

# Primary 3 & Primary 4 Parent Engagement and Subject Sharing Session

Follow us on Instagram!



5 February 2026  
3.30 p.m. – 5.30 p.m.



We will be starting the session shortly.



**We seek your cooperation on the following:**



**No videography  
No photography**



All slides will be made available on the school website at a later time.

Rivervale Primary

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Succeed & Excel



# P3 & P4 Parent Engagement Session

## Video Conference Meeting Etiquette

1. Please turn on your video
2. Use earpiece for better audio clarity
3. Mute your microphone to minimize background noise for other participants.
4. Q&A session will be opened to the floor only after the presentation.
5. During the Q&A session, please type your questions using the chat function.



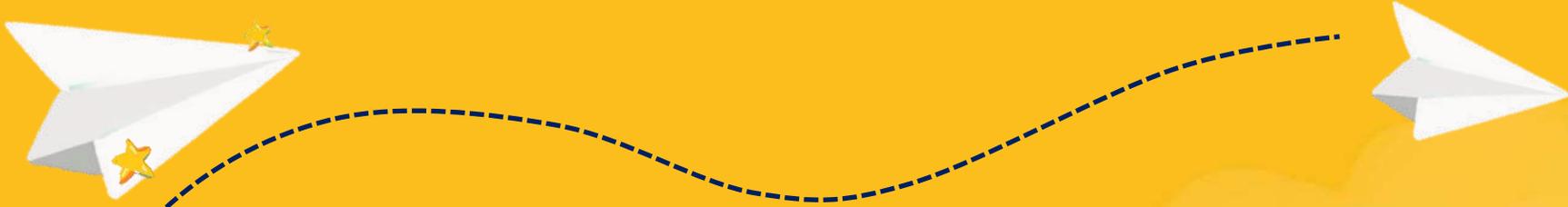
# MIDDLE CONSORTIUM : YEAR HEAD TEAM

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**Year Head: Mrs Angie Liu**

**Teacher supporting the consortium: Ms Tan Yi Han**





# Objectives:

- To communicate school direction and partner parents in the holistic development of Riverlites
- To inform parents about national curriculum, teaching methods, and educational goals
- To provide a platform for parents to dialogue and connect with Form Teachers



# PROGRAMME

- School Leader's Address
- Sharing on:
  - Student Development and Student Well-Being
  - Information and Communication Technology (ICT) Matters
  - Subjects:
    - i. Physical Education, Aesthetics and Music (PAM)
    - ii. English Language, Mathematics, Science and Mother Tongue Languages
- Q & A Session
- Interaction with Form Teachers (breakout sessions)



# School Leader Address



# Supporting Your Child Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



Listen to and understand each other's perspectives and concerns regarding your child



Communicate kindly and respectfully with one another



# Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

# Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)



**We value your partnership to raise a**  
*‘Happy, Kind, and Confident Generation Together’.*

# School-Home Partnership

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## School

- Parent Engagement and Subject Sharing
- Inaugural Breakfast with Parents ( 0745 to 0845)
  - ❑ 2 April – P4
  - ❑ 11 May – P3
- Student-Led Conference
- Online Publications

## Class

- Form and Subject Teacher Touchpoints

# Grow Well SG: Four Habits for 2026



- A national health promotion strategy
- Aims to improve **preventive care** and encourage **healthier lifestyles**

## Term 1



### Learn Well

Put away phones one hour before bed.

## Term 2



### Sleep Well

Sleep 9 hours daily

## Term 3



### Eat Well

Eat a portion of fruit and vegetables daily

## Term 4



### Exercise Well

Exercise for 1 hour daily



# Value statement of the Week

*Term 1, Week 5*

# RESPECT

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*I respect everyone's opinions.*

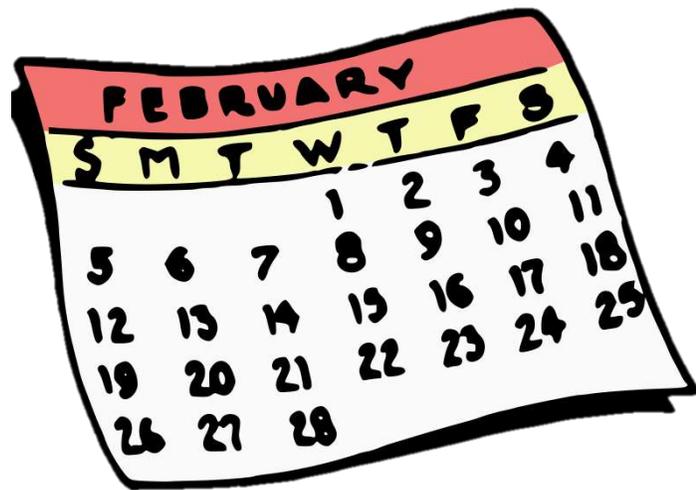
# MOE's

# Engagement

# Charter



# Key Dates 2026



# Highlights of 2026

	Programme
<b>Term 1</b>	5 - 9 Jan: P1-P4 Buddy Programme

- P4 students helped their P1 buddies to adapt to the new learning environment in Rivervale.



# P1 and P4 Buddy

- Buddy Training
- Bigger buddy group for some

BEING a Good Buddy  
– Understanding Our Feelings!



# Highlights of 2026

## Programmes

### Term 1

- 5 Jan: Start It Right 😊 + Sports Education Programme
- 5 Feb: P3 & P4 Parent Engagement cum Subject Sharing
- 20 Feb / 26 Feb / 5 Mar: Art Museum-Based LJ
- 23 Feb to 6 Mar: Term 1 Weighted Assessment



# Highlights of 2026

	Programme
<b>Term 2</b>	<ul style="list-style-type: none"><li>• Week 1- Week 9: P3 SwimSafer</li><li>• 2 Apr: Inaugural Breakfast with Parents (P4)</li><li>• 21 Apr: P3 Science LJ</li><li>• 22 Apr: Student-Led Conference</li><li>• 4 May / 7 May / 8 May: P4 CCE Cohort LJ (KAHG)</li><li>• 11 May: Inaugural Breakfast with Parents</li><li>• 4 -15 May: Term 2 Weighted Assessment</li><li>• 25 - 26 May: Math Trail</li></ul>



# Highlights of 2026

	Programme
<b>Term 3</b>	14 Jul/16 Jul/22 Jul: P3 CCE Cohort LJ (GSHG) Weeks 5, 7, 9: Term 3 Weighted Assessment
<b>Term 4</b>	<ul style="list-style-type: none"><li>• 1 Oct: Children's Day Celebration</li><li>• Week 2, 4: LC and Oral End of Year Examination</li><li>• Week 7: Written End of Year Examination</li><li>• 17 Nov: MLP Fair</li><li>• 19 Nov: Use Your Hand Campaign and End It Well 😊</li><li>• 20 Nov: Prize-Giving Ceremony</li></ul>





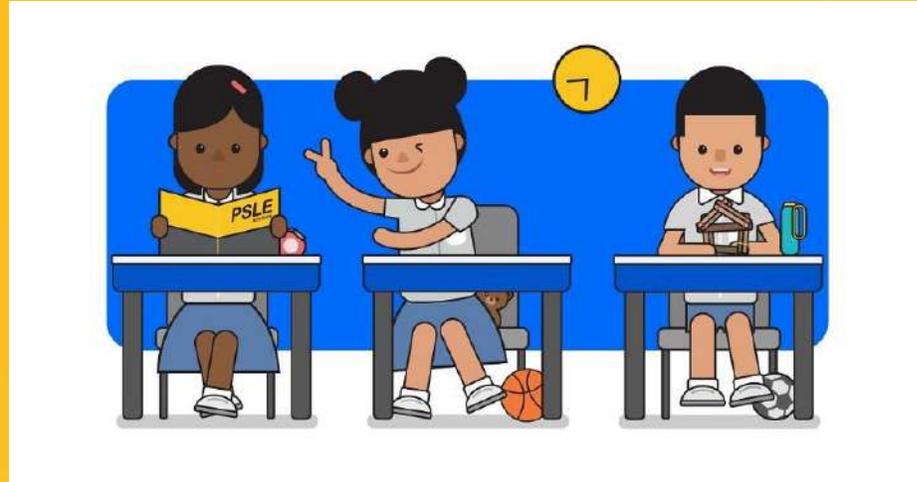
# Student-Led Conference (22 Apr, 7.30 a.m. – 1.30 p.m.)



Face-to-Face meeting with parents to engage parents in conversations about child's social and academic progress or needs.



# Subject-Based Banding (SBB)



- For more information on SBB in Primary School, please visit:  
<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>



# Student Well-Being



# Understanding Mental Health and Well-Being





# What is Mental Health?

Good mental health is more than just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



# Primary 3 and 4

During CCE  
(FTGP) lessons,  
students will be  
taught:

## Strengthening Resilience and Well-being

- Developing resilience

## Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

## Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

## Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development

We Change as We Grow ②

### How I Can Support My Friend

**C H E E R**

- Calm them down**
  - Give your friend time to cool down.
  - Ask your friend to take deep and slow breaths to calm his/her feelings.
- Hear them out**
  - Listen attentively to your friend's words and feelings.
  - Keep an open mind and do not judge.
  - Do not interrupt.
- Empathise with them**
  - Show interest.
  - Check if you had understood your friend's issue and feelings correctly.
- Encourage seeking help**
  - Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.
- Refer to a trusted adult**
  - Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7

# Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

An example of a Family Time Activity taken from the P3 CCE Journal (P.40)



## Family Activities

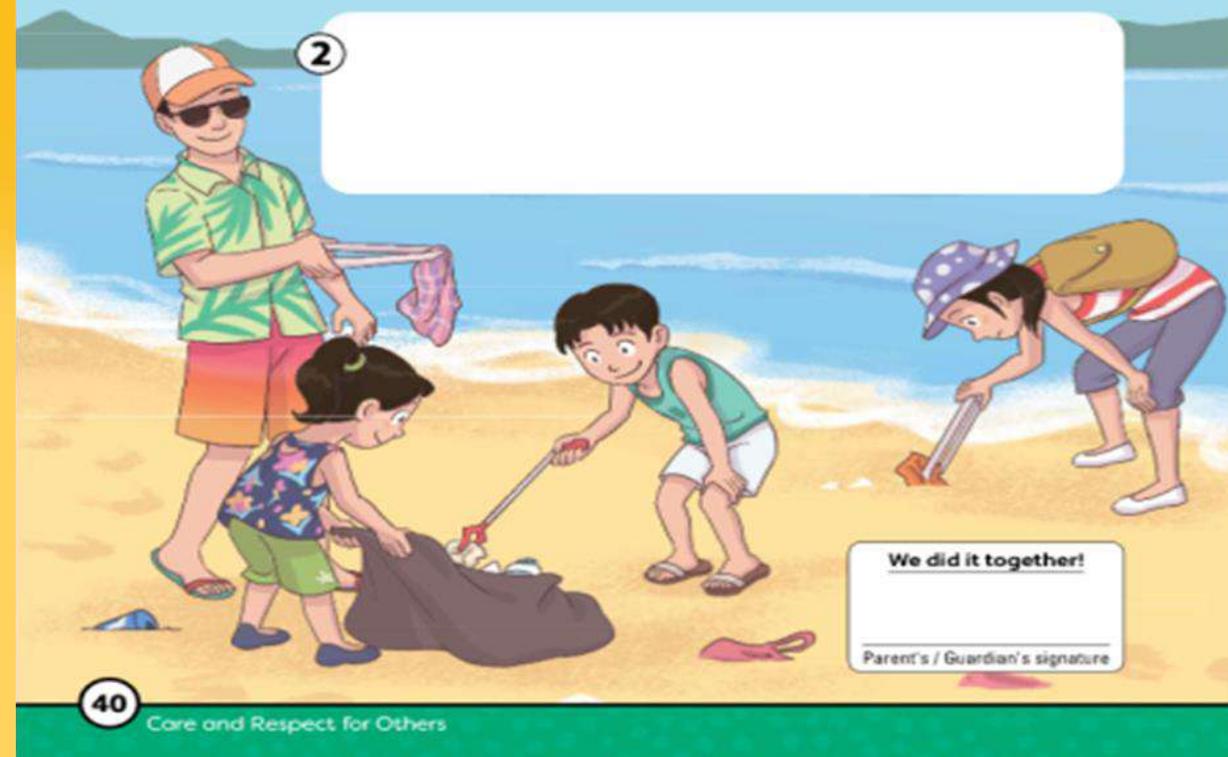
I can...

- Share the feelings and experience of carrying out my class project with my parents/guardians.
- Ask my family members to think of two kind acts that we can commit to (e.g. showing care and concern for our neighbours, cleaning up the environment so that it can be pleasant for others).

The kind acts that my family would like to commit to are...

①

②



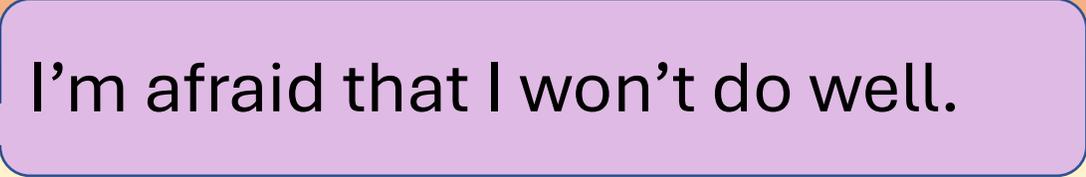


How do you feel about starting to school?

**P3 and P4 students**



# Top 3 Concerns from P3 Students

No.	Concerns
1.	Examinations 
2.	New friends and new teachers
3.	New subject – Science
<ul style="list-style-type: none"><li>• Generally, students were excited and happy to be back in school after the long Nov-Dec holidays.</li></ul>	



# Top 3 Concerns from P4 Students

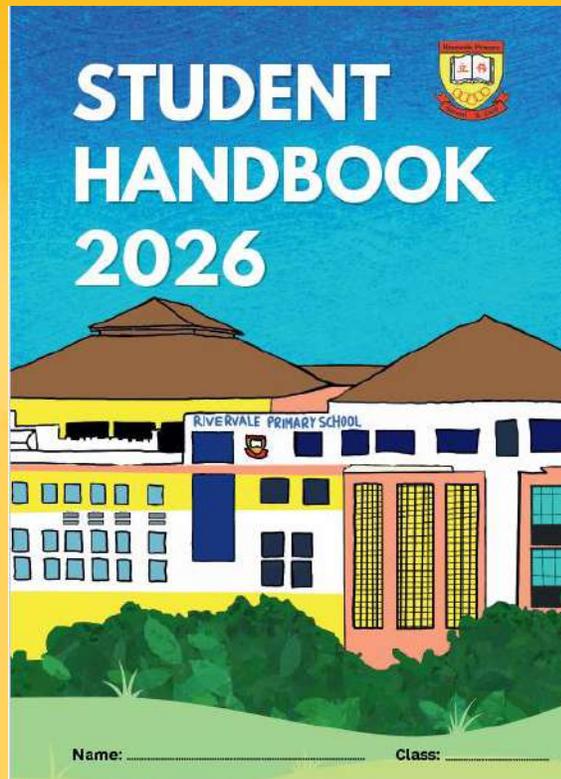
No.	Concerns	
1.	Examinations	Will I fail?
2.	Homework	Will there be a lot of homework? Can I finish?
3.	Expectation (self, parents)	I am worried that I cannot meet my/their expectations.

\*Generally, most students looked forward to being back to school to meet their friends 😊

# Supporting Student Well-Being

## 1. Completion of homework

- Homework Policy (< 8 hours per week)
- Extension of homework submission when necessary



"When I started counting my blessings, my whole life turned around." – Willie Nelson

SEMESTER 1  
TERM 1 • WEEK 5

5	THURSDAY	Notes from Teacher/ Parents
FEB		

6	FRIDAY	Notes from Teacher/ Parents
FEB		

Value(s) taught in V-10 today	My Reflection
1.	
2.	
3.	

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## 2. Equipping students with skills to cope with expectations

- FTGP
- 1-to-1 Interaction with FT
- Support from the Senior School Counsellor

**I Am Resilient ①** Date: \_\_\_\_\_

### Resilience

We face different challenges in life. Some challenges feel difficult to overcome while others are easy. Each of us may feel differently about our challenges and that is okay!



Argument with my friend



Cannot focus in class



Scolded by my parent

**I Am Resilient ③** Date: \_\_\_\_\_

### How I Want to Build My Resilience Muscle

Look at the different ways you can build your resilience muscle and overcome your challenges below. What can you do to move your "rocks"? You can tick (✓) more than one way.



I can build my resilience muscle by changing negative thoughts to helpful thoughts.



I can think of different ways to overcome my challenges.



I can ask my family, friends or trusted adults for help.

**My Goals and Plans ②** Date: \_\_\_\_\_

### Working Towards My Goal

My Goal: \_\_\_\_\_

**My S.M.A.R.T. Goal**

**1. Be Specific:**  
What do I want to do?  
\_\_\_\_\_  
\_\_\_\_\_  
Why did I set this goal?  
\_\_\_\_\_  
\_\_\_\_\_

**3. Make it Achievable and Realistic:**  
Is my goal something that is possible to achieve?  
 Yes  No  Maybe

Do I think I have the ability and support to work towards my goal?  
 Yes  No  Maybe

**2. Make it Measurable:**  
I know I have reached my goal when  
\_\_\_\_\_  
\_\_\_\_\_

**4. Make it Timely:**  
I will aim to reach my goal by  
\_\_\_\_\_  
(Write a date)



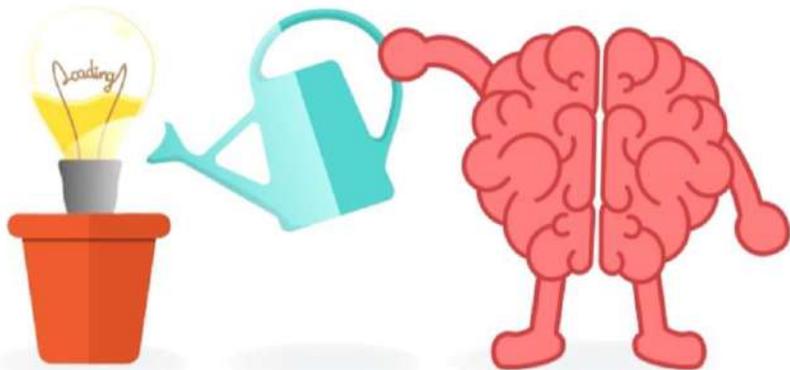
**3**  
Understand and Care for Myself



# GROWTH

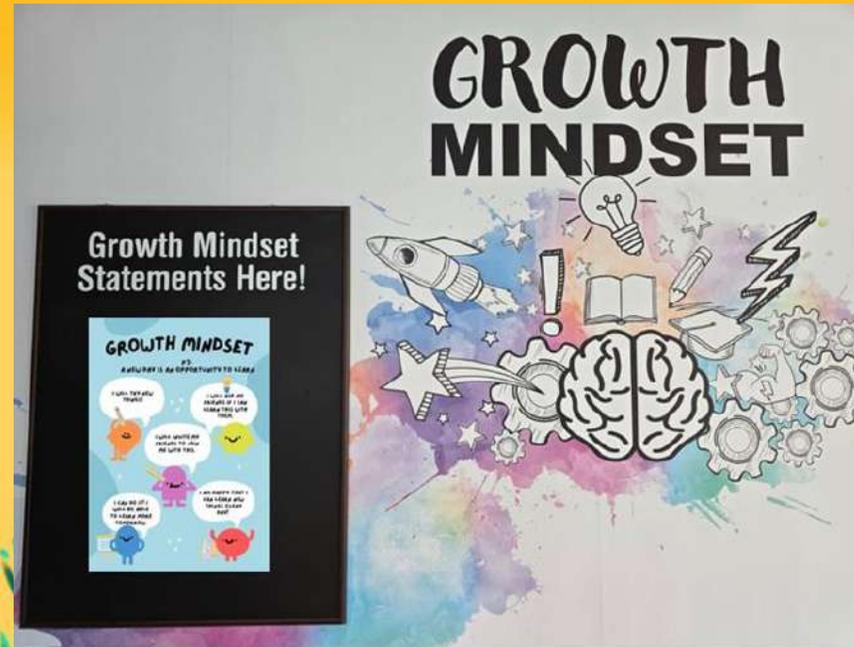
## mindset

- The belief that with practise, perseverance and effort, people have **limitless potential to learn and grow**
- Assumes that intelligence and other qualities, abilities and talents can be developed with effort, learning and **dedication over time.**



# Why GROWTH Mindset?

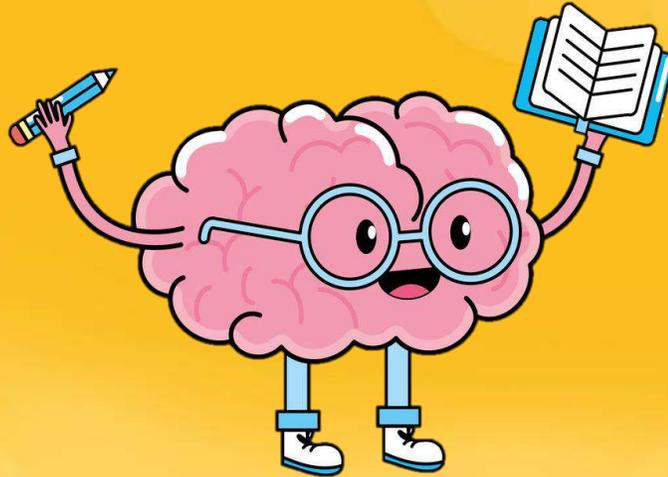
- Growth Mindset focuses on the importance of **embracing challenges, persisting in the face of obstacles and learning from mistakes.**
- By changing the way students think, we can change the way they learn. We want them to **enjoy learning** and continue to learn beyond the formal curriculum.



# P3

## Sem 1:

**A New Day is  
A New  
Opportunity to  
Grow**



## Sem 2:

**We Love A  
Challenge**



# How Parents Can Help?

- Encourage Effort and Curiosity
- Set Realistic Expectations
- Provide Constructive Feedback
- Promote Learning from Mistakes
- Celebrate Effort

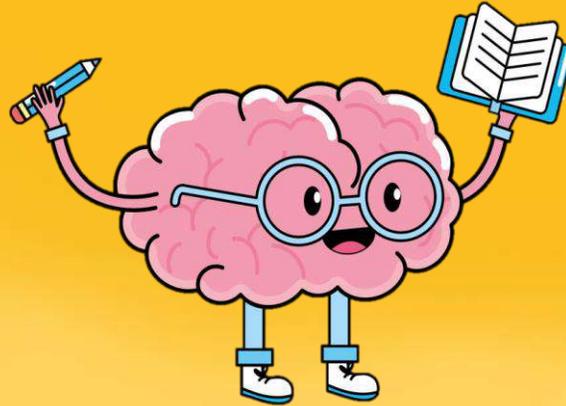


SEM 1

P4

SEM 2

There's a  
Difference  
Between Not  
Knowing and Not  
Knowing **Yet**

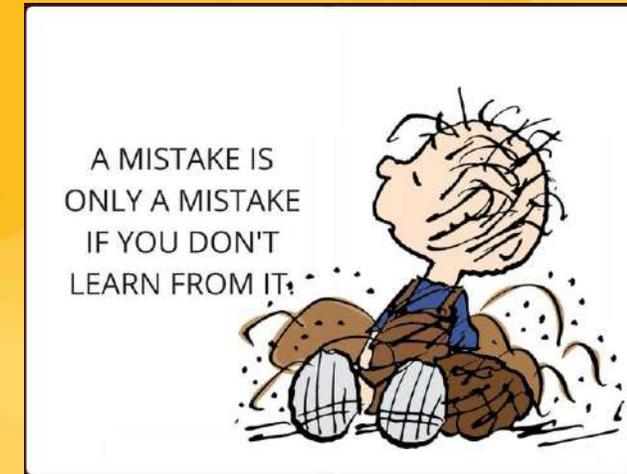


Mistakes are  
**Opportunities**  
for Learning



# How Parents Can Help?

- Embrace Not Knowing Yet and any Learning Opportunity
- Create a Safe Space
- Encourage Persistence
- Focus on Effort
- Lead by Example

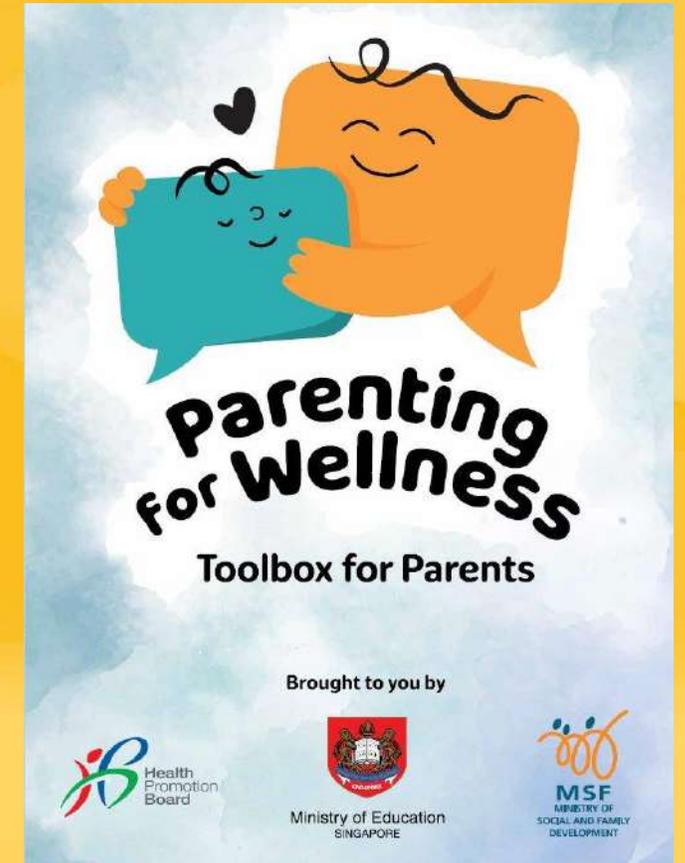


# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), you can download a copy of the **Parenting for Wellness Toolbox for Parents**.

Link: <https://go.gov.sg/pfw-toolbox>



# Parent's Support



"I can do things you cannot, you can do things I cannot; together we can do great things"

~ **Mother Teresa**



# Sharing by ICT HOD



# Education Technology in RIVPS

## Purpose

- Support and engage students in their learning
- Promotes collaboration, communication and critical thinking
- Prepare students for digital future



# Education Technology in RIVPS



## Key Initiatives

- In-class or blended learning
- Use of a variety of digital tools e.g. SLS
- Meaningful integration of technology to enhance learning
- Advocating cyber wellness to ensure responsible digital use



# Education Technology in RIVPS

## Parents' Support

- Encourage responsible use of devices at home
- Monitor online activities and reinforce good digital habits
- Engage in conversation about what they are learning with education technology (Ed Tech)



# Cyber Wellness

- Children are going online from a younger age
- Higher frequency in exposure to harmful content

## Parents might not be aware, but...

**1 in 3** children has chatted with strangers online

**1 in 3** children has been exposed to pornographic materials

**1 in 4** children has overshared their personal information

Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



# Cyber Wellness

- **App age ratings (App Store):**  
12+ — WhatsApp, Instagram, Roblox
- **Reality:**  
Many children access social media earlier than recommended.
- **Research links early screen use to:**
  - Poor sleep quality
  - Sedentary behaviour
  - Obesity
  - Mental health & well-being concerns



# Cyber Wellness

- **Cyber Wellness**

Ability to navigate cyberspace safely and responsibly

- **Through the CCE curriculum, students learn to:**

- Use ICT for positive purposes
- Maintain a positive online presence
- Stay safe and responsible online

- **Outcome:**

Balanced screen use, online safety, and positive digital behaviour



# Primary 3 and 4

During  
CCE(FTGP)  
lessons,  
students will  
be taught:

- **Balanced use of digital devices**
- **Netiquette**
- **Stand up against cyber bullying**
- **How to stay safe online**

## My Healthy Screen Time Pledge

I, \_\_\_\_\_, pledge to be responsible  
(my name)  
and practise self-control when it comes to using  
the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

set aside time to complete my homework, rest, exercise and spend time with my family.

stop my screen time when having my meals and practise the 20-20-20 rule\*.

put my devices away at least 60 minutes before bedtime.

stop my screen time when I have reached the time limit my parents/guardians have set for me.

set the alarm for 30 minutes and stop my screen time when it goes off.

stop my screen time when I am feeling tired.

seek help from my family when I need support/reminders to manage my screen time responsibly.

Other(s): \_\_\_\_\_



**REMINDER  
TO SELF!**

Paste this pledge at  
a place where I can  
see it every day.

\* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

# Use of Generative Artificial Intelligence (GenAI)

- Pose risks when it is not used effectively
- Discourage children from relying on AI for social-emotional support
- Use of AI should be age and developmentally-appropriate
  - P1 - 3: Little or not direct use of AI
  - P4 - 6: AI tools are used occasionally and supervised by teachers



# ICT Tools



# Upcoming Parent Resources on Digital & Cyber Wellness

- To support parents in guiding children's safe and responsible use of technology, the school will be sharing a 4-part parent resource series:
  - Unlocking the first smartphone or watch*
  - Playing online games*
  - Accessing the first social media account*
  - Cyberbullying*



# Sharing by PAM HOD



# Grow Well SG: Nurturing Active and Healthy Riverlites

A school-wide strategy to build  
healthy habits in Riverlites



# The Four Wells & Their Benefits



## Learn Well

Better focus,  
academic growth,  
and healthy digital  
balance.



## Sleep Well

Memory  
consolidation,  
and emotional  
regulation.



## Eat Well

Healthy growth,  
and reduced  
disease risk.



## Exercise Well

Stronger bodies  
and sharper  
minds.



# Termly Focus to build healthy habits

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## Term 1

### Learn Well

Limit recreation screen time to 2h daily. No screens 1h before bed.

## Term 2

### Sleep Well

Achieve at least 9 hours of quality sleep every single night.

## Term 3

### Eat Well

Eat fruits/veggies 4+ days a week. Reduce packaged snacks.

## Term 4

### Exercise Well

Engage in active physical play for 7+ hours per week.



# Grow Well SG: Primary 3 and 4

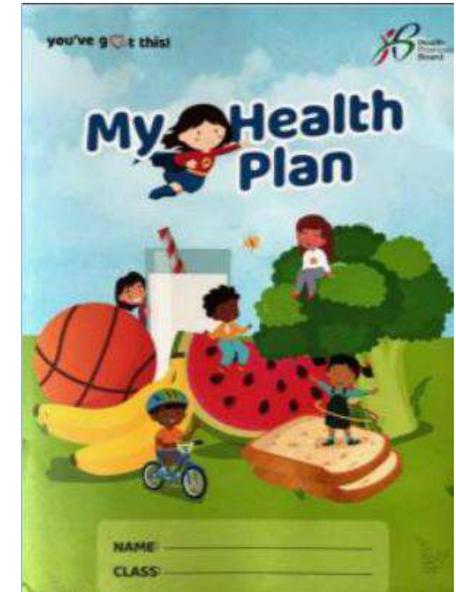
## My Health Plan Booklet

- Contains personalised Lifestyle Prescription (LP) outlining potential lifestyle changes based HPB Health Check. LP is also accessible via Health Hub.

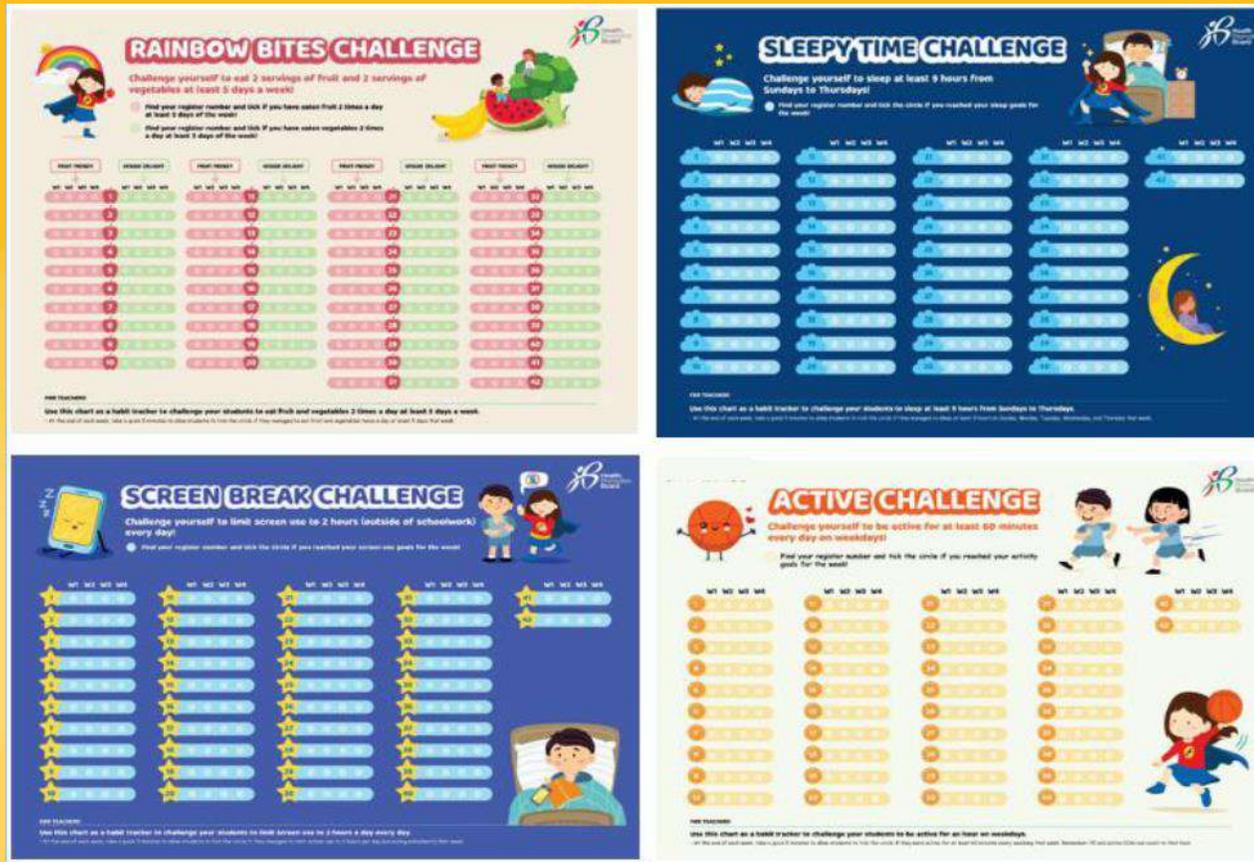
## [For P4] Health Messages

- Cyberwellness and Resilience
- Setting health goals as a class

**Parents' Role:** Support your child in achieving the health milestones and complete Home Challenge activities



# Habit Charts: Supporting Healthy Habits as a Class



 **Nurturing healthy behaviours:**  
Tracking of student behaviours across four weeks during PE lessons.

 **Positive Peer Influence:** Conducted as a class, students are able to encourage each other to build healthy habits.



# Nurture the Environment at home

## Practical Steps

**Home environment:** Adjust environment based on the term's "Well" (e.g., Reminder to sleep 9 hours a day; Provide a fruit bowl in Term 3).

**Daily Engagement:** Ask "What was on the class habit chart today?"; "What is this Term's focus on Grow Well SG?' ; Did you practise the healthy habit?"

**HPB Healthy 365 app:** For additional resources, practical strategies and links to healthy lifestyle programmes



# Sharing by IP HOD



# ENGLISH KEY PROGRAMMES

## Language Carnival



## Good Morning, Rivervale!



## Character Parade



# MOTHER TONGUE LANGUAGES KEY PROGRAMMES

## Good Morning, Rivervale!



ML



CL



TL

## MTL Fortnight



CL



ML



TL

## P4 Drama



ML



CL



TL

# MATHEMATICS KEY PROGRAMMES

## P3 Aviation Themed Trail



## P4 Design Themed Trail



# SCIENCE KEY PROGRAMMES

Science Alive!

• P3 Mandai Bird Paradise

• P4 Food Sustainability & Hydroponics



# ASSESSMENTS

- **Weighted Assessment**
- **End-of-Year Exam**



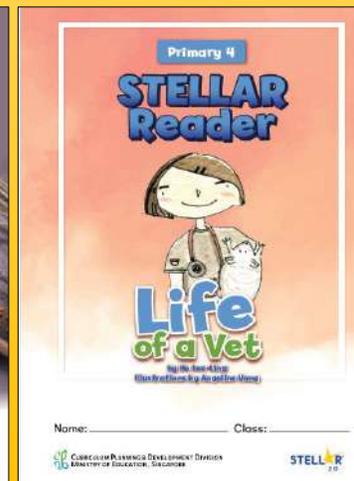
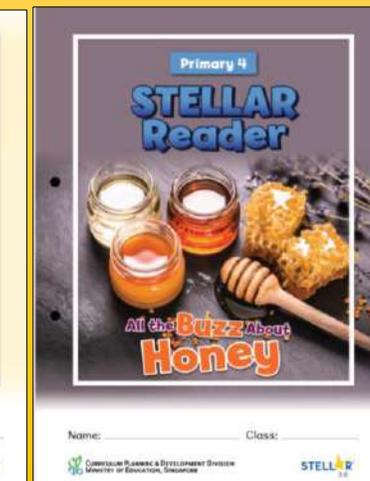
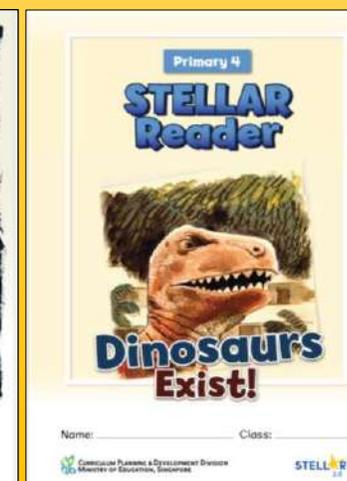
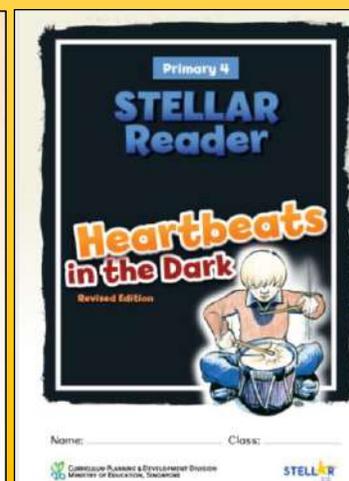
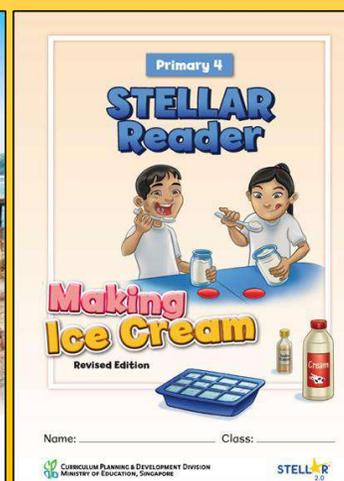
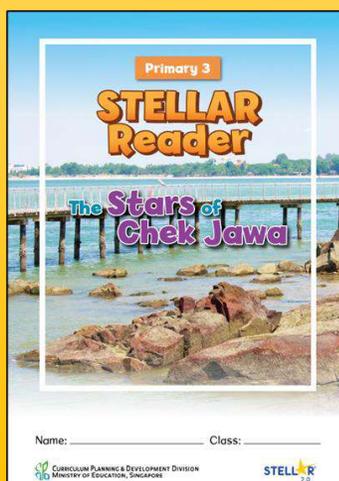
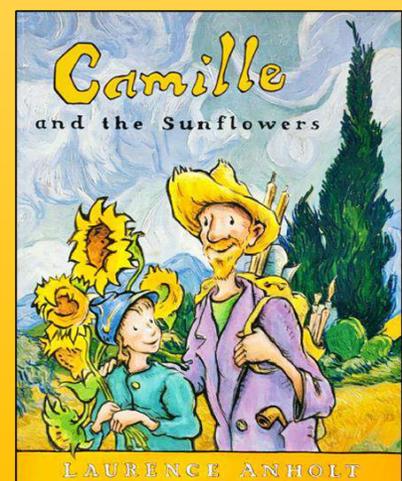
# ASSESSMENT OVERVIEW (all subjects)

	Term 1	Term 2	Term 3	Term 4
<b>Primary 3 &amp; 4</b>	Weighted Assessment			End of Year Examination 60%
	10%	15%	15%	



# TRANSITING FROM LOWER TO MIDDLE PRIMARY ENGLISH

- Stellar 2.0
- Build strong reading habit
- Establish consistent writing support and practice



# STRATEGIES FOR LEARNING ENGLISH

## Annotation

**Annotation**

We are learning to annotate story elements in a text



Q1. **Who** is the main character?

Q2. **Where** did the story take place?

Q3. **When** did the story take place?

Q4. **What** is the problem?

Q5. **What** is the solution?

Q6. Draw a squiggly line for words we do not understand

Q7. Use double-headed arrows to link the pronouns/other nouns phrases with their referent

### Annotating Text (Information)

- i. Box the **setting** and the **time** (where & when).
- ii. Underline and put within parentheses the **main idea** (what). (\_\_\_\_\_)
- iii. Underline and put a cross before the **supporting details** (what). x \_\_\_\_\_
- iv. Draw a squiggly line below **key vocabulary** that we do not understand.
- v. Use double-headed arrows to link the **pronouns** with their referents.



### Close Reading

Steps to do during close reading....

1. Re-read the text. Focus on the **main ideas** and **supporting details of the text**.
2. Look for **clues**. Circle words or phrases that tell me more about the main idea of the text.
3. Think and ask myself, "what the author is trying to inform me?"
4. **Annotate or record** my thinking in the margin with the following symbols:

#### Third Reading with Annotation

To help me understand what I'm reading about, I can annotate my thoughts by .....



Symbol	Meaning	Sentence Starters
?	Asking <b>Question</b> about what puzzles me.	My question is ..... I'm wondering..... I would like to know.....
C	Making <b>Connection</b> with what I have read with different parts of the text or connect what I have read with what I know.	This reminds me of..... I have a connection ..... This makes me think about... I remember reading .....
S	<b>Summarizing</b> what I have read in my own words.	This paragraph is about.....
O	Forming <b>Opinion</b> about what I think about the text based on what I have read.	I think..... I feel..... In my opinion.....



# STRATEGIES FOR LEARNING ENGLISH

- Use 5W1H (who, what, where, when, why, how) to generate as many ideas as possible
- Share experiences/ views/ ideas



# STRATEGIES FOR LEARNING ENGLISH

What is **A.R.E**

**A**nswer the question.

Give a **R**eason for your answer.

Share an **E**xperience.



# TRANSITING FROM LOWER TO MIDDLE PRIMARY MOTHER TONGUE LANGUAGES

## Primary 3

- Transition from sentence-writing to paragraph-writing
- Writing: 4-picture composition
- Oral: reading, picture description and conversation

## Primary 4

- **New component:**  
**Interactive Writing** (e.g. writing a short reply to an email/note) in comprehension

# STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

## Annotation: CUB Strategy for Comprehension



The infographic is a vertical guide for the CUB strategy. It features three main sections: 'C Circle Key Details' with a magnifying glass character, 'U Underline the Question' with a pencil character, and 'B Box the Evidence' with a notepad character. Each section includes a list of items to identify and a list of questions to ask. At the bottom, two children are shown with speech bubbles illustrating the strategy's application, and the acronym 'CIRCLE • UNDERLINE • BOX' is displayed in a banner.

**C Circle Key Details**

- Names
- Places
- Dates & Times
- Important Facts

• Who? Where? When? How many?

- Names
- Places
- Dates & Times
- Important Facts

**U Underline the Question**

- Why?
- Main Idea?
- Cause & Effect?

Find what the question is asking:

- Why?
- Main Idea?
- Cause & Effect?

**B Box the Evidence**

- Important Words
- Key Phrases
- Supporting Sentences

Look for clues in the text:

- Important Words
- Key Phrases
- Supporting Sentences

**Answer Like a Detective!**

"I know this because the text says..."

"This shows that..."

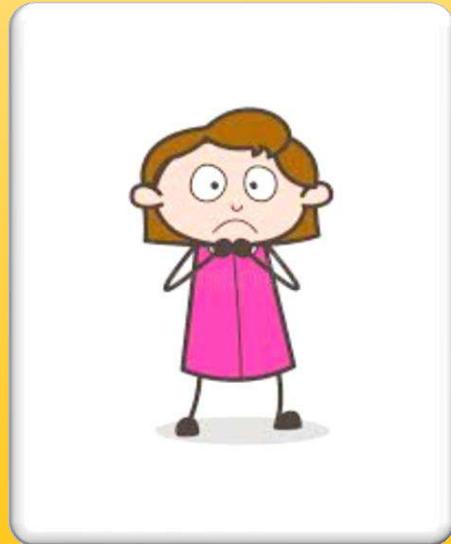
**CIRCLE • UNDERLINE • BOX**

# STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

Teaching of writing using **FEAST** to generate and expand idea prior to writing their composition.



Feelings



Expressions



Actions



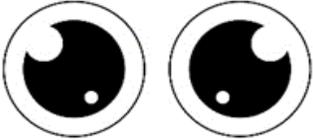
Speech



Thoughts

# STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

## Picture Description for Oral

1	<b>D</b> escribe		I saw...
2	<b>O</b> pinion		What he did was wrong/correct because...
3	<b>E</b> motions ❤️		I feel...
4	<b>S</b> uggestion		If I am...

# TRANSITING FROM LOWER TO MIDDLE PRIMARY MATHEMATICS

## Helping your child transit from lower primary to middle primary

- Revisit topics like time and fractions taught at P2
- Build "Bar Modeling" Confidence

# STRATEGIES FOR LEARNING MATHEMATICS

## **Factual fluency**

- **Addition and Subtraction below 20**
- **Multiplication and division facts (not just skip counting), knowing the factors**
- **Accuracy and speed for the multiplication and division algorithm**

# **STRATEGIES FOR LEARNING MATHEMATICS**

## **Tagging and revisiting mistakes**

**The math department provides these materials**

- Activity Sheets to document their learning experiences**
- Topical quizzes**
- A sum a day booklet**
- Problem solving worksheets**

**Students should review these materials regularly and revisit their mistakes**

# STRATEGIES FOR LEARNING MATHEMATICS

Support productive struggle in problem solving by using **STAR**

**S** 

**STUDY THE PROBLEM (CUB)**

- Circle the numbers
- Underline keywords
- Box up the question

*Retell in your own words.*

What is given?  
What am I finding?  
What can I infer?

**T** 

**THINK OF A STRATEGY**

- Draw models
- Draw diagrams
- Draw a table
- Listing
- Guess & Check
- Act it out
- Work backwards
- Simplify the problem

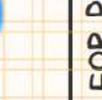
What strategy do I use?  
Why do I use the strategy?

**A** 

**ACT OUT THE STRATEGY**

Carry out the strategy to solve the problem

Am I showing my steps clearly?

**R** 

**REVIEW SOLUTION (CURT)**

- Calculations
- Units
- Reasonable
- Transference

Does my answer make sense?  
Have I checked for CURT?

FOR P5 & 6

 RIVERVALE PRIMARY SCHOOL - WHOLE SCHOOL APPROACH TO PROBLEM SOLVING

# BEGINNING THE PRIMARY SCIENCE JOURNEY

- Focus on **curiosity**, not **memorization**
- Develop skills of **observing, thinking and explaining**





# STRATEGIES FOR LEARNING SCIENCE

## Steps to Answering Science Questions

1. Identify and highlight key information
2. Identify Concepts and Scientific Vocabulary
  - Activate prior knowledge
3. OIC (To make sense of the question)

# STRATEGIES FOR LEARNING SCIENCE

**Observation** – What we can observe from the question.

**Interpretation** – What does the observation imply or mean.

**Conclusion** – Link answer to the question setting /  
Concept in the question.

# HIGHER MOTHER TONGUE LANGUAGES



# Primary 3 & 4 MTL Curriculum

Primary 3 & 4	MTL Curriculum	Assessment
<b>For most learners</b>	<b>Standard MTL</b> Progressive curriculum from listening, speaking and spoken interaction skills to reading and written interaction skills.	Standard MTL Papers
<b>For learners with high readiness</b>	<b>Higher MTL (HMT)</b> Beyond standard MTL to focus on integrated development of language skills.	Standard MTL Papers
<b>Learners requiring support</b>	<b>MT Support Programme (MTSP)</b> Focus on strengthening oracy and literacy foundation.	Standard MTL Papers



# How are students identified and placed?

- Based on **daily class assignments & formative assessments**
- Based on **weighted assessments & EYE**
- Placement is made in the **best interest of each child's learning needs and readiness**
- To ensure the **appropriate level of challenge or support**

**Parents will be informed** if their child is being considered for a different course.



*Footnote: Placement based on learning needs and school recommendation*

# SYLLABUS (for all subjects)



More information can be found at:

<https://www.moe.gov.sg/primary/curriculum/syllabus>



# Q & A

Please type your questions using the chat function.



# Interaction with Form Teachers



Class	FT1	FT2
3 RE	Mr Song Ziliang	Mdm Lim Xin Wan
3 RO	Mdm Marlina	Mr Khair
3 RS	Mr Yeo Peng Quee	Mdm Liyana
3 IN	Ms Sera Yeo	Mr Ray Lee
3 CA	Ms Khairiana	Mdm Lo Siew Yee

Class	FT1	FT2
4 RE	Mr Lim Ze Wei	Mdm Nurshamira
4 RO	Mrs Janet Quek	Ms Tan Yi Han
4 RS	Mdm Chan Pui Yong	Mr Seah Jin Yang
4 IN	Mdm Ng Mui Chin	Ms Ghayathri
4 CA	Mrs Amy Thomas	Mdm Tan Kok Teng





# Thank You!



FOR YOUR SUPPORT

Rivervale Primary

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Succeed & Excel

