

PRIMARY 2 PARENT-TEACHER MEETING

21 January 2022



The Learning Campus where we Grow *Deep* and Grow *Together*

TODAY'S BRIEFING (P2)

- **Distinctive School Programmes**
- **Level CCA**
- **Be Bright Eat Right**
- **Holistic Development Profile**
- **Support Programmes**
- **Support from home**
- **Interaction with Subject Teachers**



Starting the year right!



Ultimate Goal

Bringing Out The Best In Each Child.



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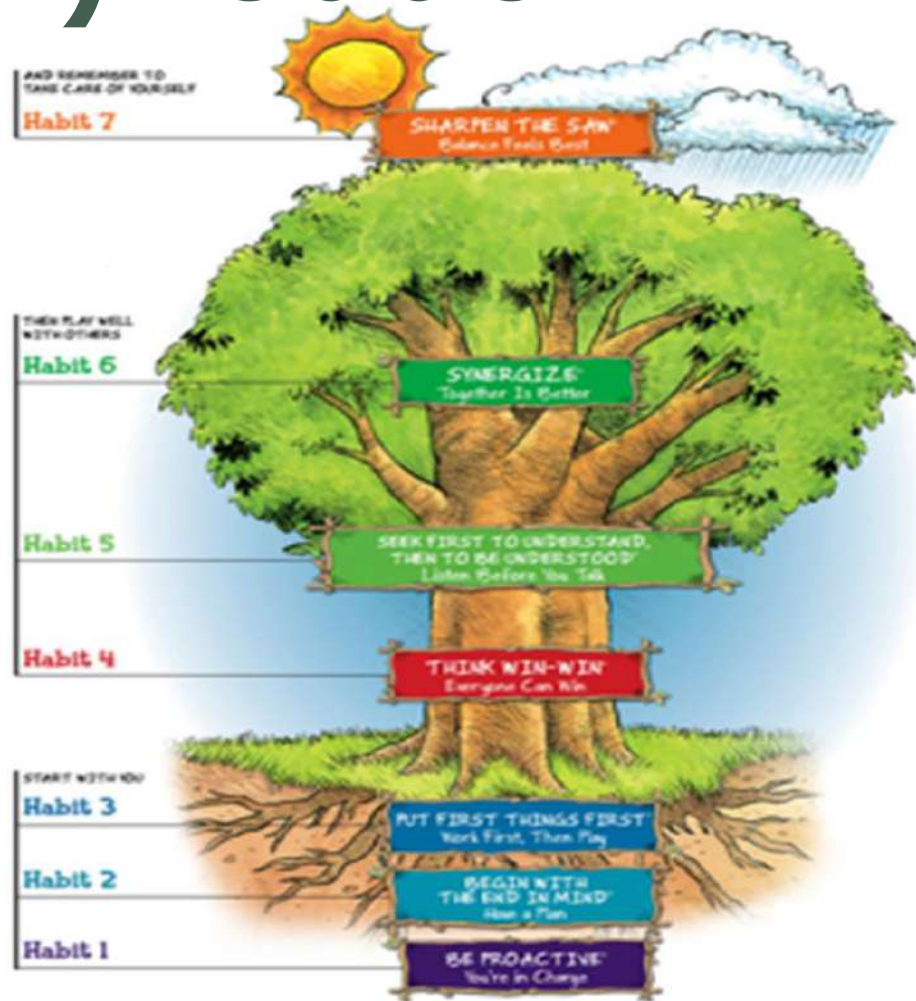


School & Distinctive Programmes



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1) Leader In Me Programme



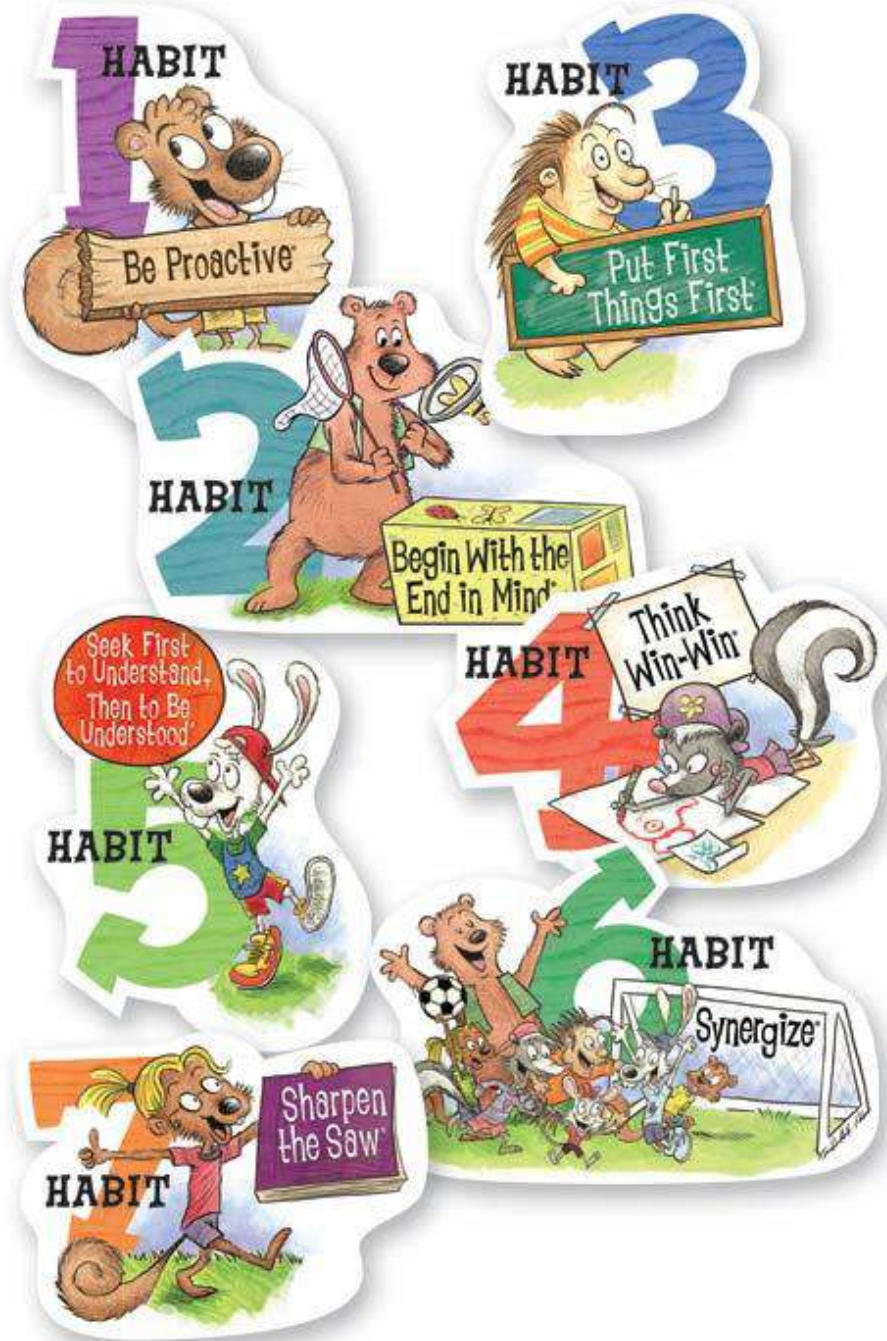
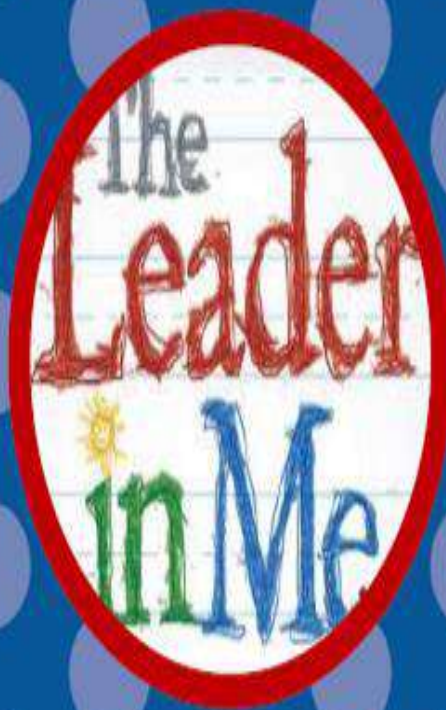
Students will be learning leadership skills throughout the year using The Leader in Me programme.

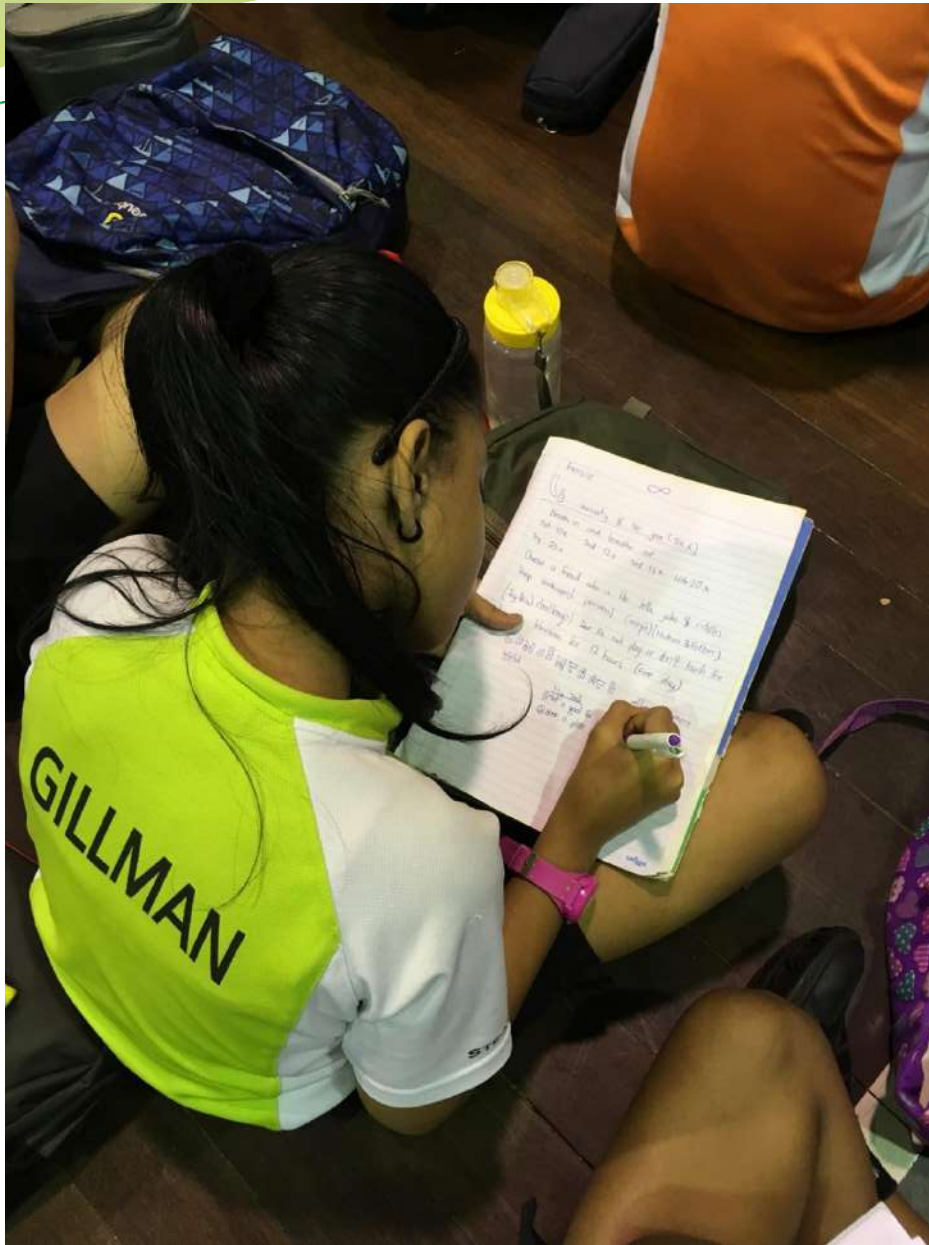
Part of The Leader in Me involves learning about The 7 Habits of Happy Kids.



The 7

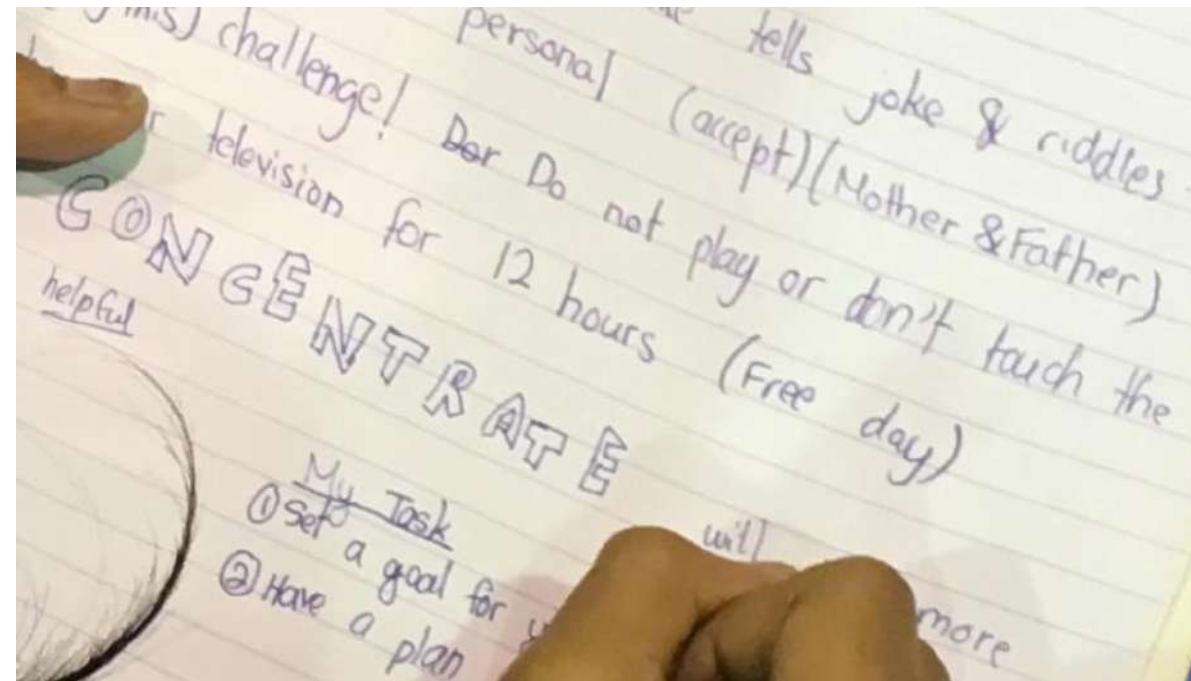
Habits





YOUR TASK

- SET A GOAL FOR YOURSELF
- HAVE A PLAN TO ACHIEVE THE GOAL
- PUT FIRST THINGS FIRST



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2) Teacher Mentors

Every teacher a mentor to students

- Every child will have at least 2 teacher mentors – Form teacher and PAL teacher.
- To **deepen virtues and habits**.
- To **build positive teacher-student relationship**.
- Being a **Coach, Counsellor** and **Cheerleader**.



2) Teacher Mentors

Morning Conversations

- To **speak the language of virtues** and facilitate discussion on the virtues.
- To **recognise teachable moments** and **set boundaries**.
- To **offer companionship** and **honour the spirit**.
- Takes place before morning assembly from 7 am.



2) Teacher Mentors

Virtues Board Challenge

- Visible display of Virtues in class
- Students are encouraged to **display the virtues that they have learnt through their behaviour.**
- Teachers will **affirm students** for the **good effort put in to improve** and achieve success.



3) Learning For Life Programme (LLP)

Build upon the school's curriculum on Environmental Education, *Leader for Life*.

Enables students to acquire and demonstrate important life-skills by focusing on **building strong values** and **social emotional competencies**.

Anchors on **environmental education as a platform for students' community service and leadership**.



3) Learning For Life Programme (LLP)

- Blooming Garden (whole school)
- Adopts a value-based approach to inculcate virtues such as care, respect and responsibility to create a lasting impact on the students' growth.



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3) Learning For Life Programme (LLP)

**Daily canteen
(P2 – P6) &
classroom cleaning
(whole school)**



3) Learning For Life Programme (LLP)

Recycling efforts (whole school)

- Reduce: paper, water and electricity
- Reuse: art curriculum (creating craft)
- Recycle: paper, bottle
- Recycle: rainwater and food waste



Ace!

Aspiring Confident Engineers (ACE) @ BRPS



BLANGAH RISE LEARNING CAMPUS

PRIMARY SCHOOL | MOE KINDERGARTEN

Where we grow deep and grow together

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4) Applied Learning Programme (ALP)

ALP revolves around 3 Big Ideas:

1. Learning about the real world

2. Learning by doing and applying

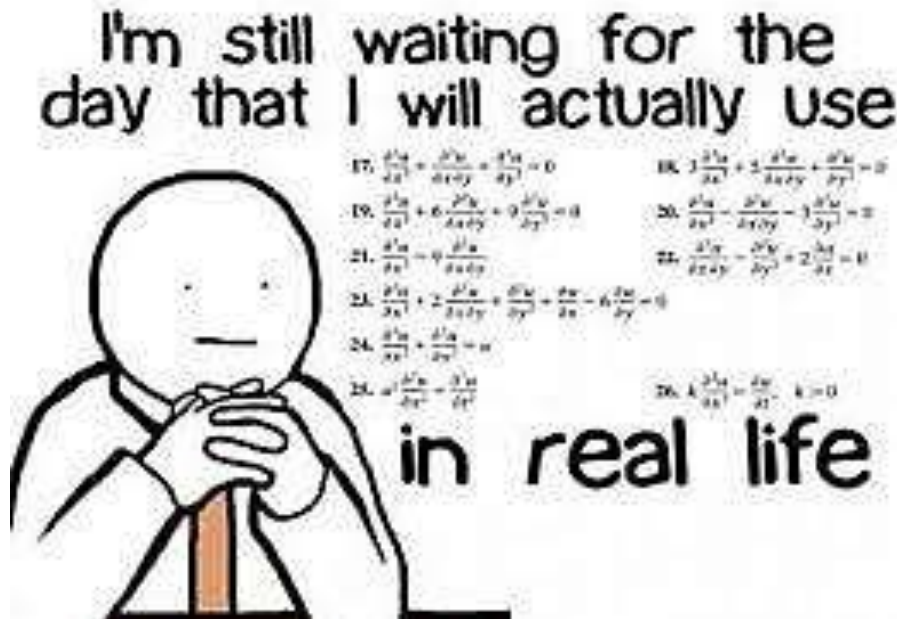
2. Learning for life



4) Applied Learning Programme (ALP)

Connects classroom learning with real-life applications and encourages students to creatively apply concepts to solve authentic problems.



It focuses on evoking curiosity
in learning, developing
inventive thinking and
encouraging a dare-to-try spirit.



LET'S GIVE OUR STUDENTS **'TIME FOR
THEIR MINDS TO IMAGINE; SPACE TO
EXPERIMENT AND LEARN TO TAKE
RISKS;** AND THE OPPORTUNITY TO
**LEARN FROM FAILING, TRYING AND
TRYING UNTIL THEY SUCCEED'**

FORMER EDUCATION MINISTER (SCHOOLS) NG CHEE MENG (MAR 2018)

4) Applied Learning Programme (ALP)

Robotics	Engineering Design Learning Activities
<p>Introduction to basic coding and programming of robots</p> <p>P1 KUBO Robotics (Intro)</p> <p>P2 KUBO Robotics (Advance)</p>  A young girl with dark hair and a face mask is sitting at a light blue table, focused on assembling a small white robot (KUBO) on a green and white patterned mat. Other students and similar tables are visible in the background.	<p>Materials Engineering</p>  A group of students are on a balcony or upper floor, participating in an activity. They are holding up white plastic bottles or containers, possibly demonstrating a principle of materials or engineering. A teacher or adult is also present, observing the activity.



5) Young Photographers @ P2

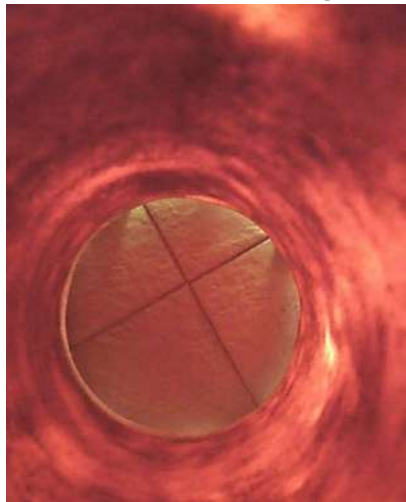
Viewpoints taps on department programmes from the English Language Department, Mother Tongue Language Department, and Young Photographers programme to enhance language skills and deliver an authentic learning experience for all students through Print, Broadcast, and Photo journalism.

As part of Viewpoints, Young Photographers aims to equip the P2 students with basic skills to handle the compact camera, shooting techniques such as leading lines and picture composition.



5) Young Photographers @ P2

This is carried out in a **Blended Learning** approach, whereby students will learn **composition techniques** through video tutorials, apply knowledge through **formative assessment activities** in Student Learning Space (SLS). In the SLS, they will also use the **Thinking Routine – See Think Wonder** to analyse photographs and to deepen their understanding of the topic.



They will then apply knowledge gleaned through hands-on activities in school and outdoor shoot. If outdoor shoots are not possible, students will remain in school for their hands-on practice. The theme will be on **Shapes**, which will provide students with the authentic resources for **their writing activity**.



SHAPES



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Level Co-Curricular Activities (Level CCA)



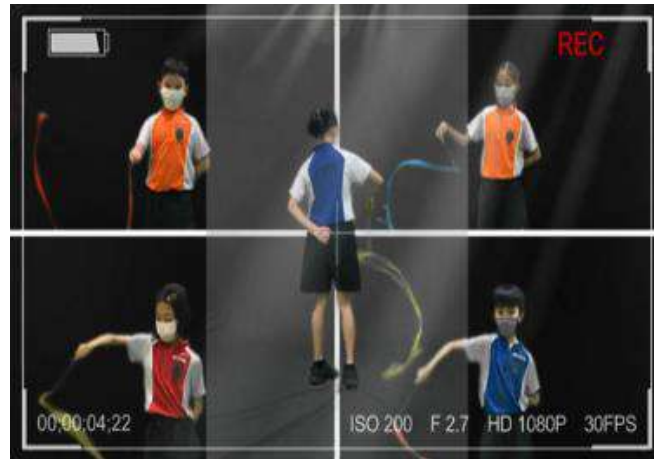
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Level CCA @ Junior Primary



Performing Arts (Drama)
- Readers Theatre

(Done during PAL / EL lessons)



Music Appreciation
- Bells Performance
- Dance

(Done during PAL / Music lessons)

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Be Bright, Eat Right Programme (BBER)



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BE BRIGHT EAT RIGHT

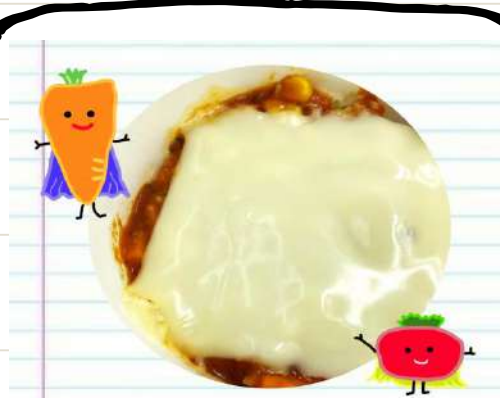
A SCHOOL-BASED MEAL SUBSCRIPTION PROGRAMME FOR STUDENTS THAT
GOES BEYOND THE PROVISION OF HEALTHY FOOD OPTIONS



Examples of vegetarian meal



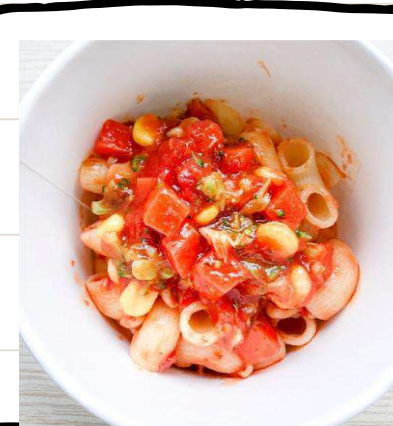
A : Shepherd's Pie



B: Baked Fried Rice with Vegetable Bolognese



A: Corn Cup



A: Hearty Macaroni



B: Springy Noodles with Omelette



A : Mini Pancake with Jam



Examples of non-vegetarian meal



A: BBQ Chicken Sandwich (Warm)



B: Fishball Noodles Soup



A: Chicky Macaroni



B: Chicken Ragout with Pilaf Rice



A : Tangy Chicken Bar



B : Char Siew Chicken with Noodles



Holistic Development Profile (HDP) & Holistic Assessment (HA)



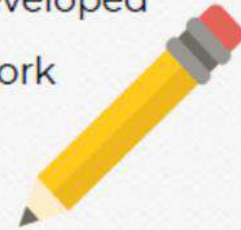
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Holistic Development Profile (HDP)

HOW DO I USE IT ?



This is a report card to update you on how your child has developed in both academic and non-academic areas, and how you can work with teachers to support your child in his growth.



So, what does it consist of?

1



**ACADEMIC
LEARNING
PROGRESS**

2



**CONDUCT, COMMENTS
AND PERSONAL
QUALITIES**

3



**PHYSICAL FITNESS,
VALUES-IN-ACTION, CCAs,
ENRICHMENT AND
AWARD**

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Essentially, it means that you should...



Focus on your child's
HOLISTIC DEVELOPMENT

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



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P2 English Language

Learning Outcomes

Listening

1. Listen attentively and identify relevant information.

Speaking

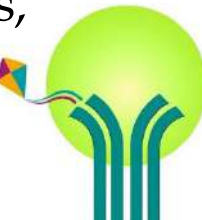
2. Speak clearly to express their thoughts, feelings and ideas.
3. Build on others' ideas in the conversations or discussions respectfully.

Reading

4. Read multi-syllabic words accurately.
5. Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
6. Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.

Writing

7. Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
8. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



P2 Mother Tongue Languages

Learning Outcomes

Listening

1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

Speaking and spoken interaction

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.

Reading

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.

Writing

7. Write short sentence(s) about daily life with some guidance.



P2 Mathematics

Learning Outcomes

1. Understand numbers up to thousand.
2. Solve mathematical problems involving addition and subtraction.
3. Multiply and divide numbers within multiplication tables.
4. Identify, name, describe and sort shapes and objects.
5. Tell time to 5 minutes.
6. Compare and order objects by length, mass, or volume.
7. Read and interpret picture graphs with scales.
8. Understand fractions.



P2 Social Studies

Learning Outcomes

Knowledge Outcomes

1. Identify the different ethnic communities living in Singapore.
2. Recognise that a common identity unites the people of Singapore.

Skills Outcomes

3. Ask questions to collect information/data.
4. Process information/data with the help of the teacher.

Values Outcome

5. Appreciate different customs and traditions that are practised by the diverse communities in Singapore.



P2 Art

Learning Outcomes

1. Identify simple visual qualities in what they see around them.
2. Ask questions about what they see.
3. Draw from their imagination and observation.
4. Play with a variety of materials and tools to make art.
5. Share their imagination, thoughts and feelings through art making.
6. Show interest in looking at a variety of artworks.
7. Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.



P2 Music

Learning Outcomes

1. Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.
2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups.
3. Listen and respond to Music.
4. Appreciate Music from local and global cultures.
5. Understand musical elements and concepts.



P2 Physical Education

Learning Outcomes

Games and Sports

1. Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.

Gymnastics

2. Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.

Dance

3. Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow)

Outdoor Education

4. Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.

Physical Health and Fitness

5. Acquire a range of safety practices while playing, using the road, and in public places.
6. Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.



Learning Dispositions

Curiosity	Be proactive: Loves to learn new things
	Be proactive: Asks questions
Enthusiasm	Be proactive: Participates actively in lessons
	Put First Things First: Works towards learning goals in a disciplined manner
Resilience	Be proactive: Acts on feedback and uses it to improve performance
	Begin with the end in mind: Tries hard and does not give up
Teamwork	Think Win-Win: Respects ideas shared by peers
	Seek First To Understand Then To Be Understood: Listens actively
	Synergise: Works well with others



Support Programmes



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Support Programmes @ JP

- Learning Support Programme (LSP)
- Learning Support Mathematics (LSM)
- Student Care Centre




Home-School Partnership



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Parents / Guardians as STRONG SUPPORT

- Establish an after-school routine to develop good time management skill
- Provide a conducive physical environment for your child's revision
- Check the child's diary for  of the day or messages from teachers
- Set realistic targets with your child

Every parent a partner in our students' education

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By having good home routines, you
are setting your child up for life.



If you do your child's homework, he/she
will lose the opportunity to learn.

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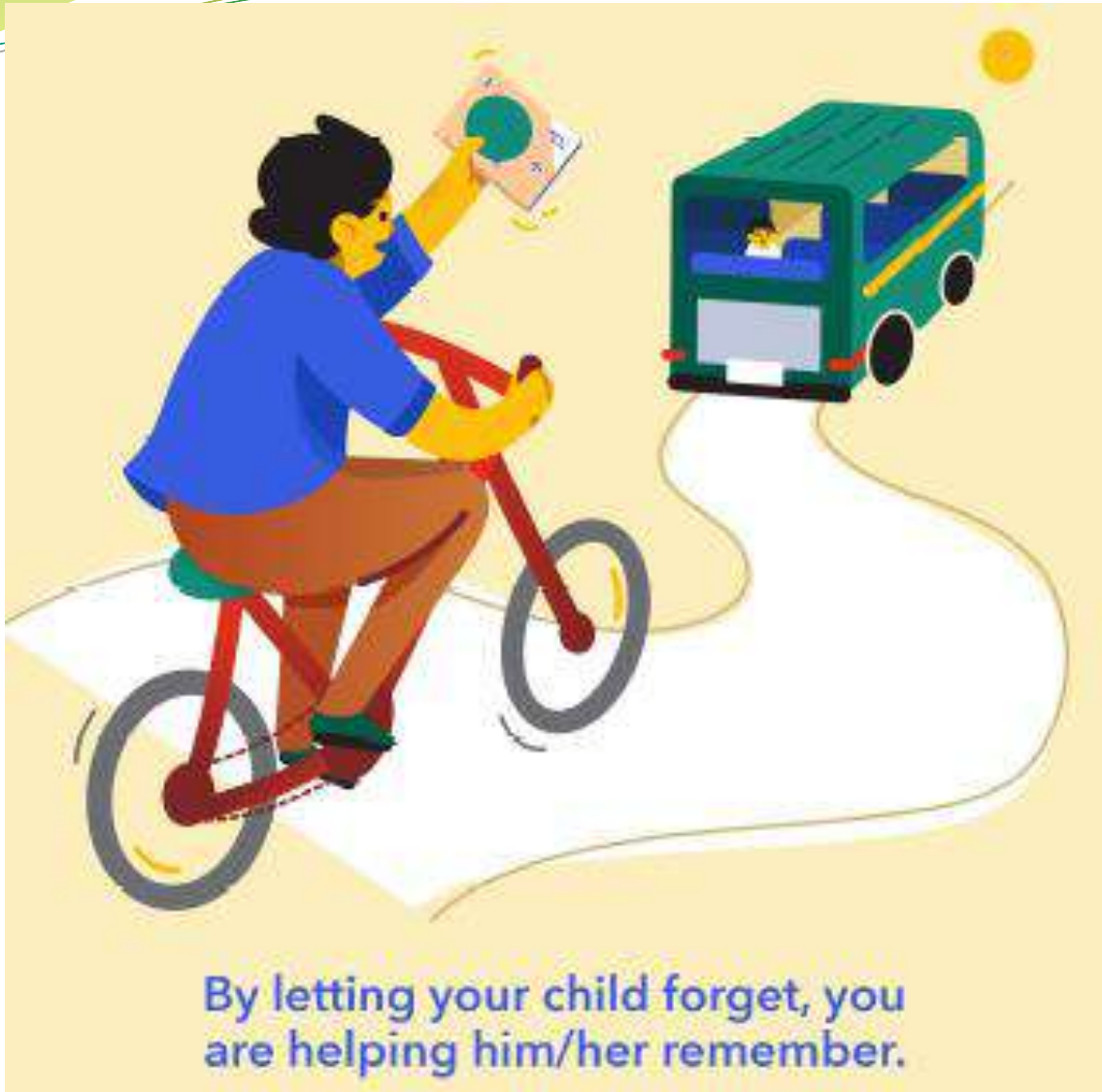


Set up a conducive home environment for your child to learn effectively.



If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.







Respect the teacher's time, contact the teacher during school operating hours only.



Have heart-to-heart talks with your child. You may be surprised by what you hear!





Be open to the teacher's feedback and observations, and you may learn something new about your child.



By building on your child's strengths and interests, you are helping him/her find his/her place in the world.





Say yes to school activities! Not all lessons are learnt in the classroom.

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HOME SUPPORT IN LANGUAGES

- Monitor child's daily work and get them to share on what they have learnt for the day
- Ensure child uses the strategies (e.g. annotation) taught
- Encourage child to read storybooks and newspaper articles
- Get child to share about what they have read



HOME SUPPORT IN LANGUAGES

- Encourage your child to listen to news on radio or watch the news broadcast on the television
- Revise the contents of texts with your child
- Check dictionary for building of vocabulary and revise the meaning of words learnt
- Encourage child to ask when in doubt



Cultivate Reading Habits

Children enjoy time with their parents.

Why not make this time special by taking turns to read aloud at bedtime?



I read to you, you read to me

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HOME SUPPORT IN MATHEMATICS

- **Monitor child's revision habits**
 - Develop positive attitudes about Maths
 - Show workings clearly



HOME SUPPORT IN MATHEMATICS

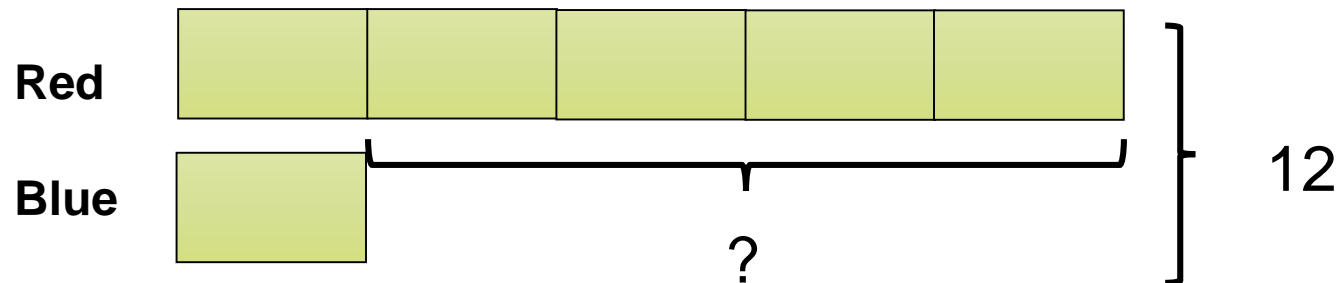
- **Sharpen child's number sense**
 - Multiplication Tables
 - Number Bonds
 - Quiz him/her with everyday life questions:
 - How much is 2 fifty cents coins?
 - What's the change we get from \$10 for a cake which costs \$4?



HOME SUPPORT IN MATHEMATICS

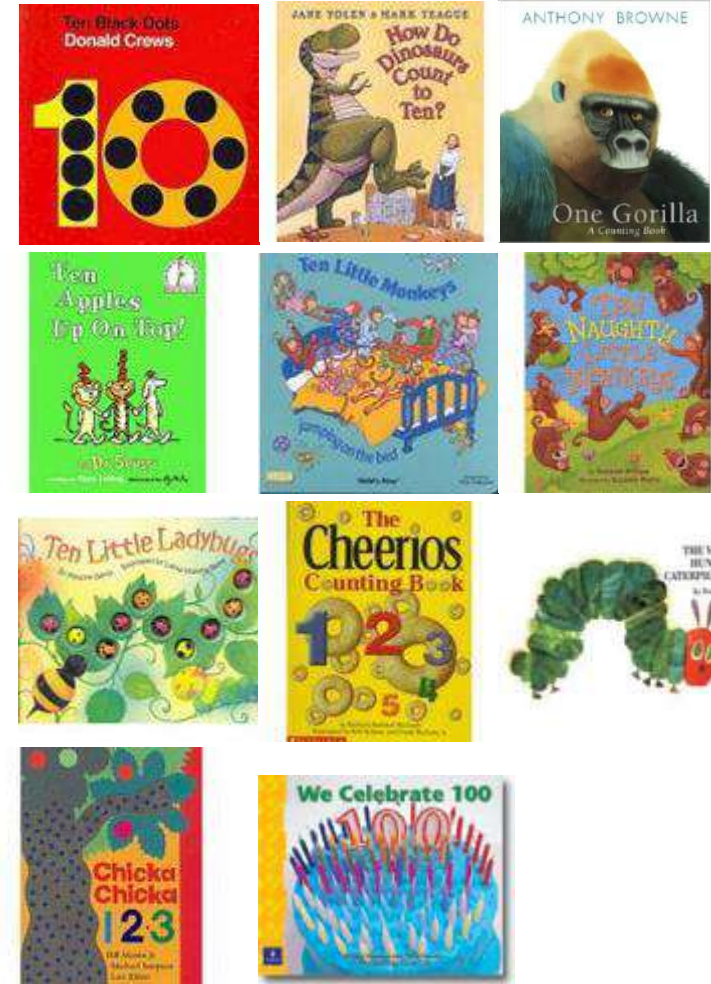
Please help to reinforce the following to your child:

- Highlight key information in the question
 - Read the question carefully and pick up key information
Eg: Give your answer in 'kg and g'
- Draw a model to show understanding of the question so as to see the relationships of the information given.



Learning Numbers Through Stories

- Ten Black Dots
- How Do Dinosaurs Count to Ten?
- One Gorilla
- Ten Apples Up On Top
- Ten Little Monkeys
- Ten Naughty Little Monkeys
- Ten Little Ladybugs
- The Cheerios Counting Book
- The Very Hungry Caterpillar
- Chicka, Chicka 1 2 3
- We Celebrate 100



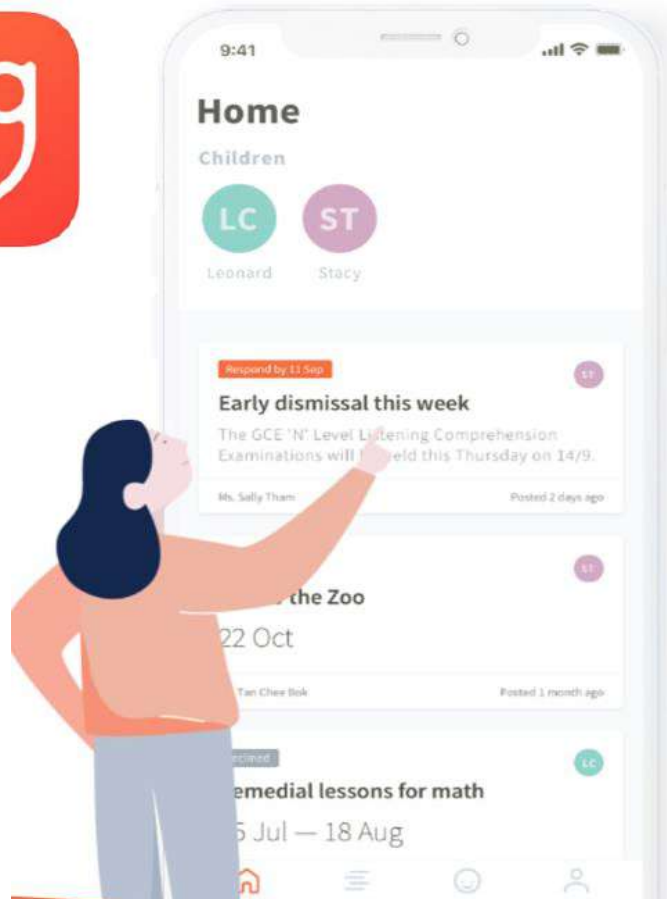
Learning Numbers Through Real-Life Objects

Point out numbers that appear in everyday contexts such as on a clock, a phone, in lifts, money, etc.

- understand that numbers have practical uses
- recognise written numbers



Official Communication Platform



<https://pg.moe.edu.sg/#home>

Please access Parents Gateway (PG) for notifications from school.

Please reinstall if you have deleted the app



Thank You For Your Partnership!



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