

Every White Sandian, a success story

**A warm welcome to
Parents/Guardians of Primary 5B**

**School-Parents
Engagement &
Communication
Session
(SPECS)**

16 February 2024



Sharing outline

- ✓ *Our teachers and communication platforms***
- ✓ *P5 learning experiences and assessment matters***
- ✓ *A learner-oriented classroom environment***
- ✓ *Home-school Partnership***



**Our teachers
&
Communication
Platforms**

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Our Year Head and Asst Year Head



Mr Wong

Mdm Diana

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C4RE Teachers of **5 Brilliant**



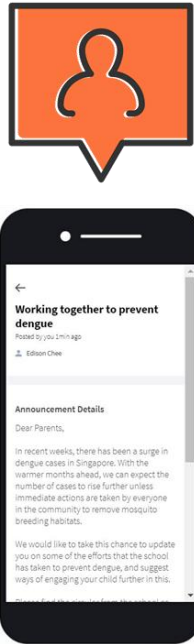
Mdm Wang

Mrs Ho

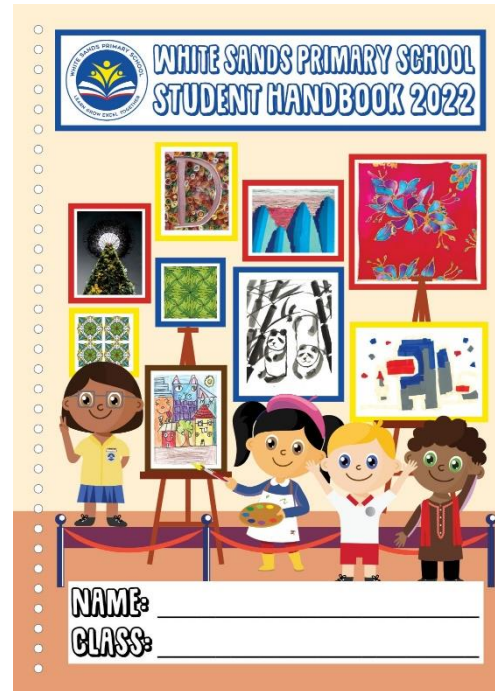
Names of your child's subject teachers have been indicated in the **Introductory Letter sent to parents in the first week of Term 1.**

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Communication platforms



Parent Gateway



Student Handbook



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Communication platforms

Email of C4RE Teachers <ul style="list-style-type: none">• C4REteacher@moe.edu.sg• C4REteacher@moe.edu.sg• C4REteacher@moe.edu.sg	School Contact Details <ul style="list-style-type: none">• General Office : 6922 9100• Staffroom 1 : 6922 9124• Staffroom 2 : 6922 9125
Other modes of communication <ul style="list-style-type: none">• ClassDojo / WhatsApp	Do take note that you may not receive a reply immediately. For urgent matters, please call General Office directly.

P5 Learning experiences & Assessment matters

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Transition to Upper Primary



Middle Primary (P3 & P4)



A Responsible Achiever
Self-directed learners who make responsible decisions and are able to collaborate in harmony.

Upper Primary (P5 & P6)



A Resilient Achiever
Concerned citizens who demonstrate resilience in achieving their best and contribute actively to the community and nation.



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A learner-oriented classroom environment

GROW with Me!



We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!



Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!



Let us start writing our success stories by practising the Growth Mindset!



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GROW with Me!



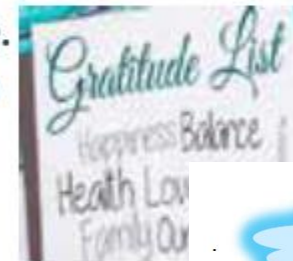
A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just change your mindset!



Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.

So start saying "Thank You", appreciate the people around you and pay attention to the good things!



Let us start writing our success stories by practising the Growth Mindset!



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P5 Learning Journeys



- ✓ P5 Adventure Camp
- ✓ NE Show
- ✓ Beach Clean-up Programme
- ✓ Science Learning Journey to Gardens By The Bay



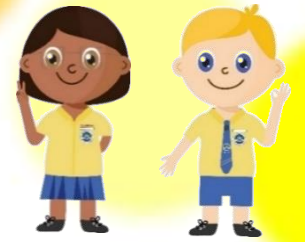
**More details will be shared via PG
nearer the date of programme**



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Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

Level	Term 1	Term 2	Term 3	Term 4
P5	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%



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Class Identity



We are brilliant.
We are helpful.
We are Stronger.
We are better.
Nothing can stop us when we are together,

5 Brilliant!

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Class Identity



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Class Expectations

A Resilient Achiever

Concerned citizens who demonstrate resilience in achieving their best and contribute actively to the community and nation.

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First Days of School/ Term 1 learning experiences



Motivate 5B students to be self-directed learners with a desire to learn.

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First Days of School/ Term 1 learning experiences



Class expectations

- Listen actively during lessons
- Be neat and organised
- One voice at a time
- Be respectful to everyone including yourself
- Take the initiative to do the right thing
- Submit homework promptly

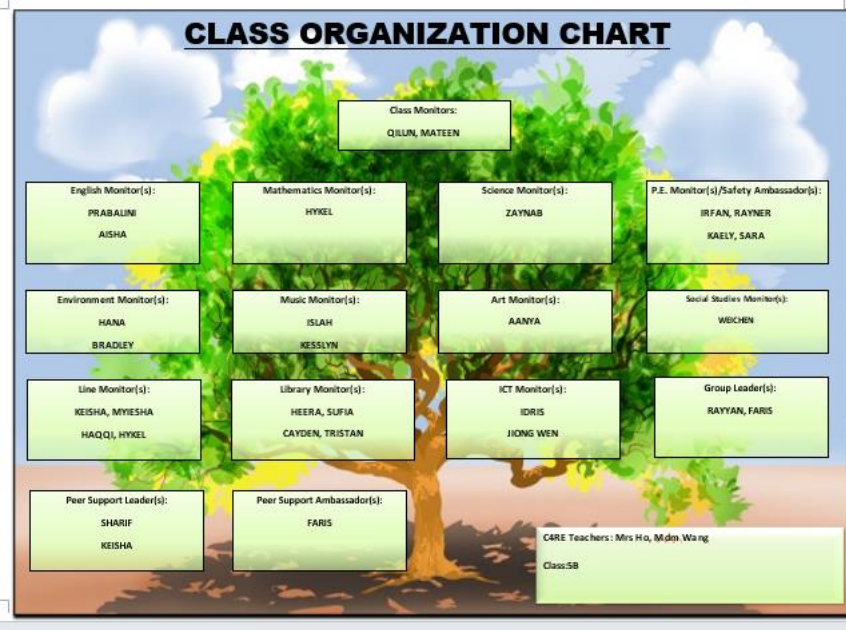
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First Days of School/ Term 1 learning experiences

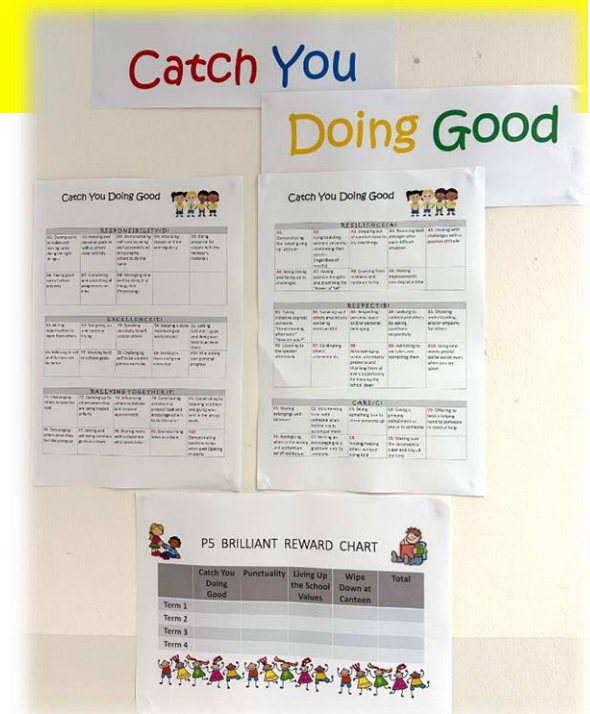
We strive to develop 5B students holistically through:

- Leadership opportunities
- Developing self-confidence through character strengths and setting S.M.A.R.T. goals for oneself
- Common understanding of expectations in class



5B CLASS RULES

1. Be punctual for lessons and school.
2. Listen attentively to instructions and follow them promptly.
3. Submit schoolwork promptly.
4. Keep our classroom clean.



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Exemplary students' work



Positive peer relationships is crucial for 5B students to journey through 2024 together

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Exemplary students' work

Mathematics

Name: Pristan (17) Class: 5B Date: (23 JAN 2024)

Practice 4 Solving Word Problems

(1) There were 918 yellow chairs and blue chairs altogether in an auditorium. The blue chairs were arranged in 36 rows with 12 chairs in each row. The yellow chairs were arranged in rows of 18. How many rows of yellow chairs were there?

Remember to use the four steps to solve the problem.

Solving word Problems

Step 1: Read & understand
Step 2: Think on Plan
Step 3: Carry out the plan
Step 4: Check your answer

12 chairs each in 36 rows

8 11
918
-432
486

$36 \times 12 = 432$

$918 - 432 = 486$

$486 \div 18 = 27$

There are 27 rows of yellow chairs.

Ans: 27

Lesson 4 Solving Word Problems 23

Organised workings and number statements in an orderly manner

Positive attitude for learning – Taking notes during lessons

Repeated identity Concept

(5) Natasha had 2356 beads, Lydia had 1176 beads and Munah had 1708 beads at first. After they each used an equal number of beads, Natasha had 3 times as many beads left as Lydia. How many beads did each of them use?

Chapter 2 Word Problems Qilun

before:

N 2356

L 1176

M 1708

After:

N 1 unit 1 unit 1 unit

L 1 unit

M

Mr Wong's model:

Lydia 1176

Natasha 2356

$2 \text{ units} = 2356 - 1176 = 1180$

$1 \text{ unit} = 1180 \div 2 = 590$

$1176 - 590 = 586$

Ans: 586 beads used

Lesson 4 Solving Word Problems 27

Clear model drawings to understand word problem

(3) Rachel and Sean had the same number of marbles. Rachel gave away 20 marbles and Sean gave away 44 marbles. Rachel then had 3 times as many marbles as Sean. How many marbles did Rachel and Sean each have at first?

Chapter 2 Word Problems Hana

Sean 1 unit = 44

Rachel 3 units = 20

$2 \text{ units} = 44 - 20 = 24$

$1 \text{ unit} = 24 \div 2 = 12$

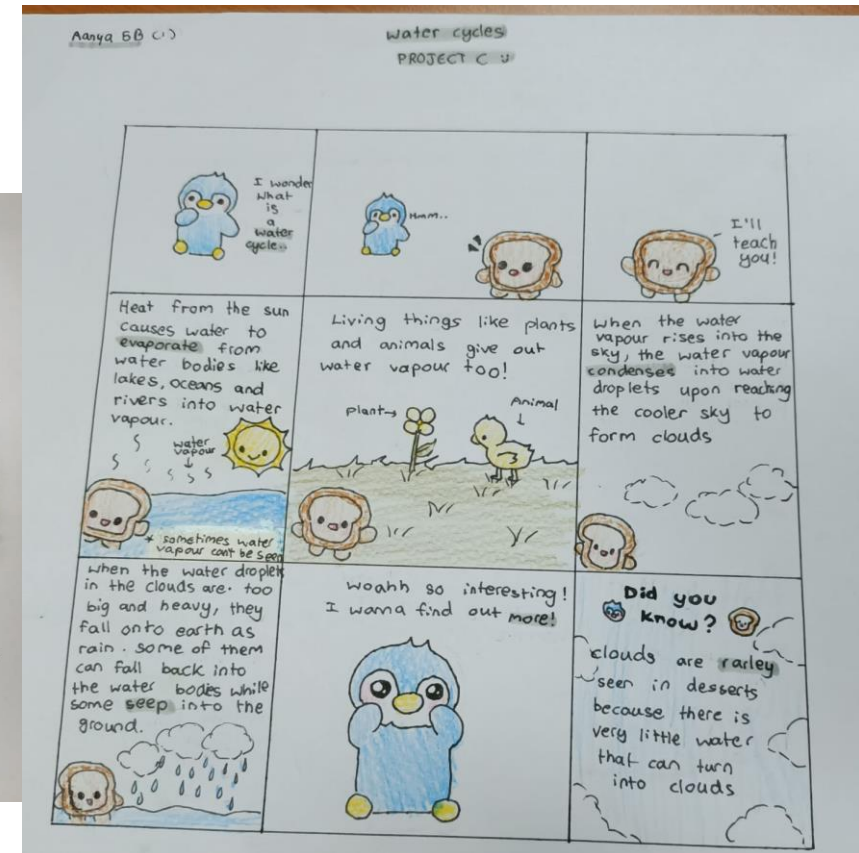
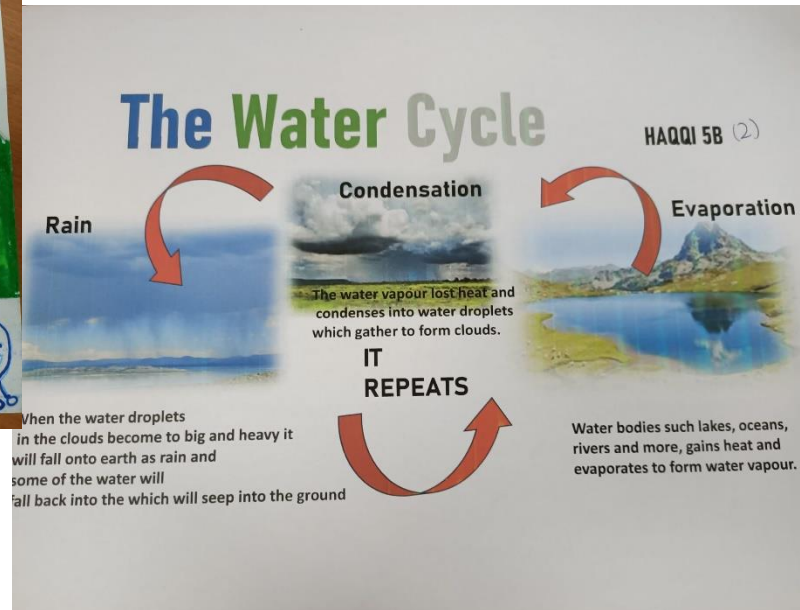
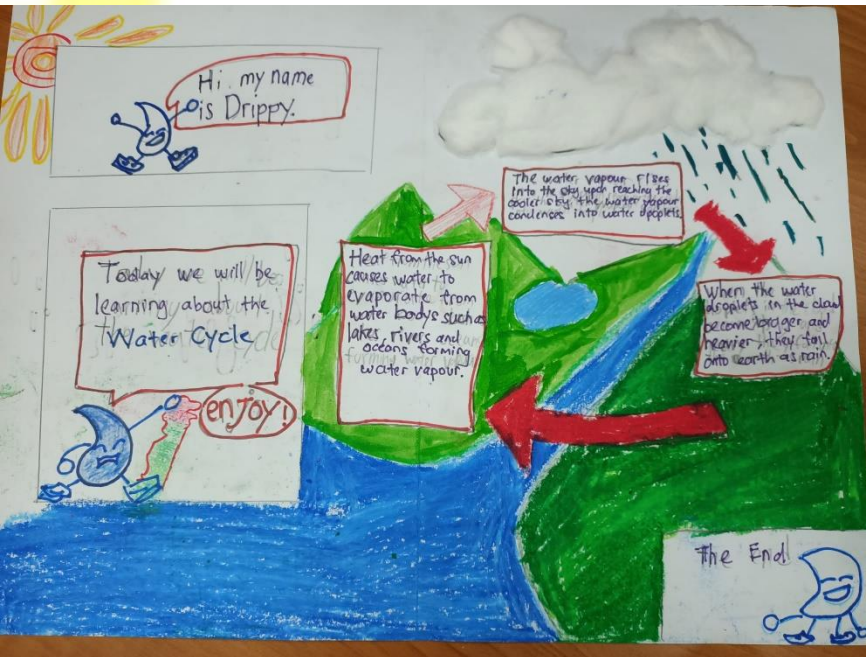
$12 + 44 = 56$

Neat handwriting for number statements to be shown clearly

A learner-oriented classroom environment

Exemplary students' work

Water Cycle assignment for Science.



3 'P's – Being a resilient achiever

1. Prompt & prepared

- Report to school on time
 - In line with the school value of responsibility, we seek parents' support in ensuring that your child be punctual.
- Submit homework on time.
- Bring all necessary materials (books / stationery) to school
 - Get your child to check the time table every school night and pack their school bag accordingly to ensure that the weight of the school bag does not hamper his/her movement in school.



3 'P's – Being a resilient achiever

2. Productive

- Maximize learning time by
 - Staying on task, following instructions carefully while minimizing distractions.

3. Perseverance

Practise the Growth Mindset and strive for excellence!

The infographic is titled 'Fixed Mindset' and 'Growth Mindset' by Carol Dweck. It compares two mindsets: Fixed and Growth. The Fixed Mindset is characterized by the belief that intelligence is static, leading to a desire to look smart and a tendency to avoid challenges, give up easily, see effort as fruitless, ignore feedback, and be threatened by others' success. The Growth Mindset is characterized by the belief that intelligence can be developed, leading to a desire to learn and a tendency to embrace challenges, persist despite obstacles, see effort as a path to mastery, learn from criticism, and be inspired by others' success.

Fixed Mindset	Growth Mindset
Intelligence is static. Leads to a desire to LOOK SMART and therefore a tendency to:	Intelligence can be developed Leads to a desire to LEARN and therefore a tendency to:
✓ AVOID CHALLENGES	✓ EMBRACE CHALLENGES
✓ GIVE UP EASILY DUE TO OBSTACLES	✓ PERSIST DESPITE OBSTACLES
✓ SEE EFFORT AS FRUITLESS	✓ SEE EFFORT AS PATH TO MASTERY
✓ IGNORE USEFUL FEEDBACK	✓ LEARN FROM CRITICISM
✓ BE THREATENED BY OTHERS' SUCCESS	✓ BE INSPIRED BY OTHERS' SUCCESS

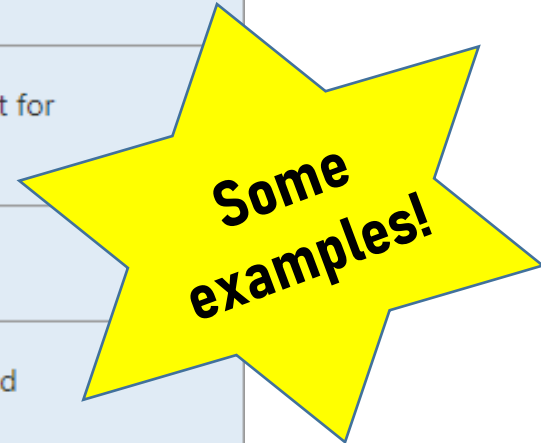
Carol Dweck

Silvia Rosenthal Tolisano - @langwitches

Encouragement for your child



Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."



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Home-school partnership

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Common sources of stress at Upper Primary and what you can do to support your child



Academic pressure

- **Focus on affirming** their efforts, not just results.
- **Celebrate small successes**, let them know you care.
- **Encourage a growth mindset.**
(e.g. say "What is one thing you have learnt from this mistake" instead of "This is wrong. Do it this way.")
- **Guide your child** to set consistent and realistic expectations.

Common sources of stress at Upper Primary and what you can do to support your child

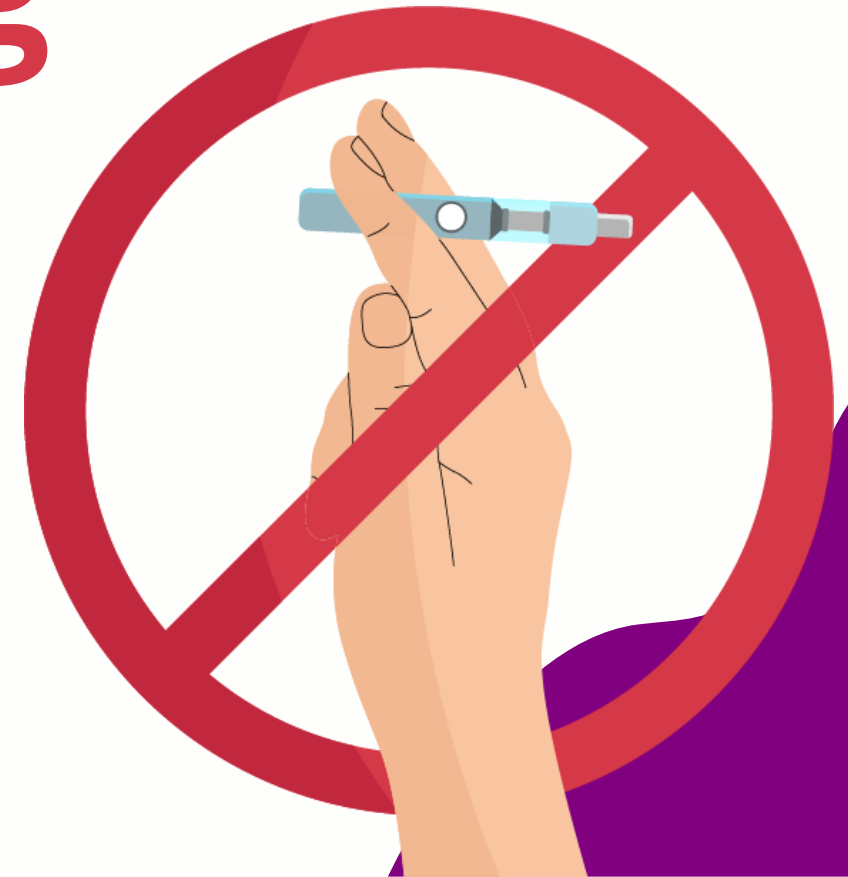


Feelings of loss and grief

- Let your child know that **it is okay to grieve** over a loss.
- **Explore healthy ways** in which they can express grief. (e.g. *by journaling, painting, writing a song etc.*)
- Parents can also **reach out to the school** to work together in supporting the child. (e.g. *Form Teacher, School Counsellor*)

Harms of Vaping

Reasons why we should **stay away** from e-cigarettes



MOE's Firm Stand against Vaping

- Vaping is categorised as a serious offence.
- When students are caught using or in possession of e-vaporisers,
 - the **prohibited product will be confiscated** and parents will be informed.
 - Schools will report the offender to HSA and also **manage vaping-related offences through existing disciplinary frameworks**. These include **taking school-based disciplinary actions, such as suspension or caning for boys**.
 - Students caught vaping will also be placed on cessation support programmes where counsellors will guide them through their cessation journey to effect long-term behavioural change.

What parents can do?

Signs that you can watch for

1. E-cigarette supplies, like cartridges or small bottles of liquid
2. New smells — you might notice fruity or sweet scents



What parents can do?

Set a positive example by being tobacco-free

Avoid smoking in the presence of your child.

Keep all tobacco product out of sight from your child.

If your child have seen you using tobacco, and asked why couldn't he/she?

Possible responses:

- If I could live my life over again, I never would have started smoking. I learned that people who smoke cigarettes are much more likely to develop, and die from, certain diseases than people who don't smoke. This was really scary, so I quit smoking.
- Quitting was really hard, and I don't want you to go through that. The best thing is to not start at all.



Thank you!

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