



**Parents Engagement Day
Primary 3
22 January 2022**



XINMIN PRIMARY SCHOOL

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

Flow of Presentation

- **Principal and Year Head Address**
- **Key Programmes & Assessments**
- **Holistic Development Report**
- **Gifted Education Programme**
- **School Practices**
- **Class Matters**



KEY PROGRAMMES



XINMIN PRIMARY SCHOOL

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

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
- Little Red Dot Subscription
- *MYON online library subscription*

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

❖ Readers' Theatre



English Programme



Competent Writer

❖ Writing Process Cycle

- Class Writing
- Group Writing
- Individual Writing



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English Language

Assessment

❖ Weighted Assessments

Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
Weighted Assessments			End-of-Year Examination Oral, Listening, Writing, Language Use & Comprehension
Listening & Reading Aloud	Language Use & Vocabulary	Listening & Reading Comprehension	



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 P3

Performance Tasks

Integrated ICT Lessons

Festive Celebrations

Reading Programme

Competitions

MT Fortnight



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MT Primary 3 Assessment

Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
<ul style="list-style-type: none">• Performance Task (Speaking)• Listening• Holistic Development Report	<ul style="list-style-type: none">• Reading• Listening	<ul style="list-style-type: none">• Oral : Reading & Picture Conversation• Language Use• Holistic Development Report	Oral (30m) LC (10m) Paper 1 (15m) Paper 2 (45m)



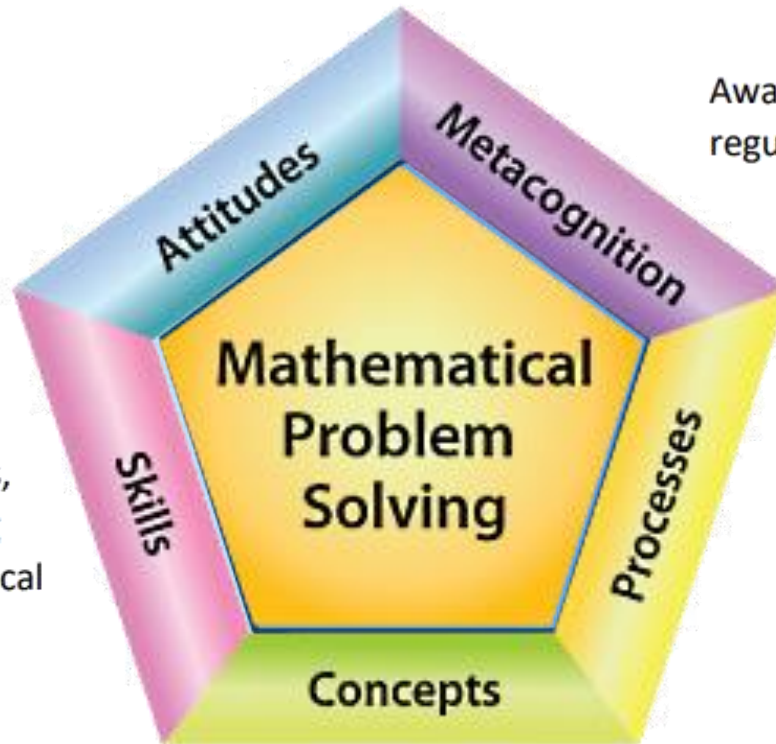
Mathematics

Vision :

Every Child a Confident Problem-solver

Belief, appreciation,
confidence, motivation,
interest and perseverance

Awareness, monitoring and
regulation of thought processes



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

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

Understanding of the properties and
relationships, operations and
algorithms



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Key programmes/activities

- Learning Experiences
- Remediation
- Koobits to foster self-directed learning
- Reasoning & communication



Assessment – P3 Math

	Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
P3	WA 1	WA 2	WA 3	End-of-Year Exam
Topics*	Chap 1 – 4 - Numbers to 10000 - Addition within 10000 - Subtraction within 10000 - Word Problems	Chap 5 – 8 - Multiplication tables 6,7,8,9 - Multiplication - Division - Word Problems(4 operations)	Chap 9 – 12 - Money - Length, Mass, Volume - Bar Graphs - Fractions	All topics up to P3 In addition - Time, angles, perpendicular and parallel lines, Area and perimeter

***subject to changes**



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SCIENCE

Vision:

Nurturing Scientists of the future

Mission:

Inculcating in students a lively spirit of inquiry and sense of curiosity



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HIGHLIGHTS

Week-of-Wonder: WOW!
Science Fun Week

Experiment Kit

Every Child A Seed



Parental Support



Non-fiction
Reading Materials

DIY Fun Experiments

Science Videos



ASSESSMENT

Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
WA: <u>Topical Review</u> Classification of Living and Non- Living Things	WA: <u>Investigative</u> <u>Task</u> Materials – Sink or Float	WA: <u>Topical Review</u> Life Cycles of Animals & Plants (Excluding Magnets)	EOY All Topics

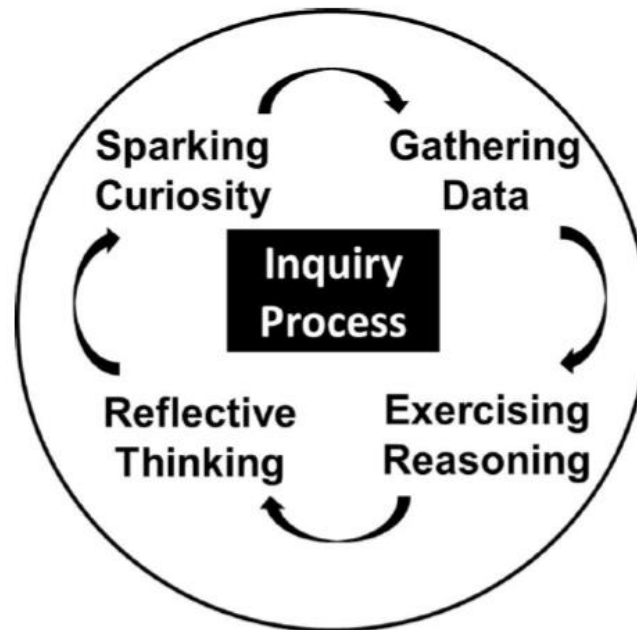


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Social Studies

Vision: Every Xinminite, a reflective and discerning individual, rooted in sound values with a global mindset.



The Inquiry Process



Social Studies

	Levels of Study	Inquiry Focus
Understanding Singapore in the Past and Present	<u>Primary 3</u> Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
	<u>Primary 4</u> Understanding our Past	How is life in Singapore today shaped by what happened in the past?

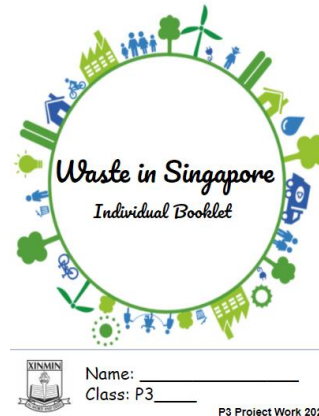


Social Studies

Project Work

Reflect students' ability to translate and transfer key knowledge, skills and values to real-world context.

The Research Process



Social Studies

Assessment is important to help monitor students' progress in their learning of Social Studies. For instance, from their project work, learning outcomes (knowledge, skills and values) are used to report students' learning progress in the Holistic Development Profile (HDP).

Example: Skill Outcome

Students will be able to:

- create a plan to present their work with teacher guidance;



Step 4: Create a Plan



Our Plan (to reduce _____ waste)

Write down the steps your group needs to take to carry out the solution.

Step 1: State solution

Our group has decided on solution _____ which is _____.

Step 2: Show how solution can be carried out

a. Where our plan will be carried out?

b. When our plan will be carried out?

c. How do we intend to carry out our plan?

Step 3: Describe how the plan can help reduce the chosen type of waste in Singapore.

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
P3	Ceramics Indian craft: Henna Art	Movements in music
P4	Scenery Painting Singapore Cityscape	Keyboard

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) P3, P4

LO1: Distinguish the visual qualities.

LO2: Ask questions and gather information to make meaning of what they see.

LO3: Draw from their observation and experience.

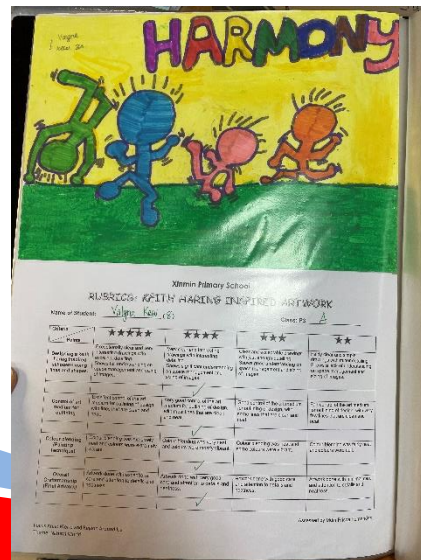
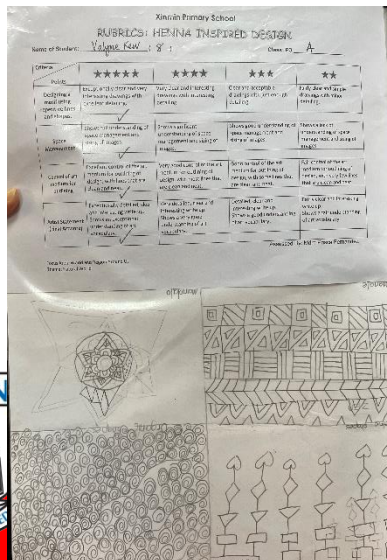
LO4: Explore and discover different ways to use materials and tools to make art.

LO5: Present their own ideas and consider others' ideas in artworks and through art making.

LO6: Demonstrate eagerness to find out more about art.

LO7: Share their artworks, intentions and art making processes with others.

LO8: Talk about Singapore and international artworks and artists.



XIMIN PRIMARY SCHOOL

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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
 - responsibility
 - Resilience



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PE & CCA Dept

P3 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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PE & CCA Dept

AIMS OF CCA PROGRAMME (P3 – P6)

- Promote active participation of students.
- Incorporate variety of progs to promote students' interest in their CCA.
- Promote students' mastery of skills through participations at various levels.
- Promote development of talent.
- Challenge students to excel.
- Integrate life skills, character building and leadership training into every CCA.
(21cc skill competencies & SEL competencies)



PE & CCA Dept

P3 Modular CCA

- Students will participate in Modular CCA.
 - Students to experience 3 different genres of CCA (Uniform Group, Aesthetics – Hip Hop & Club – Coding)
 - 7 training sessions per CCA
 - Every Friday during curriculum time.
 - Talent ID will be conducted in term 2 for CCAs under Sports and Performing Arts during PAM lessons.



PHYSICAL EDUCATION

Learning Outcomes (LOs) for Reporting P3 Students' Learning Progress

Semester 1	Semester 2
Games and Sports Throw using the 2-handed push pattern (chest pass and bounce pass) and the 2-handed overhead movement pattern (overhead pass) to a stationary and moving partner.	Games and Sports Dribble using the hands, keeping away from a defender, either through moving or shielding the ball.
Gymnastics Create a sequence which includes 2 balances and 2 locomotor movements	Dance Perform a structured dance to the music 'In Appreciation', and repeat with modifications to group formation.
Physical Health and Fitness Identify the different food groups in My Healthy Plate and understand their functions for growth and health	Physical Health and Fitness Be aware of and undertake safety measures both as a cyclist and as a pedestrian to ensure personal and community safety

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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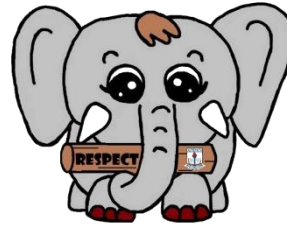
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CCE Department

**Our School
Core Values:**



Care



Respect



Responsibility

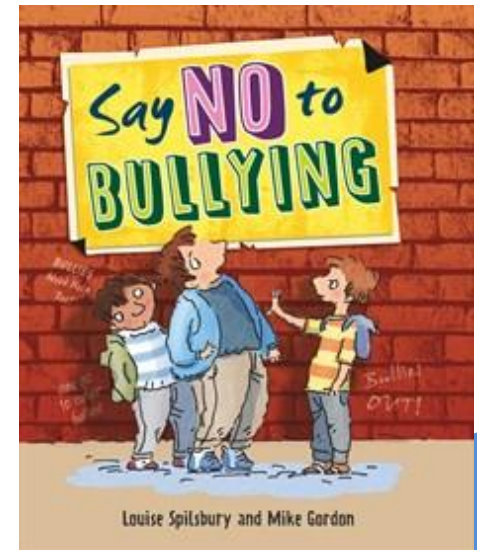


Resilience

**P3 Values In
Action(VIA)**

**Project: Anti-
bullying
campaign**

- Create awareness on bullying issues
- The class will discuss the ways to spread the word through poster design, preassembly talks, pledge taking etc.



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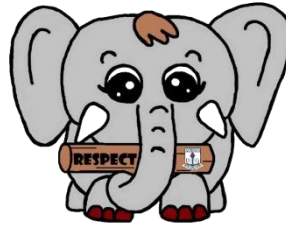
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CCE Department

**Our School
Core Values:**



Care



Respect

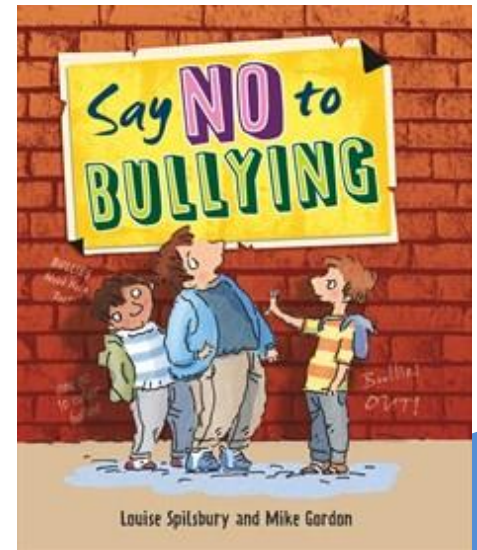


Responsibility



Resilience



**P3 Values In
Action(VIA)
Project: Anti-
bullying
campaign**



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CCE Department

School Core Values	P3-P4
Care 	<ul style="list-style-type: none"> • I render help to others when the need arises. • I contribute actively to environmental sustainability in school.
Respect 	<ul style="list-style-type: none"> • I know my strengths and weaknesses. • I respect my friends' opinions which may be different from mine (in all settings). • I respect and support my friends when working in teams.
Responsibility 	<ul style="list-style-type: none"> • I put in effort to achieve my goals. • I choose actions and make decisions that are responsible towards myself and others. • I actively contribute to improve my school.
Resilience 	<ul style="list-style-type: none"> • I do not give up easily when faced with challenges. • I learn from my mistakes and strive for improvement. • I can adapt to changes.



ICT Department

Coding Programme

Your child will learn how to create a simple animation using an application known as [Scratch](#).

Lessons are conducted during CCA sessions on Fridays.
Lessons are conducted over 7 sessions.

The programme aims to introduce students to basic computational thinking and think creatively at the same time.



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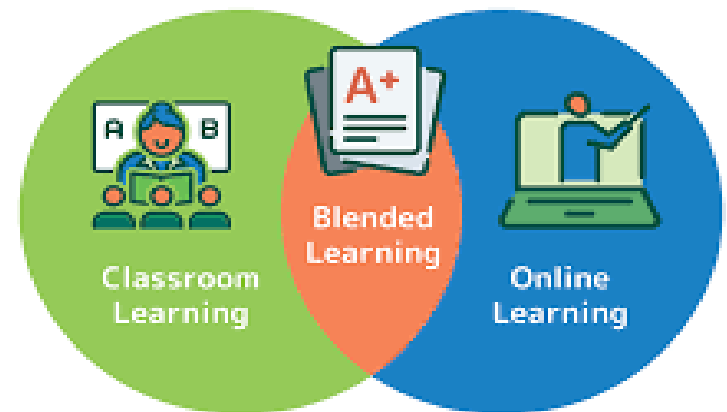
ICT Department

Blended Learning

Teachers provide a combination of online resources and interactions, with traditional classroom methods, to deliver lesson objectives.

To be fully prepared for upcoming lessons, students must complete their online tasks punctually.

Blended Learning



ICT Department

SLS Administrative Matters

Please include an email address in your child's account settings so that self-reset password function can be activated. Refer to PG message for step-by-step guide.

Curriculum Matters

We seek your help to ensure that your child completes his/her online tasks. All tasks can be found on the 'Assignments Page' and are labelled as 'Upcoming', 'Complete' or 'Incomplete'.



A whiteboard with a wooden frame. In the top left corner, there are three colored circles (blue, yellow, red) arranged vertically. At the bottom, there is a wooden eraser and three markers (blue, red, black) lying horizontally. The text "Holistic Development Report" is written in large, bold, blue letters with a slight shadow effect.

Holistic Development Report



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Holistic Development Report Card

Objective: To give parents a holistic overview of the progress of their child in the different subjects.

The card will be issued at the end of Term 1 and Term 3.



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A whiteboard with a wooden frame. In the top-left corner, there are three colored circles (blue, yellow, red) arranged vertically. At the bottom, there is a wooden eraser on the left and three markers (blue, red, black) on the right. The text is written in large, bold, blue capital letters with a slight shadow effect.

GIFTED EDUCATION PROGRAMME (GEP)



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- The GEP identification exercise aims to identify pupils with high intellectual potential (optional).
- Pupils are identified for the GEP through a two-stage exercise in Primary 3.

Stage	Month	Participants	Papers
Screening	August	Primary 3 pupils enrolled in government and government-aided schools	English Language Mathematics
Selection	October	Only shortlisted pupils will be invited to the Selection stage	English Language Mathematics General Ability



School Practices



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Punctuality

1. Students are to be in their classrooms by 7.40 am for singing of national anthem and pledge-taking.
2. Consequences:
 - ☐ Conduct grade in the report book will be adversely affected



Snack Break

- The snack break is important as it enables our students to maintain their energy level and focus till the end of the school day.
- We seek your cooperation to prepare healthy snacks which are easy for your child/ward to consume during the short duration.



Use of Parents Gateway

1. A platform to communicate with parents
2. Do check regularly for any announcements or consent forms
3. Do inform your child after reading any announcement or consenting/not consenting any activity to keep them updated



Questions & Responses



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Thank you for attending Parents' Engagement Day 2022

We would like to get your feedback on this session. Please complete the form found on this link:

<https://go.gov.sg/p3ped2022>

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



<https://go.gov.sg/p3ped2022>



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