

Welcome to the Lower Primary Kopi Chat

Thank you for logging in early.

As you wait for the session to begin, please check that you can hear the background music..





Objectives of Kopi Chat

- ✓ To provide an opportunity for an informal chat on the school's holistic curriculum and teaching & learning at IJ OLN.
- ✓ Questions and feedback are welcome. Just type in your comments or questions at any time via the Q&A function. We will address it during Q&A

- We will not discuss
 - Matters regarding other levels
 - Unique / Individual situations

For these, please make an appointment to talk to teacher / SLs.

Our email addresses can be found in:

<https://chijourladyofthenativity.moe.edu.sg/school-information/our-people/teaching-staff>





Speakers



Ms Christina Teo
Principal



**Mrs Catherine
Michelle Beins**
Vice Principal



Mrs Annie Yuen
Vice Principal



Mdm Hanizah
Year Head (P1 & P2)



Mr Zanizam
Subject Head, PE/CCA





The value of a Holistic education

To discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world.

**IJ
education**

To learn, play and grow together as friends and peers, thus fostering the acquisition of socio-emotional competencies and deepen their sense of belonging, commitment and sense of responsibility to school, community and nation.



Vision: Girls of Today for Tomorrow

Values:
Graciousness
Responsibility
Appreciation
Compassion
Integrity
Adaptability



The IJ OLN Girl For Tomorrow ...



will live out the IJ Mission and GRACIA values as she ...

1. Leads with initiative, serves with love
2. Thinks creatively and critically
3. Communicates confidently, and
4. Remains steadfast in the face of challenges

Revised : June 2022

Learning Dispositions:

- Collaborative
- Curious
- Reflective
- Resilient



Simple in virtue Steadfast in duty



Preparing our Girls - Developing Character and SE Competencies

Enabling our children to face the future with confidence

06 JUL 2022



Photo from Ministry of Education, Singapore

Like 96 Tweet Share 1

To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

By Sun Xueling

Enabling our children to face the future with confidence

To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

Sun Xueling





How CHIJ OLN equips our girls with life skills and develop their social and emotional competencies

Back to School Programme

- develop positive relationships with schoolmates
- demonstrate care towards self and peers.
- **Check-in Poll**
 - conducted twice at the beginning of each semester

Promotion Exercise

Emotional and Mental Wellbeing

- Students to learn positive ways to deal with change through case studies and coping strategies (P2, P4)
- Students to reflect on their CHIJ OLN journey this year and what they are thankful for (P1, P3 and P5)

Sisterly Love

Building a culture of care through peer support

Glow Morning Activities

- IJ OLN Shines
- Cyberbites
- Newsbites

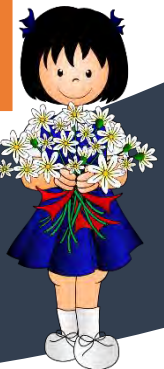
CCE (FTGP)

Themes

- Understand and Care for myself
- Do my Best
- Care and Respect for Others

OLN PAL Programme

- Provides opportunities to explore a wide range of activities
- learn socio-emotional competencies e.g. respecting others & responsible decision making
- Strengthens the learning dispositions and GRACIA values





Your child is doing fine

- Being **confident** and **independent**.
 - Use of Student Organiser, e.g. record homework
 - Learning to be organised, e.g. routines, files for letters, pack bag daily
- **Managing emotions**
 - Being a member of the community. Learning to get along with others & understanding their needs.
 - Just-in-time talks and discussions, e.g. when feeling down
 - Lessons, e.g. Form Teacher Guidance Period

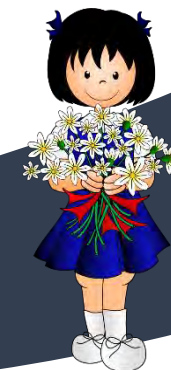




Encouraging our girls to be confident

Pair / Group Work

- Learning through hands-on activities/ games before completing written work





LEAP Oracy (Learn, Engage, Articulate & Perform)

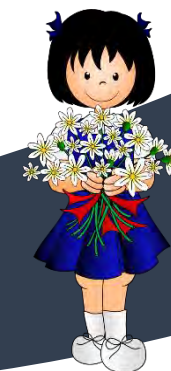
Encouraging
our girls to be
confident



Emcee for School Events



REAL (Rich, Enduring and Active Learning)





Encouraging our girls to be confident

Programme for Active Learning (PAL lessons)

Performing Arts



Visual Arts

Students learn socio-emotional competencies e.g. respecting others & responsible decision making.

Outdoor Education



PAL nurtures confidence, curiosity and cooperation skills in students.

Sports and Games



Learning Journey



Games On



Learning
is Fun!



Learning
around school

@ Recess





Leadership Roles at Lower Primary

Every pupil will be given an opportunity to take on a leadership role at the school or class level throughout the year to demonstrate how they **lead self, lead others or lead actions**.

Level	Appointment
Class Level	<ul style="list-style-type: none">• Care Leader• Faith Leader• Green Leader
	<ul style="list-style-type: none">• Class Monitors• Group Leaders• Subject Representatives for EL, MA, MT, CME, MU, ART, PE, SS & ICT

An example of how we inculcate confidence





From 2019, P1 and P2

- No weighted assessments
- No P2 EOY exam

Learning progress
will be measured
in other ways

Announced by MOE in 2018 (Effective 2019)

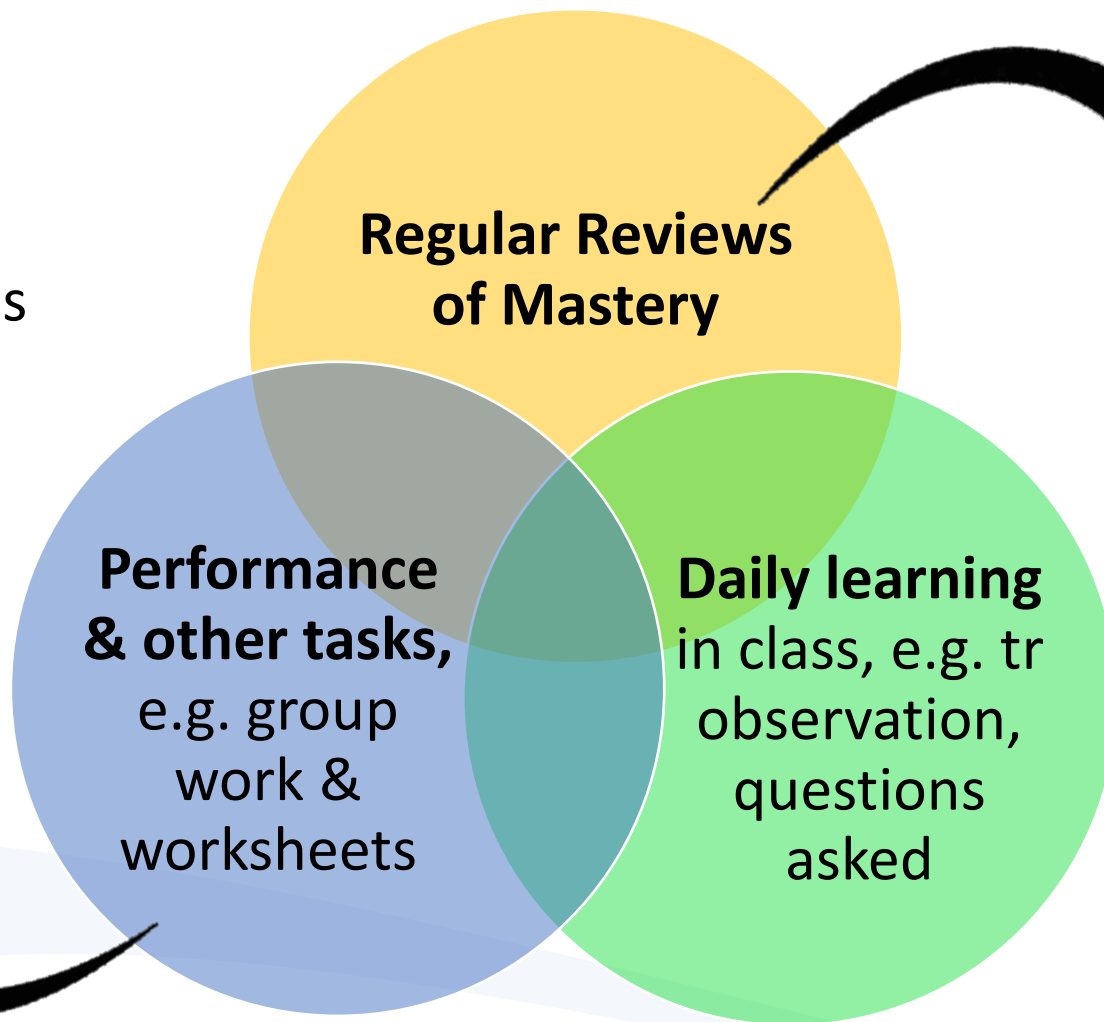




How Do **We** Know Your Child Is Learning?

Learning Tasks

- A variety of engaging activities e.g. pen and paper/ICT
- Using a range of resources
- Getting & using feedback to do better



Bite-sized assessments provide a consistent understanding of pupils' progress. Not all pupils progress at the same speed. With diagnostic activities, teachers identify child's strengths & weakness and do a recap if necessary





Rich Interactions: Teacher & Peer Feedback

CHIJ OUR LADY OF THE NATIVITY READING ALOUD RUBRIC

Name: _____ () Term: 1 / 2 / 3 / 4
 Class: Primary 2 C / F / G / H / J / L / P / T Parent's Signature: _____

Pronunciation and Articulation: to read aloud a passage with correct pronunciation, showing good articulation of words
Rhythm and Fluency: to use appropriate rhythm and stress so as to achieve fluency and well-paced reading
Expressiveness: to use suitable variation of pitch and tone to convey information, thoughts and feelings in a passage

	Beginning 	Developing 	Competent 	Accomplished
Pronunciation and Articulation	Pronunciation is rather difficult to understand, with a number of errors which affect intelligibility.	Generally clear pronunciation with a number of errors which are noticeable.	Clear pronunciation with few errors that do not affect intelligibility.	Clear and good pronunciation of the entire passage.
Rhythm and Fluency	Slow and jerky delivery, almost word-by-word pronunciation.	Generally uneven delivery with a number of noticeable hesitations.	Generally smooth delivery with almost no hesitations.	Fluent reading with suitable pauses and without hesitations.
Expressiveness	Reads with a monotone for most of the passage.	Attempts to vary pitch and tone slightly.	Some variation of suitable pitch and tone.	Suitable variation of pitch and tone.

CHIJ OUR LADY OF THE NATIVITY STIMULUS-BASED CONVERSATION RUBRIC

Name: _____ () Term: 1 / 2 / 3 / 4
 Class: Primary 2 C / F / G / H / J / L / P / T Parent's Signature: _____

Personal Response: to give a personal response to the given topic
 Clarity of Expression: to express oneself clearly in a conversation, using appropriate vocabulary and accurate grammatical structures
 Engagement in Conversation: to interact with the examiner

	Beginning 	Developing 	Competent 	Accomplished
Personal Response 	Almost no personal response.	Some personal responses. Responses have little development.	Adequate personal responses. Some development from responses.	Intelligent personal responses and observations. Good development.
Clarity of Expression 	Numerous hesitations and false starts. Generally inappropriate vocabulary used. Mostly inaccurate structures.	Speech may be unclear at times. Some appropriate vocabulary used. Some inaccurate structures.	Speech is clear. Appropriate vocabulary used. Mostly accurate structures.	Speech is very clear and confident. Wide and appropriate vocabulary used. Mostly accurate structures.
Engagement in Conversation 	Hardly any interaction. Needs assistance to engage in a conversation.	Some interaction with examiner. Needs prompting from examiner to carry on with the conversation.	Interacts well with examiner. Able to make appropriate eye contact.	Engaging and interacts very well with examiner. Eye contact evident throughout conversation.

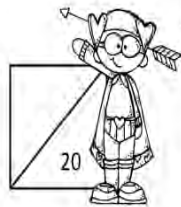
朗读 Reading Aloud

等级 Levels of attainment				
Pronunciation <u>发音</u> Able to pronounce words or Hanyu Pinyin correctly. <u>语音正确清晰</u>				
Intonation <u>语调</u> Able to differentiate the various intonations. 能读出正确的语调和感情				



Developing Confidence by Knowing Where They Are and How to Improve

CHIJ OUR LADY OF THE NATIVITY
CREATIVE WRITING RUBRIC



Name: _____ ()

Class: Primary 1 C / F / G / H / J / L / P / T

Parent's Signature: _____

ff

DESCRIPTORS		Beginning	Developing	Competent	Accomplished
CONTENT	Story has a clear beginning. You have included : <input type="checkbox"/> time <input type="checkbox"/> place <input type="checkbox"/> characters	I have included one of the three story elements in the introduction.	I have included two of the three story elements in the introduction.	I have included all three elements in the introduction.	I have included the time, place and character in the introduction using the 5Ws and 1H.
	Story has a clear and detailed middle. <input type="checkbox"/> character's actions <input type="checkbox"/> character's feelings <input type="checkbox"/> use of adjectives <input type="checkbox"/> use of adverbs <input type="checkbox"/> use of linking phrases (e.g. time linkers, conjunctions etc.)	I have written about the main event and characters' actions.	I have written about the main event and connected the characters' actions and feelings to a slight extent.	I have written about the main event and connected the characters' actions and feelings to some extent.	I have written about the main event and connected the characters' actions and feelings to a great extent.
	You have ended with a <input type="checkbox"/> feeling <input type="checkbox"/> lesson learnt	I have ended my story without a feeling or lesson learnt.	I have ended my story with a feeling or lesson learnt.	I have ended my story with a suitable feeling or lesson learnt that is linked to the main event.	I have ended my story with a suitable feeling and lesson learnt that is linked to the main event.

10

CHIJ OUR LADY OF THE NATIVITY PICK & TELL RUBRIC

Name: _____ ()

Term: 1 / 2 / 3 / 4

Class: Primary 1 C / F / G / H / J / L / P / T

Parent's Signature: _____

	Beginning	Developing	Competent	Accomplished
Content				
Relevancy of Ideas	You can say one to two sentences that are relevant to the given topic.	You can say three to four sentences that are relevant to the given topic.	You can say five or six sentences that are relevant to the given topic.	You can say more than seven sentences that are relevant to the given topic.
Grammatical sentences	You rarely use grammatically correct sentences.	You use grammatically correct sentences sometimes.	You use grammatically correct sentences most of the time.	You use grammatically correct sentences all the time.
Delivery				
Voice Projection	You cannot be heard at all.	You can be heard sometimes.	You can be heard most of the time.	You can be heard all the time.
Eye Contact	You are not looking at the audience at all.	You try to look at the audience sometimes.	You look at the audience almost all the time.	You look at the audience all the time.
Posture	You do not adopt performance posture.	You try to adopt performance posture sometimes.	You adopt performance posture most of the time.	You adopt performance posture all the time.

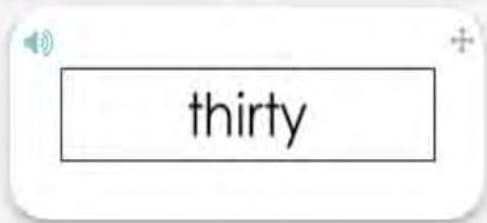
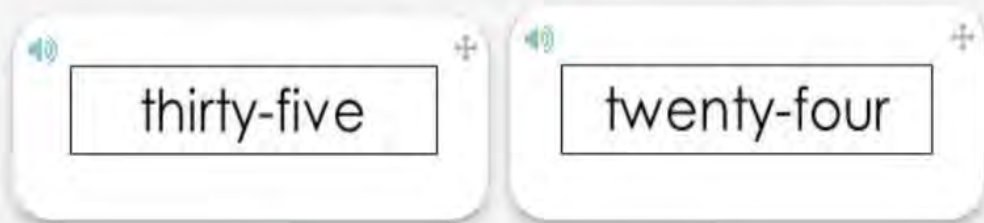
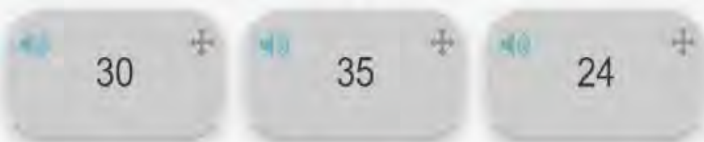


Feedback through Hands-on Activities/games

P1 Numbers to 40 Revision(1)



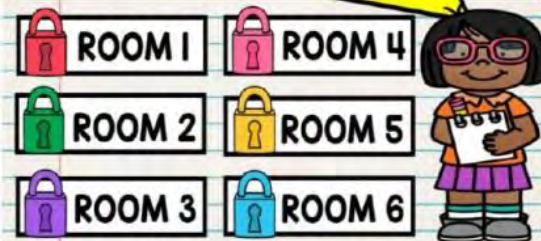
Reading Numbers



The Escape Room was designed as a revision activity on Numbers within 40.

ESCAPE ROOMS

Click on the rooms to solve the questions and unravel the clues. Once you have gotten the clue, enter them in the PASSWORD CONTROL ROOM and proceed to the next room.



PASSWORD CONTROL

Type in your CLUES here



Click on THE KEY when you have entered ALL the clues.

ESCAPE ROOM 1

GET MY CLUE!

Spell the number words in the spaces below. Click on GET MY CLUE button above when you are done.



ESCAPE ROOM 5

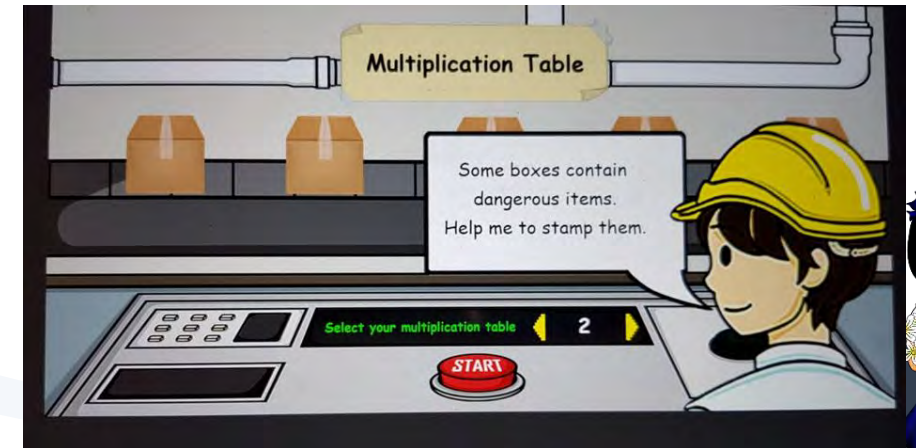
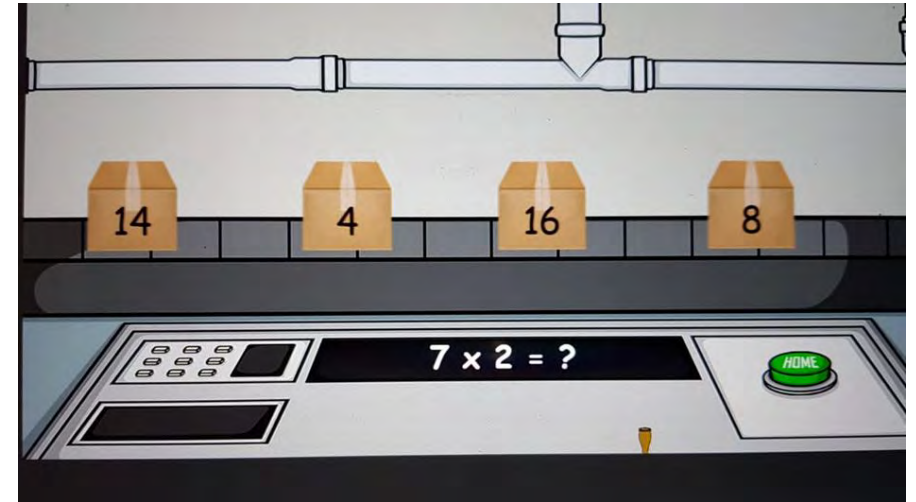
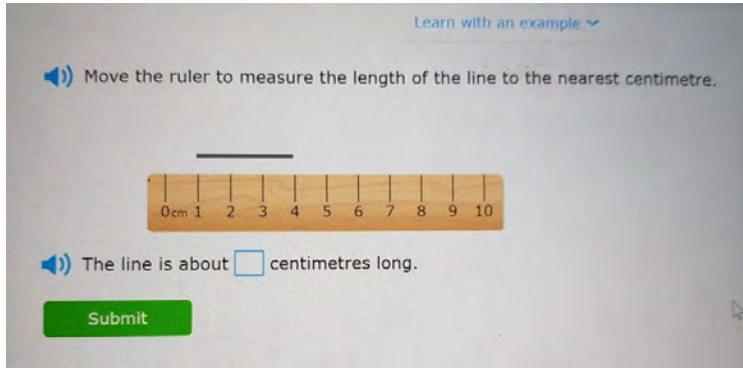
GET MY CLUE!

Fill in the missing numbers in the spaces below. Click on GET MY CLUE button above when you are done.

- (1) $30 + 5 = \square$ (4) $10 + 8 = \square$
- (2) $20 + 9 = \square$ (5) $7 + \square = 37$
- (3) $6 + 20 = \square$ (6) $2 + \square = 22$

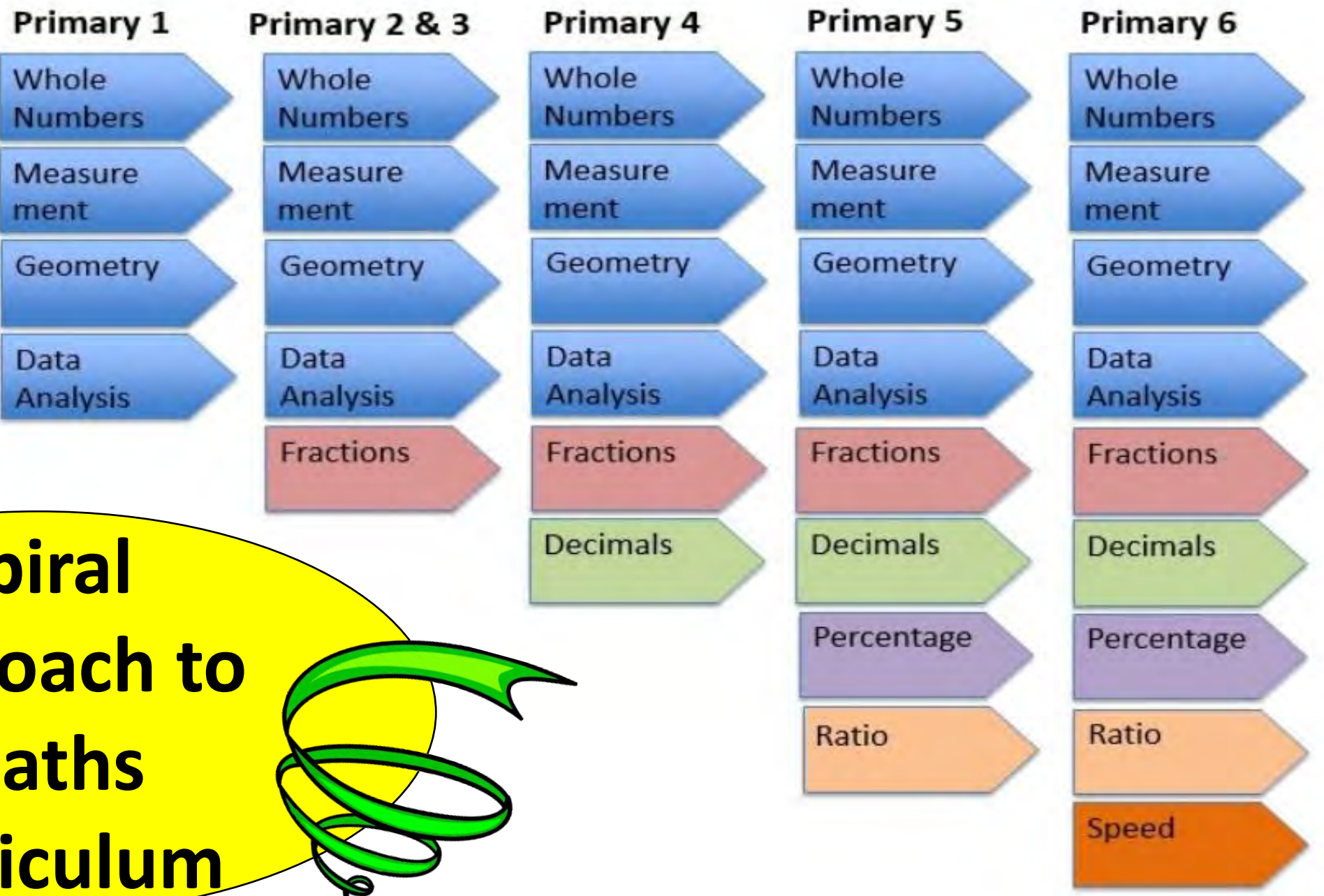


Feedback through Hands-on Activities/games





**Ground the
BASICS first!**



**Spiral
Approach to
Maths
Curriculum**



Giving a little more help to some

Not all pupils progress at the same speed. With diagnostic activities, teachers identified pupils' strengths & weakness and do a recap when the need arises.

During school hours

- In-class support
- Learning Support Programme for EL and Maths

After school support (optional)

- Support for weak readers
- Support for those weak in Maths

Additional help given by teachers

- e.g. during pre-assembly (7:20 – 7:30am)





Scores have no impact on Class Allocation

P1 to P2

- Enbloc

P2 to P3

- Random.
- 7 **Mixed Ability** classes

P3 to P4

- Enbloc

P4 to P5

- Random.
- 7 **Mixed Ability** classes

P5 to P6

- Enbloc

- P2 CL classes will be banded

- > 30 students per class
- P3 CL and MA classes will be banded





Affirming the Good

- Importance of having a positive perception of self and building positive relationships



GLOW with Positivity' approach

- **G**rowing positive engagement & accomplishment
- **L**iving out positive meaning & purpose
- **O**wning positive health & emotions
- **W**eaving positive relationships





Let's focus on celebrating her strengths!

- Lower Primary Affirmation Certificate



Splendid Singer



Splendid Singer

CHIJ Our Lady of the Nativity

is presented to

for consistently learning her spelling well.

Teacher

Date



Rockstar Reader

CHIJ Our Lady of the Nativity

is presented to



写字之星
Wonderful Writer in Chinese Language

CHIJ Our Lady of the Nativity

is presented to

for having neat penmanship in her Chinese work.

Teacher

Date





Raising Independent and Responsible Girls



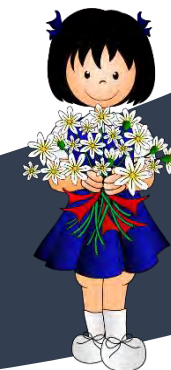
I am able to copy my homework in my school organiser without reminders.

I must not be dependent on the adults to remind me about homework

I am able to be a responsible friend and a caring sister to my peers in school

I will approach my teachers for help immediately if I encounter difficulties in school.

I must learn to manage my time wisely and complete my work on time.





Some things to expect in P3





Transition to Middle Primary

Setting of goals

- Pace and rigour increases as they move on to the Middle Primary (P3) as they will take on another subject and embark on their CCA journey at P3.

Managing emotions/challenges

- Stress and time management
 - Growth mindset
- Need for increased focus - parents can help by ensuring students do not bring unnecessary things

Increasing Independence

- Expected to exercise more independence
- Managing conflicts
- Seeking help independently





Higher Mother-Tongue Language (HMTL) Lessons for Primary 3 & 4 students

Rationale :

To allow students to deepen their knowledge and appreciation for the Mother-Tongue Languages and their cultures from an early age.

To exposed them to cultural aspects of the language and also higher-level comprehension and writing skills.

Selection Criteria:

P2 MTL teacher's recommendation based on students' performance, aptitude and interest

Implementation:

2 periods of HMT lessons are conducted after school.





Co-curricular Activities (CCAs)

Your girls can look forward to selecting a CCA for 2024 in Term 3. **OPTIONAL.**

CCAs are co-curricular programmes which provide the girls with a variety of learning opportunities that broaden their experiences, help them discover and develop their interests, strengths and talents.



- CCAs are also platforms for the girls to:
- forge friendships with peers from diverse backgrounds
 - build character and demonstrate GRACIA values
 - pursue passion for their interest
 - learn new skills through experience



CCA Fiesta! 2023

What?

A showcase of the various CCAs that are offered in our school through digital means.

Who?

ALL P2 students

When?

28 Aug - 4 September 2023

How?

- Parents have received a letter through Parent Gateway on 3 August 2023. In the letter, your child are given the link to indicate the choice of CCA in order of preference by selecting three (3) options : <https://go.gov.sg/ccafiesta2023>
- All P2 students will get to view the various CCA via the SLS platform. The CCA package will be assigned to your child on **7 August 2023.**





CCA Fiesta! 2023

What does your child need to do?

1. CCA Package

There will be a **CCA package** on SLS that will be assigned to all **P2 students on Monday, 7 August 2023**. This package allows students to know more about the various CCAs offered in CHIJ OLN.

2. CCA experience.

The **CCA experience will** be conducted by the respective CCAs. This CCA experience aims to give your child an opportunity to undergo the CCA session and thus understand the CCA better before making their final choice of CCA. Your child can sign up for the CCA experience through this link: <https://go.gov.sg/ccafiestaexperience>. **(link can be found in Parent Gateway sent to you)**. The registration for **CCA experience will be opened from 7 August – 10 August 2023**. Do take note that there are limited places available for this CCA experience. You will receive a confirmation letter via Parents Gateway on **19 August 2023**, indicating which experience your child has been successfully registered for. The CCA experience will take place on **21, 22 and 24 August during CCA timing (3.15 – 5.15pm)**.

3. CCA Registration

Finally, the **registration to choose the CCAs will be opened from 28 August – 4 September 2023**. Do note that we will not be able to give every girl her 1st choice. Your child should indicate her choice of CCA **in order of preference** by selecting three (3) options via this registration link: <https://go.gov.sg/ccafiesta2023> **(link can be found in Parent Gateway sent to you)**





CCA Fiesta! 2023

Flow of event

Dates	Remarks
3 August 2023	Letter to inform Parents of CCA Fiesta.
7 August 2023	SLS package will be assigned to P2 students.
7 August – 10 August 2023	Students to sign up for CCA experience.
19 August 2023	Parents will receive confirmation via Parent Gateway for CCA experience.
21, 22 & 24 August 2023	CCA Experience for students (3.15 pm – 5.15 pm)
28 August – 4 September 2023	Students to register for CCA that she is interested in.
26 September 2023	Parents will receive results of CCA Recruitment via Parent Gateway.
2 October 2023	Deadline for parents to accept the invitation to join the allocated CCA via Parent Gateway.





CCA Fiesta! 2023

So what are the CCAs in CHIJ OLN?





CCA Fiesta! 2023

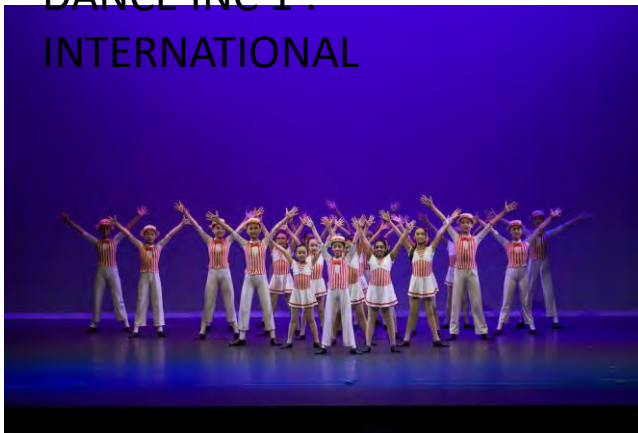
Physical Sports	Visual & Performing Arts	Uniformed Groups	Club and Society
<ul style="list-style-type: none">• Floorball• Netball• Table-tennis• Bowling	<ul style="list-style-type: none">• Art Club• Brass Band• Choir• Dance Inc<ul style="list-style-type: none">- Chinese- International- Malay	<ul style="list-style-type: none">• Brownies	<ul style="list-style-type: none">• Infocomm Media





CCA Fiesta! 2023

DANCE INC 1 :
INTERNATIONAL



DANCE INC 3 : CHINESE
DANCE



DANCE INC 4 : MALAY DANCE



CREATIVE CREW



BRASSBAND



CHOIR



CHIJ Our Lady of the Nativity





CCA Fiesta! 2023

Brownies



Bowling



Floorball



Netball



Table Tennis



InfoComm Media





Team up with the teachers.

Let's put in place structures to help our girls understand and succeed

Chat with your child. Understand her strengths & weaknesses. Focus on the work ethics and character values that lead to results.



Ensure a holistic lifestyle. E.g. CCAs, time to play, reflection

Create a conducive learning environment at home

- Develop a routine for school and homework.
- Help her set realistic and achievable goals.
- Encourage her to fulfil her responsibilities as a student

Join our Parent Support Group (PSG)

✉ chij_olnpsg@yahoo.com.sg



Lower Primary Kopi Chat

Ask us
anything!





Thank you &
we wish you
a wonderful
day!



CHIJ Our Lady of the Nativity
Simple in Virtue, Steadfast in Duty

Primary 1 and 2

KOPI CHAT @

CHIJ OLN

