

SKPS/2019/P6 Level/005  
11 January 2019

### **P5 Level Letter (Term 1)**

Dear Parent / Guardian,

On behalf of the P5 level teachers, I would like to wish you a 'Happy New Year' and warmly welcome 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 P5 students into **Inventive Thinkers**, **Confident Leaders** and **Gracious Citizens**. Like an inventive thinker, they should stay resilient and focused, question, reflect, make sound and reasonable decisions and look for better ways to do things 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 students in the school. 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. As we prepare our students for the future, we hope to also develop in them global awareness and cross-cultural sensitivity.

#### **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**

Bringing up a child is like a voyage, and as a parent, you are the key navigator of your child's growth. His development is set primarily at home and in school, and when these two environments are attuned to each other, your child benefits the most. A number of studies have connected home-school collaboration to better learning, healthy self-esteem, more positive attitudes and behaviour in life. Therefore, we need your involvement in your child's education journey. It is important that we work hand-in-hand to help maximise your child's potential in life.

## **An article on Graciousness**

Japanese culture is well known for its expectations of gracious social behaviour and etiquette. These norms are very important to the Japanese and they never fail to surprise and delight visitors.

Having recently returned from a trip to Japan, I was amazed by the politeness that followed me throughout my travels - from the railway ticket inspector who bows respectfully to the passengers every time he passes through our train cabin to the earnest young waiter who ran after me to return the change I had absent-mindedly forgotten.

Their politeness also extends to a deep sense of humility in the face of praise and accomplishment. I happened to watch a Japanese "game show" which pitted two teams of engineers against each other to see who could produce a better product. The winners, master craftsmen who have spent their lifetimes perfecting their art, spared only the briefest of moments for celebration. And even that was carried out with restraint and moderation, before returning the collective attention to the task at hand.

With its deeply rooted cultural values and virtues that emphasise modesty and humility, Japan made me ponder how a progressive nation can continue to create a gracious society in this globally competitive environment.

In today's competitive environment, some may think that there is no place for kindness in the ecosystem. Some think kindness is the sign of a pushover, someone easily exploited, who would simply give in or give up without a fight.

Nothing can be further from the truth. Kindness is not softness. Being competitive is not incompatible with being kind and gracious.

Wholesome competition is a pleasure to experience when both parties respect each other and can accept both outcomes of being either a joyful victor or a gracious loser, just like the Japanese teams of master craftsmen. Both teams, comprising experts in their own right, benefited from the knowledge exchange and skill sets demonstrated during the competition. Ultimately, the match is considered a win-win in self-betterment. Evidently, graciousness trumped competitiveness as a value to live by.

The writer is General Secretary of the Singapore Kindness Movement, William Wan.

Extracted and adapted from

<https://www.straitstimes.com/opinion/lets-aim-to-be-competitive-yet-gracious>, 1 Mar 2016

This article sums up the value of Graciousness that we want to focus in term 1. Just as the Japanese remain kind, humble and rooted despite their achievements, we want our students to develop into gracious individuals who respect and show consideration for others and the environment, embrace differences in others, and contribute to our community, nation and the world. We hope that parents can reinforce this value at home.

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: Supplementary and Remedial Schedule for Term 1 Annex E: 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**.

Thank you.

Yours sincerely, on behalf of the P5 Level Teachers,

Mr Lawrence Chan  
Assistant Year Head (Internal)

Mrs Andrea Ki  
Year Head (Upper Block)

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

## FORM AND SUBJECT TEACHERS' CONTACT INFORMATION

Class	Form Teachers	E-mail address
5 Faith	Mrs Serene Tan	chen_xiaoying_serene@schools.gov.sg
	Mrs Adeline Lim	teo_huay_ling_adeline@schools.gov.sg
5 Hope	Mr Tan Jia Hui	tan_jia_hui_a@schools.gov.sg
	Mdm Nurul' Ain Bte Azilah	nurulain_azilah@schools.gov.sg
5 Joy	Mr Kalai Selven s/o Sadanadom	kalai_selven_sadanadom@schools.gov.sg
	Mr Didy Romanee Bin Ahmad	didy_romanee_ahmad@schools.gov.sg
5 Courage	Mr Wong Chin Wei Aaron	wong_chin_wei_aaron@schools.gov.sg
	Mdm Ngian Bang Yee	ngian_bang_yee@schools.gov.sg
5 Kindness	Mr Kua Choon Tat	kua_choon_tat@schools.gov.sg
	Mdm Chiew Yan Seah	chiew_yan_seah@schools.gov.sg
5 Patience	Mr Mohamed Salleh Bin Md Nooh	mohamed_salleh_md_nooh@schools.gov.sg
	Mr Lawrence Chan	chan_sian_heng_lawrence@schools.gov.sg
5 Charity	Mr Daniel Li Dahao	daniel_li_da_hao@schools.gov.sg
	Mr Mohamed Taib Bin Haji Anwar	mohamed_taib_haji_anwar@schools.gov.sg

Class	English	Math	Science
5 Faith	Mrs Serene Tan	Mrs Serene Tan	Mr Tan Jia Hui
5 Hope	Mr Kalai Selven	Mr Tan Jia Hui	Mr Tan Jia Hui
5 Joy	Mr Kalai Selven	Mr Ong Joo Kai	Mrs Andrea Ki
5 Courage	Mr Wong Chin Wei Aaron	Mr Lawrence Chan	Mrs Michelle Lim
5 Kindness	Mr Wong Chin Wei Aaron	Mr Kua Choon Tat	Mr Clarence Tan Teck Chuan
5 Patience	Mr Mohamed Salleh Bin Md Nooh	Mr Kua Choon Tat Mr Lawrence Chan Mr Vikneswaran S/O Subramaniam	Mr Seah Chin Liang Matthew
5 Charity	Mr Daniel Li Dahao	Mr Daniel Li Dahao	Mr Mohamed Taib Bin Haji Anwar

MT Class	Mother-tongue Teacher	E-mail address
CL5.1	Mr Welly Hardono	welly_hardono@schools.gov.sg
CL5.2	Miss Toh Pei Min	toh_pei_min@schools.gov.sg
CL5.3	Mdm Chiew Yan Seah	chiew_yan_seah@schools.gov.sg
CL5.4	Mr Lee Boon Kwee	lee_boon_kwee@schools.gov.sg
FCL	Mdm Lim Hwee Hong	lim_hwee_hong_a@schools.gov.sg
HCL	Mr Welly Hardono	welly_hardono@schools.gov.sg
ML5.1	Mdm Norhanim	norhanim_hashim@schools.gov.sg
ML5.2	Mdm Nur Shabana	nur_shabana_syed_ismail@schools.gov.sg
FML	Mdm Faizah	faizah_ibrahim_a@schools.gov.sg
TL5.1	Mdm Jayasutha d/o Vijaya Kumaran	jayasutha_vijaya_kumaran@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
<b>1. Remedial lessons</b>	<p>Remedial lessons are compulsory for <u>selected</u> students.</p> <p>Students who are required to attend remedial lessons will be given a separate letter.</p>
<b>2. Snack Time</b>	<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 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>
<b>3. Assessments</b>	<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 <b>Annex E</b> for the Assessment Plan)</i></p>
<b>4. Learning through Use of ICT</b>	<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>
<b>5. Eco-Tues</b>	<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**

<b>Programmes / Events / Activities</b>	<b>Date / Time / Duration</b>
1. Parent-Teacher-connect session	22 January, Tuesday (4.00 p.m. to 5.30 p.m.)
2. P5 Camp	24, 25 and 26 January (Thursday, Friday and Saturday)
3. Chinese New Year Celebration	4 February, Monday (Dismissal for students is at 10 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 12.30p.m.)
7. National Education Learning Journey	11, 12 and 13 March (Monday, Tuesday and Wednesday) (different classes will be scheduled for different day)
8. School Health Visit	12 March, Tuesday to 27 March, Wednesday

**SUPPLEMENTARY AND REMEDIAL SCHEDULE FOR TERM 1**

<b>Week</b>	<b>Remedial (for selected students)</b>	
	<b>Tuesday (EMS) 2.00p.m. – 2.45p.m. 2.45p.m. – 3.30p.m.</b>	<b>Thursday (EMS) 2.00p.m. – 2.45p.m. 2.45p.m. – 3.30p.m.</b>
4	29 Jan	31 Jan
5		
6	12 Feb	14 Feb
7	19 Feb	21 Feb
8	26 Feb	28 Feb
9	5 Mar	7 Mar
10		14 Mar
Term 2 Week 2	2 April	4 April

## Notes:

1. Remedial lessons will resume in Term 2 Week 2
2. A separate letter will be issued for Mother-Tongue (MT) remedial lessons and selected students for Math E2K Programme
3. There will not be any MT remedial lessons for Foundation MT students.

## ASSESSMENT PLAN 2019

Holistic Assessment will continue in Primary 5. Your child will be furnished with further details of the implementation of holistic assessment nearer the assessment dates. You may also refer to the following link for more information about the 2019 PSLE Examination Syllabuses.

<https://www.seab.gov.sg/home/examinations/psle/psle-syllabuses-examined-in-2019>

Primary 5				
Subject	Term 1	Term 2 40%	Term 3	Term 4 60%
<b>English Language/ Foundation English Language</b>	<ul style="list-style-type: none"> <li>Revision 1</li> <li>Situational Writing</li> </ul>	<ul style="list-style-type: none"> <li>SA1 (40%) Listening Comprehension, Language Use &amp; Comprehension and Composition</li> </ul>	<ul style="list-style-type: none"> <li>Revision 2</li> <li>Continuous Writing</li> </ul>	<ul style="list-style-type: none"> <li>SA2 (60%) Oral, Listening Comprehension, Language Use &amp; Comprehension and Composition</li> </ul>
<b>Mathematics/ Foundation Mathematics</b>	<ul style="list-style-type: none"> <li>Journal</li> <li>Practice 1</li> <li>Performance Task 1</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Practice 2</li> <li>SA1 (40%)</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Practice 3</li> <li>Performance Task 2</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Practice 4</li> <li>SA2 (60%)</li> </ul>
<b>Science/ Foundation Science</b> Quiz 1 contributes 5% to SA1 Quiz 2 contributes 5% to SA2	<ul style="list-style-type: none"> <li>Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>SA1 (40%)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 2</li> </ul>	<ul style="list-style-type: none"> <li>SA2 (60%)</li> </ul>

**SENG KANG PRIMARY SCHOOL 2019**  
**MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (CHINESE LANGUAGE)**

Primary 5				
	Term 1	Term 2	Term 3	Term 4
<b>Listening</b>	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA1]	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA2]
<b>Speaking</b>	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA1]	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA2]
<b>Reading</b>	Reading Appreciation <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA1]	Reading Appreciation <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA2]
<b>Writing</b>	<i>Picture Composition (20m)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA1]	<i>Picture Composition (20m)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA2]
<b>Language Use</b>	<i>Practice 1 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ)</li> </ul> <i>*differentiated</i>	<i>Practice 2 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (open-ended)</li> </ul> <i>*differentiated</i>  <b>Semestral Assessment 1 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[40%]</b>	<i>Practice 3 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ &amp; open ended)</li> </ul> <i>*differentiated</i>	<b>Semestral Assessment 2 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[60%]</b>
	<b>0%</b>	<b>40%</b>	<b>0%</b>	<b>60%</b>
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				



**SENG KANG PRIMARY SCHOOL 2019**  
**MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (MALAY LANGUAGE)**

Primary 5				
	Term 1	Term 2	Term 3	Term 4
<b>Listening</b>	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA1]	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA2]
<b>Speaking</b>	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation (Integrated in Oral Package)</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA1]	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation (Integrated in Oral Package)</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA2]
<b>Reading</b>	Reading Appreciation (based on short story given) <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA1]	Reading Appreciation (based on short story given) <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA2]
<b>Writing</b>	<i>Picture Composition (20m)</i>  <i>(integrated in composition exercise)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA1]	<i>Picture Composition (20m)</i>  <i>(integrated in composition exercise)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA2]
<b>Language Use</b>	<i>Practice 1 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ)</li> </ul> <i>*differentiated</i>	<i>Practice 2 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (open-ended)</li> </ul> <i>*differentiated</i>  <b>Semestral Assessment 1 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[40%]</b>	<i>Practice 3 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ &amp; open ended)</li> </ul> <i>*differentiated</i>	<b>Semestral Assessment 2 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[60%]</b>
	<b>0%</b>	<b>40%</b>	<b>0%</b>	<b>60%</b>
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

**SENG KANG PRIMARY SCHOOL 2019**  
**MOTHER TONGUE LANGUAGE ASSESSMENT PLAN (TAMIL LANGUAGE)**

Primary 5				
	Term 1	Term 2	Term 3	Term 4
<b>Listening</b>	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA1]	Listening Comprehension Practice	<b>Listening Comprehension Revision (20m)</b>  [To be included in SA2]
<b>Speaking</b>	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA1]	Speaking Tasks <ul style="list-style-type: none"> <li>• Video Conversation</li> </ul>	<b>Video Conversation (30m)</b>  [To be included in SA2]
<b>Reading</b>	Reading Appreciation <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA1]	Reading Appreciation <ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<b>Reading Aloud (20m)</b>  [To be included in SA2]
<b>Writing</b>	<i>Picture Composition (20m)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA1]	<i>Picture Composition (20m)</i>	<b>Paper 1 (40m)</b> - Picture Composition/ Topical  [To be included in SA2]
<b>Language Use</b>	<i>Practice 1 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ)</li> </ul> <i>*differentiated</i>	<i>Practice 2 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (open-ended)</li> </ul> <i>*differentiated</i>  <b>Semestral Assessment 1 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[40%]</b>	<i>Practice 3 (30m)</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <i>*differentiated</i>	<b>Semestral Assessment 2 (90m)</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Cloze passage</li> <li>• Reading Comprehension (MCQ &amp; open-ended)</li> </ul> <b>[60%]</b>
	<b>0%</b>	<b>40%</b>	<b>0%</b>	<b>60%</b>
Includes on-going formative classroom strategies: Questioning, providing feedback and teacher-student conferencing				

*Acknowledgement Slip*  
**P5 Level Letter 2019 (Term 1)**

I have noted the contents of this letter.

Name of Child / Ward: \_\_\_\_\_ Class: P 5 ( \_\_\_\_\_ )

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