Primary 3

Curriculum Briefing

Monday, 20 Jan 2025

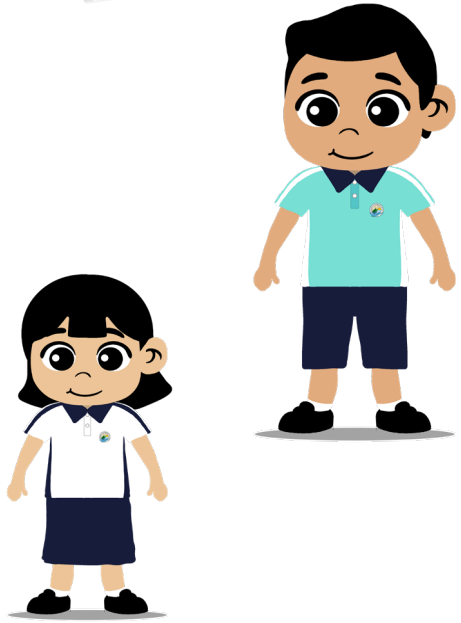
To Serve To Lead

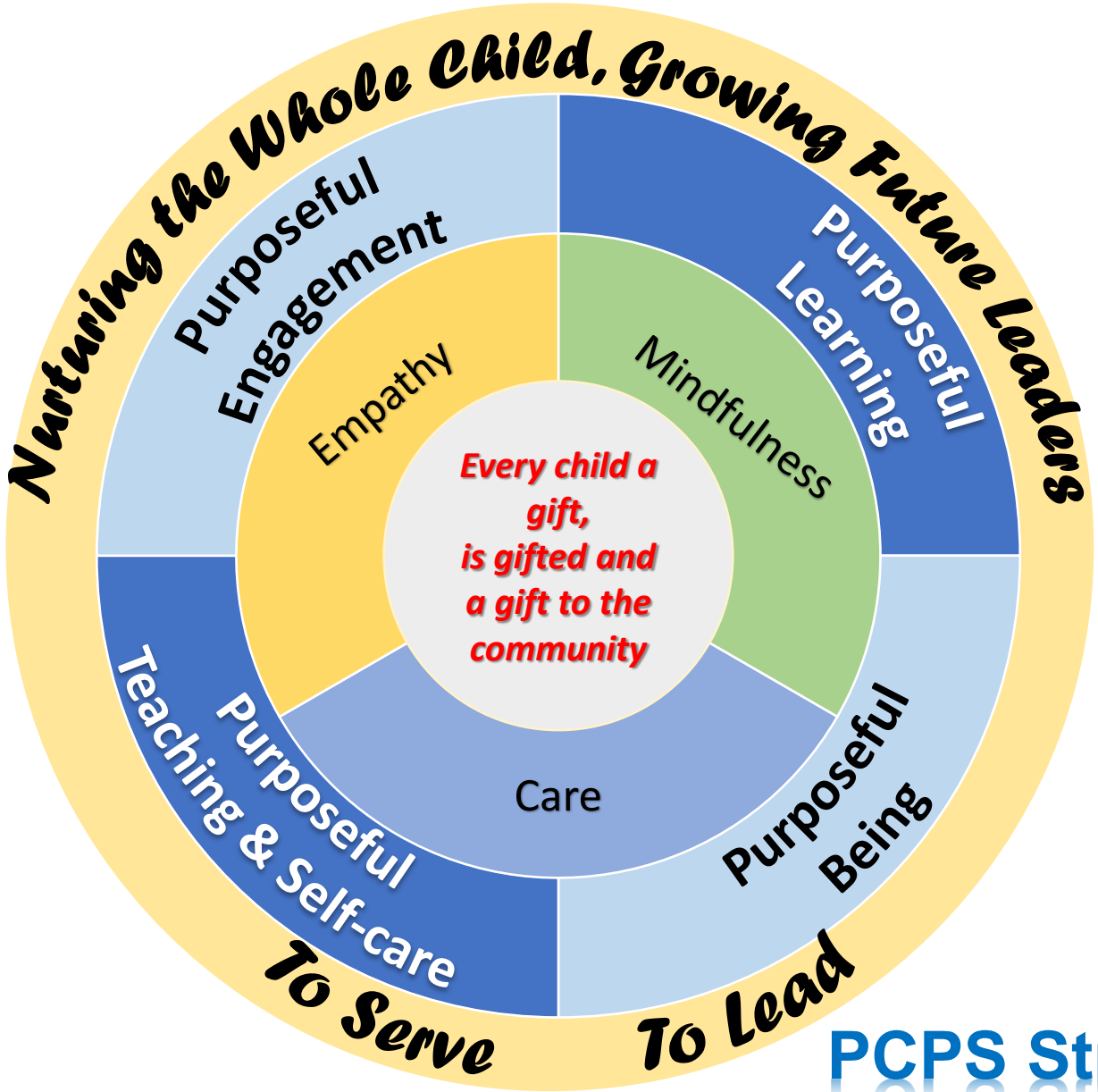
Every PCPS student,
a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator

Curiosity

Reflectiveness

Resilience





Open-mindedness

Responsibility



PCPS Strategic Framework

COR3 Learning Dispositions

Through our total curriculum, our students:

- grow in social-and emotional competencies.
- taught to be Empathetic, Mindful and Caring.
- develop the learning dispositions – Curiosity, Open-Mindedness, Responsibility, Reflectiveness, Resilience (COR3)



Key Changes in Primary 3

Some differences for parents to take note for Primary 3 compared to lower primary:

- Transition Programme (Completed)
- SwimSafer (Ongoing)
- Change in colour of school collared shirt
- More rigor in the curriculum.
- Subject-based banding at end of P4
- New classmates and teachers.
- Various specialized subject teachers.
- CCA starts in Primary 3.

Transiting from Primary 2 to Primary 3...

- Each Primary 3 class profile has been shared at start of year with the Primary 3 teachers in 2025.
- The Primary 3 teachers will continue to take note and support any students with behavioural and learning needs and stretch students in their learning in their respective Primary 3 classes.
- There is a continuity of support for all the students as they embark on this learning journey. Form teachers, subject teachers and school personnel work in collaboration to ensure that these students transit smoothly and settle in Primary 3 with their new friends and teachers.

Your Child in P3-P4 (Middle Block)

Learning and developmental needs of children are different at lower and upper primary

Lower Primary (P1 to 2)	Upper Primary (P3 to 6)
Learning to read and write	Reading to learn; acquiring and refining reading and writing skills
Using and working with concrete objects	Using and working with abstract symbols and concepts
Observing and understanding how and why things work.	
Oral communication skills; Speaking confidently.	

- **More commitment in the afternoons** - CCAs, competitions, learning support programmes (RRP, SDR), LJs, SwimSafer
- **Greater demands in English and Math and introduction of Science as a new subject** – build self-discipline and consistency in learning
- **Encourage READING and learning of the TIMES TABLES**
- **More time to deepen learning during transitional years and provide space for exploration, self-discovery and ignite the joy of learning**
- **Introduction of Quantitative Measures – Achievement Bands.** There will be Weighted Assessments in Terms 2 and 3 and End-of-Year Examination.
- **Formative assessments using alternative modes to monitor students' progress** such as non-weighted bite-size class tests, homework, performance tasks, journals, quizzes, timed practices to provide feedback and encourage reflection

Your Child in P3-P4 (Middle Block)

A 2-year journey to strengthen foundation in literacy and numeracy in preparation for Subject-based Banding at the end of P4

Subject-based Banding takes place at the end of Primary 4

WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

Total Curriculum for Holistic Student Development in PCPS

Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curricular Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

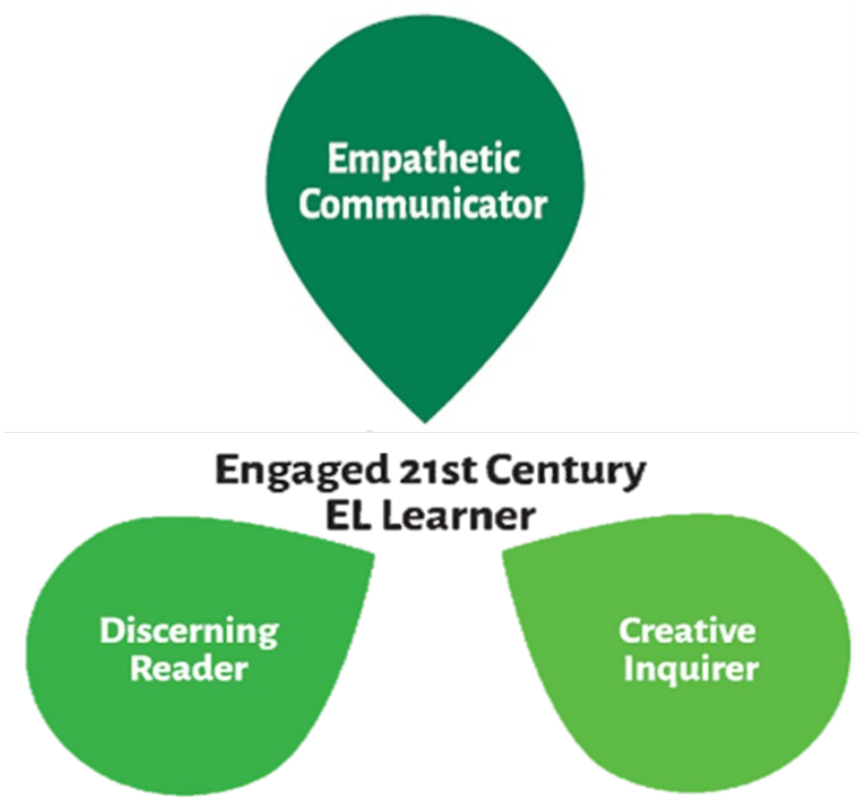


ENGLISH LANGUAGE

English Language

The school adopts the STELLAR programme: Strategies for English Language Learning and Reading

- It focuses on strengthening the foundation in four language areas: grammar, oracy, writing and reading while placing a greater emphasis on the reading-writing connection and reading comprehension skills.



Outcome of the EL Syllabus 2020

English Language-Transition to Primary 3

Primary 2	Primary 3
• **Writing:** Write a composition of at least **80** words. 4 pictures in sequence are given.	• **Writing:** Write a composition of at least **100** words. Students may be provided with a set of unrelated pictures and are required to write a story based on 1, 2 or all the 3 given pictures.
• **Increased Focus on Higher-Order Thinking Skills**	
• **Teaching of annotation skills for Reading Comprehension**	
• **Greater Emphasis on Vocabulary and Grammar**	
• **Oral Communication**	



MOTHER TONGUE
CL / ML / TL

Mother Tongue – Transition to Primary 3

Primary 2 (Non-Weighted)	Primary 3 (Weighted)
Listening Skills • Picture matching • Simple text-based listening comprehension	**Listening Skills** • Picture matching • Text-based listening comprehension
Writing Skills • Fill in the blanks • Short sentences • Matching of phrases • Comprehension (MCQ & Guided Open-ended questions)	**Writing and Interaction Skills** • Comprehension (MCQ & **Open-ended***) • **Picture Composition** (one paragraph only) - CL (at least 50 words) - ML (at least 60 words) - TL (at least 40 words)
Oral • Show & Tell	**Oral** • Read Aloud • Picture Description • Conversation

Tips To Support Students Learning

English **Mother Tongue**	• Model the **use of standard English and Mother Tongue (on certain days)** when communicating with your child. Encourage them to **read widely** and have them share with you the reasons they enjoy the book. • Discuss **latest snippets of news** and have them share their thoughts. • In addition to doing school worksheets for language learning, your child also **requires frequent exposure** to listening, speaking, reading, viewing and writing opportunities and activities. • Encourage your child to **note good language vocabulary/phrases** through their daily interaction. • Watch **quality Chinese, Malay or Tamil language television programmes** together and talk about it.

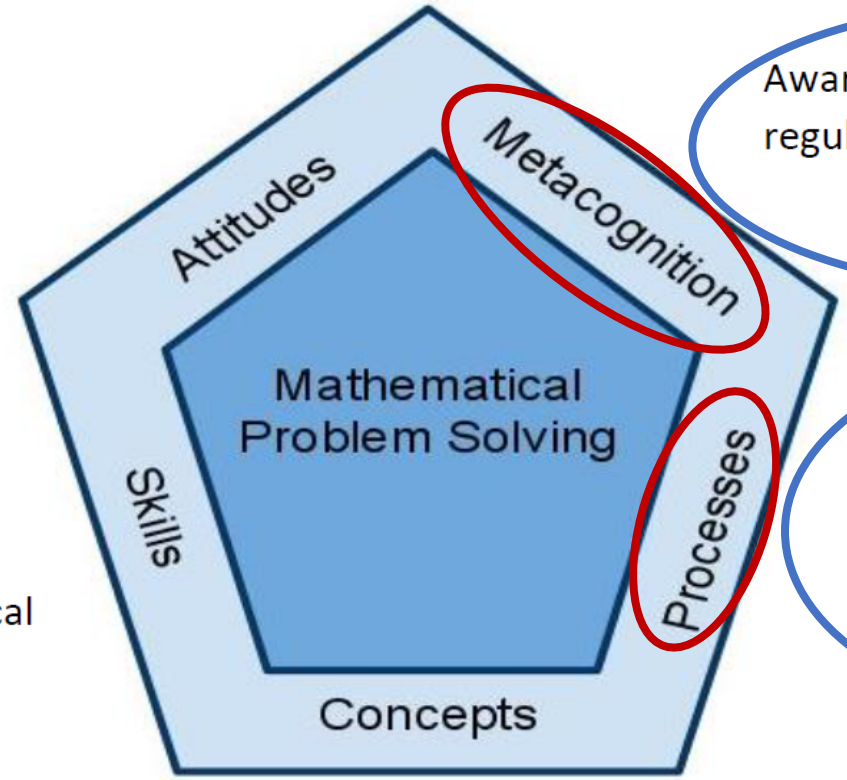


MATHEMATICS

MATHEMATICS CURRICULUM FRAMEWORK

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

Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
					Speed

Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine



George Pólya
Hungarian
Mathematician
(1887 – 1985)

Understand

- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

Plan

- Select a strategy

Do

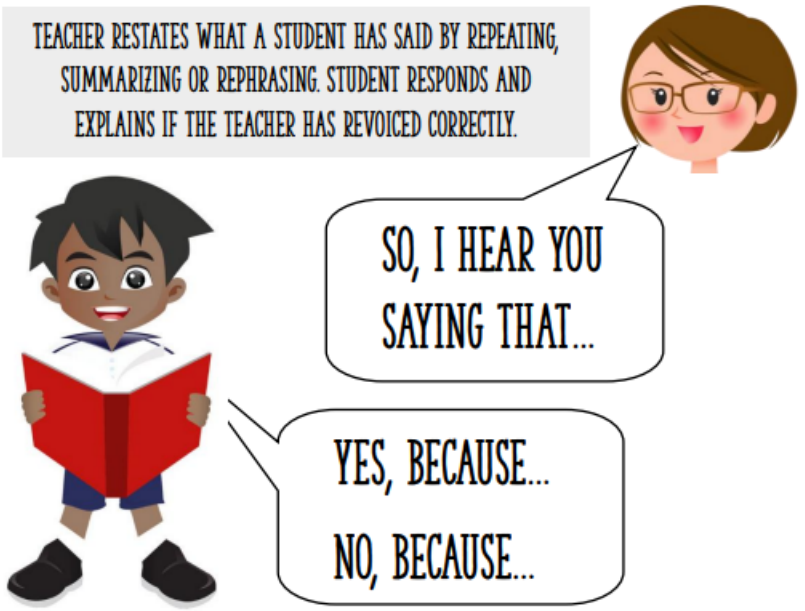
- Apply strategy
- Write equations
- Work out the sums carefully

Check

- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards

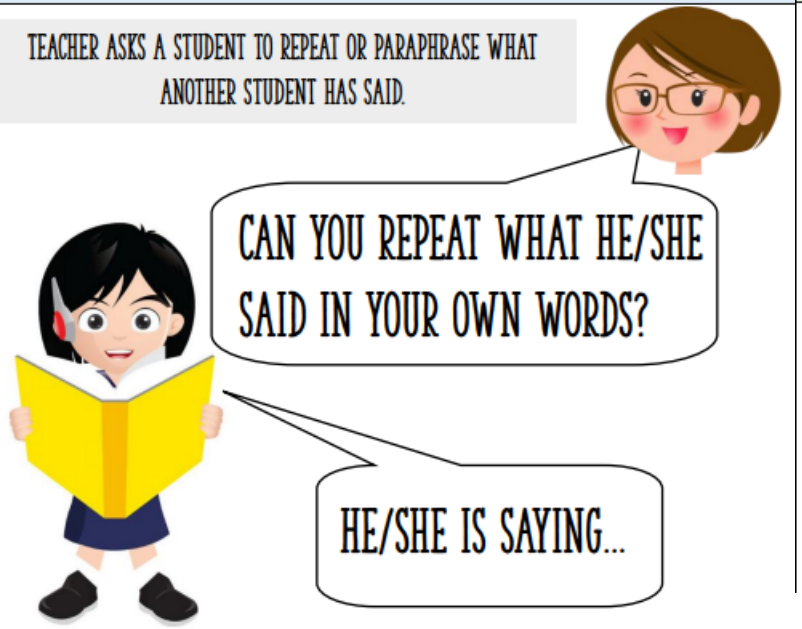
REVOICING

TEACHER RESTATES WHAT A STUDENT HAS SAID BY REPEATING, SUMMARIZING OR REPHRASING. STUDENT RESPONDS AND EXPLAINS IF THE TEACHER HAS REVOICED CORRECTLY.



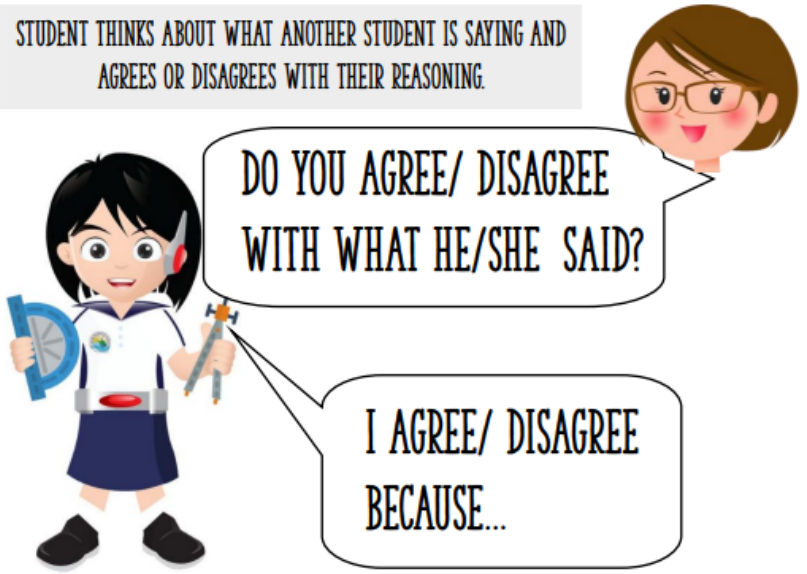
REPEATING

TEACHER ASKS A STUDENT TO REPEAT OR PARAPHRASE WHAT ANOTHER STUDENT HAS SAID.



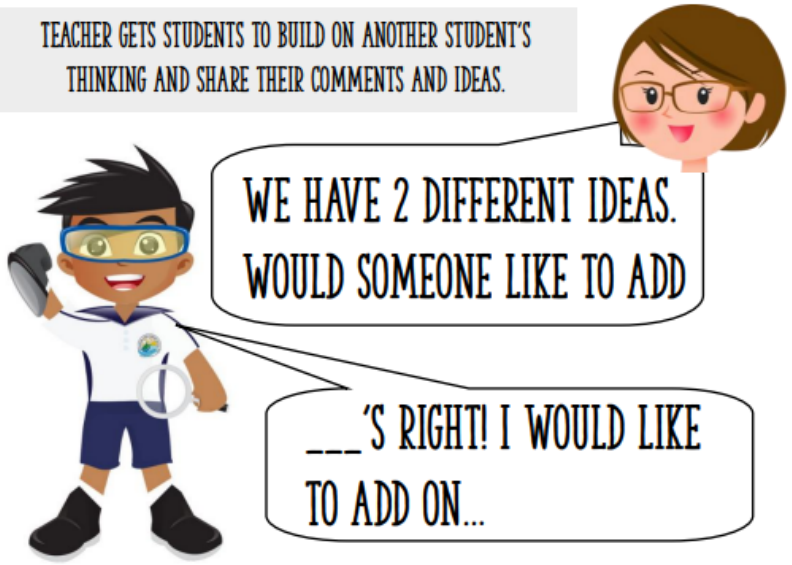
REASONING

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



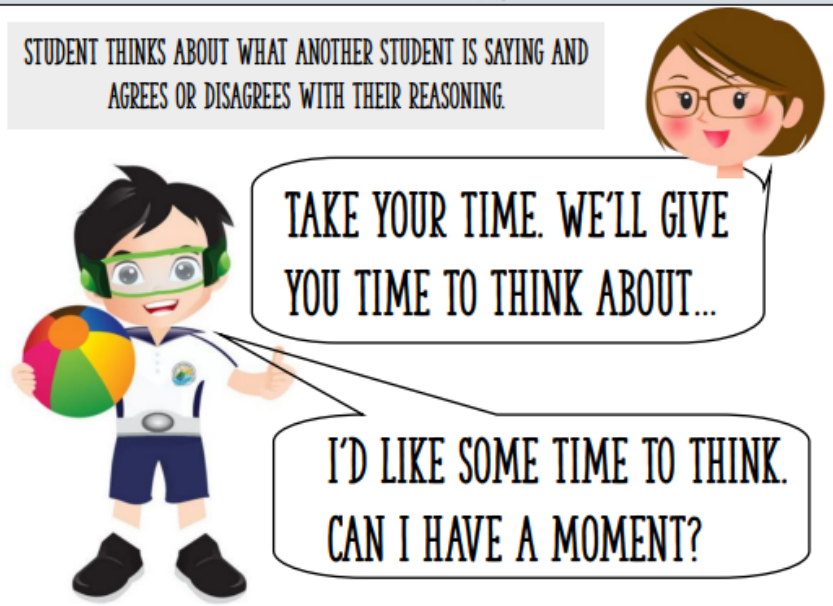
ADDING ON

TEACHER GETS STUDENTS TO BUILD ON ANOTHER STUDENT'S THINKING AND SHARE THEIR COMMENTS AND IDEAS.



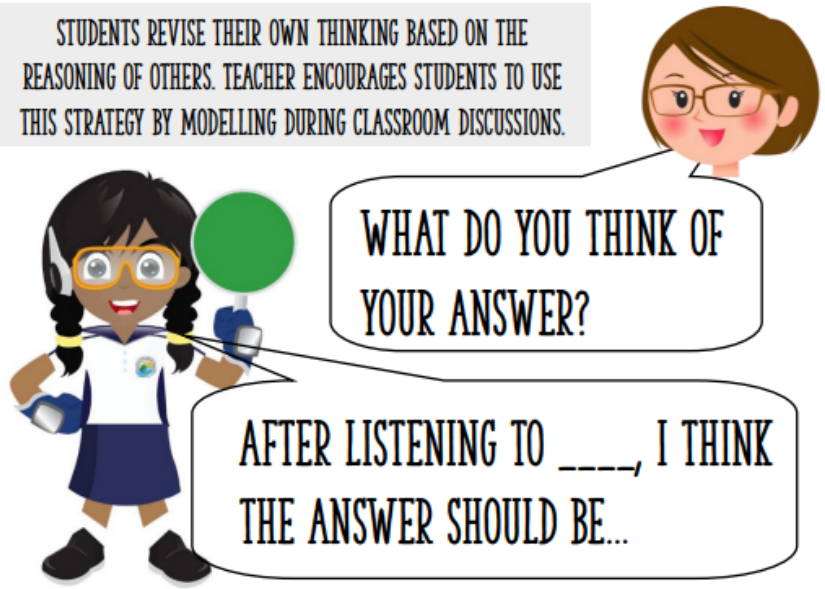
WAIT TIME

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



REVISE THINKING

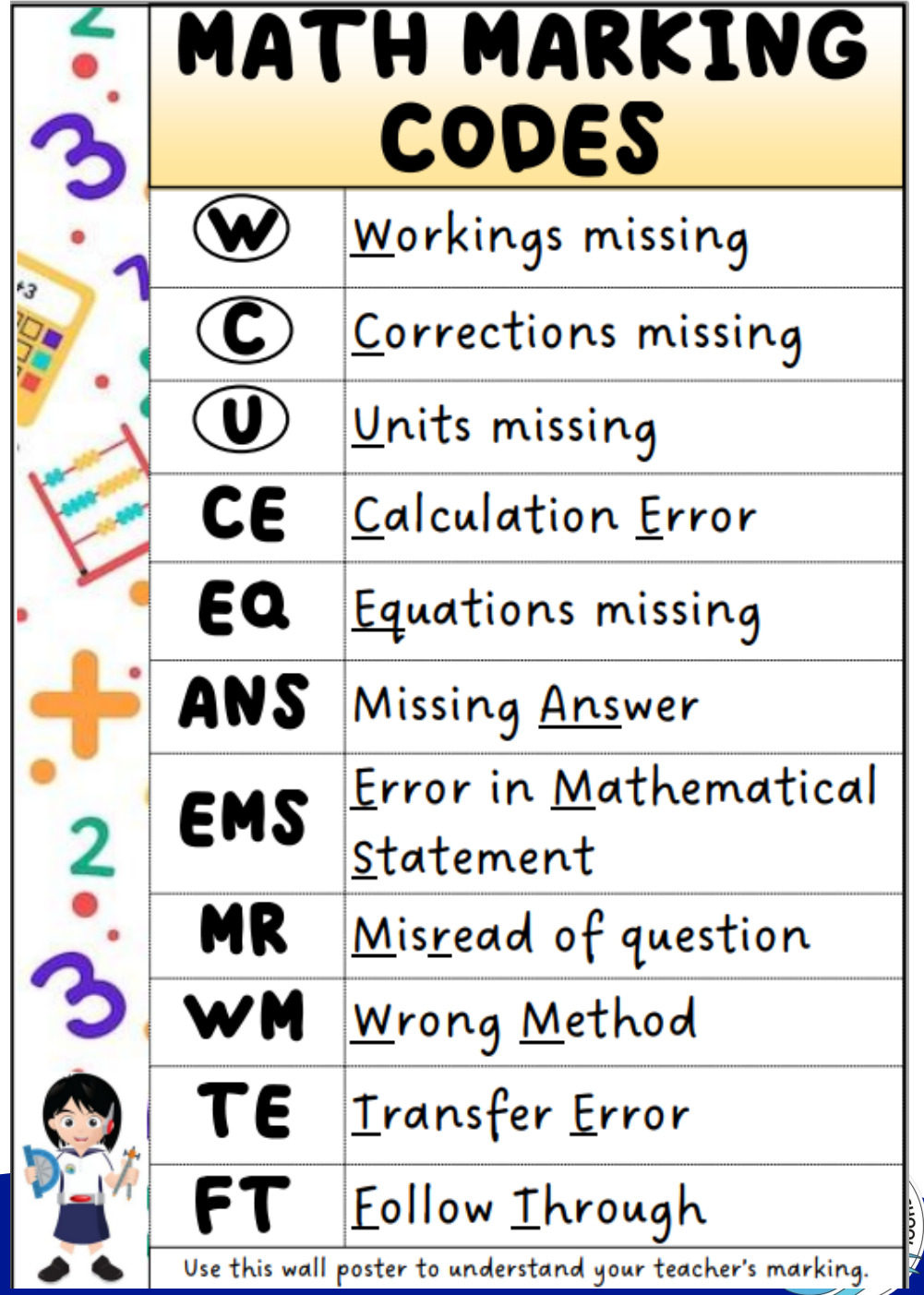
STUDENTS REVISE THEIR OWN THINKING BASED ON THE REASONING OF OTHERS. TEACHER ENCOURAGES STUDENTS TO USE THIS STRATEGY BY MODELLING DURING CLASSROOM DISCUSSIONS.



Marking Codes

The Mathematics marking codes are used to:

- Provide feedback to students on how they can improve their work by allowing them to understand exactly when/where an error occurs.
- Support self-corrections and reflections
- Promote consistency in Math marking throughout their schooling years in PCPS.



MATH MARKING CODES

W	Workings missing
C	Corrections missing
U	Units missing
CE	Calculation Error
EQ	Equations missing
MR	Misread of question
WM	Wrong Method
TE	Transfer Error

Linear:

1cm = 10mm
1m = 1,000mm
1m = 100cm
1km = 1,000m

Mass:

1cg = 10mg
1g = 100cg
1g = 1,000mg
1kg = 1,000g

Capacity:

1cl = 10ml
1l = 1,000ml

	Tens Place	Ones Place
	1	0
+		5
	1	5

1 + 2 = 3



PUNGGOL COVE PRIMARY SCHOOL

Tips To Support Students Learning

Mathematics	• Relate the mathematics learnt in school to everyday life experiences. • Help to ensure that your child **completes the daily homework** to the best of his/her ability and effort. • Encourage your child to always **check his/her work before submitting**. Cultivate this as a habit. • Encourage your child to **revise problems that he/she has done before**. Learn from the mistakes made and strive to avoid making the same mistakes subsequently. • **Look through your child's written assignments** (e.g., workbooks, worksheets, journal books, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher. • Cultivate as a habit to **revise regularly** what has been taught for the day or week.



SCIENCE

SCIENCE

PUNGGOL COVE PRIMARY SCHOOL

Science Department Vision

In alignment with the revised Science Curriculum Framework,

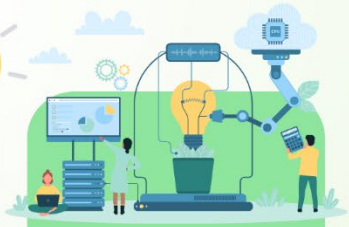


**and school's mission, vision and values,
PCPS students and teachers**



enjoy learning Science and are INspired by how Science helps solve global challenges.

INquire like Scientists by engaging confidently in the Practices of Science.



apply Science to INnovate to generate creative problems to solve real-world problems.

To Serve To Lead

Practices of Science @ PCPS

Students are engaged in the Practices of Science to:

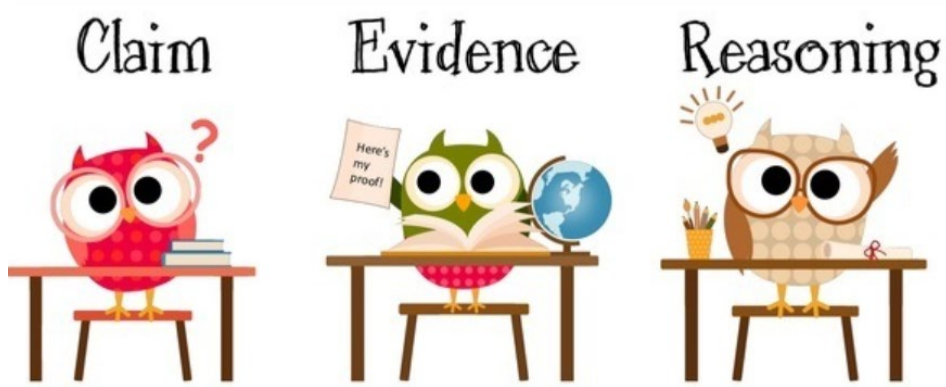
- Help them understand how scientific knowledge is developed through **inquiry**.

- Demonstrate **Ways of Thinking and Doing** which support their learning Science as inquirers and involves various skills and processes.

PCPS RISE & SHINE!

Our signature inquiry strategy for students to develop critical and adaptive thinking routine to think like a scientist.

R	**READ** the information / context provided carefully.
I	**IDENTIFY** and underline the concept / keywords / trigger words.
S	**SHOW** your scientific thinking by writing down your reasonings.
E	**ELIMINATE** (**X**) the wrong options and tick (√) the correct option. Write down the answer clearly. Shade the OAS oval clearly.



Study the given information in each question carefully.

How many marks are awarded for each part of the question during test or exam?

Identify and tag the concept.

Need to make a **CLAIM**. Use the given diagram, table or graph to help you to find the **EVIDENCE**

Explain and write the **REASONING** clearly.

PCPS STEM Challenges

There are opportunities for students to **collaborate with their peers** to apply **Science, Technology, Engineering and Mathematics** to reuse and repurpose materials to complete STEM challenges during:

- Science lessons
- STEM challenges
- Toy – making competition 2025





Sony Creative Science Award

PCPS Eco Adventures Let's GEM!

To build an **Eco PCPS Green Culture** to support the

SG GREEN PLAN, all students and staff will embark on a series of

Eco Adventures Growing Eco – Mindsets (GEM) so as to:

- learn the importance of practising sustainability in daily life
- appreciate the nature and biodiversity
- engage the community to reduce carbon footprint and fight climate change

Tips To Support Students Learning

Science 2023
Primary Science Syllabus

https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.pdf

- Relate science concepts learnt in school to everyday life experiences.
- Help to ensure that your child **completes the daily homework** to the best of his/her ability and effort.
- Encourage your child to always **check his/her work before submitting**.
- Cultivate a good habit to **revise regularly** what has been taught for the day or week. Reinforce the use of **RISE & SHINE with CER**.
- **Look through your child's written assignments** (e.g., activity book, Science journal, Science file, revision worksheets, etc and work with your child on the feedback given by the teacher.

Tips To Support Students Learning

Science	• **Please keep all Science text books, activity books, worksheets and resources at the end of each year as they will still be required for revisiting and revision in preparation for eventual P4, 5 and 6 examinations (including PSLE).**

Physical Education (PE)

Highlights in Primary 3:

- Acquisition of manipulative skills in sports and mini sided games.
- Introduction to games concepts and rules.
- Inclusion of Fitness Conditioning Activities (preparation for NAPFA P4)



Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

Express

Explore the use of varied materials in the process of art making.



Share thoughts and opinions through artful thinking routine.

Appreciate

Find joy in looking at varied artworks from artists and peers.



Engage in discussion about artworks.

Artists and Themes – Primary 3

Term	Appreciation of Arts By:	Genre	Materials explored
1	Anthony Poon, Pablo Picasso, Piet Mondrian	Abstract Art	Markers, transparency
2	Pablo Picasso	Cubism	Clay
3	Vincent Van Gogh	Impressionism (Starry Starry Night)	Oil pastels and colour pencils
4	Salvador Dali	Surrealism	Mixed Media

Primary 3 - Art samples







Music

Experiential Learning in Music

Music
Experience

- **Provide** a wide range of **Musical Experiences**

(listen, create, perform, music and movement)

Music
Concept

- **Introduce Music Concept** / notation

(leverage musical experiences to draw musical understandings)

Application of Music Concept

- **Apply Music Concepts**

(practise expressing the ideas through creation / experimentation in different contexts)

Music

Students in Primary 3 will continue to deepen their music learning:

- Xylophone – Play melodies on the xylophone.
- Ukelele – Strum and sing songs (3 chords)
- Creation of rhythmic patterns in groups and performing them in accompaniment to a song.
- Learning songs from other cultures (World Arts Term)





Social Studies (SS)

In Social Studies, students:

- discover about themselves and the immediate environment.
- understand about Singapore in the past and present.
- appreciate Singapore, the region and the world they live in.
- be concerned, participative and informed citizens.



value self & others



relate to others

Character and Citizenship Education (CCE)

CCE aims to help our students:

- learn values, social-emotional competencies.

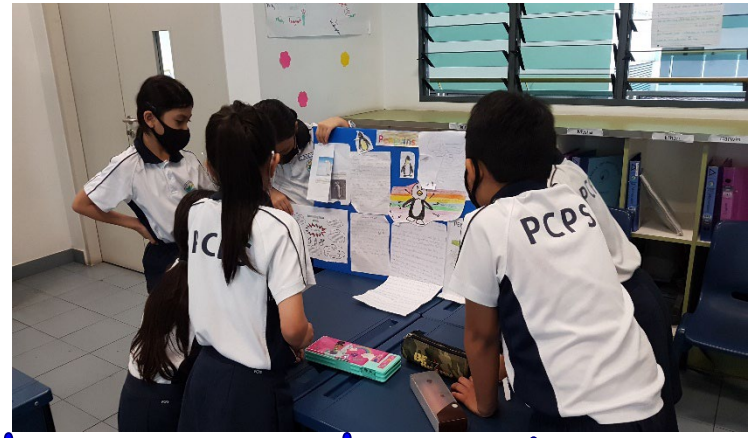
- shape their identities, build relationships and make wise and responsible choices.



make responsible choices



consider others' feelings



share personal experiences



interact with others

CCE – Form Teacher Guidance Period (FTGP)

1. Provide **quality interaction time (Let's Chat)** between form teachers and students for positive teacher-student relationship.
2. Equip students with **social and emotional competencies.**
3. Lessons are divided into 4 themes, based on the domains of:
   - Self-awareness
   - Social Awareness
   - Self Management
   - Relationship Management

   The aspect of **Responsible Decision Making** runs through all the lessons.

Punggol Cove Primary School
Applied Learning Programme
Confident Communicators and Collaborators



VISION	MISSION	VALUES	MOTTO
EVERY STUDENT AN EDUCATED CHILD AND CONTRIBUTING CITIZEN, READY TO SERVE AND LEAD	NURTURING THE WHOLE CHILD, GROWING FUTURE LEADERS	EMPATHY, MINDFULNESS, CARE	TO SERVE TO LEAD

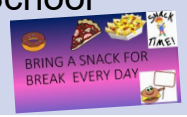
Student Outcomes

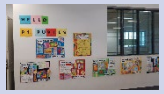
- Identify problems in the community (Critical Thinking)
- Communicate effectively using speaking and writing skills (Communication)
- Work well with others in a team (Collaboration)
- Contribute to the betterment of the community (Civic Responsibility)

Tier 1: Self, Peer, School, Community

Lower Primary

- Documenting and Sharing on Animal Conservation
- Giving Advice on Transitioning to Primary School






Middle Primary

- Advocating Cyberwellness
- Creating Digital stories




Upper Primary

- Journalistic Writing
- Song Writing

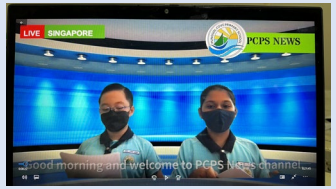



Tier 2: Talent and Interest Driven Projects

Service Learning with Kindergarten



PCPS News



Competitions



Cross Department Collaboration

Leveraging Technology

Community Partnership

ALP @ Primary 3

Advocating for Cyber Wellness Through Podcast Creation

Design Thinking













♥ **WHAT IS A SURVEY?**

A survey is a way of collecting information so tha
the views of the people are.
When we use a survey, we can find out pe
understanding of a topic.

♥ **HOW CAN WE DO IT?**

There are four simple steps to a survey:

1. Create the questions
2. Ask the questions
3. Look at the results
4. See what you can do with the results

TEAM ROLES:

Discuss the role that each member of your team will play in the project. There should be four people in your team.

	Name
Who will ask the question for your team?	

Co-Curricular Activities (CCA)

PCPS CCA Framework

SEL

SCH
VMV

21st CC

Primary 3	**Exposure, Understanding & Appreciation** Awareness of opportunities Understand, appreciate and learn the fundamentals
Primary 4	**Development of FUNdamental Skills** Developmentally and age-appropriate activities Focus on fun, enjoyment and learn to train
Primary 5 & 6	**Participation, Leadership & Service** Train to compete Champions of area of interest

CCA Learning Outcomes

Co-Curricular Activities (CCA)

CCAs in General:

- CCA is a non-academic activity that all students are encouraged to undertake as part of their education outside of school curriculum hours.
- The activities offer supplementary opportunities for students to explore their interests, talents or develop them into hobbies.
- CCA also allow students to develop their character, learn values, social emotional competencies and skills to prepare them for future challenges.
- CCAs are introduced from Primary 3 onwards and participation is optional.
- Students who took Modular CCA in Primary 3 to explore different sports will be given a choice at Primary 4 to select one of the 4 sports as their main CCAs to commit to.

Co-Curricular Activities (CCA)

- Our PCPS CCA Framework allows Primary 3 students to undergo *Exposure*, *Understanding* & *Appreciation* in their chosen CCAs.
- Students can choose from any of these 4 categories:

Physical Sports	Clubs and Societies	Visual and Performing Arts	Uniform Groups
Modular Sports (CCA)	Environmental Science	Art and Craft	Scouts
Health and Fitness Club	Infocomm Technology	Choir	
		English Language Literary and Debating Society	
		Modern Dance	

Co-Curricular Activities (CCA)

CCAs:

- We encourage students to develop their interests and talents in their chosen CCAs and build on values such as resilience, discipline and commitment.

- We strongly encourage students to remain committed to the CCAs they have chosen.

- Students selected for school teams or involved in school events may be required to attend additional training sessions. These sessions may start at a later time and end no later than 6 p.m. Consent forms with schedule will be given to students.

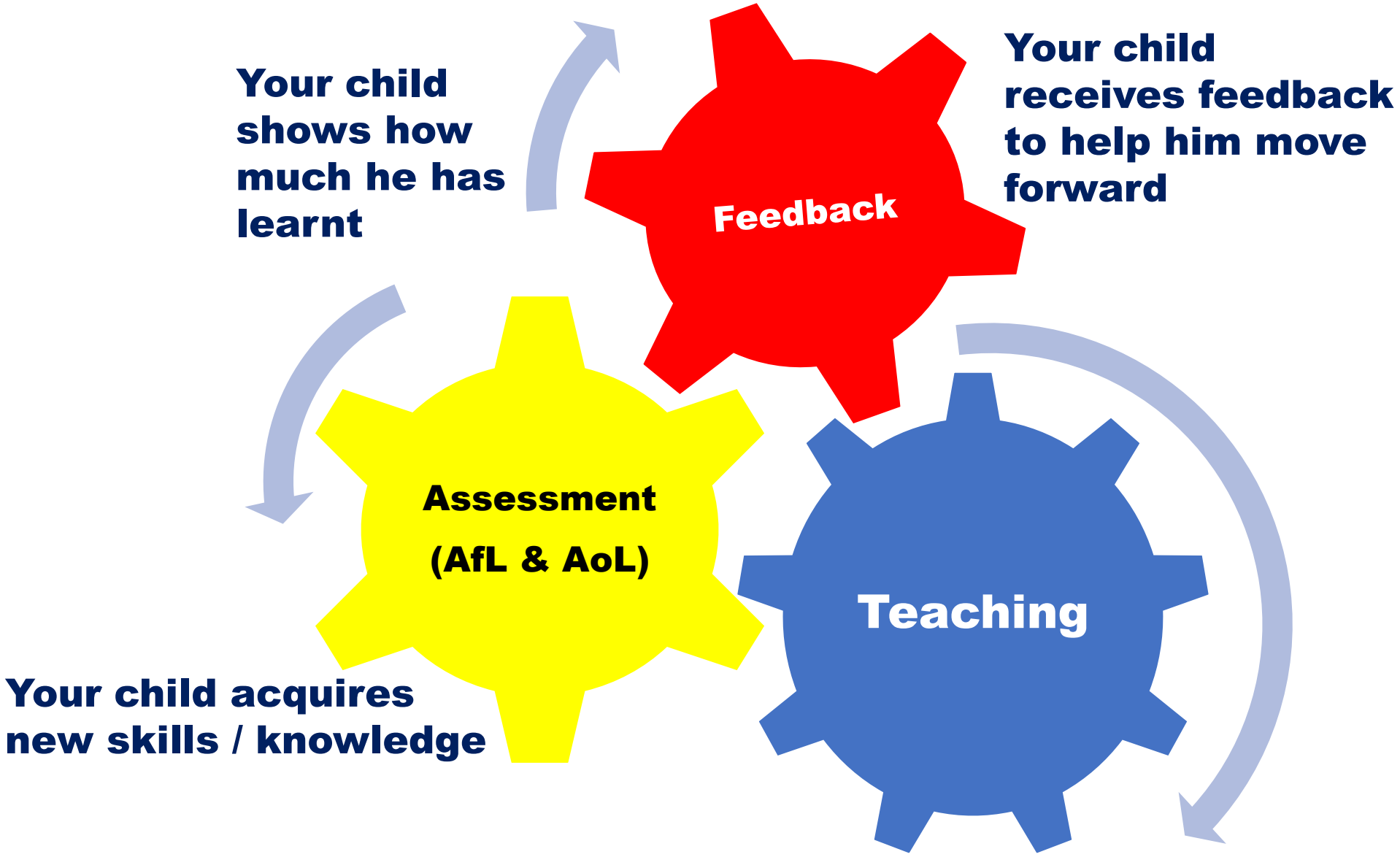
CCA Schedule 2025

Pri 3	Term 2	Term 3	Term 4
Tuesday Art & Crafts, Infocomm Technology, ELLDS, Modular CCA Sports & Modern Dance	25 Mar, 1 Apr, 8 Apr, 15 Apr, 22 Apr, 29 Apr, 13 May, 20 May, 27 May	1 Jul, 8 Jul, 15 Jul, 29 Jul, 5 Aug, 26 Aug	4 Nov, 11 Nov
No. of Sessions	9	6	2
Thursday Choir, Env Sci, Health & Fitness & Scouts	27 Mar, 3 Apr, 10 Apr, 17 Apr, 24 Apr, 15 May, 22 May, 29 May	3 Jul, 10 Jul, 17 Jul, 31 Jul, 7 Aug, 16 Aug	16 Oct, 6 Nov, 13 Nov
No. of Sessions	8	6	3

In summary, at PCPS, we take care of the students' PIES.

PHYSICAL Well-Being	INTELLECTUAL Well-Being	EMOTIONAL Well-Being	SOCIAL Well-Being
Physical Education Co-Curriculum Activities (CCA)	English Mathematics Mother Tongue Science Art and Craft Music ALP	Co-Curriculum Activities (CCA) Character and Citizenship Education Form Teacher Guidance Programme (FTGP)	All subjects Co-Curriculum Activities (CCA)

Assessment is Part of Learning



Assessment Policy at P3

- There will be no Mid-Year Examinations.
- There will be one weighted assessment each in Terms 2 and 3.
- There will only an End-of-Year Examinations in Term 4.
- There will be formative assessments during the course of the year for teachers to gather information on the student's learning.
- Teachers will communicate with parents / guardians on students' progress through Meet-the-Parents sessions at the end of Term 2 and Term 4 (needs basis).

PCPS Assessment Weighting

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Primary 3	-	15% Term 2 Weighted Assessment	15% Term 3 Weighted Assessment	70% End-Year Examinations

Primary 3 and 4 Grading Scheme

Achievement Bands	Percentage Range	Descriptors
1	85 – 100	Is very good at the subject
2	70 - 84	Is good at the subject
3	50 - 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirement of the subject

Assessment Matters

- **Topics and Weighting** :
  - Refer to Assessment Letter which will be issued on a later date.
- **Absences**:
  - Students are required to be present for all weighted assessments and examinations. Absence from assessment / examinations must be covered by a medical certificate from qualified medical professionals who are registered with Singapore Medical Council. Students are required to submit their medical certificates to their form teachers on the day they return to school.
  - Students with valid medical / compassionate reasons for their absence from assessment/examination will be accorded VR (valid reason) for the subject. Marks will be pro-rated for the subject(s) accordingly
  - **No marks will be accorded to students who are absent without a valid reason or a medical certificate.**

Absence from Weighted Assessments and Examinations:

NOTE:-

- If your child/ward is unwell, he/she should see a doctor and rest to recuperate at home.
- The well-being of the child is MOST IMPORTANT.

Gifted Education Programme

Gifted Education Programme (GEP)

- The GEP is a programme that caters for the needs of intellectually gifted students.

- It is an enriched curriculum designed to meet the needs of these students. The enriched curriculum covers the same content areas as those in the mainstream, but is extended in breadth and depth.

- GEP students will:
  - Learn skills for independent inquiry
  - Be encouraged to do explorations on self-selected areas of interest.

GEP Identification Exercise

- The GEP Identification Exercise aims to identify suitable pupils with high intellectual potential.

- Students are identified for the GEP through a 2-stage identification exercise at Primary 3. To participate in the identification exercise for GEP, students must be enrolled in a MOE primary school.

Stage	Date	Participants	Papers
GEP Screening Exercise	21 August 2025 (Thursday)	Primary 3 students enrolled in government and government aided schools	English Language Mathematics
GEP Selection Exercise	14 & 15 October 2025 (Tuesday & Wednesday)	Primary 3 students shortlisted after the GEP Screening Exercise	English Language Mathematics General Abilities

GEP Screening Exercise

- You will receive another letter sometime in July for you to indicate whether you consent to your child's participation in the Screening Exercise.

- GEP Screening Exercise is optional.

- Content coverage will be based on Primary 1 to Primary 3 English Language and Mathematics syllabuses.

- Test preparation activities are not encouraged as these could inflate the scores, which may then not reflect your child's actual potential.

- Students who are not ready to handle the rigour and demands of the GEP will:
  - Struggle to cope with enriched curriculum.
  - Experience stress that could impact self-esteem and cause them to lose confidence.

PRIMARY 3 FORM TEACHER PARENT INTERACTION

Feedback on Student Learning

Feedback on Student Learning

- Build **intrinsic motivation** in our students' learning.
- Focus on the **holistic development** of our students.
- **Various modes of formative and summative assessments** to report students' learning progress:
  - Daily school work
  - Non-weighted practices
  - Characteristics of the students
  - Report Book Reporting
    - Weighted assessments
    - **Qualitative descriptors (PAM)** report students' learning progress for each LO.

Feedback on Student Learning

- **Subject Files and Daily Work**

➢ Files will contain students' work and tasks for the different subjects:
  - rubrics
  - teacher's qualitative comments

➢ Files will be returned to students at least once per term.

➢ Students' work for parent's signature.

Feedback on Student Learning

- Throughout the academic learning year, parents will **receive feedback from subject teachers regarding the progress of your child for the learning outcomes** expected of students as highlighted in the MOE syllabus guide for each subject.

- Parents may **use this feedback to understand their child's progress such as areas of strength or growth** as this would be reflected in their child's daily work and files.

- Parents can **have conversation** with child, or teachers when discussing on areas for growth.

Reminders and Updates for Parents

Attire Decorum - Uniform

Rationale:

- Uniform teaches decorum, inculcate values and help to establish in our children - clear expectations of how they should relate to teachers and peers within the school community.

Expectations:

1. **Students should wear uniform when there is no PE or PAL Lessons.**
2. **P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
3. **P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.

Attire Decorum - Uniform

Parents' Support:

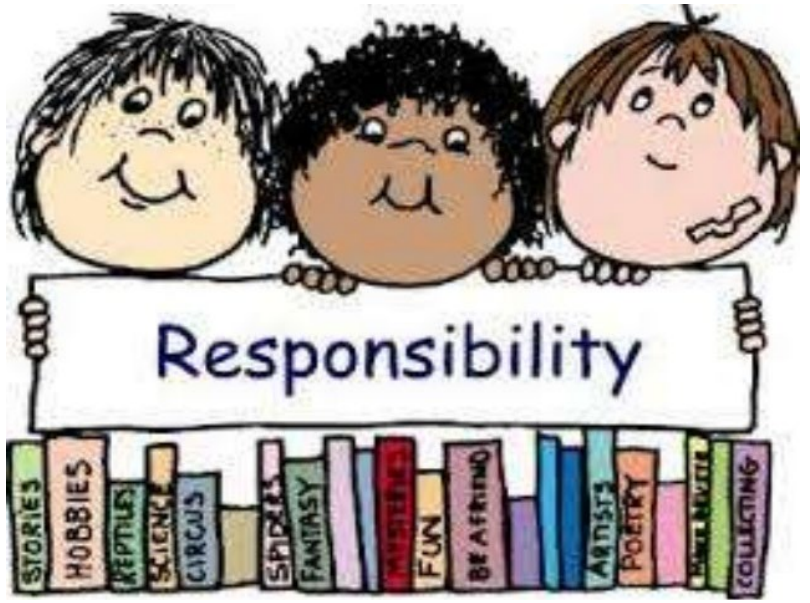
- School seeks parents' support in
  - ensuring name tags are sewn on their uniforms.
  - ensuring that their child / ward comes to school in the correct attire and
  - guiding them to be responsible in managing their attire decorum.





Your Support in developing the Mindful Learner

- Ensure that they attend school everyday and be in school by 7.25 am (reinforce the value of punctuality and respect for self and others)
- Build in them the sense of responsibility and confidence (learn to read time-table and pack their own school bag, bring needful books and items to school, ask questions to clarify and deepen understanding)
- Help your child learn to prioritise and manage self. (record homework and tests in Student Handbook, routines such as time-table for homework, manage time for work and play, **refer to homework guidelines in student handbook**, school homework come first)
- Limit your child's screen time for gaming and social media (encourage the habit of reading, exercise, healthy diet and have at least 9 hours of sleep)



Partnering with School

Find out about latest happenings through our School Website

We welcome your Feedback and Suggestions

Contact Us at

punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



Stay connected with the Teachers

- **Collaborate with the Teachers to better support your child. Make appointments to see our Teachers when needful.**

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- **Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails and through Parent Gateway**

Teachers are not expected to share their personal mobile phone numbers with parents



Feedback and Questions

Please use your mobile devices to scan the QR code here to submit questions to the Form Teachers.

The form teachers will respond to your query accordingly in the next few working days.

We also appreciate that you give us your feedback on the session.

https://forms.moe.edu.sg/forms/J78wbg

The best gift you can give your child is believing in them no matter the circumstance.

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"Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement."

Carol Dweck

A psychologist and a professor at Stanford University

Let us work together to bring out the best in our children and realise their dreams!



THANK YOU