [To be included in SA2]
Writing	Picture Composition - Picture with guiding questions	Paper 1 (20m) - Picture Composition [To be included in SA1]	<i>Picture Composition (20m)</i> - <i>Picture Composition</i>	Paper 1 (20m) - Picture Composition [To be included in SA2]
Language Use	<i>Practice 1 (30m)</i> • Vocabulary • Reading Comprehension (MCQ) <i>*differentiated</i>	<i>Practice 2 (30m)</i> • Vocabulary • Reading Comprehension (open-ended) <i>*differentiated</i> Semestral Assessment 1 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [40%]	<i>Practice 3 (30m)</i> • Vocabulary • Reading Comprehension (MCQ & open-ended) <i>*differentiated</i>	Semestral Assessment 2 (50m) • Vocabulary • Re-arranging phrases • Reading Comprehension (MCQ & open-ended) [60%]
	0%	40%	0%	60%
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

Acknowledgement Slip
P3 Level Letter 2019 (Term 1)

I have noted the contents of this letter.

Name of Child / Ward: _____ Class: P 3 (_____)

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