



P3 Parent Briefing

Friday, 4 April 2025



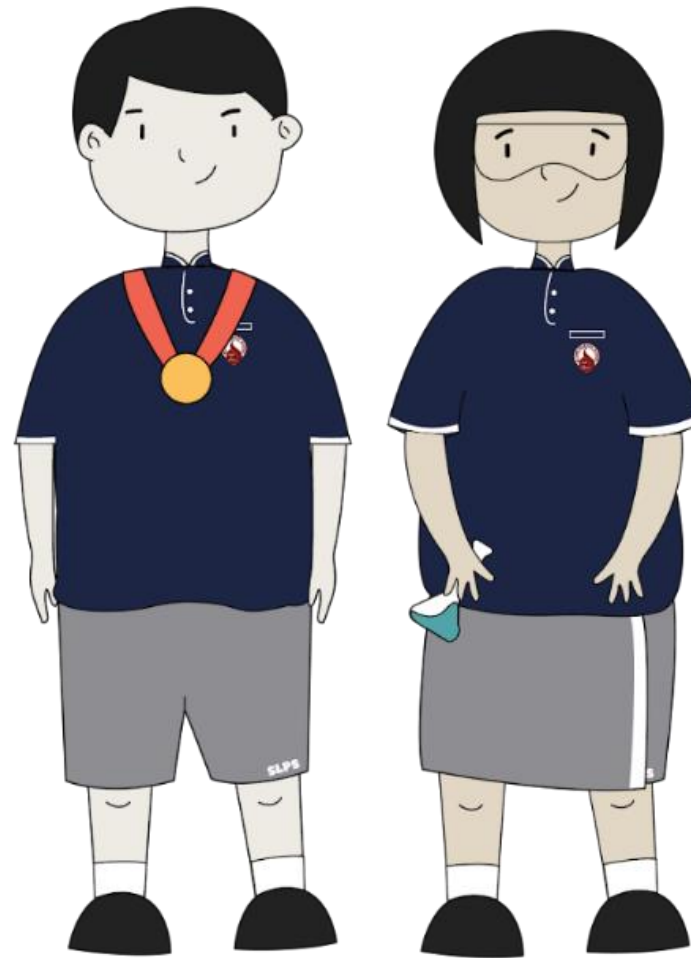
PROGRAMME OUTLINE

Time	Activity
2.45 p.m. – 3.20 p.m.	Briefing by Form Teacher
3.30 p.m. – 4.45 p.m.	English Workshop @ Hall



Attendance

- Absences **MUST** be covered by medical certificates from doctors, or letters from parents with **valid reasons**.
- Please **inform FT** if your child is absent via one of the ways mentioned in earlier slides.

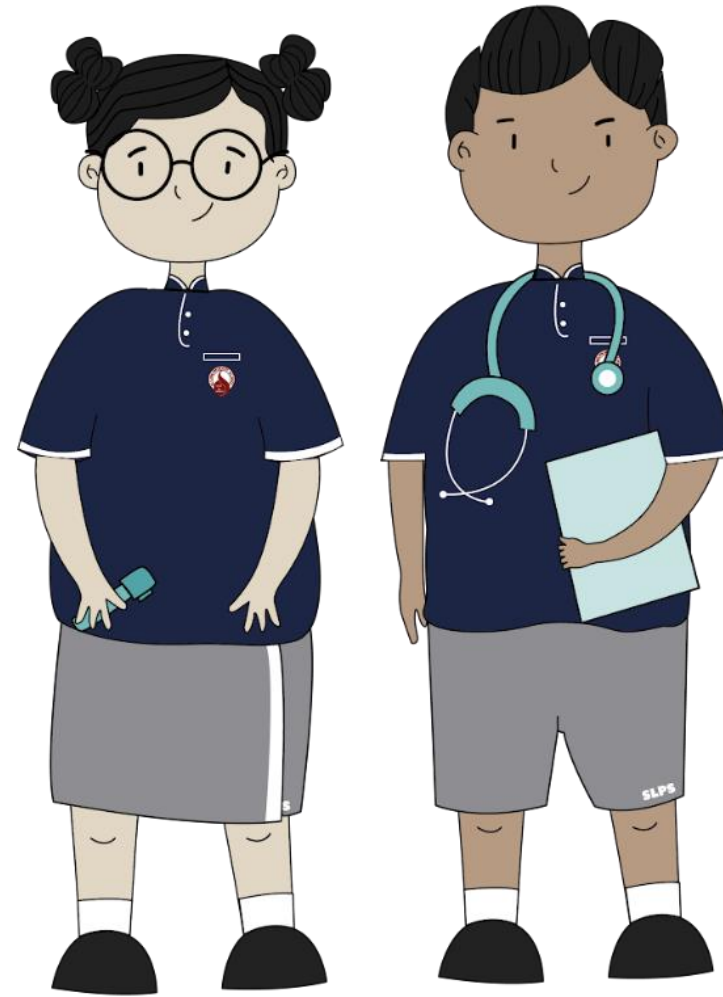


- Examples of **non-valid reasons** for absences:
 - Going on vacation during school days
 - Staying at home to take care of siblings
 - Overslept
 - Missed the school bus(Your child should continue to come to school even if he/she overslept or missed the school bus)

Attendance

- Prolonged absences will hinder your child's learning and growing process:

- Missed lessons
- Missed opportunities for interaction and play



- Absences **without** valid reasons will affect your child's:
 - Conduct grade
 - Eligibility for awards

Punctuality

- Reporting time: **NOT later than 7.30 a.m.**
- Pupils arriving **after 7.30 a.m.** will be **marked as late**
- Frequent late-coming will affect child's conduct grade
- We have programmes planned for students from 7.20 a.m.
e.g. iCare Assembly, Library Talks, Times Table Tunes



1. School Uniform

Pupils are to wear the prescribed school uniform and modification to the school uniform is not allowed.



Black shoes with white socks
(No track shoes allowed)

Rules & Routines

2. Approved Hairstyles

BOYS

Boys must be neat in appearance, clean shaven and no facial hair allowed.

- Hair must be kept short, neat and clean.
- Hair must be evenly cropped all around, not touching the ears, eyebrows or the top of their collars.
- Side-burns must be trimmed and should not extend beyond the middle level of the ear.



GIRLS

- Hair length beyond the collar must be tied up neatly.
- Hair fringe touching the eyebrow should be held back with a hair band or pinned up.
- Only black, dark blue or dark brown hair bands and hair clips are allowed.



3. Other Guidelines on Attire and Personal Grooming

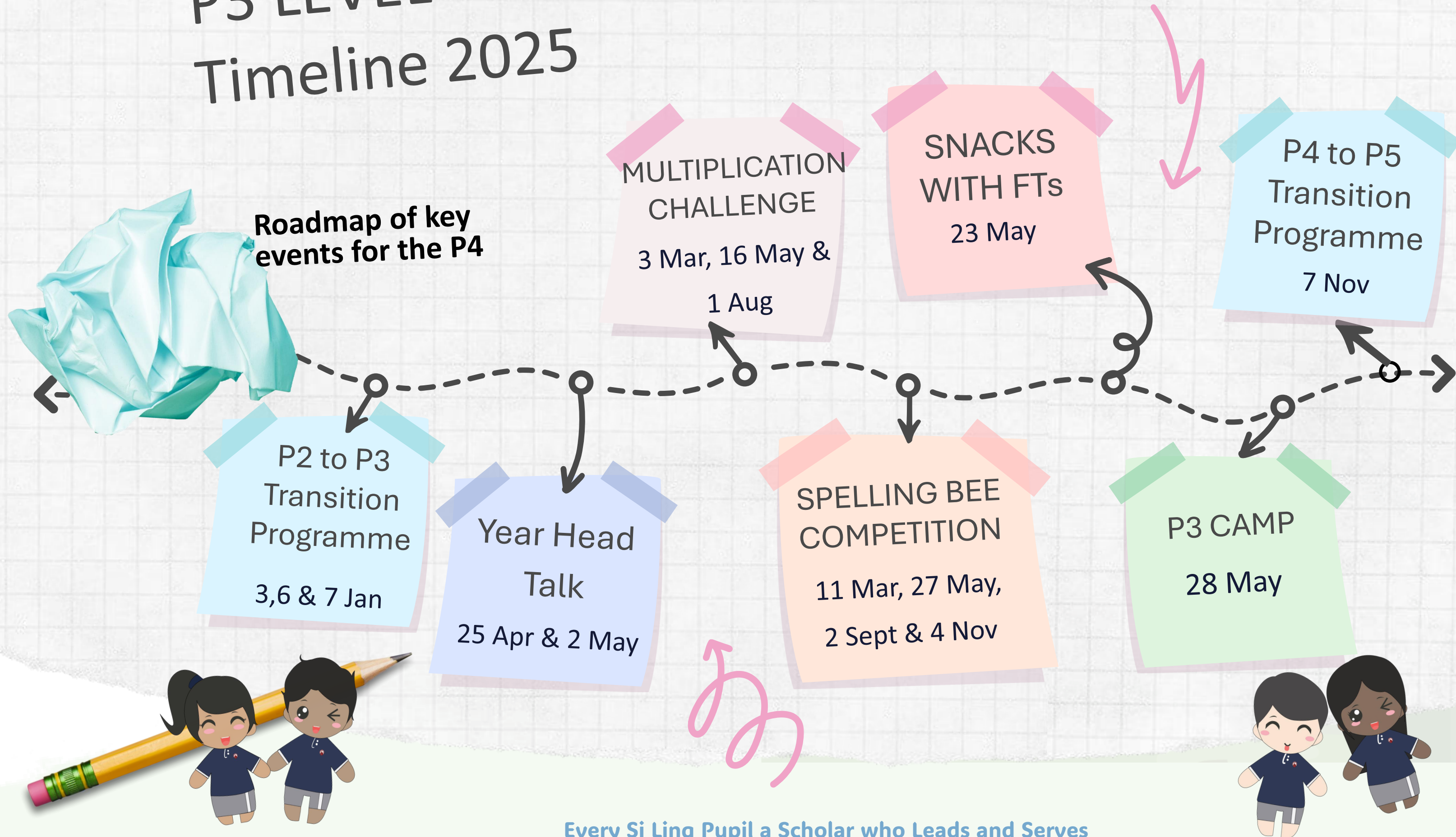
- Jewellery, ornaments and accessories are not allowed to be worn.
- Tinted contact lenses are not allowed.
- Only one pair of small and simple ear-studs (gold, silver or black colour) may be worn for girls.
- Fingernails should be kept short, clean and unpainted.



02

Our Primary 3 Journey

P3 LEVEL Timeline 2025



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Snack with VP (Term 3)



P3 Day Camp (Term 2)

Camp objectives:

- To build stronger friendships and forge strong bonds among the students
- Provide opportunities for them to exhibit care and respect towards their friends through experiential learning.



Birthday Celebrations





03

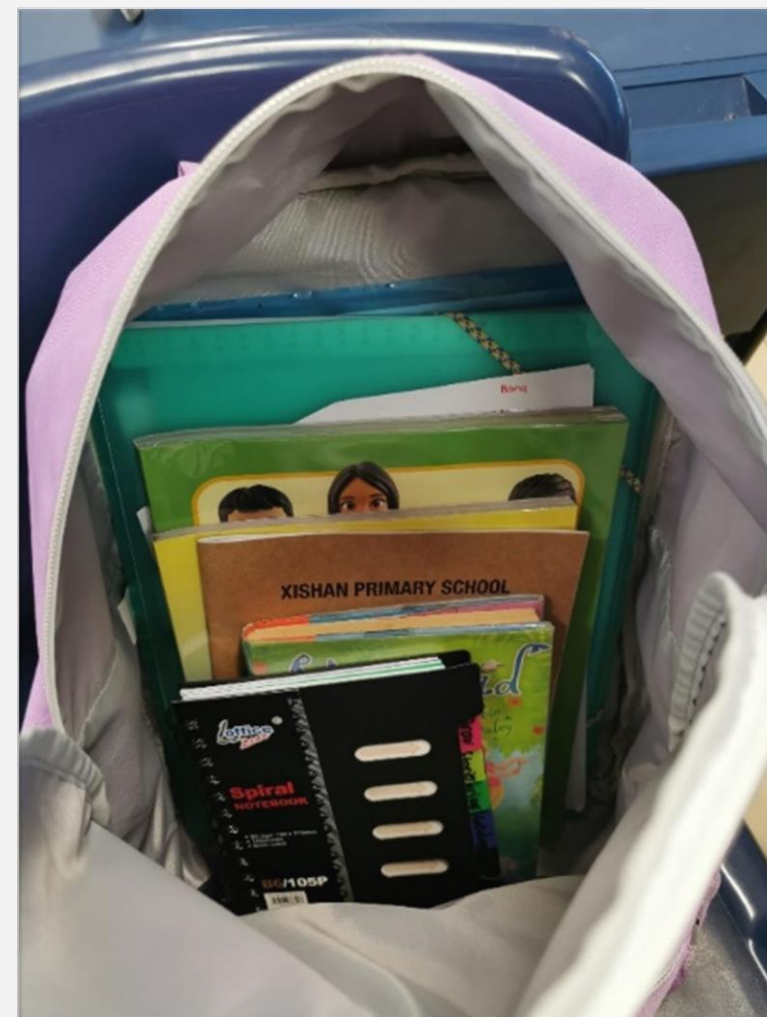
Partnership with Parents

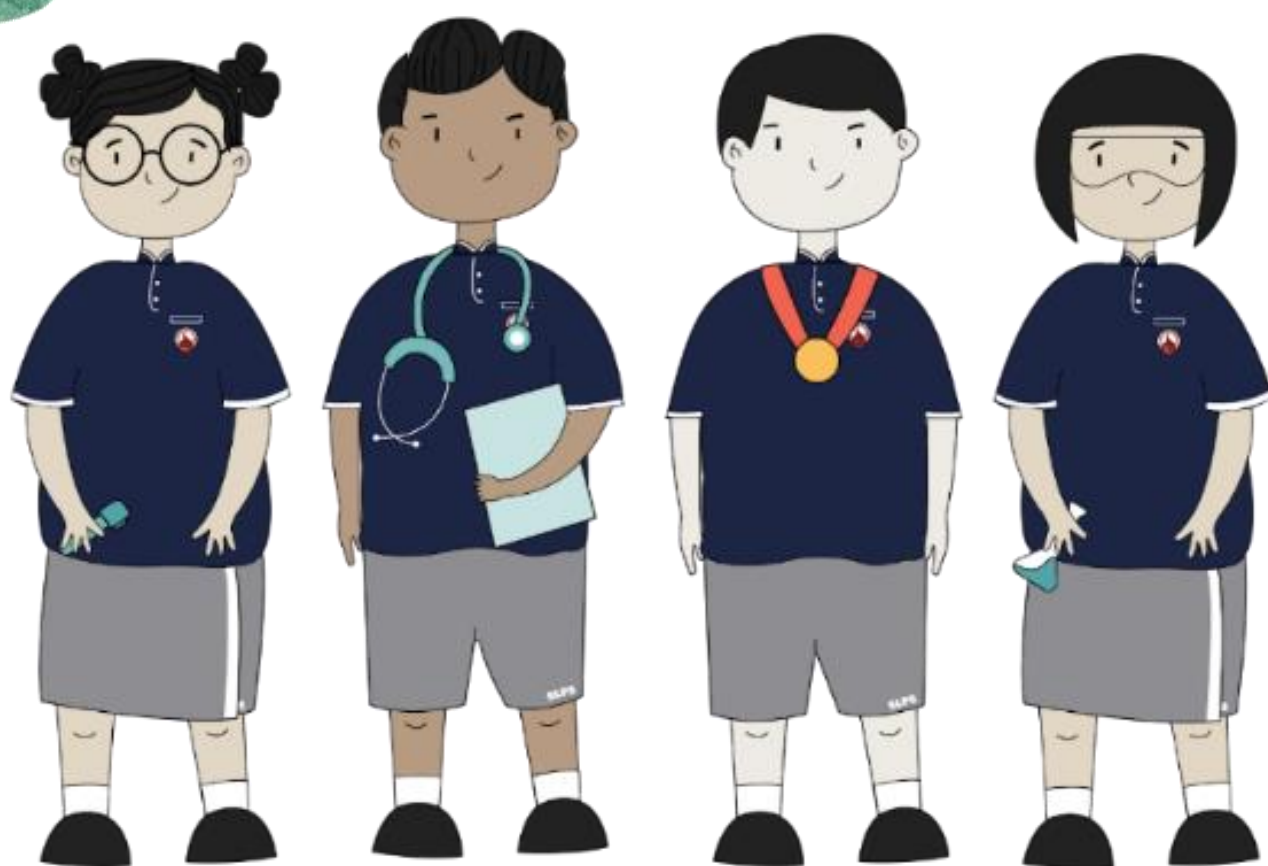




Daily Routines

- Remind your child to pack school bag daily and check against the to-do-list in the student's handbook.
- Monitor completion of the tasks (e.g. homework) against the student's handbook
- Ensure they bring a storybook everyday
- Bring pocket money and water bottle
- Bring light and healthy snacks for snack time at 12pm
- Sleep early





04

Academic Matters



English Language



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Format of Paper

Item	Component	Marks	Weightage	Duration
Term 2 School-Based Assessment	Paper 2 – Language use and comprehension	30	15%	45 min
Term 3 School-Based Assessment	Paper 1 – Continuous Writing	20	15%	50 min
End-of-Year Exams				
Paper 1	Continuous Writing	20	20%	50 min
Paper 2	Language use and comprehension	50	50%	1 hr 15 min
Paper 3	Listening Comprehension	14	14%	~35 min
Paper 4	Reading and Stimulus-Based Conversation	16	16%	5 min – preparation time 5 min – examination time

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Level Programme

- **STELLAR 2.0** Curriculum – **9 Units**
- **SPH Little Red Dot** – 30 copies/year
- **NEW Spelling Bee – Termly Competition**
- English **L**anguage **M**onthly **O**dyyssey (**ELMO**)
- Extensive Reading & Library Period
- Library Activities and Quizzes
- Component Practices – Listening, Writing, Oral, Grammar & Synthesis
- **R**eadng **R**emediation **P**rogramme (**RRP**) - 1 *hour/twice a week for selected students*



Strategies

(A) Continuous Writing

- Keep to the **theme**, use **at least one of the picture** given
- Use **vivid description & figurative language**
- Sharpen story starters & story endings e.g. flashback, cliffhanger, etc
- Check mechanics of writing –spelling, punctuation & grammar

(B) Reading & comprehension

- Annotation of narrative and information text
- Comprehension answering techniques – **C.U.B.** - **C**ircle, **U**nderline & **B**rainstorm, summarise key points, T/F Qns – support with valid reasons/evidence from text

(C) Oral – Stimulus-based Conversation

- **T.R.E.E.S.**- **T**houghts, **R**easons, **E**xplanation, **E**xample, **S**uggestion



Mother Tongue Languages



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Format of Paper

Paper	Assessment Components	Marks	Weightage
Paper 1	Composition	15	15%
Paper 2	Language Paper	45	45%
Paper 3	Listening Comprehension	10	10%
	Oral	30	30%

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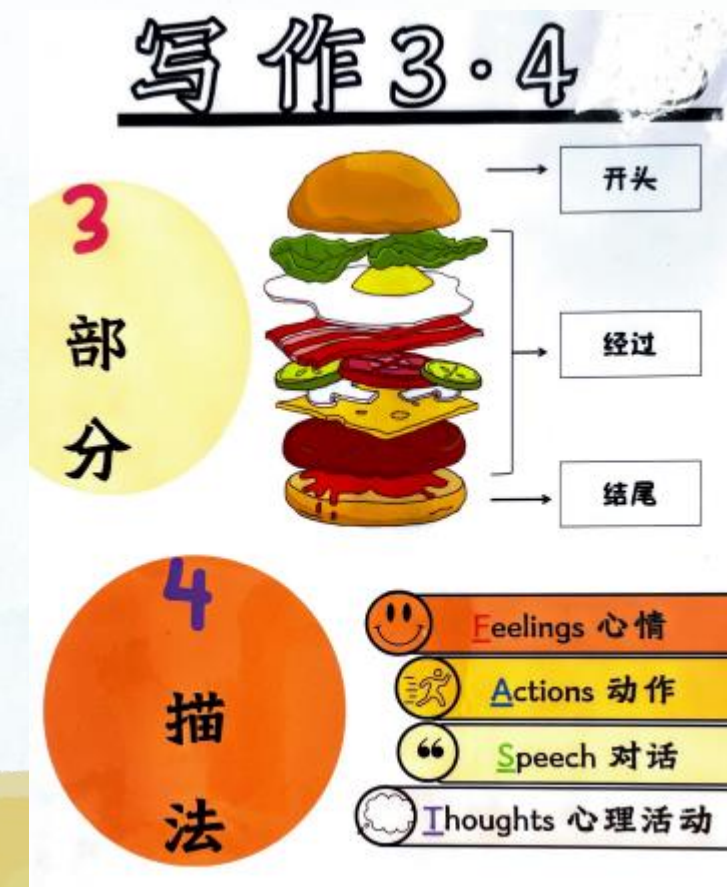
Level Programme

- **P4 MT Cultural Activity Day**(11 March, Term 1 Week 10)
- **Cherish Mother Tongue** (Termly)
- **Language competitions** (throughout the year)
- **Additional learning resources**
(eg, newspaper / online magazine)
- **MTSP-Mother Tongue Supporting Programme**



Strategies

- Annotation for Reading Comprehension
- POSE (Point, Opinion, Suggestions, Emotions) & 5W1H for Oral
- FAST (Feelings & facial expressions, Actions, Speech, Thoughts) for Composition





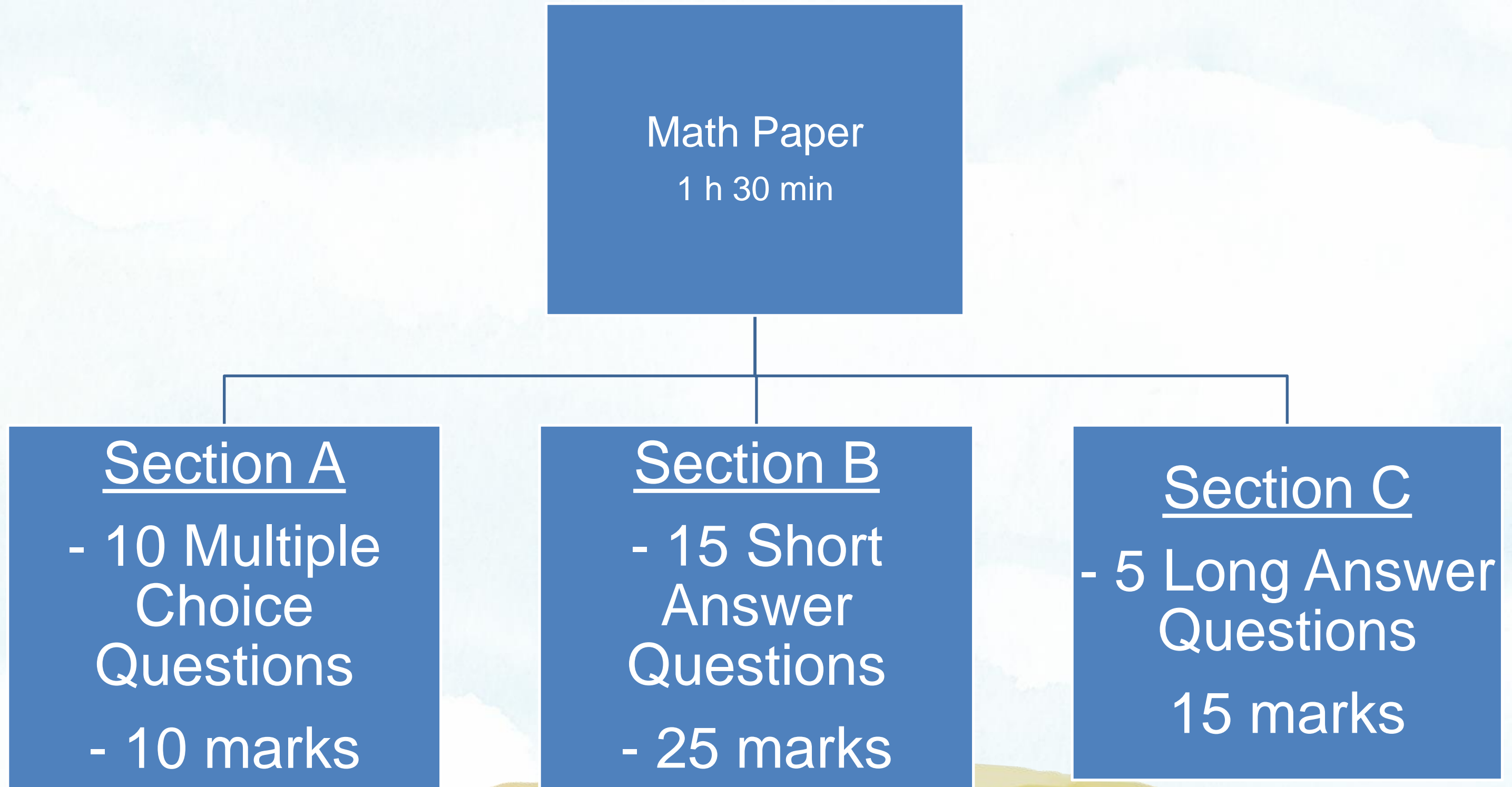
Mathematics



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Examination Format





Additional Resources Used

- A Problem A Day Worksheets (For selected classes)
- Mathematics Journal (For selected classes)
- Topical Worksheets
- Heuristics Worksheets
- Mental Math

P4 Math Programme

- Fortnightly Math Quiz
- Math Trail
- Play and Learn Math (PALM) : Making Math Game
- Math Fun Week
- E2K
- HOT Programme



Focus

We want to strengthen the following basic skills in all our students:

- Four operations of whole numbers, fractions and decimals.
- Math facts e.g. multiplication table
- Conversion e.g. kilograms to grams; decimals to fractions
- Using formulas to find area of squares and rectangles

Students who can cope with basic questions, we want to stretch them further in the following:

- Heuristic skills e.g. identifying a pattern
- Problem solving strategies e.g. Quantity x Value
- Reasoning and communication skills e.g. Journal writing



Science



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Teaching and Learning of Science

- These are the **3 areas** to master:

Knowledge (Content)

Students need to know and understand:

- (a) Scientific facts, concepts and principles
- (b) Scientific terminology and conventions
- (c) Scientific instruments and apparatus

Scientific Inquiry

Students need to learn how to:

- (a) Make predictions and formulate hypotheses
- (b) Interpret and analyse information (including pictorial, tabular and graphical)
- (c) Evaluate observations, information and methods
- (d) Communicate explanations with reasoning

Application of Knowledge and Scientific Inquiry

Students need to apply scientific facts, concepts and principles to new situations.





Format of Paper

- The mastery of the **3 areas** can be demonstrated in:
 - One written paper comprising two booklets:

Booklets A and Booklet B

Format of Paper (Standard)					
Booklet	Duration	Item Type	No. of questions	Marks per question	Marks
A	1h 30mins	Multiple-choice	24	2	48
B		Structured	10	2 – 4	32



Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Engage students

- Hands-on investigation to explore concepts
(Inquiry Based Learning)



Provide opportunities for Practice, Review and Revision

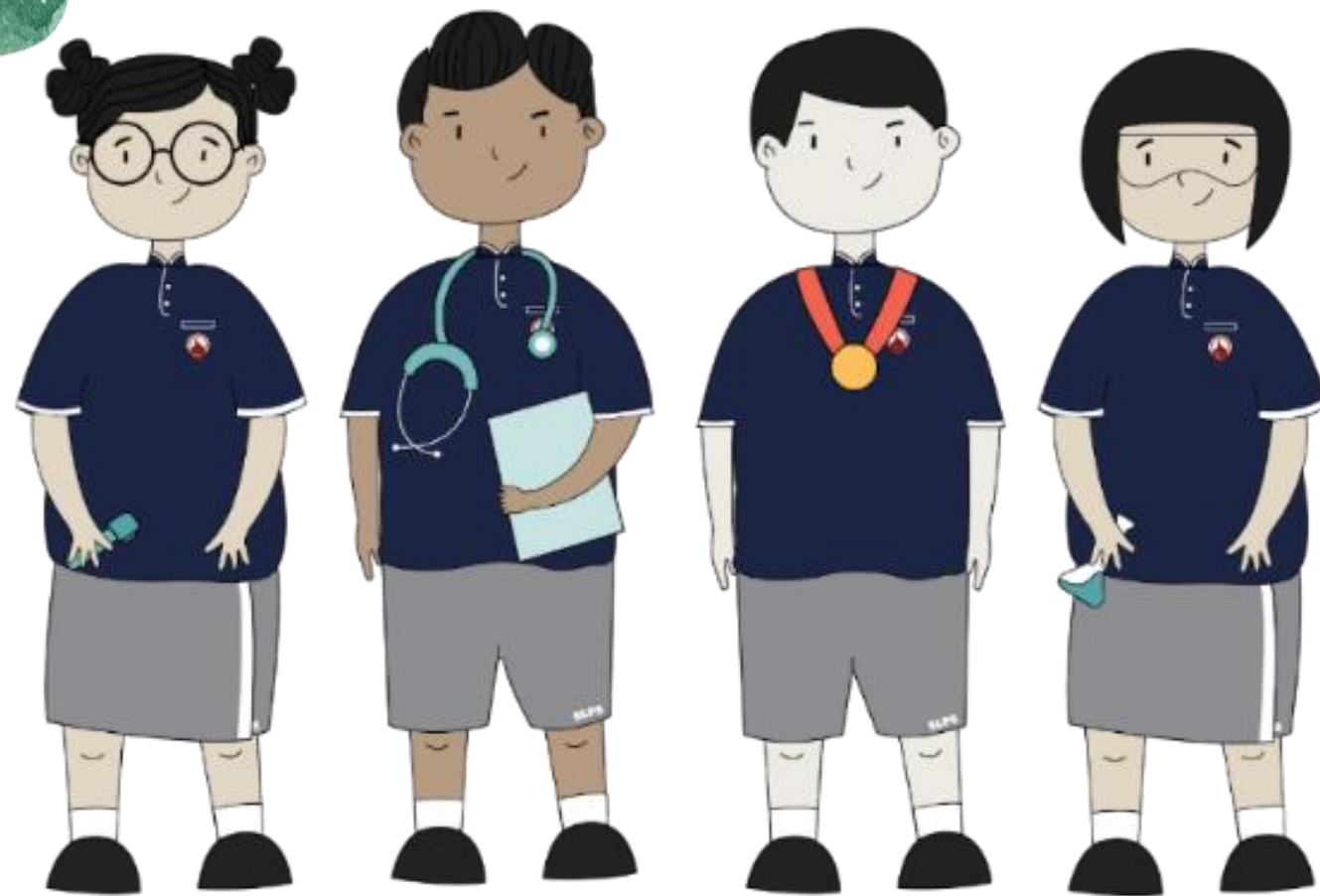
- Wrap-up and sense-making packages:
 - Science Process Skills
 - MCQ Companion
 - Concept Mastery/School-Based Assessment



Use strategies to support student learning

- **SLPS** to answer science questions:
Sudy question, Link to concepts, Plan answer, Study answer
- **CER** to construct explanation:
Claim, **E**vidence, **R**easoning
- **#Concepts** to support students in retrieving concepts





05

Pupils Wellbeing

SETTING GOALS WITH YOUR CHILD

Remember

L.I.F.E

LIFE SKILLS as Goals

Set goals for developing skills for life. Goals can include social skills, interests, or habits your child wants to pick up or improve in.

IDENTIFY AGE-APPROPRIATE Goals with Your Child



- Break down large tasks into smaller achievable goals for younger children.

- Acknowledge accomplishments on the way to larger goals for older children.



FOLLOW **S.M.A.R.T** as a Guide

	Guiding Questions	Examples
S PECIFIC	What do you want to do or achieve?	Learn to swim freestyle
M EASURABLE	Can you put in numbers to help you see your progress over time and know when you've achieved your goal?	Learn to swim 200 meters freestyle within ten minutes
A CHIEVABLE	Do you have the ability to do it? What skills, strengths or resources can you rely on?	Learn to swim 200 meters freestyle with the help of a board within ten minutes
R EALISTIC	Can it be done given the amount of time and resources? Who or what can you seek help from?	Learn to swim 200 meters freestyle with the help of a board within ten minutes, from a swimming instructor
T IMELY	When do you need to reach this goal?	Learn to swim 200 meters freestyle with the help of a board within ten minutes, from a swimming instructor, in four weeks

ENCOURAGE and **S**UPPORT

- **Monitor your child's progress**
E.g. Reflect with your child the progress made each week, and guide him/ her on any adjustments to be made.
- **Acknowledge setbacks**
E.g. On certain days when your child is unwell, he/ she might not be able to perform as well.
- **Celebrate successes**
E.g. Praise your child and ask how he/ she feels when a goal has been reached.



IDENTIFYING STRESS & SYMPTOMS

Recognise Common

STRESS SYMPTOMS

in Your Child

Use this list to check if your child is experiencing **STRESS**

Struggles to pay attention
in studies or activities



Tiredness



Rebellious streak



Excuses to miss school



Stays away from others



Sulkiness



If these signs are present in combination, or in more extreme or long-lasting forms, it may be an indication that your child is experiencing significant stress. If in doubt, please seek help and advice from the School Counsellor or mental health professionals.

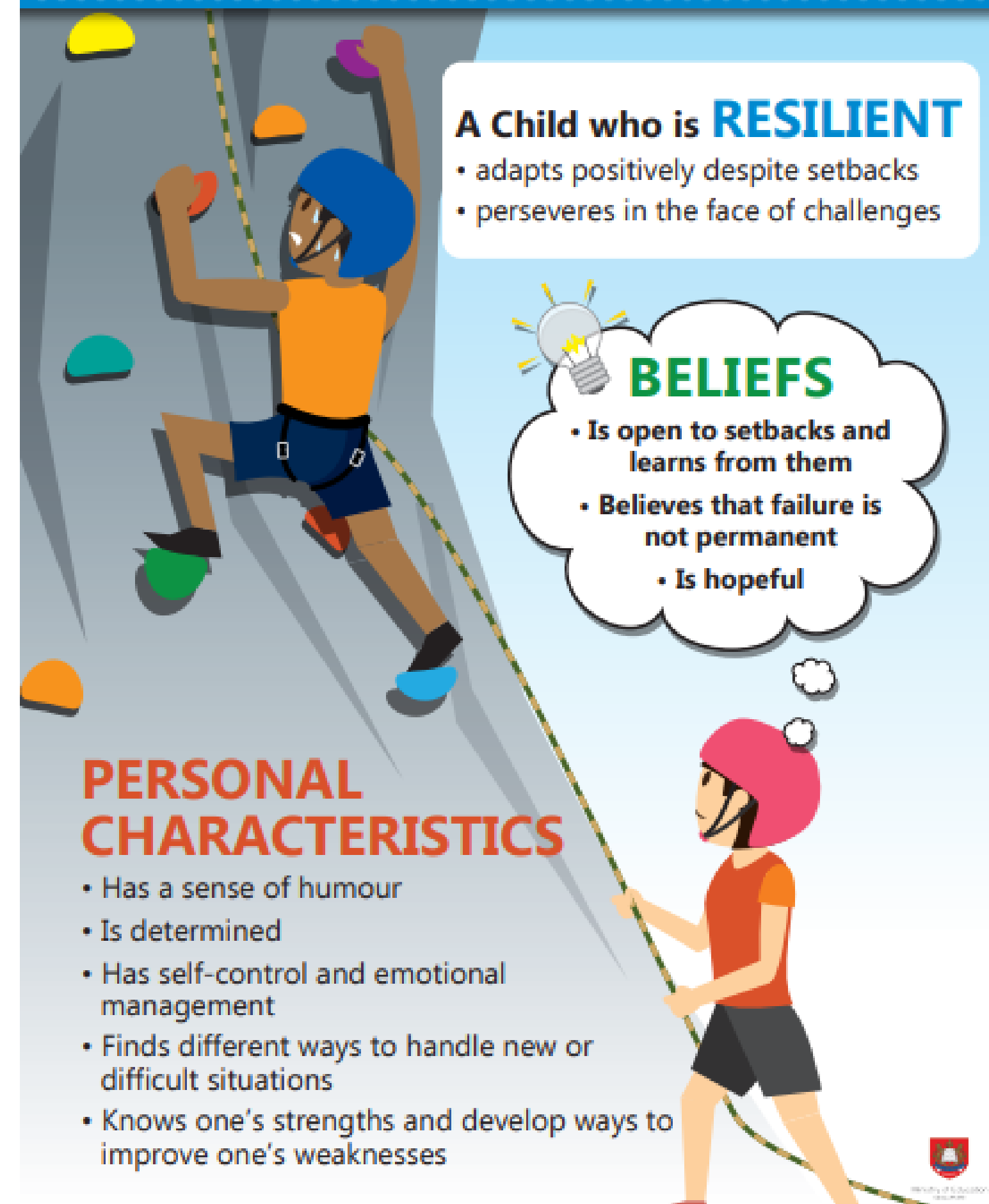
You may want to refer to the emotion management resource to guide your child in managing his/her stress.



BUILDING RESILIENCE IN YOUR CHILD

Qualities of a Child who shows

RESILIENCE



The illustration shows a child in an orange shirt and blue helmet climbing a grey rock face with colorful handholds. A rope is attached to their harness. Below, another child in a red shirt and pink helmet is pulling the rope. The background is a light blue sky with a few clouds.

A Child who is RESILIENT

- adapts positively despite setbacks
- perseveres in the face of challenges

BELIEFS

- Is open to setbacks and learns from them
- Believes that failure is not permanent
- Is hopeful

PERSONAL CHARACTERISTICS

- Has a sense of humour
- Is determined
- Has self-control and emotional management
- Finds different ways to handle new or difficult situations
- Knows one's strengths and develop ways to improve one's weaknesses

Ministry of Education

BUILDING RESILIENCE IN YOUR CHILD

RESILIENCE-FOSTERING INTERACTIONS

Give our Children **S.P.A.C.E** to grow

SUPPORT

- Provide positive feedback
- Be willing to listen

PROBLEM
SOLVE

- Reflect on setbacks together
- Guide your child to develop alternate plans

AFFIRM

- Affirm strengths and efforts
- Use of effective praise

CHEER

- Cheer your child on for every effort
- Celebrate all successes, even small ones

EMPOWER

- Let your child make decisions
- Encourage your child to voice his/her ideas, and carry out the plans made

PROVIDE ADEQUATE CHALLENGE

- **Stimulating Environment**
 - Provide opportunities for challenges
 - Nurture your child's talents
- **Structure**
 - Set consistent and realistic expectations
 - Maintain daily routines with clear boundaries
 - Assign responsibilities (e.g. household chores)
- **Supervision**
 - Monitor your child's progress
 - Look out for signs of distress



PROVIDE HIGH SUPPORT

- **Responsive Environment**
 - Know your child's needs
 - Be present
- **Role Modelling**
 - Role model social skills
 - Be consistent in teaching and setting examples
- **Reassurance**
 - Encourage your child regularly and intentionally
 - Tell your child "I believe in you"



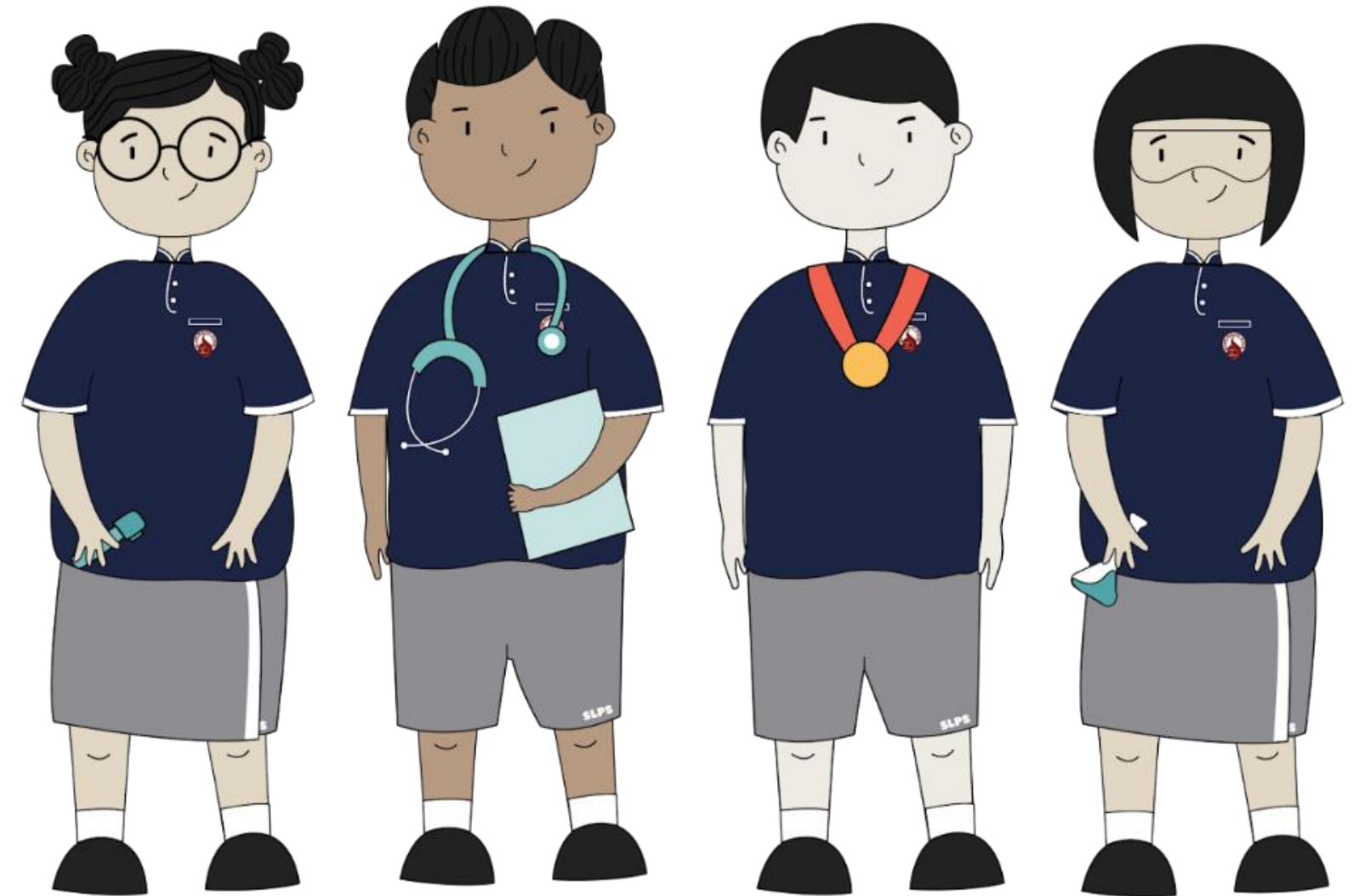


Any Questions?

**Parent Teacher Meeting (PTM) will
be conducted on 30 May 2025.**

Our Gratitude to

You, Parents, for being
our partners! 😊





Thank you!

Please proceed to the Hall at level 2

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