

Every White Sandian, a success story

**A warm welcome to
Parents/Guardians of Primary 5D**

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

16 February 2024



Sharing outline

- ✓ *Our teachers and communication platforms***
- ✓ *P5 learning experiences and assessment matters***
- ✓ *A learner-oriented classroom environment***
- ✓ *Home-school Partnership***



**Our teachers
&
Communication
Platforms**

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Our Year Head and Asst Year Head



Mr Wong

Mdm Diana

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C4RE Teachers of **5 Diligent**



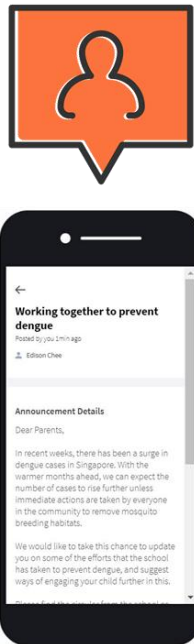
Mr Sim

Mrs Teo

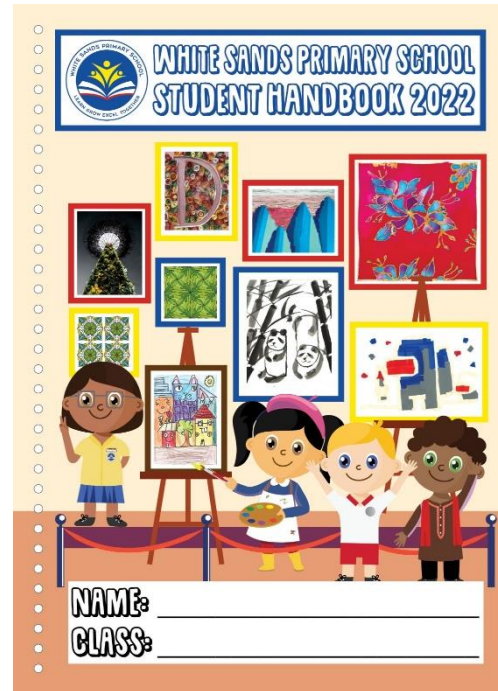
Names of your child's subject teachers have been indicated in the **Introductory Letter sent to parents in the first week of Term 1.**

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Communication platforms



Parent Gateway



Student Handbook



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Communication platforms

Email of C4RE Teachers

- sim_hwee_khoon@moe.edu.sg
- amos_sim_kah_heng@moe.edu.sg

Other modes of communication

- Class Dojo

School Contact Details

- General Office : 6922 9100
- Staff Room 1 : 6922 9124
- Staff Room 2 : 6922 9125

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

For urgent matters, please call General Office directly.

P5 Learning experiences & Assessment matters

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Transition to Upper Primary

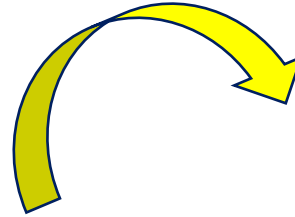


Middle Primary (P3 & P4)



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

Upper Primary (P5 & P6)



A Resilient Achiever
Concerned citizens who demonstrate resilience in achieving their best and contribute actively to the community and nation.



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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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A learner-oriented classroom environment

GROW with Me!



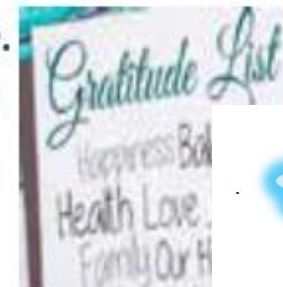
A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

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!

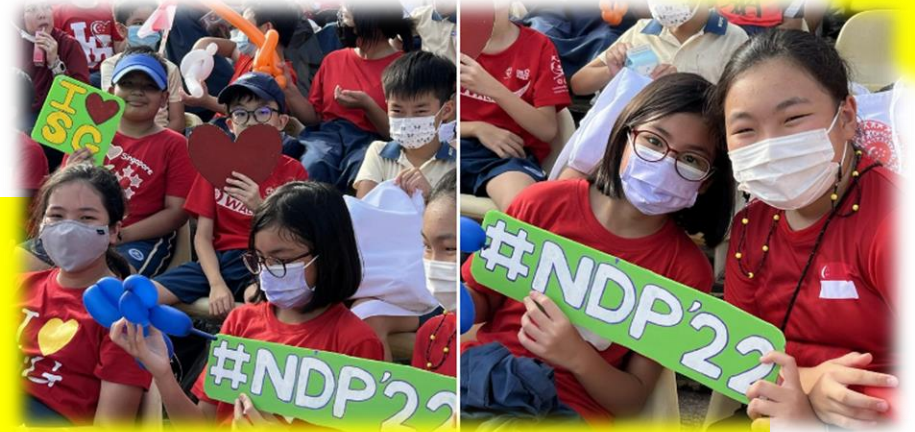


Let us start writing our success stories by practising the Growth Mindset!



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P5 Learning Journeys



- ✓ P5 Adventure Camp
- ✓ NE Show
- ✓ Beach Clean-up Programme
- ✓ Math & Science Learning Journey to Gardens By The Bay

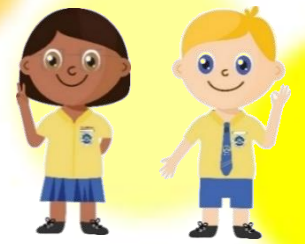
More details will be shared via PG
nearer the date of programme



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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
P5	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%



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Class Identity



PRIMARY 5 Diligent

GROW with Me!@WSPS

Like **stars** in the sky,
we **shine** really bright!
Like colours of a **rainbow**
we have **creative** minds!
We are **G.E.M.S.**
5D Gems!



Emerald

Topaz

Sapphire

Ruby

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Class Expectations

Get ready for learning.

Express ourselves appropriately.

Manage our time and emotions well.

Support one another. *There is a **GEM** in everyone!*



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First Days of School/ Term 1 learning experiences



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First Days of School/ Term 1 learning experiences



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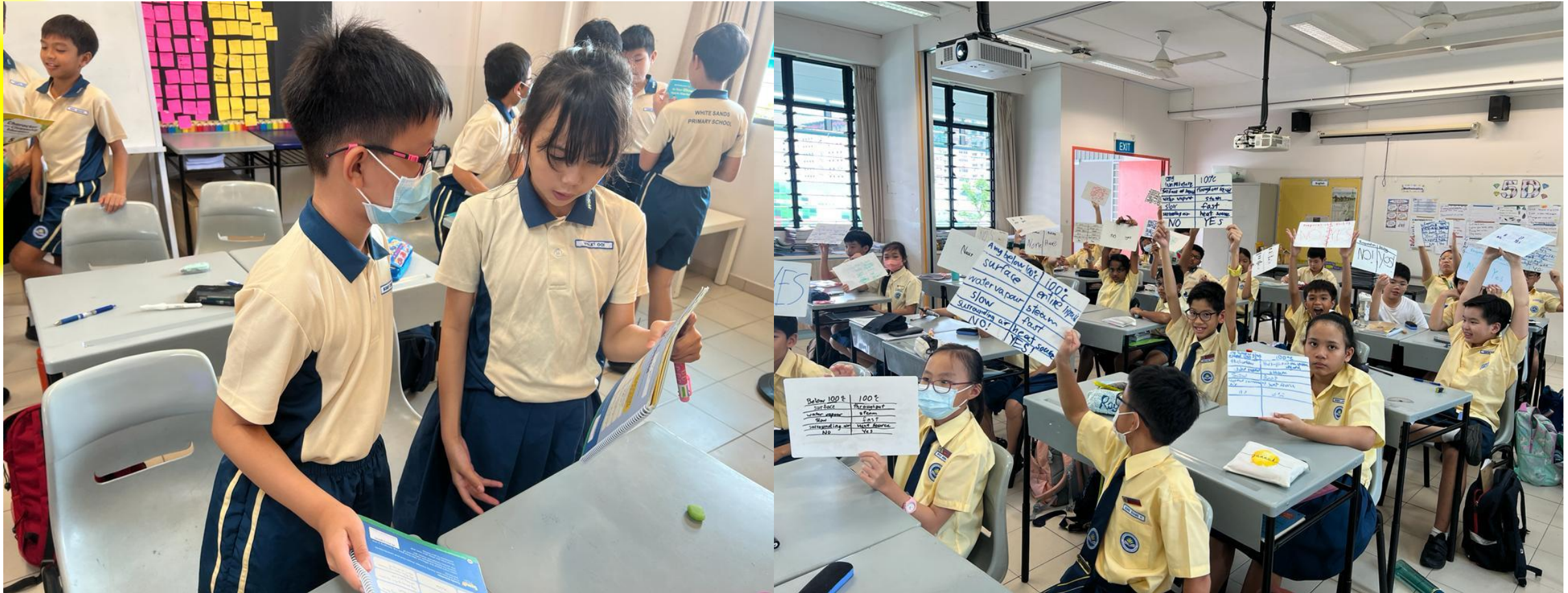
First Days of School/ Term 1 learning experiences



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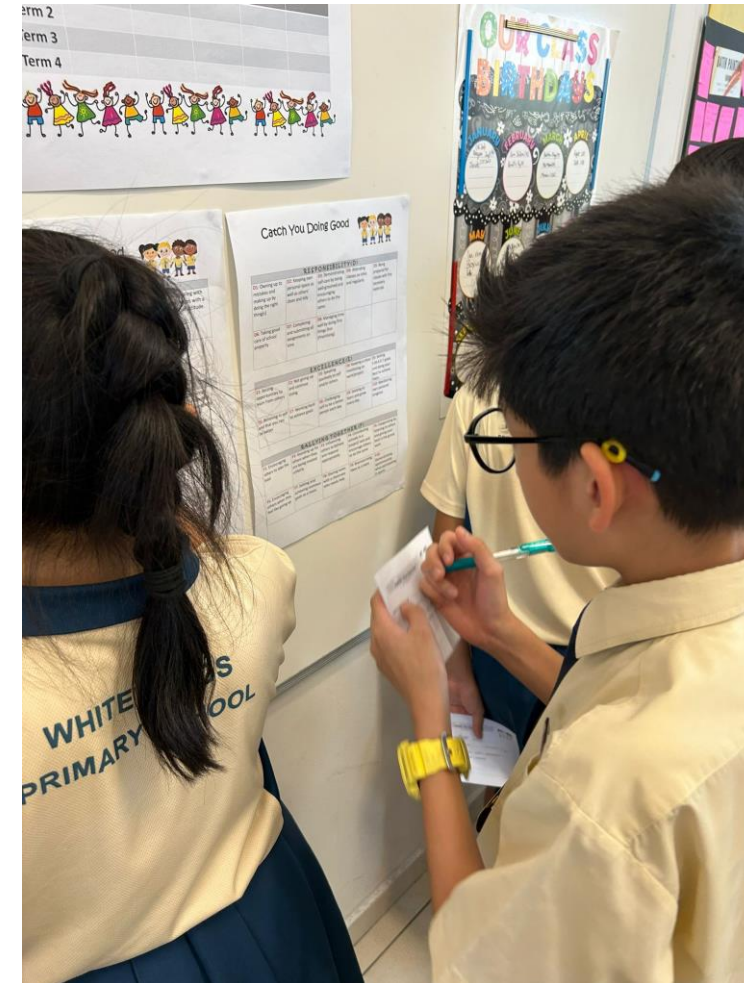
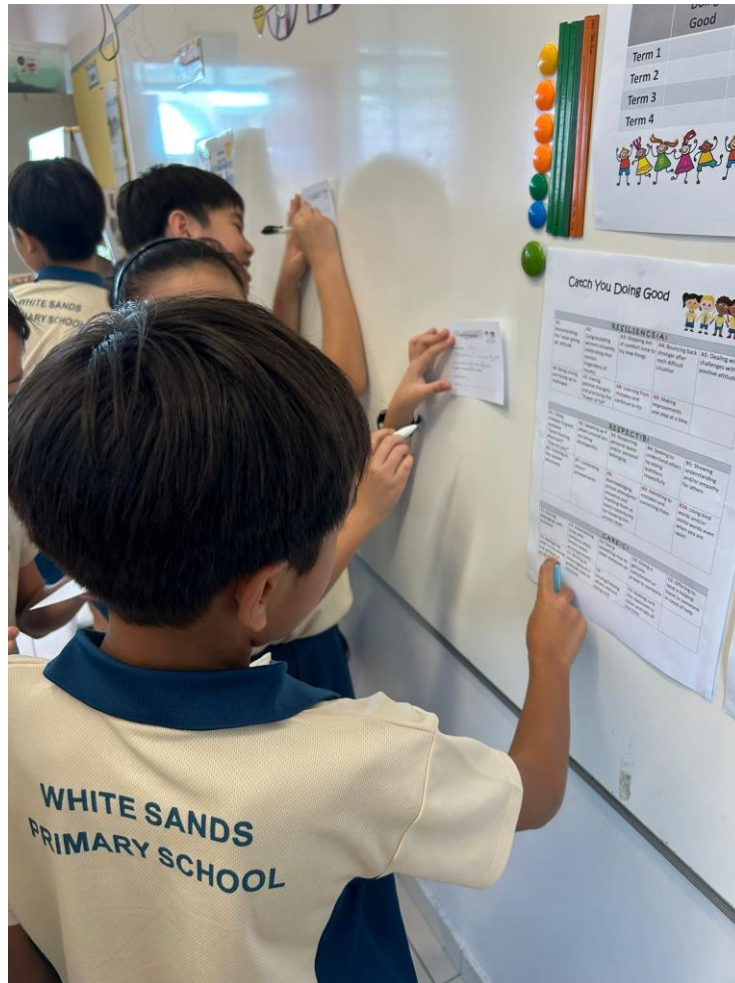
First Days of School/ Term 1 learning experiences



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First Days of School/ Term 1 learning experiences



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Exemplary students' work

☆ P5 Term 1 Unit 1 Coolie Boy

My Group's Creation

Group: Ruby 2, Task 1
Line 1-4

[You may use this page in portrait or landscape format.] ~~To add~~
show that John was hurrying towards the stall.
We chose this image because we thought it was important as we want to show that John was hurrying towards the stall.




☆ P5 Term 1 Unit 1 Coolie Boy

My Group's Creation (lines 80-94)

Group: Topaz, Task 2

[You may use this page in portrait or landscape format.]

We choose this image, because we wanted the Principal, John and Grandfather to look more larger and fiercer, as if like they have the power to control Bully Chan and his gang. We also wanted to draw bully Chan and his gang's expressions when they saw the Principal, John and Grandfather waiting for them at the school field.



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Exemplary students' work

P5 Term 1 Unit 1 Coolie Bay

My Group's Creation

Group: Yeejun, Jeffrey, Aidan, Aho Shal (Hoe Li), Task _____

[You may use this page in portrait or landscape format.]

We chose this picture because it did not show how far the shed was, thus not showing how hard it is.

Dividing whole numbers by 10, 100 and 1000,

	Pattern	Mental Strategy
Divide by 10 $20 \div 10 = 2$ $50 \div 10 = 5$ $90 \div 10 = 9$	Each digit of the whole number decreases by <u>1</u> place value.	Remove <u>1</u> zero from the whole number.
Divide by 100 $200 \div 100 = 2$ $500 \div 100 = 5$ $900 \div 100 = 9$	Each digit of the whole number decreases by <u>2</u> place values.	Remove <u>2</u> zeros from the whole number.
Divide by 1000 $2000 \div 1000 = 2$ $5000 \div 1000 = 5$ $9000 \div 1000 = 9$	Each digit of the whole number decreases by <u>3</u> place values.	Remove <u>3</u> zeros from the whole number.

Dividing whole numbers by tens, hundreds and thousands.

Rewrite the tens, hundreds and thousands as multiples of 10, 100 and 1000.

Full solution	mental strategy
Divide by tens $6000 \div 30 = 6000 \div 10 \div 3$ $= 600 \div 3$ $= 200$	$6000 \div 30$ $= 200$
Divide by hundreds $6000 \div 300 = 6000 \div 100 \div 3$ $= 60 \div 3$ $= 20$	$6000 \div 300$ $= 20$
Divide by thousands $6000 \div 3000 = 6000 \div 1000 \div 3$ $= 6 \div 3$ $= 2$	$6000 \div 3000$ $= 2$

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Exemplary students' work

Order of Operations Song 29 January 2024

1. Work inside the brackets first
2. Multiply and Divide (together from left to right)
3. Add and Subtract (together from left to right)

Now, your expression is Simplified!

Ans. $6 \div (5-3) \times 4 + 2$

$$= 6 \div 2 \times 4 + 2$$

$$= 3 \times 4 + 2$$

$$= 12 + 2$$

$$= 14$$

29/11

Order of Operations 23 January 2024

Parentesis/Brackets () 1st

multiply Divide $\times \div$

2nd

Add subtract $\div \times$

$\div \times$

$+$ $-$

$-$ $+$

3rd

please excuse

My Dear Aunt Top

Sally to

bottom

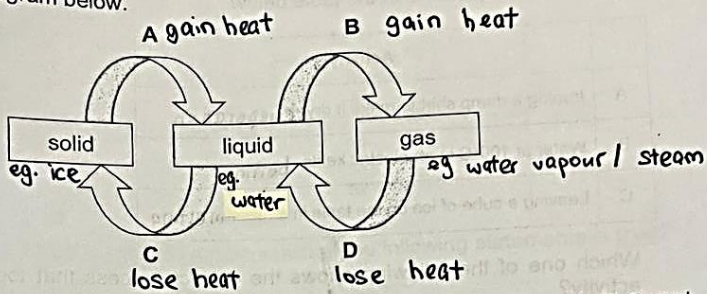
Left to right, whichever comes first
(within each rank)

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Exemplary students' work

3. Look at the diagram below.



Which of the following correctly represent the heat flow in the processes A, B, C and D?

	A	B	C	D
(1)	lose heat ✗	lose heat ✗	gain heat ✗	gain heat ✗
(2)	gain heat ✓	gain heat ✓	lose heat ✓	lose heat ✓
(3)	gain heat ✓	lose heat ✗	gain heat ✗	lose heat ✓
(4)	lose heat ✗	gain heat ✓	lose heat ✓	gain heat ✗

(2)

5. A, B, C and D are four substances with different melting and boiling points.
 CeQ classic exam question

Substance	Solid → liquid		Liquid → gas		
	Melting Point (°C)		Boiling Point (°C)		
A	2	28	70		liquid
(B)	5		20	28	gas
C	0	28	100		liquid
D	28	46	77		solid

Which substance is most likely in its gaseous state at 28°C?

- (1) A
- (2) B
- (3) C
- (4) D

(2)

3 'P's – Being a resilient achiever

1. Prompt & prepared

- Report to school on time
 - In line with the school value of responsibility, we seek parents' support in ensuring that your child be punctual.
- Submit homework on time.
- Bring all necessary materials (books / stationery) to school
 - Get your child to check the timetable every school night and pack their school bag accordingly to ensure that the weight of the school bag does not hamper his/her movement in school.



3 'P's – Being a resilient achiever

2. Productive

- Maximize learning time by
 - Staying on task, following instructions carefully while minimizing distractions.

3. Perseverance

Practise the Growth Mindset and strive for excellence!

The infographic is a blue rectangular box divided into two columns. At the top, 'Fixed Mindset' is on the left and 'Growth Mindset' is on the right, with 'Carol Dweck' in a dark banner between them. Below each title is a description of intelligence and a list of five behaviors, each with a checkmark icon. The Fixed Mindset column lists: 'Intelligence is static. Leads to a desire to LOOK SMART and therefore a tendency to:' followed by 'AVOID CHALLENGES', 'GIVE UP EASILY DUE TO OBSTACLES', 'SEE EFFORT AS FRUITLESS', 'IGNORE USEFUL FEEDBACK', and 'BE THREATENED BY OTHERS' SUCCESS'. The Growth Mindset column lists: 'Intelligence can be developed. Leads to a desire to LEARN and therefore a tendency to:' followed by 'EMBRACE CHALLENGES', 'PERSIST DESPITE OBSTACLES', 'SEE EFFORT AS PATH TO MASTERY', 'LEARN FROM CRITICISM', and 'BE INSPIRED BY OTHERS' SUCCESS'. A vertical credit line on the right edge reads 'Silvia Rosenthal Tolisano - @langwitches'.

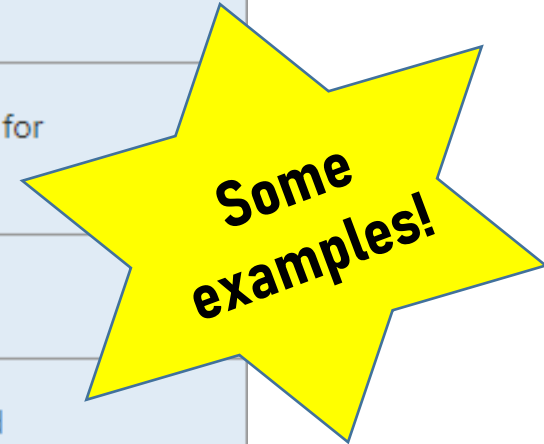
Fixed Mindset	Growth Mindset
Fixed Mindset Carol Dweck	Growth Mindset Carol Dweck
Intelligence is static. Leads to a desire to LOOK SMART and therefore a tendency to:	Intelligence can be developed Leads to a desire to LEARN and therefore a tendency to:
✓ AVOID CHALLENGES	✓ EMBRACE CHALLENGES
✓ GIVE UP EASILY DUE TO OBSTACLES	✓ PERSIST DESPITE OBSTACLES
✓ SEE EFFORT AS FRUITLESS	✓ SEE EFFORT AS PATH TO MASTERY
✓ IGNORE USEFUL FEEDBACK	✓ LEARN FROM CRITICISM
✓ BE THREATENED BY OTHERS' SUCCESS	✓ BE INSPIRED BY OTHERS' SUCCESS

Silvia Rosenthal Tolisano - @langwitches

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."



Home-school partnership

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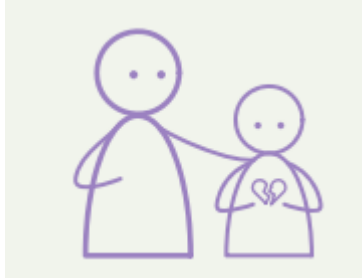
Common sources of stress at Upper Primary and what you can do to support your child



Academic pressure

- **Focus on affirming** their efforts, not just results.
- **Celebrate small successes**, let them know you care.
- **Encourage a growth mindset.**
(e.g. say "What is one thing you have learnt from this mistake" instead of "This is wrong. Do it this way.")
- **Guide your child** to set consistent and realistic expectations.

Common sources of stress at Upper Primary and what you can do to support your child

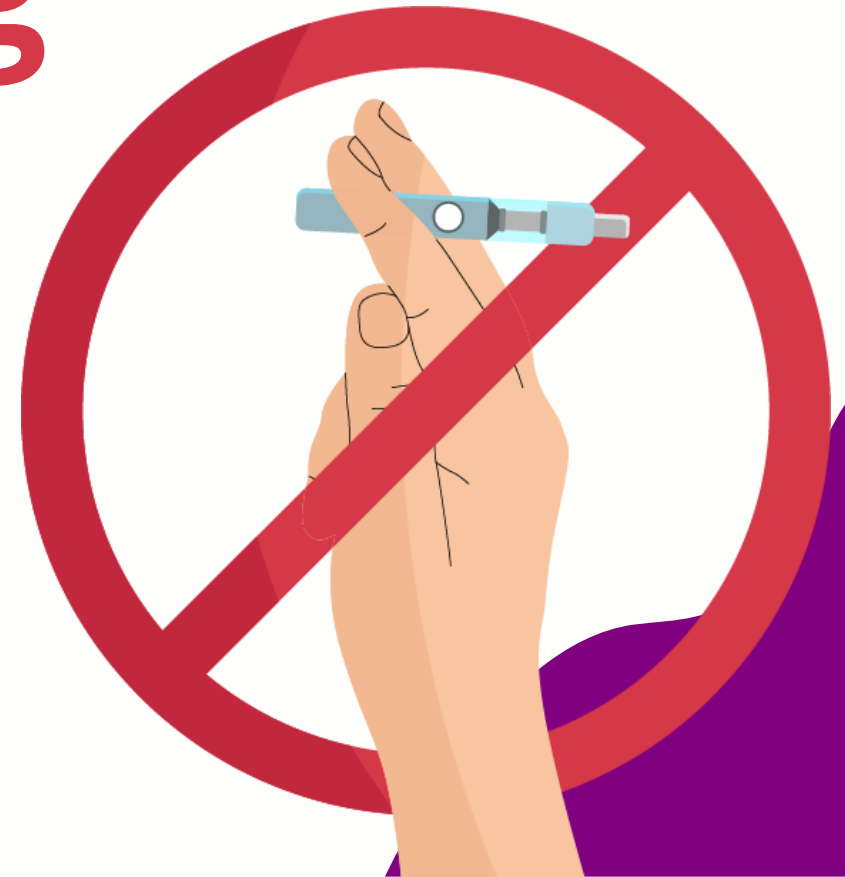


Feelings of loss and grief

- Let your child know that **it is okay to grieve** over a loss.
- **Explore healthy ways** in which they can express grief. (e.g. *by journaling, painting, writing a song etc.*)
- Parents can also **reach out to the school** to work together in supporting the child. (e.g. *Form Teacher, School Counsellor*)

Harms of Vaping

Reasons why we should **stay away** from e-cigarettes



MOE's Firm Stand against Vaping

- Vaping is categorised as a serious offence.
- When students are caught using or in possession of e-vaporisers,
 - the **prohibited product will be confiscated** and parents will be informed.
 - Schools will report the offender to HSA and also **manage vaping-related offences through existing disciplinary frameworks**. These include **taking school-based disciplinary actions, such as suspension or caning for boys**.
 - Students caught vaping will also be placed on cessation support programmes where counsellors will guide them through their cessation journey to effect long-term behavioural change.

What can parents do?

Signs that you can watch for

1. E-cigarette supplies, like cartridges or small bottles of liquid
2. New smells — you might notice fruity or sweet scents



What can parents do?

Set a positive example by being tobacco-free

Avoid smoking in the presence of your child.

Keep all tobacco products out of sight from your child.

If your child have seen you using tobacco, and asked why couldn't he/she?

Possible responses:

- If I could live my life over again, I never would have started smoking. I learned that people who smoke cigarettes are much more likely to develop, and die from, certain diseases than people who don't smoke. This was really scary, so I quit smoking.
- Quitting was really hard, and I don't want you to go through that. The best thing is to not start at all.



Thank you!

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