



Primary Two Parents' Engagement Session

**18 February 2021
4.00 p.m. to 4.45 p.m.**





Mdm Eunice Teng

P2 Assistant Year Head

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Today's Programme

- 1 Introducing the FHPS Family
- 2 Learning at FHPS (Overview of Curriculum)
- 3 English Language Curriculum
- 4 Mother Tongue Languages Curriculum
- 5 Mathematics Curriculum
- 6 Assessment and Feedback
- 7 Key Programmes and Events
- 8 Question and Answer

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Our Fuhua Family

School Leadership Team



Key Personnel

DEPARTMENT	NAME	
ENGLISH	MR JOHN LOW & MS DHANYA NAIR	
MATHEMATICS	MS LIM HWEE HONG & MRS VIVIAN SOH	
MOTHER TONGUE	MDM QIN MI & MDM RISWAANA TASNIM	
SCIENCE	MRS SANTI MARAN & MRS SHIRLEY KOH	
STUDENT DEVELOPMENT TEAM	P1: MS FIONA LEI (Assistant Year Head) P2: MS EUNICE TENG (Assistant Year Head) P3: MS ZENG JIAHUI (Assistant Year Head)	P4: MR JULIAN LAU (Year Head) P5: MR TEO CHAI YAW (Year Head) P6: MDM NURAINA MD SIN (Year Head)
CHARACTER & CITIZENSHIP EDUCATION	MDM NURUL HUDA JUMAAT	
PE, CCA, ARTS	MDM DAWN OOI	
PASTORAL CARE & CAREER GUIDANCE	MDM ONG SOOK YEN	
INFOCOMM TECHNOLOGY	MS JOYCE LIAN & MDM SHOFURAH	
DATA MANAGEMENT & INNOVATION	MS SUNG HUIMIN	
SCHOOL STAFF DEVELOPER	MRS ANGIE POH	
ADMIN & OPERATIONS	MS WU HEOW MENG & MR STEVEN LOW	

2 Care Form Teachers



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2 Diligence Form Teachers



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2 Loyalty Form Teachers



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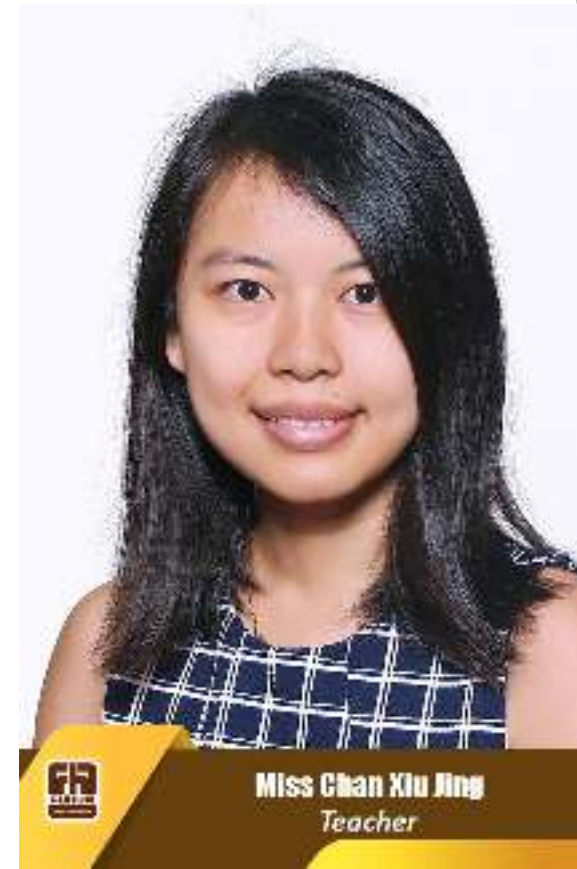


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2 Respect Form Teachers



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2 Trust Form Teachers



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Learning @ Fuhua

An Overview of our FHPS Curriculum



**Sharing by Mrs Cheryl Lim
Vice-Principal (Education)**

The **21st CC** **CURRICULUM** for Deeper Learning

OUR PHILOSOPHY

EVERY CHILD AS PROTAGONIST
EVERY TEACHER AS RESEACHER & DESIGNER
EVERY PARENT AS PARTNER
ENVIRONMENT AS 3RD TEACHER

OUR VALUES [RECIPE]

<i>RESPECT</i> WORTH OF SELF AND OTHERS	<i>CARE</i> SOCIAL AND CIVIC RESPONSIBILITY	<i>INTEGRITY</i> TRUE TO SELF AND OTHERS	<i>PERSEVERANCE</i> DETERMINED TO GO THE EXTRA MILE	<i>EXCELLENCE</i> COMMITMENT TOWARDS EXCELLENCE AND LEARNING
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OUR VISION

Every Fuhua Gem - Learner, Leader and Innovator

OUR MISSION

CREATING OPPORTUNITIES · LEADING LEARNING · BUILDING COMMUNITIES

OUR OUTCOMES

LIFELONG LEARNER

- 1.1 perseveres and takes responsibility for one's learning
- 1.2 works effectively in teams
- 1.3 thinks critically and communicates effectively

CITIZEN LEADER

- 2.1 has a strong sense of right and wrong
- 2.2 receives with a grateful heart and contributes beyond
- 2.3 serves and lead in bettering the lives of others

TECH-SAVVY INNOVATOR

- 3.1 uses technologies to construct knowledge
 - 3.2 explores solutions to real-world problems
 - 3.3 produces creative artefacts
-

CURRICULUM DESIGN & PROGRAMME DEPLOYMENT

Reggio- Inspired Curriculum Philosophy
Understanding by Design (UbD) Curriculum Framework
Transdisciplinary & Inter-disciplinary Integration
Inquiry-Based and Project-Based Learning

Lickona Model for Character Development
House System for Social & Emotional Integration
Seamless NE Integrated PACE Programme
Integrated & Supportive Co-Curricular Programme

21st Century Competencies Development
Design Thinking and Problem Solving Protocols
Programmes for Gifted & Talented
Harnessing Information Communication Technology

OUR CURRICULUM FOCI

Deeper Learning: Seeing Patterns; Making Connections; Application of Learning

Transdisciplinary & Inter-disciplinary Integration



Meaningful & Purposeful Integration :

1. Learning outcomes
2. 21st CC- Creativity, Collaboration, Communication, Critical Thought
3. Subject-Specific Competencies
4. Learning Dispositions

Technologically-Enabled Pedagogies



To foster:

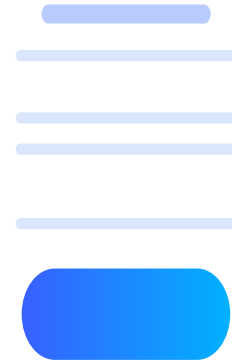
1. collaborative learning
2. creative production

Learner-Centred and Balanced Assessments



Implement practices to:

1. Reduce the over-emphasis on academic grades
2. Focus on the holistic development



The world we are living in is **changing**, and education must change with it. If we live in an **interconnected and interdependent world**, it only makes sense that **knowledge be presented as interconnected and interdependent.** (Drake, 1998)



OUR CURRICULUM PHILOSOPHY

REGGIO EMILIA-INSPIRED



Every Child as a Protagonist

Every child is unique and full of potential. They can construct their learning, through exploration, inquiry, self-expression and collaboration with peers and teachers



Environment as 3rd Teacher

Conscious use of space, appropriate learning materials and displays of children's learning process. The environment is inviting and conducive for learning and high ownership by students and teachers alike



Every Teacher a Researcher & Designer



Teachers act as resource, provocateur and partner in learning with the children. They hone their professional artistry to bring the best out of the students

Every Parent a Partner



Parents are active participants in the child's schooling journey. They give their time and serve as advocates for the school in the community

Every Child as a Protagonist

The child is the main focus and contributors to learning to make sense and meaning

It emphasizes

- the role of *collaboration* among students, teachers and parents
- the *co-construction* of knowledge, the *interdependence* of individual and social learning
- the *inquiring mind*, the generation of possibilities



Every Parent a Partner

It emphasizes

the participation of parents as the educational strategy
the culture of solidarity, responsibility and inclusion



Environment as 3rd Teacher

The environment is the context in which learning takes place and makes sense of the world.

It promotes and supports:

- The explicit relationship between learning environments, innovative pedagogy and educational outcomes.
- The active construction of knowledge through their exploration, interests and inquiries
- The documentation as a tool for communication; an assessment for and as learning



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English Language



Sharing by Mr John Low
Head of Department
John_Low_Wee_Liang@moe.edu.sg

English Language Curriculum

Strengthening Literacy
through Drama & Reading



Downloaded from <https://www.shutterstock.com>

Creating Opportunities for
Language Development



STELLAR Pedagogical Approach

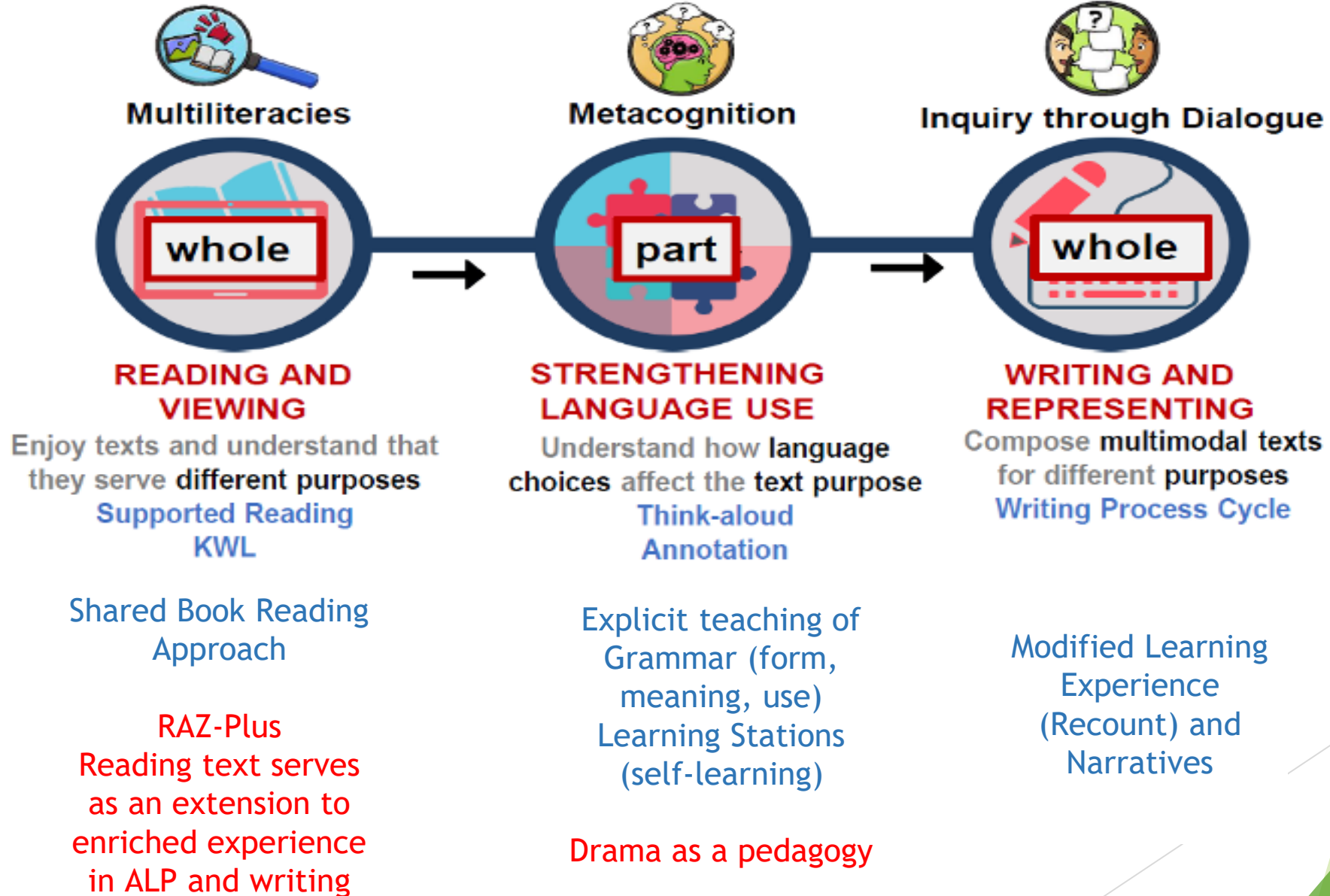
Educational Focus for Lower Primary (P1 & P2)

- Letters recognition to blending of words
- Reading collectively to reading to comprehend
- Extensive reading to close reading
- Reading aloud to thinking aloud
- Dialogue to inquire
- Writing recount/ narratives - linking ideas in paragraphs
- Making connections in reading, listening, speaking and writing

Educational Support:

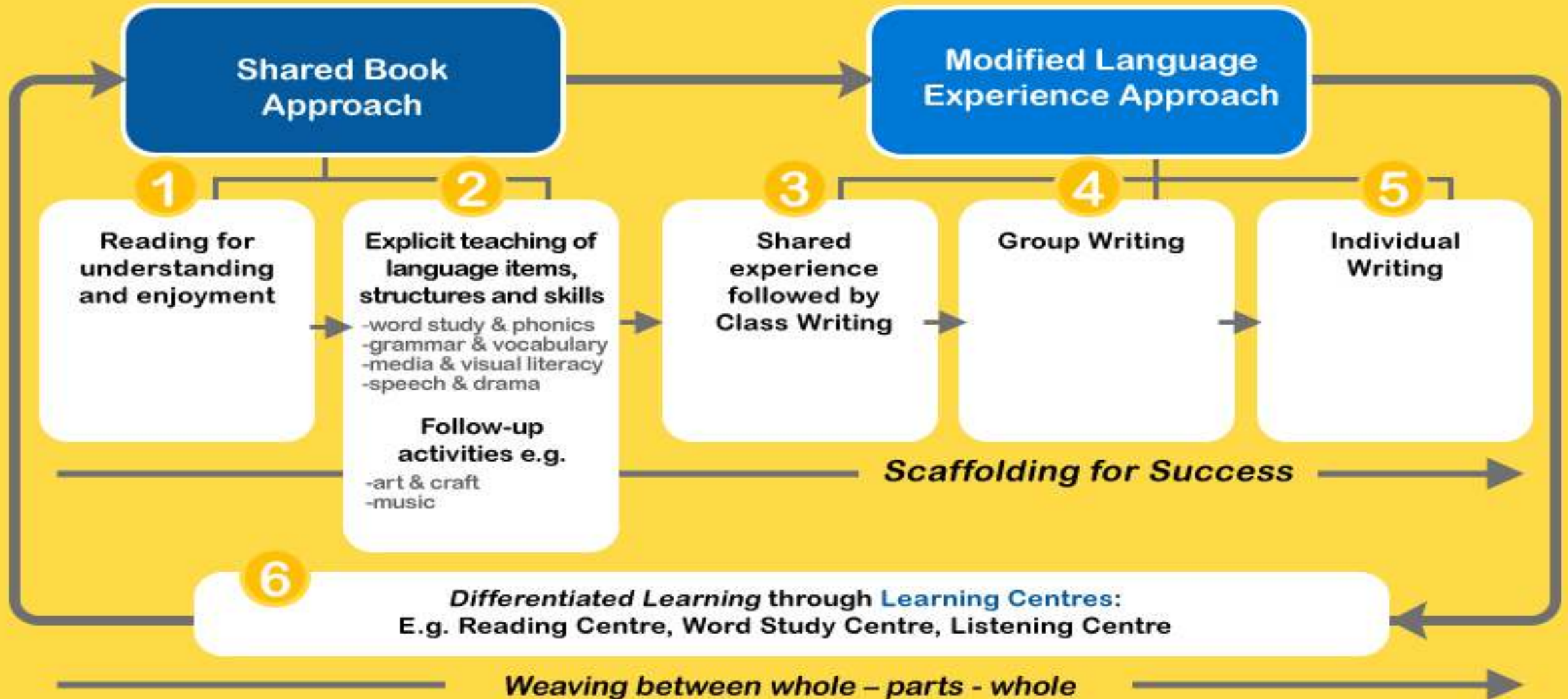
- Learning Support Programme (LSP)

P1 & P2: STELLAR Pedagogical Approach



STELLAR Pedagogical Approach

STELLAR Pedagogic Framework (P1 to P3a)



4 Mother Tongue



Sharing by Mdm Qin Mi
Head of Department
qin_mi@moe.edu.sg

Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture

Greater focus on authentic activities and experiences for:

- Deeper engagement
- Effective communication skills



Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture

Content:

- **Theme-based**
 - revolves around the same theme
 - sections are all closely-related
- **Developmentally appropriate**
 - organized based on 5 domains:
Personal, Family, School, Community and World

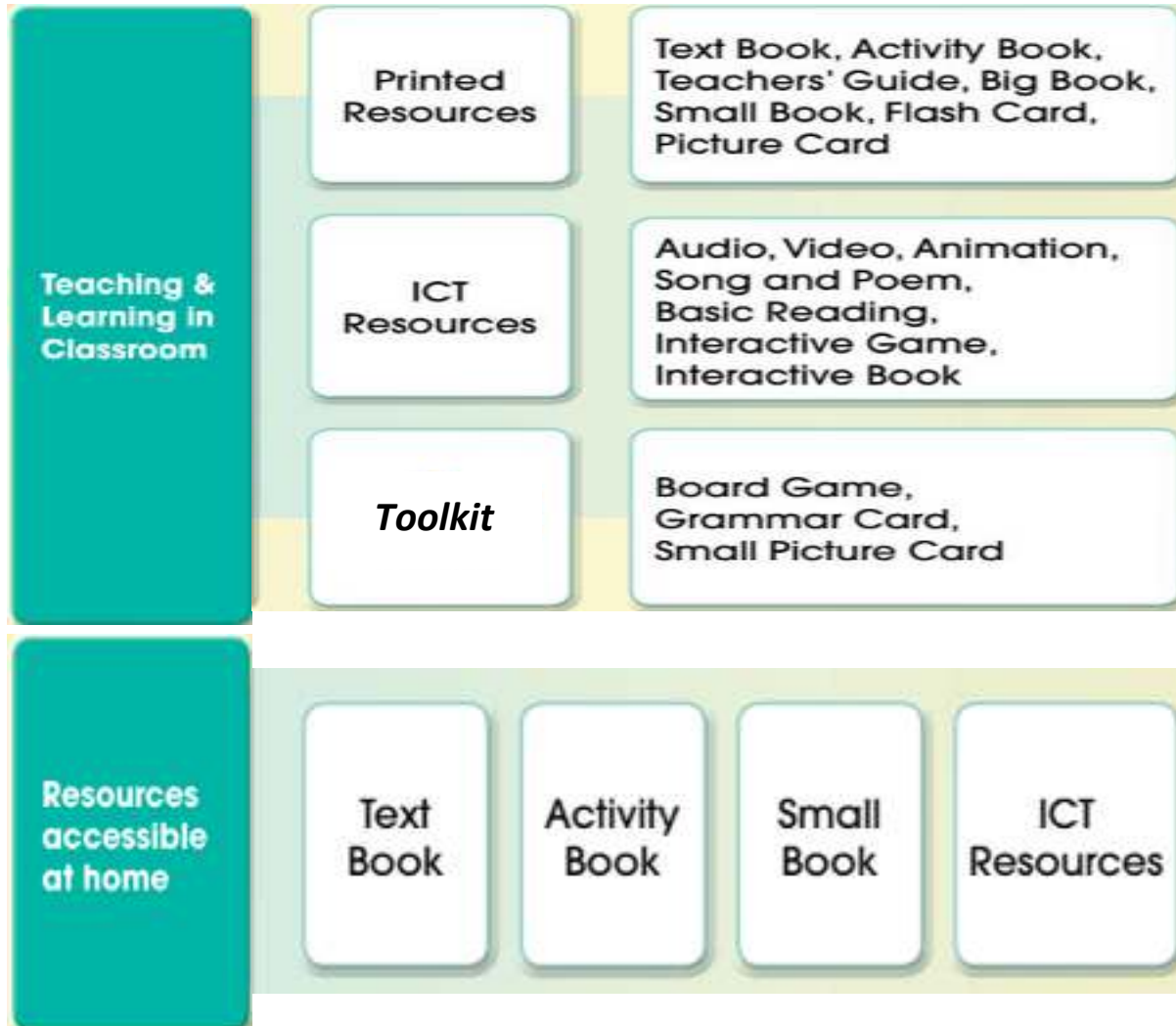
Approach:

- **From input to output**

Such an approach scaffolds learning in a step by step manner and helps children tap on their prior knowledge for greater efficacy in their acquisition of communication skills.

Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture



SINGAPORE
STUDENT
LEARNING
SPACE



Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture

Strengthening Literacy
through Drama & Reading



Creating Opportunities to
Communicate in MTLs



Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture

ICT-Enabled Learning



Journalism Our Forte



Parents as Partners

Exposure & Practice is key

- Create opportunities to converse and describe in MT languages while engaging in daily activities.
- Read both online/ audio and printed books
- Play meaningful language games
- Watch educational cartoon and movies
- Sing MT songs together



Parents as Partners

Parents' Guide to MTL Curriculum (*available for download*) is available in both English and the respective Mother Tongue Languages



<https://www.schoolbag.sg/story/how-parents-can-support-their-children-in-the-learning-of-mother-tongue-languages>



Parents Support for School Activities

- Parents, we look forward to your support in MT Support programmes, Recess Cultural activities, MT Fortnight

5 Mathematics



Sharing by Ms Lim Hwee Hong
Head of Department
Lim_Hwee_Hong_c@moe.edu.sg

Primary Mathematics Syllabus

Aims to enable our students to:

- ▶ acquire mathematical concepts and skills for everyday use
- ▶ develop thinking, reasoning and communication skills
- ▶ build confidence and foster interest in Mathematics



Key Strategies @ Fuhua Primary School

- Use of manipulatives



Key Strategies @ Fuhua Primary School

- Thinking and Reasoning through CUBES approach



Circle the key numbers



underline the question



BOX any math "action" words



evaluate what steps do I take?



solve and check
Does the answer make sense?
How can I check?

- Reasoning & Communication

1. Alex went for a walk and saw 4 nests each with 3 eggs.



What number sentence can be used to find the total number of eggs?

Circle one:

Explain why you chose that number sentence:

A. $4 + 3 = ?$

B. $4 + 4 + 4 + 4 = ?$

C. $4 \times 3 = ?$

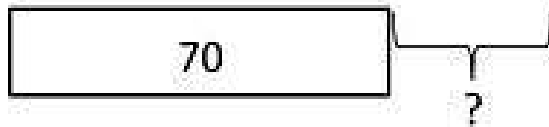
D. $3 \times 3 \times 3 \times 3 = ?$



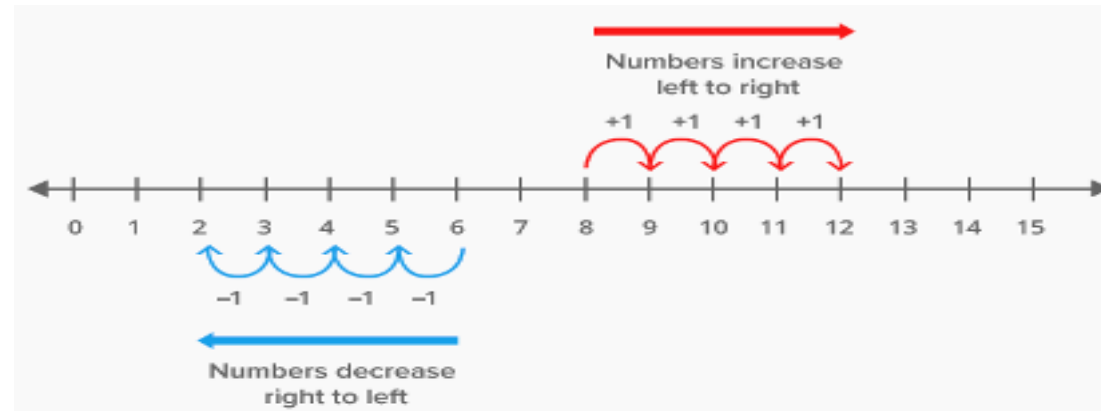
Key Strategies @ Fuhua Primary School

- Use of heuristics
 - make a table
 - draw a diagram
 - logical reasoning

Shirts Sold	
Month	Number of Shirts
February	520
March	780
April	125
May	365
June	225

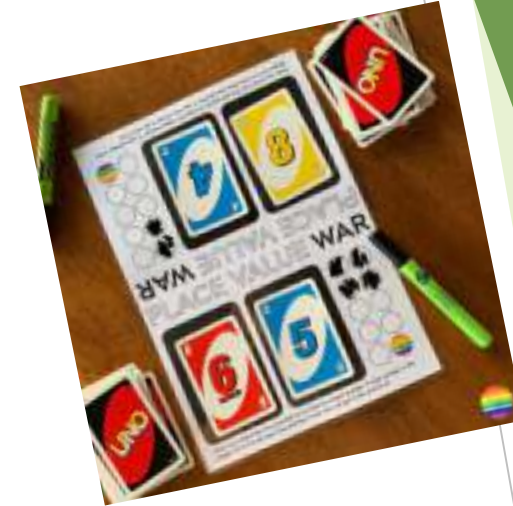


$$100 - 30 = 70$$

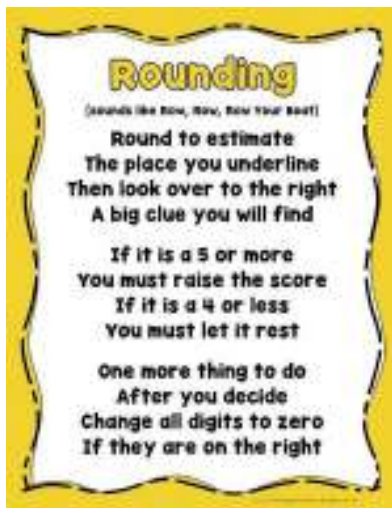


Key Strategies @ Fuhua Primary School

- Use of games (e.g. KooBits, bingo, number cards)

The logo for KooBits, featuring a stylized 'K' and the word 'KooBits' in a sans-serif font.

- Use of songs/ rhymes



Parents as Partners

Math beyond school

- Measurement (Length, Mass and Volume)



Parents as Partners

Math beyond school

- Number (Whole Numbers, Fraction & Decimals)



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Assessment and Feedback



Sharing by Mdm Eunice Teng
Assistant Year Head (P2)
teng_shu_min_eunice@moe.edu.sg

Removal of weighted assessments and exams in P1 and P2

- From 2019, all weighted assessments and examinations for P1 and P2 students have been removed.
- Assessments conducted will not be included to form any overall mark or grade. This includes removing the year-end examination at P2.
- This is to shift away from the over-emphasis on academic results and allow the young children to have more time to transit to primary school life as well as experience the joy of learning.

Then how does the school monitor and assess what the students have learned?

What do we assess?

1

Learning Outcomes

- Knowledge & skills

2

Learning Dispositions

- Attitude towards learning

In both academic & non-academic subjects

English
Language

Art

Mathematics

Music

Physical
Education

Mother
Tongue

Social
Studies

What do we assess? (continued)

1

Learning Outcomes

- Knowledge & skills

Some examples

English Language	Speak clearly to express thoughts, feelings and ideas.
Mathematics	Identify, name, describe and sort shapes.
Physical Education	Perform gymnastic sequence of two different movements with smooth transition.
Music	Appreciate music from local and global cultures.

2

Learning Dispositions

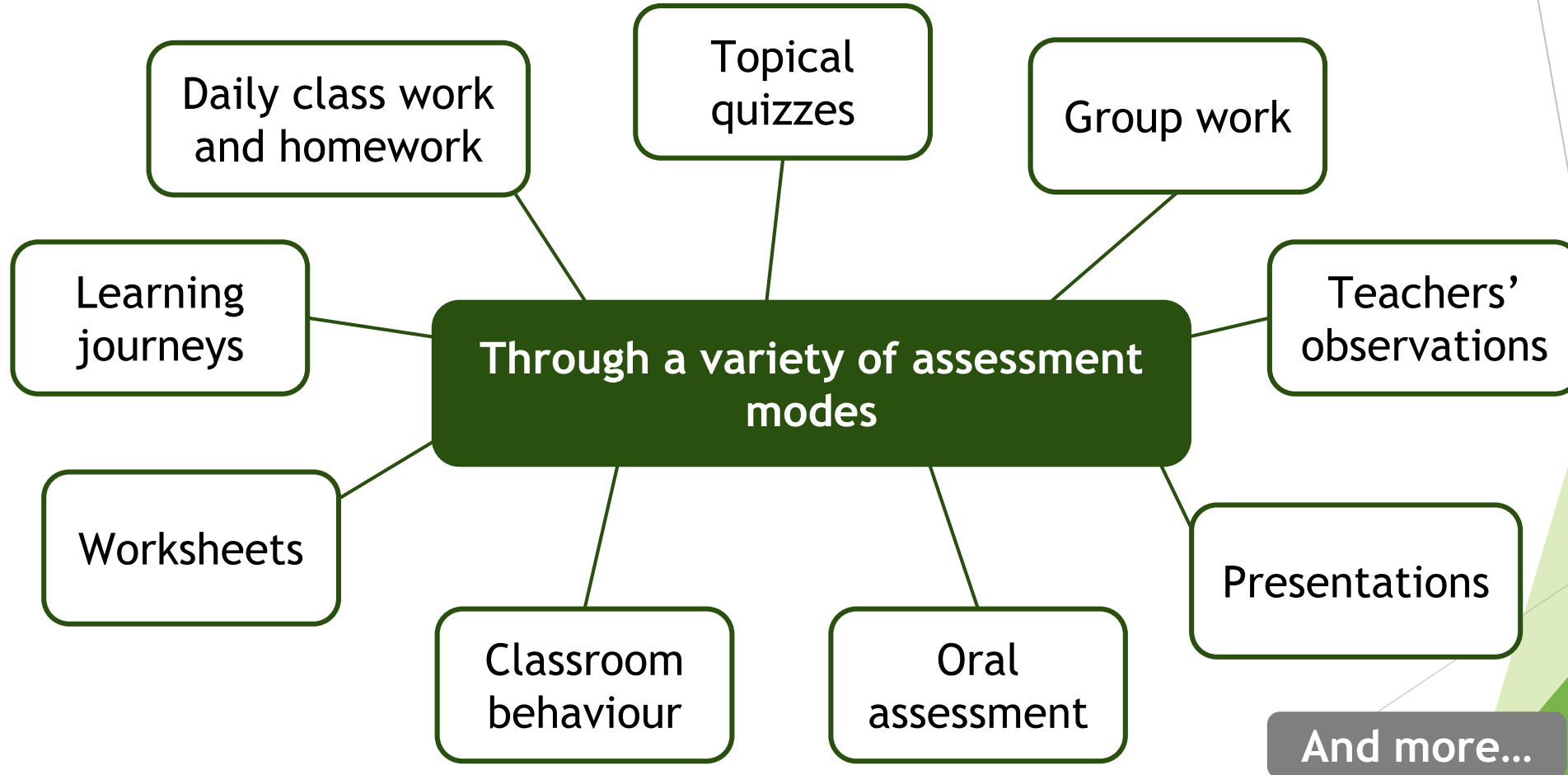
- Attitude towards learning

Some examples

Across all the various subjects	Respect ideas shared by peers.
	Take pride in work.
	Persevere in the face of challenges.
	Know right from wrong.

How do we assess?

Throughout the year...



How will I know how my child is doing?

Through various forms of feedback

Daily work
(worksheets,
activity
books, etc.)

Rubrics

		偶尔 Rarely ☉	有时 Sometimes ☉☉	经常 Most of the time ☉☉☉	总是 Always ☉☉☉☉
听说 技能 Listening & Speaking / Interactive Speaking	听懂并按照老师的指示做。(如: 拿出课本、活动本) Listens, understands and follows simple instructions in class (e.g. take out textbook and activity book)				
	能用华语提出请求(如: 上厕所或喝水) Able to ask simple questions (e.g. permission to visit the washroom or drink water)				
学习态度 Learning Dispositions	集中注意力听课 Listens attentively and pays close attention to lesson				
	拥有积极、认真学习的态度 Has a positive and serious attitude towards learning				

Report book

Holistic Development Profile

Page: 1 of 4
Date: 11 Nov 2019

Name : Joyce
Age on 1st Jan : 7
Class : P2-Challenge
Form Teacher : Miss Tan
Co-Form Teacher : Miss Low

Identification No : T05XXXX0F
Course : P2 CURRICULUM
S/N : 11

SUBJECT : ENGLISH **SEMESTER 2**

Speaking: Build on others' ideas in the conversations or discussions respectfully.	Accomplished
Reading: Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Competent
Reading: 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.	Accomplished
Writing: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	Developing

PCTC and regular correspondence with teachers

- No more marks
- Feedback on learning outcomes
- Indicators such as beginning, competent, etc.

7 Key Programmes and Events



Programme for Active Learning (PAL)

- Dance
- Music
- Visual Art



English Language Enrichment Programme (Drama)



ICT Baseline Skills e.g. Touch typing, using Google doc



Fuhua 80th Anniversary Celebrations 16 July 2021



Applied Learning Programme (ALP) Coding (Lego WeDo)

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Question & Answer

