



SEMBAWANG PRIMARY SCHOOL
The Best From Me

Briefing For Parents 2023

Primary Three

Agenda



SBPS Strategic
Direction



Science Curriculum



POSB Smart Buddy



Q&A



CCA



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

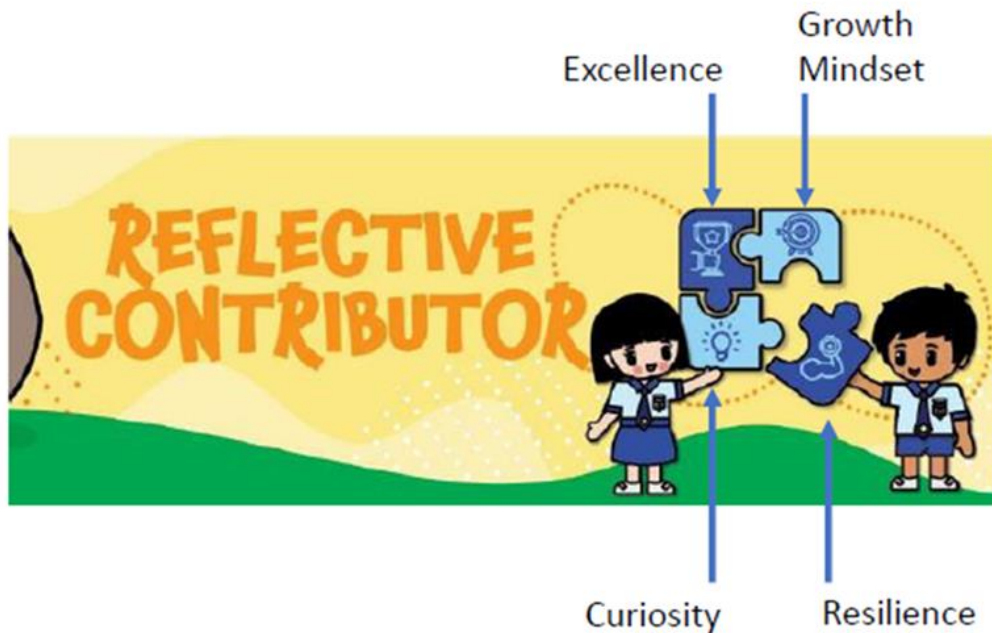




Student Outcomes

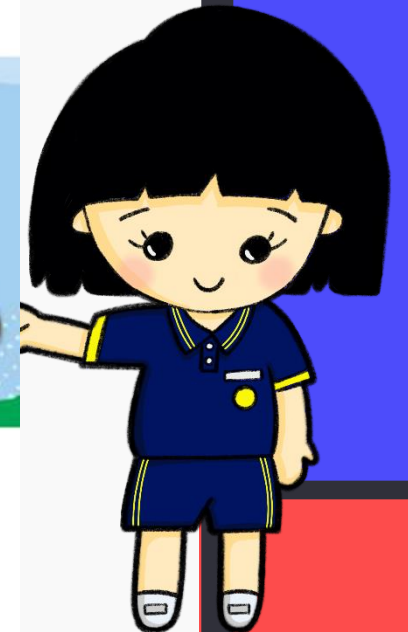
Reflective Contributor

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**.





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



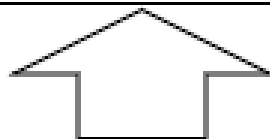


Measures of Student Outcomes

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.



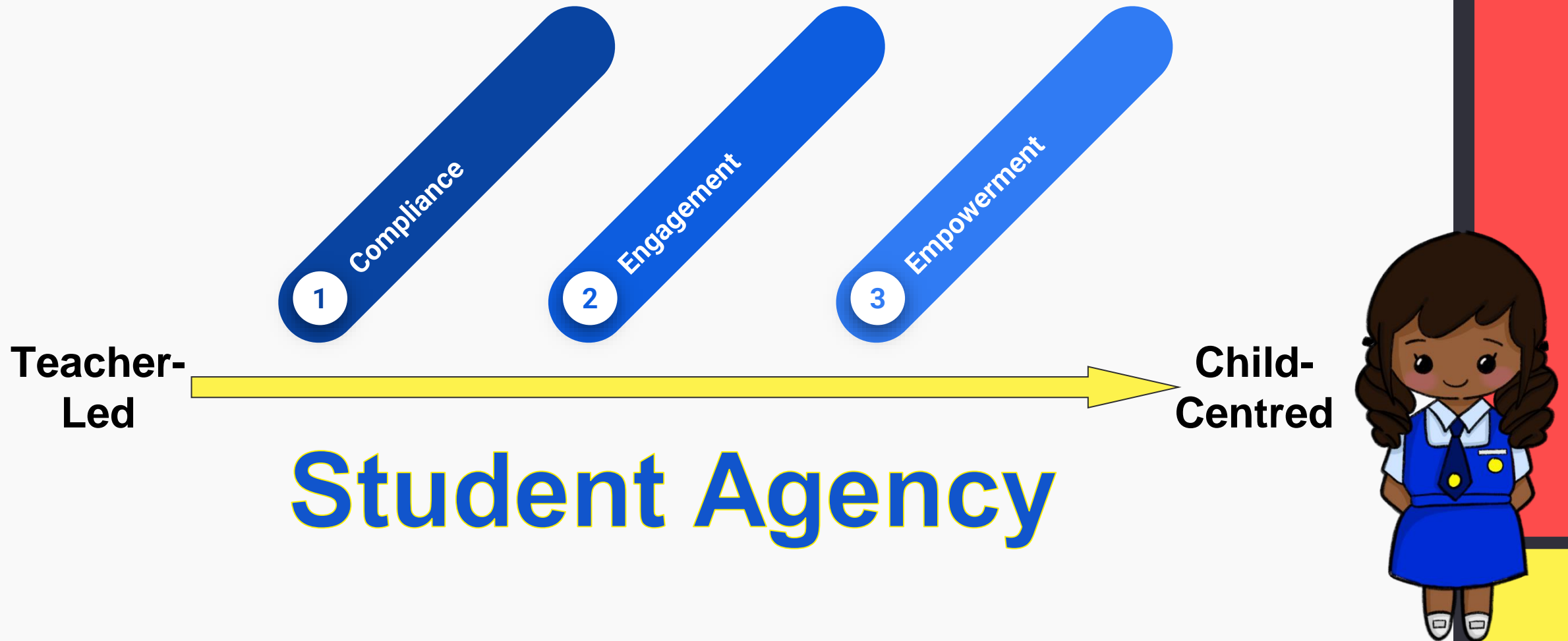
SCHOOL PHILOSOPHY			
We believe in providing a holistic education to help every child discover joy of learning in a safe and caring environment.			
SCHOOL MOTTO			
The Best From Me			
VISION	MISSION	VALUES	
Innovative Learners, Rooted in Values	Nurturing Innovators in a Vibrant Community	Care Gratitude 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.



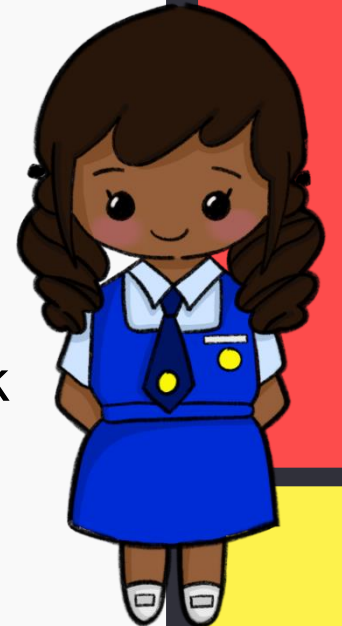
Strategic Focus (2022-2024)





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





POSB Smart Buddy

- ❑ Signing of a Memorandum of Understanding (MOU) between MOE and DBS to implement e-payments in all school canteens and bookstores on 1 April 2022.
- ❑ This alternative mode of payment allows students to try out e-payment safely while enjoying the convenience and benefits of going cashless, such as faster transactions when making purchases.
- ❑ Cash transactions will still be accepted by the canteen stallholders and bookstores.
- ❑ POSB Smart Buddy's School Subsidy System to administer school meal prog for MOE FAS students.





POSB Smart Buddy

- We are scheduled to go onboard in Mar 2023. On boarding process estimated duration is 4 -6 weeks per school
- The current Smart Buddy NETS payment terminals in schools accept

Smart Buddy Card / Watch ¹



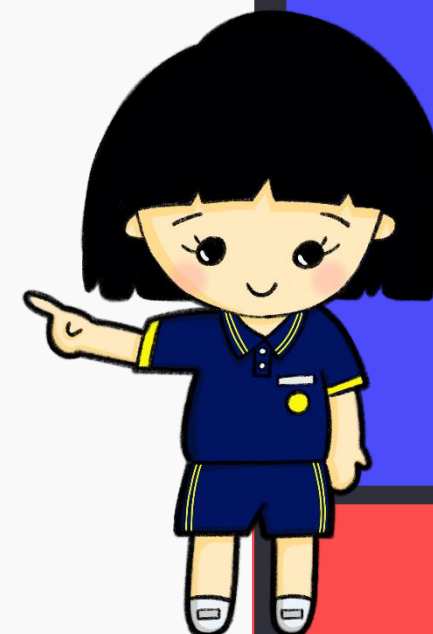
¹ Parent needs to have DBS/POSB bank account

² Only CEPAS 2.0 cards currently

School Smart Card / EZ-Link Card ²



POSB / DBS ATM Cards (with NETS Contactless logo) ²



SBPS CCA Overview



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Purpose of all CCAs

CCAs help students to:

- obtain necessary knowledge and skills related to his/her CCA;
- strengthen his/her values and positive attitudes; and
- develop his/her social emotional competencies.





Various CCA Domains

Sports CCAs develop robustness, fair play and team spirit in pupils.

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





Various CCA Domains

Clubs CCAs allow students to explore and extend their interests in wide ranging and specialised areas which may be knowledge-based or skills-based. Students are honed in information, communication and technical skills as they strive to grow their mastery of the specialised areas.

Uniformed Group CCAs aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline and a spirit of service to others.

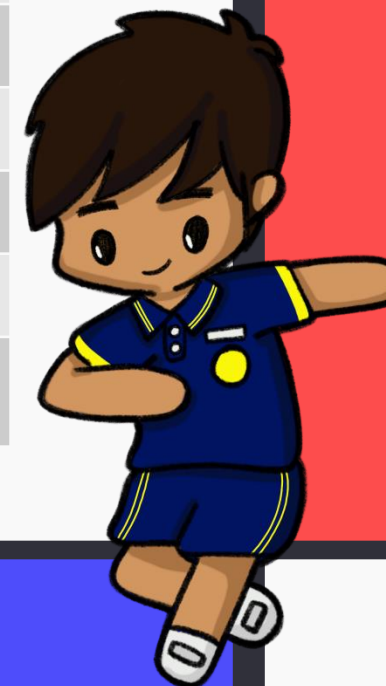




Available CCAs

<https://www.sembawangpri.moe.edu.sg/CCAprogrammes/whycca/>

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	



**What to consider when
choosing a 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 interest/passion
- Make new friends beyond their class
- Consider time and commitment required



P2 CCA Recruitment

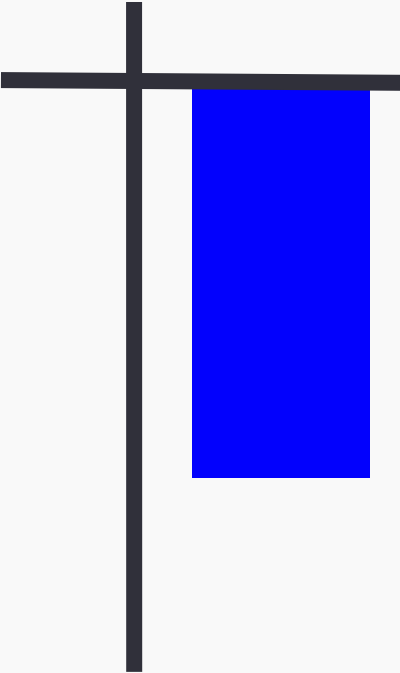
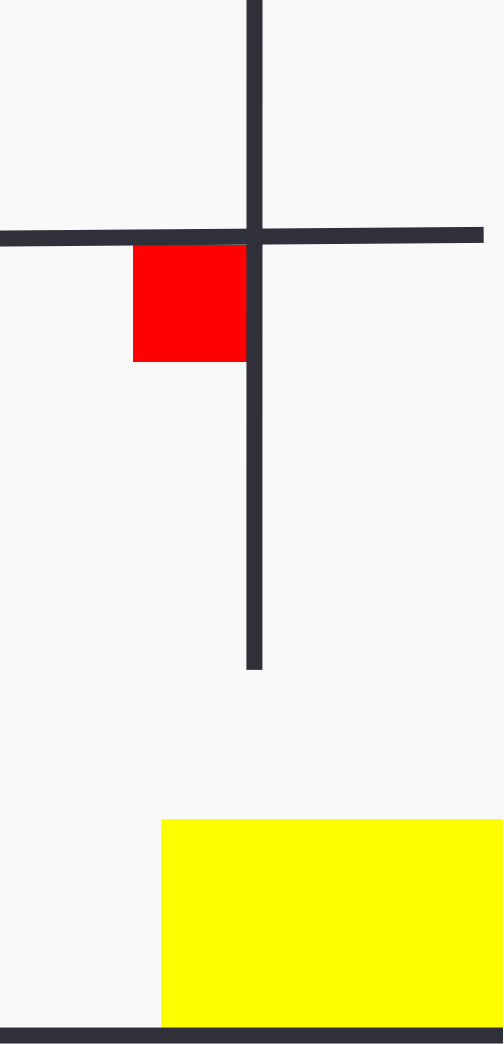




P2 CCA Recruitment

- P2 CCA Recruitment was held in Term 4.
- Information on CCA was uploaded on SLS.
- Students submitted three choices via SLS.
- School try to allocate students to one of their choices as far as possible.





P3 CCA Trial

Term 1





P3 CCA Trial

- CCA allocation:
 - based on students' choices
 - affected by availability
- P3 CCA Trial will be in Term 1
- P3 students will continue in the same CCA from Term 2 onwards if no change request is received by Term 1 Week 9





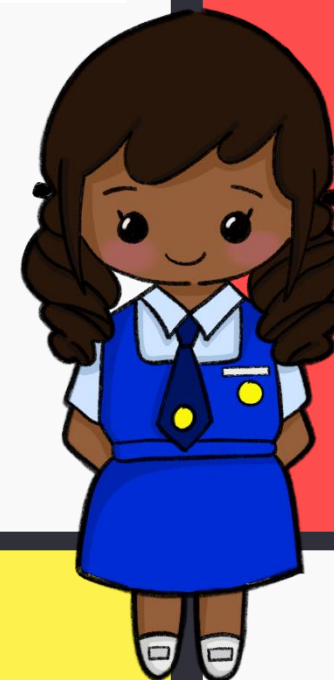
P3 CCA Trial

- P3 students who would like to change their CCA after the trial, please do so via the link below by Term 1 Week 9

<https://forms.gle/tdRBGjDJx2hv7rUu5>



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



Change of CCA

(after the trial period)





Change of CCA

(after the trial period)

- Once a student is allocated to a CCA, **only 1 change is allowed from P3 to P5**
- CCA Change period:
 - Mid-year* and end of year
 - Term 2 Week 9* and Term 4 Week 9

**Students involved in competitions and SYF are highly discouraged from requesting CCA change in mid-year*





Change of CCA

(after the trial period)

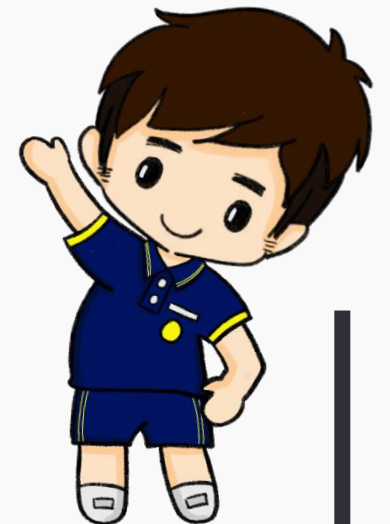
- Applies to P3 to P5 students only
 - P5 CCA change window is only in mid-year
- Use the link below to apply for CCA change

<https://forms.gle/tdRBGjDJx2hv7rUu5>

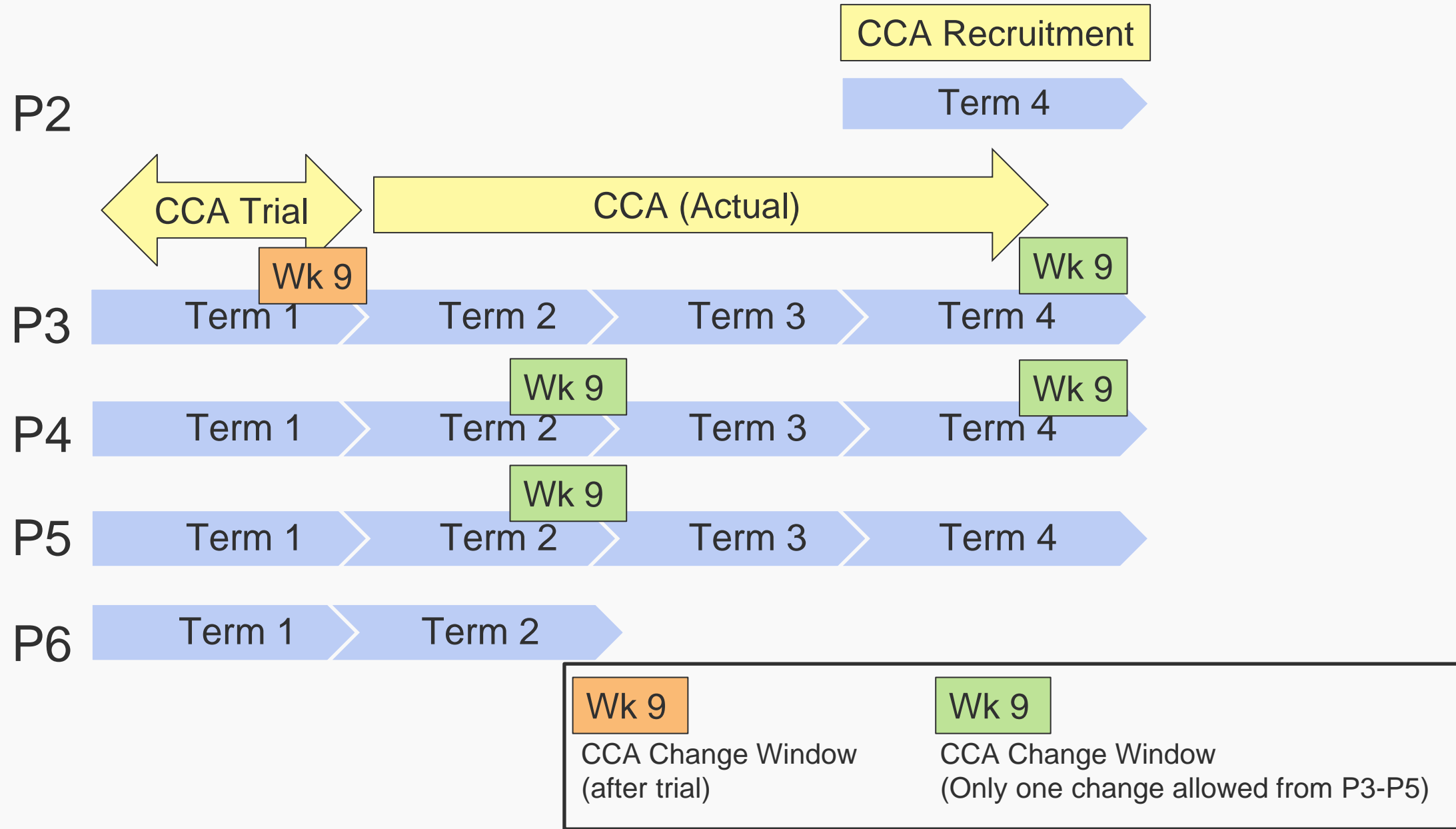


Timeline for Change of CCA

Overview



Timeline for Change of CCA



Enquiries on CCA

Please write in to

Mr Kelvin Toh, HOD/ PE & CCA
toh_chong_han_kelvin@schools.gov.sg



SBPS Science Curriculum



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Overview

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



Primary Science Curriculum

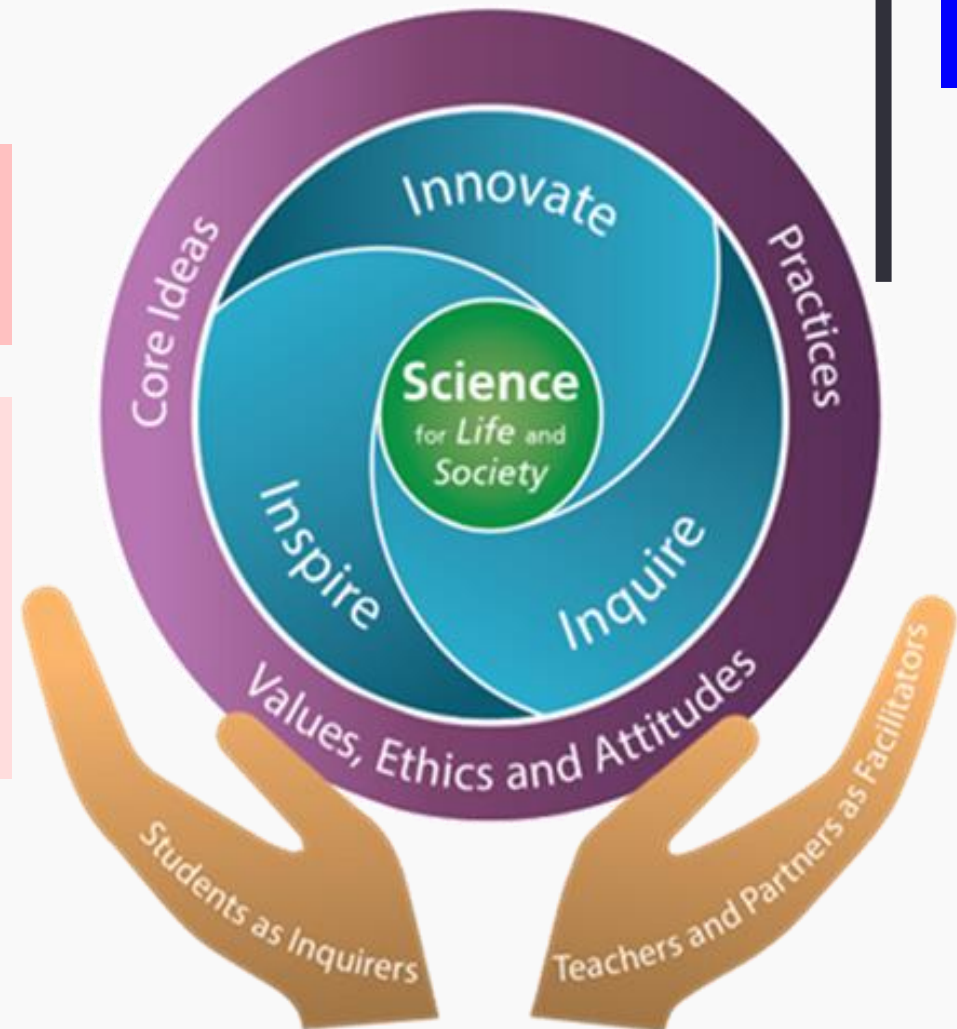


Science Curriculum Framework

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

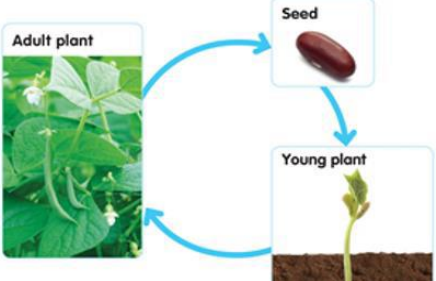
Theme	Primary 3	Ways of Thinking and Doing Science
Diversity	<ul style="list-style-type: none"> • Classification of living and non-living things • Plants • Animals • Fungi and bacteria • Materials 	<ul style="list-style-type: none"> • Posing questions and defining problems • Designing investigations • 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

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

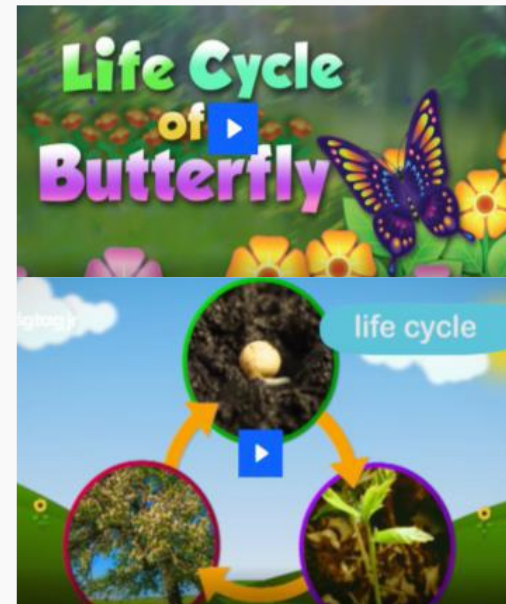
I am curious about these animals and want to know more about them.

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!

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

Format of Primary 3 Science Assessment

Weighted Assessment (Term 1, 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

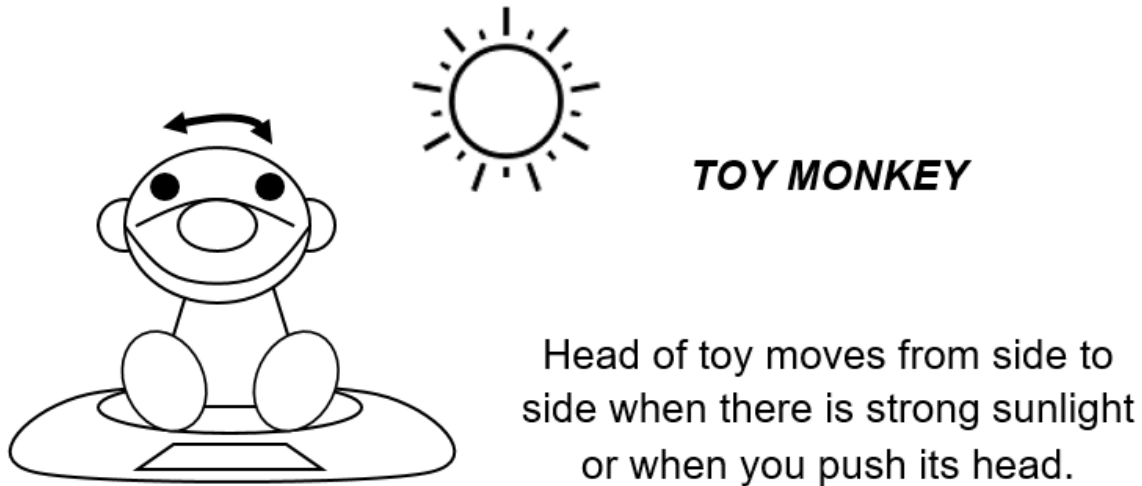
- Communication is an important process skill
- Students must be able to communicate key ideas using scientific terms which have specific meanings that are **different from daily usage**
- However, the focus is **not simply on giving standard answers or key words**. Conceptual understanding takes into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

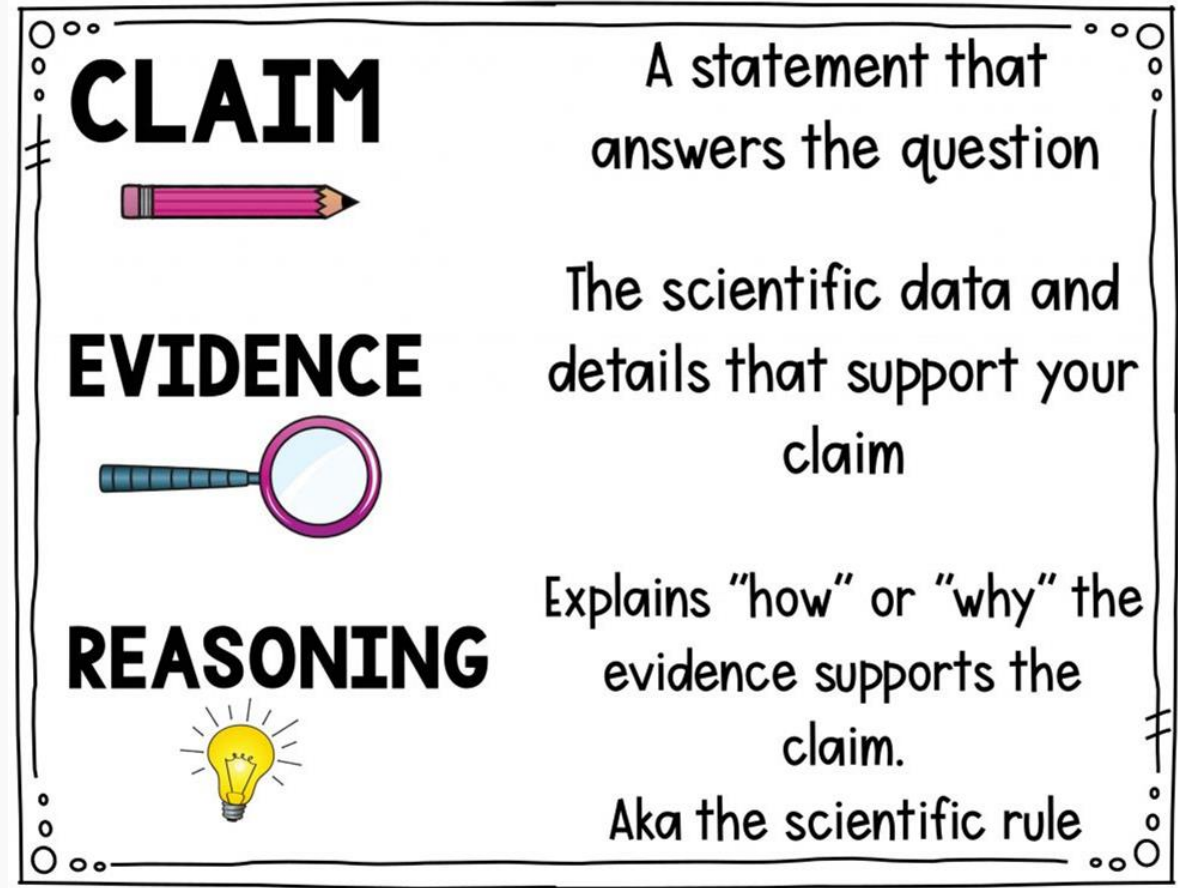
Characteristics of a living thing

- ✓ 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



(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**.

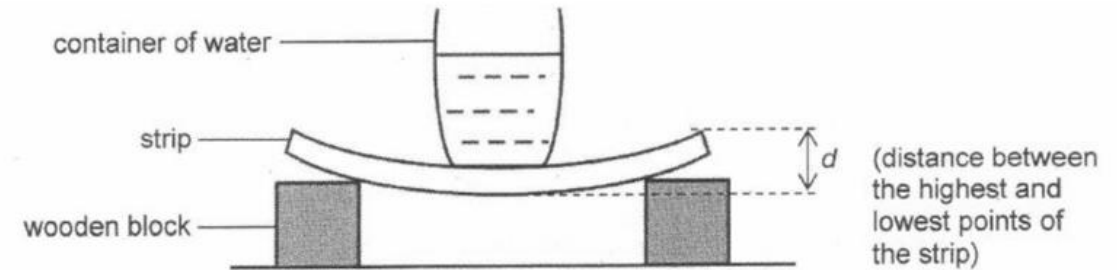
R It is the **least flexible**, so as a food tray it will **not bend too much and cause food to be spilled**.

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



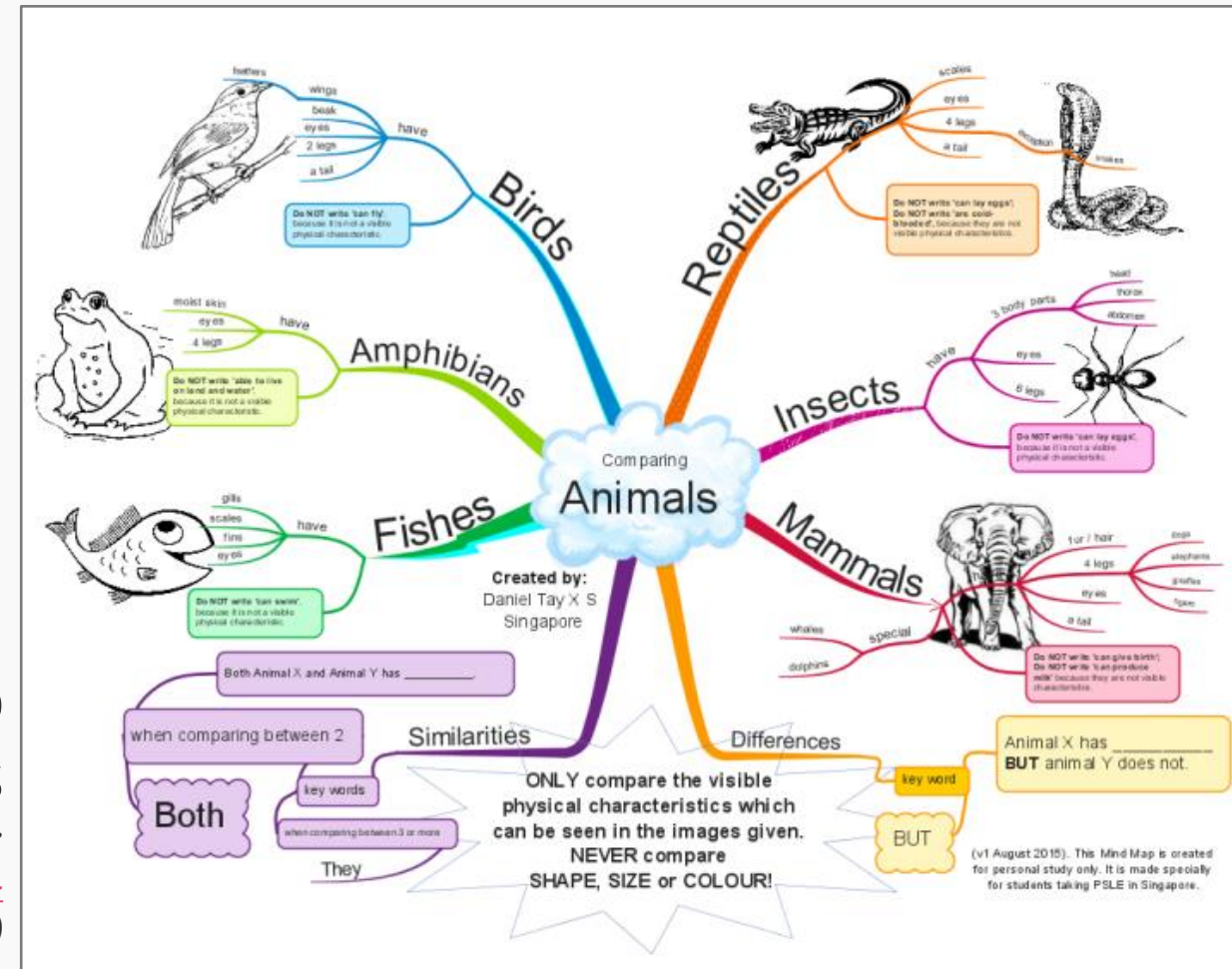
Using Mnemonics and Concept Maps

- 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>)





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THANK YOU!