Princess Elizabeth Primary School
Parent Engagement Session

18 Jan 2020
Welcome to Primary 2 PES

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

- You will receive a Gratitude card from your child. In it, he/she would have written what he/she is grateful for and how you can support them to grow and glow.

- At the end of the session, you are encouraged to write a note to your child in response to your child’s appreciation and how you can further support them.

- Display the Gratitude Card you have written on the Gratitude display area set up by the teachers.
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
Providing support to your child at home

Encourage your child to be responsible and independent:

(1) Establish Rules
   • Set rules together with your child
   • Establish a regular time for homework.
   • Enforce it consistently

(2) Monitor your child’s homework
   • Check the Students’ Handbook
   • Instil a daily routine of self-revision at home
How can you help your child?

1. Encourage your child and celebrate little successes.
2. Work closely with your child’s teacher.
3. Monitor your child’s learning closely.
4. Relate learning to daily situations.
Help your child learn to …

1. Pack his/her bag daily according to his/her timetable.
2. Bring the necessary stationerries to school.
3. Bring his/her student handbook daily,
4. Bring his/her FAST kit daily.
5. Hand in his/her subject files (Pink for EL, Green for SC, Blue for MA and Yellow for MT)
6. Hand in his/her subject books (if requested by his/her subject trs)
Snack break at 12 pm (15 min)

What makes a healthy and nutritious snack?

- Fruits
- Sandwich
- Wholemeal biscuits
Attendance

- **Absent**
  - A **MC** or **parent’s letter** has to be submitted to your FT/ Co-FT when you return

- **Late**
  - Your attendance for the day will be marked as ‘Late’
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
   Please provide FT and Co-FTs email address

4) Through Student’s Handbook
### Homework Policy

<table>
<thead>
<tr>
<th>Level</th>
<th>Estimated Time Spent on School Work Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 &amp; P2</td>
<td>30 minutes to 1 hour</td>
</tr>
<tr>
<td>P3</td>
<td>1 hour to 1 hour 30 minutes</td>
</tr>
<tr>
<td>P4</td>
<td>1 hour to 1 hour 30 minutes</td>
</tr>
<tr>
<td>P5</td>
<td>1 hour 30 minutes to 2 hours</td>
</tr>
<tr>
<td>P6</td>
<td>1 hour 30 minutes to 2 hours</td>
</tr>
</tbody>
</table>

**Monitoring of homework given using Homework Board in Classroom**

Subject teachers and/or student representatives will:
- record homework given for the day and the due date for the homework on the Homework board,
- ensure that the amount and deadline of the homework given daily is manageable.
Consequences if students do not complete and/or submit homework

• Teachers will:
  
  ➢ Work with students to find out the reasons for any non-submission of homework.
  
  ➢ Write in students’ handbook and get parents to acknowledge.
  
  ➢ Call parents after three occasions of not submitting/completing homework.
Consequences if students do not complete and/or submit homework

- For errant cases, teachers will take necessary actions to get students to stay behind for detention during recess (for 10 minutes) or after school. Parents will be duly informed.

- For extreme cases, teachers to make referrals to Year Head.

- If a child is medically excused from school for an extended length of time, arrangements can be made on how the child can be supported with homework and other areas of academic needs.
What students should do...

➢ Write down the homework assignments in the Student’s Handbook, listing the subjects and due dates.

➢ Inform the teacher if a task is not understood or if there will be difficulty completing it on time.

➢ Ensure that homework assignments are brought home to be completed and not left in school.
What students should do...

- Manage time well to ensure that homework is completed and submitted on time.
- Give your best effort in completing homework.
- Make necessary corrections on the returned homework and reflect on the teacher's evaluation of homework assignments.
- Be responsible for getting the homework assignments if you are absent from school.
What parents can do…

- Check the Student’s Handbook daily to view the homework assignments for the day.

- Ensure that all assignments are completed by the due date.

- Guide your children to set aside a regular study time and establish good study habits. Remind your children to complete school homework first than tuition work.
What parents can do…

- Be mindful not to overload your child with too many out-of-school activities
- Be encouraging and supportive, praising your children for their effort in completing their homework
- Consult the teachers on your children’s progress.
Student Recognition

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

- **ASPIRE** Core Value Pins
- **GPA**
- **ECHA** award
- **EMB**
- **Exhibiting school wide expected positive behaviours**
P2 Signature Programme
Play Date
A collaboration with Dulwich College

Objectives
• To know more about our local community and the people in it
• To learn from the peers and to practice social skills

2 times in a year (1 each semester)
Learning Journey to SOTA Drama Theatre

Details will be shared once the event is confirmed through PG
P2 Curriculum Matters
The STELLAR Vision

**STELLAR: Strategies for English Language Learning and Reading**

Children who

- love reading and

- have a strong foundation in the English Language
P2 EL Curriculum

Materials

• No textbooks or Workbooks

• Big Books used as Teaching for each unit

• Learning Sheets for each unit covered given to reinforce learning (cover page to be endorsed by parents after each unit is taught)

• 2 Pink files (1 for worksheets, 1 for Composition)

• Exercise Books – 1 for Spelling
Each STELLAR Unit includes…

- Development of social skills:
  - 😊 oral interaction among peers in non-threatening situations
  - 😊 working in partnership with other children
  - 😊 turn taking & respect for others during class discussions
Reading English Language books

• Set a target for reading with your child in a progressive manner

• Ensure there is a book for silent reading
  • English books - Mondays to Wednesdays
  • Mother Tongue books - Thursdays and Fridays

Why read books:

☼ open up the world for children
☼ help children think and wonder
☼ increase children’s vocabulary and knowledge about the world around them
☼ provide good examples for reading and writing
Tracking your child’s learning progress
Discovering the joy of learning the English Language through varied activities

Speaking and presenting

Story Writing

Listening and Reading Aloud
P2 Math Curriculum

Materials

• Coursebook [Shaping Math](2A, 2B)
• Activity Book [Shaping Math](2A, 2B)
• Mini White Board
• 1 Blue File
P2 Math Curriculum

Learning in School

• Journal Writing
• Factual Fluency
• Performance Task
• Use of Manipulatives
• Math Trail
Feedback

• Journal Writing Tasks
  - Your child will be given qualitative comments on his / her learning
• Performance Task
• Review Exercises
  - Your child will be given progress feedback on these exercises
P2 Math Curriculum

How can you help your child?

1. Encourage your child and celebrate little successes.
2. Re-do the sums.
3. Work closely with your child’s Math teacher.
4. Monitor your child’s learning closely.
5. Relate Math concepts to daily situations.
P2 Mother Tongue Language Curriculum

Materials

► Textbook, Activity book, Topical worksheets for each 1-2 units covered to reinforce learning

► 1 MTL file(yellow) – for worksheets (cover page to be endorsed by parents each term)

► 1 exercise book / worksheets for Spelling

► 1 book for Penmanship (CL & TL only)

► Subscription to newspapers / magazines (optional)

► Online daily revision: google
  “MOE Xuele” – CL learning portal
  “MOE E-Cekap” – ML learning portal
  “MOE Sangamam” – TL learning portal

► Ensure there is a book for silent reading

► Silent Reading in the morning:
  ✓ English Storybooks from Mondays to Wednesdays
  ✓ Mother Tongue Storybooks on Thursdays and Fridays
P2 Mother Tongue Language Curriculum

Types of Learning and Assessment

► Language Games/Hands-on activities
► Learning Journeys – learning beyond classroom
► Reading Programme - Mass Reading/Book Recommendation/ Snack & Read
► Inculcating values through CCE lessons
► Cultural Exposure Programmes/MTL fortnight activities
► Review Exercises / Practice Papers / Unweighted assessments / Performance Tasks
► **Weekly Spelling on every Thursday**
P2 Mother Tongue Language Curriculum

Joy of Learning - Game based activities

- 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.

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。
P2 Mother Tongue Language Curriculum

汉字宾果 - Chinese BINGO!
P2 Mother Tongue Language Curriculum

Joy of Learning – Game based activities

Use of App Pintar Kata (Smart in Vocabulary)

Students enjoy playing traditional games
P2 Mother Tongue Language Curriculum

Joy of Learning – Game based activities

Students playing and learning using Toolkits provided by MOE.
P2 Mother Tongue Language Curriculum

Learning beyond classroom

- Visit to “Kok Fah Vegetable Farm”
- Extended activity from common themes and topics in CL & ML
P2 Mother Tongue Language Curriculum

How can you help your children in learning of MTL?

CL learning portal 学乐 – Google “MOE Xuele”

https://www.mtl.moe.edu.sg/xuele
P2 Mother Tongue Language Curriculum

How can you help your children in learning of MTL?

ML website – Google “e-cekap”

https://www.mtl.moe.edu.sg/ecekap/
How can you help your children in learning of MTL?

TL website – Google “Sanggamam”

https://www.mtl.moe.edu.sg/theenthamizh/primary.html
How can you 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 (Characters cards) to consolidate learning
### Vocabulary/Phrase List

<table>
<thead>
<tr>
<th>Year</th>
<th>Pinyin</th>
<th>Chinese</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2AL1</td>
<td>裤子</td>
<td>裤子</td>
<td>trousers</td>
</tr>
<tr>
<td>2AL1</td>
<td>怎么样</td>
<td>怎么样</td>
<td>how is it</td>
</tr>
<tr>
<td>2AL1</td>
<td>合适</td>
<td>合适</td>
<td>appropriate</td>
</tr>
<tr>
<td>2AL1</td>
<td>阿姨</td>
<td>阿姨</td>
<td>aunt</td>
</tr>
<tr>
<td>2AL1</td>
<td>请问</td>
<td>请问</td>
<td>may (I) ask</td>
</tr>
<tr>
<td>2AL1</td>
<td>钱</td>
<td>钱</td>
<td>money</td>
</tr>
<tr>
<td>2AL1</td>
<td>试</td>
<td>试</td>
<td>try</td>
</tr>
<tr>
<td>2AL1</td>
<td>这些</td>
<td>这些</td>
<td>these</td>
</tr>
<tr>
<td>2AL1</td>
<td>现在</td>
<td>现在</td>
<td>now</td>
</tr>
<tr>
<td>2AL1</td>
<td>对</td>
<td>对</td>
<td>to; correct</td>
</tr>
<tr>
<td>2AL1</td>
<td>年级</td>
<td>年级</td>
<td>year of study; grade</td>
</tr>
<tr>
<td>2AL1</td>
<td>被子</td>
<td>被子</td>
<td>blanket</td>
</tr>
<tr>
<td>2AL1</td>
<td>照顾</td>
<td>照顾</td>
<td>take care of</td>
</tr>
<tr>
<td>2AL1</td>
<td>专心</td>
<td>专心</td>
<td>attentive</td>
</tr>
<tr>
<td>2AL2</td>
<td>鸡蛋卷</td>
<td>鸡蛋卷</td>
<td>egg rolls (usually eaten during Chinese New Year)</td>
</tr>
<tr>
<td>2AL2</td>
<td>啊</td>
<td>啊</td>
<td>particle (used to indicate a deliberate pause)</td>
</tr>
<tr>
<td>2AL3</td>
<td>主人</td>
<td>主人</td>
<td>host; owner</td>
</tr>
<tr>
<td>2AL3</td>
<td>客人</td>
<td>客人</td>
<td>guest</td>
</tr>
<tr>
<td>2AL3</td>
<td>杯</td>
<td>杯</td>
<td>measure word (drinks); cup</td>
</tr>
<tr>
<td>2AL3</td>
<td>汽水</td>
<td>汽水</td>
<td>soft drink</td>
</tr>
<tr>
<td>2AL3</td>
<td>片</td>
<td>片</td>
<td>measure word; piece</td>
</tr>
<tr>
<td>2AL3</td>
<td>蛋糕</td>
<td>蛋糕</td>
<td>cake</td>
</tr>
<tr>
<td>2AL3</td>
<td>把</td>
<td>把</td>
<td>preposition (used to shift the object to before the verb)</td>
</tr>
<tr>
<td>2AL3</td>
<td>纸巾</td>
<td>纸巾</td>
<td>tissue</td>
</tr>
<tr>
<td>2AL3</td>
<td>忙</td>
<td>忙</td>
<td>busy</td>
</tr>
<tr>
<td>2AL3</td>
<td>原来</td>
<td>原来</td>
<td>as it turns out</td>
</tr>
<tr>
<td>2AL3</td>
<td>青草</td>
<td>青草</td>
<td>grass</td>
</tr>
</tbody>
</table>
| 2AL3 | 吧 | 吧 | particle (indicating a suggestion or a
P2 Mother Tongue Language Curriculum

Cultivate Reading Habit from young

List of Recommended Books

- comics or books with interesting illustrations
- available at NLB libraries

<table>
<thead>
<tr>
<th>书名</th>
<th>作者</th>
<th>出版社</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 你看起来好像很好吃</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>2 你真好</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>3 我是霸王龙</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>4 永远永远爱你</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>5 我爱你</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>6 遇到你，真好</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>7 最爱的，是我</td>
<td>宫西达也</td>
<td>21世纪</td>
</tr>
<tr>
<td>8 可爱的鼠小弟系列</td>
<td>中江嘉男文</td>
<td>南海</td>
</tr>
<tr>
<td>9 鸡蛋哥哥系列</td>
<td>秋山匡</td>
<td>新星</td>
</tr>
<tr>
<td>10 好朋友</td>
<td>赫姆.海恩</td>
<td>信谊</td>
</tr>
<tr>
<td>11 阿迪和朱莉</td>
<td>陈致元</td>
<td>河北少年儿童</td>
</tr>
<tr>
<td>12 咕哎咕唉</td>
<td>陈致元</td>
<td>信谊</td>
</tr>
<tr>
<td>13 大狗医生</td>
<td>芭贝,柯尔</td>
<td>北京联合</td>
</tr>
<tr>
<td>14 眼镜公主</td>
<td>张蓬洁</td>
<td>信谊</td>
</tr>
<tr>
<td>15 蛙牙王子</td>
<td>张蓬洁</td>
<td>信谊</td>
</tr>
</tbody>
</table>
“Dudu” – Chinese Language adaptive reading online platform

https://dudu.town
Learning Framework at Primary 2

- Shorter assessments
- More and richer feedback
- Appropriate types of assessment
- Performance tasks to help students acquire and apply what they have learned

Short non-weighted bite-sized assessment tasks in Terms 1, 2, 3 and 4:

- Topical Reviews
- Short Writing
- Reading
- Performance Tasks
Holistic Reporting
Holistic Reporting

- Child's Portfolio
  - Self Assessment Tools, rubrics, checklist
  - Feedback from Teachers, Peers & Parents
  - Paper-and-pencil tests
  - Reflections
  - Collection of Completed work
  - Drafts of individual Work
  - Journal Writing
### Princess Elizabeth Primary School
### English Language
### Assessment for Writing

**Name of Student:**

**P2 ( )**  **Date:**

<table>
<thead>
<tr>
<th>Achievement Levels</th>
<th>Content (6 marks)</th>
<th>Language and Organisation (6 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accomplished</strong></td>
<td>• Fully relevant ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Composition is very interesting and fully developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language is accurate with hardly any errors in grammar, expression, spelling and punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very good and a wide range of appropriate use of vocabulary</td>
<td></td>
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<tr>
<td></td>
<td>• Very good paragraphing and all ideas are coherently linked</td>
<td></td>
</tr>
<tr>
<td><strong>Competent</strong></td>
<td>• Mostly relevant ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Composition is mostly interesting and developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language is largely accurate with very few errors in grammar, spelling and punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Good and mostly appropriate use of vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Good paragraphing and most ideas are coherently linked</td>
<td></td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>• Some relevant ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Composition is slightly interesting and slightly developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Language is somewhat accurate with some errors in grammar, spelling and punctuation that do not affect communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adequate and some appropriate use of vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fairly good paragraphing and some ideas are somewhat linked</td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>• Largely irrelevant ideas or very few relevant ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Composition is unclear and confusing or uninteresting and mostly not developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Full of errors or numerous errors in grammar, spelling and punctuation that slow down reading and affect communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very limited or limited vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very poor or poor paragraphing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very poor or poor sequencing and most ideas are not linked</td>
<td></td>
</tr>
</tbody>
</table>

**Parent’s Name:**

(Father/Mother/Guardian)

**Signature:**

**Date:**
How will you receive feedback on your child’s progress?

**Portfolio: Terms 1-4**

- Portfolio contains a **good sample** of your child’s work and performance tasks with **graded rubrics** & with teacher’s qualitative comments.

- Portfolio provides a fuller story, to help students, teachers and parents **understand in greater depth** aspects of students learning and development.
Learning Outcomes - EL

Primary 2

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 phonetic elements and spelling rules.
8. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.
### Learning Outcomes - Math

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

#### 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.
Learning Outcomes - Music

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.
Learning Outcomes - Art

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.
Learning Outcomes – PE

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.

Swimming
7. Demonstrate water movement competence and be aware of personal water safety measures to prevent accidents. [Only if Swimming is conducted at Primary 2].
Learning Outcomes – Social Studies

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.
Example of HDP: Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

<table>
<thead>
<tr>
<th>Holistic Development Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date : 6 Nov 2019</td>
</tr>
<tr>
<td>Identification No : T0612345F</td>
</tr>
<tr>
<td>Course : Primary One</td>
</tr>
</tbody>
</table>

| Name : Jane Ong |
| Age on 1st Jan : 6 |
| S/N : 5 |
| Class : P1-Respect |
| Form Teacher : Miss Tan |
| Co-Form Teacher : Miss Low |

**SUBJECT**

**MATHEMATICS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands number notations, representations and place values up to tens.</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.</td>
<td>Competent</td>
</tr>
<tr>
<td>Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)</td>
<td>Competent</td>
</tr>
<tr>
<td>Adds and subtracts reliably and fluently using number facts, and efficiently uses algorithms</td>
<td>Developing</td>
</tr>
</tbody>
</table>
How will this benefit my child?

- More opportunities to show learning
- Caters to wider range of learning styles
- Regular and timely feedback

- More confident
- Motivated to learn
- Enjoys learning
Will my child be prepared for exams?

Your child will be prepared to sit for examinations at Primary 3 having gained...

✓ a strong foundation
✓ confidence
✓ a desire to learn
✓ enjoyment of learning
✓ steady progress
For individual teacher’s input

Your expectations/ class rules/ wishes for the pupils, etc
STUDENT LEARNING SPACE (SLS)

HOW SLS SUPPORTS LEARNING
- online platform with tools and curriculum-aligned resources
- complement classroom teaching and learning through designing meaningful lessons for students to explore and work collaboratively as well as facilitate students to learn at their own pace.

ACCESS TO SLS: https://learning.moe.edu.sg

FORGET PASSWORD
- Method 1: Using password reset link – if you have entered an email address in ‘Password Reset Email Address’ field
- Method 2: Using security questions – need to answer security questions to verify that you are the legitimate account holder
- Method 3: Call the SLS Helpdesk.

FORGET USERNAME: Approach teacher

ACCOUNT LOCKED
- Account will be locked after 6 consecutive attempts to log in with an incorrect password.
- Call SLS Helpdesk to unlock account – need to answer security questions to verify that you are the legitimate account holder

TECHNICAL ASSISTANCE
- Contact SLS Helpdesk at helpdesk@sls.unity.com or 6702 6513
Q & A Session
Gratitude Note to your child

Dear Parents

- If you have not received a Gratitude card from your child through the FT/CFT, please get it from them. In it your child would have written what he/she is grateful for and how you can support them to grow and glow.

- Now is your turn to either write a note to your child in response to your child’s appreciation. You can express what you are grateful for in having him/her as your child.

- Display the Gratitude Card you have written on the Gratitude display area set up by the teachers.
What are you grateful for?

Thank you for ...
I appreciate you for ...
I'll always remember how you ...
You're the best because ...
I like the way you ...
Thanks for ...

Thank you for ...
I like the way you ...
I appreciate you for ...
You're the best because ...
I'll always remember how you ...
It means a lot to me when you ...
P2 Feedback form
Thank you for attending the session.

Please scan the QR code or enter the link below to give us your feedback.

https://tinyurl.com/sux5du4
Dear Parents / Guardians

Thank you so much parents / guardians for making the effort to attend this meeting with teachers to support your child’s progress and the work of the school.

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

thank you