



P1 Parents Engagement Session

17 February Wednesday 2021
4.00 p.m. – 4.45 p.m.

Ms Fiona Lei
Primary 1
Assistant Year Head (int)
lei_limin_fiona@moe.edu.sg



01 Our Team

04 Mother
Tongue
Languages

02 Curriculum

05 Mathematics

03 English
Language

06 Level
Programmes



Our School Leaders



Mrs Cheryl Lim
Vice-Principal
(Education)



Mr Ganesan
Principal



Ms Saima Hanif
Vice-Principal
(Administration)

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	



1 Care Form Teachers



Ms Kavitha



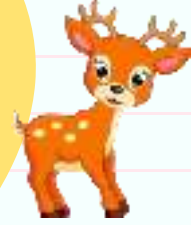
Ms Wong Min Wei

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1 Diligence Form Teachers



Mr Edwin Low



Ms Mavis Tan

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1 Loyalty Form Teachers



Ms Fiona Lei

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Mrs Selina Tan

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Mdm Azizah

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1 Respect Form Teachers



Mdm Nurul Ain

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Ms Lin Qiuyan

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1 Trust Form Teachers



Mdm Zunairah

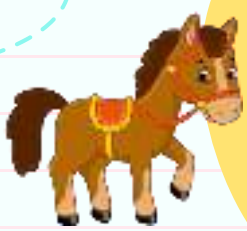
Ms Michelle Mok

Mdm Haslina

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mok_chia_hui@moe.edu.sg



1 Hope Form Teachers



Mdm Sherline Ng

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Ms Lee Xiao Tian

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1 Joy Form Teachers



Mrs Tang Peoy Pei

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Ms Lee Xiao Tian

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02



Mrs Cheryl Lim

Vice Principal
(Education)

Curriculum @ FHPS





OUR PHILOSOPHY

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

OUR VALUES [RECIPE]

RESPECT
WORTH OF SELF
AND OTHERS

CARE
SOCIAL AND CIVIC
RESPONSIBILITY

INTEGRITY
TRUE TO SELF
AND OTHERS

PERSEVERANCE
DETERMINED TO GO
THE EXTRA MILE

EXCELLENCE
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:

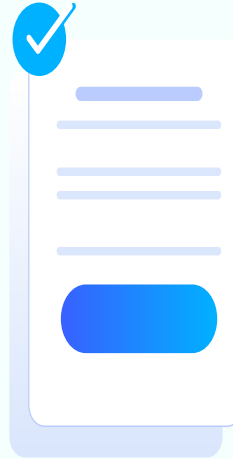
1. collaborative learning
2. creative production

Learner-Centred and Balanced Assessments

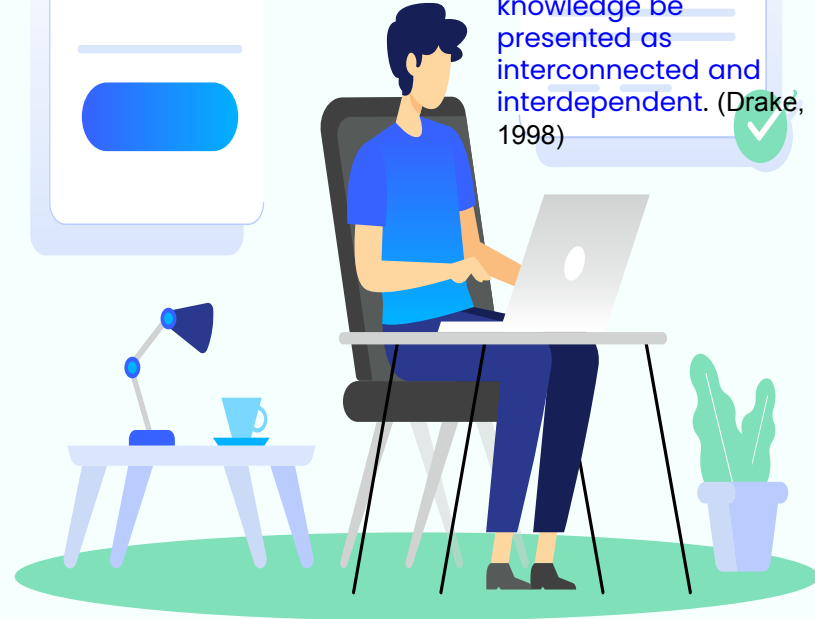


Implement practices to:

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



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



03



Mr John Low

Head Of Department
English Language

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Strengthening Literacy through Drama & Reading



Source: <https://www.facebook.com/1000000000000000>

Creating Opportunities for Language Development



Educational Focus for Lower Primary (P1 & P2)

- Letters recognition
- Blending to read and comprehend
- Extensive reading
- Reading aloud
- Dialogue
- Writing recount/ narratives with simple sentences to express ideas
- Making connections in reading, listening, speaking and writing

Educational Support:

- Learning Support Programme (LSP)



Multiliteracies



READING AND VIEWING

Enjoy texts and understand that they serve **different purposes**
Supported Reading
KWL

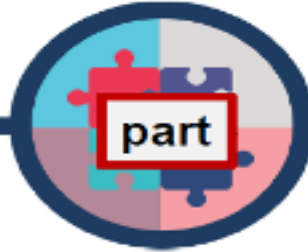
Shared Book Reading Approach

RAZ-Plus

Reading text serves as an extension to enriched experience in ALP and writing



Metacognition



STRENGTHENING LANGUAGE USE

Understand how **language choices** affect the text purpose
Think-aloud
Annotation

Explicit teaching of Grammar (form, meaning, use)
Learning Stations (self-learning)

Drama as a pedagogy



Inquiry through Dialogue



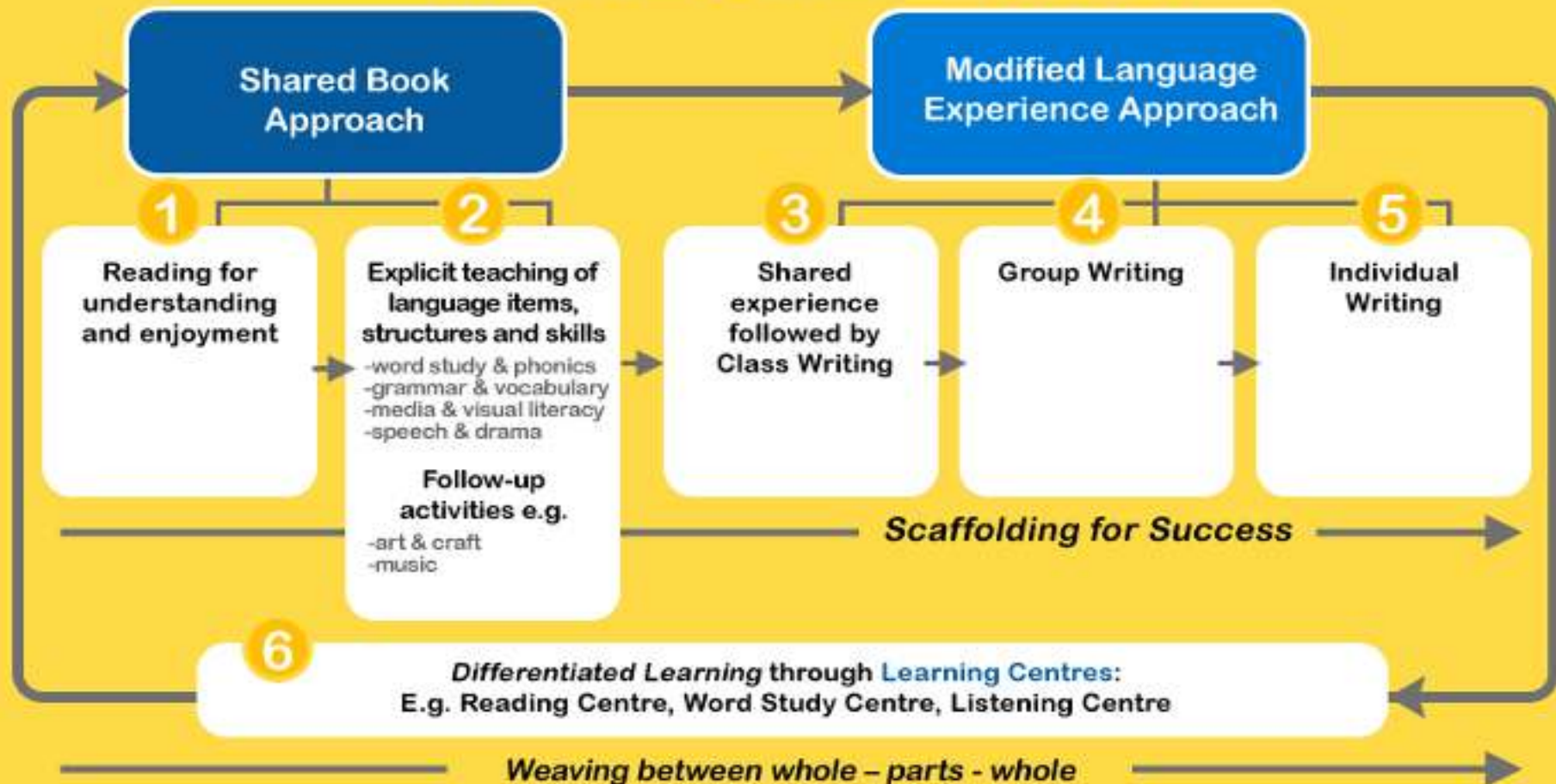
WRITING AND REPRESENTING

Compose **multimodal texts** for different purposes
Writing Process Cycle

Modified Learning Experience (Recount) and Narratives

STELLAR Pedagogical Approach

STELLAR Pedagogic Framework (P1 to P3a)



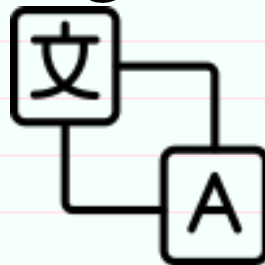
04



Mdm Qin Mi

Head Of Department
Mother Tongue Languages
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Mother Tongue Languages



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

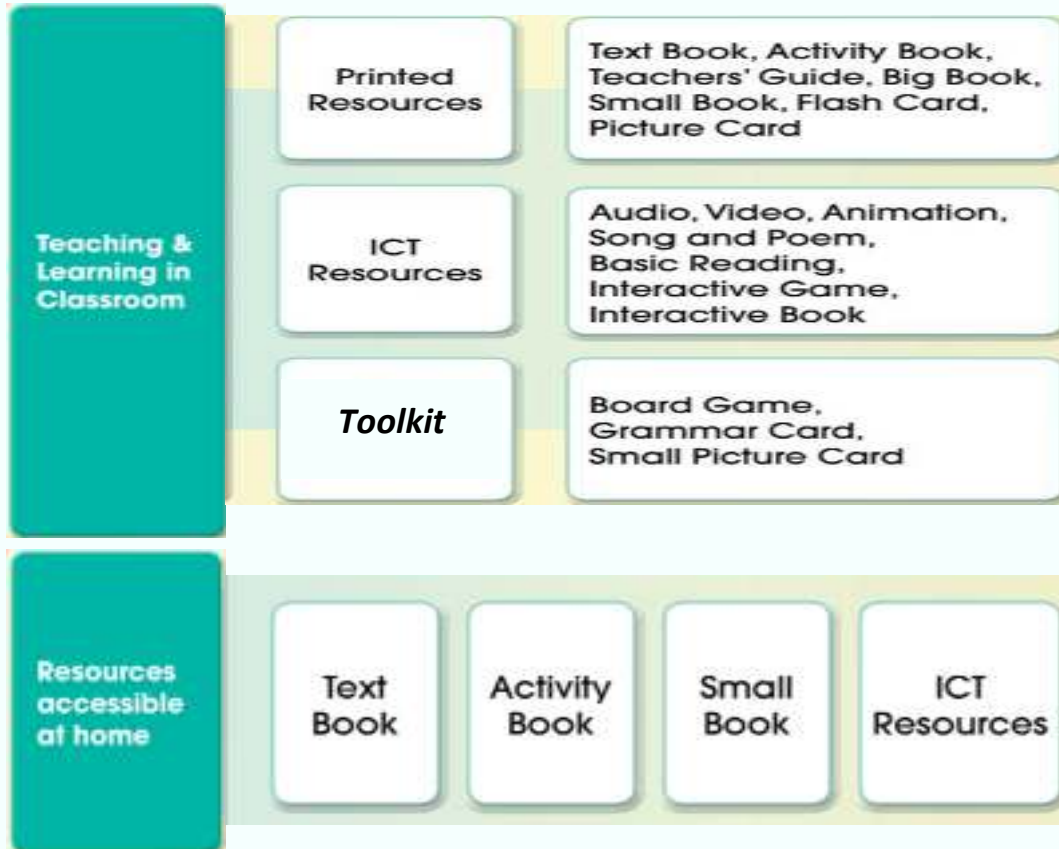
Approach:

- **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



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



DANGER - KEEP OUT!
危險，請避開！
DANGER - JANGAN DEKAT!



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

05



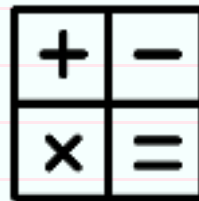
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Head Of Department

Mathematics

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Mathematics



Primary Mathematics Syllabus

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. $4 \times 3 = ?$

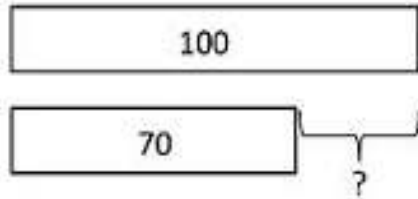
D. $3 \times 3 \times 3 \times 3 = ?$



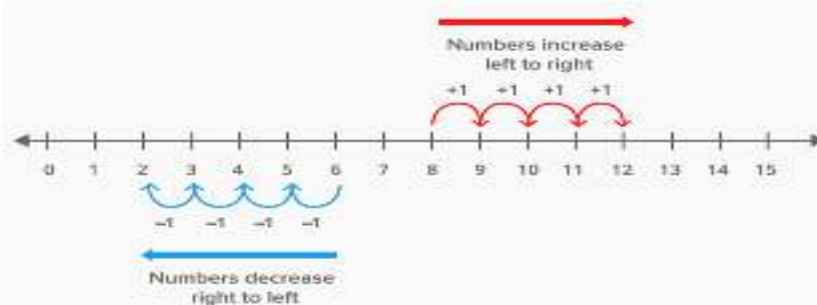
Key Strategies @ Fuhua Primary School

- 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)



- 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)



06



Ms Fiona Lei

Primary 1

Assistant Year Head (int)

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Primary 1 Level Programmes



PARENTS AS PARTNERS

Communicate regularly with teachers on

- children's progress in school
 - Academic
 - Non-academic
 - Learning dispositions
- ways to support children at home



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**

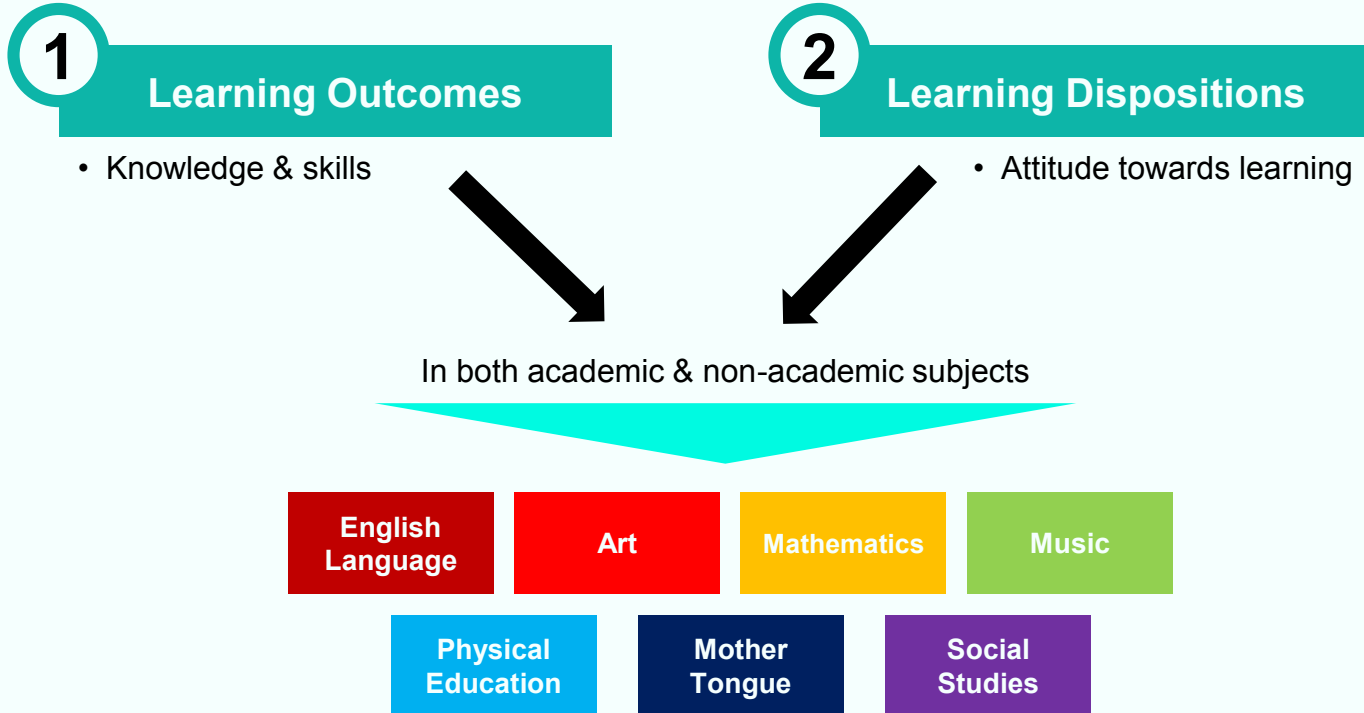


Removal of weighted assessment and exams in P1 and P2

- 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 assess and monitor what the students have learned?

What do we assess?



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 a gymnastic sequence of two different movements with smooth transition.
Music	Appreciate music from local and global cultures.

2

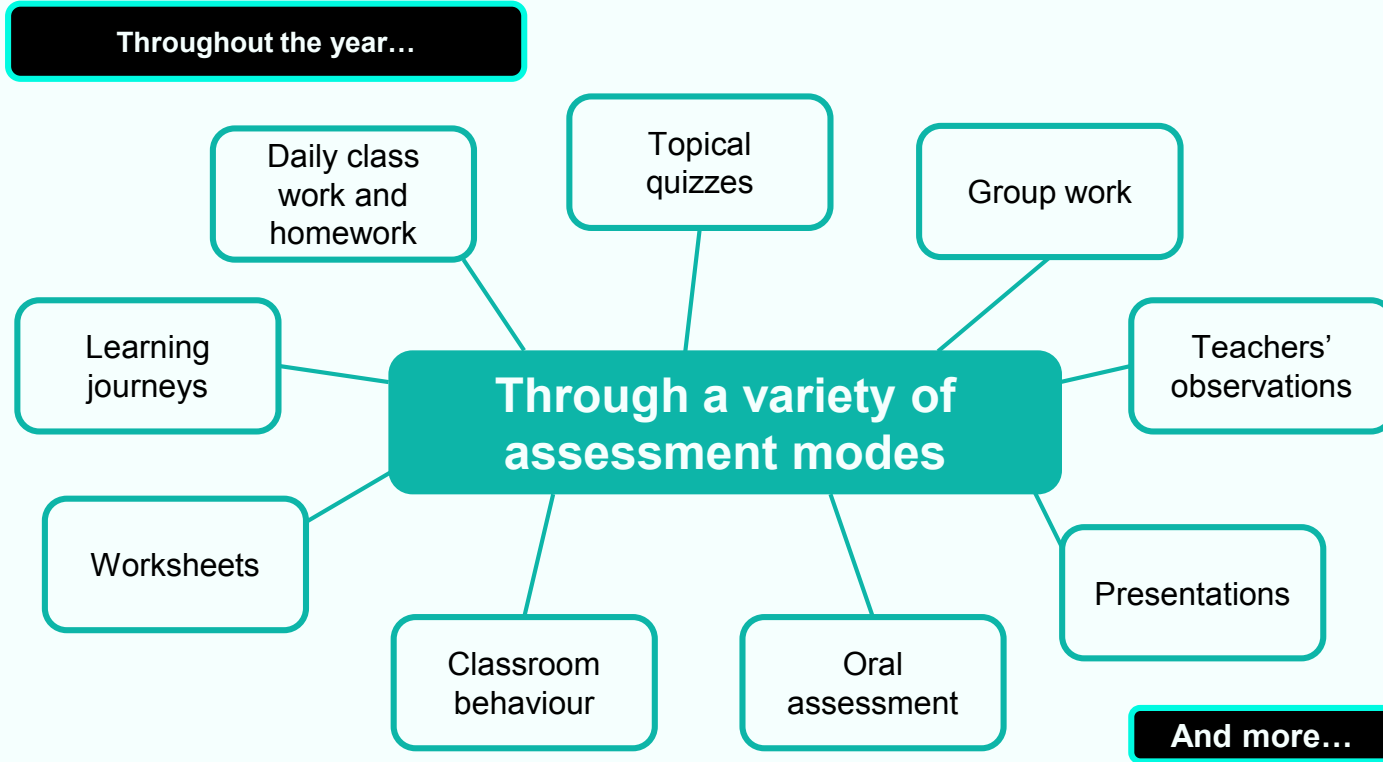
Learning Dispositions

- 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?



How will I know how my child is doing?

Through various forms of feedback

PCTC and regular correspondence with teachers

Daily work (worksheets, activity books, etc.)

Rubrics

		偶尔 Rarely 0	有时 Sometimes 2.5	经常 Most of the time 5	总是 Always 7.5
听说 Listening & Speaking / Interactive Learning	听得懂老师的指令和示范。(如: 听读故事、活动书) Listens, understands and follows simple instructions or cues (e.g. take out a book and activity book)				
	能用简单的语言。(如: 上厕所或喝水) Can use simple language (e.g. permission to visit the restroom or drink water)				
学习态度 Attitude / Attitudes	集中注意力听课 Listens attentively and pays close attention to lessons				
	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 2018

Name: Joyce
Age in Years: 7
Class: PG-Chinese / S/N: 11
Form Teacher: Miss Tan
Co-Form Teacher: Miss Lee

Identification No: 100000000
Course: P2 CURRICULUM

SKILLS	REMARKS
ENGLISH	
Speaking: Read and retell ideas in the conversations or stories read successfully.	Accomplished
Reading: Read aloud Primary 2 books (e.g. STELLAR text) with accuracy, fluency and expression.	Competent
Reading: Understand Primary 2 texts (e.g. STELLAR texts) and be able to identify the big ideas in the texts and recall important details/events.	Accomplished
Writing: Apply basic writing strategies using knowledge about plan, organize and editing text.	Developing

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




Level Programmes

Term 1

Baseline ICT lessons
- Touch Typing
- SLS



Term 2

Coding basics
Virtual Zoo @
 FHPS

Term 3

Fuhua 80th
Anniversary
Celebrations
on 16 July



Term 4

English Drama
Enrichment
Programme




**Programme
for Active
Learning**


Sports & Games

Outdoor Education

Drama



Do you have any
questions &
feedback?


$$2 + 2$$