

# P3 CURRICULUM BRIEFING

Friday. 4 March 2022. HGS



# AGENDA

01

**P3 HOLISTIC  
ASSESSMENT  
AND  
REPORTING &  
PARTNERSHIP**

*VP's Address*

02

**SUPPORT  
FOR P3  
HAIG GIRLS**

*AYH*

03

**SCIENCE  
CURRICULUM  
SHARING**

*HOD Science*

04

**GEP  
SCREENING**

*AYH*

05

**QUESTION  
&  
ANSWER**

*Key Personnel*



**If you have any questions,  
please submit them  
through the Q&A function.**

**Relevant KPs will  
respond.**



# Vice Principal's Address

*Mrs Lim Li Li*



# Our HGS Team





**Ms Lo Yen Nie**  
*Principal*



**Mrs Lim Li Li**  
*Vice Principal*



**Miss Netty Salmiyati  
Senawi**  
*Vice Principal*

# STUDENT DEVELOPMENT TEAM

- **Enhance** the **quality of school experience** and **well-being** of our students
- Manage **students' holistic development** as a level and **in collaboration with** all Key Personnel & Form Teachers, **in partnership with** our parents



# STUDENT DEVELOPMENT



Mdm Tng Shoo Ling;  
Year Head (Lower Primary) &  
Acting Head for CCE



Ms Chen Hsiang Yin  
Assistant Year Head (P1)



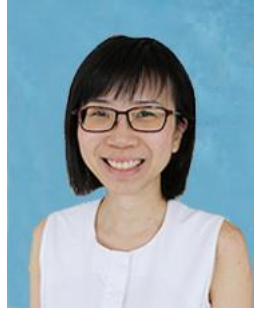
Ms Rasyidah  
Assistant Year Head (P3)



# KEY PERSONNEL



**Mrs Charlotte Mok**  
*HOD Mathematics &  
PE (Covering)*



**Ms Lynne Huang**  
*HOD Aesthetics & CCA  
Head for English Language  
(Covering)*



**Mr Ong Wee Leong**  
*HOD Science*



**Mdm Chua Boon Ling**  
*HOD Mother Tongue*

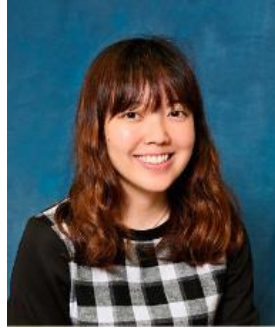


**Mdm Wan Alfida**  
*School Staff Developer*

# KEY PERSONNEL



**Mdm MarieYong**  
*Assistant Year Head*



**Mrs Nikki Lin**  
*Subject Head  
Citizenship Education*



**Mrs Sunita Singh**  
*Subject Head  
Character Education*



**Mdm Zareena**  
*Subject Head  
Student Management*



**Mrs Jeya Lawrence**  
*Level Head EL*



**Mdm Rachel Ng**  
*Level Head CL*



**Mrs Clara Kang**  
*Level Head Science*



**Mr Ansar**  
*Subject Head ICT*

# ALLIED EDUCATORS



**Ms Chee Fei Wan**  
*School Counsellor*



**Ms Ada Ong**  
*Senior Allied Educator*  
*(Learning and Behavioural Support)*



**Mdm Nur Amni**  
*Allied Educator*  
*(Learning and Behavioural Support)*



# **P3 Holistic Assessment & Reporting**

# A Holistic Education

**Engaged, Inclusive Learning**  
(Catered to differentiated needs)

**Life-Long Learning**  
(Leaders of Character  
who will serve others,  
the school & the  
community)



**Student Well-Being**  
("Right sizing" and  
mitigating of "Effort  
inflation")

**Student-centric**

***Every Haig girl can think, learn, achieve and excel***

# Holistic Assessment

**Ongoing** gathering of information from *various sources* on **different facets** of the child to provide **feedback to support and guide the child's holistic development**

Knowing the whole child

Developing the whole child

Building the confidence and desire to learn

# Holistic Development Report – P1 & 2

- No weighted assessments
- Using qualitative descriptors to report students' learning progress

## Holistic Development Profile For Year 2020

Page: 2 of 6  
Date: 06 Nov 2020

Name :

<u>SUBJECT</u>	<u>SEMESTER 2</u>
<b>CHINESE LANGUAGE</b>	
Listening: Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	Competent
Reading: Read aloud Primary 2 texts with accuracy and fluency.	Competent
Speaking: Participate in short conversations related to daily life with some guidance.	Developing
Writing: Write short sentence(s) about daily life with some guidance.	Developing
Reading: Understand Primary 2 texts and are able to identify details with some guidance.	Competent
<b>MATHEMATICS</b>	
Identify, name, describe and sort shapes and objects.	Accomplished
Tell time to 5 minutes.	Competent
Compare and order objects by length, mass, or volume.	Developing
Read and interpret picture graphs with scales.	Competent

# Holistic Development Report – P3

**Results Slip**

Page: 1 of 1  
Date: 29 May 2019

**Mid Year**

Name : \_\_\_\_\_  
 1st Jan : \_\_\_\_\_  
 Class : \_\_\_\_\_  
 Form Teacher : \_\_\_\_\_  
 Co-Form Teacher : MR TAN BOON TIONG

SUBJECT	WEIGHTED ASSESSMENT 1	
	Mark	Grade
ENGLISH LANGUAGE	78	2
CHINESE	93	1
MATHEMATICS	78	2
SCIENCE	90	1
SOCIAL STUDIES		B
ART		B
MUSIC		A
PHYSICAL EDUCATION		A

**WEIGHTED ASSESSMENT 1**

Attendance : 91/98

**Conduct** (Weighted Assessment 1) : VERY GOOD

**Comments** (Weighted Assessment 1)  
 \_\_\_\_\_ responsible student who understands the responsibilities of being an environment leader and she takes pride in carrying out her duties. She is enthusiastic about learning new things and participates actively in discussions.

\_\_\_\_\_  
 Teacher's Signature                      Principal's Signature                      Parent's Signature

**End of Year**

Class : 3 CHARITY                      S/N : 1                      Course : P3Curriculum  
 Form Teacher : MADAM NUR FARHANA BINTE RAMLAN  
 Co-Form Teacher : MR MOHAMMAD FAUZI BIN WAHID

SUBJECT	WA2		EOY		OVERALL	
	Mark	Grade	Mark	Grade	Mark	Grade
ENGLISH LANGUAGE	71	2	89	1	85	1
MATHEMATICS	43	4	62	3	63	3
SCIENCE	100	1	83	2	83	2
CHINESE LANGUAGE	70	2	66	3	64	3
SOCIAL STUDIES	-	-	-	-	-	A
ART	-	-	-	-	-	A
MUSIC	-	-	-	-	-	B
PHYSICAL EDUCATION	-	-	-	-	-	A

**OVERALL**

Attendance : 71/71                      Class for Next Year : \_\_\_\_\_

**Conduct** (OVERALL) : VERY GOOD

**Comments** (OVERALL)  
 \_\_\_\_\_ kind and helpful when interacting with her peers. She takes an active role in class discussions and willingly shares her experiences with her peers. She has shown improvement in her schoolwork by being more committed to completing her assigned tasks.

□ Weighted Assessments in Term 2 & 3

□ End of Year Exams in Term 4

\_\_\_\_\_  
 Teacher's Signature                      Principal's Signature                      Parent's Signature



## P3 Assessment Plan

<b>Term 1</b> No weighted assessment	<b>Term 2</b> Weighted Assessment 1 (15%)	<b>Term 3</b> Weighted Assessment 2 (15%)	<b>Term 4</b> End-of-Year Examinations (70%)
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## English, Math, Science & Mother Tongue

Achievement Band	Mark Range
1	85 and above
2	70 – 84
3	50 – 69
4	Below 50

## PE, Art, Music & Social Studies

Grades	Descriptors
A	Exceeding
B	Proficient
C	Developing

# Developing your child

## School Values



## Leadership Attributes



# Developing your child – Focus on Learning Dispositions



## **H EALTHY LEARNING HABITS**

- I am prepared for lessons
- I am focused and know how to manage distractions
- I complete my work to the best of my ability and submit them on time



## **A CTIVE TEAM PLAYER**

- I listen and accept others' opinions and ideas
- I share my ideas in a class / group setting
- I am able to disagree respectfully



## **I NQUISITIVE LEARNER**

- I ask questions to build on my learning
- I can talk about my learning and what I can do to improve



## **G ROWTH MINDSET**

- I do not give up even when faced with difficult tasks
- I learn from my mistakes and work on feedback given



# School-Home Partnership

# Supporting your child in her learning journey

## **Developing good habits**

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

## **Relating to others**

We want your child to be confident, respectful and have integrity when interacting with others.

## **Managing self**

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future.

# Supporting your child in her learning journey

- Complement the school's efforts in building her character  
e.g. giving your child the opportunities to clean up at home to nurture responsibility & independence





# Your Support for Your Child

- Unconditional love; believe in your child
- Avoid comparing your child to others. Get to know your child – her strengths, her interests.
- Develop a ‘growth mindset’ in your child
  - Nurture the belief that with effort, she can improve, achieve & excel
  - Praise the process (effort, strategy, focus, improvement) - enables your child to be more resilient & motivated



## **Your Support for your child**

- Provide a conducive environment at home for study and homework
- Ensure regular attendance & punctuality
- Reinforce the school's expectations of the quality of work expected



## **Your Support for your child**

- Be involved!
- Help your child think through problems she may be facing in school and help her build her resilience/ self-discipline/ school values (I4Cs)
- Let your child take ownership of her own learning by getting her to share with you what she has learnt, troubles she has faced and how she has overcome them

# School-Home Partnership

- In character education, more is caught than taught.
  - Our children watch how we respond to situations.
  - Our actions and behavior shape who they become.
- Let us be good role models for our children
  - Let us speak to all staff with respect and courtesy
  - If we are upset about something, let us be mindful of our language and express our concerns tactfully through the appropriate channels.





## School-Home Partnership

- **Trust our teachers & work with us**
- Contact teachers during school hours (7am to 5pm) via **email** or leave a message with GO
- Be patient as our teachers may not be able to answer your queries on the day itself



# FAQ



# What does the removal of Mid-Year Exam mean?

- Removal of mid-year exams does not equate to weaker academic rigour
- More white space to focus on embracing the joy of learning
- Use of various formative methods like games, quizzes, reflections, presentations, performance tasks, research projects instead of pen and paper testing

# Why is there no Higher Chinese and Maths grouping in P3?

- Joy of learning (Shift of mindset)
- Mainstream school VS SAP Schools
- No assessment policy at lower primary
- Teachers' support



## HOW YOU CAN SUPPORT YOUR DAUGHTER

- What happens if your daughter doesn't know how to do her homework or practice paper?**
  - Do not do the homework for your daughter
  - Guide your daughter and ask her questions
  - If you provided assistance, indicate next to the answer 'Guided by parent.'

# P3 CURRICULUM BRIEFING

Friday. 4 March 2022. HGS







# **Support for P3 Haig Girls**

*Ms Rasyidah Bte Mohamed Idrus*

# 2022 will be a year of...



Teachers

Friends

Subject

Class size

CCA

Roles

Routines

Expectations

**Changes & Challenges**



- CHANGE IS GOOD.

- YEAH, BUT IT'S NOT EASY.

# Dealing with Changes



**TIPS**



# WE'VE GOT YOUR BACK



Miss Leow Xin  
Yi Chantel



Mdm Alia Hanna



Mdm Cheah  
Ling Hui Esther



Ms Rasyidah



Mdm Nur  
Farhana



Mrs Fong  
Lay Keow



Mdm  
Celestina  
Sharmini



Mdm Chiong  
Sin Ee Cindy



Mr James  
Long



Mdm Harjinder  
Kaur

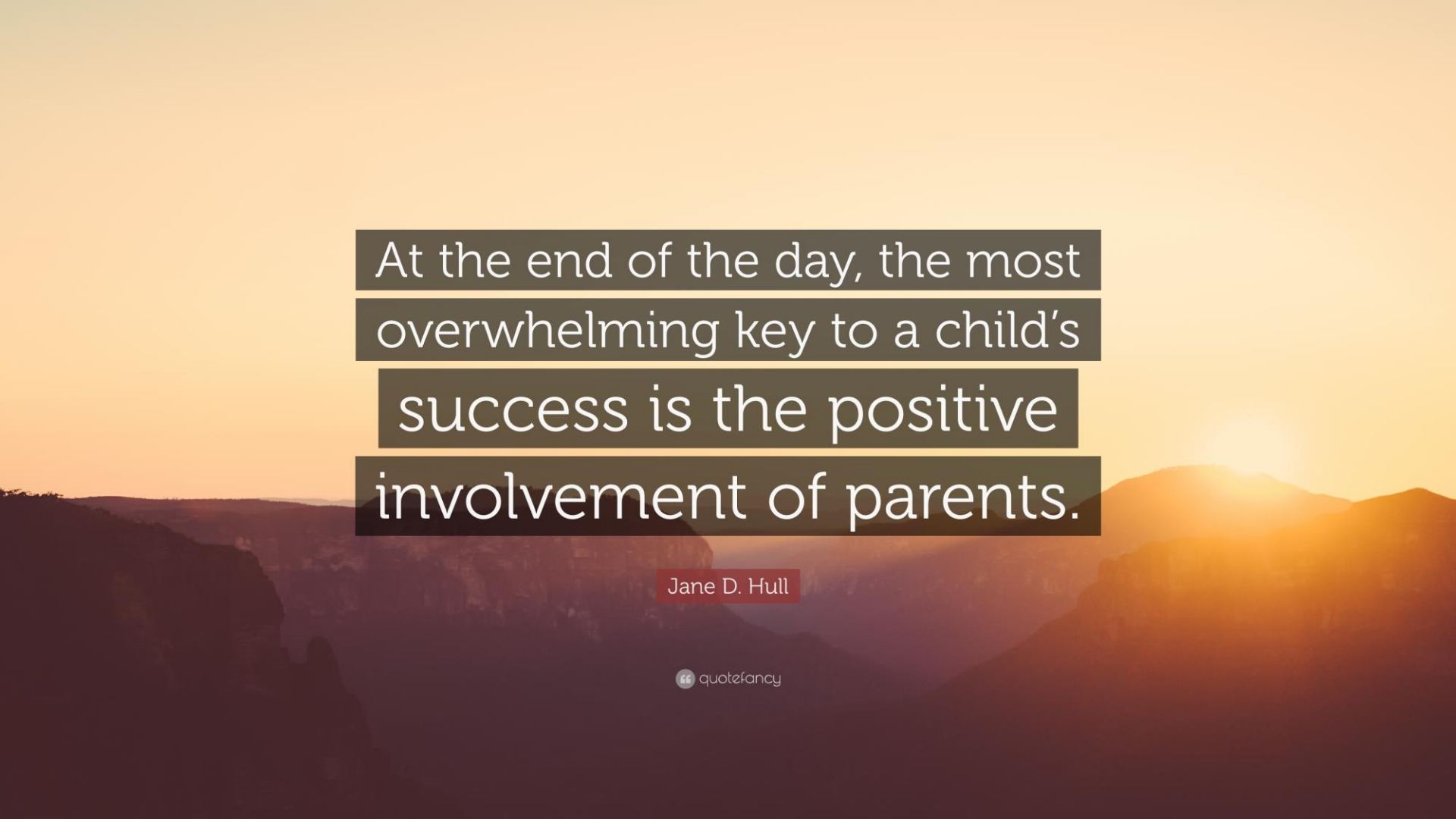


Mdm Noraini

# SUPPORTING YOUR CHILD'S LEARNING & SOCIAL-EMOTIONAL WELL-BEING

- Learning packages catered to the needs of our Haig girls
- Form Teacher Guidance Period (FTGP) on Mondays
  - Customised FTGP Lessons
- Form Teacher(FT) Time on Fridays
- Heart-to-Heart Talks with FTs
- Learning to Learn Strategies
- Smaller teaching groups and remedial for those who require more support
- Open communication with parents via e-mail, ClassDojo, etc





At the end of the day, the most  
overwhelming key to a child's  
success is the positive  
involvement of parents.

Jane D. Hull



# **Supporting Your Child @ Home**

*Tips for the Different Subjects*



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**ENGLISH LANGUAGE**

# HOW PARENTS CAN HELP

## Provide a Rich Language Environment

- provide **a wide variety of English language reading materials** at home (e.g. newspapers, non-fiction books, recipe books, poetry books)
- **visit the library regularly** and **empower her** to choose
- Find out your child's interest and **find relevant activities / books**
- **read to and with them** and **discuss** what you both have read

## Role Model Good English

- **read and write often** in front of and with your child
- speak in **standard English** where possible
- expose your child to **good role models** e.g CNA, British Council



# HOW PARENTS CAN HELP

## Engage in Meaningful Talk

- **Talk** about daily activities, values, a movie that you've watched, a meal that your family had together, or about current affairs
- Ask her about the **STELLAR units** she is learning and the **stories she is writing** in school

## Reinforce Skills & Strategies Taught in School

- monitor your child's learning and progress and get her to **practise the annotation skills** taught
- provide similar listening, speaking, reading and writing opportunities and activities



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# **MATHEMATICS**

Topics	P 2	P 3
<b>Whole Numbers</b>	Numbers up to <b>1000</b> Addition & Subtraction Multiplication & Division	Numbers up to <b>10 000</b> Addition & Subtraction Multiplication & Division
<b>Money</b>	Comparing Converting	<b>Addition &amp; Subtraction</b>
<b>Measurement</b>	Length Mass Time Volume	Length Mass Volume Time
<b>Geometry</b>	2-D Shapes 3-D Shapes	<b>Angles</b> <b>Perpendicular and Parallel lines</b> <b>Area and Perimeter</b> <b>(square and rectangle)</b>
<b>Data Representation and Interpretation</b>	Picture Graphs (with scales)	<b>Bar Graphs</b> (with scales)
<b>Fractions</b>	Fractions of a Whole Addition & Subtraction	<b>Equivalent Fractions</b> Addition & Subtraction

# NEAT & CLEAR PRESENTATION OF MATHEMATICAL SOLUTIONS

Train your child to **show proper and detailed working** steps

- 1) All mathematical equations to be written.
- 2) Models are to be labelled properly.
- 3) Workings to be shown and aligned on the right hand side of each page.



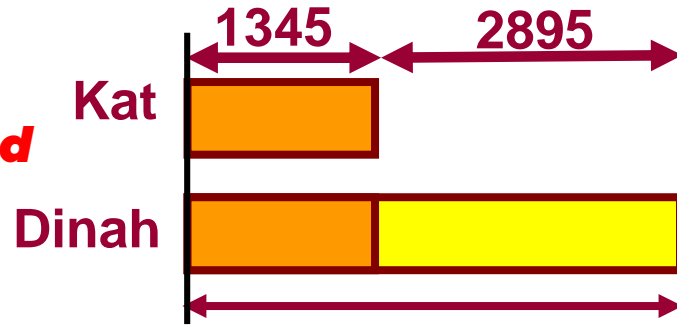
Kat bought 1345 balloons.

Dinah bought 2895 more balloons than Kat.

How many balloons did Dinah buy?

**Workings on  
the right**

**Well-labelled  
model**



$$\begin{array}{r} 1345 \\ + 2895 \\ \hline 4240 \end{array}$$

**Caption**

?

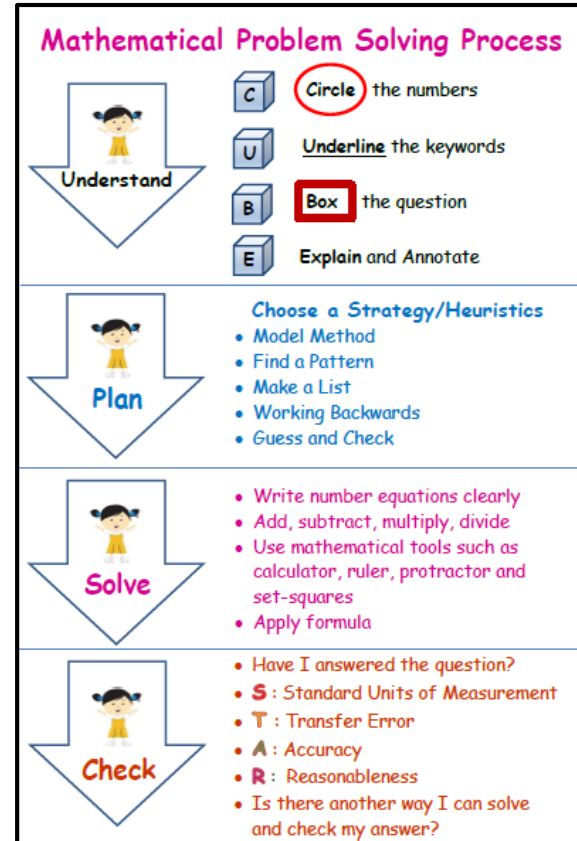
**Equation**

Dinah's Balloons  $\rightarrow 1345 + 2895 = 4240$

Ans: 4240

# HOW PARENTS CAN HELP

- Encourage your child to **share her solutions** with you
- Go through the **steps** in problem solving





# HOW PARENTS CAN HELP

- **Prioritise: School work** to be completed **first**.
- Work and **communicate** with your child's **Math Teacher**
- **Monitor/Follow up on homework** daily
  - **Ask questions that guide** instead of telling them the answers



## Prompt Further Thinking

- How do you know that ...?
- What does this tell us about ...?
- How can we explain ...?
- What did you see / know ?
- What did you see/ know that makes you say so?



## Probe Understanding

- Is it possible that ...? Give examples
- What would happen if ...?
- Why ...?
- Why not ...?

# HOW PARENTS CAN HELP

6 X 1 = 6	7 X 1 = 7	8 X 1 = 8	9 X 1 = 9	10 X 1 = 10
6 X 2 = 12	7 X 2 = 14	8 X 2 = 16	9 X 2 = 18	10 X 2 = 20
6 X 3 = 18	7 X 3 = 21	8 X 3 = 24	9 X 3 = 27	10 X 3 = 30
6 X 4 = 24	7 X 4 = 28	8 X 4 = 32	9 X 4 = 36	10 X 4 = 40
6 X 5 = 30	7 X 5 = 35	8 X 5 = 40	9 X 5 = 45	10 X 5 = 50
6 X 6 = 36	7 X 6 = 42	8 X 6 = 48	9 X 6 = 54	10 X 6 = 60
6 X 7 = 42	7 X 7 = 49	8 X 7 = 56	9 X 7 = 63	10 X 7 = 70
6 X 8 = 48	7 X 8 = 56	8 X 8 = 64	9 X 8 = 72	10 X 8 = 80
6 X 9 = 54	7 X 9 = 63	8 X 9 = 72	9 X 9 = 81	10 X 9 = 90
6 X 10 = 60	7 X 10 = 70	8 X 10 = 80	9 X 10 = 90	10 X 10 = 100

- Ensure your child knows the **multiplication tables well, especially 6, 7, 8 and 9**
- **Relate Math** concepts **to daily life examples**.  
E.g cutting the pizza into equal parts is about fractions, numbers and 3D objects are all around us, use of money at the supermarket, mass of a packet of rice...
- Provide a positive environment – **encourage** your child to **persevere** and **praise** your child's **effort**.



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**MOTHER TONGUE**

# HOW PARENTS CAN HELP

## 1. Oracy

**Be your child's role model**; speak in your MTL & encourage your child to express her views in MTL during daily conversations.

Motivation → improvement in speaking fluency & confidence.

## 2. Listening

**Listen to online texts, audio books, songs, radio broadcast and watch TV programmes, etc.** This will enhance her listening skills & get her to be more interested in the language.



# HOW PARENTS CAN HELP

## 3. Writing

- Teach your child to **identify ideas, gather good phrases and analyse the structure** when reading
- **Apply skills & words she has learnt** in writing practices



## 4. Language Use

- **Revisions before assessments is important.** Go through texts, Wordlist or Bilingual lists to check understanding.
- **Regular practices** will help in understanding & enhancing memory

# SELF-DIRECTED LEARNING

## Encourage Self-directed Learning

SLS Portal (Student Learning Space)  
<https://vle.learning.moe.edu.sg/gate-keeping.html>

BI-WEEKLY MAGAZINES 《新列车》  
[www.ezhishi.net](http://www.ezhishi.net) (Chinese only)

## E-tutor Online Chinese Learning Portal Ezhishi.net

eAssignment  
电子作业

Teachers to assign appropriate worksheets for students according to their learning needs  
老师会根据各班的需要自行发布电子作业给学生，学生登入时会提醒他有未完成的电子作业。



Online Revision  
定期的复习：  
• 根据课文  
• 不同类型的习题

Oral Practices  
口试练习：  
视频会议

E-reading materials  
阅读故事

## ML Resources

### SLS/IMTL Portal

- for teaching and learning of ML
- online tasks / homework

### Malay Language Centre of Singapore (MLCS) Educational Apps

Link to the apps -

<https://academyofsingaporeteachers.moe.edu.sg/mlcs/resources>

### 1) Legenda Singapura App

Stories on Singapore legends (e-stories)  
learning of vocab, comprehension, idioms  
to encourage reading and develop reading skill



**CHARACTER & CITIZENSHIP  
EDUCATION (CCE)**

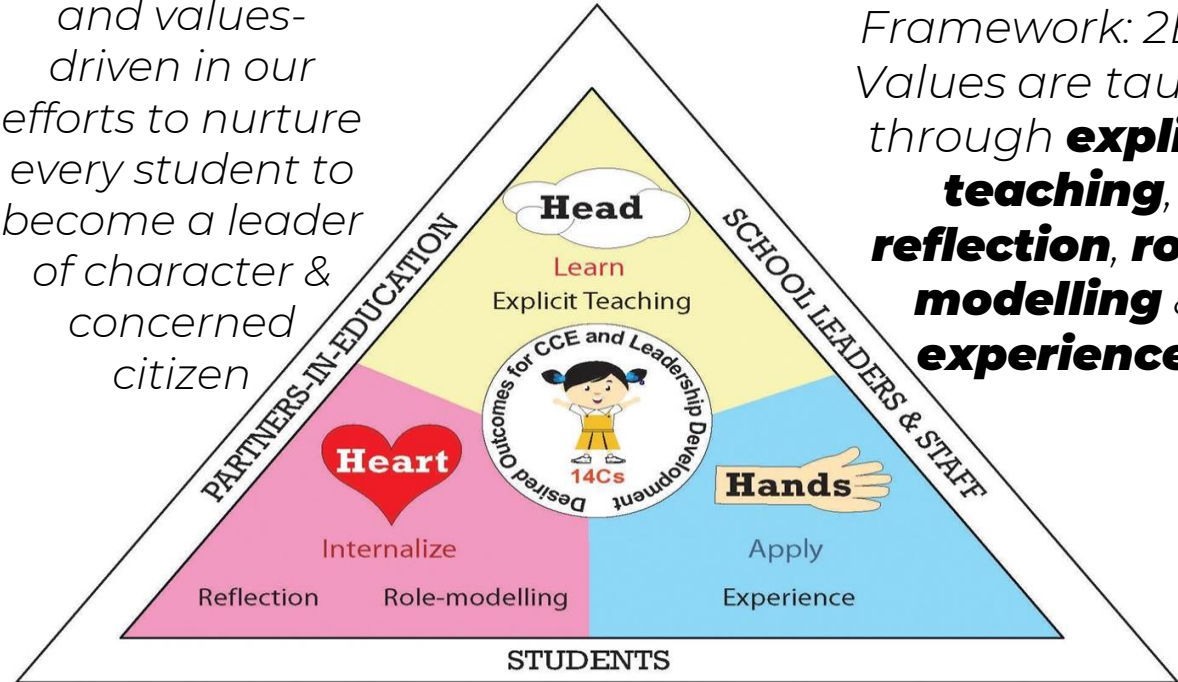
# GOALS OF CCE

- **inculcate values & build competencies** in our students
- develop them to be **good individuals and useful citizens**

CCE is not just a programme in HGS, it permeates the life of the school and is embedded in every aspect of the curriculum and co-curriculum



*Student-centric and values-driven in our efforts to nurture every student to become a leader of character & concerned citizen*



HGS CCE Framework: 2E2R  
Values are taught through **explicit teaching, reflection, role-modelling & experience.**



# SCHOOL-BASED INITIATIVES

Goals of CCE 2021

Good  
Character

Resilience  
&  
Well-Being

Active  
Citizenship

Future-  
Readiness

Kindness &  
Gratitude

Boxes of  
Blessings

Learning to  
Learn

Environment

**Ars Potens Est**

Knowledge is Power in service to others, the school and the community.



Financial  
Assistance  
Scheme

Integration  
Programs

Education  
& Career  
Guidance

CCE Learning  
Spaces

- It takes a village to raise a child
  - *Parents are key navigators of their children's growth. Students benefit the most when the home and school environments are attuned to each other.*
  - *Home-school collaboration leads to better learning, healthy self-esteem, more positive attitudes and behaviour in life*
- Actively check-in with your child on what she's learnt & reinforce key learning points
- Don't underestimate your child - allow her to become stronger by learning and making mistakes
- Cultivate positive habits from young - sleep early, eat well & rest well
- Affirm your child & provide positive reinforcements
- Be a positive role model!

## CHARACTER & CITIZENSHIP EDUCATION



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# **PHYSICAL EDUCATION (PE)**

# HOW PARENTS CAN HELP

Encourage your child to  
“Enjoy doing your best”.

Don't Stress  
Do Your Best

LEAD BY EXAMPLE

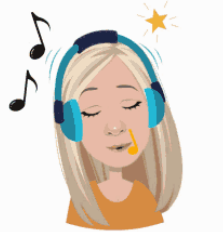
Keep her moving!  
Be an active example.

“You are what you eat,  
so eat right.”  
Encourage healthy eating habits.



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# **AESTHETICS**



# PARENTS AS PARTNERS IN MUSIC EDUCATION

- Understand that your child is **naturally curious** and **encourage her to explore and ask questions** about what she hears and observes
- **Refrain from judging** when your child sings or engages in any music-related activity
- **Tell your child how happy you are** to hear her sing or make music. Encourage her by clapping to the beat and to create music that she loves
- Where possible, **bring her to a concert** at a performing arts institution! Eg: Victoria Concert Hall, the Esplanade, etc.

# PARENTS AS PARTNERS IN ART EDUCATION

- encourage your child to talk about her **experiences**, express her **thoughts and feelings** and explain how she **solves problems and overcomes challenges** in art class
- encourage your **child to present her art portfolio** and **talk** about her artwork.
  - **allow creative mess** to take place and take time to **engage your child in play/art making**
- Where possible, bring her to local art galleries / exhibitions. Encourage her to be observant when walking outside to spot any sculptures, interesting architecture or any art in nature



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# **GEP SCREENING**



# P3 GEP SCREENING

Tentative dates for the Gifted Education Programme (GEP)  
Screening and Selection Exercises

GEP Screening Exercise  
17 August 2022 (Wednesday)  
English Language & Mathematics

GEP Selection Exercise  
18 & 19 October 2022 (Tue & Wed)  
English Language, Mathematics & General Ability



# Question & Answer

*Key Personnel*

# Q&A

*Please submit your questions in the Q&A function.*



# Feedback

*If you have no questions, please complete this feedback form. Once done, you may leave the webinar.*



THANK  
YOU!