

WELCOME



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Programme for the day

Activities

- ✓ Briefing by Principal, Key Personnel and PSG
- ✓ Bonding @ Recess
- ✓ Parent- tour
- ✓ Form-Teacher Engagement
- ✓ Parenting Talk



Briefing For Parents 2025

Primary One



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

MOE's Key Directions



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

A Glimpse Into Curriculum

Purpose of Education

- Nurturing the Whole Child;
- Preparing for Citizenship & Work
- Preparing pupils to thrive in a fast-changing and globalised world



Desired Outcomes

SELF-DIRECTED LEARNER

CONFIDENT PERSON

ACTIVE CONTRIBUTOR

CONCERNED CITIZEN



Future of Learning

- A movement to transform *what and how our students learn* so that they are able to *thrive and harness opportunities* in our *rapidly changing world*

Strengthen 21CC



Reimagine learning spaces and partnerships to provide rich learning contexts

Educational Technology as capability multiplier



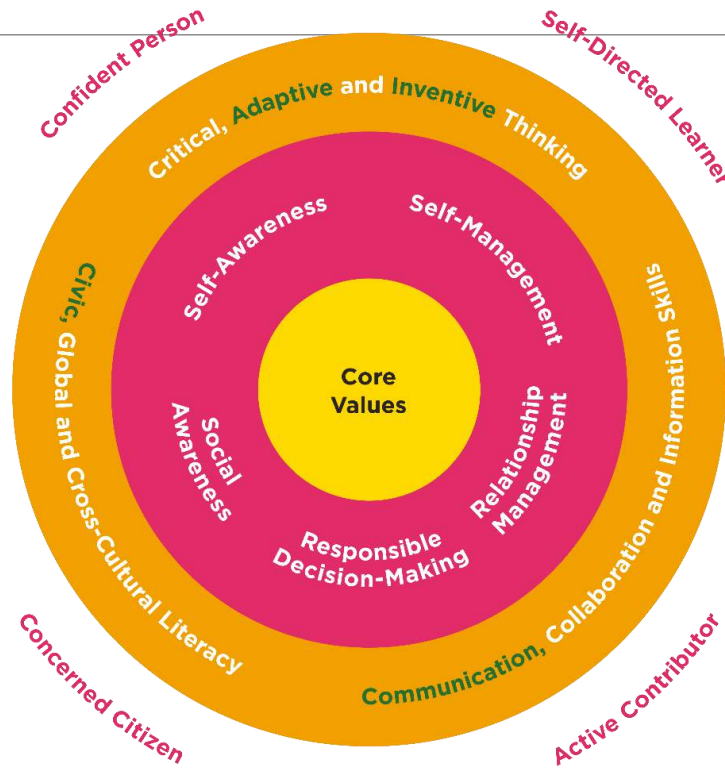
Enhanced Framework for 21CC

Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context



Inventive Thinking

- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures



Our School Strategic Direction



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Our School Logo



The **star** symbolises the school's belief that every child is a winner.

The **eight arms** of the star represent the eight desired outcomes of primary school education.

The two **concentric circles** reflect the school's emphasis on an all-rounded education, equipping students with 'roots' and 'wings'.



Our School Vision

• *Future-Ready Learners, Rooted in Values*

Future-ready learners are *reflective contributors* and *compassionate leaders*. They are *confident* and *self-directed* individuals who are able to thrive in a rapidly changing and highly interconnected world.

Learners who are **rooted in values** *embrace* and *live out* the school values in their daily lives. School desires to see all our learners being *steadfast* and *unwavering* in demonstrating these values.



Our School Mission

- *Nurturing Future-Ready Learners in a Vibrant Community*

We nurture future-ready learners by providing *holistic education* with innovative, effective pedagogies and cultivating a *Growth Mindset* in our students.

A **vibrant community** makes *learning an adventure* and promotes *student agency*. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.



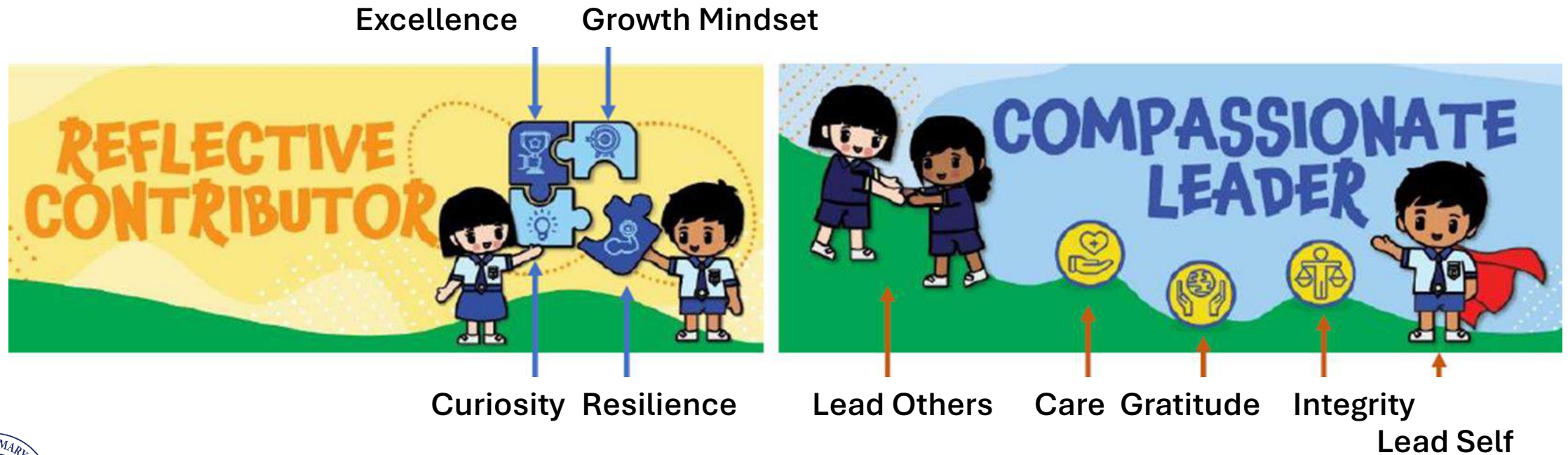
Our School Values



Student Outcomes

A *Reflective Contributor* has a **Growth Mindset** towards learning and displays the values of **curiosity, excellence** and **resilience**.

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





SEMBAWANG PRIMARY STRATEGIC PLAN: 2025 - 2027

VISION

Future-Ready Learners,
Rooted in Values

MISSION

Nurturing Future-Ready Learners
in a Vibrant Community

VALUES

Care, Gratitude, Integrity
Curiosity, Excellence, Resilience

MOTTO

The Best From Me

ST1: Develop Future-Ready Learners as Reflective Contributors and Compassionate Leaders

1.1 Design a Total Curriculum that focuses on Growth Mindset, active learning, and student agency

1.2 Cultivate digital literacy and technological skills, enabling students to be responsible users of technology

1.3 Enhance student well-being for holistic development

ST2: Build Future-Ready Educators by Cultivating a Growth Mindset and Collaborative Culture

2.1 Enhance staff capacity, capabilities and collaboration

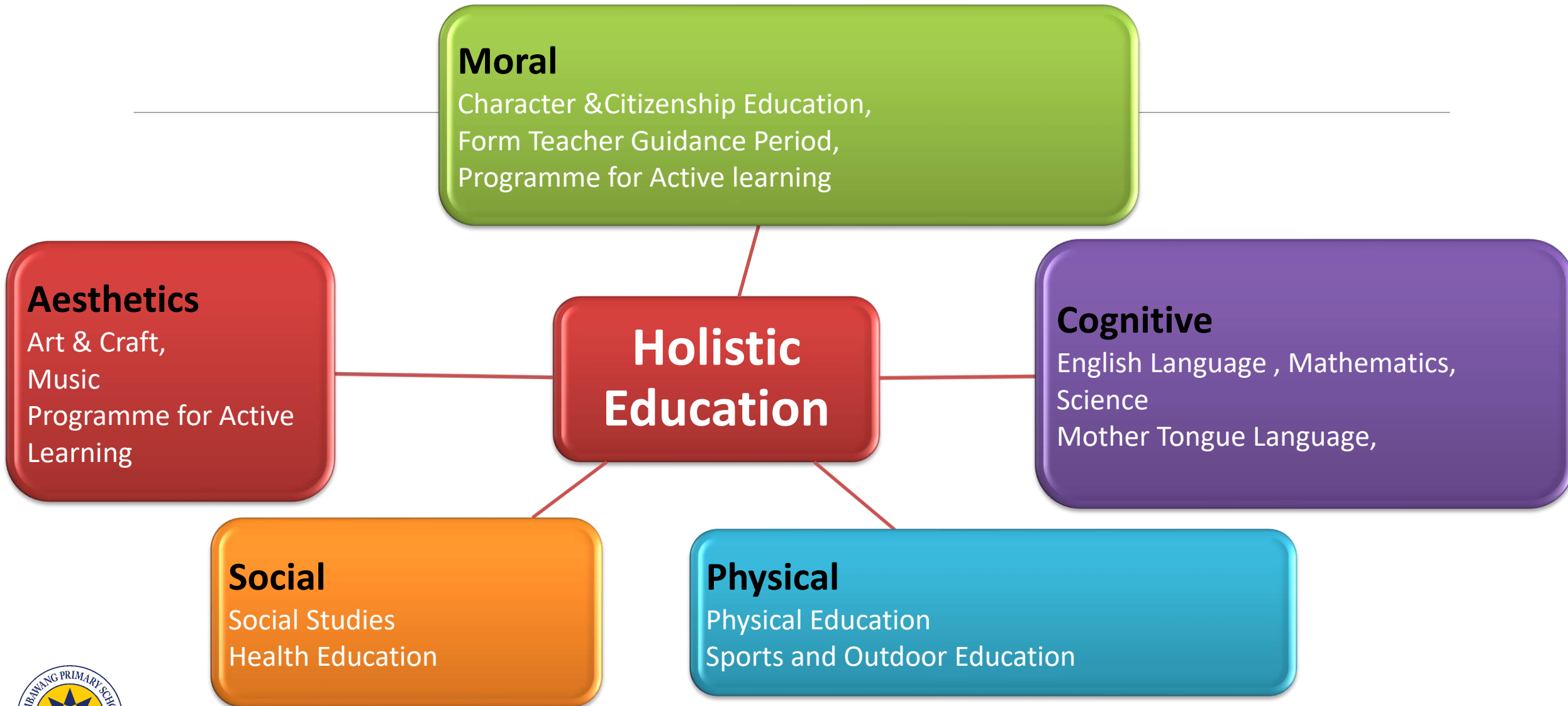
2.2 Enhance well-being and engagement

ST3: Enhance Learning Environment Within and Beyond School

3.1 Reimagine learning spaces

3.2 Foster meaningful collaboration with key stakeholders and partners

Overview of Holistic Education @SBPS



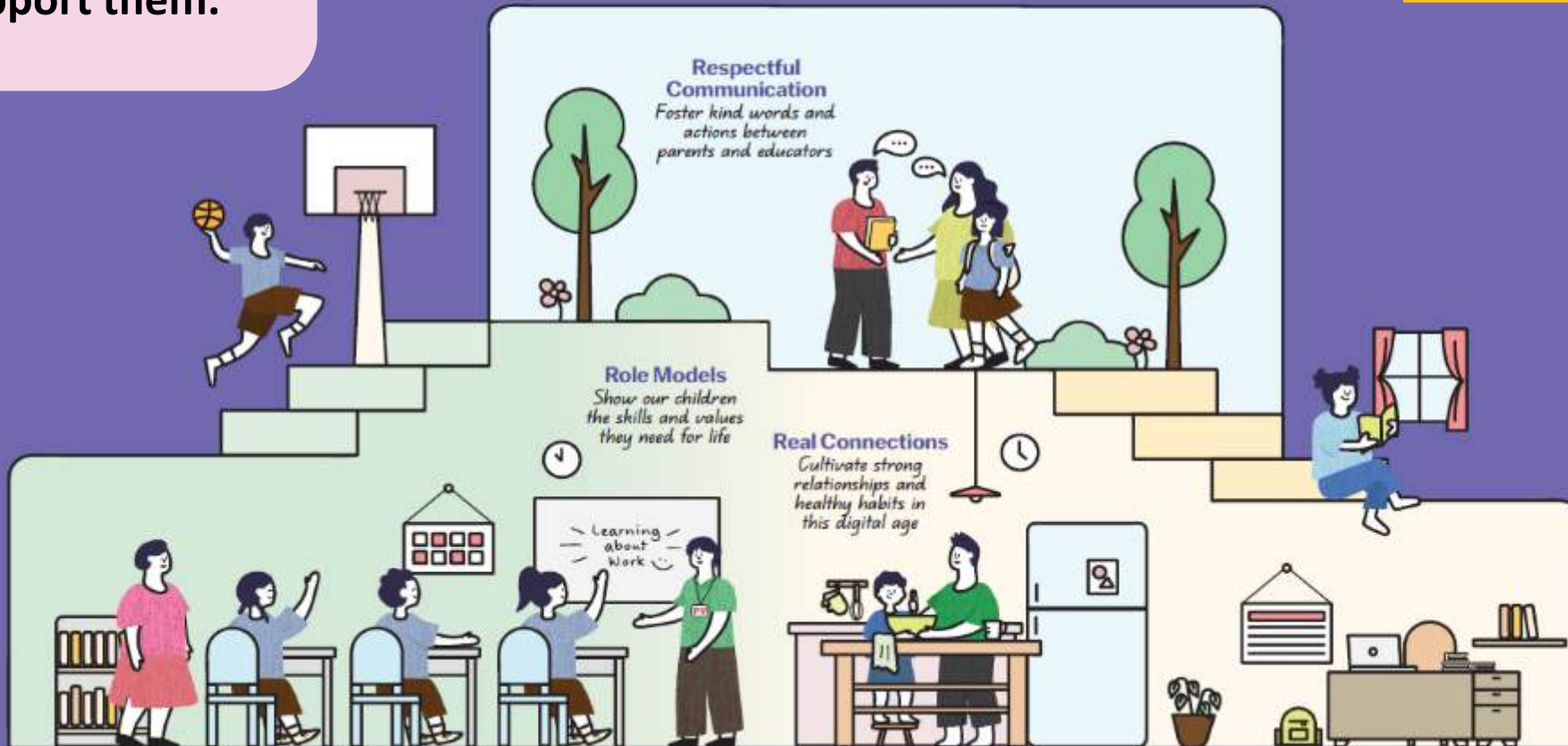
Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

Note for schools:

For more information that can be included in this section, please refer to the notes section.



FUTUR

A joint effort in 2024 by the Ministry of Education and COMPASS

3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



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Respectful Communication

**Foster kind words and actions
between schools and educators**



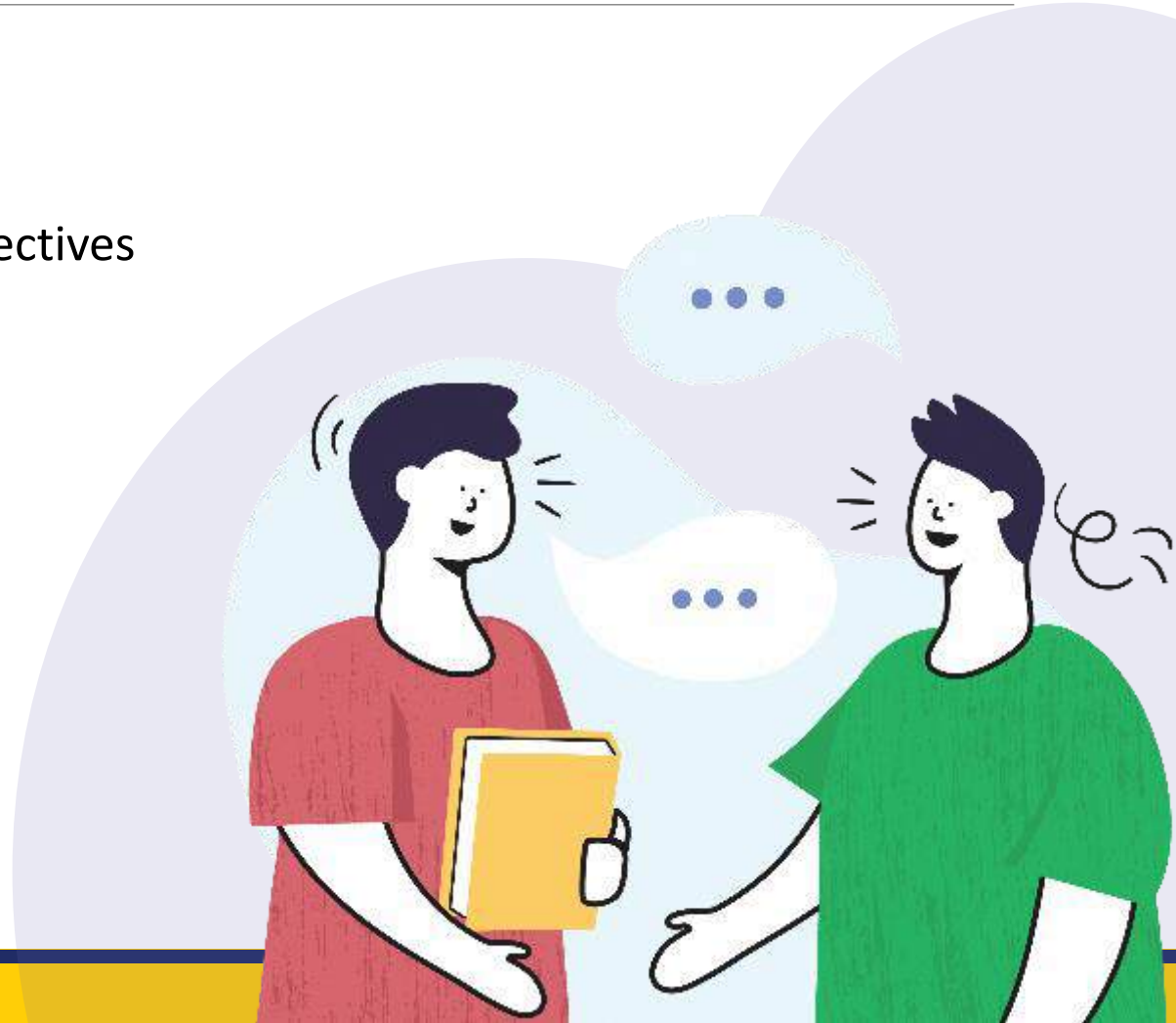
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.



Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home



Build strong bonds through shared experiences and meaningful conversations

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

1. Expose your child to a range of social situations.
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. after school clubs).
 - For older children, encourage them to make friends with peers who have similar interests.
2. Encourage your child to strengthen existing relationships.
 - Foster healthy relationships and supportive extended family members.
 - Encourage your child to play in groups with good friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

1. Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
2. Older children are often figuring out the balance between being spontaneous and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are unsure they will want to.

If you ever feel pressured to do something or do something you are not sure to do, please know that you can come to me to share your thoughts and struggles. We will work through that together.

3. Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

GO.gov.sg

Navigating the Digital Age Page 24

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

1. Encourage your child to keep an open mind and provide opportunities for them to express information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?
If you were in their shoes, would you agree with that action?
Consider the issue from another perspective by applying **B.U.R.E.** (Bounce, Understand, Research, and Evaluate).
2. When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice your child engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

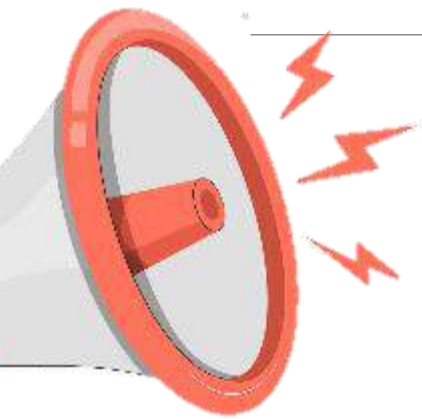
Is your message respectful and courteous?
Consider the issue from another perspective by practicing **B.U.R.E.** (Bounce, Understand, Research, and Evaluate).
3. Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?
It's okay to feel upset. It's also okay not to respond to these comments. Just let us know of the comments, and we'll help you do something about it.

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Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



Join our Parent Support Group (PSG)



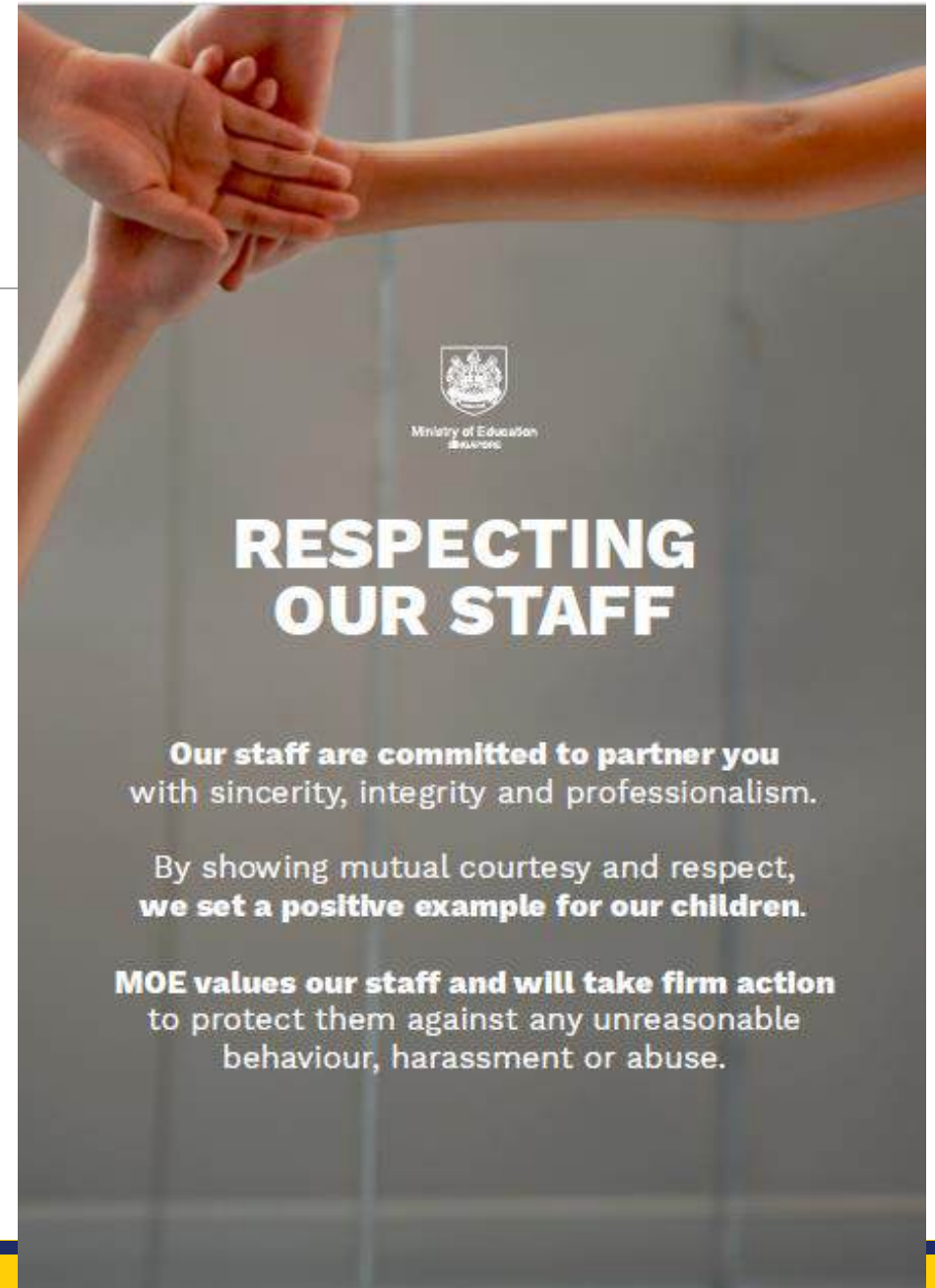
A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.

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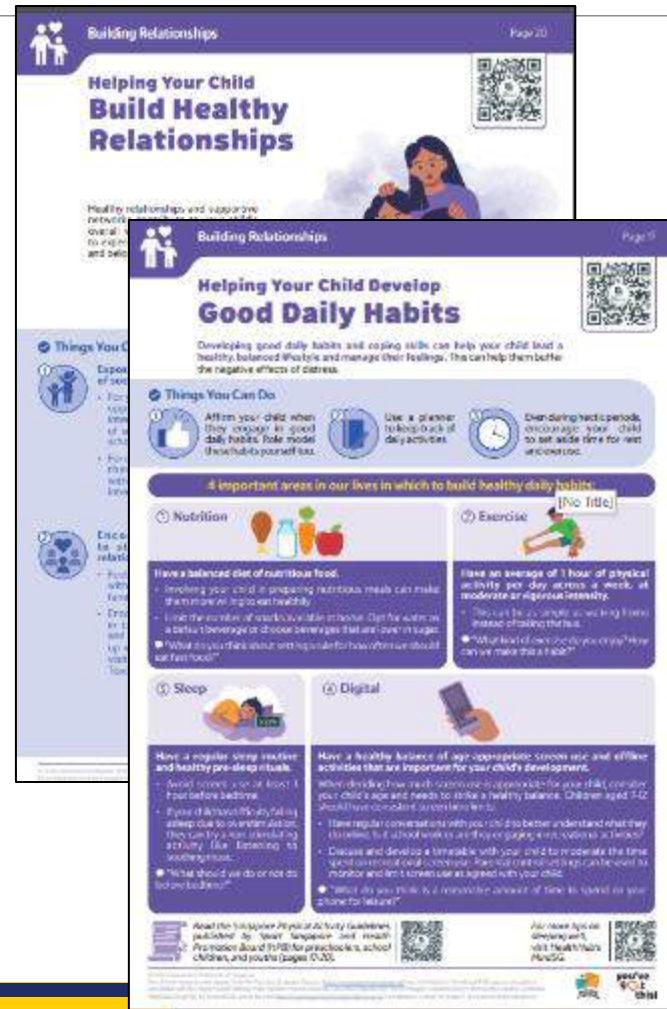
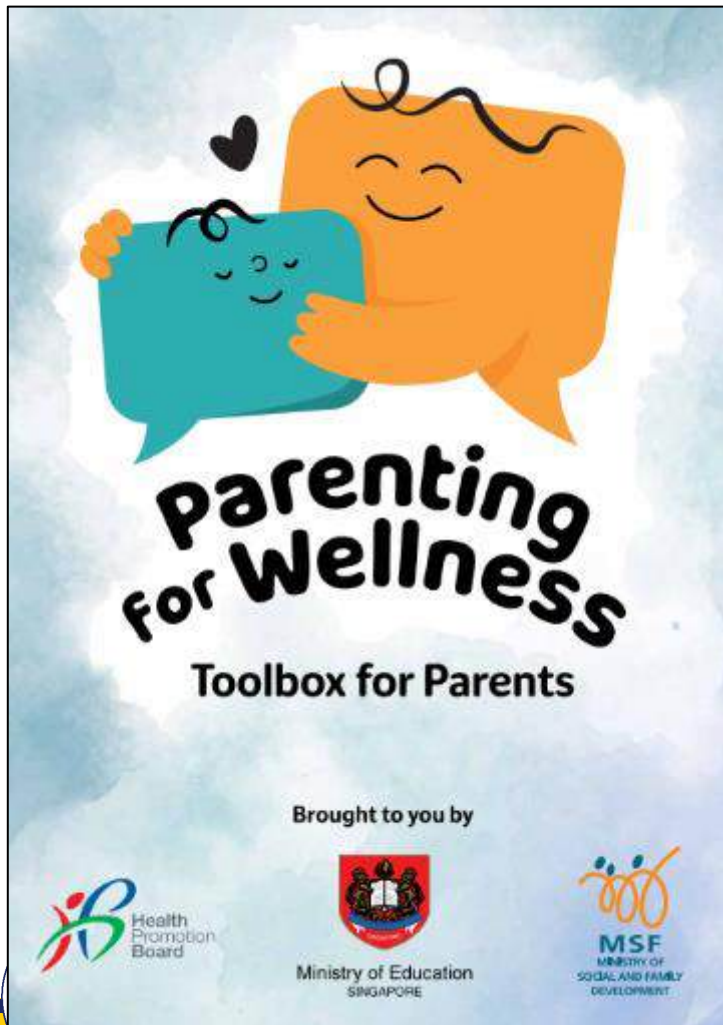


Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

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How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.

Navigating the Digital Age Page 1 of 2



Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.
Your screen use rules can include:
 -  Device-free times and places
 -  Time limit for devices
- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



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Part of these materials were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.gov.sg/>) and the Partners in Parenting (PIP) Program in Australia in consultation with the Program Lead, Professor Maree Yap from Monash University. Use of the material from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

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Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations	<ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.
Role modelling respectful conversations	<ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions.
Have regular and open conversations	<ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online.

Additional Resources:



Parenting for Wellness



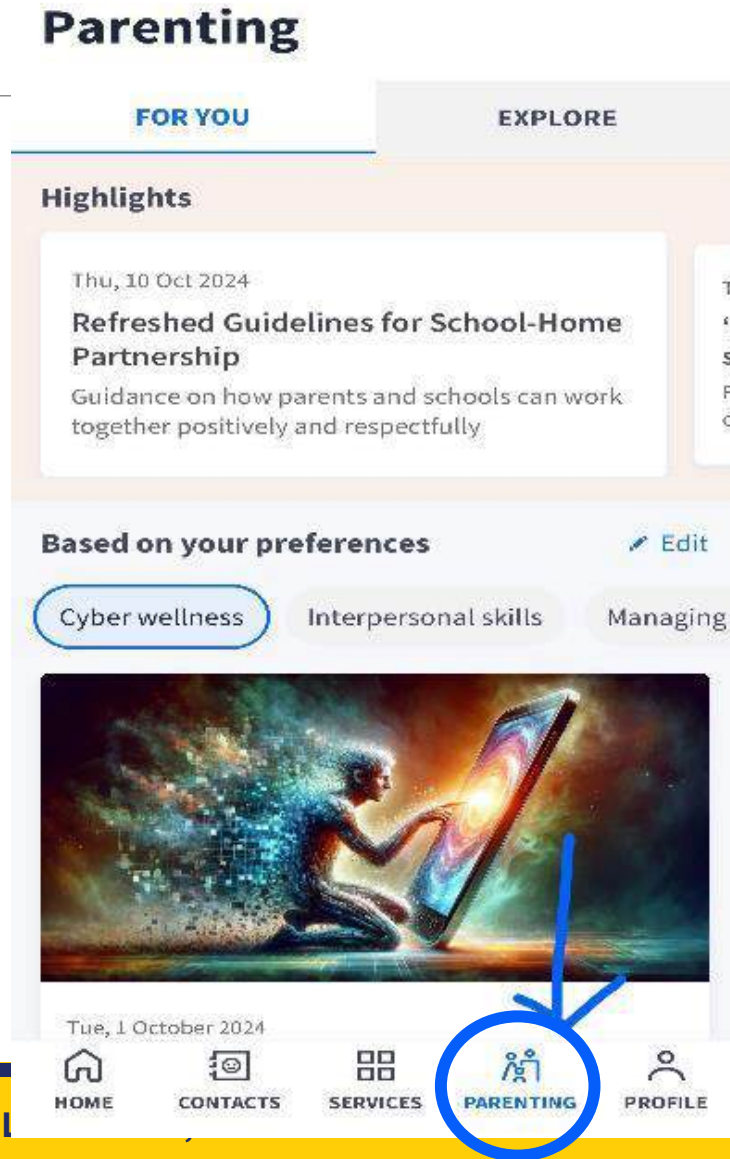
For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!

Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.



Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore

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www.youtube.com/moespore



Creating a Strong Foundation in the English Language @ SBPS



STELLAR 2.0

Strategies for English Language Learning and Reading



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STELLAR 2.0

- Focuses on strengthening students' foundation in grammar, oracy, writing and reading.
- Reinforces the teaching of receptive and productive skills, namely:
 - Reading and Viewing
 - Listening and Viewing
 - Speaking and Representing
 - Writing and Representing



Whole-Part-Whole Approach

How STELLAR is taught in classrooms

WHOLE

At this stage, students will be listening, reading and viewing texts

- Big Book Reading
- Listening & Viewing of videos

PART

They will then develop and strengthen their language use by learning features of language

- Grammar
- Vocabulary

WHOLE

Having learnt language features, students will incorporate what they learnt and produce a text themselves

- Oracy Activities
- Guided Writing



STELLAR 2.0

Learning Outcomes

What should Primary 1 Students be able to do by the end of P1?



P1 Learning Outcomes

Listening

- Listen attentively and follow simple instructions.

E.g.

- Awareness of sound-letter correspondence
- Identify information based on texts read out loud

Reading

- Demonstrate basic word recognition skills.
- Read aloud Primary 1 texts with accuracy, fluency and expression.
- Understand Primary 1 texts.
- Identify simple aspects of fiction.

E.g.

- Read a text and recall events in the story



P1 Learning Outcomes

Speaking

- Speak clearly to express their thoughts, feelings and ideas
- Follow communication etiquette in conversations or discussions.

E.g.

- Speak respectfully during group discussions
- Have conversations regarding topics relevant to their daily lives

Writing

- Demonstrate writing readiness and handwriting skills in letter formation, placement, sizing and spacing.
- Write simple paragraphs of at least 3 sentences to recount appropriately sequenced events.

E.g.

- Write 3 paragraphs based on pictures



What to expect during English Lessons

What will be done on a day-to-day basis in the P1 English Classroom?

- **Big Book Reading**
 - 1 book every 2-3 weeks
- **Learning Sheets**
 - 1 unit per Big Book
 - Includes vocabulary, grammar, and other language skills
 - Learning objectives can be found on the content page at the start of every unit
- **Spelling**
 - Weekly spelling, based on day/dates set by English teacher
- **STELLAR Handwriting**
- **Listening Comprehension**
- **Oracy lessons**
- **Journal & Guided Writing**



Learning Beyond the Classroom



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Sensory Path

- In this multi-sensory space, students experience an innovative way of learning English
- At P1, students will be learning how to write about their experience playing at the Sensory Path



Learning Journey to the Zoo

- Authentic learning experience by visiting the zoo, expanding their vocabulary and understanding of animals
- Write about their experience at the zoo after the learning journey



Booster Programmes

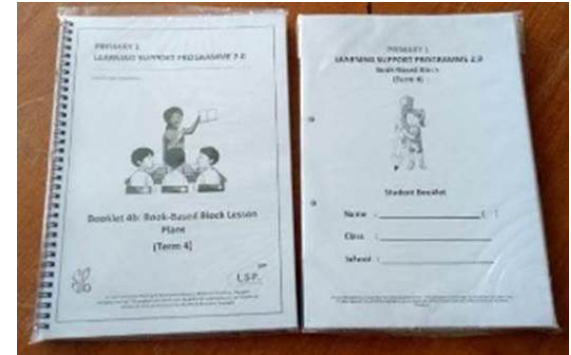


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Learning Support Programme (LSP)

For selected students

- Phonic patterns taught in **Learning Support Programme (LSP)** provides early intervention for students who are weak in English literacy
- Conducted by trained teachers
- Focuses on building English language skills
- Half an hour a day in small groups of 8 to 10 students



HiDEAR! Reading Champion



- Collaboration with MTL department to promote a love for reading
- Bronze, silver and gold badges distributed to students who complete their Reading Records & Activities (found in student handbook)
- To increase readership and encourage borrowing of story books from the library



Buddy Reading Programme

- Selected group of P1 students will be paired with P2 buddies to receive support in their reading.
- P1 buddies will receive one-on-one support from their buddy, helping them to improve their reading skills.
- Buddy Reading Programme will commence in Term 2, from 7.15am - 7.30am daily.



How can Parents Help?



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How can Parents Help?

- Read **to** and **with** your child and make reading a daily habit in the home
- Encourage your child to read books and/or e-books of different genres
- Discuss major events happening in Singapore and around the world to enhance their general knowledge
- Guide your child to look up new words in the dictionary
- Role-model your speech in Standard English
- Guide your child to practise their language skills via useful apps (e.g. from British Council)



How can Parents Help?

- Allow opportunities for your child to express themselves
 - e.g. Using a 3-2-1 strategy, ask your child
 - What are 3 things that made you happy today? What are 2 things you learned in school? What is 1 thing you think you could have done better?
- Set high and **achievable** expectations for your child
 - e.g. Homework must be completed neatly
- Make English learning fun at home
 - e.g. Turn the learning of spelling into a game for your child
- Monitor their daily work and get your child to check their student handbooks for reminders, homework, and things to bring





Mathematics Curriculum

Primary 1 Briefing to Parents

2 January 2025



Content

- **Math Learning in Sembawang Primary School**
 - Teaching Approaches
 - Resources and Programmes

- **How Can I Help My Child?**
 - Partnership with School and Teachers



Teaching Approaches

- Concrete-Pictorial-Abstract (C-P-A)
- Gradual Release Responsibility (GRR)
 - I Do, We Do, You Do



Teaching Approaches

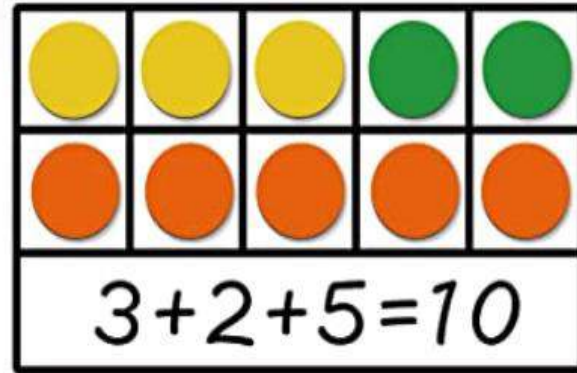
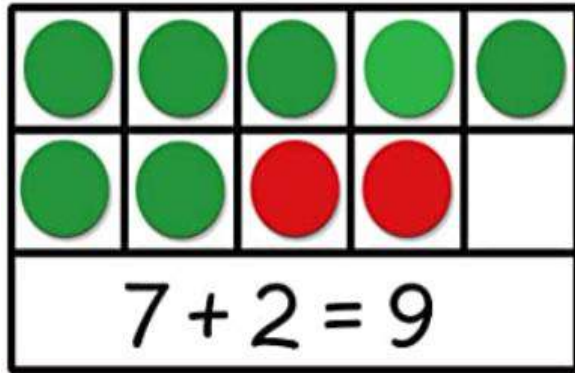
- The learning of Mathematics concepts is progressive.



- This is to help students build strong foundation in primary Math through a structured teaching sequence and supporting manipulatives and materials based on the (CPA) approach.



Manipulatives used in the teaching of Math

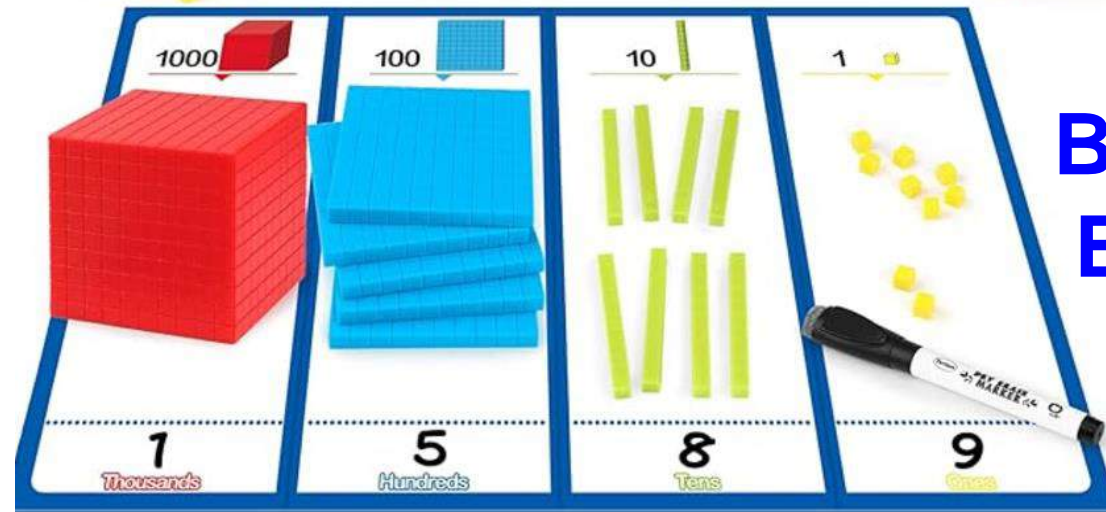


Ten Frame set



Geared clocks

Linking cubes



Base 10 Blocks



Teaching Approaches

Gradual Release of Responsibility (GRR)

- **I Do** - Teacher demonstrates
- **We Do** – Teacher and Students do together
- **You Do** - Students try on their own



Math Programmes & Resources



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KOOBITS

Online portal for math learning



Features

- Interactive videos & activities that engage the students
- Encourages self-directed learning and learning at their own pace
-> *Students can login to attempt questions from the item bank anytime*
- Motivates students to challenge themselves/ their peers through the various tiers
- E-manipulatives: Greater exposure to different types of manipulatives besides concrete ones used in school





KOOBITS

Online portal for math learning



Login ID and Password

- will be recorded in the Student Handbook



Learning Support for Mathematics (LSM)

It is an early intervention effort aimed at providing additional **support** to strengthen students' foundation in the early years.

- Students are identified for the intervention through a screening process carried out at the beginning of Primary 1.
- The programme is extended to students at Primary 2 to Primary 4 who require the extra support.



Experiential Learning

- Application of Mathematical concepts in authentic settings
- Link textbook knowledge to real-world context
- Promote collaborative and communication skills

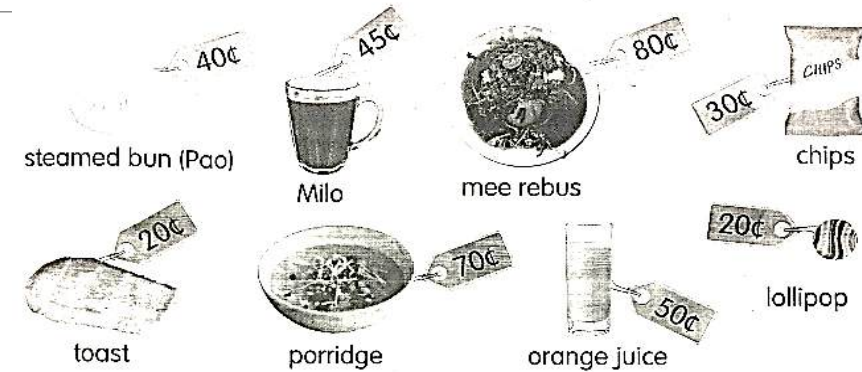


Financial Literacy

To inculcate healthy financial habits and build a solid foundation in money basics and money values which will help children become financially savvy and informed consumers as adults.

Activities include choosing food items from the school canteen with a budget

Peter spent \$1 during recess.
Which of these items could he have bought?



Complete the table.

What items to buy?	How much are the items?	Total amount
mee rebus, toast	80¢ + 20¢	\$1



Learning financial literacy through stories



What form of **SUPPORT** can parents provide at home?



We believe that...

Parents are our partners in math education for their children.

A supportive math learning environment at home

- Expands opportunities for students to internalise and master numeracy skills; and
- Encourages participation in math learning, especially for students who are reserved in class and/or those who need more time to acquire the skills.



Use Math in the Real World

The best way to help your child realise the usefulness of math is by using it during recreational situations.

Such as getting your child to:

- check that the cashier has given the correct change;
- Comparing prices of items at the supermarket;
- count the steps (1s, 2s, 5s) as you are taking a walk together;
- Play family math games together that add excitement
“7-Up”, Junior Monopoly, Sudoku and Snakes & Ladders.



Math in the Real World

M e a s u r e m e n t



- The plant is shorter than 1m.
- I am taller than 1m.



Comparing Height



Math in the Real World



Analogue watch

CC Circle HarbourFront in 2, 2 min

Kent Ridge 5 stops 14 min

HarbourFront Change platform 2 min

Favourites MediaCorp mio Starhub

HBO **Life's Too Short 03**
Ep 3. Warwick launches a website and takes a role opposite Helena Bonha...
Ch 601 HBO
11:00 AM - 11:30 AM
How To Make It In America (S2)

HBO signature **Internal Affairs**
Richard Gere and Andy Garcia star in this thrilling film about a pair of LA co...
Ch 603 HBO Signature
10:15 AM - 12:00 PM
Training Day

HBO family **Michael**
Three skeptical tabloid reporters are assigned to verify facts surrounding...
Ch 604 HBO Family
11:00 AM - 12:50 PM
The Karate Kid



Partnership with School and Teachers

- Ensure that your child completes his homework(if any).
- Encourage your child to attempt all questions in daily assignments.
- Be cool. Avoid jumping to his rescue when he cannot solve a problem. Guide him through by getting him to verbalise and analyse his thoughts on how he can approach the question.
- Review mistakes made. Cover the solution and re-attempt the question.



Partnership with School and Teachers

When teachers and parents work together, children benefit.

Every child has the potential to succeed in Math with effective teaching, guidance, motivation and consistent practice.



SEMBAWANG PRIMARY SCHOOL

MTL DEPARTMENT



Briefing for P1 Parents
2 Jan 2025



Overview

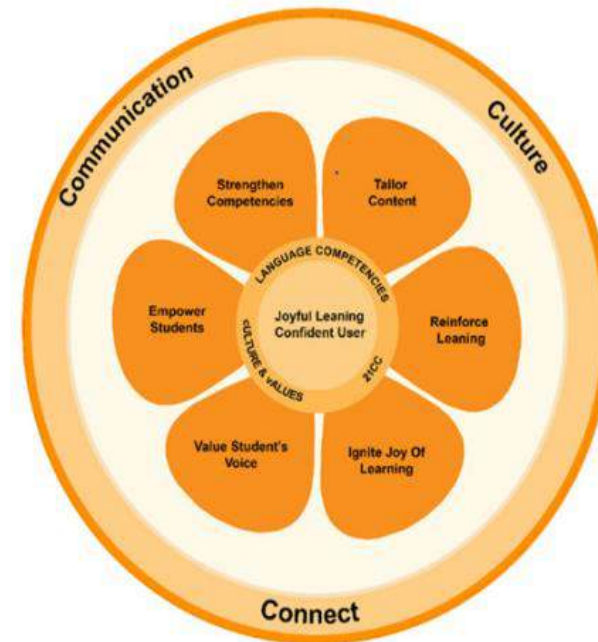
- ✓ New Mother Tongue Languages Curriculum
- ✓ Key Features of the New Primary MTL Curriculum
- ✓ T&L Resources for the New MTL Curriculum
- ✓ Other Teaching & Learning (T&L) Matters
- ✓ Assessment Matters
- ✓ Supporting Your Child in MTL Learning



New MTL Curriculum

2024 Primary MTL Curriculum Framework

- The new Primary MTL curriculum aims to cultivate students' appreciation of their MTL and to build in them the confidence to learn and use their MTL for life. Building on the 2015 curriculum
- The new curriculum will place greater emphasis on developing students' 21st Century Competencies such as intra- and cross-cultural skills, communication skills, as well as critical and inventive thinking.



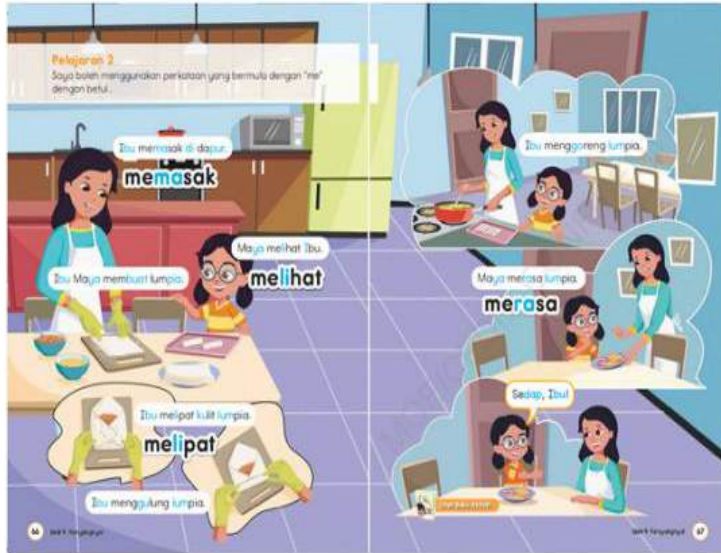
2024 New Primary MTL Curriculum Framework

Key Features

New MTL Curriculum

Key Feature #1

Greater emphasis on 21st century competencies



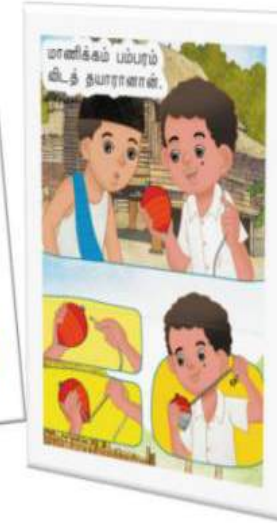
Textbook

Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book



Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods

TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

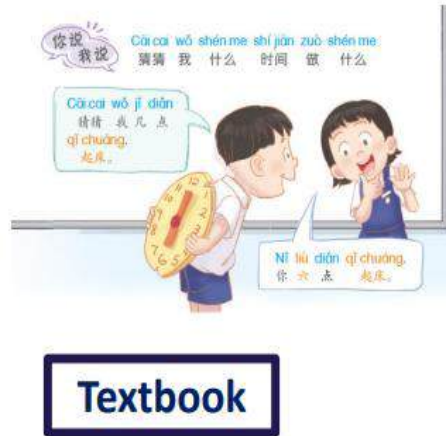
5

Key Feature #3

Authentic contexts and materials



- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

7

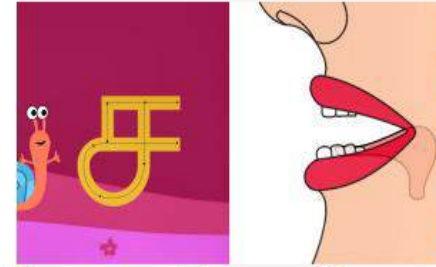


Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource:
Bridging Videos



T&L Resources

New MTL Curriculum

Resources for Primary One



Printed Resources

**Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers**



ICT Resources

**Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc**



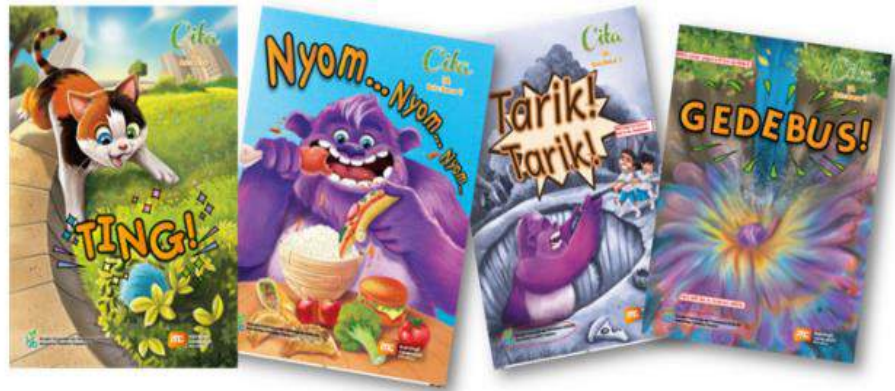
Toolkit

**Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar
Cards, Letter
Manipulatives,
Reading Pen, etc**

Examples of Learning Resources (Malay)



arnab
zip jeli
pensel



Examples of Learning Resources (Tamil)



Other T&L Matters

Other T&L Matters

Spelling:

- Spelling List
- Exercise Book

Language	Term/Week
Chinese	Term 1 Week 4
Malay	Term 2 Week 1
Tamil	Term 2 Week 1



Assessment Matters

Assessment Matters

- Non-Weighted Assessment (NWA)

Listening:

- Listen attentively to short, simple spoken content related to daily life.

Speaking

- Ask and/or respond to simple questions related to daily life.
- Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.

Reading:

- Recognise characters taught in Primary 1.
- Read aloud Primary 1 texts with accuracy.
- Understand Primary 1 texts and are able to identify some details with guidance.

Writing:

- Write words, phrases and simple sentence(s) about daily life with guidance.



Assessment Matters

Term	Assessment Component
Term 1	
Term 2	Listening Comprehension
Term 3	Reading Aloud
Term 4	Show and Tell



Supporting Your Child In MTL Learning

T&L Support



- ❑ **Hi-DEAR Reading Programme (Mother Tongue SOAR)**
 - ❑ We will provide resources such as reading passports, story books, to develop positive reading habits in students from young.
- ❑ **MT Fortnight**
 - ❑ Show and Tell



T&L Support

The screenshot displays a web browser window with the address bar showing sembawangpri.moe.edu.sg/quick-links/for-students/. The page content is organized into a grid of quick-links:

- For Students** (selected)
- For Staff**
- General**

The quick-links grid includes:

- [Change CCA Form](#) (Icon: Purple document)
- [Office 365](#) (Icon: Office 365 logo)
- [Student ICON](#) (Icon: ICON logo with 'Teach, Learn and Collaborate')
- [Student Zoom](#) (Icon: Zoom logo)
- [SBPS Buzz](#) (Icon: SEMBAWANG BUZZ logo)
- [NLB Reading](#) (Icon: NLB Reading logo)
- [Hi Dear](#) (Icon: HI DEAR Reading Champion logo)
- [School Library](#) (Icon: Open book)
- [SBPS CL Class](#) (Icon: 我的虚拟课堂)
- [ZB Schools](#) (Icon: 早报 校园)
- [EZhishi](#) (Icon: eTutor logo)
- [Thumbs Up](#) (Icon: 大拇指)

At the bottom of the page, it states: Last updated : 02/02/2023



Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books

*Thank
you!*

谢谢

Terima kasih

நன்றி





Student Management

Primary 1 Briefing to Parents
2 January 2025



School Rules & Guidelines



FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Attendance

- Be seated at designated assembly area by **7:30 am** for morning flag raising.
- Any absences from school must be covered by a:
 - Valid Medical Certificate
 - Letter of Excuse from Parents / Guardian
(Maximum of 5 letters/Semester)

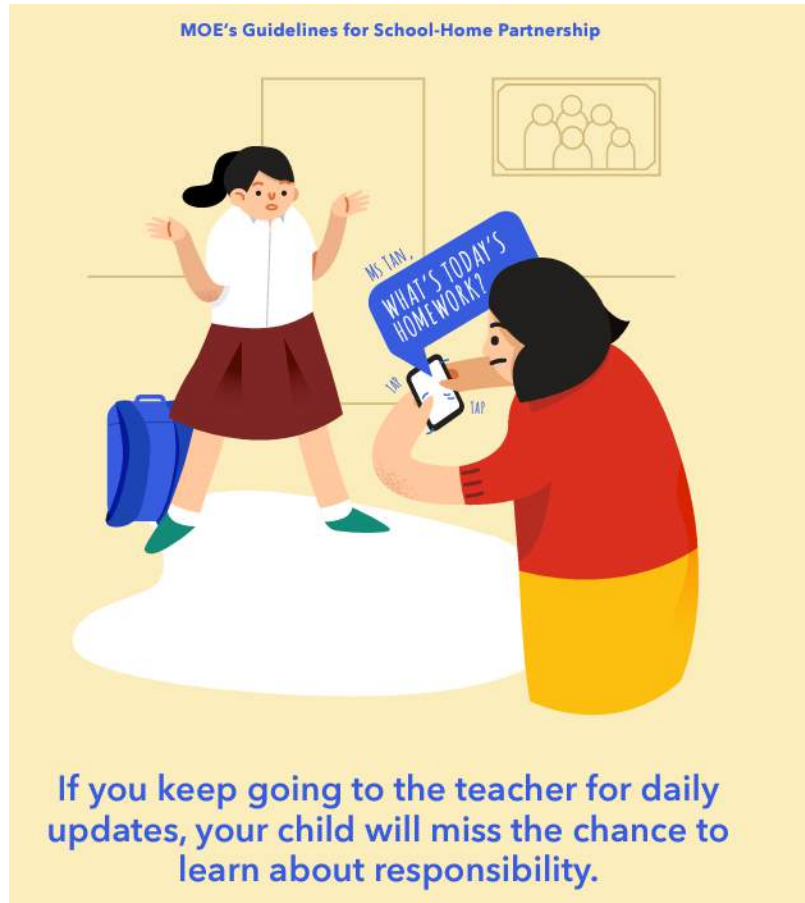


Attire

- Attire
 - P1 students are allowed to wear their PE attire daily.
 - Shoes & socks must be white in colour.
 - Fingernails must be kept short & clean.
- Adornments (Girls)
 - Small & simple ear stud are allowed. Earrings are strongly discouraged.
 - Plain blue/black ribbons, hair clips or hair bands.



School-Home Partnership



- Our children do best when schools & parents work hand in hand to support them.
- Allow your child space & time to develop independence.



School-Home Partnership



- Develop a ***routine for your child*** at home.
- Ensure that your child gets ***enough sleep*** the night before.



Discipline in SBPS

- The school recognises that students learn well when there is order & discipline.
- Provide care, encouragement and space for your child to learn from their mistakes and improve.

Guide students to develop self-management skills and instil values for a good character.





Thank You • Terima Kasih • 谢谢 • நன்றி