

Every White Sandian, a success story

**A warm welcome to
Parents/Guardians of Primary 4D**

**School-Parents
Engagement &
Communication
Session
(SPECS)**

2 February 2024





**Our teachers
&
Communication
Platforms**

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Our Year Head and Asst Year Head



Mr Asraf

Mrs Lim

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C4RE Teachers of 4 Diligent



Ms Pari

Mrs Chan

Names of your child's subject teachers have been indicated in the **Introductory Letter** sent to parents in the first week of Term 1.



P4
learning experiences



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Middle Primary Level Outcome

Self-directed learners who **make responsible decisions and are able to collaborate in harmony.**



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A learner-oriented classroom environment

GROW with Me!



We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!



Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!



Let us start writing our success stories by practising the Growth Mindset!



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GROW with Me!



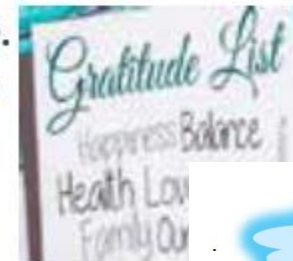
A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just change your mindset!



Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.

So start saying "Thank You", appreciate the people around you and pay attention to the good things!



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P4 Learning Journeys

- ✓ Outdoor education learning experience
- ✓ Traffic Games (Road Safety Park)
- ✓ Museum-based Learning Journey
- ✓ “Harmony in Diversity Gallery” Learning Journey

More details will be shared via PG nearer the date of programme



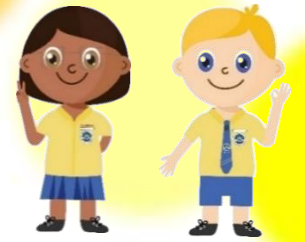
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Assessment matters

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Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

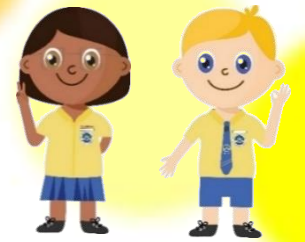
Level	Term 1	Term 2	Term 3	Term 4
P4	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%



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Promoting the Joy of Learning



Modes of assessment for Weighted Assessment

Subject	Modes of assessment
English	Speaking
Mathematics	Math Journal
Science	MCQ and Performance Task
Mother Tongue Languages	Reading and Speaking



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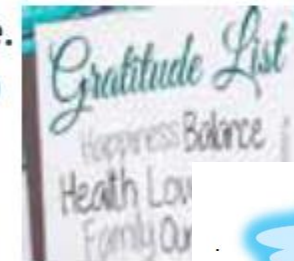
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Encouragement for your child



Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."

Some examples!



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A learner-oriented classroom environment

Class Identity

Class Cheer:

*Don't mess with us,
Don't put up a fight.
Cos' 4 diligent is always right.
We are smart and we are kind,
We're the type of class
you'll never find!
1, 2, Diligent Diligent
is the best!*



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A learner-oriented classroom environment

Class Expectations of P4 Diligent

- 1) We must be **kind, respectful** and **care** for one another.
- 2) We must **do the right thing** at the right time.
- 3) **One voice** at a time.
- 4) **Raise your hand** before you speak.
- 5) Keep our classroom **clean, neat** and **tidy**.
- 6) **Be focused** and **pay attention** in class.

A learner-oriented classroom environment

First Days of School/ Term 1 learning experiences



Every student, a success story

A learner-oriented classroom environment

First Days of School/ Term 1 learning experiences



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A learner-oriented classroom environment

Exemplary students' work

Date: 16 January 2024

We Are Learning To (WALT):
1. use reported speech to report immediately what someone says to us.

Notes

To change direct speech to reported speech for immediate reporting:

- 1) Remove the quotation marks and comma for direct speech.
- 2) Keep the saying verb and speaker.
- 3) Add 'that' after the saying verb 'says'.
- 4) Change the pronoun and verb, if any.

Example: Mary says, "I like apples." → Mary says that she likes apples.

(A) You worked in a group of 3 in class. Write what you or your group members said in direct speech and reported speech. *rule #2*

Person 1	
Direct speech	"Oh no, the chef was eaten by the shark!" Liam <i>(shouted)</i>
Reported speech	Liam <i>(said)</i> that the chef was eaten by the shark. <i>Liam shouted that the chef was eaten by the shark.</i>
Person 2	
Direct speech	"I don't want to cut my handsome hair!" <i>(exclaimed)</i> Aaryan
Reported speech	Aaryan <i>(said)</i> that he does not want to cut his handsome hair. <i>Aaryan exclaimed that he does not want to cut his handsome hair.</i>
Person 3	
Direct speech	"I don't want to go to the toilet!" <i>(screamed)</i> Zi Xuan.
Reported speech	Zi Xuan <i>(said)</i> that she does not want to go to the toilet. <i>Zi Xuan screamed that she does not want to go to the toilet.</i>

4

Making Ice Cream

Reading Comprehension LS1.3

Date: 25 January 2024

We Are Learning To (WALT):
1. annotate a text to understand it better
2. make connections between the text and our own experiences
3. provide reasons and evidence to support our opinions.

Read the STELLAR text, *A Nasty Accident*, and answer the following questions.

1. From lines 7 – 14, which 4-word phrase tells us the accident happened very quickly?
all of a sudden
2. What does 'heard the brakes screeching' (line 11) tell us about the speed of the minibus?
It tells us that the minibus was travelling very fast and it suddenly stopped.
how fast or how slow
showing how fast she says the bus
You have also made reference to the question about the brakes screeching. Well done!
3. What was the mood like at the scene of the accident? Circle the word that best describes the mood and provide two reasons to support your answer.

calm	energetic	<u>chaotic</u>
------	-----------	----------------

Reason 1: A lot of childrens were screaming for their parents
Reason 2: There was a crowd around the accident

story



Estimation – giving a rough number without counting the actual number.

We use the word 'about' or 'approximately' when giving an estimate.

In pairs, how can you come up with a plan to estimate the total number of students in WSPS?

Discuss.

1 class \approx 30 students

1 level = 6 class ($30 \times 6 = 180$)

6 levels = $180 \times 6 = 1080$

There is about 1080 students in WSPS



Ben said the following statement.

Forty-nine thousand, two hundred and thirty-six can also be written as 49 263.

Is he correct? Explain. No. Ben is not correct.

Forty-nine thousand, two hundred and thirty-six is written like this. 49 236. But Ben wrote it as 49 263. Therefore, Ben is not correct.

Seven thousand, four hundred and fifty-two

Seven thousand, four hundred and fifty-two.

7452

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(a) Round each number to the nearest ten.

(i) 43 is nearer to 40 than to 50.
 43 is 40 when rounded to the nearest ten.
 43 \approx 40 is about 43

(ii) 48 is nearer to 50 than to 40.
 48 is 50 when rounded to the nearest ten.
 48 \approx 50

(b)

(i) 365 is at the midpoint of 370 and 360.
 365 is 370 when rounded to the nearest ten.
 365 \approx 370

(ii) 367 is nearer to 370 than to 360.
 367 is 370 when rounded to the nearest ten.
 367 \approx 370

Compare 4123 and 4321.

	Thousands	Hundreds	Tens	Ones
4123	4	<u>1</u> \leq	2	3
4321	4	<u>3</u> \geq	2	1

4123 is smaller than 4321.
 $4123 < 4321$
smaller

2 Compare the numbers. Use '>' or '<' to indicate which is greater or smaller.

(a) 5673 $<$ 7536
 (b) 2301 $>$ 1023
 (c) 9287 $>$ 9278

3 Compare and order the numbers.

	Thousands	Hundreds	Tens	Ones
8976	8	9 \geq	7	6
9876	9 \geq	8	7	6
8679	8	6 \leq	7	9

(a) 8679 is the smallest number.
 (b) 9876 is the greatest number.
 (c) Arrange the numbers in decreasing order.
9876, 8976, 8679
greater to smallest

Samples of clear annotations

A learner-oriented classroom environment

Exemplary students' work

Section B Structured questions
For questions 4-5, write your answer in the space provided.

4. Study the flow chart below.

Parts of a plant

```

    graph TD
      Q1{Does it hold the plant upright?} -- Yes --> A["A - A holds the plant upright  
- stem ✓"]
      Q1 -- No --> Q2{Does it make food for the plant?}
      Q2 -- Yes --> B["B - B makes food for the plant  
- leaves ✓"]
      Q2 -- No --> C["C - C does not hold the plant upright  
- C does not make food for the plant  
- roots ✓"]
    
```

A, B and C are different parts of a plant.
Identify parts A, B and C.

A: stem ✓

B: leaves ✓

C: roots ✓

Check for Your Understanding

Section A Multiple-choice questions
For questions 1-3, four options are given. One of them is the correct answer. Indicate your answer in the brackets provided.

1. Observe both plants below.

floating plant

Water plant

Land plant

Based on your observations, the roots of both plants can _____

(1) make food (leaves) x
 (2) hold the plants upright (stem) x
 (3) absorb water and mineral salts (roots) ✓
 (4) hold the plants firmly to the water and soil x

(3) ✓

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Home-school partnership

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SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

What we have shared
with your child...

STOP AND **THINK**
BEFORE YOU **ACT**



STOP!

- CALM YOUR BODY.
- COUNT TO 10.
- TAKE SLOW AND DEEP BREATHS.
- TAKE A BREAK IF YOU NEED ONE.

THINK!

- WHAT IS THE PROBLEM?
- WHAT ARE THE OPTIONS?
- HOW COULD I HANDLE THIS DIFFERENTLY?

ACT!

- DO WHAT IS BEST FOR YOU AND OTHERS.
- BE SAFE AND RESPONSIBLE.



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

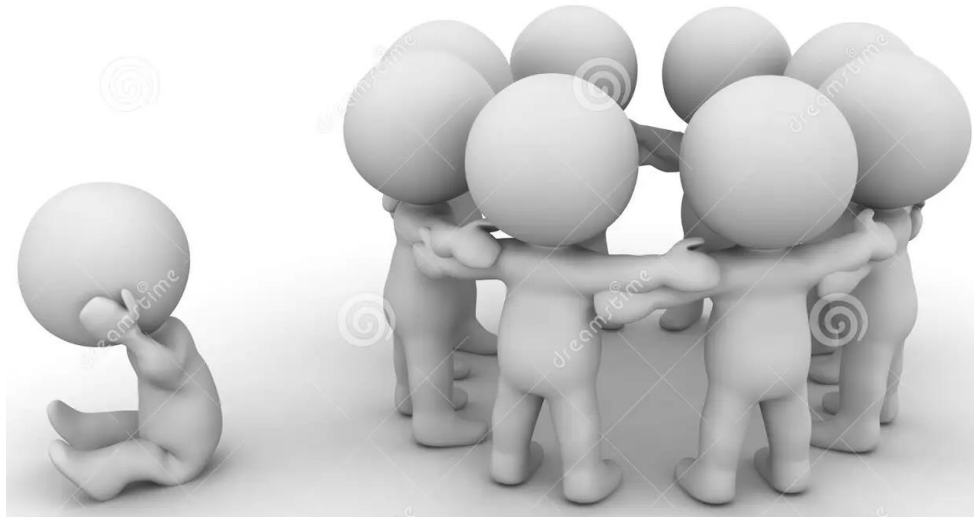
Hurtful behaviour 1:
Hitting or pushing others around



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 2:
Leaving someone Out on Purpose:



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 3:

Name calling

- You **MUST NOT** call any one names.



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 4:
Sending hurtful message



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Who to go to for help?

Discipline teachers and Mr Peh

P1 to P3

P1 to P6

P4 to P6



Mdm Azimah



Mr Peh



Mrs Bay

SEEK
HELP

What parents can do?

To reinforce what was taught in school

- **Making choices – Traffic Light (Stop, Think, Act/Do)**; Every choice we make will inevitably have some kind of consequence.
- **Be an upstander for self and others** – Tell the person to stop what he/she is doing; Share reason(s) and feelings – I do not like it / I'm hurt
- **Seek help from a trusted adult** – Teacher, YHs, Discipline Teachers, Counsellor and parents

What parents can do?

To manage hurtful behaviours

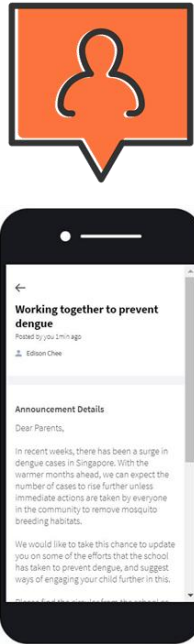
- **Stay calm**; Manage your own feelings first (Very often, we tend to forget)
- **Assure your child** that you will see to their safety
- Gently **elicit the story** from your child
- **Assess the severity** - Can you support your child to act first without your direct involvement?
- If it is too much for your child to manage, **get in touch with the C4RE Teachers, YHs or Discipline Teachers**

What parents can do?

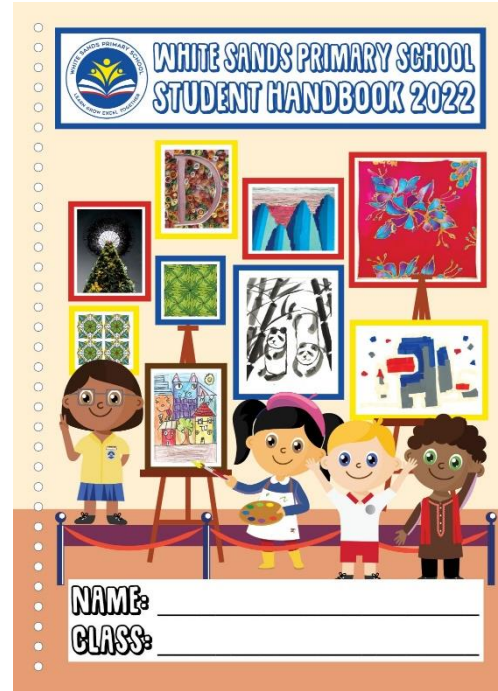
To manage online hurtful behaviours

- Collect data and **take screenshots** of all offending screens
- Help your child **block the offender**
- **Get in touch with** the **C4RE Teachers, YHs or Discipline Teachers**
- If you notice that your child has a **Chatgroup, without the presence of a trusted adult**, do **alert the C4RE Teachers.**

Communication platforms



Parent Gateway



Student Handbook



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Communication platforms

Email of C4RE Teachers

- lim_yen_peng_linda@moe.edu.sg (Mrs Chan)
- parimala_davi_ganesan@moe.edu.sg
(Ms Parimala)

Other modes of communication

- ClassDojo / WhatsApp

School Contact Details

- General Office : 6922 9100
- Staffroom 1 : 6922 9124
- Staffroom 2 : 6922 9125

Do take note that you may not receive a reply immediately.

For urgent matters, please call General Office directly.



Thank you!

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