



Princess Elizabeth Primary School
Primary 2
Parent Engagement Session
12 Jan 2024



Welcome!

Thank you for
taking the time to
attend this Parent
Engagement
session



2

Home-School Collaboration

The supportive parent working with the school

Providing support to your child at home



On a daily basis:

- Express care and concern
- Reduce anxiety and stress by providing the child sufficient time for rest and play
- Provide timely and specific praises
- Engage in positive conversations with your child, focus on **what went well.**

Providing support to your child at home

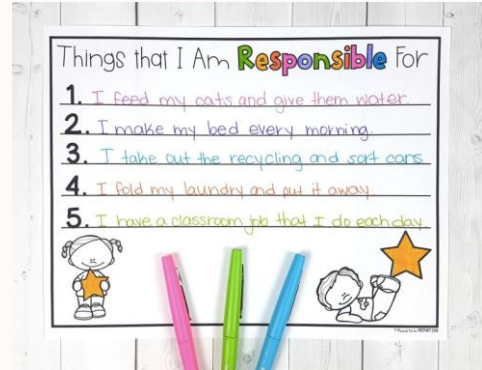
Encourage your child to be responsible and independent:

(1) Set Routines & timetable

- Guide your child to go through the daily routine independently

(2) Monitor your child's homework

- Habit to check student handbook everyday



Daily Home Routine



Princess Elizabeth
Primary School

ASPIRE

Ambition
Self-discipline
Perseverance
Integrity
Respect
Empathy

No.	Getting Ready for School 😊
1	Snack box - put in kitchen counter
2	Uniform top - put in pail Uniform bottom - put in laundry basket
3	Mask box (2 tissue)
4	Pocket money (\$3 - \$2 note, \$1 coin)
5	Check HW file for work, forms
6	Pack school bag - check timetable
7	Pack big hearts t-shirt
8	Put mask on top of bag and socks beside bag



Shared with permission from parent of Velan and Krishna (Students of PEPS)

Providing support to your child at home

By P2, your child should be able to do these independently everyday:

1. Pack his/her bag daily according to his/her timetable
 - Maintain a neat homework file and clear out unnecessary paper
2. Sharpen the pencils and colour pencils at home.
3. Check his/her student handbook daily to ensure all homework is complete.
 - Return all work into the bag/file immediately upon completion



[illegible]

<https://www.straitstimes.com/opinion/parents-want-well-read-kids-but-are-they-themselves-reading>

Homework Policy

Level	Total Estimated Time Spent on School Work Daily
P1& P2	30 minutes to 1 hour

Teachers monitor the total amount of homework given to your child by using the Homework Board in Classroom



Have enough sleep

- Recommended total number of hours of sleep*

*National Library of Medicine, Biotech Information pubmed.ncbi.nlm.nih.gov

	Age Range	Recommended Hours of Sleep
Newborn	0-3 months old	14-17 hours
Infant	4-11 months old	12-15 hours
Toddler	1-2 years old	11-14 hours
Preschool	3-5 years old	10-13 hours
School-age	6-13 years old	9-11 hours

- P1 & P2 students should be in bed by 9pm latest
- Important to enforce a fixed bedtime

Screen Time



proceedings



Proceeding Paper

Gadgets and Their Impact

5. Conclusions

- All research points to similar conclusion on screen time

Abstract: Having games or with a However, the over if they use them v of gadgets among fifteen informants interviews. The fir easiness. Howeve speech delay, and

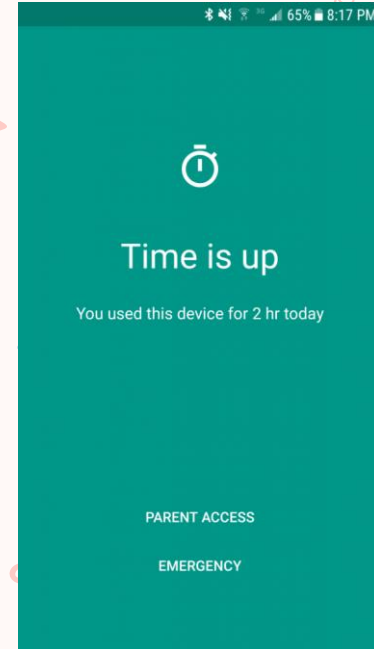
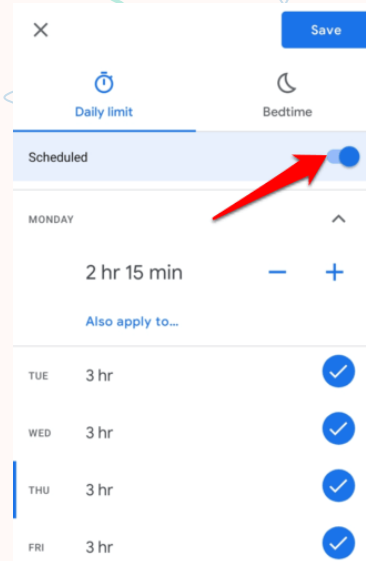
gy. This study found the concentration and impact ly, children use gadgets for learning activities and and convenient. However, the impacts of gadget h children use gadgets for online learning or to gather information, the negative impacts still apply, especially in cases of continuous use. These impacts can be seen in terms of health, social, physical, and mental development as well as cognitive skills. It is very important for parents, caretakers, and even teacher to reduce gadget dependency among children by limiting their screen time or enrolling them in extra classes so they can do other social activities. This can enhance their cognitive, affective, and psychomotor domains. At the same time, it is the responsibility of the parents and guardians who are very close to them to monitor the children to ensure they are not too occupied with gadgets. It is time for the government to re-plan and re-frame the policies related to the issue of gadget dependency among children by having a focused discussion with related ministries such as the Ministry of Education and the Ministry of Women, Family, and Community.

Screen Time

- Screen time **should not be a routine part of student's afterschool time**
- Access to devices must be supervised
No access to social media (Instagram/Tik Tok)
- Limit the exposure duration to devices & avoid screen time 1 hour before bedtime.

Screen Time

- **Family Link App** – helps manage screen time usage & access to apps/sites



Communication

1) Parents Gateway

2) Class Dojo

One way of communication between teachers, parents and students to provide feedback on students' holistic development

3) Email

Provided in Touch Base letter sent on first day of school

4) Through Student's Handbook



Cyber Wellness Resources

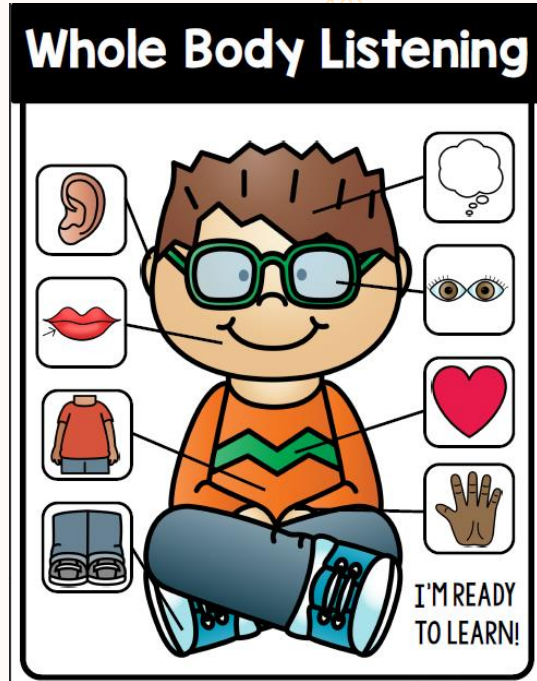
- To guide your children safely through the digital world, help them develop responsible online behavior and protecting them from potential risks.

<https://linktr.ee/parentsgateway>



SCAN ME

Practising PBIS at home



PBIS posters used in school.
When home & school use the same language, it reiterates students' learning

Practising PBIS at home

Appropriate Voice Level	
4	When we are in danger 
3	When we want everyone to hear us 
2	When we want the people at our table to hear us 
1	When we want the person next to us to hear us 
0	When we should be quiet 



PBIS posters used in school.

When home & school use the same language, it reiterates students' learning

Practising Mindful walking at home

W

alk begins when we are **READY!**

A

llow for some space in between
you and your peer in front of and beside you while walking

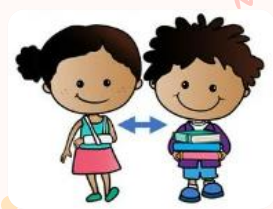
L

eft, left, keep to the left
when walking and **follow the arrows on the floor** unless something / someone is in your way

K

eeep your focus on walking

feel your foot stretch as it touches the floor/ notice how many steps you took



Embrace Positive Education at home

You can practise these PBIS routines with your child at home too!

Use the same terminologies, your child will understand the expectations

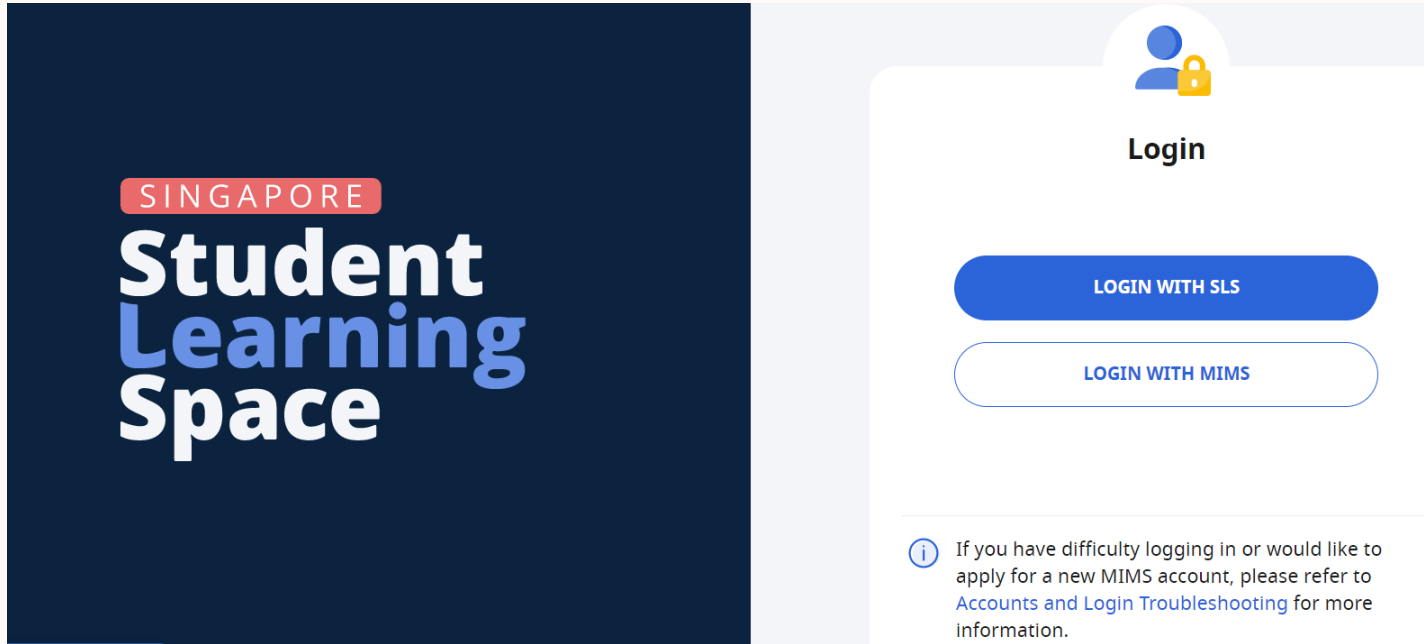
A teal-colored five-pointed star with a dark blue number '3' centered inside it. The background is a solid orange color with a pattern of small, scattered white and teal geometric shapes, including stars, hearts, triangles, and squiggly lines.

3

Other school matters

Student Matters, SLS, Snack Break, Attendance, etc

STUDENT LEARNING SPACE (SLS)



Write password on student handbook if you change the password.
Familiarize your child on logging in

Punctuality

- ▶ Be in school before 7.30am, it helps the child to settle in and start the day right.
- ▶ **If your child enters the classroom after flag raising, your child's will be marked as 'Late'**
- ▶ School takes punctuality seriously; action will be taken against repeated later comings

Attendance

▶ Absent

- ▶ A Medical Certificate (MC) or parent's letter with valid reason has to be submitted for child's absence
- ▶ Overseas holidays & child's birthday are not valid reason for absence from school

Help develop good habits in your child

Be in school early and do not miss school unnecessarily.

Routines are very important for young students.

Birthday Celebrations

- ▶ No birthday celebrations in school
- ▶ Distribution of goodie bags is strongly discouraged.
Teacher will not facilitate the distribution of goodie bags.



Student Recognition

- ▶ Award for students demonstrating ASPIRE core values in all school settings across all lessons consistently.

**ASPIRE
& Star
Student**

Termly

For students who have displayed the core values

**EMA/EMB
(P1 & P2)**

Annual

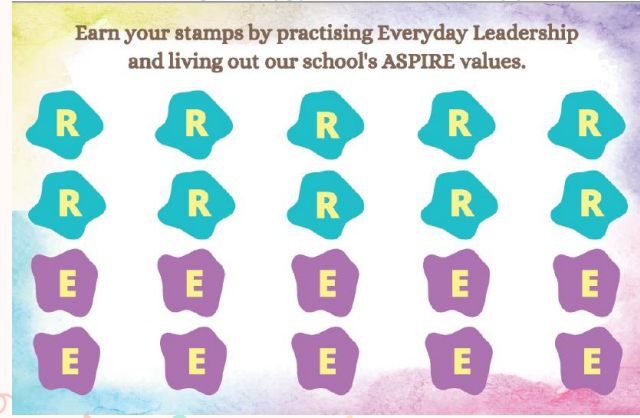
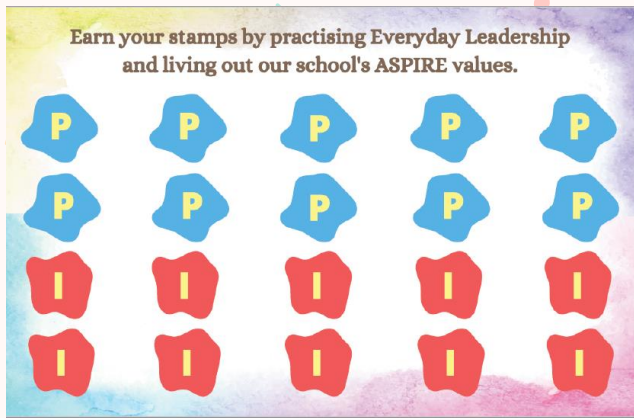
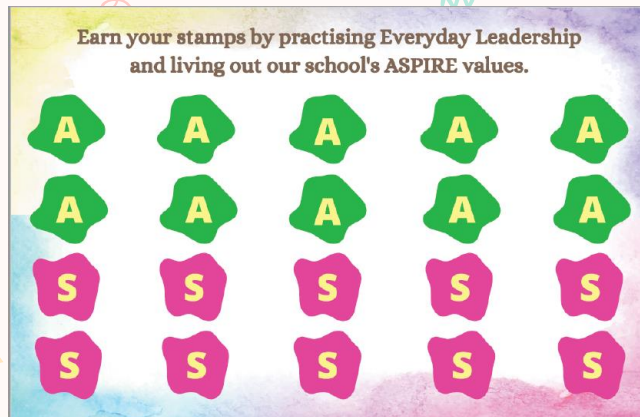
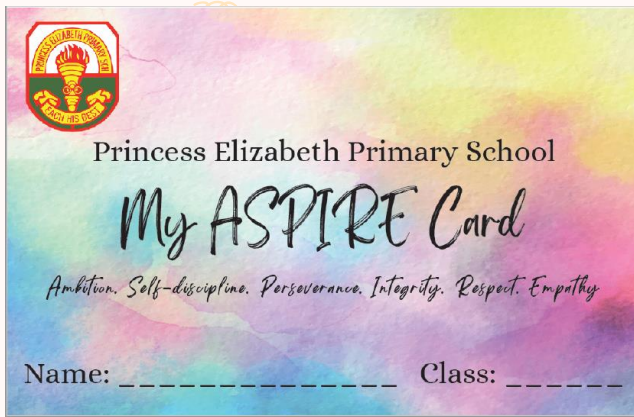
Edusave Merit Award
Edusave Merit Bursary

**GPA
(P2)**

Annual

Good Progress award

Each student will receive a My ASPIRE Card.



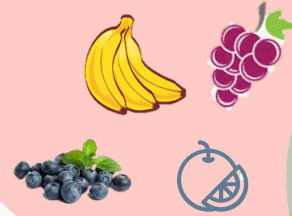
Snack Break

12pm

Snack Break will take place while lesson is on going

- Food should be easy to eat
- Avoid messy food like noodles & rice
- Advocate healthy eating habits
- Children need to have something light during recess

Fruits & Nuts



Sandwich



Wholemeal biscuits

Dismissal

- ▶ Inform teachers early if you have planned for an alternative dismissal arrangement

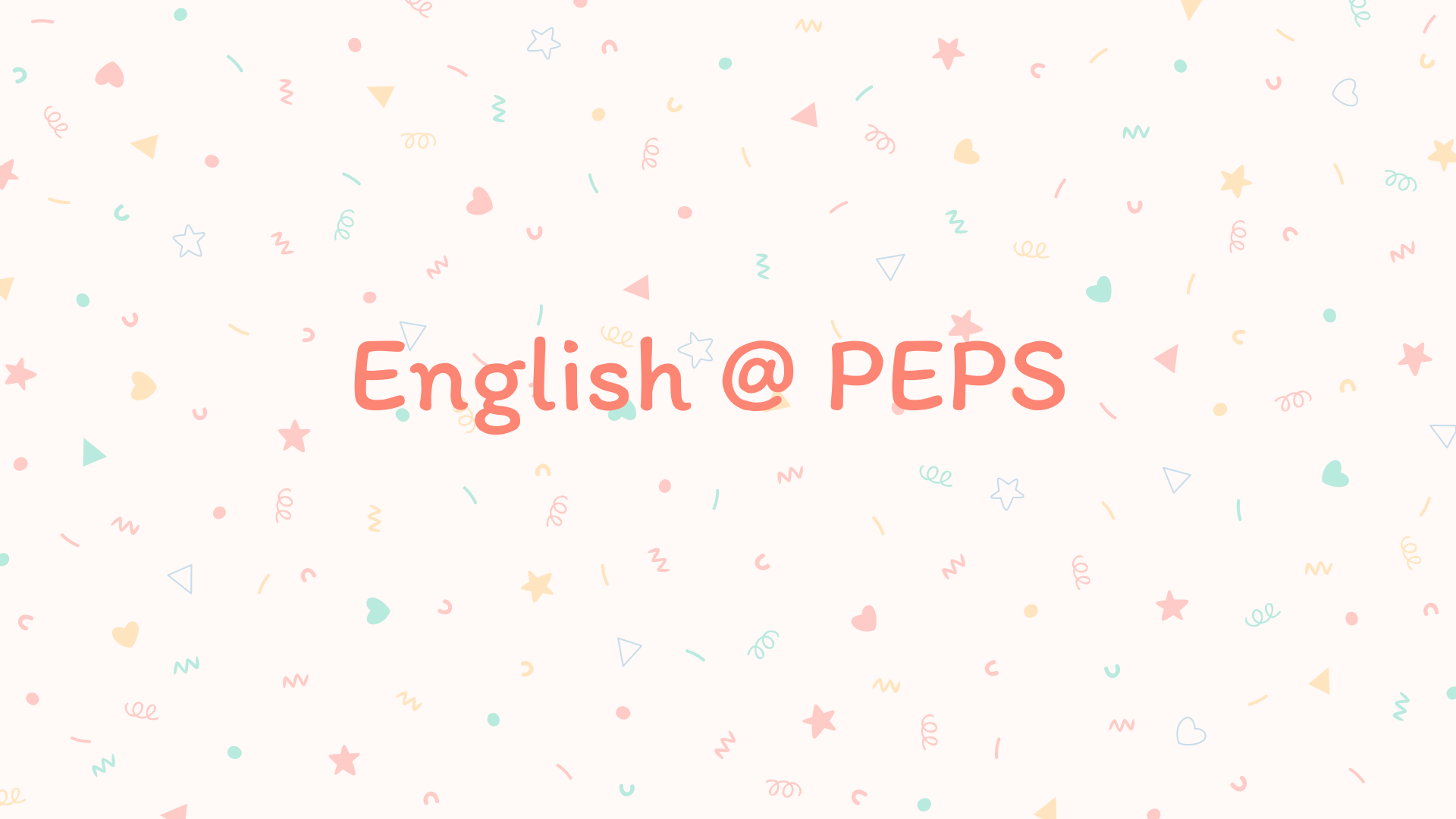




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2024 Curriculum Highlights

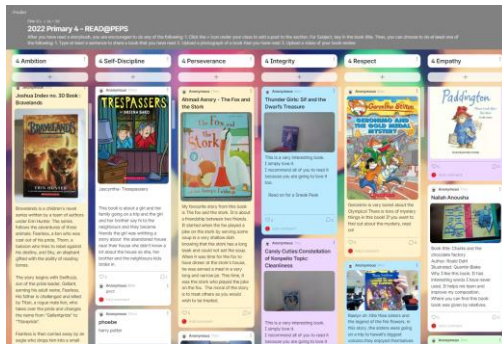
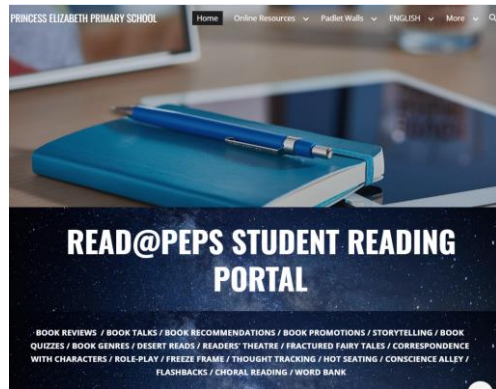
Something to look forward to



English @ PEPS

Super Readers Programme

- To widen students' reading repertoire through extensive reading



Princess Elizabeth Primary School



English Department
Super Readers Programme

P1 & P2
2024

Name : _____
Class : _____

Princess Elizabeth Primary School



English Department
Super Readers Programme

P3 & P4
2024

Name : _____
Class : _____

Princess Elizabeth Primary School



English Department
Super Readers Programme

P5 & P6
2024

Name : _____
Class : _____



Language Fortnight cum Characters Alive Day

- To provide opportunities for students to learn the English Language through fun and engaging activities



P1 / P 2 Speech & Drama

- To build confidence in communication, expressive reading aloud and performance before a large group audience through structured activities





Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____



Princess Elizabeth Primary School
English Language
Term 1 Writer's Craft
Primary 2



Name: _____

Class: _____

P2 – P6 Writer's Craft

→ To develop interesting plots using literary effects that will hook the readers

P2 – P6 Oral Package

→ To promote the use of Standard English, and hone students' skills in reading aloud and stimulus-based conversation

Princess Elizabeth Primary School
Primary 2 English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORE

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 3 English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 4 English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 5 English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 5 Foundation English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 6 English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____

Princess Elizabeth Primary School
Primary 6 Foundation English
Term 1

Oral Package

READING ALOUD

TALK@PES

View and respond to multimedia to gain world view

- Circle of Viewpoints
- CCE

STIMULUS-BASED CONVERSATION

PFE

- Pronunciation
- Fluency
- Expressiveness

CORES

- Clarity
- Opinion/s
- Reason/s
- Elaboration/s or Example/s
- Summing up

Name : _____

Class : _____



Mathematics @ PEPS

Mathematics @ PEPS

With problem solving as the core of Singapore Mathematics Curriculum, students can develop in their skills in solving mathematical problems through a range of situations which includes non-routine, open-ended and real-world problems.



*Measuring and
comparing different*

amounts of water



Representing hundreds, tens
and ones using base ten set

Equipping our students with rigorous learning experiences



Mathematics @ PEPS

Students learn to cultivate an appreciation for the environment and acquire mathematical thinking skills so as to apply them in their everyday lives and for their continuous learning in Mathematics. Various learning stations would be set up for students to demonstrate proficiency by applying existing knowledge to solve real-world problems.



Topic	Learning Outcomes	Activity
Whole Numbers	Compare items using 'more than' and 'less than'	Count the number of lockers.
Ordinal Number	Tell the position using 'left' and 'right'	Tell position using photographs (staff)
Length	Use a nonstandard unit to estimate the length of an item	Measure the length of a table using nonstandard unit, e.g., footprints
Shapes	Identify shapes	Identifying the shape of the buildings



Mathematics @ PEPS

STEM FEST: Provide opportunities for students to recognise the importance of Science, Technology, Engineering and Mathematics and appreciate its use in addressing real-world problems.



Inspiring students through hands-on activities and an exciting line up of events



An environment for students to be curious about solving future problems



School-Home Partnership

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

Monitor your child's work

- Have a daily routine of math exercises daily
- Ensure timely completing and submission of homework
- Encourage them to check their work for accuracy and not speed.
- Ensure that they have shown you their work and filed it properly to facilitate revision.
- Develop factual Fluency of **Basic Math Fact e.g multiplication and division facts of 2,3,4,5 and 10**

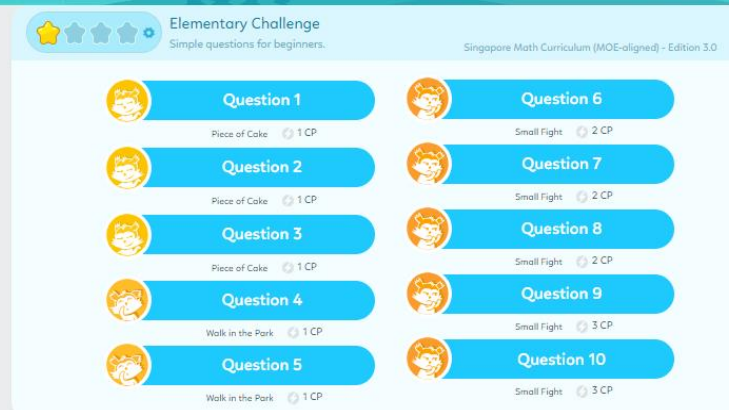
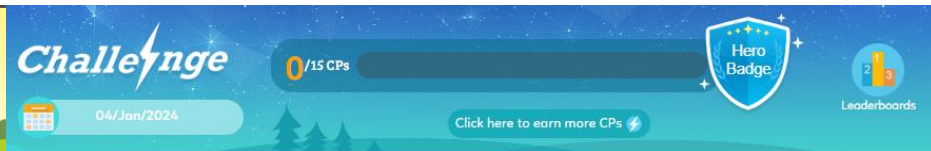
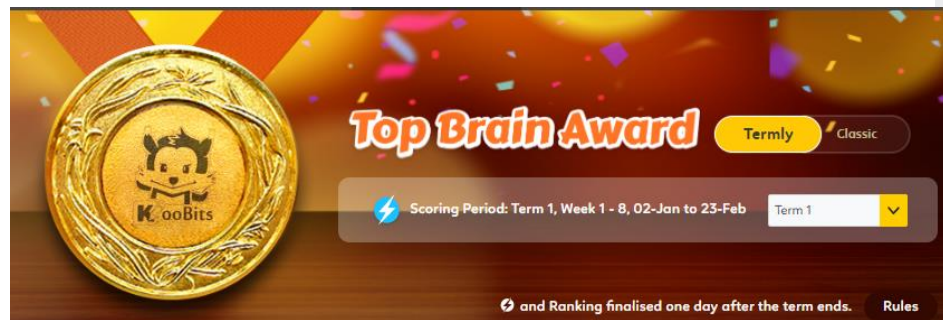
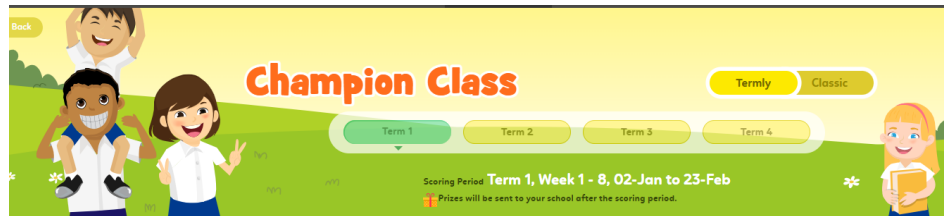


School-Home Partnership

Koobits

- Interactive, fun and engaging way in getting students to master Mathematics
- Promotes self-directed learning

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



School-Home Partnership

As a pillar of strength and support for your child ...

- Affirm and praise the effort he/she has put in the subject
- Encourage them to approach their math teachers if they encounter any challenges.
- Provide joy of learning via physical or digital math games, logic puzzles and math magazines
- Discuss the use of Math in daily life such as shopping experience, telling time etc
- Guide them to manage their stress by looking out for any change in behaviour or temperament.





MTL @ PEPS



Learning Outcomes(LOs) for Mother Tongue Languages

Subject	Primary 1	Primary 2
Mother Tongue Languages	<u>Listening</u> 1. Listen attentively to short, simple spoken content related to daily life. <u>Speaking and spoken interaction</u> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and/or respond to simple questions related to daily life. <u>Reading</u> 4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL) 5. Read aloud Primary 1 texts with accuracy. 6. Understand Primary 1 texts and are able to identify some details with guidance. <u>Writing</u> 7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)	<u>Listening</u> 1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details. <u>Speaking and spoken interaction</u> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts. 3. Participate in short conversations related to daily life with some guidance. <u>Reading</u> 4. Recognise characters taught in Primary 2. (CL)/ Recognise words taught in Primary 2. (ML)/ Recognise letters and words taught in Primary 2. (TL) 5. Read aloud Primary 2 texts with accuracy and fluency. 6. Understand Primary 2 texts and are able to identify details with some guidance. <u>Writing</u> 7. Write short sentence(s) about daily life with some guidance.

Joy of Learning – Game based activities



组员们轮流拿卡片，互相配对成拼音或词语，
在规定的时间内，拿到最多能够配对的卡片的小组就算胜利。

- Enhance character/word recognition ability(认读/识字能力) through daily revision.
- Promotes collaboration among students
- Complete the game within the time given – Motivate and encourage the students to strive their best.
- Affirm students effort in learning on regular basis.

字宝宝

Joy of Learning – Game based activities(ML)



Use of App Pintar Kata (Smart in Vocabulary)

Students enjoy playing traditional games

Joy of Learning – Game based activities (TL)



Students playing and learning using Toolkits provided by MOE.

How to help your children in learning of MTL?

- Daily conversation
(repeat some sentences in MTL languages if the child speaks in English)
- Infuse the love of MTL through informative and interesting videos, movies
- Encourage your child to make use of the e-portals for daily revision
- Play Word games using 字宝宝(Character cards) to consolidate learning



How to help your children in learning of MTL?

SLS portal

 **SLS** **MOE LIBRARY** 第一课 我上学了 读写乐园 ☆

You're in the Lesson View mode.

 **SLS** **MOE LIBRARY**

தேன் தமிழ் 1A பாடம் 4_படங்கள் ☆

தேன் தமிழ் 1A பாடம் 4_படங்கள்

பாடநூல்
1A



Customised approach to support learners with different needs

- Spelling list with **embedded QR code**
- Scan QR code to play audio file of spelling words/phrases.

- Lower Primary Spelling List (QR code with embedded audio recording clips by teacher)
- Students to play audio clips, practice self – directed learning for spelling

第六课：我感冒了

日期：

写汉语拼音

1. hóu zi (猴子) 2. zǒu lù (走路) 3. gōng chǎng (工厂)
4. sōng shǔ (松鼠) 5. tóu tòng (头痛) 6. yóu yǒng (游泳)

写汉字

7. 口 8. 目 9. 大头 10. 我的手 11. 自己走

听认选汉字

12. 足 13. 舌 14. 狗 15. 它 16. 要
17. 有 18. 看 19. 东西 20. 公公

加分题

21. bà ba hé gē ge zài dú shū。



* 扫描二维码就能听到听写的录音。

* Please scan the QR code to listen to the spelling recording.

School Meals Programme **(for FAS students)**

- Students are given:
\$7 per day for meals in school canteen during school term
- Meals provided comply with the Healthy Meals in Schools Programme guidelines
- Parents of FAS students are advised not to provide additional pocket money.



Thank you, our continued partnership will ensure that our students continue to learn, progress and reach their potential holistically!