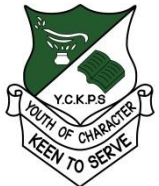


Yio Chu Kang Primary School

Primary 5 Parents Briefing Session

15 January 2021



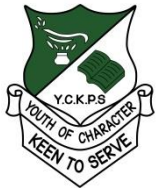
Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Programme

1. Introduction
 - Key Personnel
 - P5 Form Teachers
2. YCKPS Heart Beat – Vision, Mission and Values
3. Curriculum and Assessment
4. P5 Level Key Events
5. PSLE 2022
6. Direct School Admission for Secondary school
7. Motivation, Self-Management & Well-Being



YCKPS HEARTBEAT



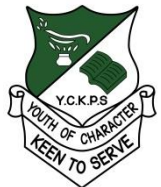
Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Vision:

**Empowering Mind,
Engaging Heart,
Extending Hands**

School Mission:

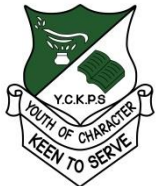
**To nurture confident
and self-directed learners
who are keen to serve**



Our Philosophy



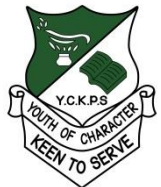
***To recognise each child as an individual
and help him achieve his personal best***



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Motto

Youth of Character
Keen to Serve



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Values

Care

Respect

Responsibility

Integrity

Resilience

Excellence



CURRICULUM AND ASSESSMENT



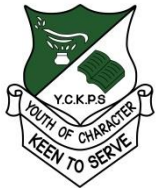
Yio Chu Kang Primary School
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Curriculum and School Assessment (P5)

Assessment	Weightings	Period
Weighted Assessment (WA1)	10%	• Term 1 Week 9
Weighted Assessment (WA2)	10%	• Term 2 Week 8
Weighted Assessment (WA3)	10%	• Term 3 Week 9
End of Year Examination (EYE)	70%	• Term 4 Week 6



ENGLISH LANGUAGE



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Weighted Assessment (WA) Focus:

- WA1 (Term 1)
- WA2 (Term 2)

11

Components
Booklet B
- Grammar Cloze: FIB (help words)
- Editing for Spelling & Grammar
- Comprehension Cloze OE (FIB)
- Transformation & Synthesis
- Comprehension OE



Weighted Assessment (WA) Focus

- WA3 (Term 3)

Components
Booklet A
- Grammar: MCQ
- Vocabulary: MCQ
- Vocabulary Cloze: MCQ
- Visual Text Comprehension: MCQ
Booklet B
- Grammar Cloze: FIB (help words)
- Editing for Spelling & Grammar
- Comprehension Cloze OE (FIB)
- Transformation & Synthesis
- Comprehension OE



End of Year Examination (EYE) Focus

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">• Continuous Writing: Writing (story or expository) based on the given theme and at least 1 of the 3 random pictures provided.• Situational Writing: Addressing all bulleted points listed with clear and concise language to show <u>Context</u>, <u>Audience</u> and <u>Purpose</u>.



End of Year Examination (EYE) Focus

Examination Components	Key Assessment Focus
Paper 3: Listening Compre- hension	<ul style="list-style-type: none">• Listening for detail and comprehension. Graphic options are given for the first 4 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>.• Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.



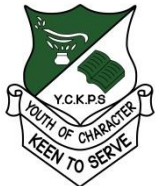
End of Year Examination (EYE) Focus

Examination Components	Components
Paper 2: Language Use	Booklet A
	- Grammar: MCQ
	- Vocabulary: MCQ
	- Vocabulary Cloze: MCQ
	- Visual Text Comprehension: MCQ
	Booklet B
	- Grammar Cloze: FIB (help words)
	- Editing for Spelling & Grammar
	- Comprehension Cloze OE (FIB)
	- Transformation & Synthesis
	- Comprehension OE



General Areas of Weakness

- Grammar & Vocabulary
- Comprehension Open-ended (OE)
- Transformation & Synthesis
- Continuous Writing



TIPS FOR PARENTS: READING & SPEAKING

- Model the use of Standard English when communicating with him/ her.
- In addition to doing worksheets, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.

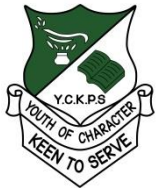


TIPS FOR PARENTS: WRITING

- Time management – With only 1hr 10min in the PSLE to complete both Situational and Continuous writing, it is important to manage time well.
- Encourage your child to jot down good vocabulary/phrases and apply them in their writing.



MATHEMATICS



Yio Chu Kang Primary School
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P5 Topics

Standard Mathematics

Numbers up to 10 million
(include 4 operations)

Fractions (include 4 operations)

Decimals (include 4 operations)

Rate

Percentage

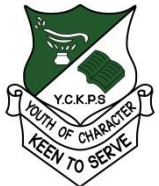
Volume of cube and cuboid

Ratio

Area of triangle

Geometry: Angles, Triangle, Parallelogram, rhombus,
trapezium

Average of a set of data



Primary 5 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA (Term 1, 2 & 3)	<ul style="list-style-type: none">• Section A: 10 Q Short-answer• Section B: 3 Q Long-answer• Duration: About 1 hour • Use of calculator for Section B only
End of Year Examinations (Term 4)	<ul style="list-style-type: none">• Paper 1: 15 MCQ & 15 Q Short-answer (1 hour)• Paper 2: 17 Q Long-answer (1.5 hour) • Use of calculator for Paper 2 Only



Pointers to note:

Important for Primary 5 students to:

- To be clear of all topics, in particular these:
- ***Whole numbers***
- ***Fractions***
- Understand what the ***word problem*** is testing and using the most appropriate method ***(heuristics)***
- Fluent in addition, subtraction, multiplication and division of numbers



Pointers to note:

Good for parent(s) to encourage your child to:

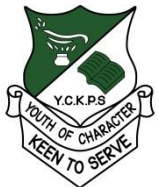
- Draw model in order to better understand the fractions and word problems
- Explain their solutions to you and state what they are finding in each step
- Revise and test multiplication table regularly
- Add, subtract, multiply and divide mentally well



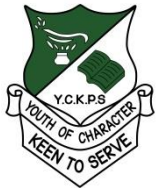
Primary 5 Mathematics Syllabus

Areas for Parental Support

- Daily revision of what is learnt and completes daily homework
- Provide opportunities to apply Mathematics in everyday life
- Encourage child to clarify with Math teacher when in doubt
- Child should not be imposed to only one method of solving problems
- Monitor child's level of dependence on calculator which may hamper the speed and accuracy of calculations in Paper 1
- Ample rest and stay attentive



SCIENCE



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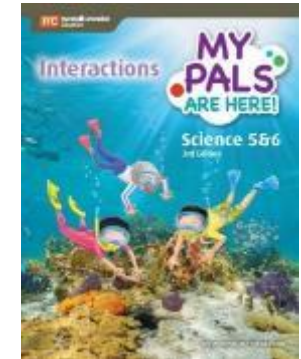
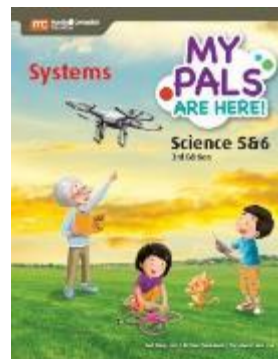
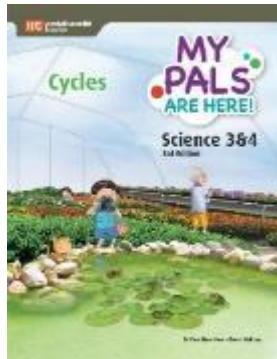
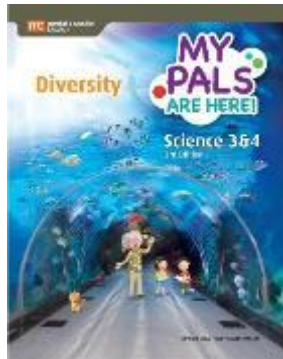
Science Syllabus

Lower Block

- P3: Diversity, Systems, Interactions
- P4: Cycles, Energy

Upper Block

- P5: Cycles, Systems
- P6: Energy, Interactions



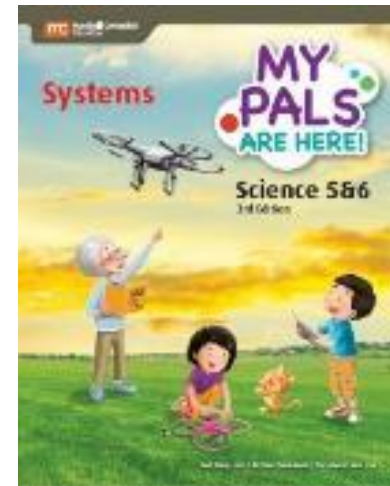
P5 Standard Science Topics

Cycles

1. Reproduction in Plants
2. Reproduction in Humans
3. Water and Changes of State
4. The Water Cycle

Systems

5. The Plant Transport System
6. Air and the Respiratory System
7. The Circulatory System
8. The Unit of Life
9. Electrical Systems
10. Using Electricity



Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P5 Standard Science Exam Format

Weighted Assessment (WA1, WA2 and WA3)

Booklet	Item Type	Number of Questions
A	Multiple-choice	10
B	Open-ended	3 to 4

The duration of the paper is 30 minutes.

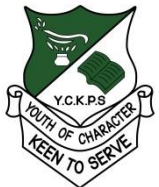
End of Year Examination (EYE)

Booklet	Item Type	Number of Questions
A	Multiple-choice	28
B	Open-ended	12 to 13

The duration of the paper is 1 hour 45 minutes.

Tips for Parents

- Spend time with child
 - use everyday situations to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
- Encourage child to read
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills
- *Understand different strategies child adopts*
 - some learn by reading Science books and notes (aloud or silently)
 - some learn by making own notes (concept maps, graphic organisers, etc)
 - support child in doing scientific investigations



Tips for Students

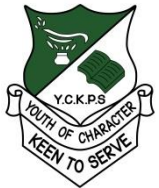
- Learn spelling of key words
- Understand key concepts
- *Revise (read, understand, do)* textbooks, workbooks, booklets/worksheets, and Science Journals (P3 to P5)
- Improve answering techniques – *answers must be based on scientific concepts*
- Practice answering techniques such as *Claim-Evidence-Reasoning (CER)* taught by teachers
- Take a more hands-on approach
- Ask when in doubt



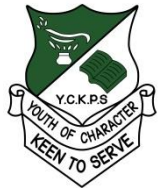
More Challenging Science Topics

Students would need to spend more time to understand and revise these topics:

- Magnets and Their Characteristics (P3)
- Light and Shadows (P4)
- Heat and Temperature (P4)



MOTHER TONGUE LANGUAGES



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

P5 Mother Tongue Languages

Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

Vocabulary

Grammar

**Reading
with
Understanding**

P5 MTL Assessment

Weighted Assessment (WA1)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	14 to 16

Weighted Assessment (WA2, WA3)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	30 to 35

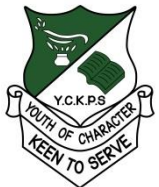
P5 MTL Assessment

End of Year Examination (EYE)		
Assessment	Item Type	Number of Questions
Listening Compre	Multiple-choice	10
Oral	Open-ended	4
Paper 1 - Compo	Open-ended	1
Paper 2 – Lang Use	Multiple-choice & Open-ended	50

P5 Mother Tongue Languages

End-of-Year Assessments

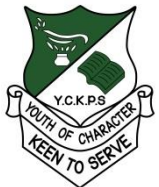
- Increase in weightage for all components
- Oral includes a section on video watching, followed by conversation
- 6 pictures for composition instead of just 4 pictures (More content is needed to build up the story)
- Number of open-ended comprehension questions increases to 14 (more questions requiring them to make inferences and explain their reasoning)
- Paper 2 will include MCQs and Open ended questions



Primary School Mother Tongue Languages (MTL) Curriculum

Listening

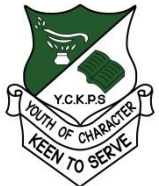
- Listening to instructions in Mother Tongue Language.
- Select the correct picture.
- Select the correct response and answers after listening to comprehension texts.
- Listening comprehension practices through daily instructions in Mother Tongue Language.



Primary School Mother Tongue Languages (MTL) Curriculum

Speaking

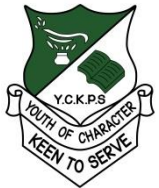
- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.
- Presentation in classroom after group discussion.



Primary School Mother Tongue Languages (MTL) Curriculum

Reading

- Able to read aloud and pronounce words, sentences.
- Read with good intonation.



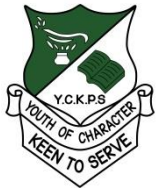
Primary School Mother Tongue Languages (MTL) Curriculum

Writing

- Learn to form sentences that are grammatically correct and write a composition based on a 6 pictures or based on a topic.

Language Use

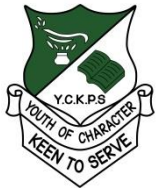
- Building of Vocabulary, Grammar and comprehension skills through daily lessons.



Working in Partnership with Parents

- Encourage your child to share what they words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.

FOUNDATION MOTHER TONGUE LANGUAGES (FMTL)



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P5 Foundation Mother Tongue Languages

Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

Vocabulary

Grammar

**Reading
with
Understanding**

P5 FMTL Assessment

Weighted Assessment (WA1, WA3)

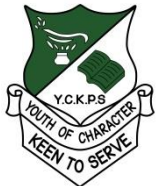
Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Fill in the Blanks	10

Weighted Assessment (WA2)

Assessment	Item Type	Number of Questions
Oral (Read a passage; Conversation on Video Stimulus)	Open-ended	3 to 5

P5 FMTL Assessment

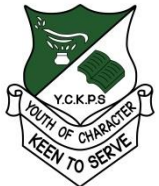
End of Year Examination (EYE)		
Assessment	Item Type	Number of Questions
Listening Compre	Multiple-choice	15
Oral	Open-ended	3 to 5
Paper 1 – Lang Use	Multiple-choice & Fill in the Blanks	10



P5 FMTL

End-of-Year Assessments

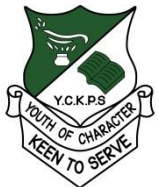
- Increase in weightage for oral component
- Oral includes reading aloud and a section on video watching, followed by conversation
- No composition writing is needed
- Language use paper includes multiple choices and fill in the blanks section.



Primary School FMTL Curriculum

Listening

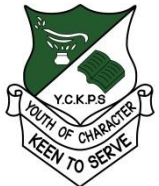
- Listening to instructions in Mother Tongue Language.
- Select the correct picture.
- Select the correct response and answers after listening to comprehension texts.
- Listening comprehension practices through daily instructions in Mother Tongue Language.



Primary School FMTL Curriculum

Speaking

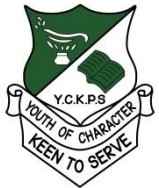
- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.
- Presentation in classroom after group discussion.



Primary School FMTL Curriculum

Reading

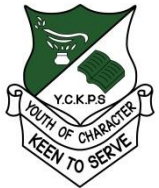
- Able to read aloud and pronounce words, sentences.
- Read with good intonation.



Primary School FMTL Curriculum

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.
- Learn to pick out information from comprehension texts and graphic stimulus to fill in the blanks.

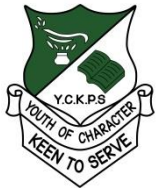


Working in Partnership with Parents

- Show interest in your child's MTL learning experiences and encourage him or her to share them with you.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Watch quality Chinese, Malay or Tamil language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



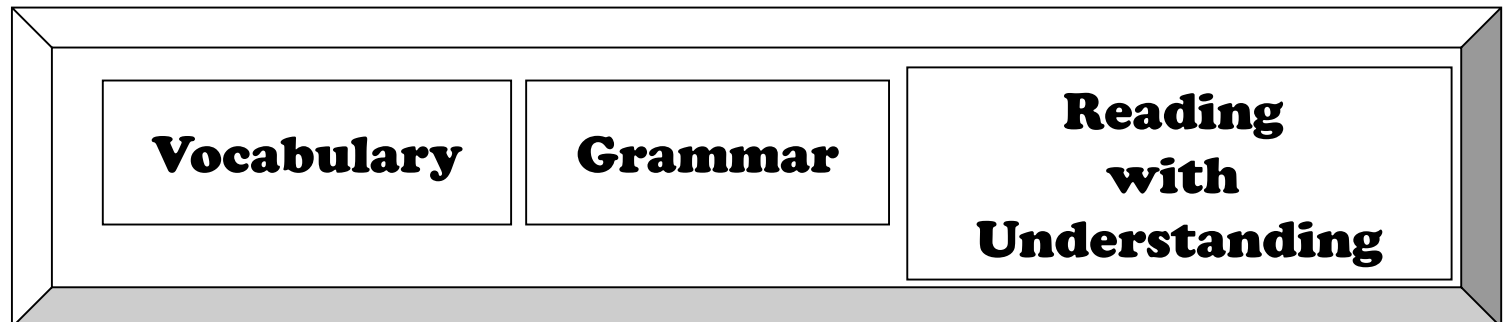
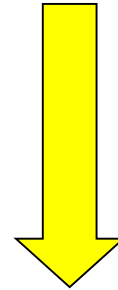
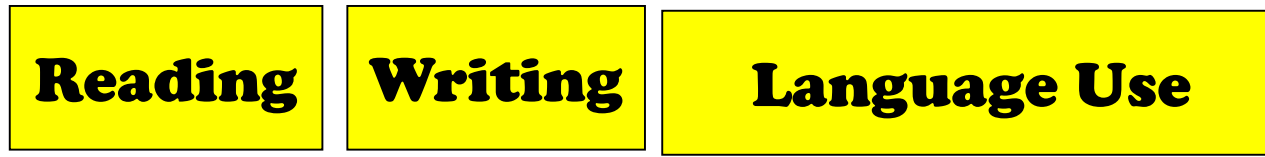
HIGHER MOTHER TONGUE LANGUAGES (HMTL)



P5 Higher Mother Tongue Languages

Approach

Focus on deepening the learning of MTL



P5 HMTL Assessment

Weighted Assessment (WA1)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	16

Weighted Assessment (WA2)

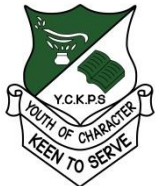
Assessment	Item Type	Number of Questions
Paper 1 - Composition	Open-ended	1

Weighted Assessment (WA3)

Assessment	Item Type	Number of Questions
Language Use	Multiple-choice & Open-ended	23

P5 HMTL Assessment

End of Year Examination (EYE)		
Assessment	Item Type	Number of Questions
Paper 1 - Composition	Open-ended	1
Paper 2 – Lang Use	Multiple-choice & Open-ended	23



P5 HMTL

End-of-Year Assessment

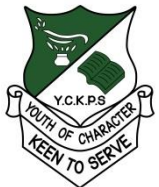
- Includes only 2 papers. (Paper 1 – Composition; Paper 2 – Language Use)
- No pictures for composition. Composition writing will be based on a topic (Need to analyse the topic before writing. More content is needed to build up the composition)
- Paper 2 will include MCQs; Editing and Open ended comprehension questions



Primary School HMTL Curriculum

Writing

- Building of Vocabulary (descriptive words), good phrases and form into grammatically correct sentences.
- Write a composition based on a given topic or complete a composition based on starter sentences.



Primary School HMTL Curriculum

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.
- Learn to make inferences, summarising of key points and express own views in written MTL.



P5 Banded Remediation

Session	Monday	Tuesday
First session (2.00 p.m. – 3.00 p.m.)	P5 EL	P5 MA
Second session (3.00 p.m. – 4.00 p.m.)	P5 SC	P5 MTL

- To start on 25 January 2021, Monday
- Consent Forms to be sent out next week
- To be returned to Form Teachers by 22 January 2021, Friday



Level Programmes



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

P5 Highlights

Term 1

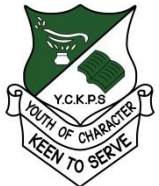
- Start It Right (S.I.R.) – “Getting to Know Each Other”
- Environmental Project Work (ePW) – “Water Conservation”
- Learning Journey to NeWater Plant (TBC)

62



Term 2

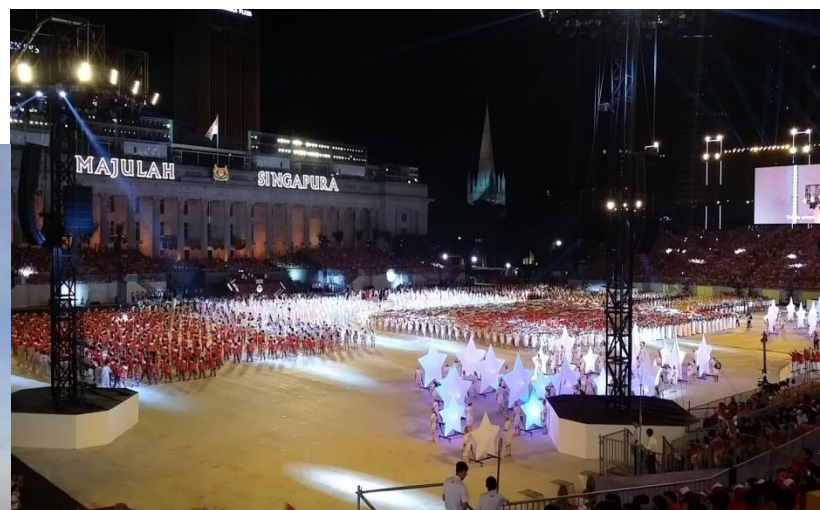
- Outdoor Adventure Camp
Non-residential Mon 29 - Wed 31 Mar
- Sexuality Education (P5)



P5 Highlights

Term 3

- NE Show (TBC)
- SS Learning Journey
– Heritage Trail (TBC)
- Study Skills Series



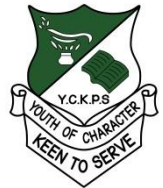
Term 4

- Intra-Class Chess Tournament

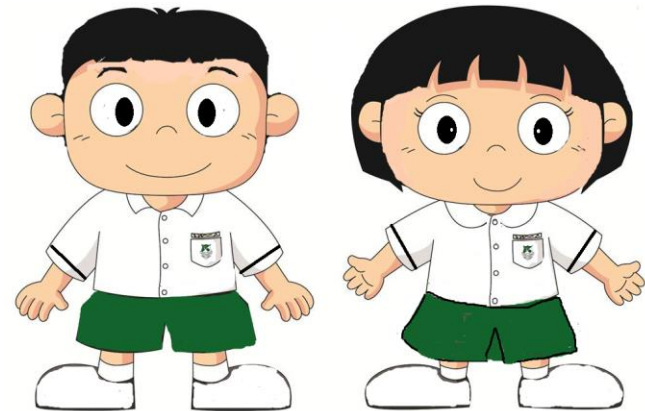


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PSLE 2022



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

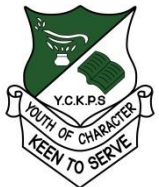


STANDARD LEVEL SUBJECT GRADES

Reflects a student's individual level of achievement

Students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



FOUNDATION LEVEL SUBJECT GRADES

- Under the new AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



SCORING OF SUBJECTS FOR S1 POSTING

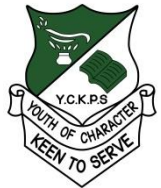
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

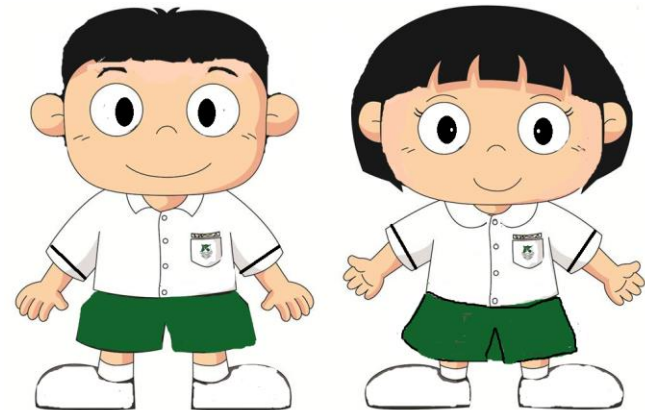
PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA



CHOOSING A SUITABLE SECONDARY SCHOOL

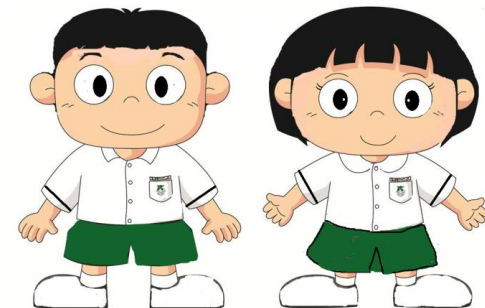


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DISCUSS WITH YOUR CHILD

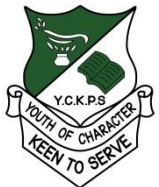
- Consider your child's learning style, strengths and interests when making school choices in order to find a school that would help the child learn and thrive best.
- Discuss the options with the child, with the following considerations:
 - **Values:** What is the school's culture and ethos?
 - **Learning environment:** Is the school's learning environment right for the child?
 - **Distinctive programmes and CCAs:** Can the school support and develop the child's interests?
 - **Location:** Is it too far from home? How will the child get to school?



RESOURCES

- **MOE SchoolFinder tool** - More information on secondary schools can be found here, on school websites and in the Secondary 1 information booklet given to students in Primary 6.
- **Open Houses** - Secondary schools also hold open houses where you and your child can learn more about the school's programmes, and speak with teachers and students.
- **Indicative cut-off points ranges for different school types**
 - The indicative AL COPs ranges for school types can be used as reference point.
 - MOE will be providing indicative AL COPs for secondary schools in 1H/2021, based on the data from 2020 S1 posting exercise.
 - The actual cut-off points may differ, depending on how students exercise their choices that year.

MOE
SchoolFinder Tool



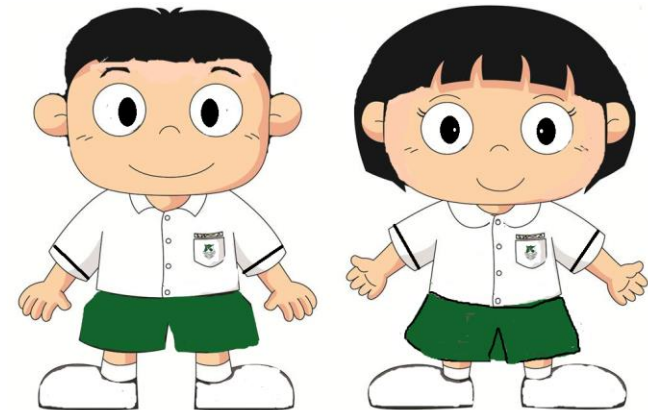
CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students will continue to be posted to a secondary school based on academic merit i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:

1. CITIZENSHIP

2. CHOICE ORDER OF SCHOOLS (NEW for 2021 PSLE cohort onwards)

3. COMPUTERISED BALLOTING



EXAMPLE:

Jane
Singapore
Citizen

Bryan
Singapore
Citizen

Mary
Singapore
Citizen

John
Singapore PR

4 students - Jane, Bryan, Mary and John, are vying for the last places in School A and School B.



JANE'S SCHOOL CHOICES	
1.	School A
2.	...
3.	...
4.	...
5.	...
6.	...



BRYAN'S SCHOOL CHOICES	
1.	School B
2.	School A
3.	...
4.	...
5.	...
6.	...



MARY'S SCHOOL CHOICES	
1.	School A
2.	School B
3.	School C
4.	...
5.	...
6.	...



JOHN'S SCHOOL CHOICES	
1.	School A
2.	School B
3.	School D
4.	...
5.	...
6.	...

Students with better scores will be posted first

Jane will be posted first as she has a better PSLE score, and will be posted to School A.

As Jane has taken that last place in School A, Bryan, Mary and John, having the same PSLE score, will vie for the last available place in School B.

Tie-breaker 1:
Citizenship

Bryan and Mary are Singapore Citizens and will have a priority to enter School B.

John will be tie-broken out as he is a Permanent Resident. With no places in School B, John will be considered for School D.

Tie-breaker 2:
Choice order of schools

As Bryan ranked School B higher than Mary in his choice order of secondary schools, he will be posted to School B.

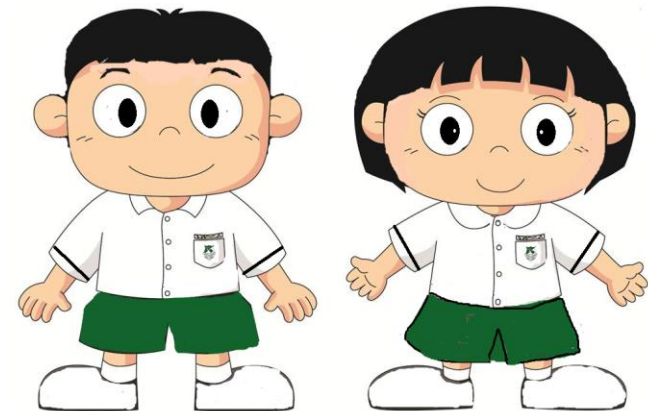
Since the last place of School B is taken by Bryan, Mary will be considered for School C.

Tie-breaker 3:
Computerised balloting

INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES



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INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

- To further familiarise students and parents with the new PSLE 2021 scoring system, MOE is providing more information on indicative AL COP ranges for different school types, generated based on data from the 2019 S1 Posting Exercise.
- Similar to the current T-score system, the AL COP for a school may vary from year to year, depending on students' PSLE results and their school choices for that year's S1 Posting Exercise.
- Information on individual secondary schools' indicative AL COPs will be released in first half of 2021. These AL COPs will be derived from the PSLE Scores and choice patterns of the 2020 S1 Posting Exercise.



INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

<p align="center">Government & Government-aided Schools</p>	<p align="center">Course</p>	<p align="center">Indicative AL COP range for 2019 PSLE</p>
<p>These schools are the mainstay of our education system, and offer high-quality education at standardised fees. These schools offer a range of electives, applied subjects and student development programmes.</p>	<p align="center">Express (Integrated Programme (IP))</p>	<p align="center">7 – 9</p>
	<p align="center">Express (O-level)</p>	<p align="center">8 – 22</p>
	<p align="center">N(A)</p>	<p align="center">22 – 25</p>
	<p align="center">N(T)</p>	<p align="center">26 – 30</p>

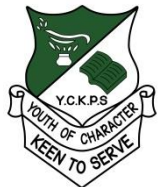


INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

<p>Autonomous Schools</p> <p>These schools are Government or Government-aided schools that provide a wider range of programmes that seek to enhance students' learning experiences and develop their talents.</p>	Course	Indicative AL COP range for 2019 PSLE
	Express (IP)	7 – 9
	Express (O-level)	8 – 16
	N(A)	22 – 25
	N(T)	26 – 29
<p>Independent schools</p> <p>These schools have the autonomy to develop their curriculum and programmes to cater to their students' diverse learning needs.</p>	Course	Indicative AL COP range for 2019 PSLE
	Express (IP)	6 – 8
	Express (O-level)	8 – 10



Direct school admission for secondary school (DSA-SEC)



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Entering a Secondary School



PSLE / S1 Posting Process

- Based on a student's PSLE score
- Most students enter secondary schools this way

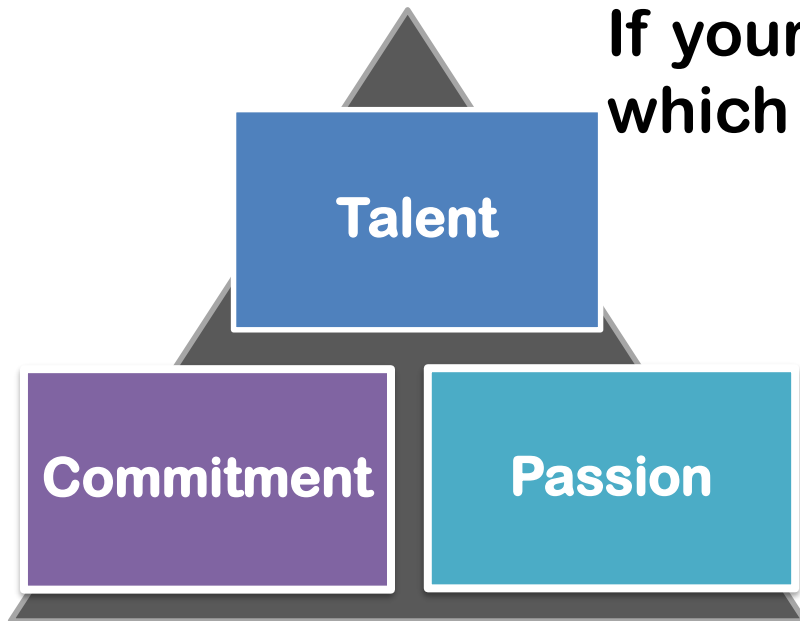


DSA - Sec

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises
- Allows students to access school programmes to develop their talents



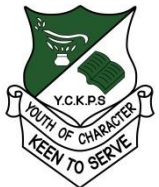
Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

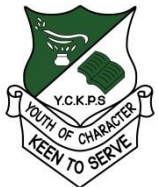
And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



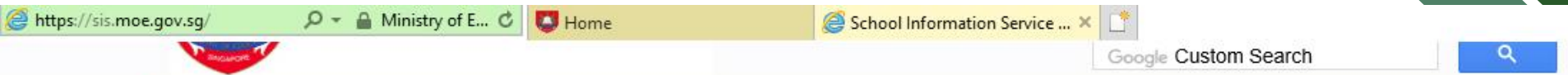
Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website



School Information Service (SIS)

<https://sis.moe.gov.sg/>



School Information Service (SIS)

[Back to MOE Home](#)



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Singapore 529894



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An aviation experience like no other

S.O.A.R - Student-centered Opportunities
in Aerospace Industries

A school of youth leaders

Leadership and Service
Through School to Nation



Search Schools by Criteria

Displays list of schools based on the criteria you have selected

Search Schools by Name

Displays list of schools you have selected

View School Directory

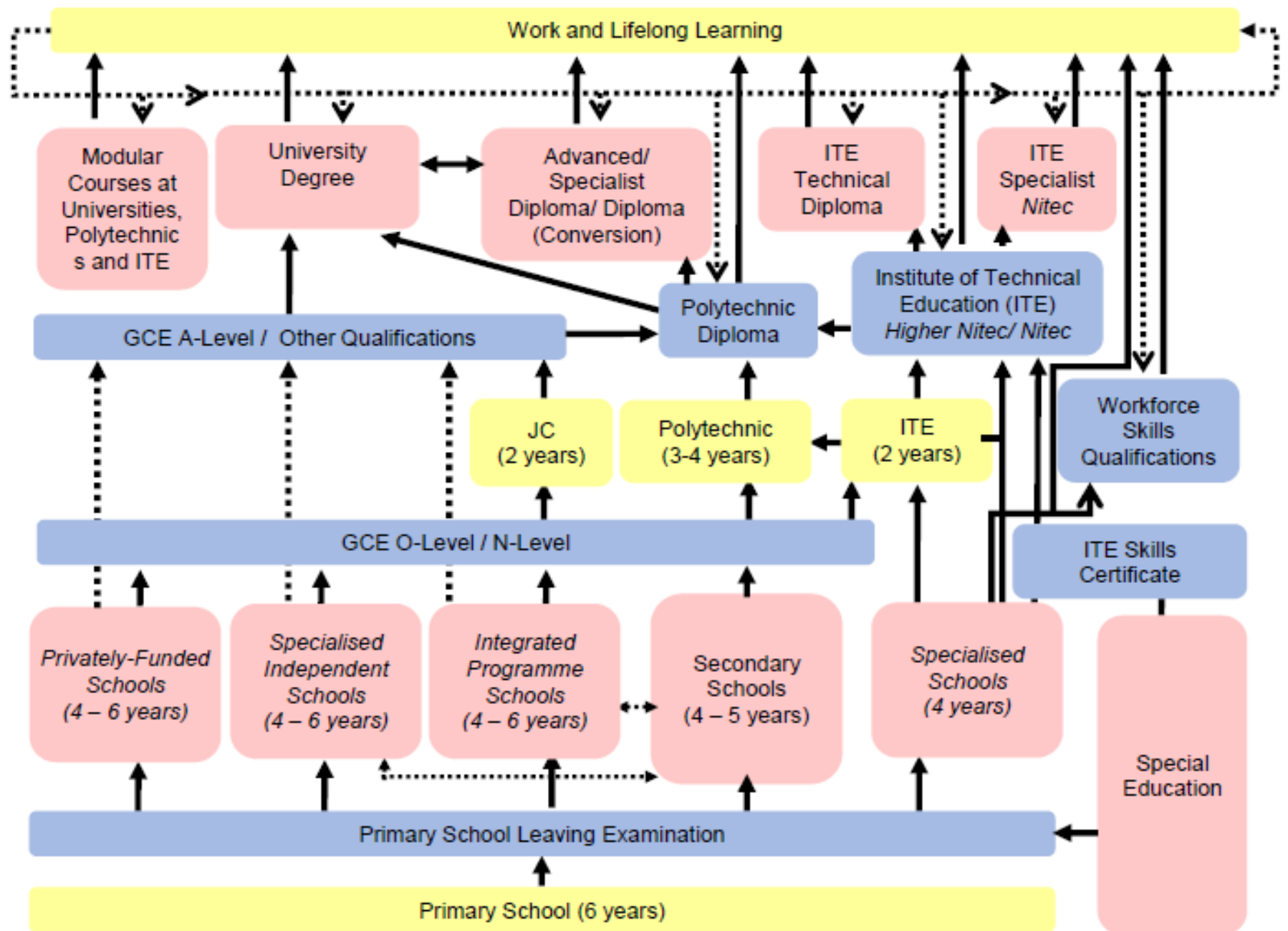
Displays schools' contact information

View School Details

Select level of education

Select a school

Map of today's education and training pathways



Four fundamental shifts in the world of learning and work ...

1. From knowledge to skills

2. From front-loading to lifelong learning

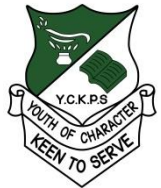
3. From classroom to both classroom and workplace

4. From fixed to growth mindset



Home-School Partnership

Well-Being, Self-Management & Motivation

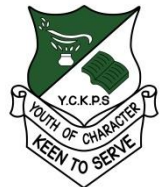


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Caring for Well-being

Breakfast

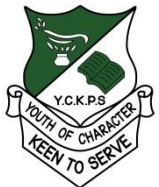
- Most important meal of the day for children with growing bodies and minds.
- Come early to school canteen for breakfast before 7.15am.



Caring for Well-Being

Sleep

- Regular hours and sufficient sleep necessary for healthy growth of children
- “No Screen Time”- 1 hour before bedtime because brain would be too active and quality of sleep affected



Caring for Well-Being

Limit Use of Electronic Gadgets

Monitor
Your Kid's
Online
Activity



- Excessive use of electronic gadgets is **addictive**
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**



Caring for Well-Being

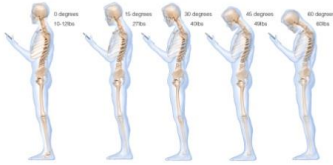
Excessive use of Electronic Gadgets:

Possible Effects:

1. Early onset or worsening of myopia



2. “Text Neck” – Head, neck, shoulders strain
(abnormal spinal development)



3. *Lack of development of social skills or social withdrawal*

4. *Lose interest in studies and attending school*



Caring for Well-Being

Example: Limit use of Electronic Gadgets



Caring for Well-Being

Bonding Time with Children

- Research has shown that healthy parent-children relationships leads to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem
- **We have a happy child in the end**
- Spend time now before they go to secondary school



An example for Self-Management

“Work out a weekly time-table planner”

- Write down weekly learning goals by subjects
- Plan for efficient use of time

Figure: Sample of weekly time-table planner

YIO CHU KANG Primary School
My Weekly Study Time-Table Planner

Name: _____ Class: P _____ Date: _____

Subjects	Areas of Improvement / Topics to Learn or Review
ENGLISH	
MATHEMATICS	
SCIENCE	
MOTHER TONGUE	

For this week, I promise to _____

Name: _____ My Hourly Timetable Term _____ Week _____

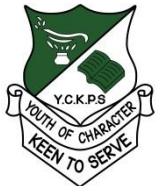
Date/Time	M _ / _	T _ / _	W _ / _	T _ / _	F _ / _	S _ / _	S _ / _	
8-9	School Lessons							
9-10								
10-11								
11-12								
12-1								
1-2								
2-3								
3-4								
4-5								
5-6								
6-7								
7-8								
8-9								
9-10								

English (United States)



Guiding towards Effective Motivation & Self-Management

- **Have a talk with your child about his/her goals or dreams (e.g. Choice of Secondary School, pursuing a sport/hobby/occupation)**
- **Discuss the reasons for the choice of the goals or dreams**
- **Explore together the ways to get to his/her goals**
- **Work out a plan of action with a time line towards the goals**



An example for Self-Motivation

“Explore Together: *MySkillsFuture Portal*”

- Find out educational pathways & career choices
- Research for Secondary Schools of Choice



Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author

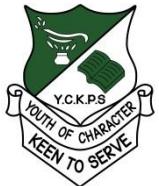


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Feedback

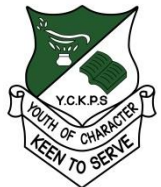
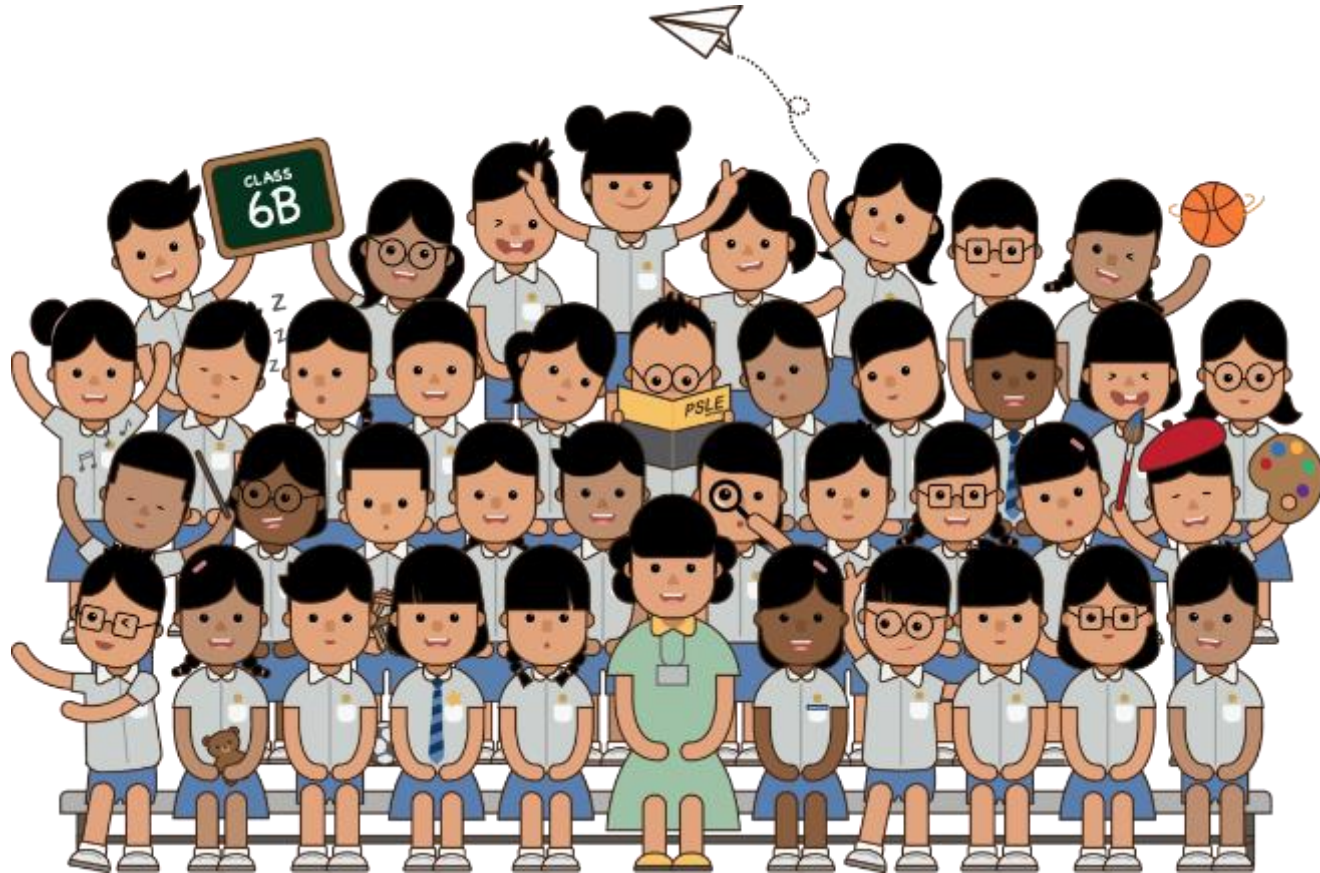


Kindly scan the QR code to give us feedback



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THANK YOU!



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