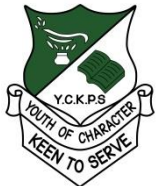


# Primary 2 Parents Briefing

## Friday, 28 January 2022

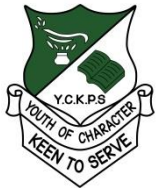


**Yio Chu Kang Primary School**  
Empowering Mind • Engaging Heart • Extending Hands

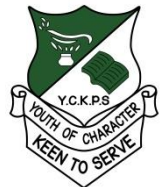


# Programme

1. Introduction
2. Curriculum and Learning Outcomes
3. Level Programmes
4. Home School Partnership

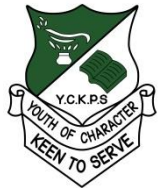


# INTRODUCTION



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

# 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***

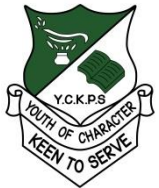
***To recognise each child as an individual  
and help him achieve his personal best***



**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

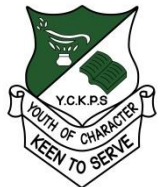
Respect

Responsibility

Integrity

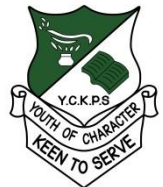
Resilience

Excellence





# CURRICULUM AND LEARNING OUTCOMES



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

## Currently

## From 2019

## From 2020 or 2021

### Adjusting School-based Assessment Structures

#### P1

- > No examination, but weighted assessments are conducted throughout the year

#### P2

- > Weighted assessments throughout the year and year-end exam

#### P3-P6

- > Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

#### Secondary level

- > Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year

#### P1 & P2

- > Removal of all weighted assessments (including P2 year-end exam)

#### S1

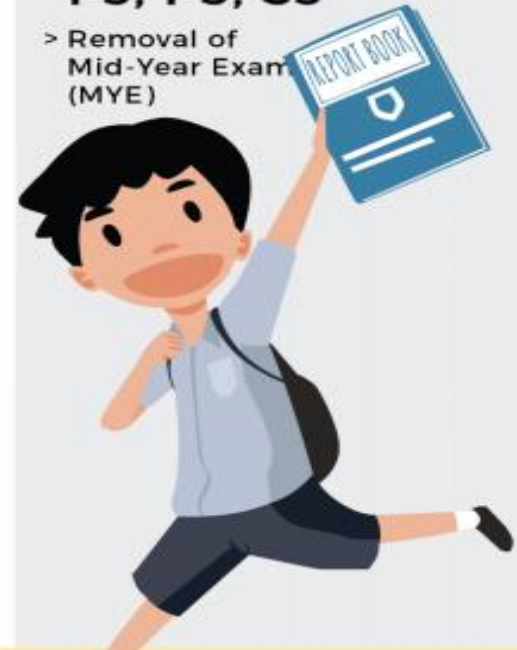
- > Removal of Mid-Year Exam (MYE)

#### From P3 to S4/5

- > Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

#### P3, P5, S3

- > Removal of Mid-Year Exam (MYE)



**Currently**

**From  
2019**

**From  
2020 or 2021**

**Refreshing the Holistic Development Profile (HDP)**

> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

**P1 & P2**

> Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

**All other levels**

> Academic indicators adjusted for HDP. Non-academic indicators will be retained



# Learning Progress in the Holistic Development Profile (HDP)

- Subject-specific Learning Objectives (LOs) and qualitative descriptors to report students' learning progress for all subjects in the HDP
- LOs reflects the syllabus outcomes
- LOs are meant as feedback to students and parents for learning



# Reporting of P1 & P2 Students' Learning Progress in HDP

## Reflection of Learning Outcomes & Qualitative Descriptors

For illustrative purposes only.

### Holistic Development Profile

Date : 6 Nov 2019

Identification No : T0612345F

Name : Jane Ong

Age on 1<sup>st</sup> Jan : 6 S/N : 5

Course : Primary Two

Class : P2-Respect

Form Teacher

Co-Form Teacher

Learning Outcomes (LOs) for each subject

Customised Qualitative descriptors

#### SUBJECT

#### MATHEMATICS

• <i>Solve mathematical problems involving addition and subtraction.</i>	Accomplished
• <i>Multiply and divide numbers within multiplication tables</i>	Competent
• <i>Identify, name, describe and sort shapes and objects</i>	Competent
• <i>Tell time to 5 minutes</i>	Developing



# Use of descriptors for parents to gain a better understanding of the progress of their child

Instead of receiving just a test score or grade, parents will now receive qualitative feedback regarding the progress of your child for the learning outcomes expected of students as highlighted in the MOE syllabus guide for each subject through the HDP.

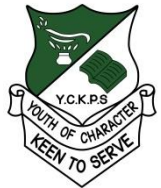


# Use of descriptors for parents to gain a better understanding of the progress of their child

- Parents may make use of this qualitative feedback to complement their understanding of their child's progress such as areas of strength or growth with the students' returned files and work.
- The descriptors also help shape conversations between parents and child, and or parents and teachers when discussing on areas for growth.



# ENGLISH LANGUAGE



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



# P2 Learning Outcomes

SEMESTER 1	SEMESTER 2
<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"><li>• Listen attentively and identify relevant information.</li></ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"><li>• Speak clearly to express their thoughts, feelings and ideas.</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Read multi-syllabic words accurately.</li><li>• Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</li></ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"><li>• Speak clearly to express their thoughts, feelings and ideas.</li><li>• Build on others' ideas in the conversations or discussions respectfully.</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li><li>• 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.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.</li></ul>



# STELLAR

## STratEgies for English Language Learning And Reading

- STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

### Broad Strategies:

- Shared Book Approach (SBA) for reading
- Modified Language Experience Approach (MLEA) for writing
- Learning of Grammar

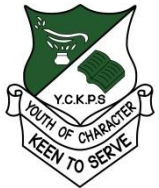


# KEY PROGRAMMES: Reading

- Morning Reading Time (MRT) daily
- Drop Everything And Read (DEAR) a period/week

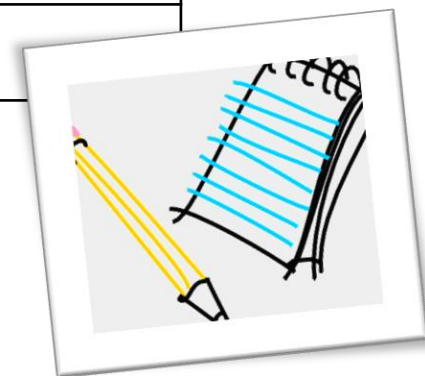
# KEY PROGRAMMES: Speaking

- Reading Aloud; Show and Tell



# P2 EL Key Work Deliverables

Components	Item
STELLAR Learning Sheets C'mon Supplementary Worksheets	Dark Purple Ring Folder
MLEA Writing – Writing based on learning experience	Writing File (light purple)
Narrative Writing – Theme-based writing on 4 pictures	
Spelling/Dictation	Activity sheets or exercise book
Oral & Listening Comprehension	Book



# Transition from P1 to P2 – Key Differences

Primary 1	Primary 2
<ul style="list-style-type: none"><li>• Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</li><li>• <u>At least 50 words;</u></li></ul>	<ul style="list-style-type: none"><li>• Writing: Based on a given <u>theme</u> with sequenced pictures.</li><li>• <u>At least 80 words;</u></li><li>• Content: Generally simple and direct plot idea development with sound expression through descriptive vocabulary required</li><li>• Describe details, and use tenses and connectors accurately.</li></ul>
<ul style="list-style-type: none"><li>• Language Mastery: 1 x Comprehension OE</li><li>• Examples of comprehension skillsets: identifying main idea, compare and contrast etc</li></ul>	<ul style="list-style-type: none"><li>• Language Mastery: 2 x Comprehension OE</li><li>• Examples of comprehension skillsets: cause and effect, identifying main idea, compare and contrast, sequencing etc</li></ul>
<p>Oral: Apart from reading aloud, greater emphasis on students' ability to engage in stimulus-based conversation through more thorough development of ideas supported by accurate grammar and vocabulary structures.</p>	

# TIPS FOR PARENTS: READING & SPEAKING

- Model the use of Standard English when communicating with your child. Avoid using Singlish.
- Encourage them to read widely and have them share with you the story plot and reasons they enjoy the book.
- Discuss latest snippets of news and have them share their thoughts and opinions on the matter.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading, viewing and writing opportunities and activities.



# TIPS FOR PARENTS: WRITING

- Time management –important to learn how to manage time well by completing a given task within the given time.
- Encourage your child to jot down good vocabulary/phrases from their reading and apply them in their writing.
- Encourage your child to keep a journal.
- Read and write notes/messages to your child. Let them have ample writing opportunities as well, example, write a postcard or email to a relative or friend overseas.



# MATHEMATICS

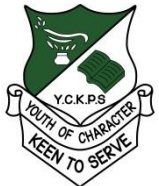


**Yio Chu Kang Primary School**  
**Empowering Mind • Engaging Heart • Extending Hands**



# P2 Mathematics Syllabus

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"><li>• Numbers to 1000</li><li>• Addition and Subtraction within 1000</li><li>• Length</li><li>• Multiplication and Division</li><li>• Multiplication Tables of 2, 5 and 10</li><li>• Mass</li><li>• Time</li></ul>	<ul style="list-style-type: none"><li>• Addition and Subtraction</li><li>• Multiplication Tables of 3 and 4</li><li>• Money</li><li>• Fractions</li><li>• Volume</li><li>• Picture Graphs</li><li>• Shapes</li></ul>



# P2 Learning Outcomes

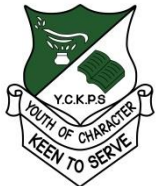
SEMESTER 1	SEMESTER 2
<ol style="list-style-type: none"><li>1. Understand numbers up to <b>thousand</b></li><li>2. Solve mathematical problems involving addition and subtraction</li><li>3. Multiply and divide numbers within multiplication tables</li><li>4. Compare and order objects by <b>length, mass or volume</b></li><li>5. Tell time to the minute</li></ol>	<ol style="list-style-type: none"><li>1. Understand <b>fractions</b></li><li>2. Compare and order objects by <b>length, mass or volume</b></li><li>3. Multiply and divide numbers within multiplication tables</li><li>4. Read and interpret picture graphs with scales</li><li>5. Identify, name, describe and sort shapes and objects</li></ol>



# Transition from Primary 1 to 2

## Areas to look out for

- Learn how to solve **2-steps word problems** instead of single step word problems
- Drawing bar models to understand and solve a word problem
- Multiply and divide numbers within multiplication tables
- Compare and order objects by **length, mass or volume**



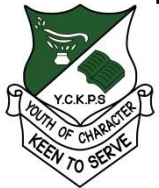
# Tips for Parents

- Help your child to
  - Cultivate as a habit to revise regularly what has been taught for the day or week
  - Revise multiplication tables (2, 3, 4, 5 and 10) regularly
  - Do regular practices on addition, subtraction, multiplication and division, so as to achieve fluency



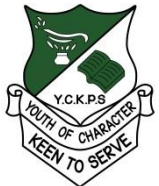
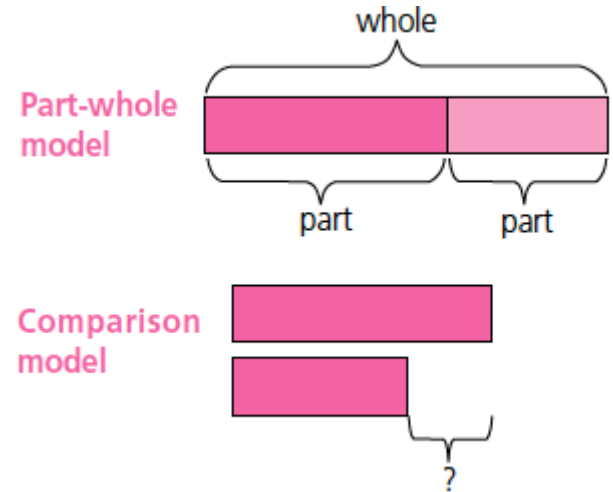
# Tips for Parents

- Help to ensure that your child completes the daily homework to the best of his/her ability and effort.
- Encourage your child to always check his/her work before submitting. Cultivate this as a habit.
- Encourage your child to revise problems that he/she has done before. Learn from the mistakes made and strive to avoid making the same mistakes subsequently.



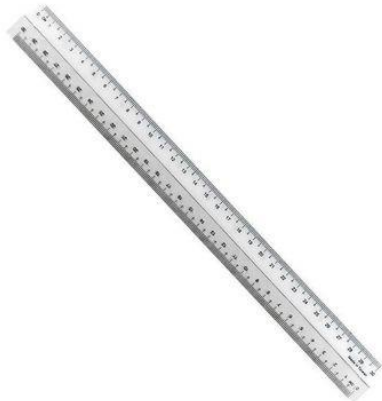
# Tips for Parents

- Look through your child's written assignments (e.g., workbook worksheets, journal book, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher.
- Help your child to develop the habit of drawing models when solving a word problem.  
This will better prepare them for more complicated models in P3.



# Tips for Parents

- Help your child relate the mathematics learnt in school to everyday life experiences.
  - Money: use of dollars and cents, converting money, comparing money, simple addition of cents to make a dollar.
  - Length: measuring any objects or furniture at home in centimetre or metre, comparing lengths.



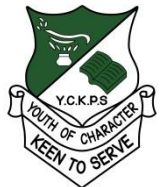
# Tips for Parents

- Help your child relate the mathematics learnt in school to everyday life experiences.
  - Volume: use of litres in water bottles, comparing volumes in litres.
  - Time: give your child plenty of opportunities to tell time, express time in hours and minutes, converting time from hours to minutes and vice versa.





# MOTHER TONGUE LANGUAGES



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

# Approach

## Mastery of 4 Macro Skills

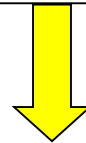
**Listening**

**Speaking**

**Reading**

**Writing**

**Language Use**



**Vocabulary**

**Grammar**

**Reading  
with  
Understanding**

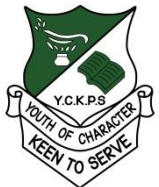


# Learning Outcomes for Primary Two MTL

<b>Semester 1 (Term 1 &amp; Term 2)</b>	<b>Semester 2 (Term 3 &amp; Term 4)</b>
<ul style="list-style-type: none"><li>• <b>Listen attentively</b> to short, simple spoken content related to daily life, identify the main idea and some details.</li><li>• <b>Speak with correct pronunciation</b> using vocabulary and sentence structures from Pri 2 texts.</li><li>• <b>Recognise characters</b> taught in Pri 2(CL).</li><li>• <b>Recognise words</b> taught in Pri 2 (ML).</li><li>• <b>Recognise letters and words</b> taught in Pri 2 (TL).</li></ul>	<ul style="list-style-type: none"><li>• Participate in <b>short conversations</b> related to daily life with some guidance.</li><li>• <b>Read aloud</b> Pri 2 texts with accuracy and fluency.</li><li>• Understand Pri 2 texts and are able to identify some details with guidance.</li><li>• <b>Write short sentence(s)</b> about daily life with some guidance.</li></ul>

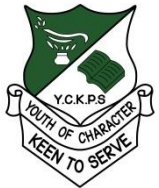
# Transition from P1 to P2

- Oracy includes **short conversations** related to daily life with some guidance
- **Read aloud** Pri 2 texts with accuracy and fluency
- **Speak with correct pronunciation** using vocabulary and sentence structures from Pri 2 texts
- Write a **short sentence(s)** about daily life with some guidance



# Tips For Parents

- Encourage your child to share what words/content they 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
- Cultivate the habit of reading by visiting the library regularly

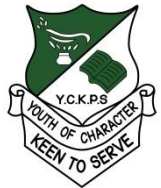


# Tips For Parents

- 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.
- Make Mother Tongue a language of use, and a language that's in use. Create opportunities for your children to interact and communicate.



# PHYSICAL EDUCATION (PE)



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

# Physical Education

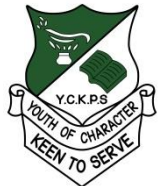
The purpose of PE is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a lifetime of active, healthy living.





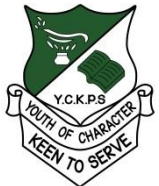
# PHYSICAL EDUCATION (P2)

Dance	Games & Sports	Gymnastics	Outdoor Education	Physical Health & Fitness
<ul style="list-style-type: none"><li><input type="checkbox"/> Exploration</li><li><input type="checkbox"/> Creating and Performing</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Rolling Underhand and Catch</li><li><input type="checkbox"/> Tossing, Throwing and Catching</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Performing sequence of two movements</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Move across variety of ground surfaces</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Personal safety practices</li><li><input type="checkbox"/> Good health practices</li></ul>





# PROGRAMME FOR ACTIVE LEARNING (PAL)



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

# Programme For Active Learning (PAL)

To develop in our students **Confidence**, **Curiosity** and **Cooperation** skills through broad exposure and experiences.

Self awareness

Self Management

Social awareness

Responsible Decision Making

Relationship Management

Outdoor Education



Visual Arts



Performing Arts



Sports & Games

# PAL Learning Outcomes

- Students exhibit confidence in what they do and are able to express themselves effectively
- Students exhibit curiosity and positive attitudes towards learning
- Enjoy group experiences and cooperation
- Engage in social-emotional learning and values education

**Curiosity**

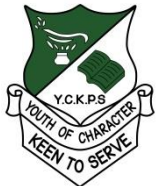
**Confidence**

**Cooperation**



# PAL @ Yio Chu Kang Primary School

- All Primary 2 students will participate in PAL
- 1.5 hours of PAL every Tuesday
- 4 Domains:
  - Sports & Games
  - Outdoor Education
  - Performing Arts (Music & Dance)
  - Visual Arts
- Students to be in PE attire on PE and PAL days



# CITIZENSHIP AND CHARACTER EDUCATION



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

# CCE Form-Teacher Guidance Period (CCE FTGP)

## Purpose of CCE (FTGP)

1. Provide **quality interaction time** between form teachers and students to build positive teacher-student relationship
2. Equip students with **social and emotional competencies**



# CCE Form-Teacher Guidance Period

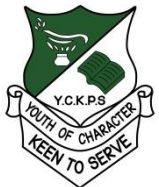
Social Emotional Learning (SEL) is foundational to nurturing **mentally healthy** and, **socially and emotionally competent learners**, enabling them to thrive in the future.

CCE (FTGP) lessons are designed with strategies for pupils to acquire these competencies.

The content is divided into 4 themes, base on the domains of

- 1) **Self-awareness**
- 2) **Social Awareness**
- 3) **Self Management**
- 4) **Relationship Management**

The aspect of **Responsible Decision Making** runs through all the lessons.





# CCE Form-Teacher Guidance Period

## Purpose of CCE (FTGP)

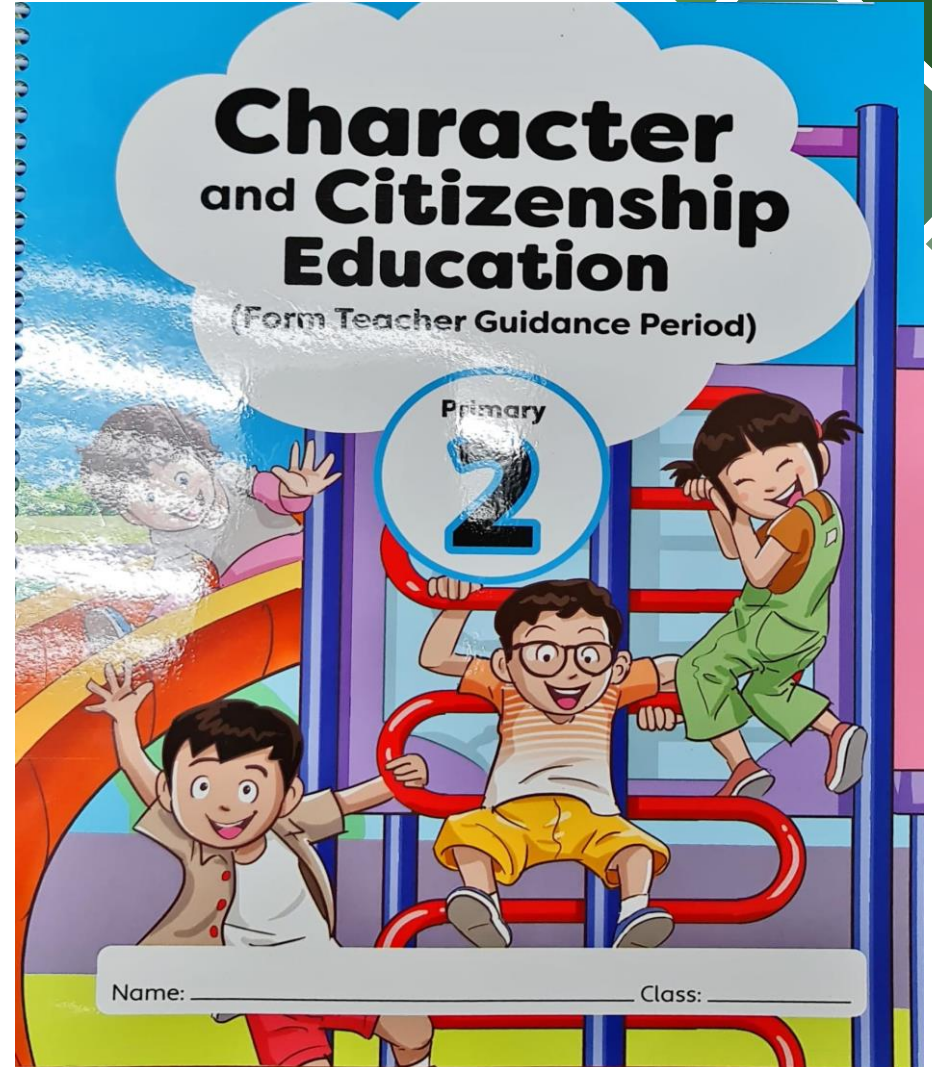
1. Topics related to developing citizenship dispositions are also taught in CCE(FTGP) to foster inter-ethnic understanding and appreciation for one another's culture in a multicultural classroom setting.
2. Topics on cyber-wellness are also infused in CCE(FTGP) to educate pupils on positive well-being of internet users



# CCE Form-Teacher Guidance Period (CCE FTGP)

## CCE FTGP Journal

A means for students to record their FTGP journey through their interactions with the Form Teachers and classmates, as well as their Social Emotional Learning in school.



# P2 CCE (FTGP)

## Contents

	<b>Understand and Care for Myself</b>
Pages 2–6	Growing My Character Strengths ①②③
Pages 7–12	How I Feel ①②③④
Pages 13–18	Do I Know You? ①②③④
	<b>Do My Best</b>
Pages 20–27	Yes I Can! ①②③④
Pages 28–30	Boss of My Actions ①②③
	<b>Care and Respect for Others</b>
Pages 32–36	Understanding My Friends ①②③④⑤
Pages 39–42	Responding with Care and Respect ①②③
	<b>Our Singapore and the World</b>
Pages 44–47	Being Careful, Being Prepared
	Languages of ASEAN
	Harmony as One
	My Wish for Singapore
Pages 49–55	Stickers



# CCE Form-Teacher Guidance Period

## 4 themes and their modules

### 1) Self-Awareness

- Understand and care for myself
  - Growing my Character Strength
  - How I feel
  - Do I Know You


### 2) Self-Management


- Do My Best
  - Yes I Can
  - My Learning

How I Feel ② Date:

### Managing Disappointment- Be Positive!

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

 Write down what I can **think** or **say** to myself when I feel disappointed.



Write or draw what I can **do** when I feel disappointed.



# CCE Form-Teacher Guidance Period

## 4 themes and their modules

### 3) Social Awareness

### 4) Relationship Management (Social Skill Focus)

- **Care and Respect for Others**
  - Understanding my friends
  - Responding with Care and Respect

### 5) Our Singapore and the World

- Being Careful, Being Prepared
- Languages of ASEAN
- Harmony as one
- My Wish for Singapore



Responding with  
Care and Respect ①

Date: \_\_\_\_\_

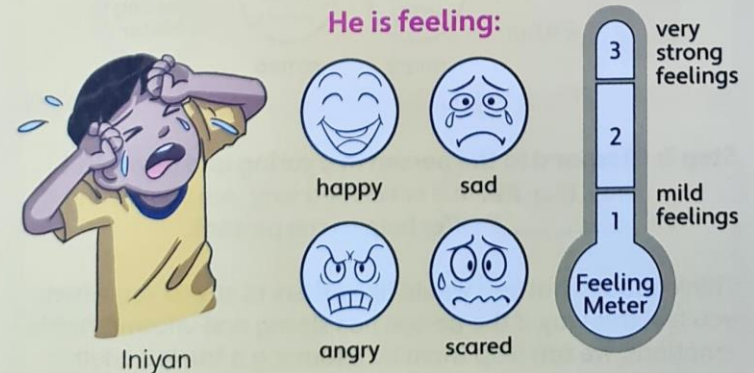
## Recognising and Responding to Others' Emotions

Recognising others' emotions helps us to communicate with them in caring and respectful ways. Look at the three students below. Let's practise recognising and responding to their emotions.

**Step 1: Pay attention to how the person looks and sounds.**  
Circle the clues in the pictures that can help you recognise the students' emotions.

**Step 2: Name the person's emotion.** Think about your own emotions when you look and sound the same way.

Colour the emoticon that shows the student's emotion and how strongly he/she feels on the Feeling Meter.



# CCE Form-Teacher Guidance Period

## 4 themes and their modules

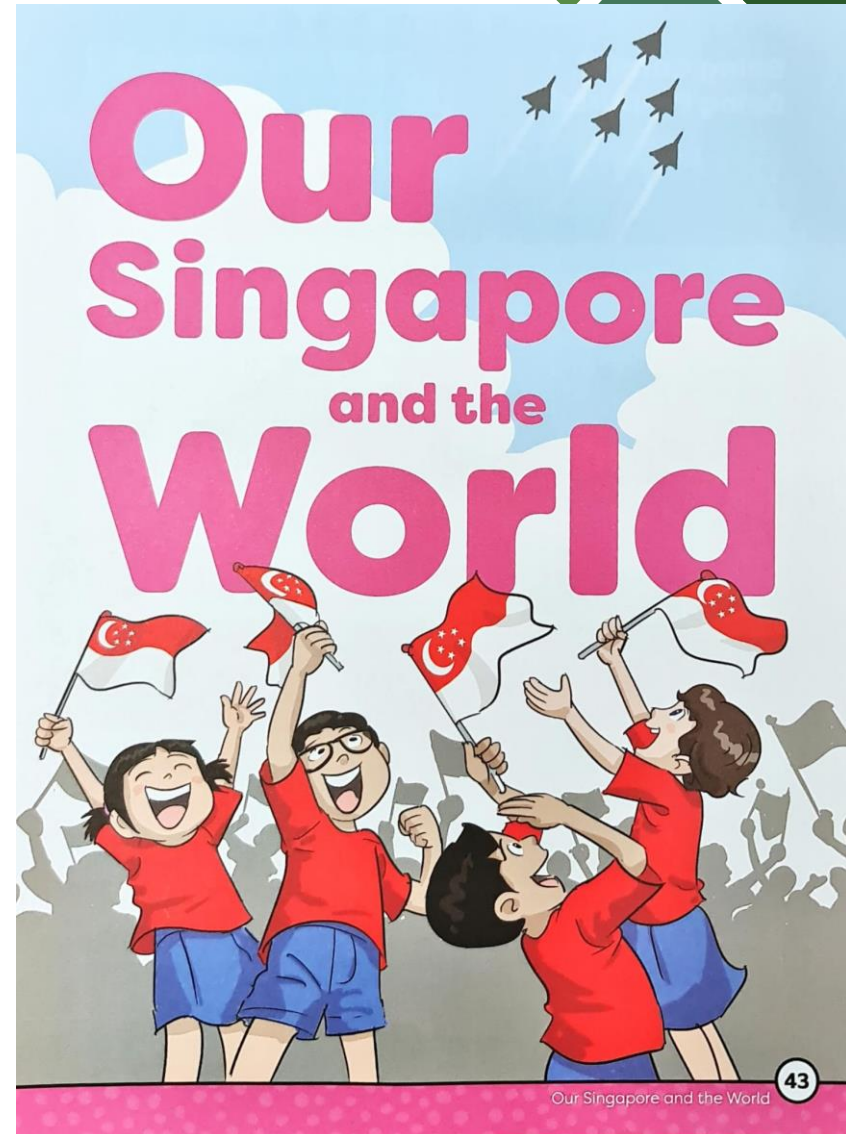
### 3) Social Awareness

### 4) Relationship Management (Social Skill Focus)

- **Care and Respect for Others**
  - Understanding my friends
  - Responding with Care and Respect

### 5) Our Singapore and the World

- Being Careful, Being Prepared
- Languages of ASEAN
- Harmony as one
- My Wish for Singapore



















# CCE Form-Teacher Guidance Period

Examples of **cyber-wellness lessons** to educate pupils on positive well-being of internet users

Do I Know You? **4** Date:

## How Do I Keep Myself Safe from Tricky People Online?

Which of the actions are safe or unsafe? Circle your responses.

	Actions	SAFE 	UNSAFE 
1	I talk to people I do not know when I am playing online games.		
2	I share my photo with a new friend I made online because I trust him/her.		
3	I share my personal information with people whom I meet online when they ask me for it.		
4	I share my username and password with my parents or caregiver.		
5	I click on an unfamiliar link in an email because I want to find out what it is about.		
6	I click on the pop-up messages because they look interesting.		
7	I always tell my parents or caregiver what I will be doing online.		



# CCE Form-Teacher Guidance Period (CCE FTGP)

## Family Time - Important Role of Parents

- 1) Involvement of parents in the child's personal journey in social and emotional development is important.
- 2) Family Time - Parents are strongly encouraged to pen their thoughts and feelings, and express words of encouragement in their children's journal where appropriate



### An example of Family activity in the journal

**Family** Family Activities  
Do we match?

1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.	<input type="checkbox"/>	<input type="checkbox"/>
We took a test or examination.	<input type="checkbox"/>	<input type="checkbox"/>
We went for an injection.	<input type="checkbox"/>	<input type="checkbox"/>
Any other situation: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>

2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	<input type="checkbox"/>
We reacted in the same way e.g. we kept away from others.	<input type="checkbox"/>

**We did this together!**  
\_\_\_\_\_  
Parent's / Guardian's signature

12 Understand and Care for Myself



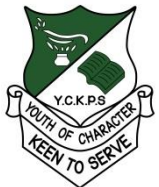
# LEVEL PROGRAMMES



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

# Key Objectives

- Support Teaching & Learning process
- Develop values, 21st century skills and social-emotional learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning



# Focus for the Year *Grow & Glow*



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

A colorful worksheet with a superhero theme. At the top, a jagged red and yellow border contains the text 'I, \_\_\_\_\_ (your name) will Grow and Glow in 2022'. Below this is a white box with the heading 'I want to Grow more in ... (Which school value you would like to improve on)' and a list of six values: Care, Respect, Responsibility, Integrity, Resilience, and Excellence. A red line indicates where to circle a value. Below that is another white box with the heading 'I Glow when I ... (what you are good at)'. At the bottom, a red line indicates where to draw or write. On the right side, there is a line drawing of a superhero in a white suit with a cape and a 'V' on the chest, standing with arms raised. The background features a red dotted pattern at the top, a green dotted pattern in the middle, and a blue dotted pattern on the right.

I want to Grow more in ...  
(Which school value you would like to improve on)

Care	Respect	Responsibility
Integrity	Resilience	Excellence

Circle one value above you wish to work on for 2022.

I Glow when I ...  
(what you are good at)

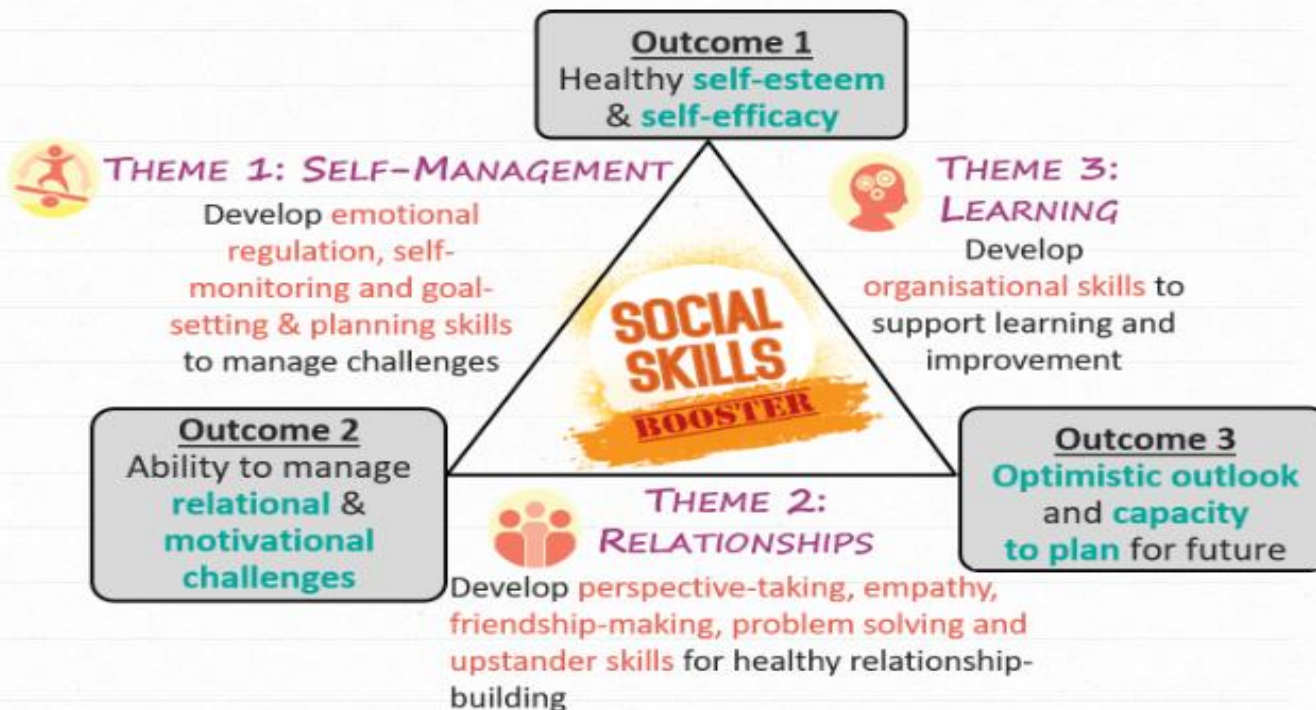
You can draw or write in the space above.

# Social Skills

*Social skills are sets of behaviours that enable individuals to interact with one another in ways that are socially acceptable as well as personally and mutually beneficial to others.*



## Three Broad Themes for Social Skills



# List of Social Skills

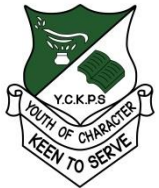
	P1 – P2
<b>Self-Management</b> 	<ul style="list-style-type: none"><li>• Cheering Myself On</li><li>• Asking for Help</li><li>• Naming my Feelings</li><li>• Dealing with Anger</li><li>• Accepting "No" or Consequences</li></ul>
<b>Relationships</b> 	<ul style="list-style-type: none"><li>• Using an Appropriate Voice Level</li><li>• Listening</li><li>• Joining in Activities</li><li>• Inviting Others to Join in</li><li>• Asking Others to Share</li><li>• Giving Praise</li><li>• Disagreeing Respectfully</li><li>• Making an Apology</li></ul>
<b>Learning</b> 	<ul style="list-style-type: none"><li>• Being Prepared for Class</li><li>• Following Instructions</li><li>• Ignoring Distractions</li></ul>

## Platforms used to teach:

- 1) FTGP
- 2) Programme for Active Learning (PAL)
- 3) Start It Right (SIR)
- 4) Assembly talks
- 5) Teachable moments during daily interaction

# Dramatised Poetry

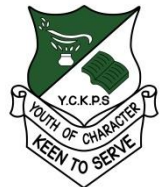
## Intertidal Nature Walk



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

*\*Photographs were taken pre-Covid*

# PROGRESSION FROM PRIMARY 2 TO PRIMARY 3



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

# Progression from Primary 2 to Primary 3

At the end of Primary 2, our P2 students will be regrouped into P3 mix-ability classes in 2022. The class allocation is based on a range of observations such as mastery of knowledge, skills and key learning dispositions.

We recognise that every child has different strengths. With this approach, it helps to reduce fine differentiation of classes and provide opportunities for our students to develop their social and emotional competencies as they learn from their peers and collaborate with others.





# KEY REMINDERS

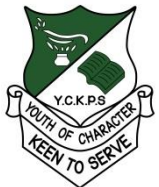


**Yio Chu Kang Primary School**  
**Empowering Mind • Engaging Heart • Extending Hands**



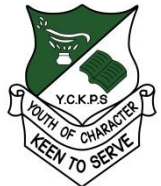
# Morning Reading Time

- Remind your child to bring a story book to read on a daily basis
  - If possible, do choose the story books with him/her
- Schedule for Morning Reading Time:
  - Monday, Tuesday and Wednesday: English Language books
  - Thursday and Friday: Mother Tongue Languages books

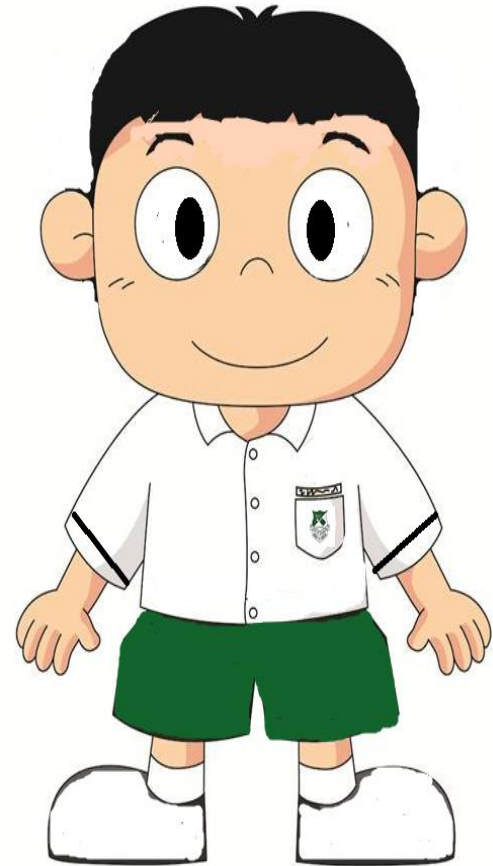


# Writing Materials

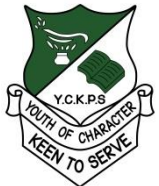
- Students to use pencil for daily work
- Please continue to ensure pencil cases have the following stationery:
  - Pencils
  - Eraser
  - Ruler
  - Pencil sharpener
- Use of whiteboard and markers during lessons



# School Attire

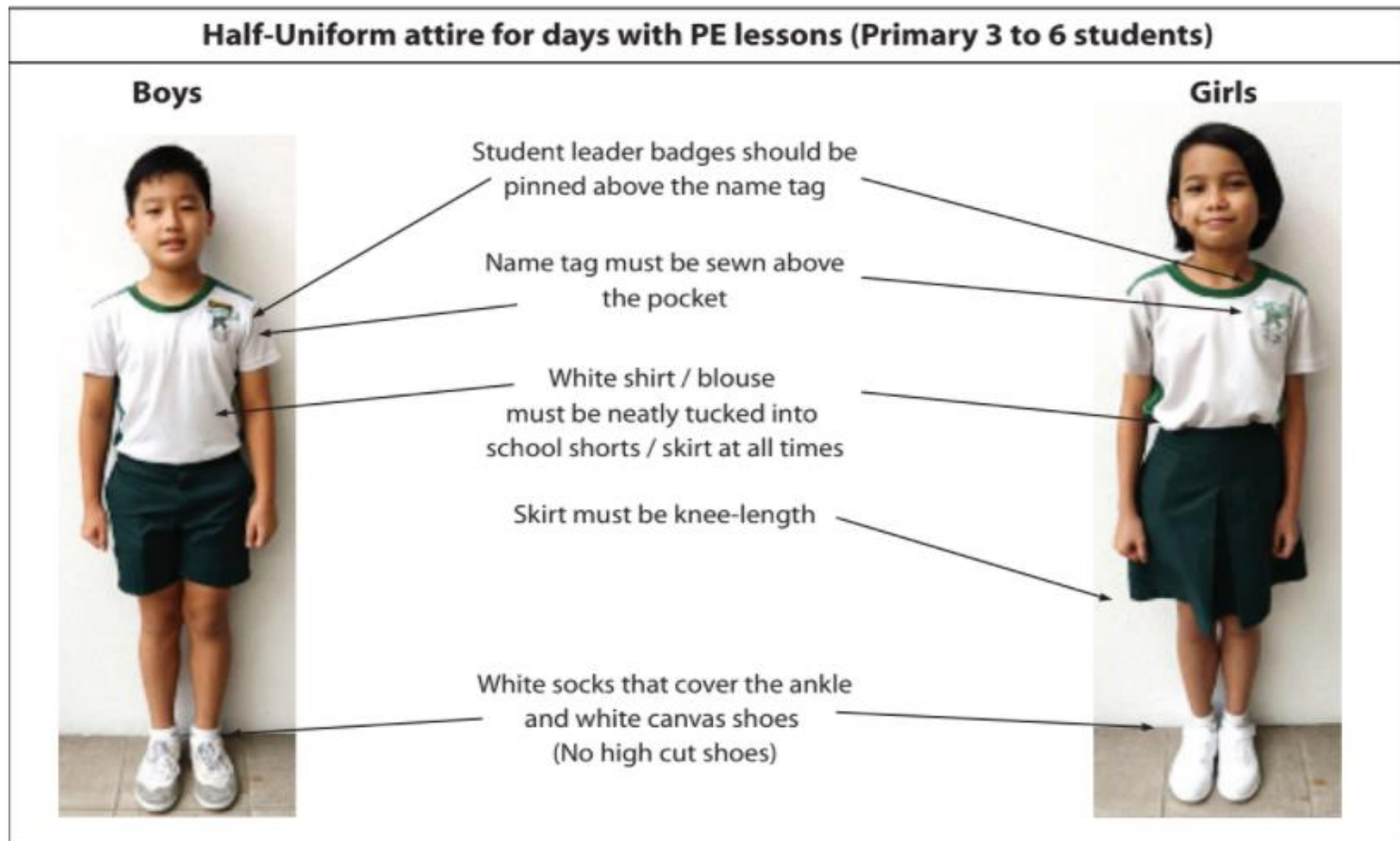


- **Nametag** is sewn on all shirts, blouses and PE shirts
- Shirt, blouse or PE shirt must be **tucked in** at all times
- **White shoes** and **white socks** that cover the ankles
- For girls, skirt must be knee-length



# School Attire – Half Uniform

- Information on School Attire can be found in pages 11 and 12 of the Student Handbook



# Snack Time

- There will be a snack time at **11.50 a.m.**
- Providing this meal break would ensure that students are not too hungry between recess at 9.00 a.m. and lunch after school dismissal
- Students will be allowed to have their snack in class during lesson time
- Students should bring only healthy snacks for their snack time



Acceptable Items	Unacceptable Items
<ul style="list-style-type: none"> <li>• Biscuits</li> <li>• Bun (e.g. red bean bun)</li> <li>• Bread</li> <li>• Sandwich</li> <li>• Cereal (small box)</li> <li>• Dried fruit</li> <li>• Energy bar (e.g. muesli or oats bar)</li> <li>• Slice of cake (without cream)</li> <li>• Fruit (e.g. apple or banana)</li> <li>• Raisins</li> <li>• Nuts</li> <li>• Cheese slice/stick</li> <li>• Carrot/Cucumber stick</li> <li>• Small packet of Milo/milk</li> </ul>	<ul style="list-style-type: none"> <li>• Fried Food</li> <li>• Rice, porridge and noodles</li> <li>• Sweets</li> <li>• Chocolate bar</li> <li>• Tidbits (e.g. Potato Chips)</li> </ul>



# Safe Management Measures

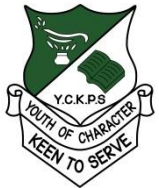
- Students who are unwell, on Stay Home Notice or have flu-like symptoms such as fever and cough, will be required to stay away from school and seek medical treatment as soon as possible.
- Students should test ART negative each day if they are on Health Risk Warning (HRW) before entering the school.
- Students are required to bring **TraceTogether (TT) Token** to school. Parents should check to ensure that your child's TraceTogether token is in working order. Replacement of tokens can be done at the Community Centres or selected malls.





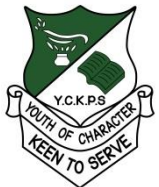
# Vaccination

- Updating of vaccination details to Form Teachers
- Avoid strenuous physical activities during school hours for 14 days after each vaccination



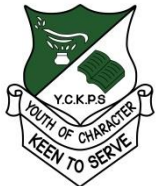
# Being Responsible for Own Belongings

- Encourage your child to be responsible for and take care of their own belongings.
- Do not leave valuables unattended or in the class during recess.
- Remember to bring all the needed items down for recess.



# Use of Electronic Devices

- The School does not recommend students to bring mobile phones, tablets, smart watches, e-readers and other similar electronic devices into the school premises and on learning journeys.
- **The School will not be responsible for the loss, theft or damage of any electronic devices.**



# Use of Electronic Devices

- The use of mobile phones and other electronic devices is **not allowed** in the school premises before, during and after curriculum hours **unless a teacher's permission is obtained**.
  - Recess
  - Lunch
  - Enrichment/ Supplementary/ Remedial classes
  - CCA
  - Any school-organised activities in the afternoon



# Use of Electronic Devices

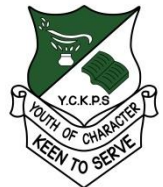
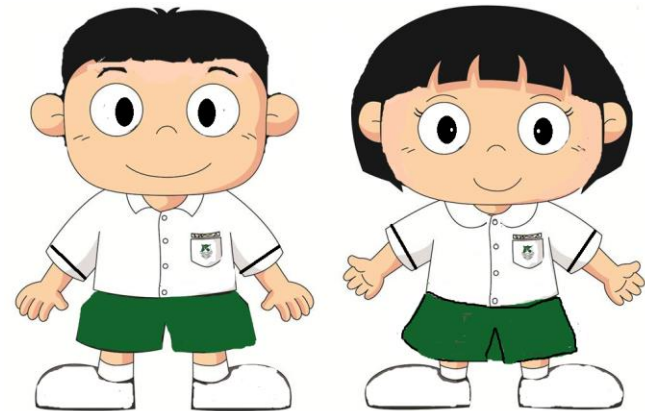
- The use of electronic devices to capture, store, display and/or transmit visual, audio or verbal information in the school premises is **not allowed** without the explicit consent of the school authority and persons involved.
- The use of personal mobile phones and other electronic devices is **not allowed** during learning journeys, other school activities or on to bus to and from school.



No Unauthorised  
Photography or Filming

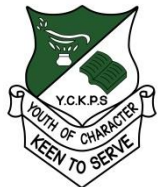


# HOME SCHOOL PARTNERSHIP



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

# SETTING LEARNING EXPECTATIONS

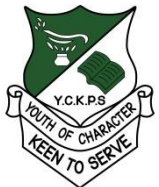


**Yio Chu Kang Primary School**  
**Empowering Mind • Engaging Heart • Extending Hands**

# Setting Learning Expectations

## Regular Attendance & Punctual for School

- Learning is affected if children are absent regularly for school because of gaps in learning
- **Being punctual for school sets the learning tone for children**
- Teach children the value of responsibility by reporting to school on time by 7.30am

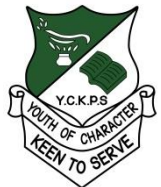




# Setting Learning Expectations

## Checking and Monitoring of Learning

- Set a practice at home for children to show parents periodically their homework progress
- **Ask regularly to see/sign tests or examination papers**
- “Children take the cue from parents on the importance of academic studies”



# Setting Learning Expectations

## Parents and teachers communicate to children as one voice

- Collaborative partnership between parents and teachers for the children's development
- **Common communication methods via student handbook and telephone call**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



# MODES OF COMMUNICATION

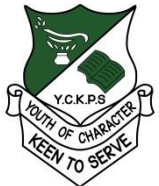


**Yio Chu Kang Primary School**  
**Empowering Mind • Engaging Heart • Extending Hands**

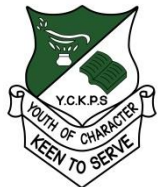
# Modes of Communication

## Regular Feedback and Communication

- Parents Briefing, Meet-The-Parents, 1-1 Meet Up sessions
- Student Handbook
- Email
- Telephone
- **Parent's Gateway (PG) App – Sch/MOE**
- **ClassDojo App - Teachers**
- School Circulars / Letters



# THANK YOU!



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