



# PARENT ENGAGEMENT SESSION

**PRIMARY 3**

**19 February 2021**

**4.00 p.m. to 4.45 p.m.**





Ms Zeng Jia hui  
Assistant Year Head (InT)  
zeng\_jia\_hui@moe.edu.sg



# 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	<b>Assistant Year Heads</b> P1 : MS FIONA LEI  P2 : MS EUNICE TENG  P3: MS ZENG JIAHUI	<b>Year Heads</b> P4: MR JULIAN LAU  P5: MR TEO CHAI YAW  P6: MDM NURAINA MOHAMED
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	
SCHOOL STAFF DEVELOPER	MRS ANGIE POH	
ADMIN & OPERATIONS	MS WU HEOW MENG & MR STEVEN LOW	



## 3 CARE FORM TEACHERS



**Mdm Masni**

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**Mdm Ong Sook Yen**

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**Mdm Pradeebha**

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## 3 DILIGENCE FORM TEACHERS



**Mr Siah Kai Yeow**

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**Ms Snowlin**

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## 3 LOYALTY FORM TEACHERS



**Mr David Tee**

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**Mrs Shirley Koh**

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## 3 RESPECT FOR TEACHERS



**Ms Zhou Yu**

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**Ms Siti Sarah**

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## 3 TRUSTFORM TEACHERS



**Miss Zeng Jiahui**  
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**Mr Habib**  
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**Ms Frances Wong**  
wong\_thin\_chee\_frances@moe.edu.sg



## 3 HOPE FORM TEACHERS



**Mdm Goh Wei Ting**  
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**Mrs Vivian Soh**  
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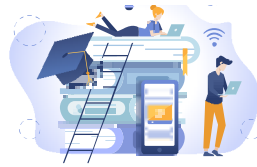
**Mrs Cheryl Lim**

Vice Principal  
(Education)

# Learning@FHPS

## Curriculum Overview

# The 21st CC



# CURRICULUM for Deeper Learning

## OUR PHILOSOPHY

EVERY CHILD AS PROTAGONIST  
EVERY TEACHER AS RESEARCHER & DESIGNER  
EVERY PARENT AS PARTNER  
ENVIRONMENT AS 3<sup>RD</sup> TEACHER

## OUR VALUES [RECIPE]

<b>RESPECT</b> WORTH OF SELF AND OTHERS	<b>CARE</b> SOCIAL AND CIVIC RESPONSIBILITY	<b>INTEGRITY</b> TRUE TO SELF AND OTHERS	<b>PERSEVERANCE</b> DETERMINED TO GO THE EXTRA MILE	<b>EXCELLENCE</b> 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

21<sup>st</sup> 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. 21<sup>st</sup> CC- Creativity, Collaboration, Communication, Critical Thought
3. Subject-Specific Competencies
4. Learning Dispositions

## Technologically-Enabled Pedagogies



To foster:

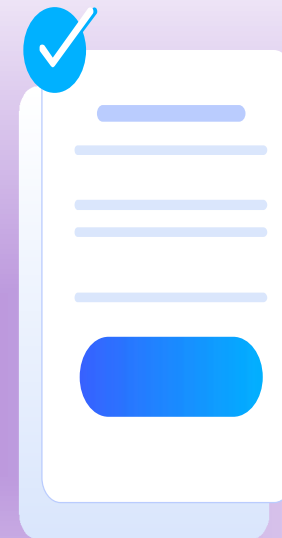
1. collaborative learning
2. creative production

## Learner-Centred and Balanced Assessments

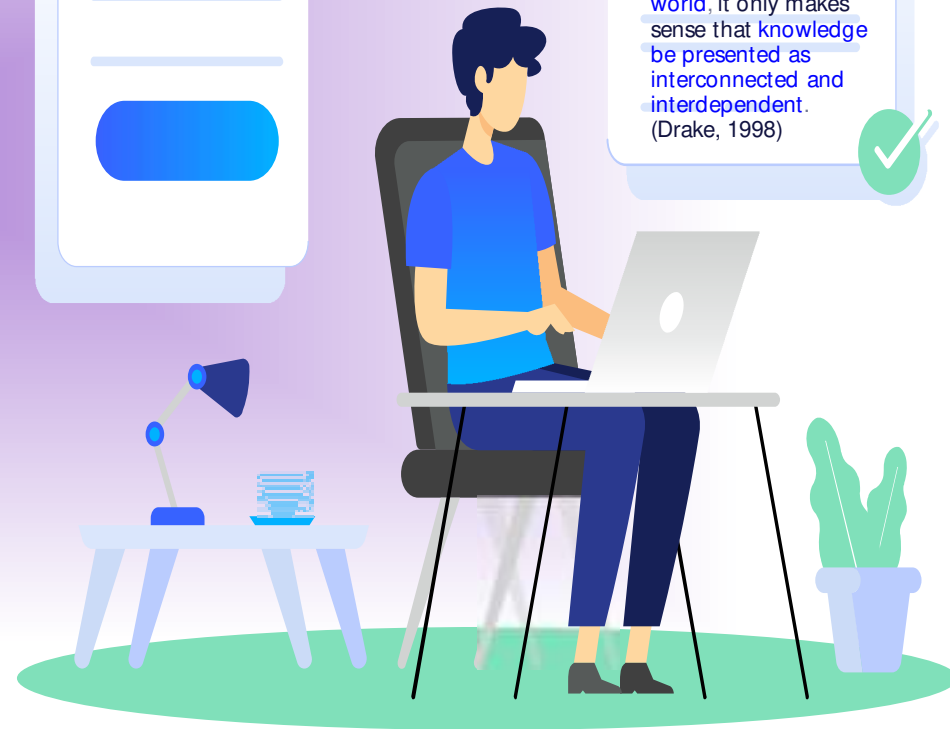


Implement practices to:

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 3<sup>rd</sup> 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 3<sup>rd</sup> 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





# English Language

**Miss Dhanya Nair**  
**Level Head**

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# English Language Curriculum

Strengthening Literacy  
through Drama & Reading



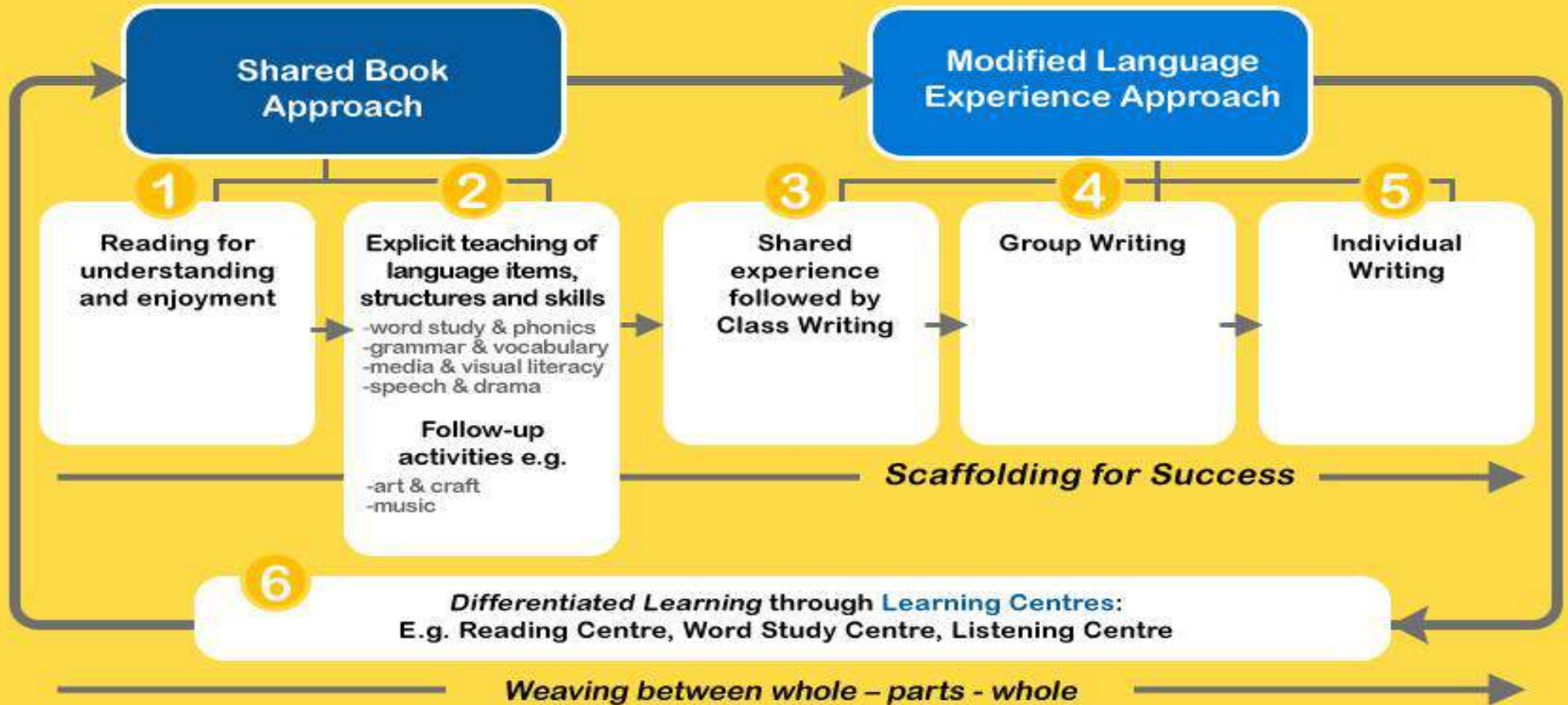
Photo courtesy of FUHUA English Language Learning Center

Creating Opportunities for  
Language Development



# STELLAR Pedagogical Approach

## STELLAR Pedagogic Framework (P1 to P3a)





# STELLAR PEDAGOGICAL APPROACH

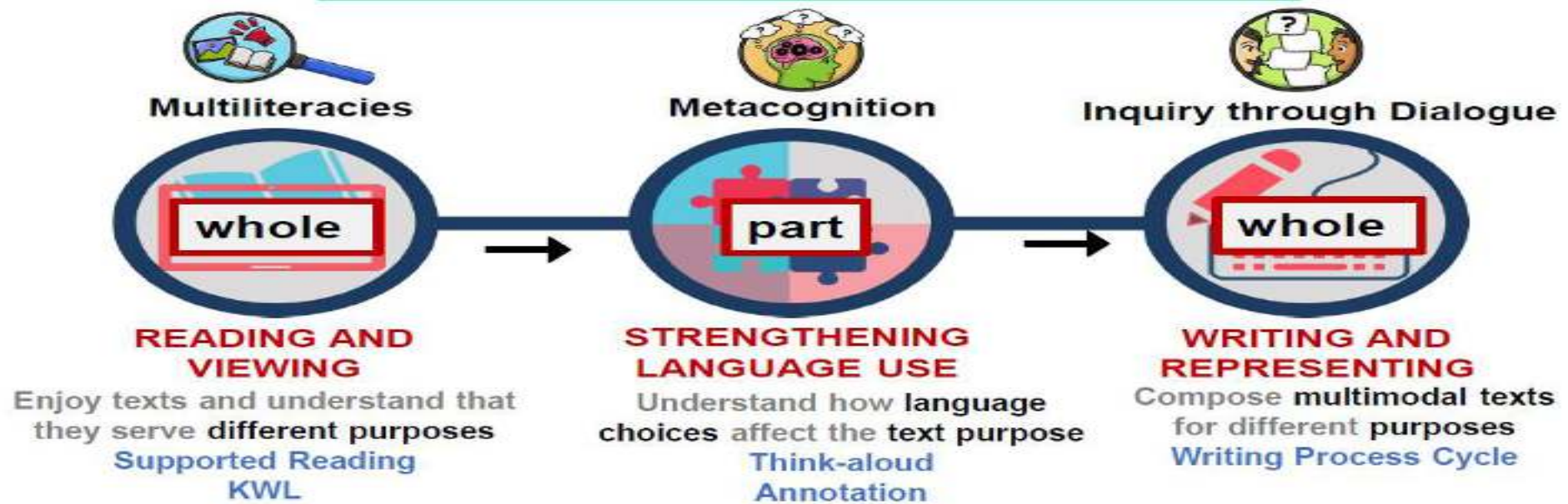
## Educational Focus for Middle Primary (P3 & P4)

- Read extensively
- Comprehend wide 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 road blocks & dilemma

## Educational Support:

- School Dyslexia Remediation
- Reading Remediation Programme

# P3 & P4: STELLAR PEDAGOGICAL APPROACH



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

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

Drama as a pedagogy (P3)  
Debate (P4)

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



# Mother Tongue Languages

**Mdm Riswaana Tasnim**

**Subject Head**

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@moe.edu.sg



# 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

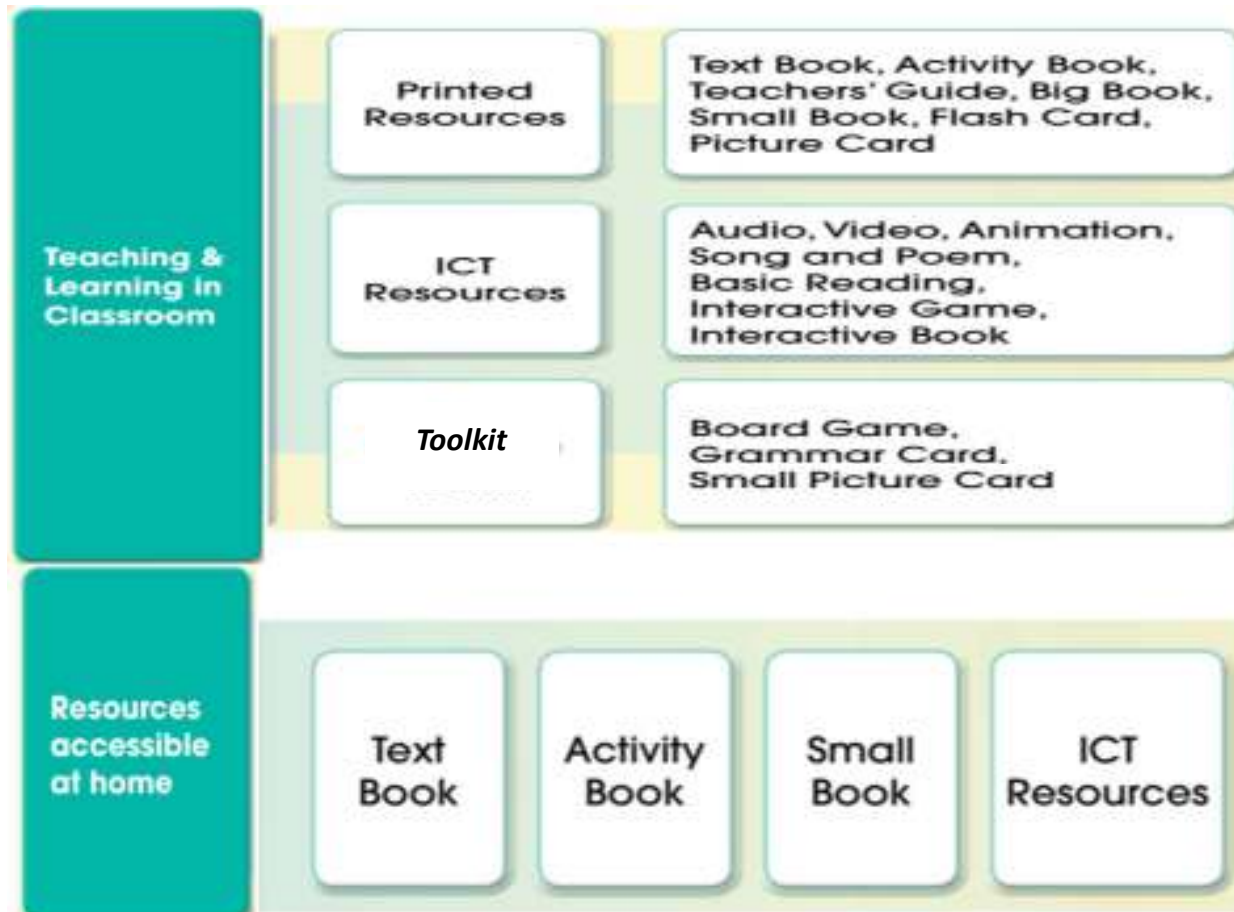
## Approach:

- **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



QiaoHu



**DANGER - KEEP OUT!**  
危險，請避開！  
அபாயம் அருகில் வராத்தீர்கள் !  
**BAHAYA - 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



# Mathematics

**Mrs Vivian Soh**

Level Head

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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

- 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.  $4 + 4 + 4 + 4 = ?$

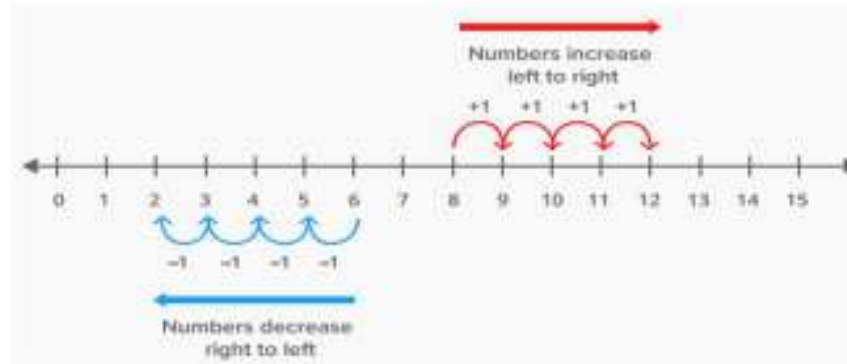
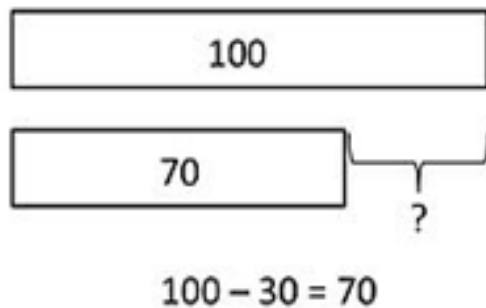
C.  $4 \times 3 = ?$

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



# Key Strategies @ Fuhua Primary School

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



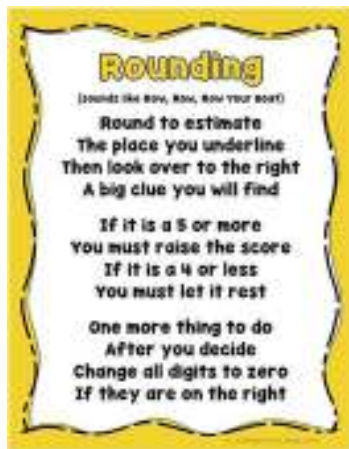
Shirts Sold	
Month	Number of Shirts
February	520
March	780
April	125
May	365
June	225

# 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)





# Science

**Mrs Santi Maran**

**Head of Department**

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# SCIENCE CURRICULUM

## Pique Scientific Curiosity



### Confident Inquirers

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



### Competent Educators

champion Inquiry-Based Learning in Science teaching and learning



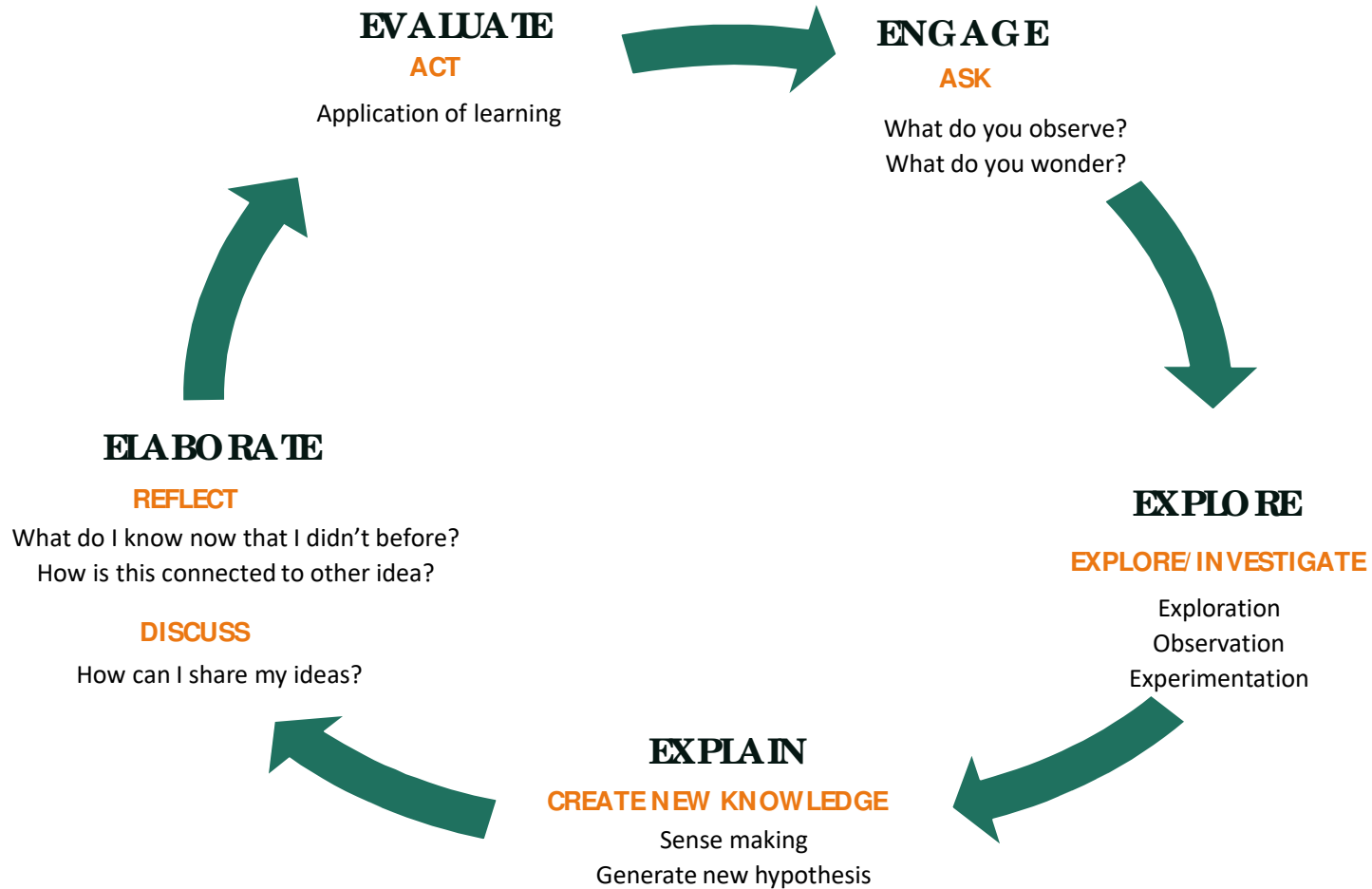
### Comprehensive Curriculum

maximises student learning with good teaching and learning resources & programmes



# 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



## 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!**





## **Assistant Year Head (Int)**

**Miss Zeng Jiahui**  
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# LEVEL PROGRAMMES



**Fuhua 80<sup>th</sup>  
Anniversary  
Celebrations  
(July 2021)**



**ICT Baseline  
Skills**



**Applied Learning  
Programme (ALP)  
Coding**



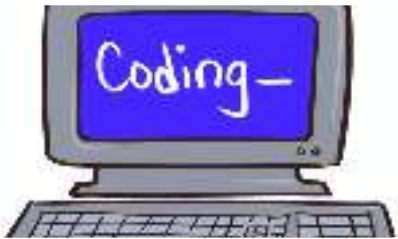
**Learning for Life  
Programme (LLP)  
Values in Action (VIA)**

# LEVEL PROGRAMMES



## ICT Base line Programme

- Touch Typing
- Creating Google slides



## Applied Learning Programme

- Coding Literacy
- SAM Labs



## Learning for Life Programme and Values-In-Action

- Science and Makers: Toys in magnets
- Life on Land (Plants): Growing microgreens in recyclables; Every child a seed



# **G I F T E D E D U C A T I O N P R O G R A M M E I D E N T I F I C A T I O N E X E R C I S E**

<b>Stage</b>	<b>Date</b>	<b>Participants</b>	<b>Papers</b>
GEP Screening Exercise	18 August 2021 (Wednesday)	Primary 3 pupils enrolled in government and government-aided schools	English Language Mathematics
GEP Selection Exercise	19 & 20 October 2021 (Tuesday & Wednesday)	Primary 3 pupils shortlisted after the GEP Screening Exercise	English Language Mathematics General Ability

## PARENTS AS PARTNERS

Communicate regularly with teachers on

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

Do not wait until  
examinations are over.



# 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





# 2021 P3 ASSESSMENT

- Mid-year examination will be removed for P3.
- Bite-sized assessments and other performance tasks to assess students' attainment of learning outcomes throughout the year.
- Students will have more curriculum time to strengthen their conceptual understanding and enjoy the learning process.

**How does the school assess and monitor what the students have learned?**



# WHAT DO WE ASSESS?

1

## Learning Dispositions

- Attitude towards learning

2

## Performance Tasks

- Knowledge & skills

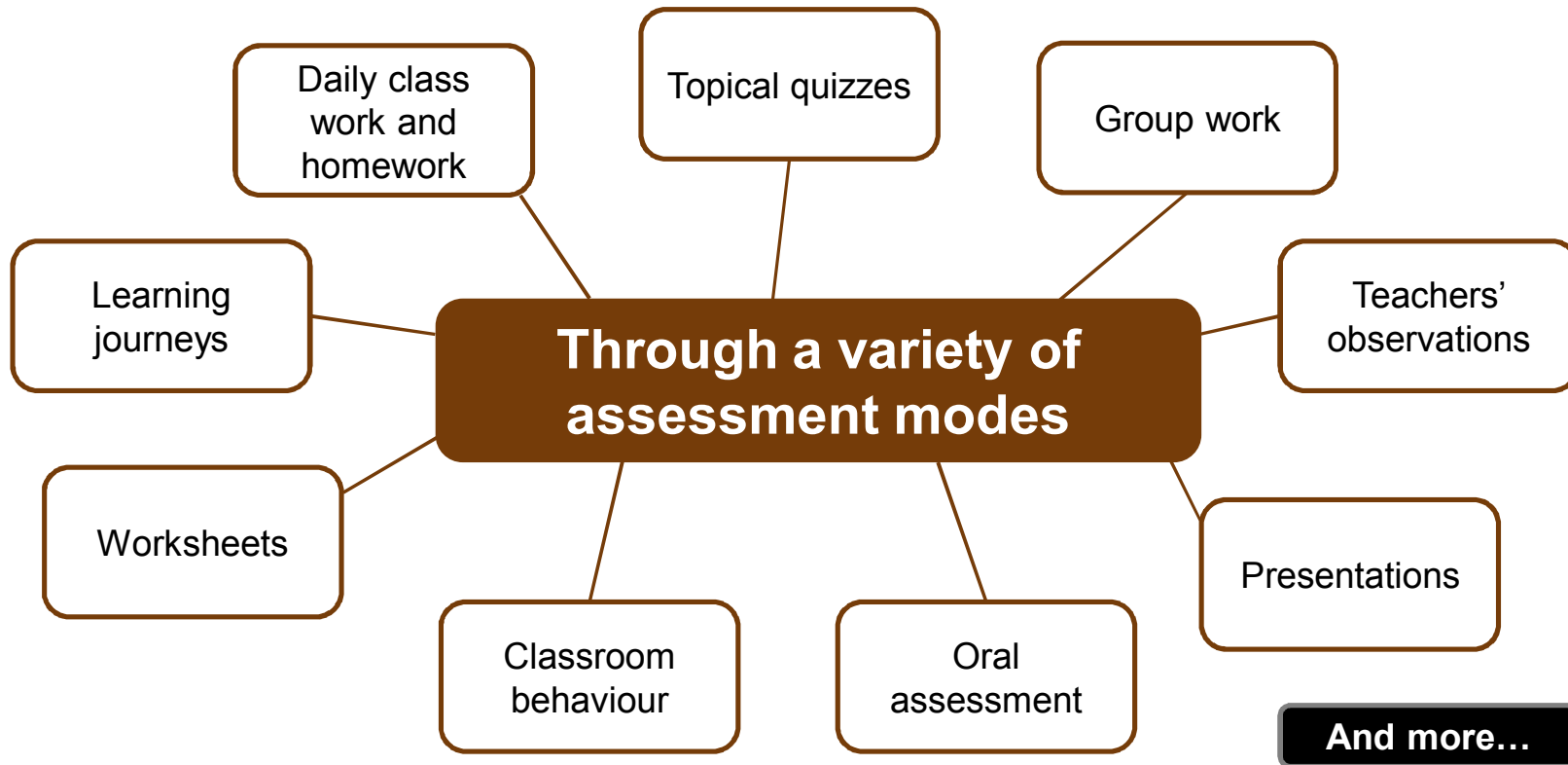


In both academic & non-academic subjects



# HOW DO WE ASSESS?

Throughout the year...



And more...





# HOW WILL I KNOW HOW MY CHILD IS DOING?

Through various forms of feedback

## Rubrics

		偶尔 Rarely ☉	有时 Sometimes ☉☉	经常 Most of the time ☉☉☉	总是 Always ☉☉☉☉
课堂表现 Learning Classroom	积极主动回答问题 Listens attentively and participates actively in lessons				
	积极向上、认真学习的态度 Has a positive and serious attitude towards learning				

Daily work  
(worksheets,  
activity books,  
spelling etc.)

PCTC and regular  
correspondence  
with teachers

## Report book

Personal Qualities	Assessments	Rating
Cooperates with Peers	OVERALL	☉☉☉☉
Knows Right from Wrong	OVERALL	☉☉☉☉
Listens and Responds	OVERALL	☉☉☉☉
Perseveres	OVERALL	☉☉☉☉
Respects Peers	OVERALL	☉☉☉☉
Takes Pride in Work	OVERALL	☉☉☉☉

SUBJECT	(FIRST COMBINED)		(FIRST COMBINED)	
	WA1		WA2	
	Mark	Grade	Mark	Grade
ENGLISH LANGUAGE	80	2	92	1
MATHEMATICS	93	1	93	1
SCIENCE	70	2	85	1
CHINESE LANGUAGE	100	1	92	1

# Question & Answer

