# Primary 2 Briefing

4 February 2023

by Mdm Sieow/AYH



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Year Head P1/P2
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Assistant Year Head P2
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#### **Overview**

Segment 1: What I value as a Year Head

Segment 2: Overview of our school and level programmes



# My Role as a Year Head

(Well-being & Holistic Development)



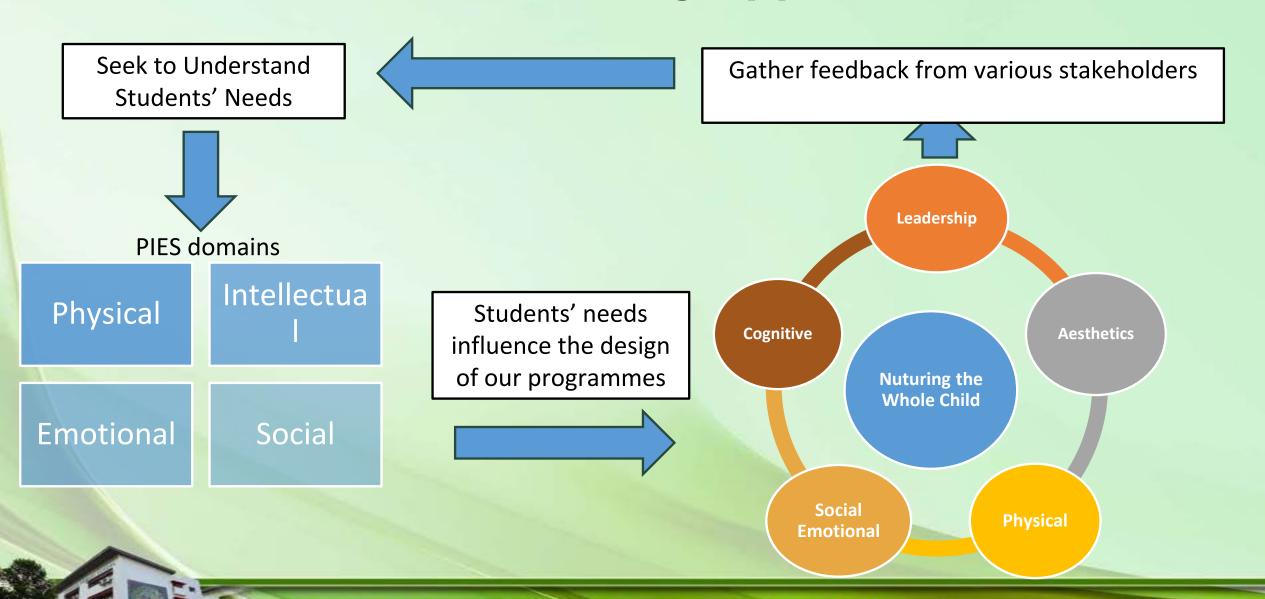
# Student Well-being



Students.
Our Focus



#### **Our Well-being Approach**



## **Enhanced Support for Selected Students**

A dedicated team of Counsellors and SEN Officers looks into the well-being of students

- with Special Educational Needs (SEN), and
- in need of counselling.

After school support programmes have been curated for selected students. The school will be in touch with you if your child has been identified.



### **Enhanced Support for Selected Students**

#### **Examples:**

- Individual Intervention
- School-initiated Group Intervention
- MOE Intervention Programmes (TRANSIT)
- Referral to external agencies for diagnosis and support
- Access arrangement
- Progress monitoring
- Preparation for transition



#### **Our Dedicated Counsellors**



Mdm Annu Ratha D/O
Jayaram
(Senior School
Counsellor)



Ms Toh Mui Hua
Catherine
(School Counseller)

# Our Dedicated Team of Special Educational Needs Officers



Mr Mohd Alighouse S/O Md Sidique (Senior Special Educational Needs Officer)



Mdm Shilka
Quraisha
(Special
Educational Needs
Officer)



Ms Siti Radhiana
Agustina
(Special
Educational Needs
Officer)

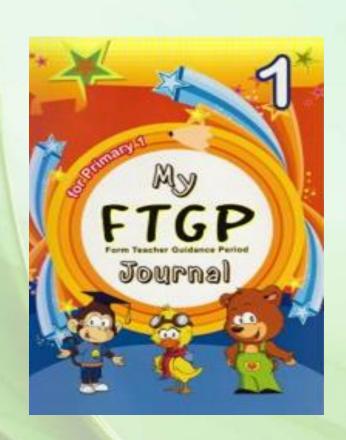


Mdm Rasimah
Mohamed Isa
(Special
Educational Needs
Officer)

## **Character Growth**



#### **Extended FTGP**



In 2023, Form Teacher Guidance Period (FTGP) has been **extended** from **30 to 60 mins**every Thursday.

FTGP Journal aims at character growth.



#### **Discipline & Character Growth**

- Discipline is essential to character growth
- Educative and not punitive
- Meaningful consequences
- Adopt Restorative Practice (RP) in managing behavioural issues that undermine character



Mr Mohd Faizal Razak
Subject Head / Student
Management

#### Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



#### We are partners in your child's character growth

IT TAKES A
VILLAGE
to raise
a Child



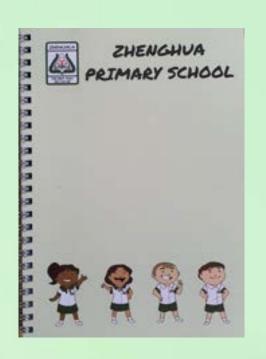
Shared Goal: The Child's Growth

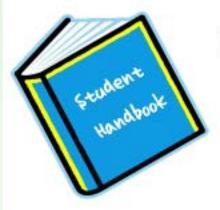
# Partner us in making your child a Self-directed Learner

#### 2 key areas:

- Attendance and punctuality to school
- Homework submission







#### **Roles in Homework Submission**

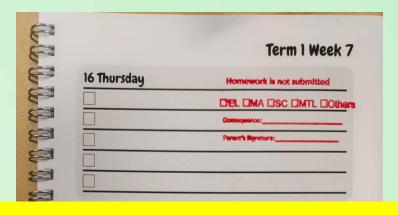
Student's Role		Parent's Role	
1.	Copy homework into Student Handbook and put homework	1.	Check Student Handbook
2.	into homework file.  Check Student Handbook and homework file for homework is brought home	2.	Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed
3.	Once homework is completed, place the homework into homework file and into the bag	3.	Note Teachers' communication with you in the Student's Handbook



#### **Homework Submission**

#### **Benefits of Homework**

- Train students to develop independent learning and time management skills.
- Allow students with different abilities and interest to learn at their own pace to deepen conceptual understanding and improve retention of knowledge.



Remind your child to check the Student Handbook.

Acknowledge the homework non-submission



#### **Punctuality to School**

#### **Benefits of Punctuality**

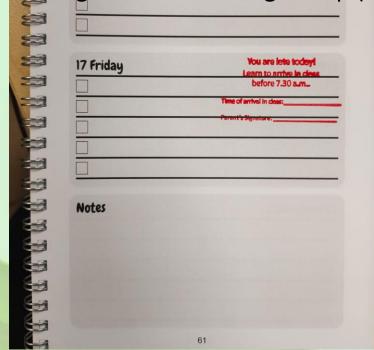
- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect





Remind your child to check the Student Handbook.

Acknowledge the late coming stamp (if any).



#### School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
Stamp	Late stamp on student	Homework reminder stamp
notification	handbook for students who	on student handbook for
	arrive in class/hall after the	students who did not submit
	start of the National Anthem	homework despite being
Possible consequences after the 4th offence:  Recess detention		given a reminder

- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/mentoring support

#### Attendance in school in Important for learning

- Please <u>do not</u> take your child/ward out of school for other purposes (e.g. vacation, visiting relatives) during term time. The absence will be marked as <u>'Absent without Valid Reason'</u>. Form Teachers must be informed of your child's absence.
- If your child/ward has a valid reason to leave Singapore during term time (compassionate reasons or the child is competing at an overseas competition), please write to one of the school leaders for approval at <a href="mailto:zhenghua ps@moe.edu.sg">zhenghua ps@moe.edu.sg</a> and cc the Form Teachers.

#### School Policy for Early Dismissal from School

 For safety reasons, students who need to leave our school during curriculum time <u>must</u> be picked up from our General Office by a parent, an adult family member or a caregiver.

 The adult picking up our student will have to complete an "Early Dismissal" form which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



#### **Drop Off at School Foyer**

 If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion



# Primary 2 Character and Citizenship Education (CCE)

#### Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:

- Good Character
- Resilience and social-emotional well-being
- Future Readiness
- Active Citizenship

Its CCE curriculum content areas are as follows:



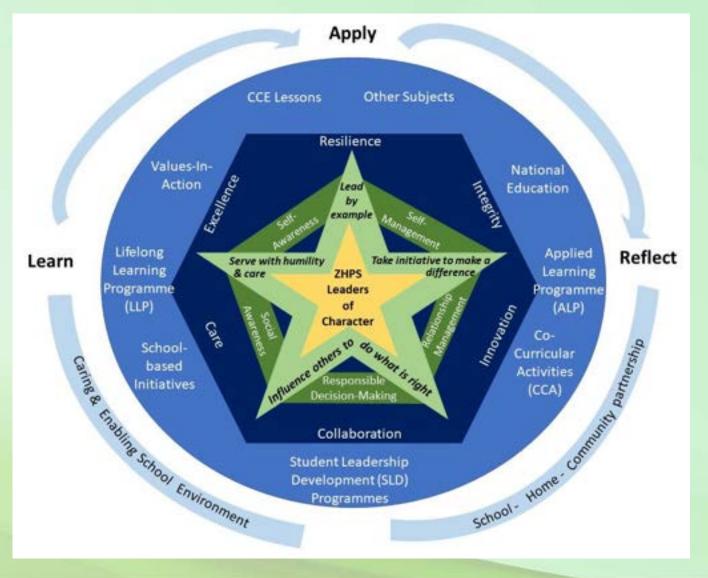


#### **CCE Curriculum and Enactment @ ZHPS**

In ZHPS, CCE aims to develop our students to become leaders of character who are anchored in values and active citizens who make a positive difference to the school, community and nation.

As leaders of character, students are expected to:

- lead by example
- serve with humility and care
- take initiative to make a difference
- · influence others to do what is right



#### **CCE Curriculum and Enactment @ ZHPS**

#### Learn

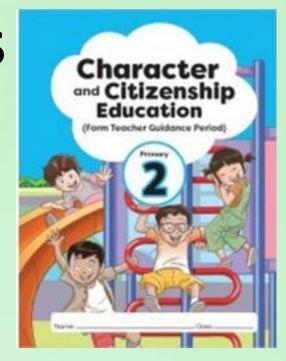
- Termly Start-It-Right programme,
- Pre- Assembly talks on values, current affairs, etc.
- Assembly sharing
- CCE (Form Teacher Guidance Period)(FTGP) / Customised School-based FTGP lesson (FTGP+)
- CCE (Mother Tongue Language (MTL))
- Programme for Active Learning (PAL)



Values-In-Action (VIA)
Student Leadership Opportunities
National Education (NE) Events
Day-to-day lessons and interactions



Values **Self-Assessment Reflections** 





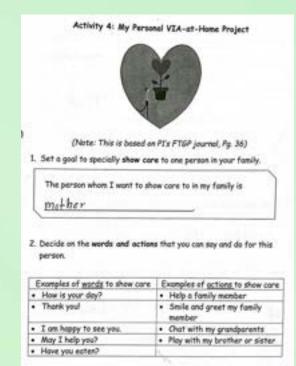
#### How can parents partner the school in our CCE efforts?

CCE involves a school-home-community partnership with educators, parents/caregivers, peers, and community partners as role models.

- Consistent & Coherent Messaging
  - Reiterate the school values, SE competencies, leadership practices, etc. with your child
- Active Role-Modelling Role model positive behaviour, e.g. cyber wellness habits
- Values-In-Action @ Home –
   Encourage values-in-action at home



Keeping the environment clean



Values-in-Action at Home

## Revised Assessment Structure



#### Removal of Exams

Part of MOE's ongoing efforts to move away from an overemphasis in academic grades

- In line with MOE's Learn for Life movement to
  - inculcate joy of learning,
  - strengthen students' intrinsic motivation to learn, and
  - help them become more self-directed in learning.

Teachers use ongoing formative assessment to gauge students' learning as well as their Learning Dispositions.

Learning dispositions refer to the way in which learners engage in and relate to the learning process. They are positive behaviours and attitudes that help lay a strong foundation for students to become lifelong learners who find joy in learning.

Refer to student handbook pg 33

#### Promotion to P3

At the end of P2, students will be going to different classes.

The objective is to mix around and for social integration.

# Our Distinctive Programmes

ALP and LLP



## Applied Learning Programme (ALP)

ADVOCATES AND INNOVATORS FOR SUSTAINABLE LIVING













#### **Overview**

#### Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues (collaborative knowledge building)





#### Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to build their socio-emotional competencies and to acquire sound values.
- instills in them a sense of rootedness and responsibility for their community, and an appreciation of aesthetics, sports and outdoor education.

#### What students can look forward to in ALP

#### Students will:

- go on learning journeys, make observations and collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels



#### School-wide programme

2022 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul> <li>Trigger activity – observation and discussion of clean vs dirty environments</li> <li>Drama</li> </ul>
Primary 2	Term 2	Clean SG – Keeping our Community clean (Clean Plate SG)	<ul> <li>Trigger activity – observation and discussion of food wastage phenomenon</li> <li>Drama</li> </ul>
Primary 3	Term 2	Green SG – Water and Us	<ul> <li>Trigger activities – Nautilus (marine sea creatures) + Artist talk</li> <li>Value-creation – choice based sea creatures</li> <li>Resources to be housed on google microsite</li> </ul>
Primary 4	Term 3	Green SG – Greenery and Us	<ul> <li>Trigger activities – Edible garden / community gardens</li> <li>Value-creation – plots and</li> <li>Resources to be housed on google microsite</li> </ul>
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul> <li>Trigger activities – Talk by</li> <li>Value-creation – coding/prototyping/</li> <li>Resources to be housed on google microsite</li> </ul>
Primary 6	Term 4 / Post- PSLE activities	Future Dream SG – Sustainable SG 2030	<ul> <li>Trigger activities – Interview individuals / organisations + marina barrage</li> <li>Resources to be housed on google microsite</li> </ul>







Learning for Life Programme (LLP)

CURRICULUM BRIEFING 4 FEBRUARY 2023



**CONFIDENT** 

Be sure about yourself and your abilities!

**CREATIVE** 

Use your imagination or original ideas to create something different or new

**EXPRESSIVE** 

Be able to share your thoughts, ideas or show feelings appropriately.



#### LEARNING THROUGH THE ARTS











CURRICULUM BRIEFING 4 FEBRUARY 2023

	@ZIILII0I			
	MUSIC	ART	DANCE	DRAMA
Primary 1	Unpitched percussions		Creative Movement	
	Western traditions	Basic		English Language &
	Resonator Bars	Elements of Art	Chinese Dance	Mother Tongue
Primary 2	Chinese Music			back wheel

Drama

# Music

### **ARTS EXPOSURE**

School or level-wide programmes that exposes students to the arts.

Engagement with artists or professionals.

Dance

**CURRICULUM BRIEFING** 4 FEBRUARY 2023

ASSEMBLY PROGRAMMES LEARNING JOURNEYS

SCHOOL PERFORMANCES SINGAPORE YOUTH FESTIVAL (SYF) WORKING WITH ARTISTS/PROFESSIONALS CO-CURRICULAR ACTIVITIES (CCA)



#### **PE Department**



3EE, 3HY, 4IY, 6IN



2EE, 4CE, 4EE, 4IN



1CE, 1EE, 1RE, 2CN, 2IY, 6IY



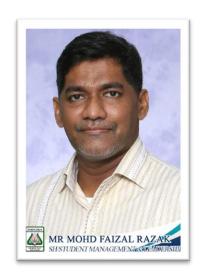
3CE, 4CN, 4RE, 5CN, 5CE, 5RE



1IN, 3CN, 3IY, 5EE, 5IN, 6HY



Mr Rozali Ibrahim (Teacher) 1IY, 1RT, 2IN, 3IN



1CN, 1HY, 2CE, 2HY, 4HY, 6CN



2RE, 2RT, 5HY, 5IY, 6CE, 6EE, 6RE

## Desired Outcomes of a PE student after attending 6 years of PE curriculum & co-curriculum

- Possesses sound fundamental & sports related skills
- Able to comprehend and apply basic game concepts
- Understand the benefits and is competent in leading a healthy life (mentally, emotionally & physically) through eating, drinking, sleeping & moving right.
- Had an enriching and enjoyable experience in physical activities with oneself & others
- Had exercised Civic-mindedness and school values through physical activities
- Has the desire to lead a healthy and active lifestyle after leaving Zhenghua Pri Sch
- ... A Fit, Healthy, Happy & Righteous PE student



School-wide/Signature Programmes

P1- P4 Amazhenghua Race & P5 & 6 YOG

P1- P6 Annual Sports Carnival to celebrate the joy of doing sports and to enrich their school experiences. To provide platforms to exercise school values through sports.

#### **Health & Wellness Programme**

Fruttie Veggie Healthy snacking month

Eye Care Week

Dental Talk

Assembly Talks on Healthy and Active Living

Semestral Height and Weight Taking Exercise to monitor BMI

#### **Active Kids Bingo Challenge Programme**

To promote healthy lifestyle at home through Home Based Assignments (HBL) using the SLS portal





#### **Zhenghua Primary School**

#### **PE Department**

class : Form Teacher : Co-Form Teacher :	P3-INNOVATION MISS TAY JIA LIN MADAM YEW CHO		SIN : 28	Course	1000000	
Co-Form Teach			d Combine	4		OVERALL
	THE RESIDENCE OF THE PARTY OF			-	Mari	K Grade
SUBJECT		Mark	Grade		78	2
		76	2		90	1
English Language		89	1		82	2
Mathematics		79	2		80	2
Science		79	2			A
Chinese Language						A
Social Studies						A
Art			-			В
Music						The second
Physical Education			THE REAL PROPERTY.		15	HIN
			DEPEN	Class for Next Y	ear :	
OVERALL	: 181/186				2000	

### Assessment Reports

Semestral PE grades based on modular performances and students' attitudes during PE ( P3 –P6)

#### **Assessment Reports**

Termly & Semestral formative assessment based on modular performances and students' attitudes during PE (P1 – P2)

#### **Assessment Practices**



Peer Assessments and Coaching

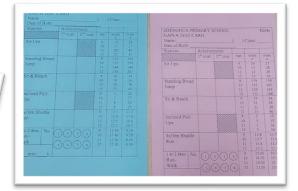
using video recording and

assessment checklists



#### **Assessment Modes**

Skill and games concept assessments by teachers



#### **Assessment Modes**

Fitness assessment through P4 & 6 NAPFA



#### **Assessment Modes**

Cognitive assessments through written and online assignments such as the Physical Health and Fitness workbooks and customized SLS learning packages



# Zhenghua Primary School Art Department



1CN 1EE 1IN 1IY 1RE 2CE 2EE 2CN 2IY 6CE 6CN 6EE 6HY



1CE 1HY 3CN 3HY 4CE 6IN



2HY 2IN 2RE 2RT 4EE 4HY 4RE 5CN 5EE 6IY



3CE 3EE 3IN 3IY 4CN 4IN 5CE 5EE 5HY 5IN 5IY 5RE 6CN 6RE



# **Curriculum Overview**

	Learning Outcomes	P1-2			
ſ	See	LO1: Identify simple visual qualities in what they see			
	Observe –	around them			
	Inquire	LO2: Ask questions about what they see			
		LO3: Draw from their imagination and observation			
	Express	LO4: Play with a variety of materials and tools to make art			
)	Create –	LO5: Share their imagination, thoughts and feelings			
	Innovate	through art making			
X	Appreciate	LO6: Show interest in looking at a variety of artworks			
	Connect –	LO7: Talk about what they see, feel and experience using			
	Respond	art vocabulary			
14					



## Signature Art Programmes



















Zhenghua Primary School

School The table below summarises provides examples of enrichment Art Department programmes that develop and further students' skills in Art:

• •					
	Primary 2	Primary 3	Primary 4	Primary 5	
Learning Journeys		NUS Baba House	National Gallery Singapore (NGS)	NUS Museum/ Asian Civilisation Museum (ACM)	
Broad-based Thematic Approach	Ceramics	Batik Painting	Photography	Ceramics	
Talent Identification	<b>Budding Artists</b>		Talent Art		
	Broad-based Thematic Approach Talent	Learning Journeys -  Broad-based Thematic Approach Talent	Learning Journeys - NUS Baba House  Broad-based Thematic Approach Talent  NUS Baba House  Rearning Journeys  Ceramics Batik Painting	Learning Journeys - NUS Baba House National Gallery Singapore (NGS)  Broad-based Thematic Approach Talent Photography	Learning Journeys  - NUS Baba House  National Gallery Singapore (NGS)  Broad-based Thematic Approach  Talent  NUS Baba House  Nus Baba House  National Gallery Singapore (NGS)  Photography  Ceramics  Ceramics

#### **Assessment Practices**

Create a Picasso-inspired portrait using a combination of the geometric features?

#### **Learning Outcomes**

#### See:

LO 1: Identify simple visual qualities in what they see around them

List the characteristics of cubism art

LO 3: Draw from their imagination and observation

Demonstrate different viewpoints of a portrait

#### **Express:**

LO5: Share their imagination, thoughts and feelings through art making

• Create a ceramic portrait design inspired by cubism art

#### **Appreciate:**

LO6: Show interest in looking at a variety of artworks

Spot the geometric shapes that made up the cubism portrait

#### **Evaluation**

Observation and evaluation
Portfolio assessment & Rubric based assessment
Critique and discussion

# Programme for Active Learning (PAL)



#### Learning outcomes of PAL

- Exhibit confidence in what they do and express themselves effectively
- Exhibit curiosity and positive attitudes to learn
- Enjoy group experiences and teamwork

## Difference between PAL and Art, Music and PE lessons in the curriculum

PAL complements Art, Music and PE, and it provides the platform for students to extend, reinforce and apply their learning



#### **PAL in ZHPS**

- > P2 3 modules
- > Each module spans 7 weeks
- > 2 hrs of PAL a week



#### P2 Module

- 1. Dance
- 2. Drama
- 3. Outdoor Education















#### Fei Yue Families for Life @ Community

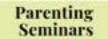
Resourcing families to strengthen relationships.



- Niche Topic Triple P Parenting
   Seminars (E.g. Supporting Your Child During Exams)
- Triple P Grandparenting Seminars
- Marriage Enrichment Programme

#### **Our Programmes**







Grandparenting Seminars



1-to-1 Parent Consultations



Parents Group Work



Family Life Talks/Workshops



Marriage Enrichment







#### Contact Us

#### Joanne Chua



84286112



joannechua@fycs.org

#### Follow Us!



Facebook FamilyCentralSG



Telegram FamilyBuzz@FeiYue



Instagram family\_central\_sg



Website family-central.sg/

#### **Enquiry Form**



Parents can fill in our form https://go.fycs.org/PSS to learn more or sign up for our programmes!







# Form Teacher Sharing

Class	Class Zoom Details
2CE	Meeting ID: 408 721 5425
	Passcode: 2CE
2CN	Meeting ID: 836 2300 6576
	Passcode: 2CN
	Meeting ID: 869 7157 8262
2EE	Passcode: 2EE
	Meeting ID: 874 5470 8831
2HY	Passcode: 2HY
2IN	Meeting ID: 940 484 7489
	Passcode: 2IN
2IY	Meeting ID: 825 7457 9726
	Passcode: 2IY
2RE	Meeting ID: 827 1897 9010
	Passcode : 2RE
2RT	Meeting ID: 526 359 0705
	Passcode: 2RT

