Networking @ Qifa

29 January 2016
Primary 1
Agenda

• English
• Mathematics
• Mother Tongue
• PAL
• Admin Matters
STELLAR & Language Learning

• Teaching and learning of English using more speaking and listening activities.

• Children learn reading and writing using rich and interesting books, with discussions led by the teacher.
A STELLAR Classroom...

- Classroom environment is:
  - 😊 focused on children’s interaction rather than on teacher talk.
  - 😊 enriched with children’s written language.
  - 😊 filled with various reading materials for children’s use.
What is a STELLAR lesson like?

1. Shared Reading Experiences
   Children read storybook with the teacher and engage in oral discussions with teacher and peers

2. Shared Writing Experiences
   The teacher models writing using children’s language. Children engage in writing together and in writing independently

3. Language Use Activities in Learning Centres
   The teacher prepares mini lessons based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling
What’s done during STELLAR…

• Focused Reading using Big Books (SBA)

😊 reading for enjoyment

😊 reading for knowledge
Things pupils learn...

i. concepts about print:
   (i.e. spacing between words, reading from left to right, punctuation)

ii. vocabulary
   (i.e. meaning of words, phrases)

iii. word identification activities
   (i.e. spelling patterns, letter-sound relationships)

iv. grammar
   (i.e. present tense, past tense, singular/plural forms)
Other skills learnt

- Development of the four language skills
  - 🌟 Listening (reading aloud, instructions)
  - 🌟 Speaking
  - 🌟 Reading (SBA)
  - 🌟 Writing (MLEA, Written Expression)
Other skills learnt

- Development of social skills:
  - ☺ oral interaction among peers in non-threatening situations
  - ☻ working in partnership with other children
  - ☻ turn taking & respect for others during class discussions
Other skills learnt

• Independent learning
  ☺ individual reading
  ☺ individual writing
  ☺ working at learning centres
  (for selected units)
Other programmes

- **Library** *(weekly)*
  - Inculcate the love of reading

- **NLB Mass Borrowing** *(termly)*

- **Silent Reading** *(daily)*
  - EL book (Mon – Thurs)
  - MT book (Fri)
Other programmes

- **Learning journeys** (Integrated)
  - Milo Discovery Tour @Nestle Jurong Factory
  - Jacob Ballas Children’s Garden

- **Effective communication**
  - P1: Speech & Drama Programme
Holistic Assessment to Support Learning

Essentially, HA refers to the activities undertaken by teachers and pupils that provides information to be used as feedback to:

- find out whether pupils have learned and how well they have learned
- provide inputs to help learners improve
- enable parents to support their children's development and growth
A range of assessment strategies used such as questioning, giving of feedback, peer and self-assessment, pen and paper assessment to support pupils’ learning
<table>
<thead>
<tr>
<th>Term</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 (0%)</td>
<td>-Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>-Oral Passage Reading</td>
</tr>
<tr>
<td></td>
<td>-Show &amp; Tell</td>
</tr>
<tr>
<td></td>
<td>-Writing (penmanship)</td>
</tr>
<tr>
<td>Term 2 (25%)</td>
<td>-Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>-Oral Passage Reading</td>
</tr>
<tr>
<td></td>
<td>-Show &amp; Tell</td>
</tr>
<tr>
<td></td>
<td>-Writing (Story sequencing)</td>
</tr>
<tr>
<td>Term 3 (35%)</td>
<td>-Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>-Spelling</td>
</tr>
<tr>
<td></td>
<td>-Guided Writing (Individual writing)</td>
</tr>
<tr>
<td></td>
<td>-English Mini Test</td>
</tr>
<tr>
<td>Term 4 (40%)</td>
<td>-Picture Discussion</td>
</tr>
<tr>
<td></td>
<td>-Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>-Oral Passage Reading</td>
</tr>
<tr>
<td></td>
<td>-Writing (Individual writing)</td>
</tr>
<tr>
<td></td>
<td>-English Mini Test</td>
</tr>
</tbody>
</table>
How you can help...

- **Home support** – help your child learn English by providing English language reading materials at home.

- **Activate child’s interest** – show your child that you believe learning English is both enjoyable and useful in your daily life.

- **Role models** – read, write notes and messages in front of/to your child.

www.stellarliteracy.sg
Mathematics
Mathematics

These are the key principles in the design of Maths manipulative for learning:

• Early success
• Strong basics
• Steady progress
Holistic Assessment For Maths

- Bite-sized Topical Tests
- Performance Tasks
- Journal Writing
- Maths Trail
- Experiential Learning
- Diagnostic Tests/Quizzes
- Maths Review Test
- Peer & Self Assessment
Bite-sized topical tests

- Maths Mini Tests
- Maths Topical Reviews
Mini Test and Topical Review Test

• Pupils respond to the given set of questions within a time frame
• Topics to be tested - HA Schedule
• Assessments will be done in the classroom
Mini Test and Topical Review Test
Performance Task

• Requires pupils to **demonstrate** that they have mastered specific skills and competencies by performing or producing something

• Involves presenting students with a mathematical task, project or investigation, then **observing**, **interviewing** and **looking** at the process or product to assess what they actually **know and can do**
Performance Task

- Focus on use of manipulatives
- Assess skills that cannot be observed from pen & paper tests
- Observation checklists used to record the process while the child performs the tasks
Performance Task

Chart individual progress  Hands on problem solving
Mother Tongue
FEATURES OF THE NEW P1 INSTRUCTIONAL MATERIALS (SINCE 2015)

1. Meaningful & Relevant Learning Content
2. Rich & Diversified Teaching & Learning Resources
3. Engaging and Authentic Language Tasks
1. MEANINGFUL & RELEVANT LEARNING CONTENT

- Learning content is relevant to students’ lives
- Interesting content that is appealing to children
2. RICH & DIVERSIFIED TEACHING & LEARNING RESOURCES

Use of resources such as flash cards, board games and picture cards to create an engaging and interactive learning environment.
2. RICH & DIVERSIFIED TEACHING & LEARNING RESOURCES

Greater use of ICT (Web-based Flash, Vocaroo and etc) - to engage pupils - to add variety to teaching tools
2. RICH & DIVERSIFIED TEACHING & LEARNING RESOURCES

Greater use of ICT (Digital Interactive games/stories)
- encourage after school learning*
- to reinforce what is learned in school
2. RICH & DIVERSIFIED TEACHING & LEARNING RESOURCES

Greater use of ICT (Digital Interactive games /stories)

Malay portal:

Tamil Portal:
http://sangamam.moe.edu.sg/tamilosai/slot/u113/index.html

Chinese Portal:
3. ENGAGING & AUTHENTIC LANGUAGE TASKS

Emphasis on the development of interaction skills

- Show and Tell
- Conversation
3. ENGAGING & AUTHENTIC LANGUAGE TASKS

Lessons are designed to encourage the use of Mother Tongue languages in our children’s daily lives. Kidzania@Qifa Programme provide various authentic settings for pupils to converse in their Mother Tongues.
Higher Chinese (Year End Selection)

From P1 to P3

- The top 33-37 pupils in Chinese (Overall) will be selected to take higher Chinese in the following year
- The cut-off points to take Higher Chinese hence will depend on how well the cohort performs. (Average score is 90 and above for pupils in P1 to P3)

From P4 onwards

- Band 1 (85 and above) in Chinese and a minimum of 70 marks for the rest of the subjects
Higher Chinese
(Requirements)

Within the curriculum, the enrichment text (深广篇章) will be different.
Exposed to more vocabulary, but will cover all vocabulary that appear in Standard Chinese
Higher expectations in terms of writing, expect to keep weekly or fortnightly journals.
P5-P6 HCL will take HCL as an additional subject in PSLE.
PROGRAMME FOR ACTIVE LEARNING (PAL)
AHA PAL!
A HOLISTIC QPS ADVENTURE.
Primary 1 PAL Modules

Visual Arts

Outdoor Education

Dalle 9.00 alle 13.00
Martedì 8 Settembre
Presso la Sala Polivalente dell'Area Verde di Casa Macano
What is PAL

Learn Values

Experiential

Allows creativity

Fun and Enjoyable

Make new friends
Instructions

• Lunch 12.00pm – bring extra food or pocket money
• No playing – only eating
• Back to class by 12.30pm
• PE Attire
• Refill water bottles
<table>
<thead>
<tr>
<th>Every Friday</th>
<th>MODULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30 – 3.30pm</td>
<td></td>
</tr>
<tr>
<td>1A, 1B, 1C</td>
<td>OUTDOOR EDUCATION 2</td>
</tr>
<tr>
<td>1D, 1E, 1F</td>
<td>VISUAL ARTS</td>
</tr>
<tr>
<td>1G, 1H</td>
<td>MUSIC</td>
</tr>
<tr>
<td>Term 3</td>
<td>MODULE</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Every Friday</td>
<td></td>
</tr>
<tr>
<td>1.30 – 3.30pm</td>
<td></td>
</tr>
<tr>
<td>1G, 1H</td>
<td>OUTDOOR EDUCATION 2</td>
</tr>
<tr>
<td>1A, 1B, 1C</td>
<td>VISUAL ARTS</td>
</tr>
<tr>
<td>1D, 1E, 1F</td>
<td>MUSIC</td>
</tr>
<tr>
<td>Term 4</td>
<td>MODULE</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Every Friday 1.30 – 3.30pm</td>
<td>OUTDOOR EDUCATION 2</td>
</tr>
<tr>
<td>1D, 1E, 1F</td>
<td>VISUAL ARTS</td>
</tr>
<tr>
<td>1G, 1H</td>
<td>MUSIC</td>
</tr>
</tbody>
</table>
| 1A, 1B, 1C
Admin Matters
Reporting Time

• Be seated in the hall before 7.40 am with a story book for silent reading

• If pupils are not in the hall by 7.40am, their names will be recorded by prefects and action will be taken
Attendance

• Regular Attendance for school
• Absence must be supported by medical certificate or parent’s letter. Please call office to inform teachers of your child’s absence
Attendance

- Exam Days
  - must be supported by **medical certificate** if child is sick otherwise zero marks will be awarded.
  - supporting documents must be given for special circumstances e.g. death of a relative
Attendance

Holistic Assessment

• If your child/ward is absent on the day of the written paper, a medical certificate is required. An absentee without a medical certificate will not be awarded any marks for that particular assessment. Those with a medical certificate will be allowed to sit for the written paper (within 3 school days after the test date) upon their return.
Homework Policy

Homework is an essential part of every child’s learning experience. It is an extension of classroom instruction and it allows pupils to demonstrate what they have learnt.

It provides parents timely information on the learning progress of their child.
Homework is an essential part of every child’s learning experience. It is an extension of classroom instruction and it allows pupils to demonstrate what they have learnt.

It provides parents timely information on the learning progress of their child.
Homework-Parents Support

• Schedule a routine time for homework to be completed
• Give priority to school homework rather than tuition
• Provide conducive environment for studying and completion of homework
• Ensure that child completes his/her homework independently
Homework-Parents Support

- Monitor the child’s daily and/or weekly assignments
- Communicate with child’s teacher when the child is unable to complete his/her homework
- Arrange with form teacher to secure child’s homework when the child is unable to attend school
- Check that the child records his/her homework in the Pupil’s Handbook
School Rules

- Neat school attire with name tags
- Respect teachers and school mates
- Proper handling of school property
THANK YOU