

PARENT ENGAGEMENT SESSION

PRIMARY 5

19 February 2021

5.00 p.m. to 5.45 p.m.





Year Head

Mr Teo Chai Yaw
teo_chai_yaw@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
- 6 Level Programme
- 7 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	<u>Assistant Year Heads</u> P1 : MS FIONA LEI P2 : MS EUNICE TENG P3: MS ZENG JIAHUI	<u>Year Heads</u> 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	

FORM TEACHERS

5 CARE



thong_kok_leung@moe.edu.sg



nurul_asyikin_norman@moe.edu.sg

FORM TEACHERS

5 DILIGENCE



ong_shi_hui@moe.edu.sg



koh_hui_chin@moe.edu.sg

FORM TEACHERS

5 LOYALTY



lim_cheng_chuan@moe.edu.sg



riswaana_tasnim@moe.edu.sg

FORM TEACHERS

5 RESPECT



rachel_lee_nai_fern@moe.edu.sg

mohammad_furhan_hassan@moe.edu.sg



teo_chai_yaw@moe.edu.sg

FORM TEACHERS

5 TRUST



faridah_mohamed_ali@moe.edu.sg



jocelyn_teo_wen_xiu@moe.edu.sg



chia_why_chen_izabella@moe.edu.sg

FORM TEACHERS

5 HOPE



nicholas_tan_wei_en@moe.edu.sg



ler_jia_yi@moe.edu.sg



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 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:

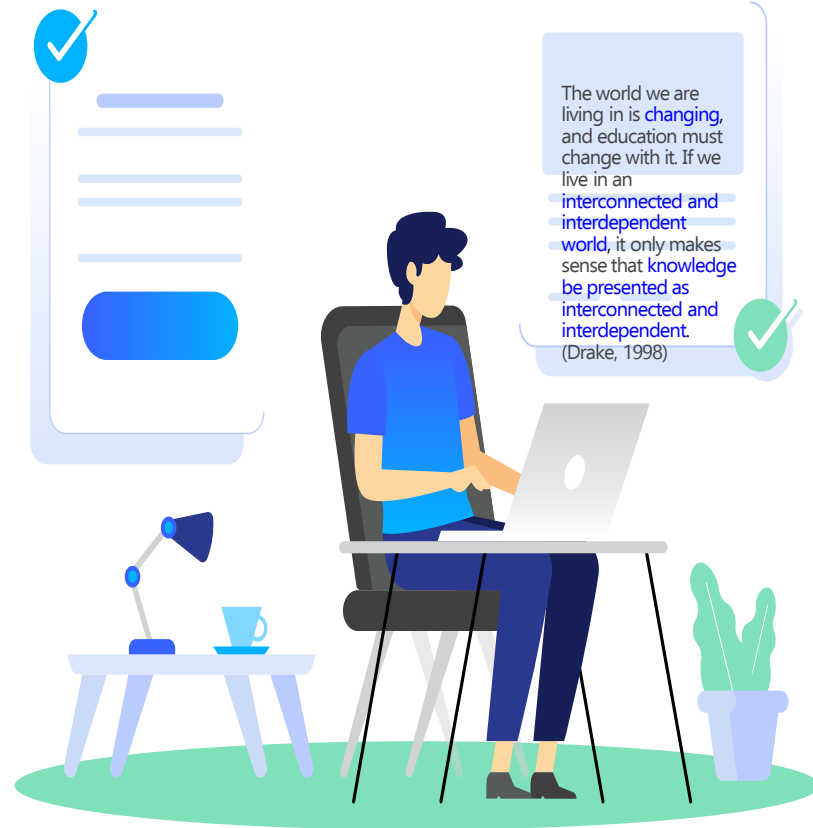
1. collaborative learning
2. creative production

Learner-Centred and Balanced Assessments



Implement practices to:

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



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

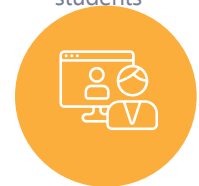


Every Teacher a Researcher & Designer



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

Miss Dhanya Nair
Level Head (Int)
dhanya_nair@moe.edu.sg

English Language Curriculum

Strengthening Literacy through Drama & Reading



Students develop literacy and confidence through drama.

Creating Opportunities for Language Development



STELLAR Pedagogical Approach

STELLAR Pedagogic Framework (P3b to P6)

Sustained Silent Reading

a) Supported Reading
b) KWL
c) Retelling

Writing Process Cycle

1

Reading for understanding & enjoyment

- prediction & questioning
- reading strategies
- text types
- text features

2

Explicit teaching of language items, structures & skills

- word study
- grammar
- vocabulary
- media & visual literacy

Follow-up activities, e.g.,

- oracy
- project work
- information literacy

3

Sentence manipulation

- sentence expansion
- sentence combining

Whole Text Study

4

Class Writing

5

Group Writing

6

Individual Writing

---Planning---Writing---Reviewing---

Scaffolding for Success

Differentiated Instruction

e.g., Guided Reading, Word Study, Listening, Writing, Speech & Drama, Grammar, Research

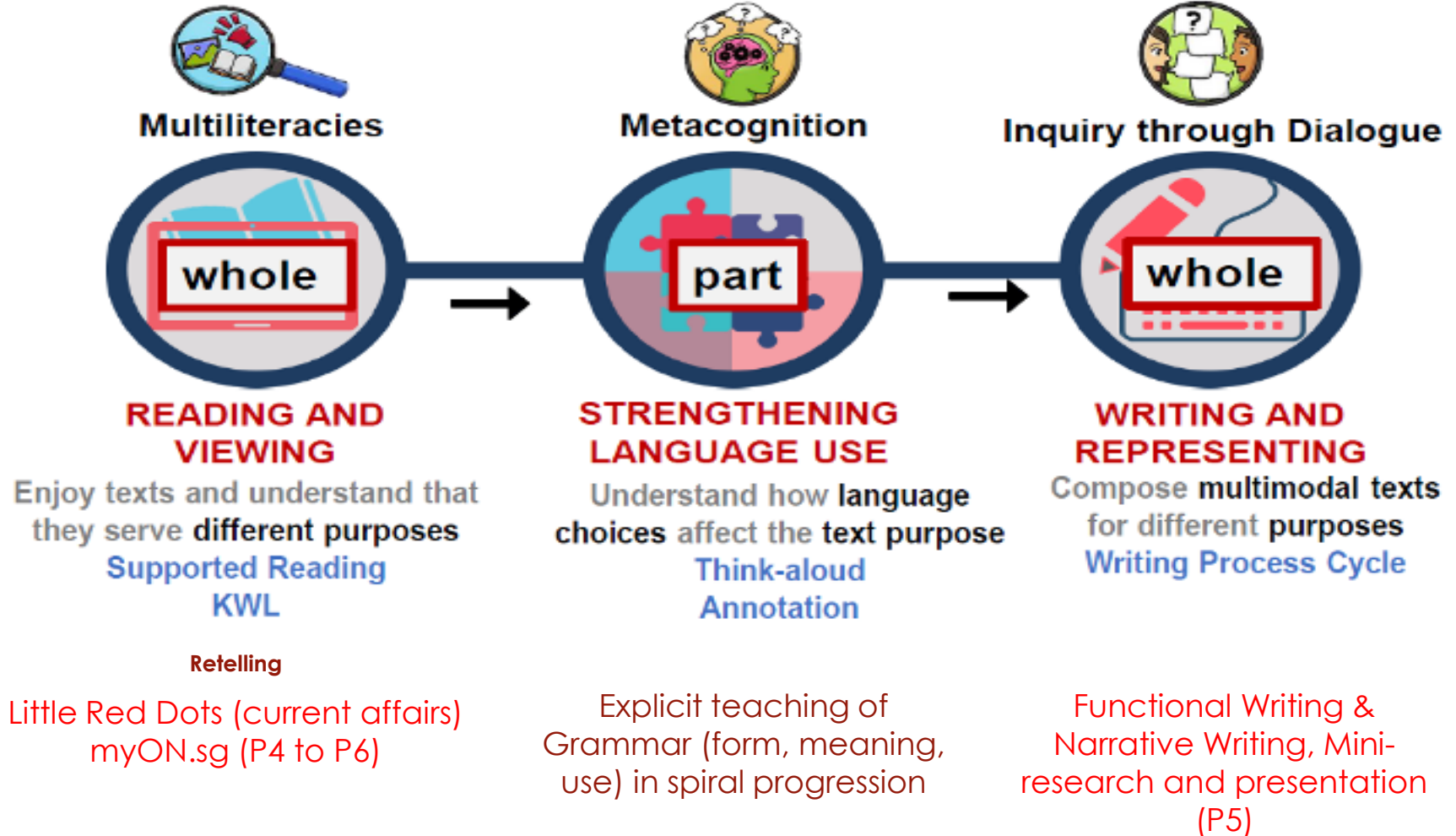
Weaving between whole - parts - whole

STELLAR Pedagogical Approach

Educational Focus for Upper Primary

- Read extensively and comprehend more sophisticated texts (print and non-print)
- Closed & Critical Reading (annotation) and thinking aloud /thinking routines
- Writing more complex storyline, include elements like foreshadowing, roadblocks, dilemma and devices like similes, metaphors etc

STELLAR Pedagogical Approach





Mother Tongue Languages

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

Features of MTL Curriculum

Greater focus on authentic activities and experiences for :

- Deeper engagement
- Effective communication skills.



Features of MTL Curriculum

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



SINGAPORE
STUDENT
LEARNING
SPACE



PARENTS AS PARTNERS

Encourage your child to share their school experiences with you

Strengthening Literacy
through Drama & Reading



Creating Opportunities to
Communicate in MTLs



PARENTS AS PARTNERS

Encourage your child to share their school experiences with you

ICT-Enabled Learning

Journalism Our Forte



Revisit and practise the strategies

For example:

- Answer in complete sentence
- Answer with taking reference from the text
- Be familiar with the good phrases
- Be familiar with the use of dictionary

Extensive Reading

- Subscribing MT Newspapers
- Encourage Critical Reading
- Parents to read with students
- Ask question while reading
- Vocabulary book
- Expose your child to quality television programmes



Mathematics

Mrs Vivian Soh

Level Head

tan_bee_geok@moe.edu.sg

Primary Mathematics Syllabus

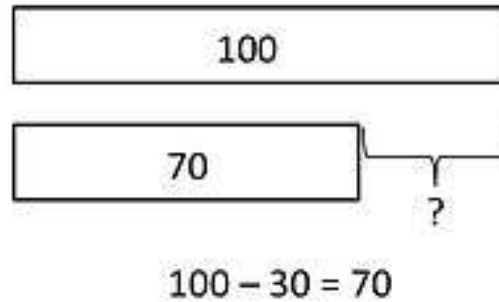
Aims to enable our students to:

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

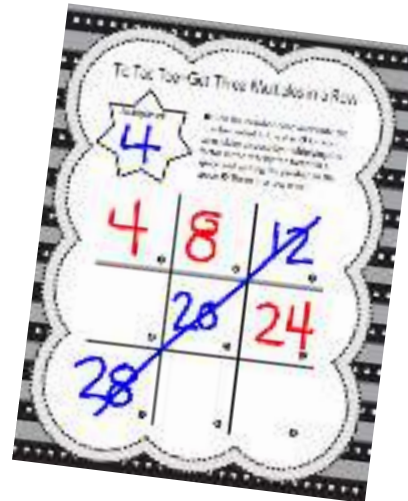


Key Strategies @ Fuhua Primary School

- Use of heuristics
 - make a table
 - draw a diagram
 - logical reasoning
- Use of games
(e.g. KooBits, bingo, number cards)

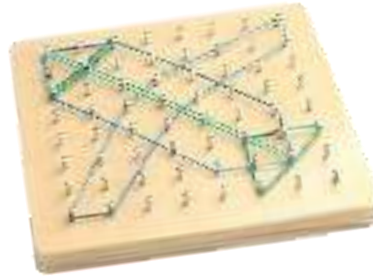


Shirts Sold	
Month	Number of Shirts
February	520
March	780
April	125
May	365
June	225



Key Strategies @ Fuhua Primary School

- Use of manipulatives



- Thinking and Reasoning: STAR approach

- Reasoning & Communication

$10[25 + 2(250 - 47)] + 236$

They cannot agree on their first step. Read what they think and decide who has the best idea.

I think we should start with 10×25 .

Andy

I think we should do $250 - 47$ first.

Ben

I think we should start with 25 and add 2.


Caryn

I don't think it matters where we start.

Dan

Circle one:	Explain your choice:
<input type="radio"/> Andy <input type="radio"/> Ben <input type="radio"/> Caryn <input type="radio"/> Dan	
Choose one person who you think is wrong about where to start. How would you explain to this person why the answer is wrong?	
Who? _____	
Why? _____	

Learning @Fuhua Primary School

STRETCH	ENRICH	SUPPORT
Math Olympiad & competitions	Targeted remediation based on analysis	
E2K within curriculum		Smaller class sizes
Differentiated resources 		

PARENTS AS PARTNERS

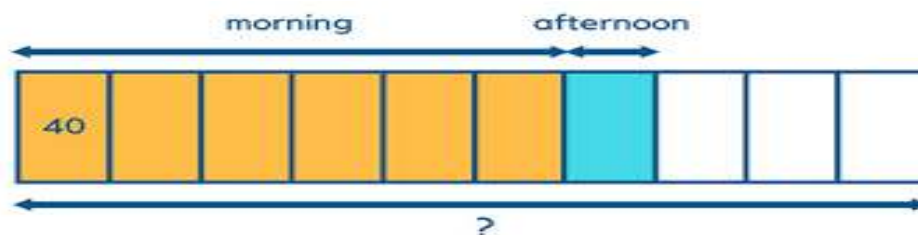
- Get your child to explain the method/ strategy used to solve the problem



- Challenge your child to find alternative solutions



- Encourage clear presentation of work, focus on using appropriate diagrams (e.g. model drawings, tables)





Science

Mrs Santi Maran

Head of Department

santi_malaiya_maran@moe.edu.sg

SCIENCE CURRICULUM

Pique Scientific Curiosity



Competent Educators

champion Inquiry-Based Learning in Science teaching and learning



Comprehensive Curriculum

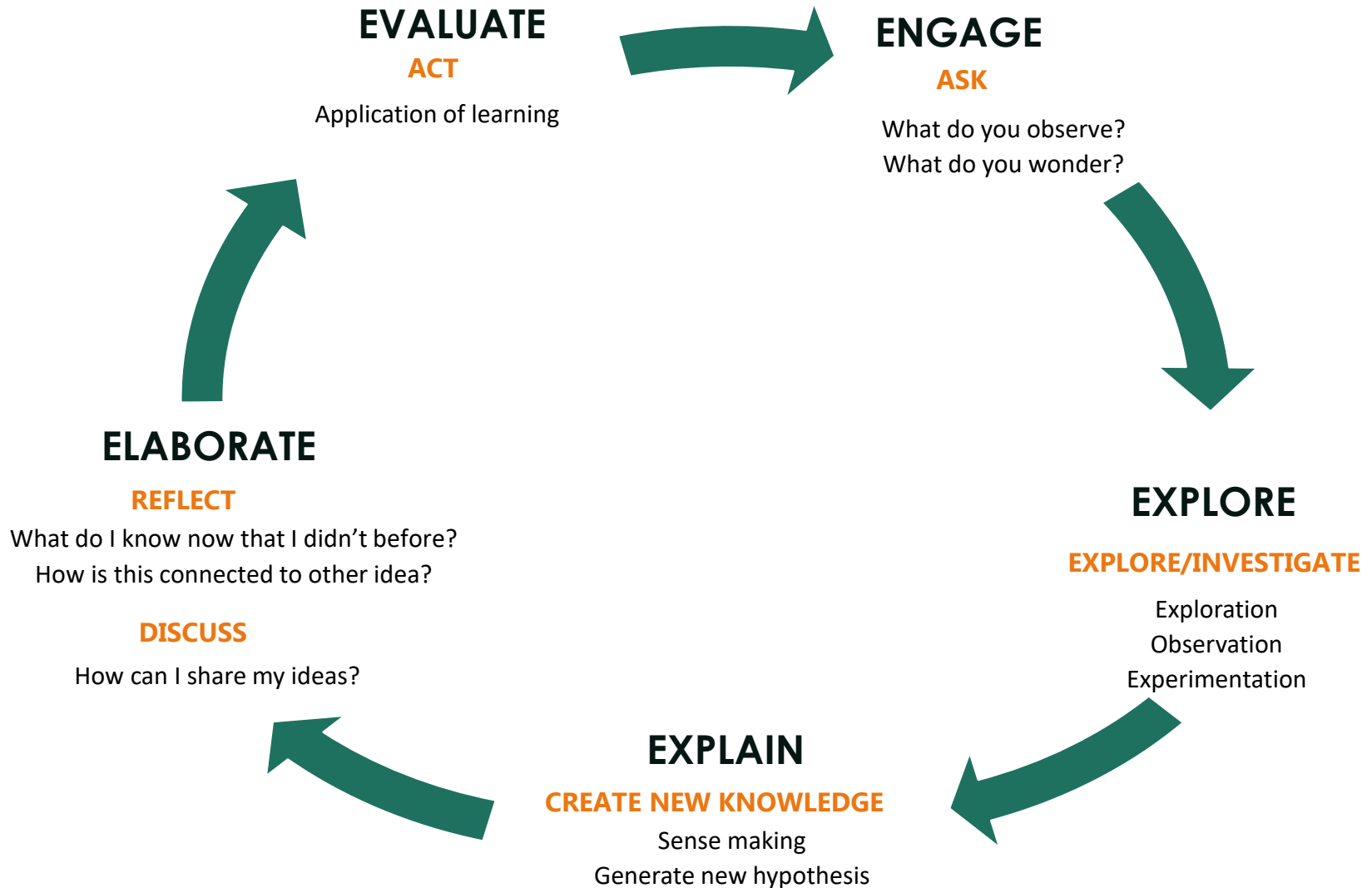
maximises student learning with good teaching and learning resources & programmes

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



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



HOME – SCHOOL PARTNERSHIP

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!**

5E

1 Engage	
2 Explore	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>At Playground</p> <p>• Wonder • Potential (subject) • If the slides are wet, will the speed at which your (children) change? • Kinetic (growth & motion) & Energy conversion (Potential to kinetic energy)</p> </div> <div style="width: 50%; text-align: right;"> </div> </div>
3 Explain	<p>Explain why do we use a hair dryer to dry our hair? (Factors affecting evaporation: temperature and strength of exposed surface area)</p>
4 Extend	<p>Let's find out how to make the clothes dry faster? (exposed surface area)</p> <p style="text-align: center;">Asking the Hows and Whys</p>
5 Evaluate	

LEVEL PROGRAMMES



**ICT Baseline
Skills**



**Applied Learning
Programme (ALP)
Coding**



**Fuhua 80th
Anniversary
Celebrations
(16 July 2021)**

ICT BASELINE SKILLS

- Enriched Curriculum
- one hour per week (for 4 weeks)
- T1W3-T1W8 Module: Basic Operations
 - situational Writing via email
- T3 Module: Connect Using Communication Tools
 - technical skills on Google Site



Applied Learning Programme (ALP) Coding

- Based on Design Thinking protocol
- 5-step process incorporating *Empathy, Define, Ideate, Prototype* and *Test*
- Starting Term 2 Week 10 four full days
- coding drone

Students As Designer for the 21st Century



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**



3R

- **R**espectful
- **R**esponsive
- **R**eflective

Fuhua Vision:

Every Fuhua Gem – Learner, Leader & Innovator

Students can use this simple template to organise manage their time.

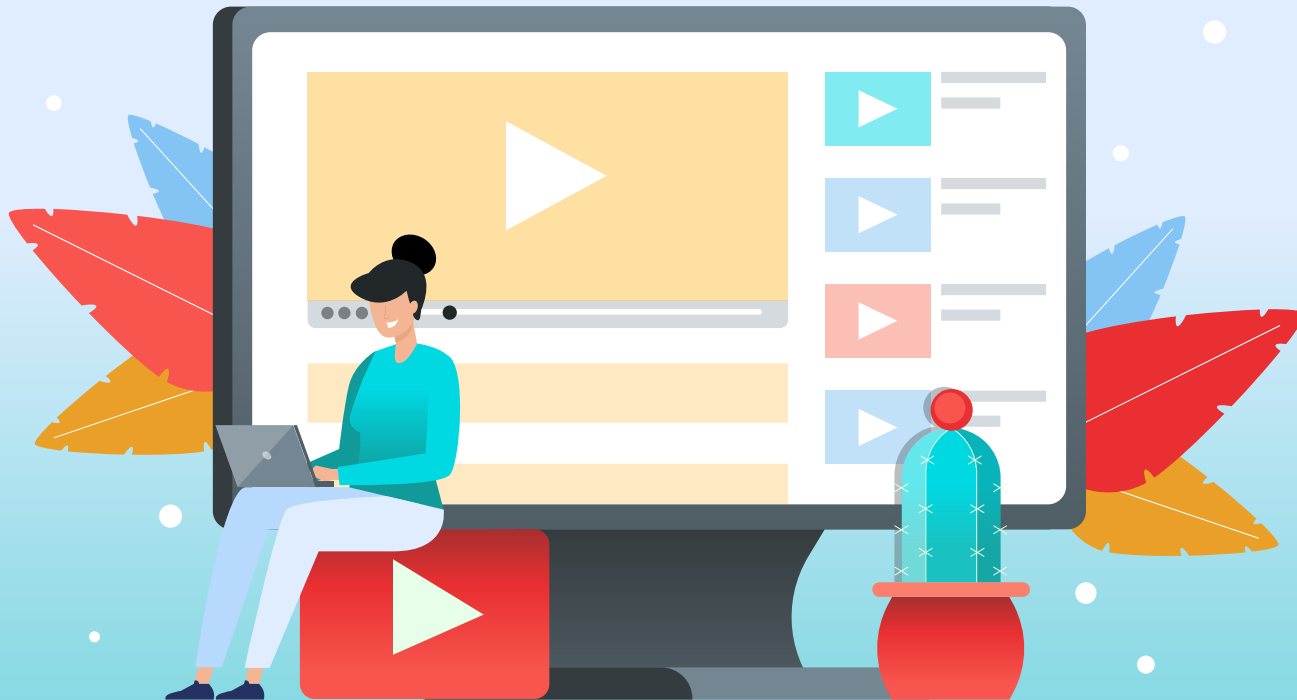
Weekly Study Plan (Term : Week : / / to / /)

Rationale:

This worksheet shows weekly plan for all subjects, beside your formal lesson periods in school. Fill in the tasks to be completed, taking into account of the daily activities and homework which you may have. You need to know the available time you have each day of the week so that you can shift your plan accordingly.

Monday	Plan	Remark
5-7 p.m.		
7-9 p.m.		
9-11 p.m.		
Tuesday		
5-7 p.m.		
7-9 p.m.		

Question & Answer





THANK YOU FOR
PARTNERING US!