



# Parents Engagement Day

## Primary One

**22 January 2022**  
**(8.30 am to 10.00 am)**



**XINMIN PRIMARY SCHOOL**

Every Xinminite, a Confident Citizen of Character, Ready for the Future

# Before we begin...

1. During the presentation, all participants will need to mute your microphone and turn on your video.
2. If you have any question, do type it in the chat function. We will address it during the Q&A session.
3. The session will be a platform to share information for parents to have a better understanding of the Primary 1 students' journey for the year.
4. Concern/s regarding individual students will not be discussed in this session. Please make arrangement with us on another day.



# Principal's Time for PED 2022



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# Understanding Your Child's School Life

# Kahoot.it



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# English Department

## VISION

Every Xinminite, an active reader, a confident speaker and a competent writer with a love for the English Language.



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# English Programme



## Active Reader

### ❖ Reading for Pleasure

- Silent Reading Period (once a week)
- Class Book Flood
- Home Reading Programme
- *MYON online library subscription (pending)\**



### ❖ Reading with Meaning

- Explicit teaching of reading comprehension skills and strategies



# English Programme

## Confident Speaker

### ❖ 6 Traits of Speaking

- 1) Poise
- 2) Voice
- 3) Life
- 4) Eye Contact
- 5) Gestures
- 6) Speed

### ❖ Show & Tell

### ❖ Moo O

- Online puppetry application



# English Programme



## Competent Writer

### ❖ Modified Language Experience Approach (MLEA) (based on STELLAR texts)

- Class Writing
- Group Writing
- Individual Writing



Pre-Writing Activity



Group Writing





# English Language

## Assessment

### ❖ Holistic Assessment

Term 1	Term 2	Term 3	Term 4
Listening Task	Speaking: Show & Tell	Listening Task  Language Use: Class Quiz 1	Writing  Language Use: Class Quiz 2

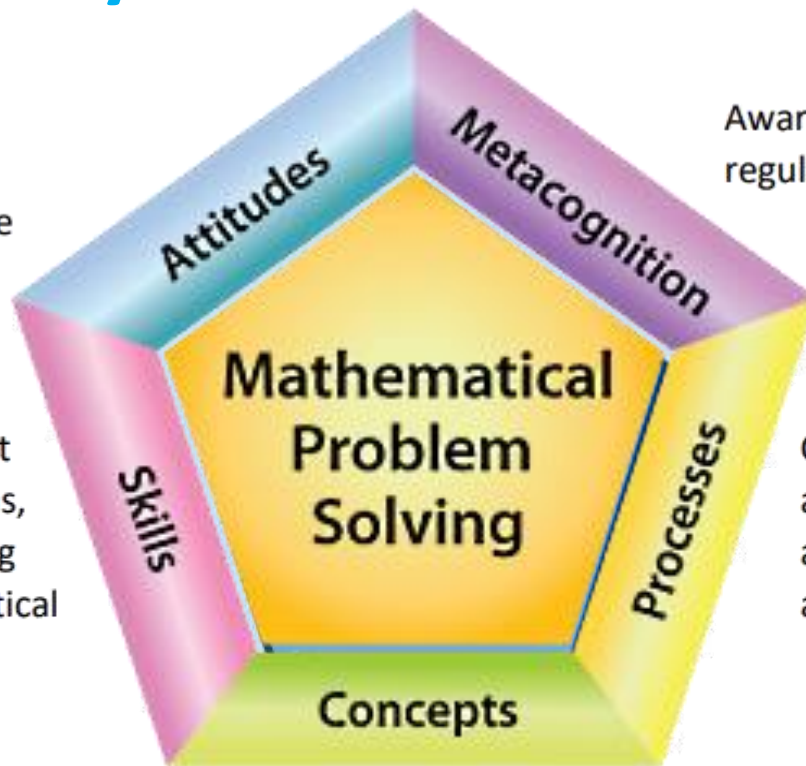


# Mathematics Department

**Vision :** Every Child a Confident Problem-solver

Belief, appreciation,  
confidence, motivation,  
interest and perseverance

Proficiency in carrying out  
operations and algorithms,  
visualising space, handling  
data and using mathematical  
tools



Awareness, monitoring and  
regulation of thought processes

Competencies in abstracting  
and reasoning, representing  
and communicating,  
applying and modelling

Understanding of the properties and  
relationships, operations and  
algorithms

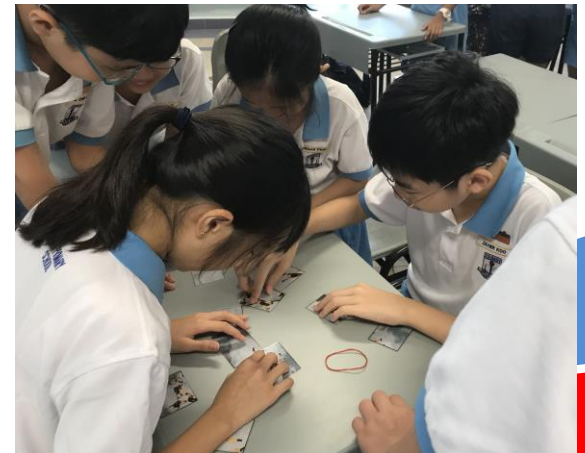


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# Mathematics Key Programmes/Activities

- Learning Experiences
- Koobits & SLS to foster self-directed learning
- Reasoning & Communication
- Spatial Visualisation Programme (Tangrams)

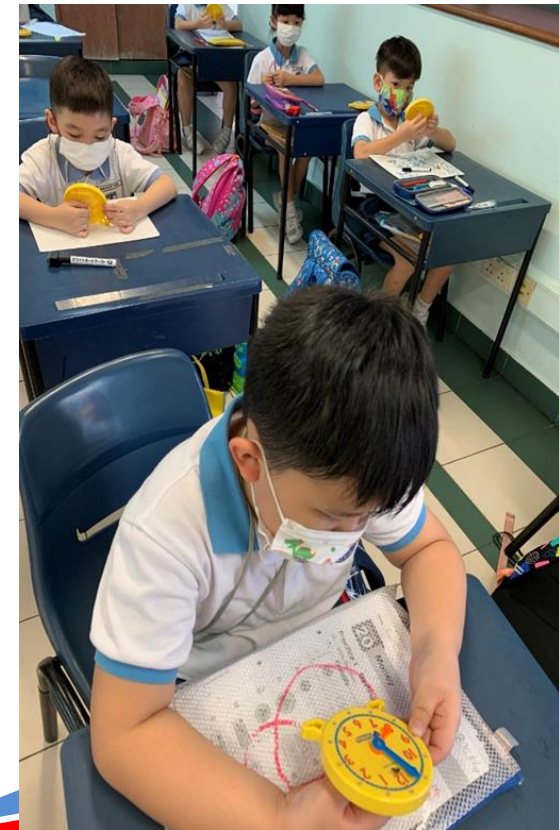


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# Students' Learning Progress

- Classroom's observations & classwork
  - Learning Experiences (CPA approach)
  - Thinking Aloud
  - Workbook Practices
  - Mastery Quizzes



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# Mother Tongue Department

## Vision:

**An effective communicator who appreciates the MT language and culture.**

### MOE Primary School MTL curriculum

- Greater emphasis on **spoken & written interaction skills**;
- Greater focus on **authentic activities** to better engage students and develop their **communication skills**; and
- Continue to expose students to their own **culture & values** through MTL learning



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# Mother Tongue Dept P1



Show & Tell



Integrated ICT Lessons



Festive Celebrations



Home Reading Programme



Competitions



Songs and Dance



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# CCE Department

## Learning for Life Programme(LLP): Our CCE curriculum

### CLOVE Cultivating a Life Of Values and Excellence



- “Cultivating a Life of Values and Excellence” or CLOVE is our CCE curriculum as well as our school’s LLP.
- The school adopts a **holistic approach** to Character and Citizenship Education.

### Objectives of CLOVE:

We want our students to...

- become **assets to our society** by acquiring the following core beliefs and **character** traits: Care, Respect, Responsibility and Resilience.
- become **contributing citizens** in your school, family and community.



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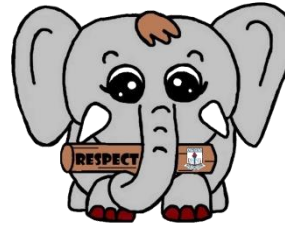
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# CCE Department

## Our School Core Values:



Care



Respect



Responsibility



Resilience

## P1 Values In Action(VIA) Project: My Kindness Passport

Putting values into practice within the context of real-life situations in the family and school where students will perform acts of kindness.







Every Xinminite, a Confidant

**My Kindness Passport (P1 VIA)**

Name: \_\_\_\_\_ Class: 1 \_\_\_\_\_

No.	Kindness Task	Duration	Difficulty Level	Teacher's Signature
1	Say "Thank You" to at least 3 people who have helped you. Share with your teacher and friends who they are and how they have helped you.	2 weeks	★	
2	Offer to help someone when they are in need. Share with your teacher and friends what you have done to help them.	2 weeks	★	
3	Greet at least 5 people around you every day. Share with your teacher and friends some of the people that you have greeted.	2 weeks	★	
4	Make a list of 10 Kindness activities you like to work on for the year with the help and guidance from your parents. Signature: _____	1 week	★	
5	Help your family members to complete at least 3 different household chores at home. Parents' Signature: _____	3 weeks	★ ★	
<b>Term Break</b>				
6	Complete the Kindness Act Card	3 weeks	★ ★	
7	Create a "Thank You" card with your family members for a school cleaner, thanking him/her for keeping the school clean.	2 weeks	★ ★	
8	Design a Kindness poster "ACT OF KINDNESS" to be put up in the classroom to remind everyone to be kind to one another.	2 weeks	★ ★	
9	Share a kind deed that you have done outside of school with your teacher and friends (either in written or verbal form). You can include the details of the deed, your feelings and the reaction of the people involved.	2 weeks	★ ★	
<b>Term Break</b>				
10	Read a story related to kindness and retell the story in class to share with your teacher and friends.	3 weeks	★ ★ ★	
11	Take photos of Kindness icons displayed in public places such as MRT stations and write down what these icons represent.	3 weeks	★ ★ ★	





I have achieved \_\_\_\_\_ stars!

**cce**  
Character & Community Education



# CCE Department

School Core Values	P1-P2
<b>Care</b> 	<ul style="list-style-type: none"> <li>• I am willing to share and render help to others.</li> <li>• I keep my school compound and home clean.</li> </ul>
<b>Respect</b> 	<ul style="list-style-type: none"> <li>• I know my likes and dislikes.</li> <li>• I respect my friends even though we are different (in all settings).</li> <li>• I work in a respectful manner with others.</li> </ul>
<b>Responsibility</b> 	<ul style="list-style-type: none"> <li>• I take pride in my work and complete them to the best of my ability.</li> <li>• I can tell right from wrong and act on the right thing.</li> <li>• I actively contribute to improve my class environment.</li> </ul>
<b>Resilience</b> 	<ul style="list-style-type: none"> <li>• I seek clarification or help when I meet with challenges.</li> <li>• I am not afraid of making mistakes.</li> <li>• I am willing to try new things.</li> </ul>

# ICT Department



## ICT Lessons

Your child will learn the following skills:

- 1) Touch-typing
- 2) Familiarisation of SLS
- 3) Reading and Recording using Moo-O software
- 4) Create a simple document using Microsoft Word/Google Docs

Lessons are carried out once every fortnight.

All students are required to bring their personal ear piece with microphone.



# ICT Department

## **SLS**

- 1) Complete online lessons assigned by teachers
- 2) View online resources at your own pace through interactive quizzes, videos and simulations
- 3) Refer to instructions that will be provided on Parents Gateway to activate account by Term 1 Week 4.



# ICT Department

We seek your help to:

- 1) Provide an email address in your child's SLS account details. When password reset function is activated in future, a new password will be sent to your email.
- 2) Ensure that your child completes their online tasks. Online homework carries the same importance as those on hard copies.

We recommend that you:

- 1) Manage your child's screen time. Your child should not spend more than 2 hours per day on digital devices. Place consistent limits on their time spent online.
- 2) Observe your child's online activities. Ensure that they visit websites that are safe and suitable for their age.



# Aesthetics Department



## VISION



**Every Xinminite, an artist and a musician.**

## MISSION

**Nurturing the Passion for the Arts (Visual Arts & Performing Arts)  
in Every Xinminite.**



# Aesthetics Department

LEVELS	ART	MUSIC
P1	Self portrait Malay craft: Wayang Kulit	Percussion
P2	Family portrait Chinese Ink Painting	Cajon

Above are some of the key programmes we have for the students for the specific levels, it is to develop our Xinminites with:

- Visual inquiry skill (Art) and Musical skills (Listening, creating and performing)
- Awareness, appreciation and respect for the cultures of various art forms (Visual art and Music)
- Enjoyment in art making and music making



# Aesthetics Department

The art and music learning outcomes are addressed and learned in an integrative manner, where elements and concepts are learned through art and music experiences, draw on students' learning and understanding of the art and musical elements and concepts.

## Music Learning Outcomes (LOs)

LO1: Perform music in both instrumental and vocal settings, individually and in groups.

LO2: Create music in both instrumental and vocal settings, individually and in groups.

LO3: Listen and respond to music.

LO4: Appreciate music from local and global cultures.

LO5: Understand musical elements and concepts





# Aesthetics Department

## Art Learning Outcomes (LOs) P1, P2

LO1: Identify simple visual qualities in what they see around them.

LO2: Ask questions about what they see.

LO3: Draw from their imagination and observation.

LO4: Play with a variety of materials and tools to make art.

LO5: Share their imagination, thoughts and feelings through art making.


LO6: Show interest in looking at a variety of artworks.

LO7: Talk about what they see, feel and experience using art vocabulary.

Name: Apple IB  
 Date: 28 October 2020  
 Period/Subject: Art

3 2 1

3 things you learned today...  
lines, shapes, colours, designs,  
patterns

2 questions you still have...   
Good job!

1 thing that made you say, "WOW!"  
Beautiful, amazing, colourful,  
awesome





# Holistic Health @ Xinmin

- **PHYSICAL EDUCATION (PE) @ Xinmin Primary**
- **Our Philosophy**
  - “Balanced Lifestyle for All”
- **Our Vision**
  - “Continual Pursuit of Healthy Lifestyle & Application of Sporting values into daily life”
- **Our Mission**
  - “Every Xinminite to be able to play and engage in 4 sports / games competently
- **Our Values**
  - STEER (Infused into our School Values of Care, Responsibility, Respect & Resilience)
    - Sportsmanship (Friendship, Care & Respect)
    - Teamwork
    - Excellence
    - rEponsibility
    - Resilience



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# PE & CCA Dept

## P1 Sports Carnival

- Embracing holistic education and character development through Sports in a celebratory Carnival.
- Students are exposed to various stations (Carnival themed) to play, learn new sports and have 'fun'.



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# **PHYSICAL EDUCATION**

## Learning Outcomes (LOs) for Reporting P1 Students' Learning Progress

Semester 1	Semester 2
<b><u>Games and Sports</u></b> 1. Demonstrate a range of motor skills in rolling and catching a variety of objects.	<b><u>Games and Sports</u></b> 1. Demonstrate a range of motor skills in catching and throwing a variety of objects.
<b><u>Dance</u></b> 3. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).	<b><u>Gymnastics</u></b> 2. Perform a gymnastic sequence of two different movements with smooth transition.
<b><u>Outdoor Education</u></b> 4. Move across a variety of ground surfaces in a familiar environment safely and confidently.	<b><u>Physical Health and Fitness</u></b> 5. Acquire a range of personal safety practices in school, at home and when using the road.
<b><u>Physical Health and Fitness</u></b> 6. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.	

# Learning Support Programme (LSP)

The **LSP programme** aims to help students who are reading below their reading age to recognise and pronounce words using phonic skills.

ELI (Early Literacy Indicator) is a key instrument used to identify students in all primary schools who require additional support in literacy in P1.

During LSP periods, selected students will attend their lesson taught by Miss Tang & Mdm Santhi in the LSP room (6 periods per week).



# Learning Support for Math (LSM)

The **LSM programme** provide support to students who need greater help and slower learning pace in grasping and applying Math concepts.

ENI (Early Numeracy Indicator) is a instrument used to identify students in all primary schools who require additional support in numeracy at the beginning of P1.

For selected LSM students, students will attend Ms Sally Lim's class in the LSM room during Math periods.



# Home-School Partnership

Home-based Learning (HBL)

Home Reading Programme

Thematic Integrated Task

Math Learning Experience

Show & Tell

Value In Action (VIA)



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# Communication with Teachers

## 3 modes of communication

- \* student's handbook
- \* phone call
- \* email



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# Routines @ Home

1. Learning of spelling
2. Completing homework
3. Checking of school bag, pencil box (erasable green pen, at least 3 sharpened pencils, eraser and ruler), school handbook, school forms
4. Packing of school bag daily – Maths Pupil's Book, MT textbook, handbook, storybook, white board set
5. Checking of worksheets before acknowledging (parent's signature)
6. Clearing school letters from homework file
7. Submission of medical certificate / letter of absence





# Noticeboard @ Home



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# **Year Head's Time for PED 2022**



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**How will I  
know about  
my child's  
progress?**



The  
**mrbrown**  
**Show**  
[www.mrbrown.com](http://www.mrbrown.com)



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# Q & A



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*Thank you*

**for attending P1 Parents Engagement Day 2022**

We would like to get your feedback on this session.

Please complete the form found on this link:

<https://form.gov.sg/61de41088062380013c0e7f8>

You may also scan this QR code to get to the feedback form:



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