PARENT ENGAGEMENT SESSION

PRIMARY 4

18 February 2021

5.00 p.m. to 5.45 p.m.

Mr Julian Lau
Year Head
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PROGRAMME

1	Introducing the FHPS Family
2	Learning@FHPS (Curriculum Overview)
3	English Language Curriculum
4	Mother Tongue Languages Curriculum
5	Mathematics Curriculum
6	Science Curriculum
7	Level Programmes
8	Question and Answer

OUR SCHOOL LEADERS

Mrs Cheryl Lim

Vice-Principal (Education)

Mr Ganesan Raman

Principal

Ms Saima Hanif

Vice-Principal (Admin)

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	

FORM TEACHERS

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FORM TEACHERS

4 HOPE

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Learning@FHPS

Curriculum Overview

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]

RESPECT	*CARE*	*INTEGRITY*	*PERSEVERANCE*	*EXCELLENCE*
WORTH OF SELF AND OTHERS	SOCIAL AND CIVIC RESPONSIBILITY	TRUE TO SELF AND OTHERS	DETERMINED TO GO THE EXTRA MILE	COMMITMENT TOWARDS EXCELLENCE AND LEARNING

OUR VISION

Every Fuhua Gem – Learner, Leader and Innovator

OUR

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

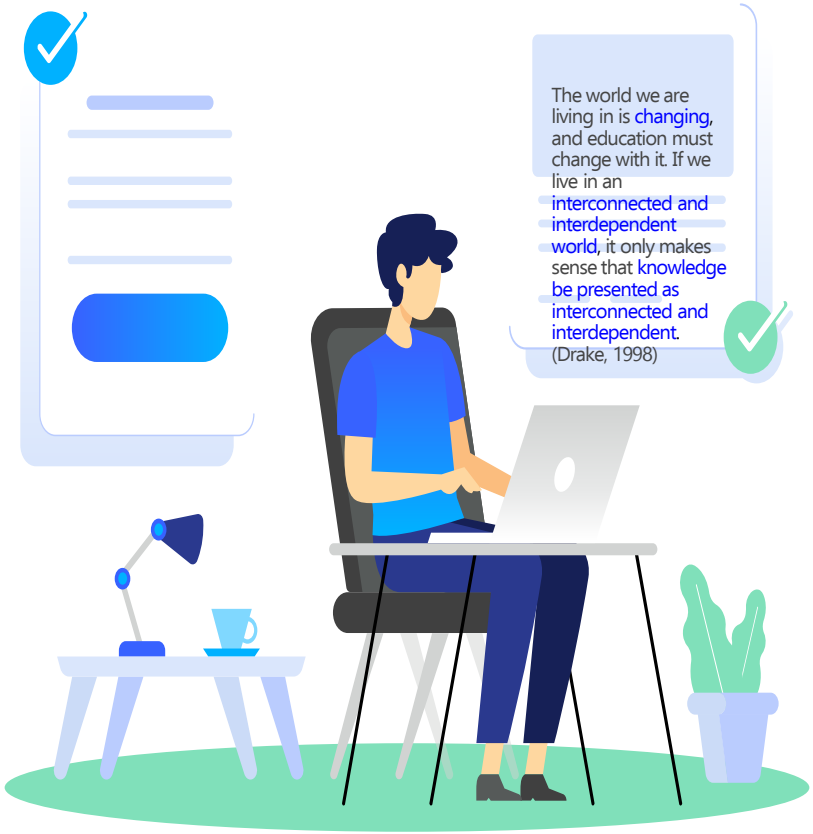
To foster:

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



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

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

English Language

Mr John Low
Head of Department
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English Language Curriculum

Strengthening Literacy through Drama & Reading

Students develop literacy and confidence through drama.

Creating Opportunities for Language Development

P3 & P4
STELLAR Pedagogical Approach

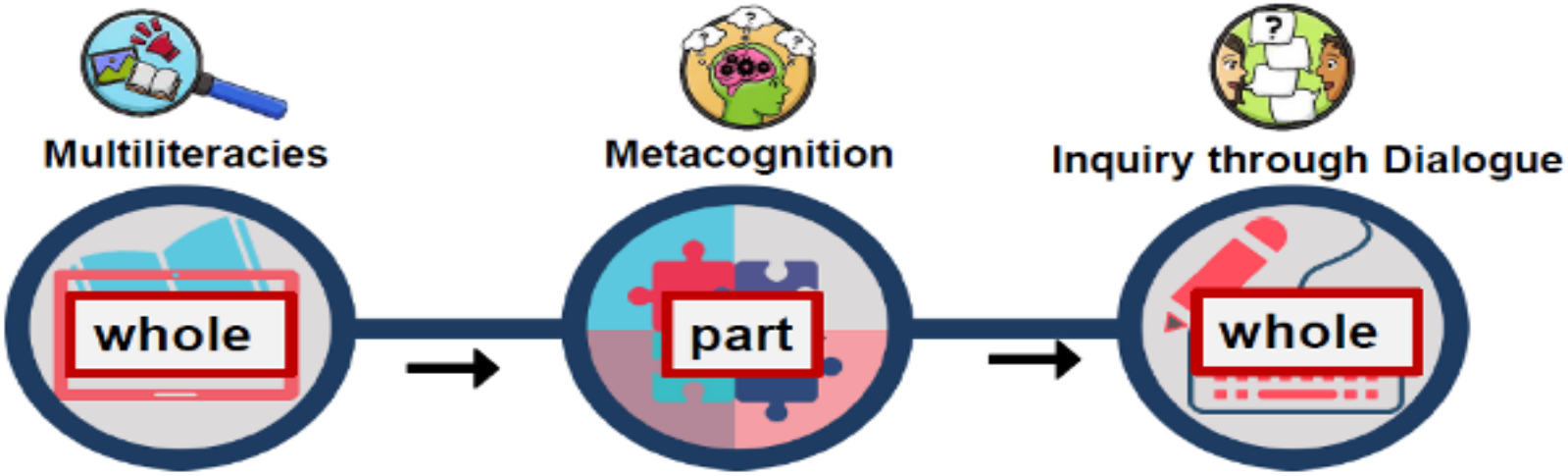
Educational Focus for Middle Primary

- Read extensively
- Comprehend wider range of difficult text (print & non-print),
- Taking perspectives
- Closed & Critical Reading (annotation)
- Thinking aloud & thinking routine
- Critical thinking and listening
- Writing narratives with more writing elements like roadblocks & dilemma

Educational Support:

- School Dyslexia Remediation
- Reading Remediation Programme

P3 & P4
STELLAR Pedagogical Approach



READING AND VIEWING

Enjoy texts and understand that they serve **different purposes**

Supported Reading
KWL

RAZ-Plus (P3)
myON.sg (P4 to P6)

STRENGTHENING LANGUAGE USE

Understand how **language choices** affect the **text purpose**

Think-aloud
Annotation

Explicit teaching of Grammar (form, meaning, use) in spiral progression

Drama as a pedagogy (P3)
Debate (P4)

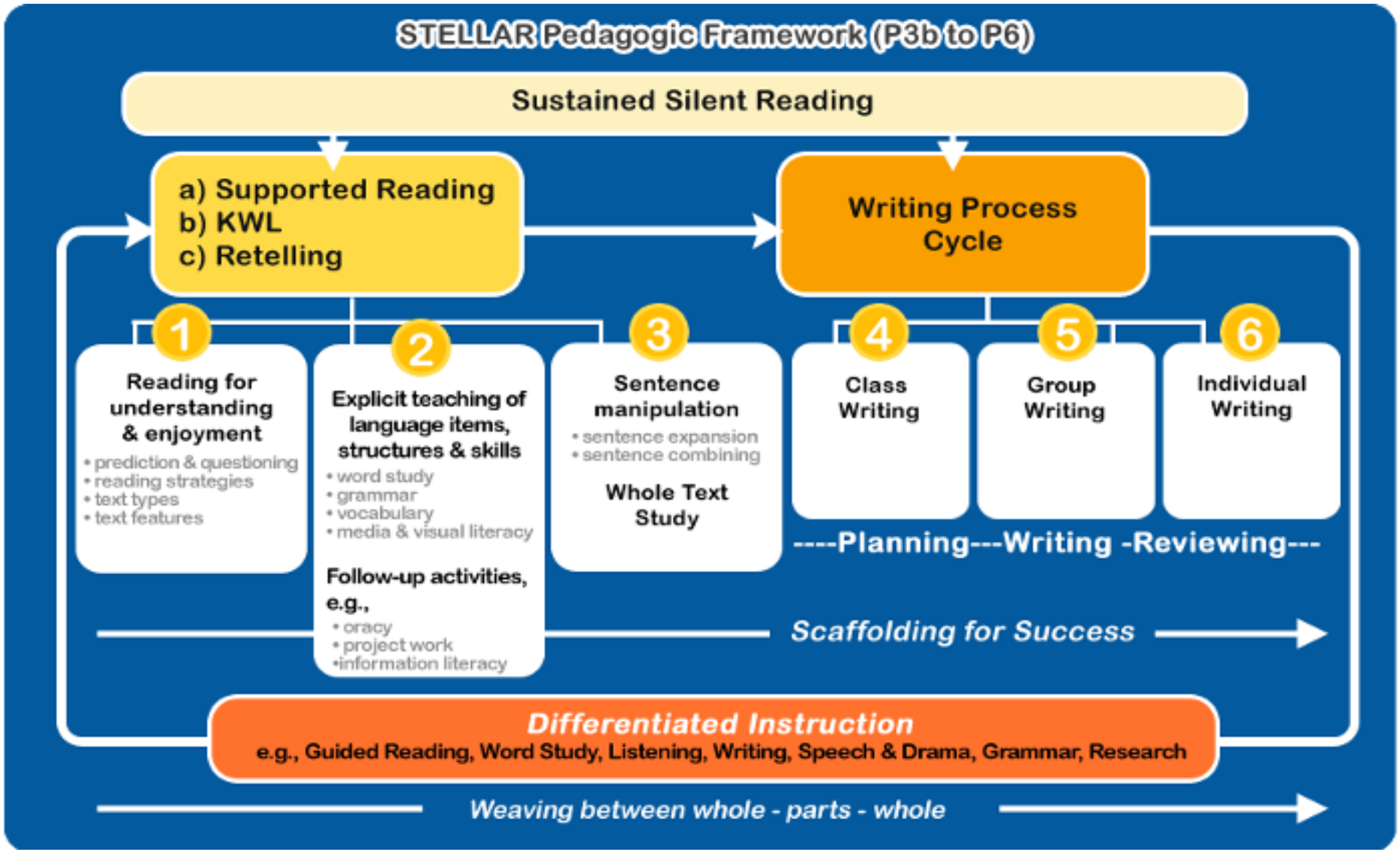
WRITING AND REPRESENTING

Compose **multimodal texts** for different **purposes**

Writing Process Cycle

Writing Narrative, Mini-research and presentation (P3 & P4)

P3 & P4
STELLAR Pedagogical Approach



Mother Tongue Languages

Mdm Qin Mi
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Features of MTL Curriculum

Active Learner, Proficient User, Deeply rooted in our Culture

Greater focus on authentic activities and experiences for :

a) Deeper engagement

b) 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

Teaching & Learning in Classroom	Printed Resources	Text Book, Activity Book, Teachers' Guide, Big Book, Small Book, Flash Card, Picture Card
	ICT Resources	Audio, Video, Animation, Song and Poem, Basic Reading, Interactive Game, Interactive Book
	Toolkit	Board Game, Grammar Card, Small Picture Card

Resources accessible at home	Text Book	Activity Book	Small Book	ICT Resources

iMTL

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

P3 TO P4: CHANGES - WRITING

- From one completed paragraph to one completed writing with paragraphs
- 4 pictures
- Common strategies between English and MTLs. For example, F.A.S.T. (Feeling, Action, Speech, Thoughts)
- Be familiar with good phrases.

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 programme, Recess Cultural activities, MT Fortnight

Mathematics

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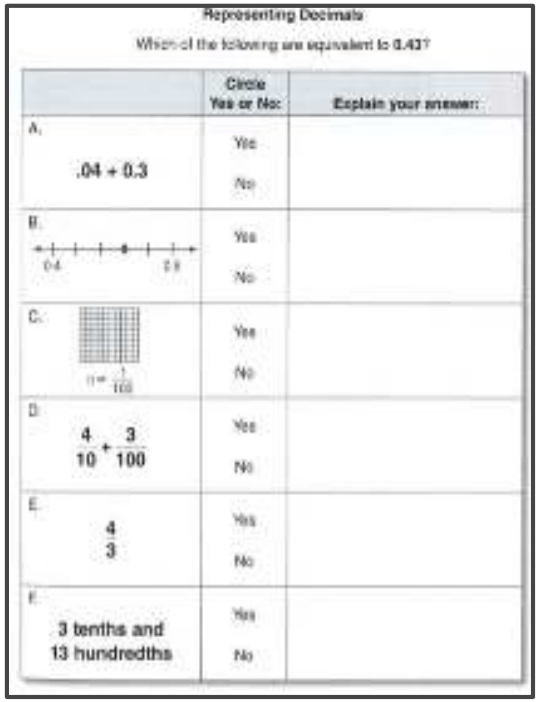
Primary Mathematics Syllabus

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

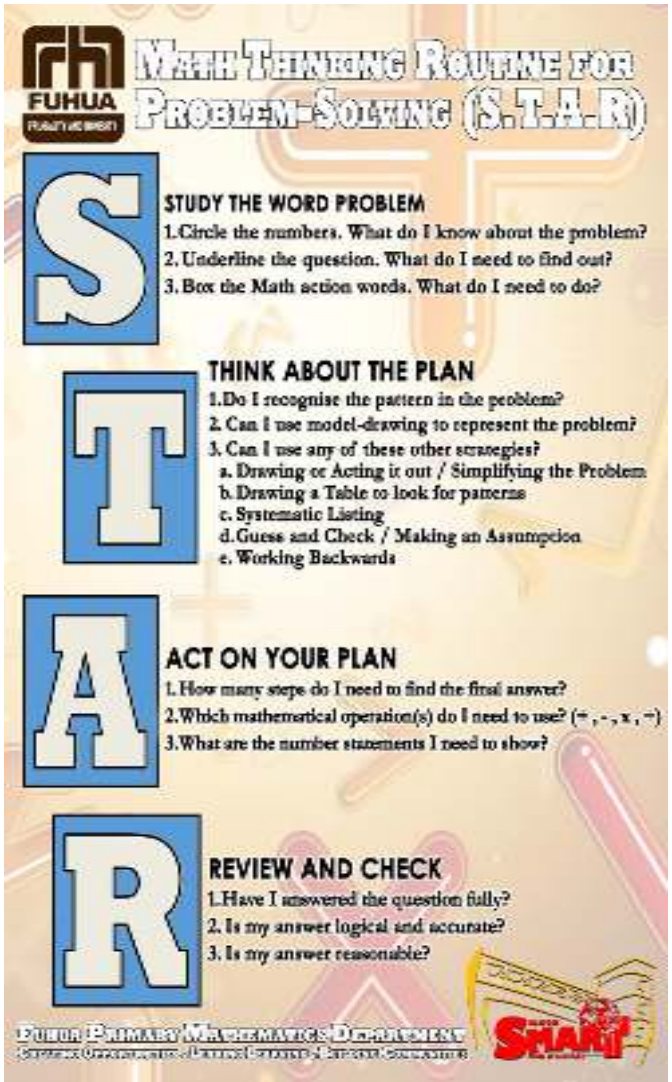
Key Strategies @ Fuhua Primary School

- Thinking and Reasoning through STAR approach
- Reasoning & Communication


Representing Decimals

Which of the following are equivalent to 0.43?

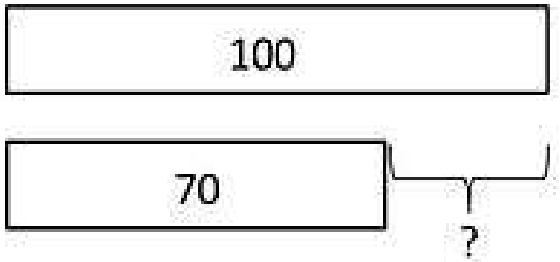
	Circle Yes or No:	Explain your answer:
A. .04 + 0.3	Yes / No	
B.	Yes / No	
C.	Yes / No	
D. $\frac{4}{10} + \frac{3}{100}$	Yes / No	
E. $\frac{4}{3}$	Yes / No	
F. 3 tenths and 13 hundredths	Yes / No	



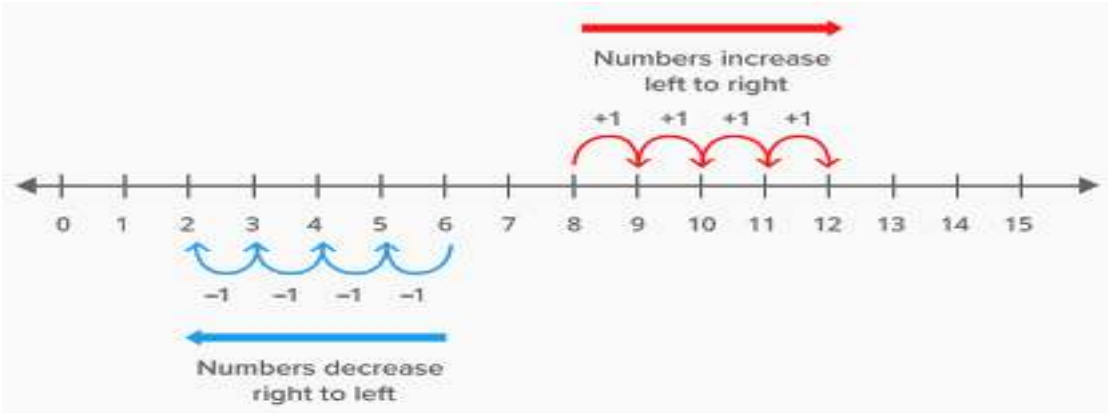
Key Strategies @ Fuhua Primary School

- 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

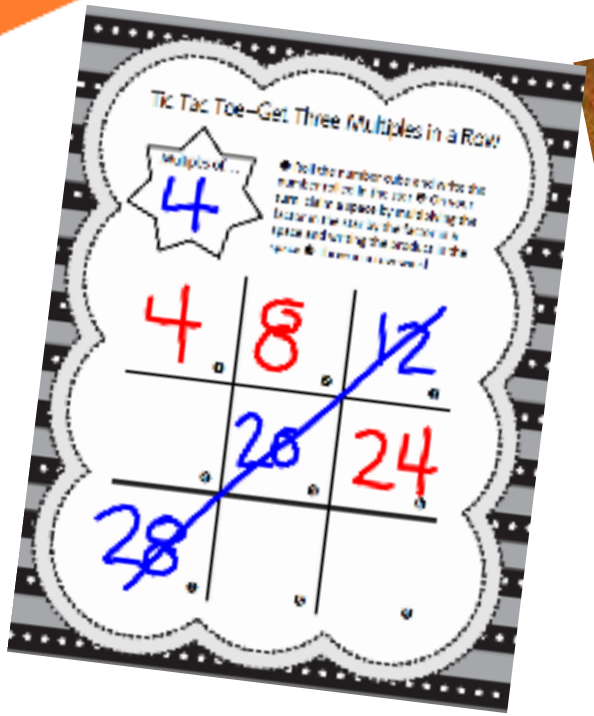


100 – 30 = 70



Key Strategies @ Fuhua Primary School

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



Transition to Primary 4

- A longer duration for Mid-Year and End-Year Examinations
- Increase in number of questions assessed
- Continue to build students' foundation in:
  - major topics such as Whole Numbers, Fractions and Measurements
  - heuristics in particular model drawing

Parents as Partners

Math beyond school

- Measurement (Length, Mass and Volume)

Parents as Partners

Math beyond school

- Number (Whole Numbers, Fraction & Decimals)

Science

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SCIENCE CURRICULUM

Pique Scientific Curiosity

Competent Educators

champion Inquiry-Based Learning in Science teaching and learning

Comprehensive Curriculum

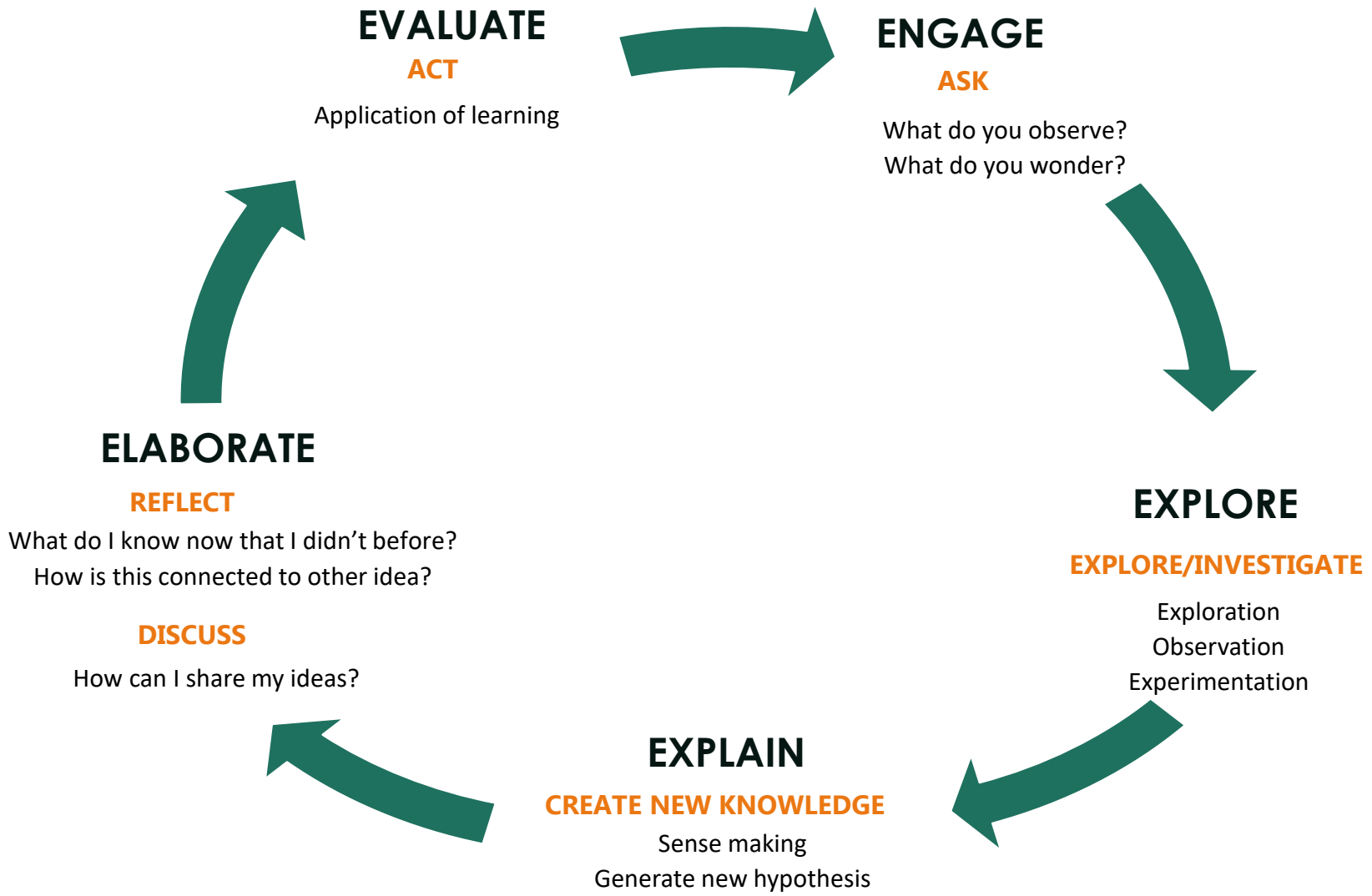
maximises student learning with good teaching and learning resources & programmes

Confident Inquirers

enjoy scientific inquiry and apply scientific concepts and skills to make responsible decisions

PEDAGOGICAL APPROACH

Inquiry-Based Learning



SCIENCE ALIVE

Experiential Activities Deepen Learning

SCIENCE ALIVE!

Maker-Ed

Primary 4

- Light (Sc) + Composite Shapes (Maths)

Students undergo a Maker lesson

Primary 5

- Electrical System (Sc)
- Area (Maths)

Students undergo a Maker lesson

Students Tinker (Infuse Play) Close Connection between the Learning Outcomes and objects they explored

SCIENCE ALIVE!

Outdoor Wireless Trail

DEEPER LEARNING

Connections & Applications

1. Lessons designed to reinforce Ways of thinking and Doing Science

2. Connect the concept/s learnt in class with their surrounding phenomena

3. Spiral learning of concepts and skills with increasing degree of depth

PARENTS AS PARTNERS

Continue Inquiry Learning

1. Raise awareness of scientific phenomena happening in daily life to concepts learnt
2. Create a safe and encouraging environment for exploration and discovery
3. Read widely such as newspapers and Science Magazine
4. Watch Science programmes (Animal Planet, Discovery Channel, Discovery Science, National Geographic, Youtube Videos)

DON'T STOP THE QUESTIONS!

LEVEL PROGRAMMES

- Fuhua 80th Anniversary Celebrations (16 July 2021)
- Subject-based Banding
- ICT Baseline Skills
- Applied Learning Programme (ALP) Coding

2021 Briefing on P4 SBB (Webinar)

- Date: 11 March
- Time: 5.00pm – 6.00pm

Objectives:

- Share information on **policies and guidelines** with regard to subject-based banding
- Guide parents on the **implications of SBB** on their child's transition to secondary education.

PARENTS AS PARTNERS

Set up good home routines

Encourage your children to complete their homework

Set up a conducive home environment

Guide your child to be responsible students