



SEMBAWANG PRIMARY SCHOOL
The Best From Me

Briefing For Parents


Primary Three

11 Jan 2024



Key Personnel

Name	Position
Mr Ng Aik Boon	Principal
Mr Zafilin A Hamid	Vice-Principal
Mr Shawn Tan	Vice-Principal (Admin)
Ms Vernice Soh	Year Head Middle Primary
Mrs Hazel Boo	Assistant Year Head Middle Primary



Agenda



SBPS Strategic
Direction



P3 Learning
Experiences



CCA



Q&A



Science Curriculum



Why We Do What We Do

School Philosophy

We believe in providing a holistic education to help every child discover the joy of learning in a safe and caring environment.

School Vision

Innovative Learners, Rooted in Values

School Mission

Nurturing Innovators in a Vibrant Community

School Values

Relational Values: Care, Gratitude & Integrity

Functional Values: Curiosity, Excellence and Resilience

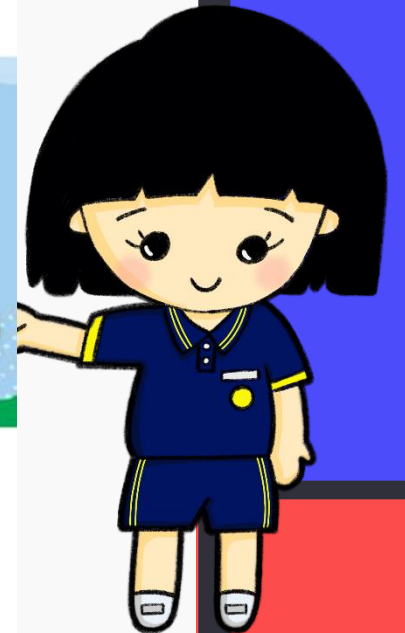
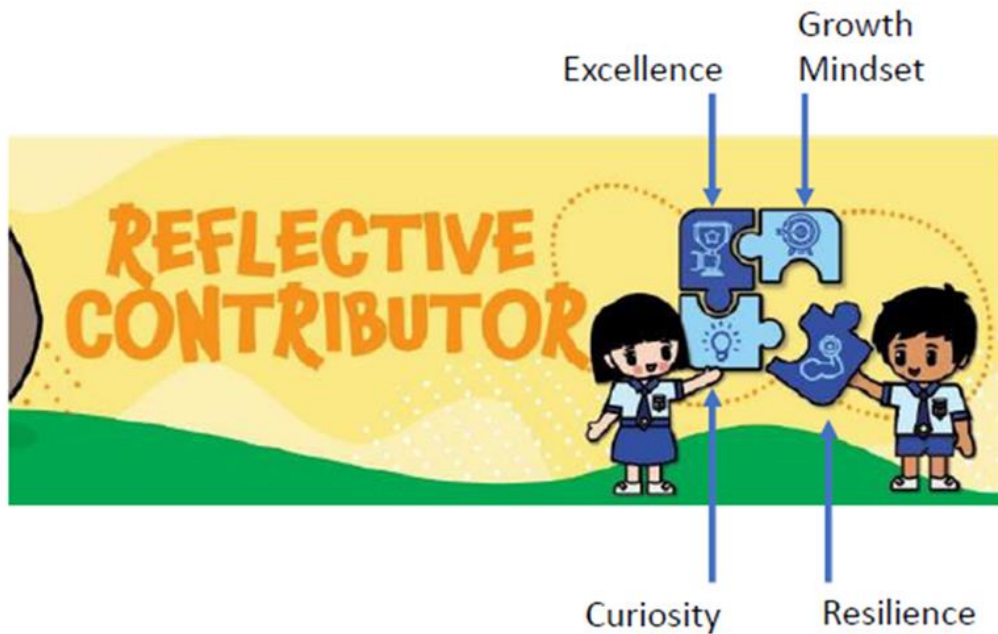




Student Outcomes

Reflective Contributor
has a **growth mindset** towards learning
and displays the values of **curiosity**,
excellence and **resilience**.

Compassionate Leader
is able to **lead self and others** by
contributing to the community and
displaying the values of **care**, **gratitude**
and **integrity**.





Student Outcomes

Student Outcomes	Value	No	Statements
Compassionate Leader	Care	1	I extend a helping hand to those in need.
		2	I encourage others.
	Gratitude	3	I am able to express my appreciation to others in different forms.
		4	I know why I have to show appreciation.
	Integrity	5	I can be entrusted to complete a given task.
		6	I practise fair play.
Reflective Learner	Curiosity	7	I ask questions to enhance my learning.
		8	I am able to explain my decisions.
	Excellence	9	I take actions to correct my mistakes.
		10	I work on my areas for growth.
	Resilience	11	I seek help to solve my problems.
		12	I keep trying when faced with challenges.





Measures of Student Outcomes

- The Behavioural Indicators (BI) provides explicit illustrations on how each School Value could be demonstrated by students. The descriptors will serve as a guide for teachers as they indicate students' Personal Qualities in Holistic Report Card at the end of the year.

Grading:	Guidelines
Demonstrated very strongly	• Demonstrated <u>both</u> BIs, <u>most of the time</u>
Demonstrated strongly	• Demonstrated <u>one/both</u> of the BIs, <u>most of the time</u>
Demonstrated adequately	• Demonstrated <u>one/both</u> of the BIs, <u>sometimes</u>
Demonstrated to some extent	• Demonstrated <u>one</u> of the BIs, <u>occasionally</u>
Not Demonstrated	• All BIs were not observed



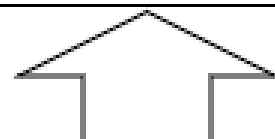
SCHOOL PHILOSOPHY

We believe in providing a holistic education to help every child discover joy of learning in a safe and caring environment.

SCHOOL MOTTO

The Best From Me

VISION	MISSION	VALUES	
Innovative Learners, Rooted in Values	Nurturing Innovators in a Vibrant Community	Care Gratitude Integrity	Curiosity Excellence Resilience




Strategic Thrust 1: Student Excellence	Strategic Thrust 2: Growth Mindset	Strategic Thrust 3: Collaborative Culture
<p><u>Strategic Goal 1.1:</u> To develop the holistic child.</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> • Designing learning experiences that support active learning. • Designing learning experiences that develop student agency. 	<p><u>Strategic Goal 2.1:</u> To cultivate Growth Mindset in students and staff.</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> • Fostering positive thinking. • Catalysing innovation. • Enhancing professional development. • Promoting staff well-being and engagement. 	<p><u>Strategic Goal 3.1:</u> To nurture a collaborative culture among students and staff.</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> • Building quality relationships and trust. • Providing opportunities to encourage collaboration among students. • Advocating collaboration across staff segments. • Building strong partnership with stakeholders and community partners.



Growth Mindset

Stanford University psychologist Carol Dweck's concept of the ***Growth Mindset*** is a simple idea:

- people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point
- this view creates a love of learning and a resilience that is essential for success in life



Growth Mindset
Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.





Growth Mindset

Characteristics:

Believes that intelligence can be developed. This leads to a strong desire to learn and therefore a tendency to:

- embrace challenges
- persist in the face of setbacks
- see effort as a pathway to mastery
- learn from criticism
- find lessons and inspiration in the success of others



Growth Mindset

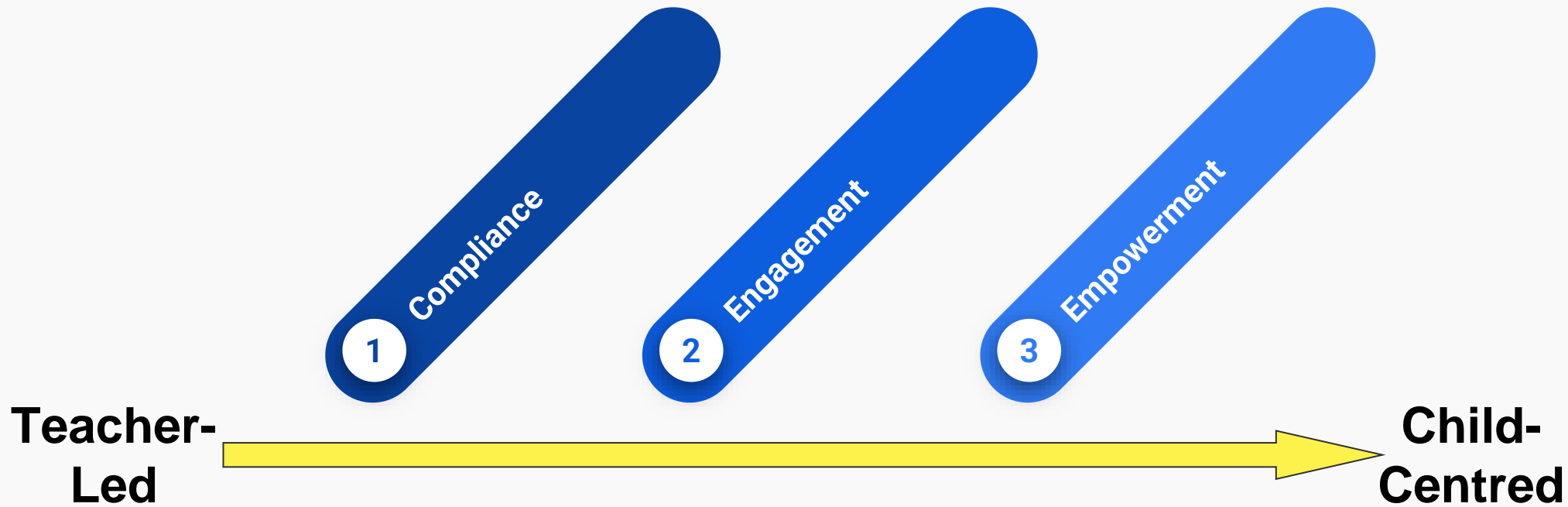
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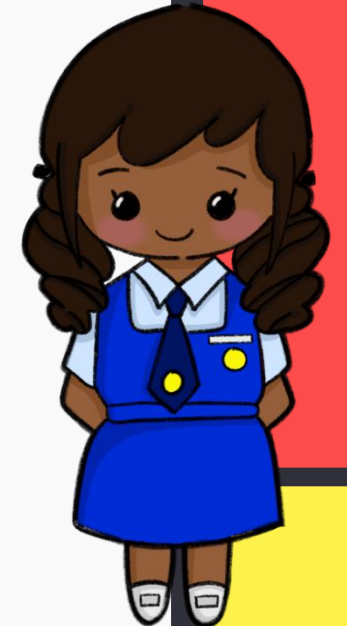
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Strategic Focus (2022-2024)



Student Agency





Student agency is the capacity to set a goal, reflect and act responsibly.





Strategies to develop Student Agency

- Provide opportunities for Students' ***Voice, Choice & Advocacy***
 - E.g. Young Journalist Programme, Be the Change, Head Prefect Election, Good Morning, Sembawang Radio Show, Project Work, Celebration of the Arts COTA (12 May)
- Develop ***Student Leadership***
 - E.g. Prefects, Class leadership, SBPS PAL, Buddy system
- Focus on ***Process of Learning***
 - E.g. Gradual Release of Responsibility, Voice & Choice, Feedback to Feedforward, Blended Learning, ICT-enabled learning





SEMBAWANG PRIMARY SCHOOL
The Best From Me

SBPS CCA Overview For P3 Parents



PE Dept - VISION

HEART



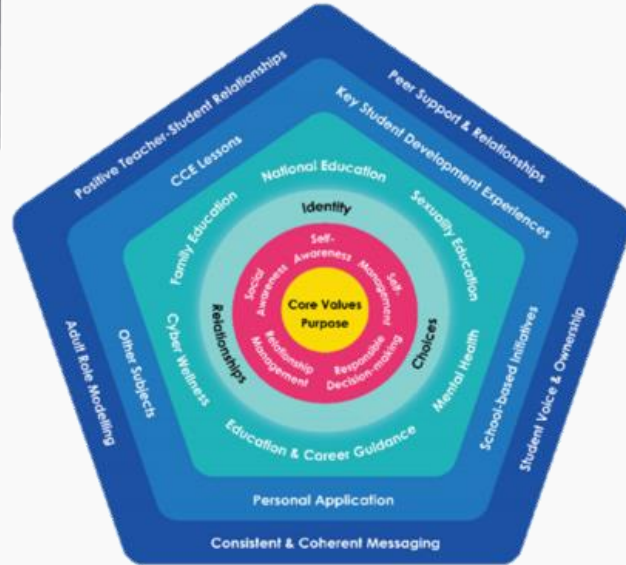
HEalthy, **A**ppreciative, **cR**eative, **contR**ibuting, **connecT**ed



Learning comes from the **HEART**



CCE 2021 Framework



PE Framework

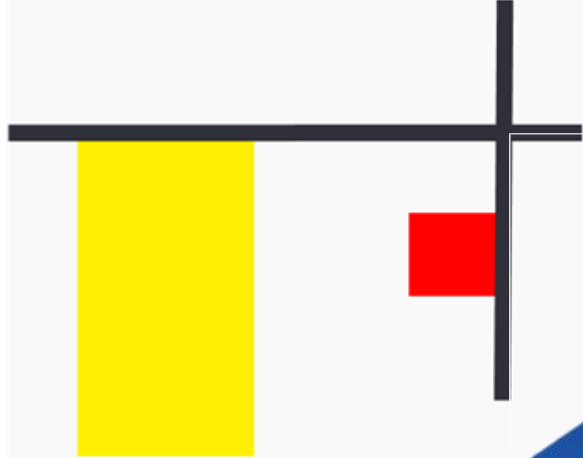


21CC Framework



Physical Education (PE) provides the scaffold for students to thrive not only in CCA but also in their daily life.

Synergise in tandem with CCE 2021 and 21CC, CCA aims to develop students' authentic and holistic learning experience.

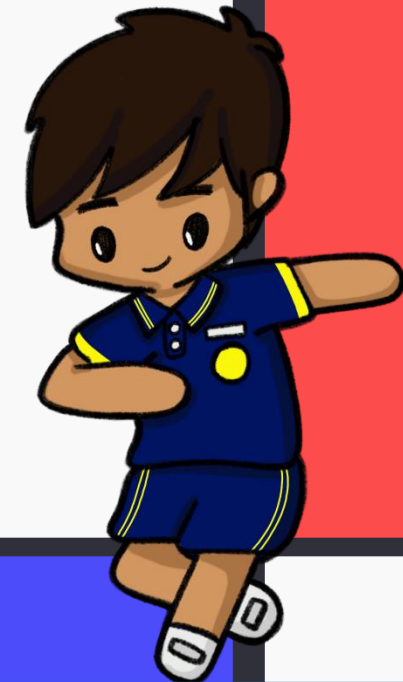




Various CCA Domains

Sports develop robustness, fair play and team spirit in students.

Visual and Performing Arts instill in students a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society.

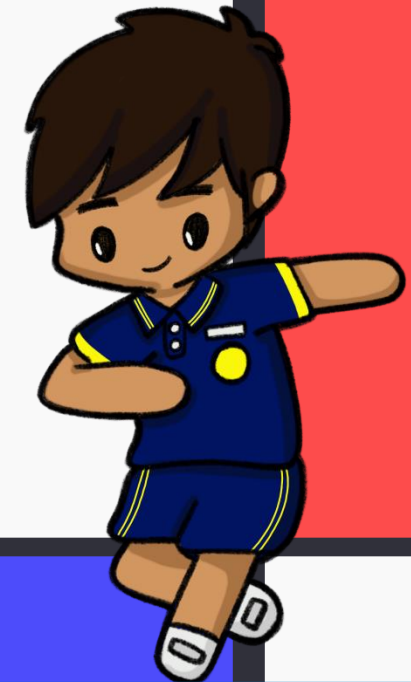




Purpose of CCA

A child who:

- will obtain necessary skills and knowledge related to his/her CCA
- can strengthen his/her values and positive attitudes
- can develop social competencies

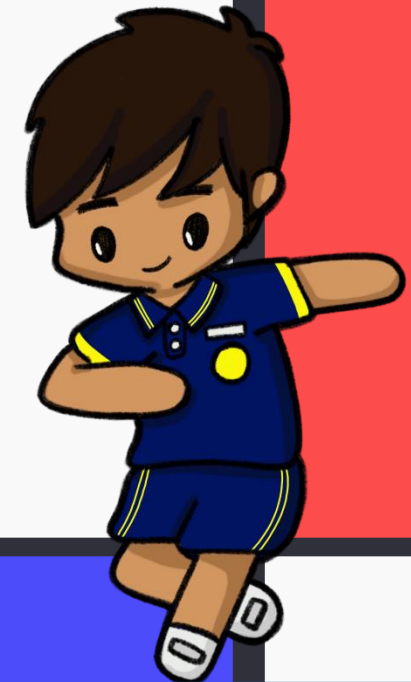




Various CCA Domains

Clubs & Uniformed Group CCAs allow students to explore and extend their interests in wide ranging and specialised areas; be it knowledge-based or skills-based.

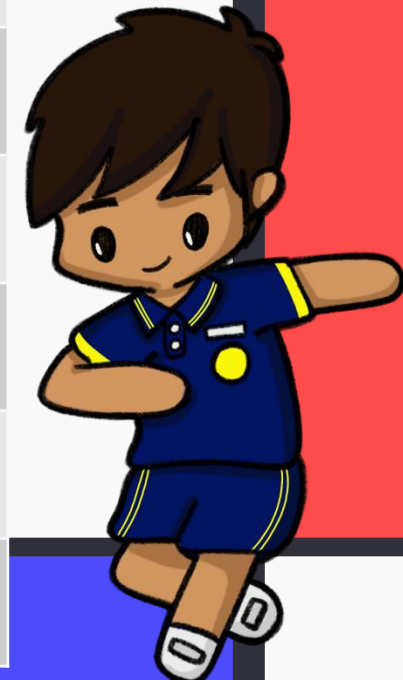
Students are not only equipped with information, communication and technical skills, values such as self-reliance, resilience, discipline and a spirit of service are also inculcated within them.





CCA in SBPS

Sports	Visual and Performing Arts	Clubs & Uniform Group*
Bowling	Chinese Orchestra	Science & Green Club
Softball (for Girls)	Choir	Chess Club
Track & Field	Chinese Dance	ICT Club
Table Tennis	Malay Dance	Red Cross*
Rugby (for Boys)	Indian Dance	
	Drama Club	
	Art Club	



Programmes Beyond CCA

Enhance Student Development Experience (SDE)

School Sports Programme (SSP)

Sports Education Programme (SEP)

Active Youth Programme (AYP)

- Talent Development Programme (TDP)

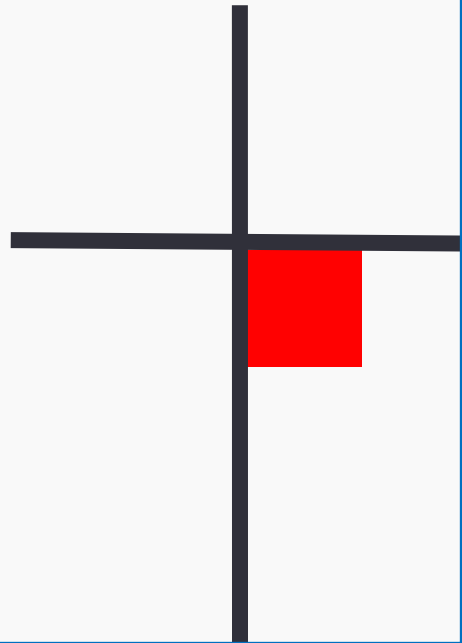
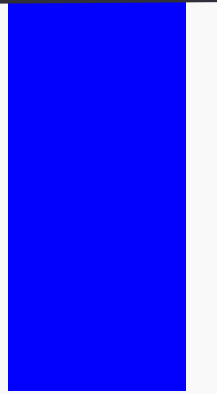
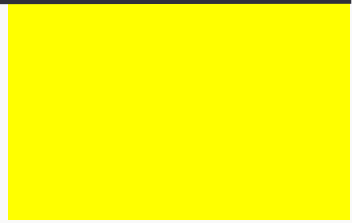
- Serve to Lead Programme (SLP)



*Selected pupils from each CCA

*Activities, Workshops, Competition beyond CCA

**What to consider
when choosing
CCA?**



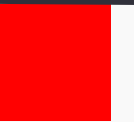
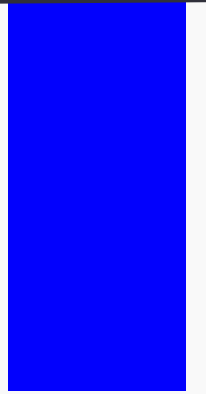
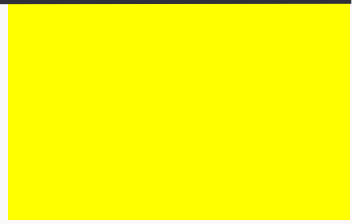


What can your child do to enjoy his/her CCA experience?

- Why does he/she want to join the CCA?
 - Because of interest, classmates or teachers?
- Consider joining CCA because of self-interest/passion
- Make new friends beyond their class
- Consider time and commitment required



P3 CCA Recruitment





P3 CCA Recruitment

- P3 CCA Registration was submitted in **T1W1**
- Students submitted **three** preferred CCA via SLS
- Students allocated to **one** of their preferences
- Confirmation of P3 CCA allocation will be announced at the end of **T1W2**
- P3 will commence their CCA session in **T1W3**
- Newly posted students will be issued with a physical CCA selection form





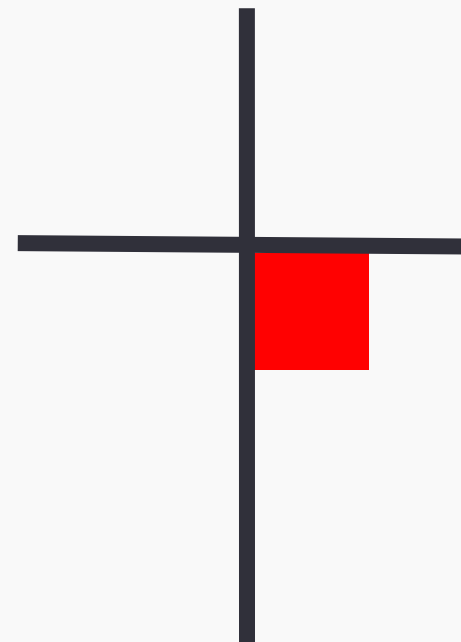
CCA Enrolment Considerations

- Students' CCA preferences
- CCA requirements e.g. Singapore Youth Festival (SYF), National School Games (NSG)
- Physical constraints e.g. Venue, Equipment, Logistics



P3 CCA Trial

Term 1





P3 CCA Trial

- CCA allocation:
 - Based on students' choices
 - Affected by availability
- P3 CCA Trial will be during Term 1
- P3 students will continue in the same CCA from T2 onwards if no change request is received by T1W9





P3 CCA Trial

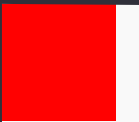
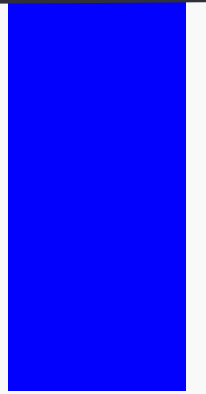
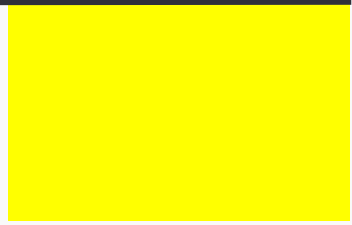
- For P3 students who would like to change CCA after the CCA trial, please apply using the link below by T1W9
- <https://form.gov.sg/6539e0e7c7af710012d8f0a3>

Term 1 Week 2 - 9	Term 1 Week 9	Term 1 Week 10
P3 CCA Trial	P3 CCA trial change window	P3 CCA change outcome



Change of CCA

For post P3 trial/change



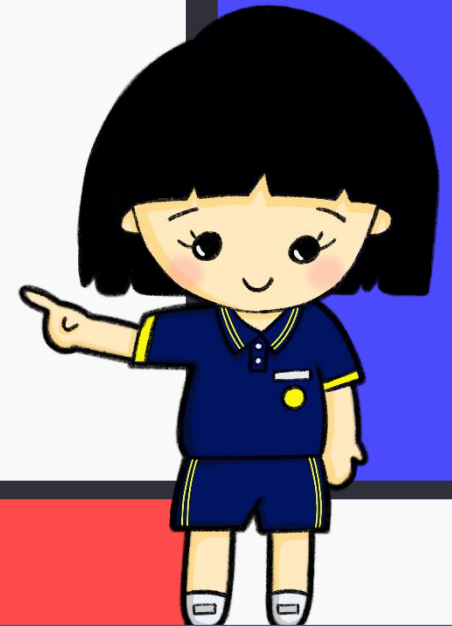


Change of CCA

Post P3 CCA Trial

- **Only 1 change is allowed from P3 to P5**
(excluding P3 CCA trial period change)
- CCA Change period:
 - Mid-year* and End-of-year
 - T2W9* and T4W9

* Students involved in Competitions and SYF are highly discouraged from requesting CCA change in Mid-year

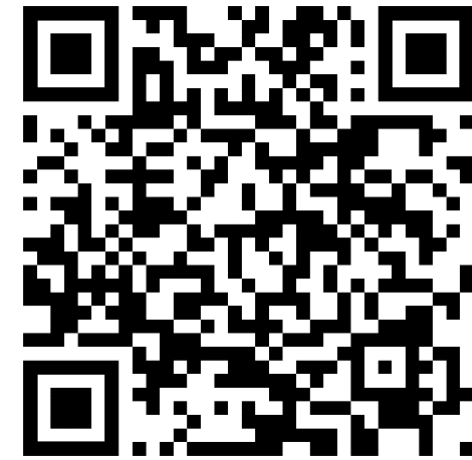




Change of CCA

Post P3 CCA Trial

- Applies to P3 to P5 students only
 - P5 CCA change window is only in mid-year
- Use the link below to apply for CCA change

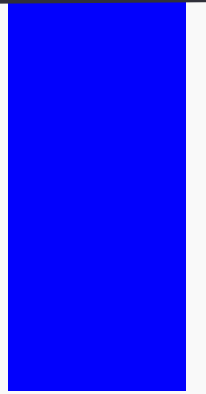
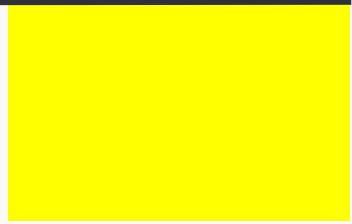


<https://form.gov.sg/6539e0e7c7af710012d8f0a3>

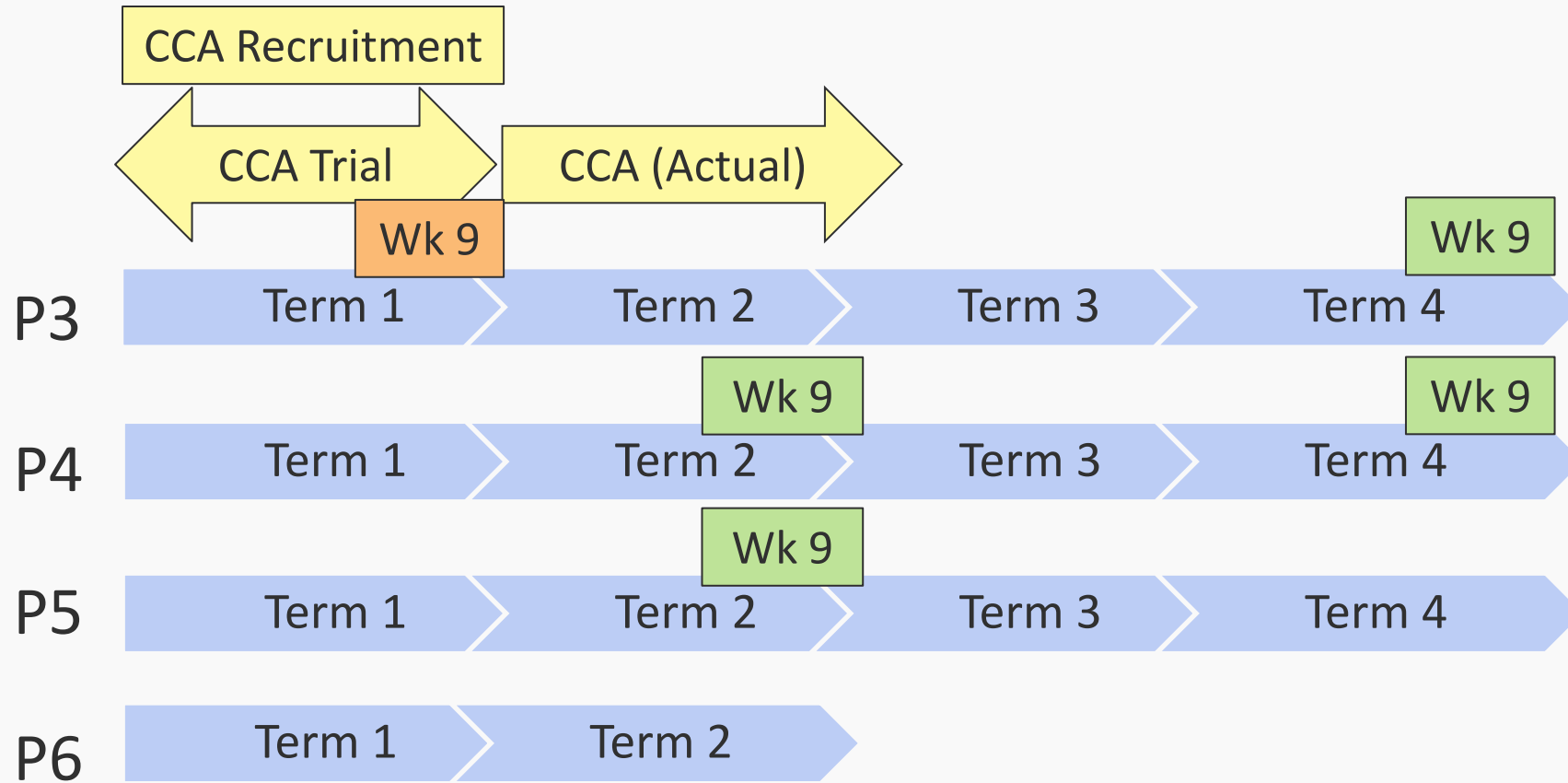




CCA Timeline Overview

Summary



SBPS CCA Change Overview



	
CCA Change Window (Free change)	CCA Change Window (One change only from P3-P5)

CCA Enquiries

Please write in to

Mr. Mohd Iskandar, SH PE & CCA

mohamad_iskandar_b_ishak@schools.gov.sg

Mr. Kelvin Toh, ST PE & CCA

toh_chong_han_kelvin@schools.gov.sg





SEMBAWANG PRIMARY SCHOOL
The Best From Me

SBPS Science Curriculum

Overview

- #1 Primary Science Curriculum
- #2 Syllabus Coverage in Primary 3
- #3 Supporting Your Child in the Learning of Science



Primary Science Curriculum

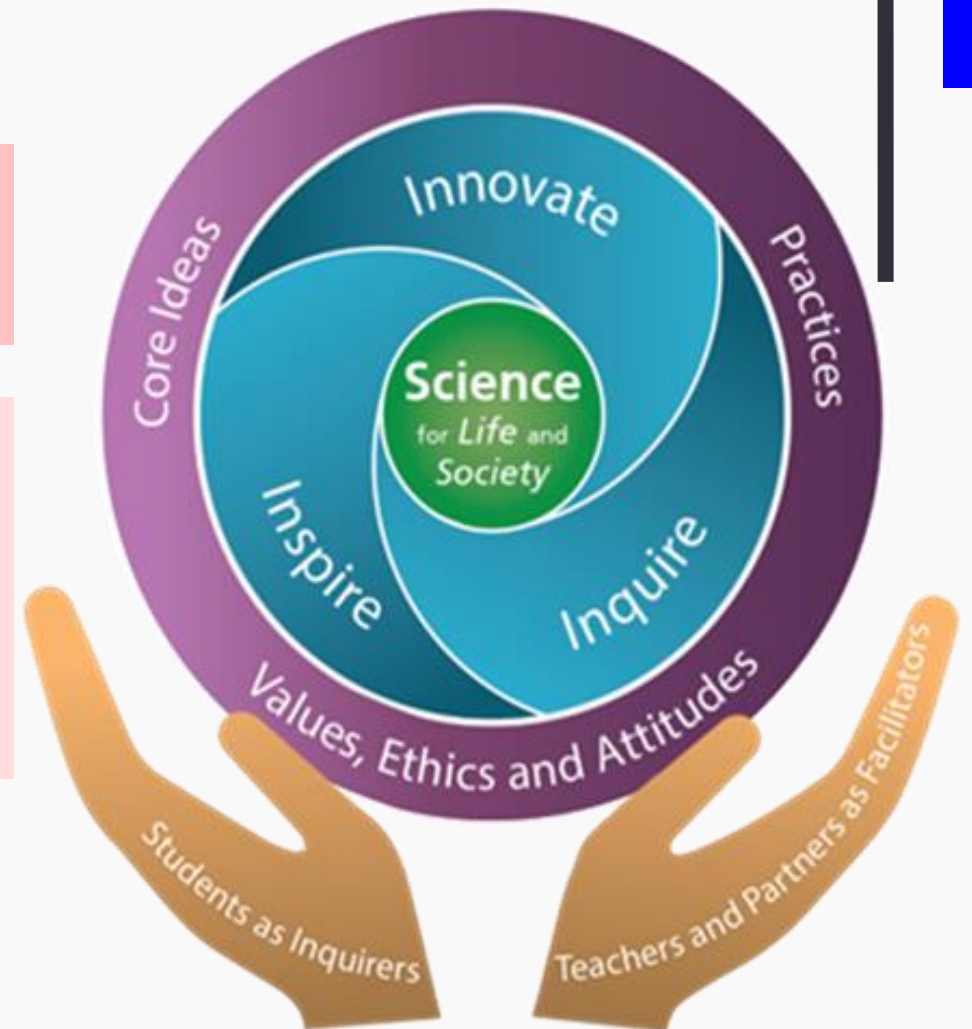


Science Curriculum Framework

Science for **Life** and **Society**

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work



Aims of Learning Science

To build on **students' interest** and stimulate their **curiosity** about themselves and their environment

To acquire **basic scientific concepts** to help students understand themselves and the world around them

To develop **skills, dispositions, and attitudes** for scientific inquiry

To **apply** scientific concepts and skills in making responsible decisions

To **appreciate** how Science influences people and the environment

Primary 3 Science Syllabus



Overview of Topics and Process Skills

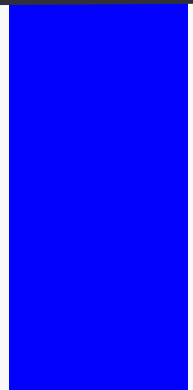
Theme	Primary 3	Ways of Thinking and Doing Science
Diversity	<ul style="list-style-type: none"> • Classification of living and non-living things • Plants • Animals • Fungi and bacteria • Materials 	<ul style="list-style-type: none"> • Posing questions and defining problems • Designing investigations • Conducting investigations and testing solutions • Analysing and interpreting data • Communicating, evaluating and defending ideas with evidence • Making informed decisions and taking responsible actions • Using and developing models • Constructing explanations and designing solutions
Cycles	<ul style="list-style-type: none"> • Life cycle of animals • Life cycle of plants 	
Interactions	<ul style="list-style-type: none"> • Magnets and their characteristics • Making magnets 	

Things to note:

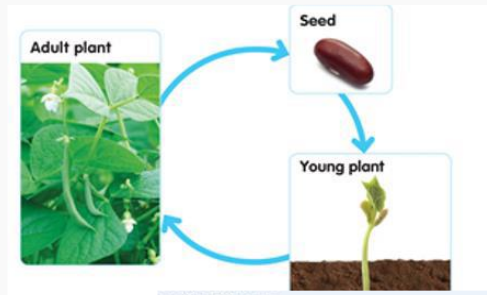
- Spiral curriculum → P3, P4 and P5 topics will be tested in PSLE
- Concepts covered in P3 and P4 will be tested through more challenging questions

Integrated Suite of Resources and Experiences

Young Scientist Badge



Textbook



Let's Explore
 Dengue fever is a disease spread by infected *Aedes aegypti* mosquitoes.
 With more rain and higher temperatures, the mosquitoes breed faster. Hence, there is an increasing number of dengue fever cases.
 We can reduce the number of mosquitoes breeding by removing their breeding spots in our schools and homes.





DO THE 5-STEP MOZZIE WIPEOUT.
 Get rid of stagnant water.



Activity Book

Activity 2.1: Tell Me More About These Animals
Aim : To observe the animals with 3-stage life cycles
What we need : Transparent bag, paper towels, 2 seeds, paper strips, stapler
SLS (Life Cycles of Animals)
Let's inquire :
Part A: How do the animals with 3-stage life cycle change over time?

Dear Scientist,
 I was walking in the garden yesterday and saw the following animals below.

Chicken Frog Grasshopper Cockroach

I am curious about these animals and want to know more about them.
 Can you tell me how these animals change over time?
 Thank you.
 Belle

SLS



SPARKLE Kits



CYCLE OF LIFE
Board Game

Game Rules:
This game is meant for 3 to 4 players.

Let's set it up!

- 1 Write challenges on the 'Challenge' spaces on the game board.
- 2 Place the question cards and 'Go Wild' discs on the game board.
- 3 Place the stage discs facing down in the matching coloured zone on the game board.
- 4 Take a game counter each and place at any empty space on the game board.
- 5 Take turns to spin the spinner and collect the life cycle plates.



Format of Primary 3 Science Assessment

Weighted Assessment (Term 2 and 3)

Duration: 40 min

Section	Question Type	No. of Questions	Marks per Question	Marks
A	Multiple Choice	8	2	16
B	Open-Ended	4	3 to 4	14
			Total	30

End-of-Year Examination (Term 4)

Duration: 1 h 30 min

Section	Question Type	No. of Questions	Marks per Question	Marks
A	Multiple Choice	24	2	48
B	Open-Ended	9 to 10	2 to 4	32
			Total	80

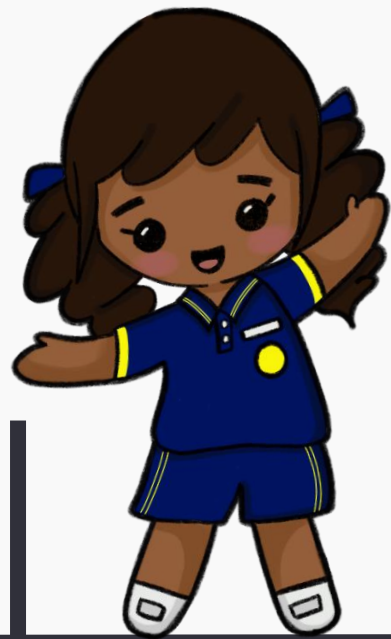
Distribution of Marks

Knowledge with Understanding	50% ~ 60%
Application of Knowledge & Process Skills	40% ~ 50%

Implications:

- Important to have **accurate understanding** of concepts and to **apply concepts and process skills** to new situations
- Students are expected to **give scientifically-sound reasons** for the choices made

Supporting Your Child in the Learning of Science



■ Helping Your Child to Learn Science



Explore Science around us with your child



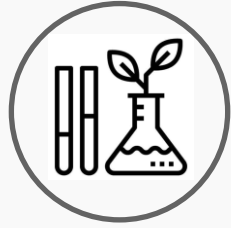
Learn Science through **stories**



Reinforce importance of **key concepts** and **answering skills**



Recall Science content through **mnemonics** and **concept maps**



Exploring Science Around Us

- Help your child make sense of the world around them by **showing them science phenomena that occur in everyday activities**
- Encourage **questions and observations** (e.g. by drawing similarities and differences)
- **Document** their observations and experiences
- **Learn together** with your child





Learning Science Through Stories

- For phenomena that are unable to be experienced in real life, choose **stories** (e.g. in books or videos) that can engage children
- **Encourage questions** and **discuss the Science** behind the stories
- **Highlight values** such as perseverance and integrity demonstrated by the characters in the stories



Reinforcing Key Concepts and Answering Skills

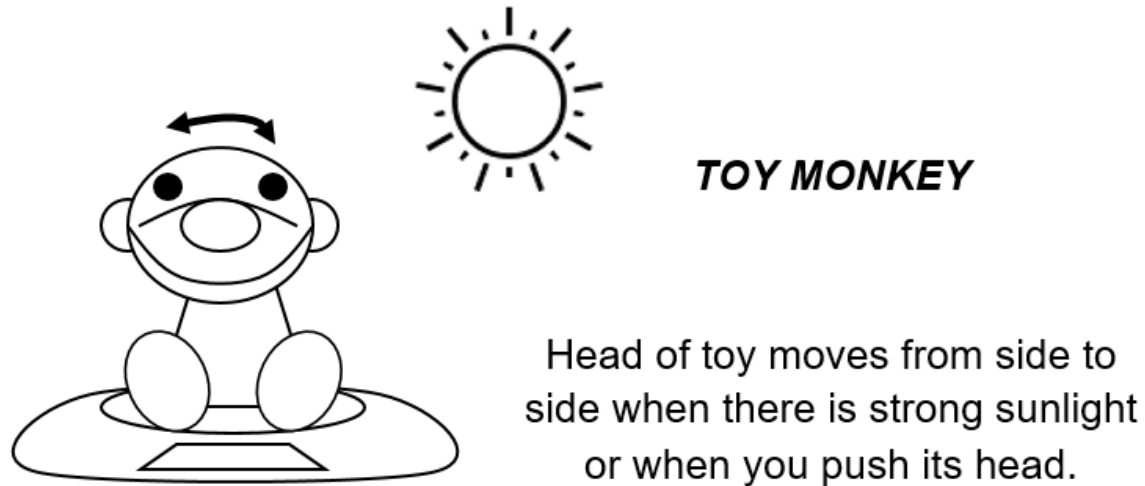
- Communication is an important process skill
- Students must be able to communicate key ideas using scientific terms which have specific meanings that are **different from daily usage**
- However, the focus is **not simply on giving standard answers or key words**. Conceptual understanding takes into consideration how concepts and skills are applied in different contexts



Reinforcing Key Concepts and Answering Skills

Example of using correct scientific terms

May Ling observed a toy monkey as shown in the diagram below.



She concluded that the toy monkey is **not** a living thing.

Give a reason to support May Ling's conclusion that this toy monkey is not a living thing. [1]

Key concept


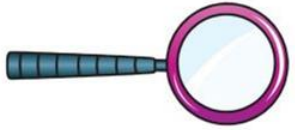

Characteristics of a living thing

- ✓ The toy monkey cannot grow.
- ✓ The toy monkey cannot reproduce.
- ✓ The toy monkey does not need air, food and water.
- ✗ The toy monkey is not alive.
- ✗ The toy cannot eat.



Reinforcing Key Concepts and Answering Skills

- The **Claim-Evidence-Reasoning (CER)** technique is taught to provide students with a structure to answer open-ended questions
- It is useful for questions with “**explain**” or “**give a reason**” in the question stem

CLAIM 	A statement that answers the question
EVIDENCE 	The scientific data and details that support your claim
REASONING 	Explains “how” or “why” the evidence supports the claim. Aka the scientific rule

(Image from: <https://beakersandink.com/how-to-teach-claims-evidence-and-reasoning-cer-like-a-pro>)



Reinforcing Key Concepts and Answering Skills

Example of applying CER

C Strip Q

E The distance d is the **smallest**.

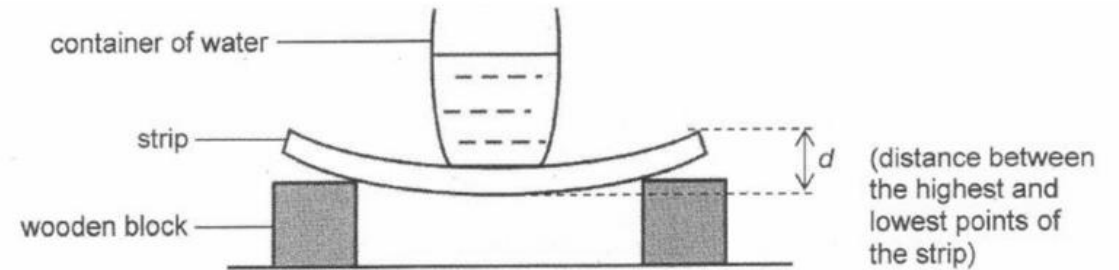
R It is the **least flexible**, so as a food tray it will **not bend too much and cause food to be spilled**.

Use of superlative

Scientific concept

Apply to context

Yen Ling set up an experiment as shown below to compare a property of three strips, P, Q and R, which are made of different materials.



For each strip, she added 50 cm^3 of water into the container and measured the distance d . Her results are shown below.

Strip	Amount of water added into the container (cm^3)	d (mm)
P	50	36
Q	50	14
R	50	25

Based on Yen Ling's experiment, which strip, P, Q, or R, is most suitable for making a food tray? Explain your answer.



Using Mnemonics and Concept Maps

- A **mnemonic** is a learning technique to make recalling easier as it helps to organise and remember information



Example of using a mnemonic to remember how to conduct a fair test





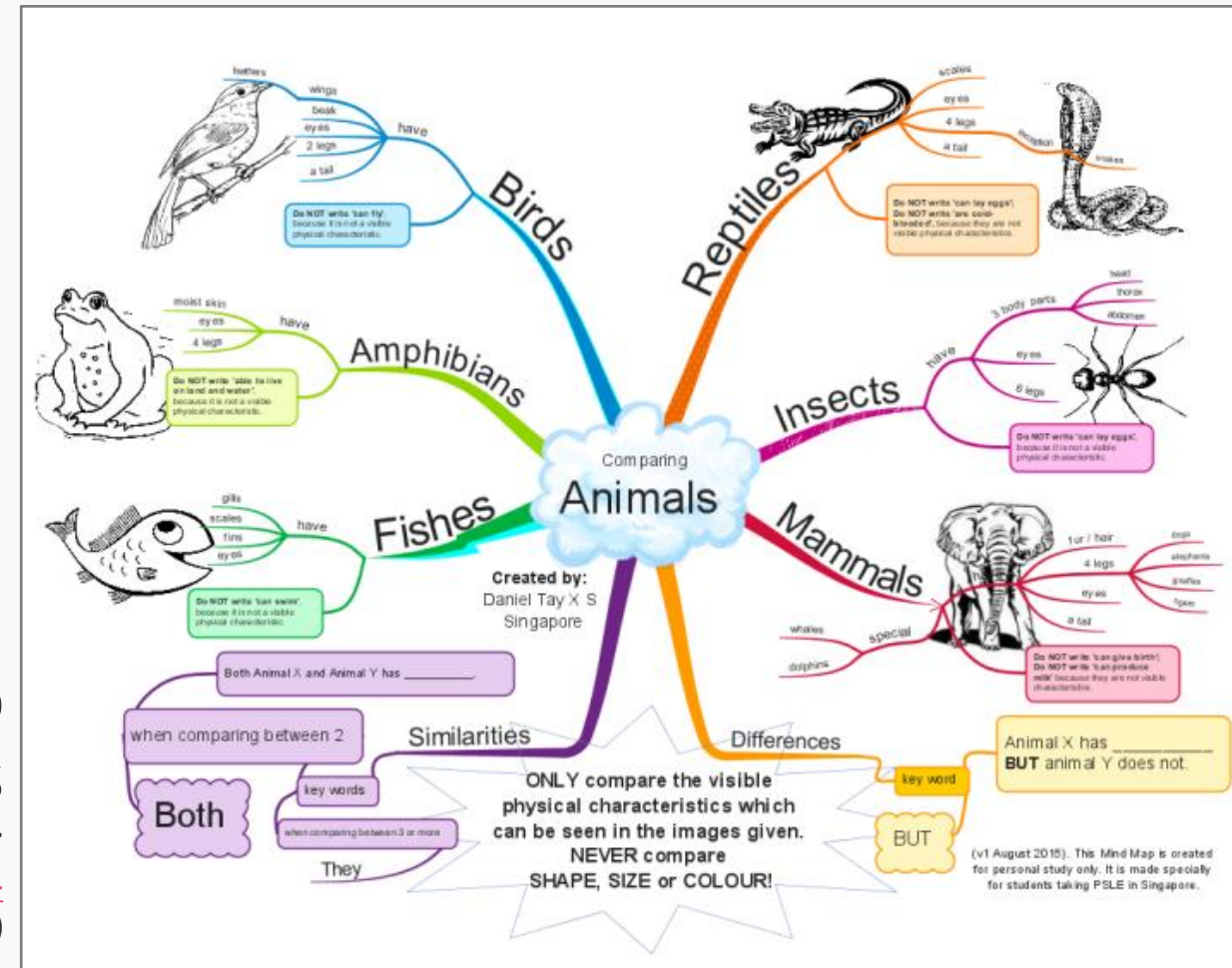
Using Mnemonics and Concept Maps

- A **concept map** is a graphical tool for showing relationships between concepts by organising and connecting knowledge

Example of concept map for the topic Animals

(Image from:

<https://www.biggerplate.com/mindmaps/Mqx6tXto/comparing-animals-fabrim>)





SEMBAWANG PRIMARY SCHOOL
The Best From Me

P3 Learning Experiences



P3 Learning Experiences

Term 1

SwimSafer (Week 1 to 10)

Time: 0830 – 1100

Mon – 3I and 3RE

Tue – 3C, 3E and 3G

Experiential Learning Week (Week 10)





P3 Learning Experiences

Term 2

Theatre Experience (EL)

Remedial Lessons

<UPDATE>

Term 2: Botanical Gardens (SC & SS)



SHAPING THE FUTURE OF LEARNING

SCHOOLS
WORK PLAN
SEMINAR
2023



MOE prepares students for fast-changing world through tech, updating learning spaces



Envisioning for the Future



<https://go.gov.sg/sbpsenvisioning3>





SEMBAWANG PRIMARY SCHOOL
The Best From Me

THANK
YOU!