

Primary 5 and Primary 6 Parents' Engagement Session

Follow us on Instagram!



3 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



P5 & P6 Parents' 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.

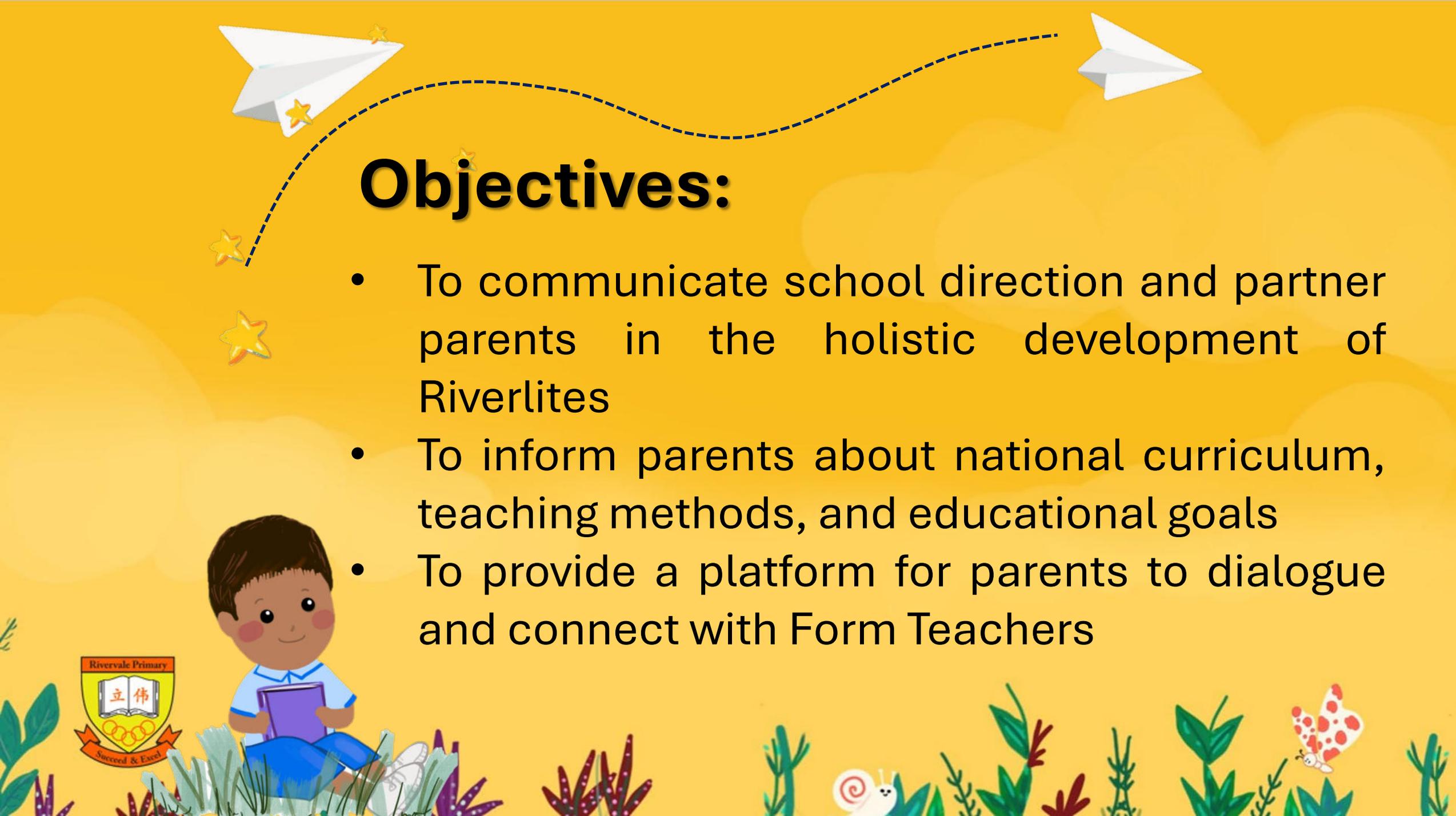


UPPER CONSORTIUM : YEAR HEAD TEAM

Year Head: Mdm Ruziana bte Zakaria

Assistant Year Head: Mdm Huang Biyun





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's 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

School

- Parent Engagement and Subject Sharing
- Inaugural Breakfast with Parents (0745 to 0845)
 - 30 March – P6
 - 1 April – P5
- 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

I respect everyone's opinions.

MOE's Engagement Charter



Ministry of Education
Be Above

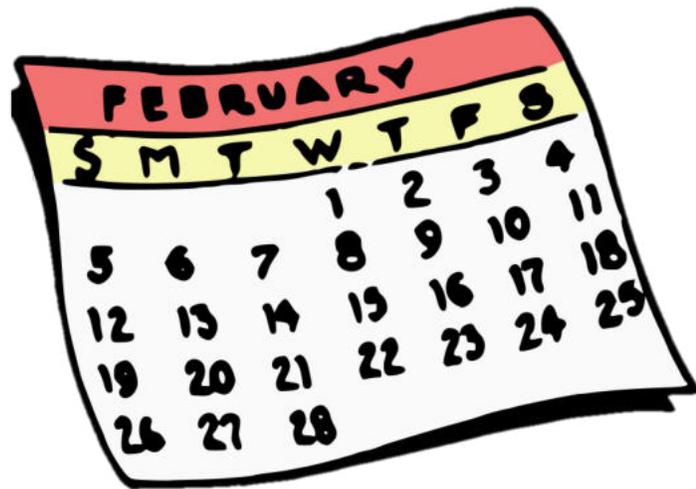
RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect,
we set a positive example for our children.

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.

Key Dates 2026



Highlights of 2026

	Primary 5
Term 1	<ul style="list-style-type: none">• Start It Right 😊 (5 Jan)• P5 & P6 Parents' Engagement and Subject Sharing (5 Feb)• Term 1 Weighted Assessments (9 Feb- 6 Mar)
Term 2	<ul style="list-style-type: none">• Breakfast with Parents (1 Apr)• Student-Led Conference (22 Apr)• Term 2 Weighted Assessments (4 May - 22 May)
Term 3	<ul style="list-style-type: none">• P5 Camp (3-5 Aug)• Term 3 Weighted Assessments (27 July – 14 Aug)
Term 4	<ul style="list-style-type: none">• End of Year Exams (23 Oct to 29 Oct)• 'Use Your Hands to Clean' Activity and End It Well 😊 (19 Nov)• Prize-Giving Ceremony (20 Nov)

Highlights of 2026

	Primary 6
Term 1	<ul style="list-style-type: none">• Start It Right 😊 + Sports Education Programme (5 Jan)• P5 & P6 Parents' Engagement and Subject Sharing (5 Feb)• Term 1 Weighted Assessments (9 Feb- 6 Mar)
Term 2	<ul style="list-style-type: none">• Breakfast with Parents (30 Mar)• DSA Application (Apr-May)• Student-Led Conference (22 Apr)• Term 2 Weighted Assessments (4 May - 22 May)• Motivational Talk
Term 3	<ul style="list-style-type: none">• CCA stand-down• P6 PSLE Prelim: Oral Examination (27-28 July), Written (17-21 Aug)• PSLE Oral (12-13 Aug)• Motivational Workshop & Talk
Term 4	<ul style="list-style-type: none">• PSLE: Listening Comprehension (15 Sep), Written (24-30 Sept)• Post PSLE Programme• 'Use Your Hands to Clean' Activity and End It Well 😊 (19 Nov)• Prize-Giving Ceremony (20 Nov)



Student-Led Conference

(22 Apr, 7.30 a.m. – 1.30 p.m.)

Face-to-Face Engagement for students to share about their school experiences with their parents.

PSLE Scoring System and Full SBB

- For more information on PSLE Scoring System & Full SBB in Secondary School, please visit:

<https://www.moe.gov.sg/psle-fsbb/index>



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.

What Will Your Child Learn in School?

Learn about **Mental Health and Well-being** during **CCE (FTGP)*** lessons and other programmes.



Primary 5 and 6

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

- **Managing Thoughts, Feelings & Behaviour**
- **Strengthening Sense of Self & Purpose**
- **Building Healthy Habits to Maintain Well-being and Safety**



Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
	<input type="checkbox"/> I can _____ _____ _____	

Understand and Care for Myself **3**

Taken from P5 CCE Journal P.3

Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

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.



Family Activities

Put a tick (✓) in the box if you have taken the actions below.

I have explored the Career Quest game on the *MySKILLSfuture* Student Portal with my parents/guardians.

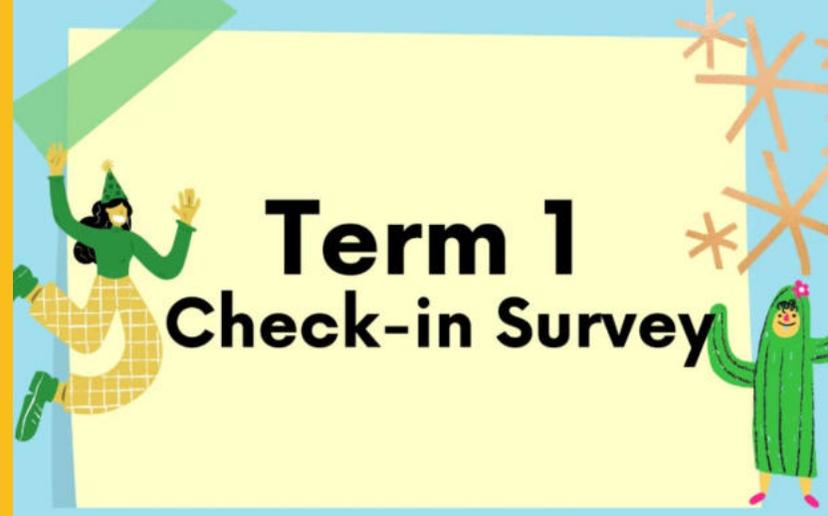
I have shared with my parents/guardians about the jobs and industries I have learnt about and might be interested in.

After playing the Career Quest game, you can also explore the World of Work in the *MySKILLSfuture* Student Portal (<https://go.gov.sg/worldofwork-pri>) to learn about various industries and job roles!



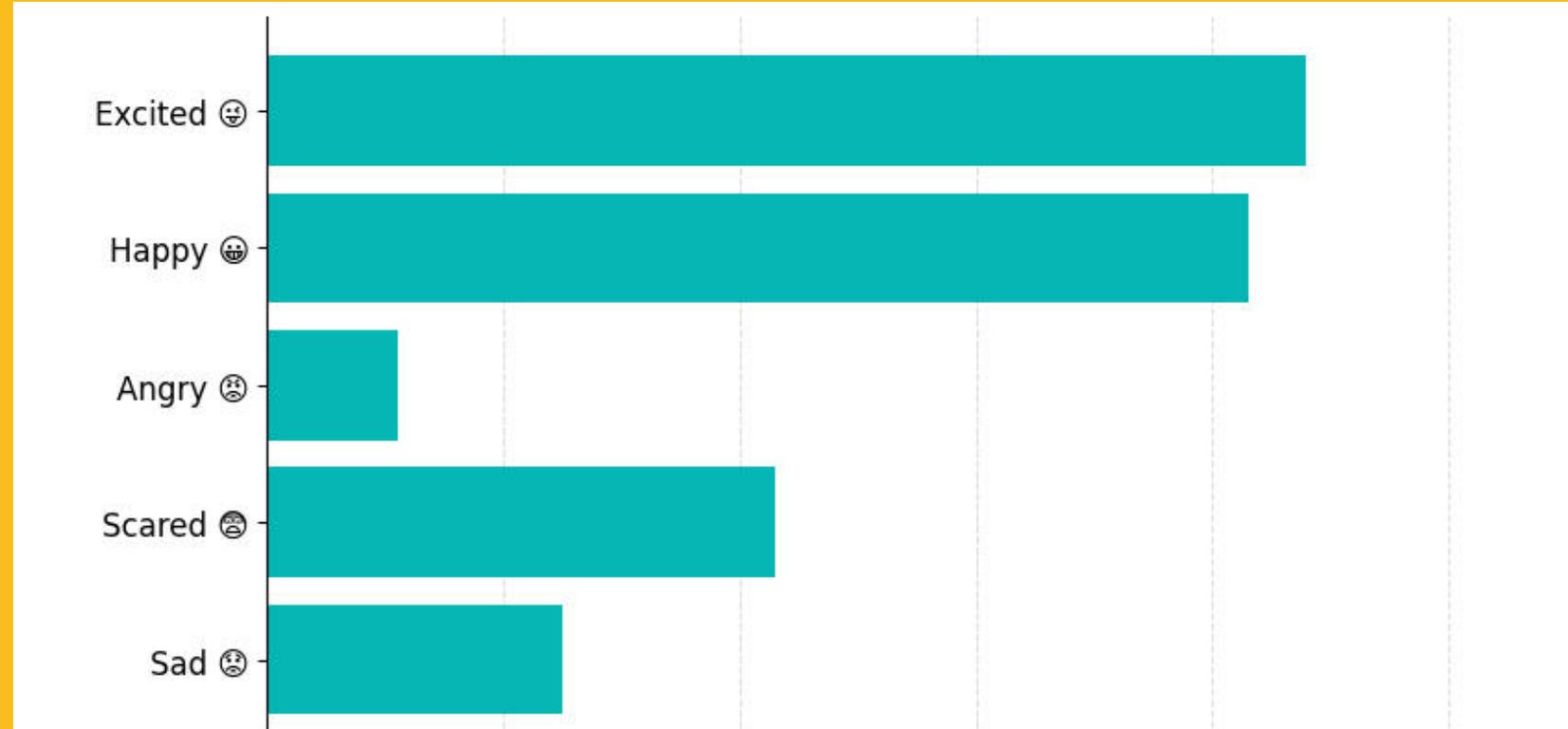
We did it together!

Parent's / Guardian's signature



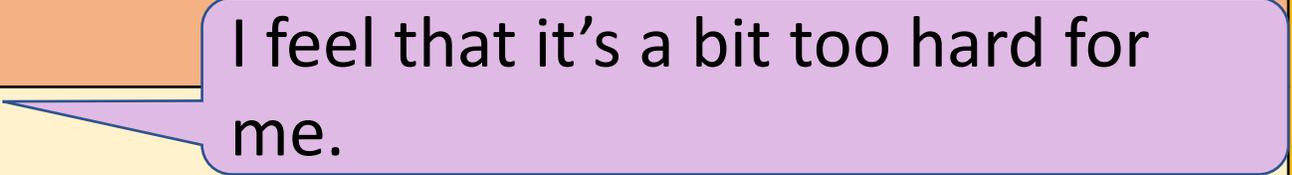
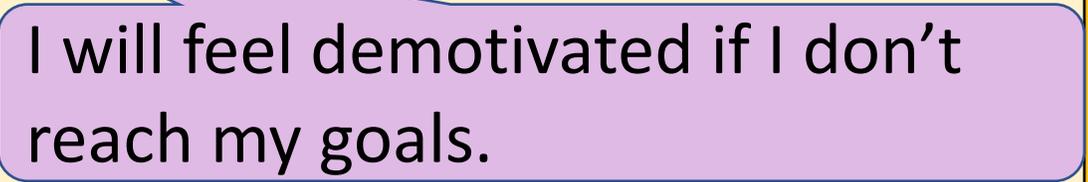
How do you feel about starting school?

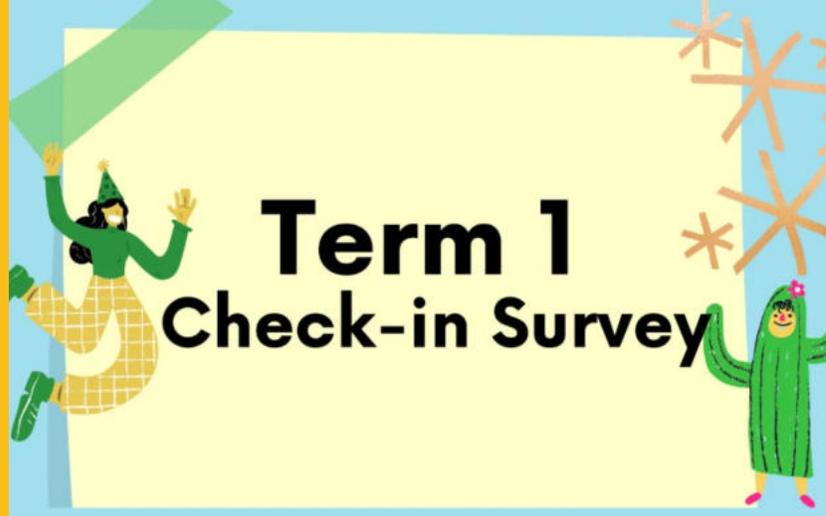
Primary 5: Emotions about the new school year



- Students shared more than 1 feeling about the new school year.

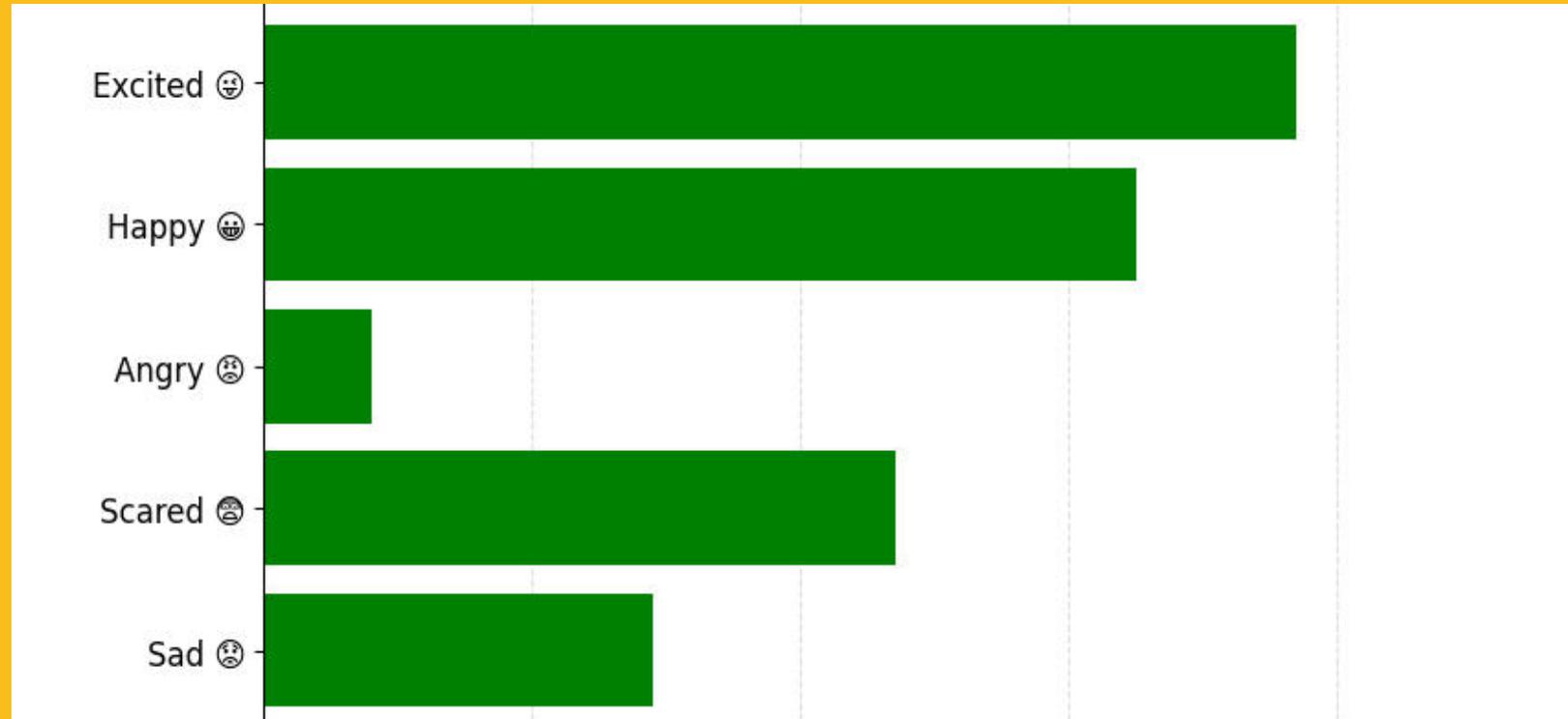
Top 3 Concerns from P5 Students

No.	Concerns
1.	Too much schoolwork 
2.	Learning new skills or subjects
3.	Not meeting my own expectations 
<ul style="list-style-type: none">• Most of our students are excited and happy to be back for the school year.	



How do you feel about starting school?

Primary 6: Emotions about the new school year



- Students shared more than 1 feeling about the new school year.

Top 3 Concerns from P6 Students

Will I do well?

No.	Concerns
1.	Not meeting own expectations
2.	Too much schoolwork
3.	High expectation (self, parents)

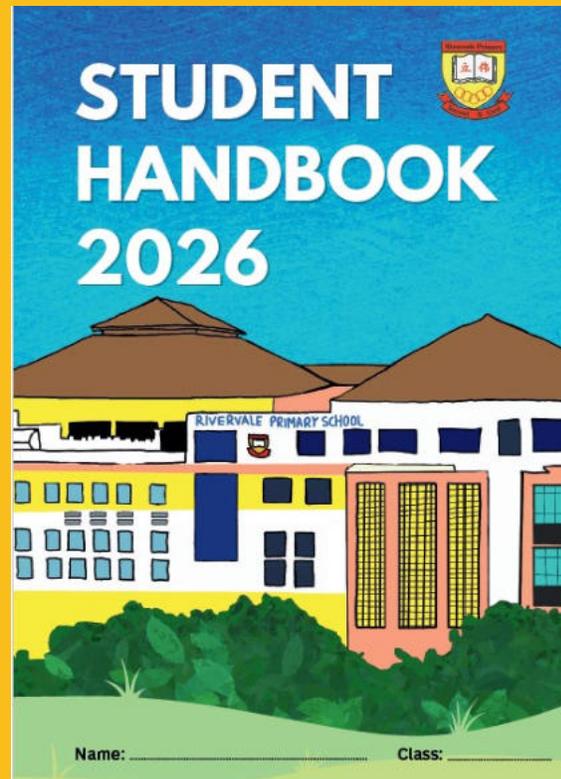
I am worried that I cannot meet my/their expectations).

- Generally, most students looked forward to being back in school to meet their friends 😊

Supporting Student Well-Being

1. Completion of homework

- Homework Policy (< 11 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.	

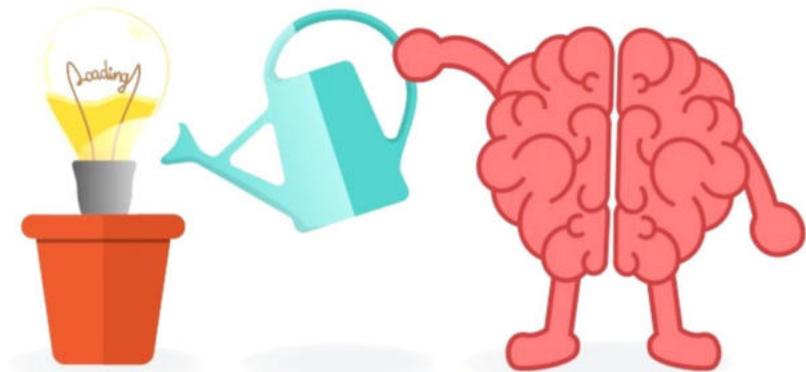
Rivervale Primary School • 43

Supporting Student Well-Being

2. Equipping students with skills to cope with expectations

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

Student Development: **GROWTH** mindset



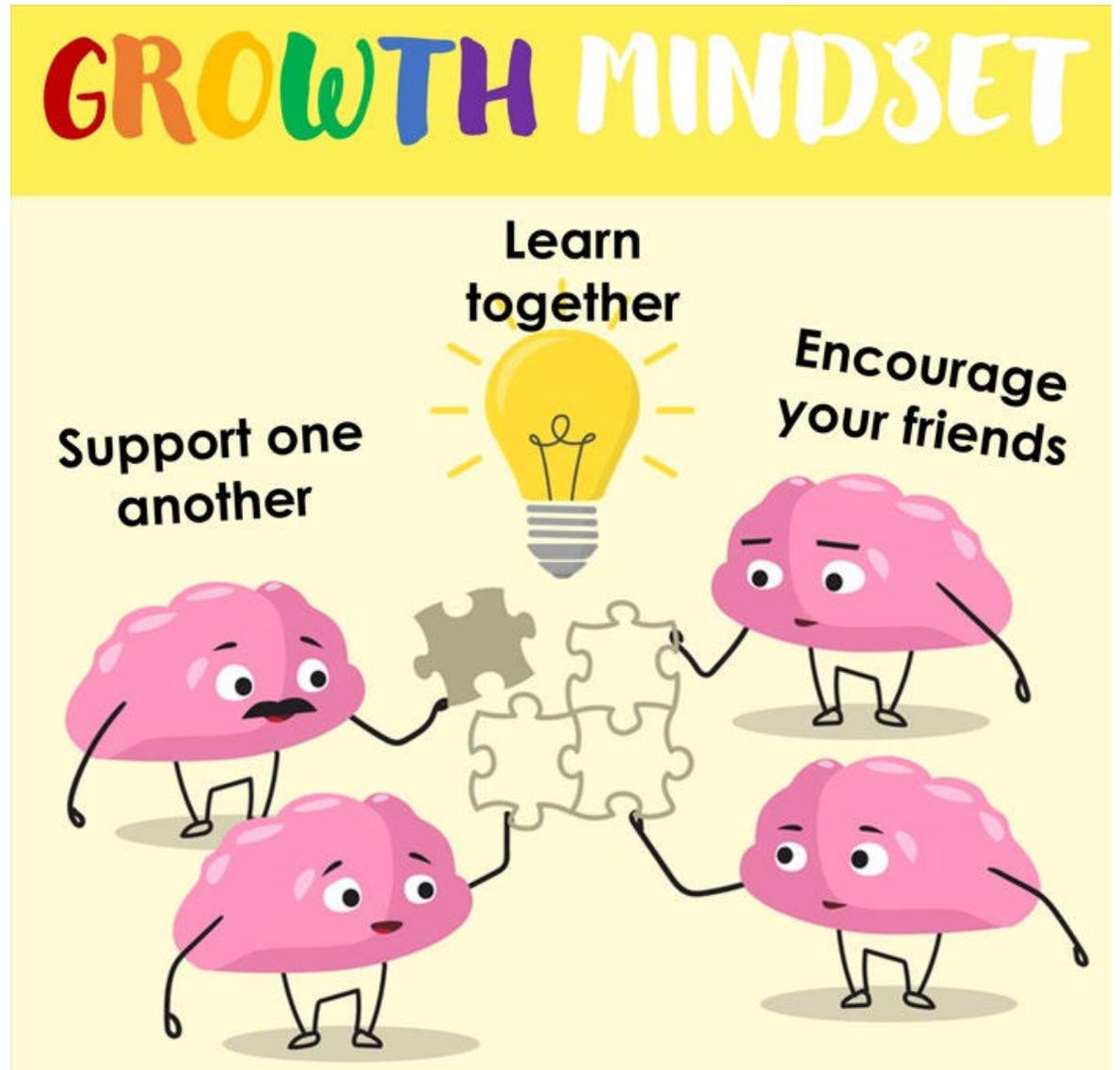
What is GROWTH Mindset?

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.**



**Pri 5:
I am a
Valued Member
of this Learning
Community**



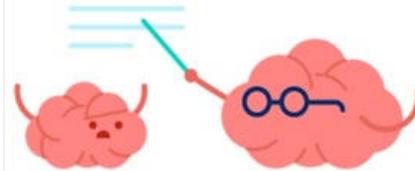
**Pri 5:
Feedback is a
gift – Accept it.**

GROWTH MINDSET

$$3x = 6; x = \underline{\quad}$$



*I am given a
chance to
improve*



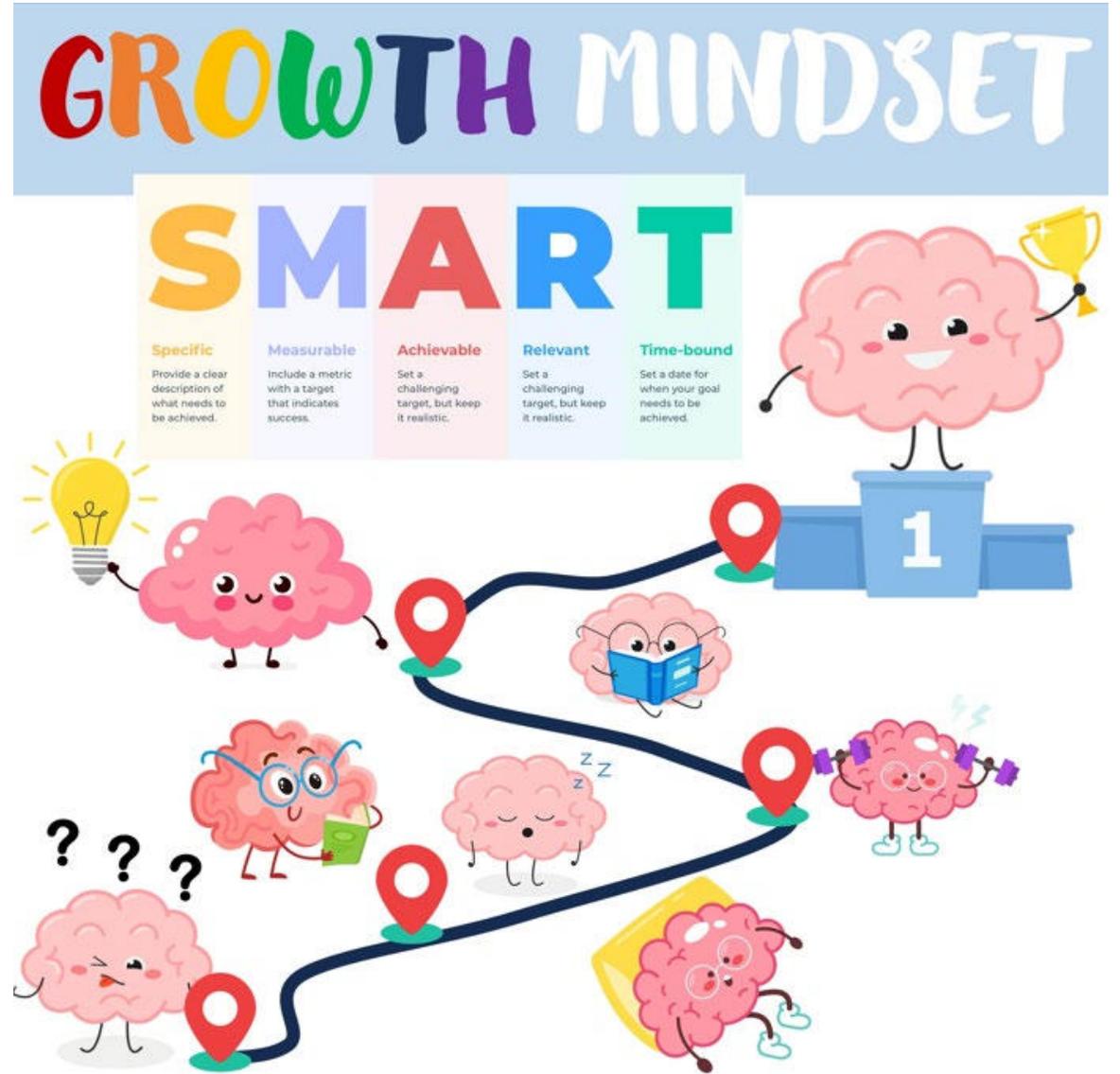
*I have someone
who cares and
tells me how I
can be better*



*I can try a
different
strategy*



Pri 6:
A goal without a
PLAN is just a
wish.





Pri 6: I Got This!

GROWTH MINDSET

This is tough,
but so am I!

I'll do my
BEST!



I will keep
practising to
get better.

I can make
progress if I
put in **EFFORT.**

How Parents Can Help



CHAT UP THE KID

Find out about your child's school day and share your work day... preferably at the dinner table.



THINK YOU KNOW YOUR CHILD?

1. Who are his BFFs?

2. What's her favourite subject?

3. Who's his favourite teacher?

4. What's her favourite hobby?

CELEBRATE EFFORT

It's not just grades. Set small goals which are easier to achieve.



WE ALL NEED A LITTLE BOOST

Confidence and a healthy self-esteem work wonders. Teachers know this all too well. Praise good efforts, don't dwell on mistakes. (Practise this on the spouse, too.)



EVERY CHILD IS UNIQUE

*...with his own strengths and talents.
Celebrate them, and don't force your
child into someone else's mould.*



TEAM UP WITH TEACHERS

*Understand the school's strategies
for the kids and see how you can
work with them.*

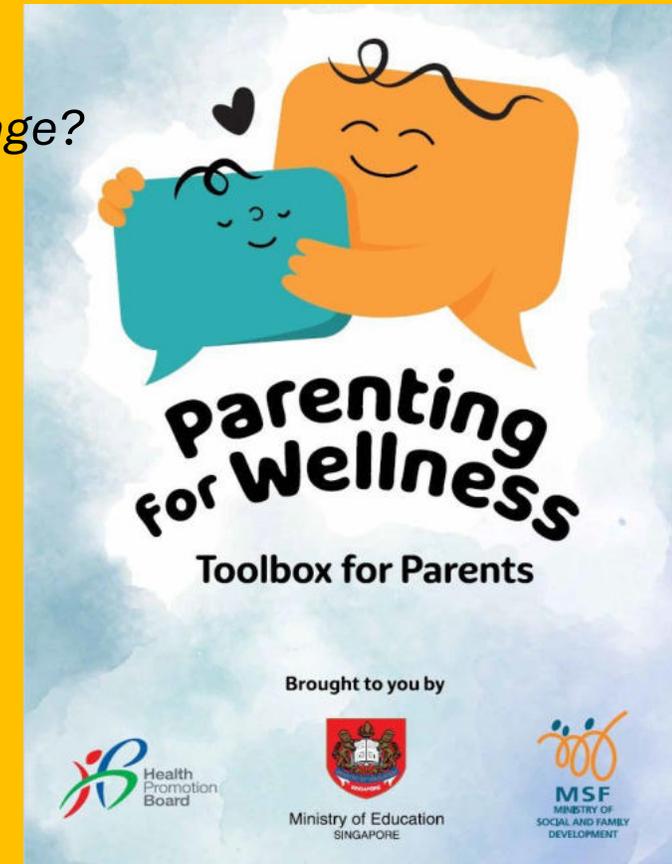


Parenting Resource: *Parenting for Wellness*

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>



Parents' Support



"Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents..." — Bob Beauprez

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

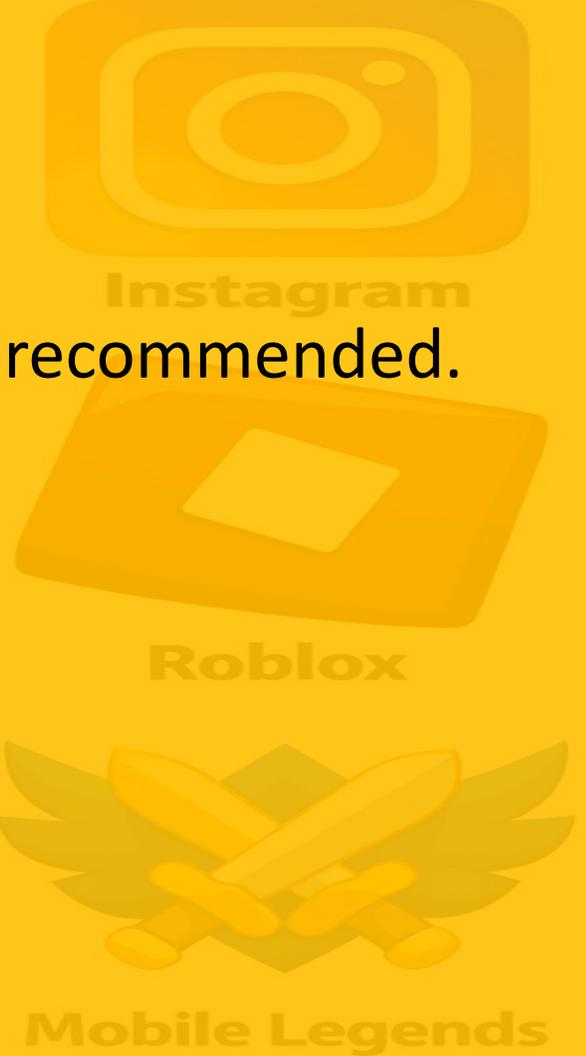
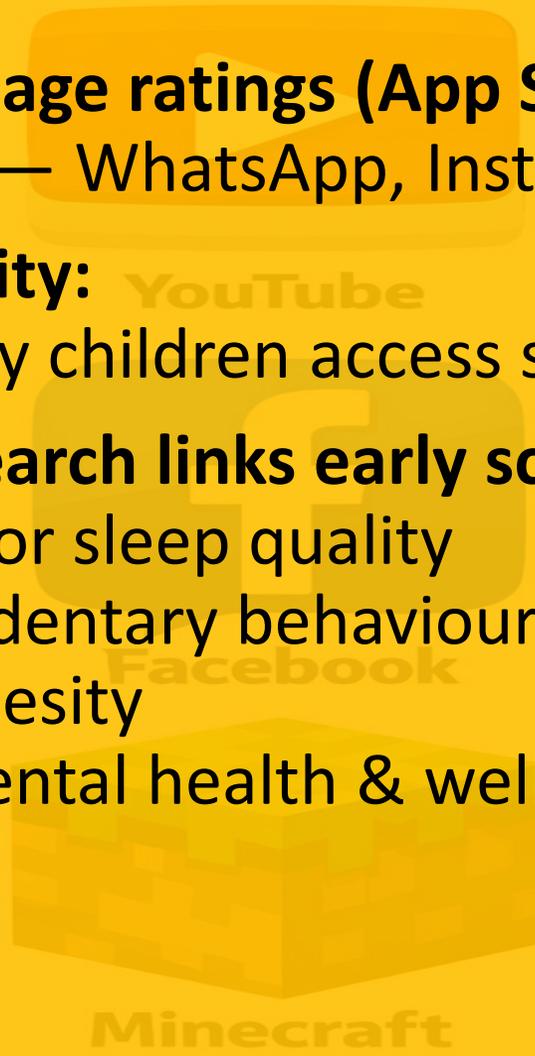
Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)

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 5 and 6

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

- Be a positive peer influence online and manage digital footprints
- Importance of cybersecurity
- How to verify online falsehoods
- Staying Safe from Pornography

I Can Be an Upstander 1 Date: _____

What Are Hurtful Behaviours and Bullying?

Repeatedly causing intentional hurt to others →

Hurtful Behaviours	Bullying
Unkind and hurtful acts that include insensitive words/ actions	Happens when a person behaves in a way that hurts someone repeatedly and on purpose

Everyone has the choice to do what is right.

You have the power to stop hurtful behaviours and bullying, both online and offline.

How would you feel if you were able to help a friend who was being hurt or bullied?

Paste sticker from page 61.

38 Care and Respect for Others

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



ICT Baseline Skills



Primary 5	Primary 6
1. Sending emails	1. Copyright issues
2. Excel (Calculate Discount & GST)	2. Excel (Pie Chart)
3. PowerPoint	3. Poster design

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

Term 1

Learn Well

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

Term 2

Sleep Well

Achieve at least 9h 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 5 & 6

Primary 5

Health Plan Booklet

Contains personalised Lifestyle Prescription (LP) outlining potential lifestyle changes based HPB Health Check.

(LP is accessible via Health Hub)



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

Primary 6

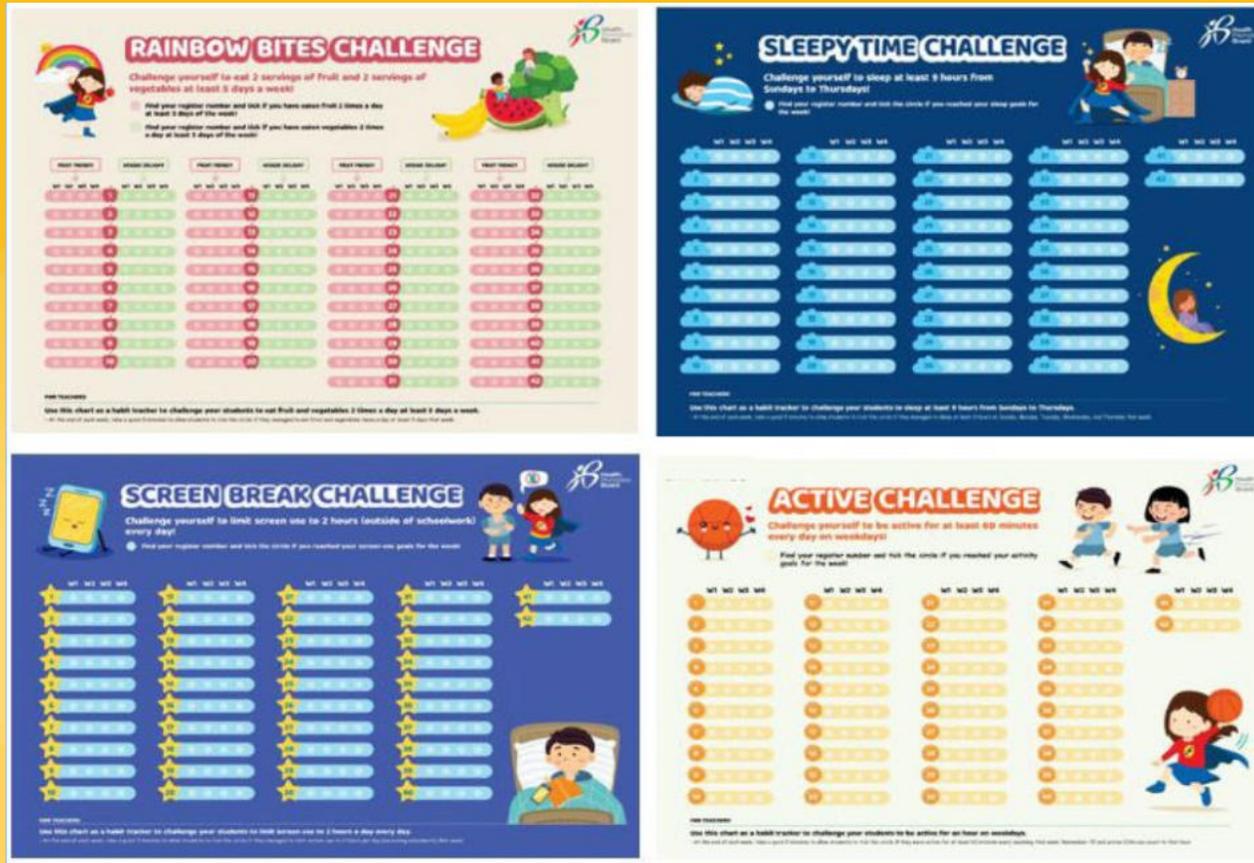
School-wide Grow Well SG Strategy

Each child will work on the four Grow Well SG termly habits as a class during PE lessons and through school-wide approaches to work towards an active and healthy lifestyle.

Parents' Role: Support school's effort in reinforcing the termly Grow Well SG habits



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



DIRECT SCHOOL ADMISSION (DSA)



Overview of DSA

- Primary 6 students can seek admission to certain secondary schools before taking the Primary School Leaving Examination (PSLE).



Eligibility for DSA

Primary 6 students can apply for DSA-Sec based on:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups



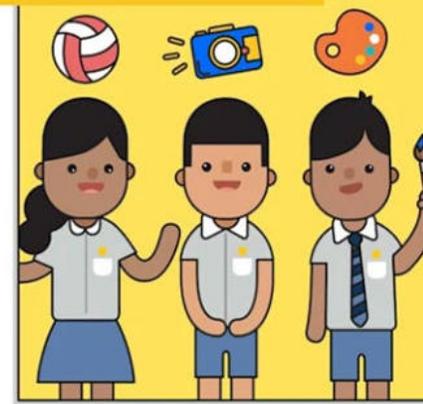
Leadership (for example, prefects)

Should I apply?

- identify a school that offers a programme in your child's area of strength
- commit to the CCA/ programme throughout the secondary school years



The school's programmes, subjects and CCAs that interest them



Location and transport options



School culture



Ministry of Education
SINGAPORE

Things to note

- Students who are successful in DSA will **NOT** be allowed to participate in the annual S1 Posting Exercise.
- Students will also **NOT** be allowed to transfer to another school **AFTER** the release of the PSLE results
- Students **need to attain a PSLE score** that qualifies for a Posting Group offered by the school
- If you are not successful in the DSA-Sec application, you can still take part in the S1 Posting after the release of PSLE results.





More information can be found at:

<https://www.moe.gov.sg/secondary/dsa/eligibility/choose-a-dsa-sec-school>



Sharing by IP HOD



ASSESSMENT MATTERS



ASSESSMENTS

- Weighted Assessment
- End-of-Year Examination
- Prelim
- PSLE



ASSESSMENT OVERVIEW (all subjects)

	Term 1	Term 2	Term 3	Term 4
Primary 6	Weighted Assessment		Prelim Exam	PSLE
	100%	100%	100%	
Primary 5	Weighted Assessment			End of Year Examination 60%
	10%	15%	15%	

STRATEGIES FOR LEARNING



STRATEGIES FOR LEARNING ENGLISH

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 line the 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 Question about what puzzles me.	My question is I'm wondering..... I would like to know.....
C	Making Connection 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	Summarizing what I have read in my own words.	This paragraph is about.....
O	Forming Opinion 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**

Answer the question.

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

Share an **E**xperience.



STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

Annotation: CUB Strategy for Comprehension

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..."

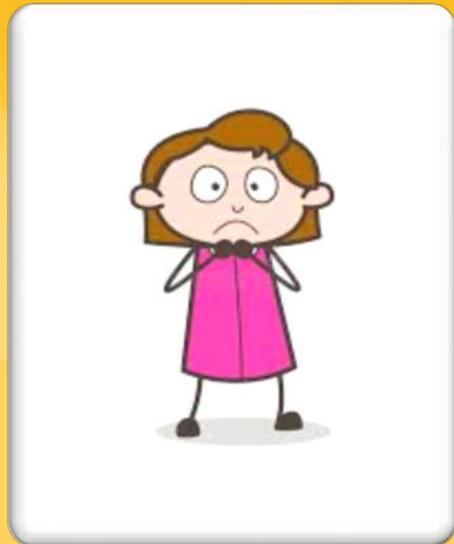
CIRCLE • UNDERLINE • BOX

STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

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



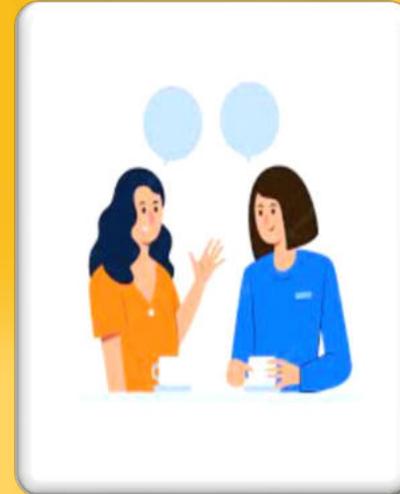
Feelings



Expressions



Actions



Speech



Thoughts



STRATEGIES FOR LEARNING MOTHER TONGUE LANGUAGES

P	State your Point of view.
E	Explain your answer with suitable Reasons .
E	Share an Example or Experience related to the topic.
L	Link back to the question.



STRATEGIES FOR LEARNING MATHEMATICS

Factual fluency

- 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?

RIVERVALE PRIMARY SCHOOL - WHOLE SCHOOL APPROACH TO PROBLEM SOLVING

FOR P5 & 6



STRATEGIES FOR LEARNING SCIENCE

Steps to Answering some OE 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.

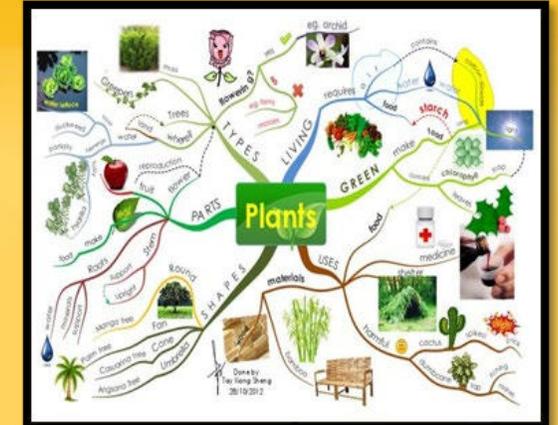
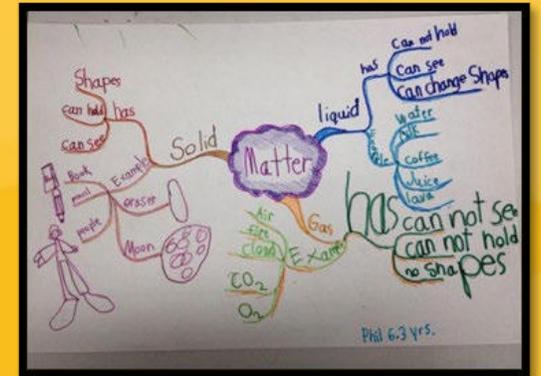
Conclusion – Link answer to the question setting /
Concept in the question.



STRATEGIES FOR LEARNING SCIENCE

- Science Answering Strategies
- Mindmapping
- Mnemonic

My	MERCURY
VERY	VENUS
EDUCATED	EARTH
MOTHER	MARS
JUST	JUPITER
SERVED	SATURN
US	URANUS
NOODLES	NEPTUNE



HIGHER MOTHER TONGUE LANGUAGES



Primary 5 MTL Curriculum

Primary 5	MTL Curriculum	Assessment
For most learners	Standard MTL Progressive curriculum from listening, speaking and spoken interaction skills to reading and written interaction skills.	1. Standard MTL Papers
For learners with high readiness	Higher MTL Beyond standard MTL to focus on integrated development of language skills.	1. Standard MTL Papers 2. HMTL Papers



Primary 6 MTL Curriculum

Primary 6	MTL Curriculum	Assessment
For most learners	Standard MTL Progressive curriculum from listening, speaking and spoken interaction skills to reading and written interaction skills.	1. Standard MTL Papers
For learners with high readiness	Higher MTL Beyond standard MTL to focus on integrated development of language skills.	1. Standard MTL Papers 2. HMTL Papers
Learners requiring support	Foundation MTL Focus on cultivating basic reading and writing skills.	1. Foundation MTL Paper



How are students identified and placed?

- Based on **daily class assignments & formative assessments**
- Based on **weighted assessments & End-of-year assessment**
- 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 HMT/FMT.



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



Interaction with Form Teachers

- Join the respective breakout rooms according to your child's class.
- Your child's Form Teachers will be in the rooms to interact with you.
- You may leave the meeting at the end of your interaction with the Form Teachers.



Our Form Teachers

P5	Form Teachers		P6	Form Teachers	
5RE	Ms Veronica Tan	Mr Lionel Lee	6RE	Ms Vicky	Mdm Azrina
5RO	Mrs Geraldine Lim	Mr Ghazali	6RO	Mdm Huang Biyun	Miss Christina
5RS	Mr Razif	Mrs Candice Poh	6RS	Mr Roy Loy	Mrs Laura Bay
5INT	Mdm Shashita	Mr Ran Yijun	6IN	Mdm Nora	Mdm Lu Wan Min
5CA	Mrs Samantha Lim	Mdm Nanthini	6CA	Miss Cheryl Tai	Mdm Teo Wei Ping
5HA	Miss Poh Si Hui	Mr Firdaus	6HA	Ms Fronia Tang	Mr Sadiqin





Thank You!



FOR YOUR SUPPORT

Rivervale Primary

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Succeed & Excel

