

# Welcome to the Middle Primary Kopi Chat

Thank you for logging in early.

*As you wait for the event 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 the teachers / SLs/YH.

Our email addresses can be found in <https://chijourladyofthenativity.moe.edu.sg/school-information/our-people/teaching-staff>





# Speakers





# Enjoy our 2023 Semester 1 Photo Montage





# 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:  
**G**raciousness  
**R**esponsibility  
**A**ppreciation  
**C**ompassion  
**I**ntegrity  
**A**daptability



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:

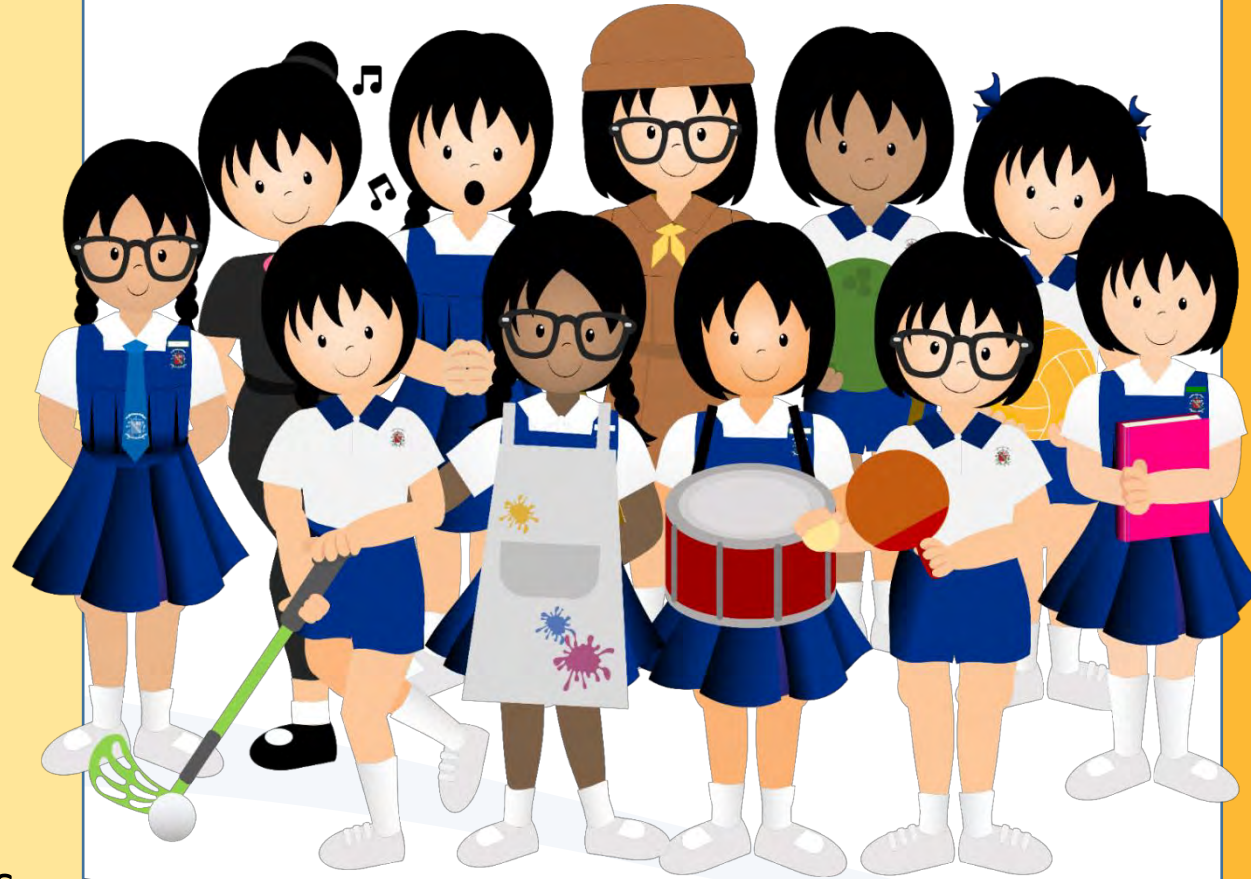
- Collaborative
- Curious
- Reflective
- Resilient



**Simple in virtue    Steadfast in duty**

## Holistic Learning Experiences

- Across subjects
  - OLN 360
  - CCAs
  - Learning Journeys
  - P1 to P3 Games on
  - P4 to P6 Track on
  - Back to School programme
  - P4 Camp
  - MakerSpace
  - IJOLN Shines
  - Musically Yours
  - VIA
  - GLOW Morning
  - Leadership Trainings
- Many more...



## Support for Learning

- ‘Stretch’ activities & progs e.g. Fibonacci Math, Math Olympiad, Science Einstein, HMT
- Support for those who need more help, e.g. support lessons, SDR, RRP, banding for Math and MT
- Catering to learning needs
- Social – emotional focus: Mixed classes, Aspire Programme (P4), Super Friends Programme (P4)

“I know where I’m going,  
I have the tools I need for the journey,  
I monitor my own progress,  
And I know how to improve.”





**“I know where I’m going”**

*Does your daughter understand her current performance and how it relates to learning goals and success criteria?*

**“I have the tools to learn better”**

*Does your daughter understand that she has strategies to choose from to help her learn and /or improve?*

**“I monitor my progress”**

*Is your daughter active in seeking and responding to feedback from peers and teachers, as she assesses her own performance?*

**“I recognise when I’m ready for what’s next”**

*Does your daughter look at her progress in light of learning goals and success criteria to identify when she is ready to move on?*

**“I know what to do next”**

*Does your daughter know where to locate information, how to research, organize information in order to improve?*

# Knowing Where They Are At...

## Middle Primary (P3/P4) Writing Rubrics

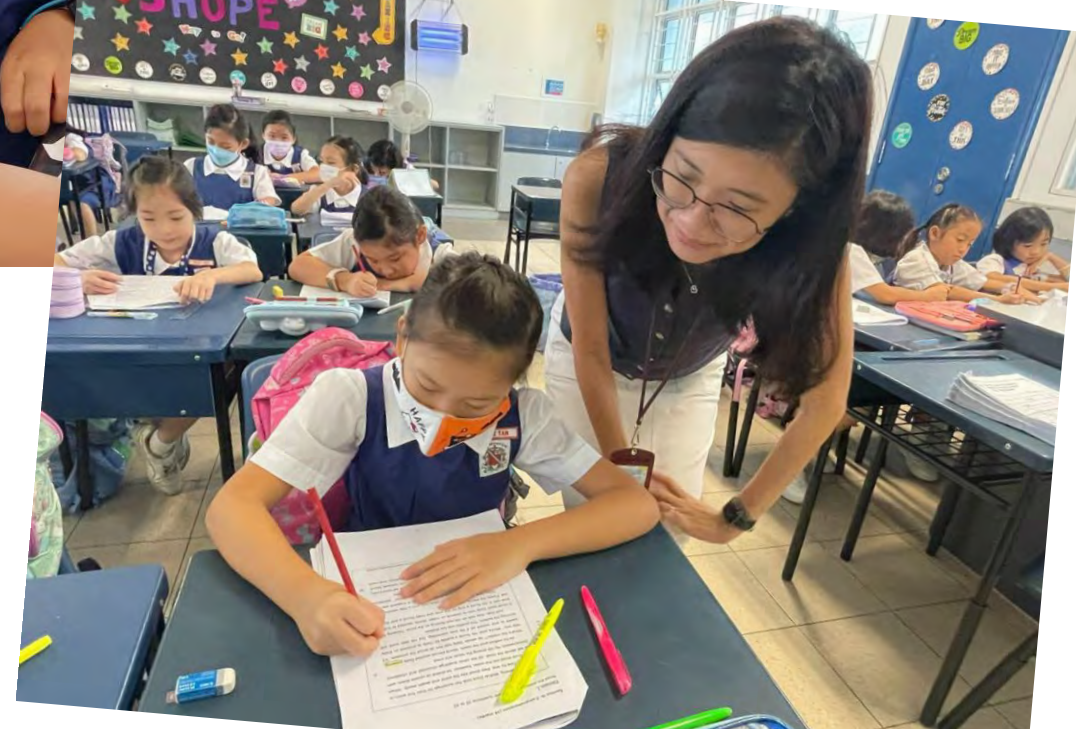
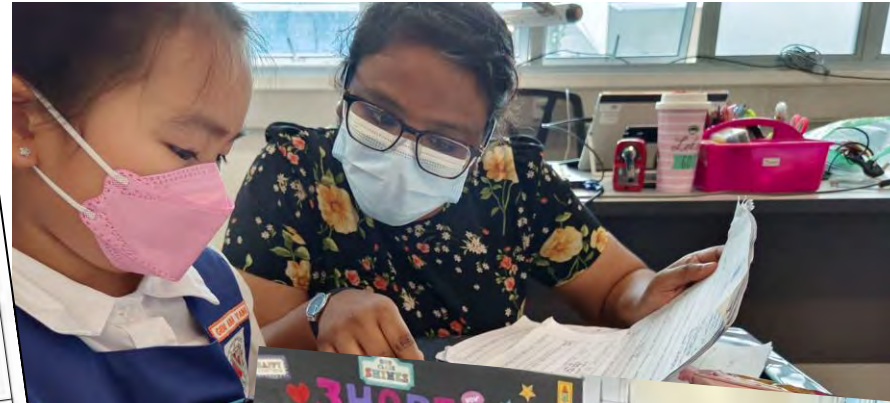
Name: \_\_\_\_\_

Class: \_\_\_\_\_

LEVELS		Beginner Writer	Intermediate Writer	Proficient Writer	Advanced Writer
CONTENT	Ideas & Development	Ideas need supporting detail(s). There is a little development of ideas.	Ideas are slightly developed. Ideas in story sufficiently address the topic. Story is of some interest.	Ideas are mostly developed. Ideas in story fully address the topic. Story is interesting and engaging.	Ideas are thoroughly developed throughout the story. Ideas in story fully address the topic. Story is very interesting and captivating.
	Organisation	Ideas are merely / just listed. There is no paragraphing of ideas.	Ideas are somewhat linked in some parts of the story. Fairly good sequencing of events and paragraphing.	Ideas are well linked in most parts of the story. Good and logical sequencing of events and paragraphing.	Ideas are well linked and coherent throughout the story. Very good and logical sequencing of events and paragraphing.
LANGUAGE	Vocabulary	Basic vocabulary words are used throughout the story. Some vocabulary words may not be used appropriately.	There are some good and appropriate use of vocabulary words and descriptive phrases.	There is a wide range of good and appropriate vocabulary words and descriptive phrases at some parts of the story.	Wide range of good and appropriate vocabulary words, descriptive phrases and figurative language throughout the story.
	Sentence Structure & Grammar	Simple sentence are used. Many errors in grammar, spelling and punctuation.	There is some attempt to vary sentences. Some errors in grammar, spelling and punctuation.	Good variation of sentences. Few errors in grammar, spelling and punctuation.	Good variation of sentences. Hardly any errors in grammar, spelling and punctuation.
		Content / 10	Language / 10	Total Score / 20	



PARENT'S SIGNATURE



Understanding Language Competency through Rubrics & Evaluation

# Knowing Where They are At...

PHYSICAL EDUCATION					
Learning Areas	Learning Outcomes	Beginning	Developing	Competent	Accomplished
Games and Sports	Demonstrate a range of motor skills in sending, receiving, propelling and travelling a variety of objects into the goal or over a net.			✓	
Dance	Perform a pre-designed movement experience to the music 'Maple Leaf Rag', and repeat with modifications to the movement phrases.			✓	
Outdoor Education	Demonstrate the navigation and outdoor living skills to manage safety of self, others and the environment.				✓
Gymnastics	Perform a sequence of 4 different movements (including balancing action and rotation) using varied movement pathways.			✓	





PHYSICAL EDUCATION					
Learning Areas	Learning Outcomes	Beginning	Developing	Competent	Accomplished
Athletics	Demonstrate a range of motor skills in running, jumping (distance and height) and throwing in Athletics.			✓	
Physical Health and Fitness	Acquire a range of sports safety practices.				✓
	Demonstrate good health practices (oral health, substance abuse, environment hygiene) and habits (diet and exercise, health and skill-related fitness) and participate in regular physical activities.				✓

**Knowing Level of Skill Competency**

# Knowing Where They Are Going...

Middle Primary (P3/P4) Writing Rubrics

Name: \_\_\_\_\_ Class: \_\_\_\_\_

LEVELS		Beginner Writer 	Intermediate Writer 	Proficient Writer 	Advanced Writer 
FOCUS AREAS					
CONTENT	Ideas & Development	Ideas <b>need supporting detail(s)</b> .  There is a little development of ideas.	Ideas are <b>slightly</b> developed.  Ideas in story <b>sufficiently</b> address the topic.  Story is of <b>some</b> interest.	Ideas are <b>mostly</b> developed.  Ideas in story <b>fully</b> address the topic.  Story is <b>interesting</b> and <b>engaging</b> .	Ideas are <b>thoroughly</b> developed throughout the story.  Ideas in story <b>fully</b> address the topic.  Story is <b>very interesting</b> and <b>captivating</b> .
	Organisation	Ideas are merely / just listed.  There is no paragraphing of ideas.	Ideas are <b>somewhat</b> linked in <u>some parts of the story</u> .  <b>Fairly good</b> sequencing of events and paragraphing.	Ideas are <b>well linked</b> in <u>most parts of the story</u> .  <b>Good</b> and <b>logical</b> sequencing of events and paragraphing.	Ideas are <b>well linked and coherent</b> throughout the story.  <b>Very good</b> and <b>logical</b> sequencing of events and paragraphing.
LANGUAGE	Vocabulary	<b>Basic</b> vocabulary words are used throughout the story. Some vocabulary words may not be used appropriately.	There are <b>some</b> good and appropriate use of vocabulary words and descriptive phrases.	There is a <b>wide</b> range of good and appropriate vocabulary words and descriptive phrases at <u>some parts</u> of the story.	<b>Wide</b> range of good and appropriate vocabulary words, descriptive phrases and figurative language <u>throughout</u> the story.
	Sentence Structure & Grammar	Simple sentence are used.  Many errors in grammar, spelling and punctuation.	There is some attempt to vary sentences.  Some errors in grammar, spelling and punctuation.	Good variation of sentences.  Few errors in grammar, spelling and punctuation.	Good variation of sentences.  Hardly any errors in grammar, spelling and punctuation.

Content	Language	Total Score
/ 10	/ 10	/ 20



PARENT'S SIGNATURE \_\_\_\_\_

## Understanding the Success Criteria and Progress Goals

# Knowing Where They Are Going...



圣母圣诞圣婴女校

三、四年级 朗读 评量表

P3 & P4 Reading Aloud Rubrics

等级 Grade	😊	😊😊	😊😊😊	😊😊😊😊
语音 Pronunciation	会读少于 15 个字。 Able to read less than 15 characters accurately.	会读超过一半的字。 Able to read at least half of all the characters accurately.	会读多数的字 (少于 5 个错误)。 Able to read most of the characters (make less than 5 mistakes) accurately.	会读整篇短 Able to read
语调 Intonation	无法朗读。 Almost word-by-word pronunciation.	不流利, 停顿不太适当。 Slow and jerky delivery with inaccurate pauses.	还算流利, 有时迟疑。 Read smoothly, with suitable pauses but one or two hesitations.	非常流利。 Fluent reading with suitable pauses and without hesitations.
	语调没有变化。 Read in monotone.	语调有少许变化。 Attempt to vary pitch and tone slightly.	语调有变化。 Some variation of suitable pitch and tone.	语调正确, 有节奏感, 感情。 Appropriate variation of pitch and tone.

கருத்து (Content)	😊	😊😊	😊😊😊	😊😊😊😊
படத்தைப் புரிந்துகொண்டு தெளிவாகக் கருத்துரைத்தல்  <input type="checkbox"/> இடமிருந்து வலம் செல்வதில் முழுமையான விளக்கம் <input type="checkbox"/> clockwise/anti-clockwise direction <input type="checkbox"/> detailed description	படத்தையொட்டி எந்த ஒரு கருத்தையும் கூற இயலாமை  inability to describe the picture independently	படத்தையொட்டி ஒரே கருத்துகளைக் கூறுதல்  ability to give some relevant points	ஒரளவு சிரமமின்றி கருத்துகளைத் தெளிவாகக் கூறுதல்  ability to describe the picture with less difficulty	மிகச் சிறப்பாகவும் தெளிவாகவும் எல்லாக் கருத்துகளையும் கூறுதல்  ability to describe the picture with competency
சொல்வளம் / மொழி (Language)	😊	😊😊	😊😊😊	😊😊😊😊
பொருத்தமான சொற்களை எளிய பேச்சுத்தமிழில் பேசுதல்  <input type="checkbox"/> முழு வாக்கியமாகப் பேசுதல் <input type="checkbox"/> முறையான சொல்லைப் பயன்படுத்துதல் <input type="checkbox"/> சரியான / தவறான செயலைப் பற்றி கூறுதல்	பொருத்தமான எளிய மொழியில் பேச இயலாமை  inability to describe the picture with basic words	ஒரளவு சிரமத்துடன் பேசுதல்  ability to describe the picture with some words	ஒரளவு சிரமமின்றி எளிய நடைபிணியில் பேசுதல்  ability to describe the picture with simple words	ஒரளவு சிரமமின்றி எளிய நடைபிணியில் பேசுதல்  ability to describe the picture with simple words

CHIJ Our Lady of the Nativity  
Penilaian Bahasa Melayu 2022  
Darjah 3 & 4  
Kelas: \_\_\_\_\_ Tarikh: \_\_\_\_\_

Nama: \_\_\_\_\_

Penulisan Writing	😊	😊😊	😊😊😊	😊😊😊😊
ISI Content	• Setiap perenggan mempunyai kurang daripada 2 ayat • Idea utama dan idea sampingan tidak tersusun • Tidak menceritakan watak dan latar	• Setiap perenggan mempunyai 2 ayat atau lebih • Idea utama dan idea sampingan agak tersusun • Tidak mengembangkan watak dan latar	• Setiap perenggan mempunyai 3 ayat atau lebih • Idea utama, idea sampingan dan contoh tersusun dengan baik • Kurang mengembangkan watak dan latar	• Setiap perenggan mempunyai 4 ayat atau lebih • Idea utama, idea sampingan dan contoh tersusun dengan baik • Menceritakan latar dan watak dengan jelas
BAHASA Language	• Ayat-ayat tidak lengkap atau bermakna • Banyak kesilapan ejaan dan tanda baca	• Banyak ayat yang tidak gramatis dan tidak tepat • Beberapa kesilapan ejaan dan tanda baca	• Beberapa ayat yang tidak gramatis dan kurang tepat • Sedikit kesilapan ejaan dan tanda baca	• Menggunakan ayat-ayat yang gramatis dan betul • Hampir tiada kesilapan ejaan dan tanda baca

T.T. Words: \_\_\_\_\_

**WRITING**

Understanding the Success Criteria and Progress Goals

# Having the Tools for the Journey...

Name: \_\_\_\_\_  
Class: Pr 3



## Mathematics

### A Guide to Understanding Your Teacher's Feedback

Markings:	Possible types of error:	What you may need to do:
Ca (Calculation)	<ul style="list-style-type: none"> <li>Calculation error.</li> </ul>	<ul style="list-style-type: none"> <li>Redo your calculations.</li> <li>Check if your calculations make sense E.g. subtracting a number should result in a smaller number than the total.</li> </ul>
A (Answer)	<ul style="list-style-type: none"> <li>Answer not in the format required, e.g. missing decimal to indicate dollars and cents.</li> <li>Transferred answer wrongly from solution to answer line.</li> </ul>	<ul style="list-style-type: none"> <li>Check the format required.</li> <li>Either zero or two decimal places for an amount of money given in dollars.</li> </ul>
R (Reading)	<ul style="list-style-type: none"> <li>Misread the question.</li> <li>Transferred information wrongly from question to solution.</li> </ul>	<ul style="list-style-type: none"> <li>Read the question again carefully.</li> <li>Highlight or underline key information.</li> </ul>
U (Units)	<ul style="list-style-type: none"> <li>Units omitted.</li> <li>Wrong units used.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the information in the question has been correctly transferred to your solution.</li> <li>Check the units required. E.g. \$, cm, m, kg, g.</li> </ul>
ME (Mathematics Equation)	<ul style="list-style-type: none"> <li>Wrong equation used.</li> <li>Error in equation used.</li> <li>Missing equation.</li> </ul>	<ul style="list-style-type: none"> <li>Check the equation used.</li> <li>Compare against the equation in the textbook if necessary.</li> <li>Write all the necessary equations.</li> <li>Ensure the solution is complete.</li> <li>Check that all information in the question has been made use of.</li> </ul>

5.  $\frac{1}{3}$  of Cheryl's savings was the same as  $\frac{3}{4}$  of Hilda's savings. Cheryl saved \$36.

(a) Find the ratio of Cheryl's savings to Hilda's savings.  
(b) How much did Hilda save?

(a)  $\frac{1}{3} = \frac{3}{9} = \frac{3}{4}$   
9 : 4 //

(b)  $9u = 36$   
 $u = \frac{36}{9} = 4$   
 $4u = 4 \times 4 = 16 //$

(a) Ans: 9:4  
(b) Ans: 16 (e)

8. A ribbon 60 cm long is cut into two pieces. One piece of ribbon is 24 cm longer than the other piece.

(a) What is the length of the shorter ribbon?  
(b) What is the ratio of the length of the shorter ribbon to that of the longer ribbon? Give the answer in the simplest form.

(a)  $60 - 24 = 36$   
 $36 \div 2 = 18$   
18 cm

(b)  $18 : 42$   
 $18 \div 6 = 3$   
 $42 \div 6 = 7$   
3 : 7

Ans: 18 cm  
Ans: 3:7

6. Karen and Amiya had 120 beads each. After giving Amiya some beads, Karen then had  $\frac{3}{7}$  as many beads as Amiya. How many beads did Karen give Amiya?

k : A  
5 : 5  
3 : 7

$3u + 7u = 10u$   
 $10u = 120 \times 2 = 240$   
 $u = 240 \div 10 = 24$   
 $5u - 3u = 2u = 24 \times 2 = 48$

ans: 48

5. The ratio of the number of apples to the number of pears is 4 : 7. The ratio of the number of pears to the number of mangoes is 2 : 3.

(a) What is the ratio of the total number of apples and pears to the number of mangoes?  
(b) There are 24 fewer apples than pears. How many more mangoes than pears are there?

(a) A : P : M  
4 : 7 : 2  
= 8 : 14 : 4  
= 2 : 3 : 1  
8 + 14 = 22  
Ans: 22 : 3

(b)  $14 - 8 = 6$   
 $6u = 24$   
 $u = 24 \div 6 = 4$   
 $7u = 7 \times 4 = 28$   
Ans: 32

## Self Access of Follow-Up Actions

# Having the Tools for the Journey...

## Editing Symbols

Be **self-regulated** and **proactive** when it comes to editing mechanics.

Symbol	What It Means	How It is Used
✓	Good use of vocabulary	To credit wide and appropriate use of vocabulary or descriptive phrases with ticks.
//	Begin a new paragraph. Indent the paragraph	// Once there lived a jolly but very large giant known as McThunder.
^	Detail(s) missing (letter/word/phrase/sentence, description)	He was called McThunder because the earth shook <u>when</u> walked.
p	Missing Punctuation / Punctuation Error	McThunder was as wide as he was tall and he had a <u>giant</u> appetite? P P Perhaps I should go on a diet, he said to his wife

Symbol	What It Means	How It is Used
g	Take out a letter, word, phrase or sentence.	He also began to <del>to</del> exercise every day.
/	Change a capital letter to a small letter	Soon, <u>McThunder</u> began to <del>L</del> ose weight.
≡	Change a small letter to a capital letter	His wife began to call him <u>M</u> crumble affectionately.
s / sp	Spelling error. Check the spelling of this word.	Now the earth shook only when he <u>l</u> affed.
—	Grammatical / Structural error	The giant also <u>start</u> to feel healthier.
○	Close the space	He began to receive com <u>o</u> iments from his friends.
~	Change the order	He also <del>longer</del> no <u>felt</u> lethargic.
#	Add a space	In the end, he felt more energetic and was more motivated <u>#</u> tokeep fit.

Self Access of Follow-Up Actions



# How Parents Can Support Child's Learning

- 1) Set Learning Structures at home and complement with time management for learning and leisure
- 2) Support Self-efficacy
  - Ownership of homework
  - Reflection – Talk to child about work returned, e.g. teacher's comments, rubrics
  - Ask your child as to one skill, strategy and idea she learnt that day
- 3) Frame success within the lens of learning and growth
  - Celebrate small wins







# Assessment Mode (WA)

- Purpose: to assess and diagnose child's ability to academic progress and understanding of the skills and concepts taught
- Letter on Weighted Assessments was sent through PG in January 2023.
- Takes place during class time.

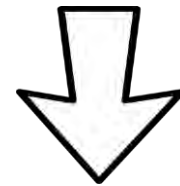
	Term 1	Term 2	Term 3	Term 4
Primary 3	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
Primary 4	WA (10%)	WA (10%)	WA (10%)	EYE (70%)



# So Why Does All of That Matter?



Knowing where they are at and where they are going, having the strategies, tools, methods to monitor progress and improve leads to **CONFIDENCE to take on CHALLENGES.**



**JOY & SUCCESS IN LEARNING**



# Maths @ IJ OLN

*Middle Primary*

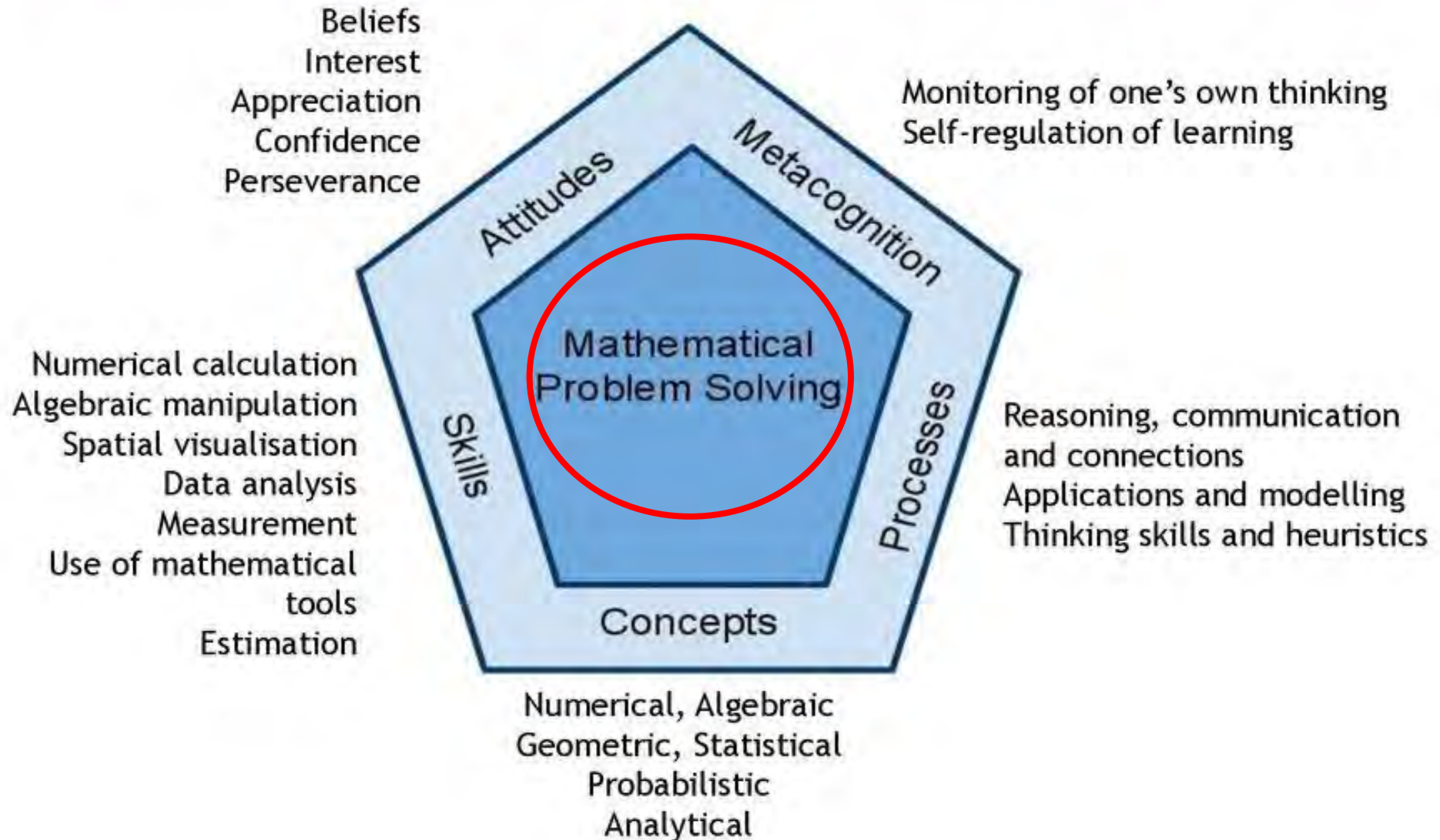


Whatever your task, work heartily, as serving the Lord and not men.

Colossians 3:23 - 24



# Mathematics Curriculum Framework





## Study the question carefully

- Read through the question carefully
- Look for the information given in the question
- What other information do you need to solve the question?



## Think of how you want to solve the question

- Do you need to draw a model?
- Which heuristic or problem-solving skills will you use?
- Where do you begin? (start, middle or end of question)
- Which topic is the question related to?



## Apply skills & strategies taught

- Make use of skills and strategies taught
- (e.g. guess and check, draw models)



## Reflect on your solution & answer

- **CUTE**
- Check the reasonableness of your answer
- Units
- Transfer
- Error in computation



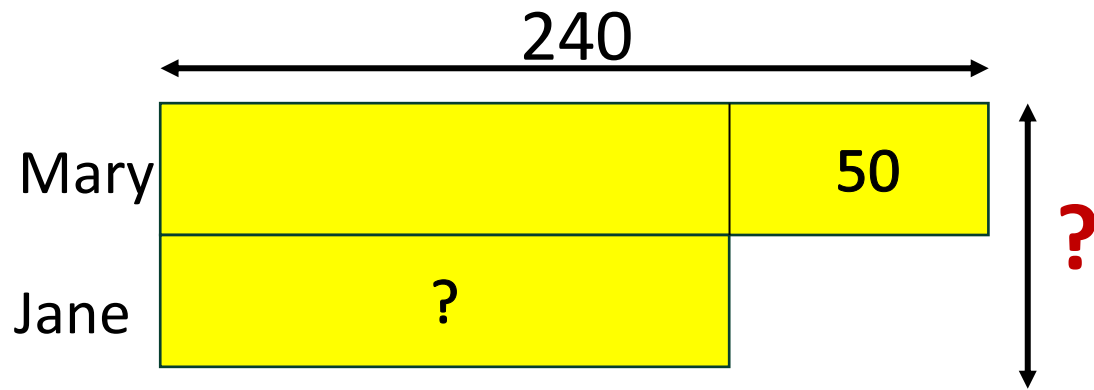
# STAR Approach



# Pr 3 Example



Mary has 240 sweets. She has 50 sweets more than Jane.  
How many sweets do Mary and Jane have altogether?



$$240 - 50 = 190 \text{ (Jane)}$$
$$190 + 240 = \underline{\underline{430}}$$

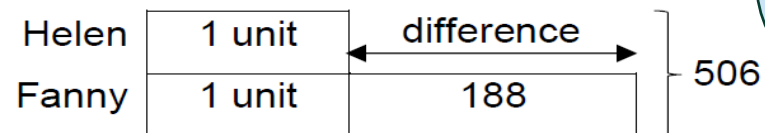
- CUTE**
- Check the reasonableness of your answer
  - Units
  - Transfer
  - Error in computation



# Building Confidence

Apply skills & strategies taught

P3



$$\begin{aligned} \text{Helen} &= 1 \text{ unit} \\ \text{Fanny} &= 1 \text{ unit} + 188 \\ 2 \text{ units} &= 506 - 188 \\ &= 318 \\ 1 \text{ unit} &= 318 \div 2 \\ &= \mathbf{159} \end{aligned}$$

## Two-Step Word Problems on the 4 Operations of Whole Numbers

Let Us Learn

### Sample 1

Fanny and Helen had a total of 506 ribbons. Fanny had 188 more ribbons than Helen. How many ribbons did Helen have ?

### Study the question carefully

- Fanny and Helen had a total of 506 ribbons.
- Fanny had 188 ribbons more than Helen.
- The difference between the number of ribbons Fanny had and what Helen had was 188.
- Find number of ribbons Helen had.

### Think of how you want to solve the question

- Draw a comparison model.
  - Model for Fanny will be longer than model for Helen.
  - Model for Helen will be shorter than model for Fanny.

## Reflect on your solution & answer

Check the reasonableness of your answer

Units

Transfer

Error in computation



# Building Confidence

P3

**1** Activity 1

**Two Step Word Problems on the 4 Operations of Whole Numbers** Let Us Try

Sue had a total of 520 red and yellow beads. She had 112 fewer yellow beads than red beads. How many yellow beads did Sue have ?

(    )	1 unit	(    )	}	(    )
(    )	1 unit			

Yellow = 1 unit  
Red = 1 unit + 112

2 units = \_\_\_\_\_  
= \_\_\_\_\_

1 unit = \_\_\_\_\_  
= \_\_\_\_\_

**2** Level 1 : Question 1

**Two-Step Word Problems on the 4 Operations of Whole Numbers** Let Me Try

Steve and Lionel had a total of \$1520. Lionel had \$696 more than Steve. How much money did Steve have ?

Circle the correct answer.

- We will draw a part-whole / comparison model.
- Lionel's model will be longer / shorter than Steve's.

\_\_\_\_\_ = 1 unit  
\_\_\_\_\_ = 1 unit + \$696

(    )	1 unit	(    )	}	(    )
(    )	1 unit			

2 units = \_\_\_\_\_  
= \_\_\_\_\_

1 unit = \_\_\_\_\_  
= \_\_\_\_\_

**CUTE**

- Check the reasonableness of your answer
- Units
- Transfer
- Error in computation

**3** Level 2 Question 1 :

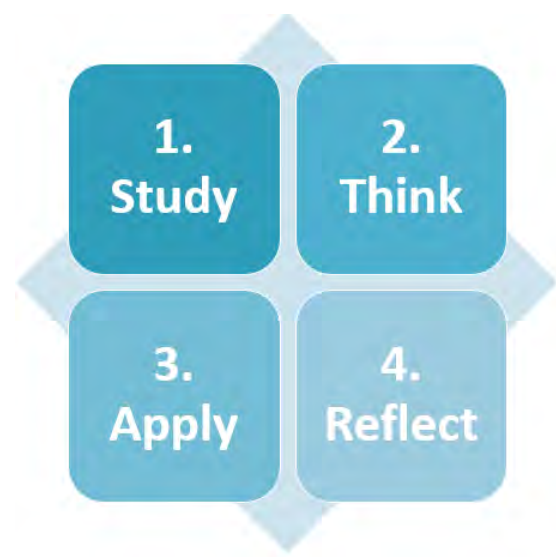
**Internal Transfer (From Smaller Quantity To Larger Quantity)** Let Me Try

Mary and Jane had some beads. Mary had 480 more beads than Jane. Jane gave Mary 220 beads. How many more beads had Mary than Jane in the end ?



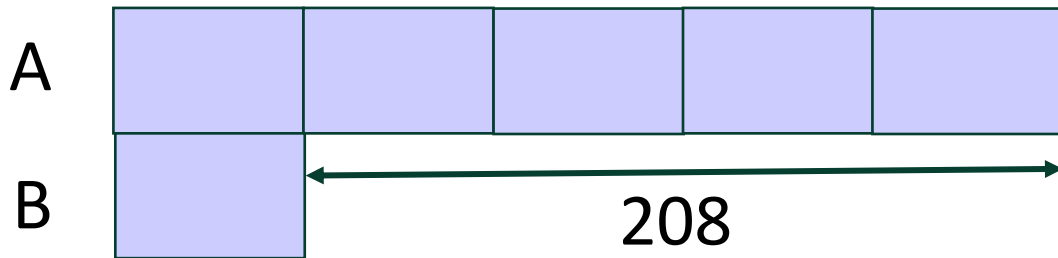


# Pr 4 Example



There were 253 children in Room A and 45 children in Room B. After an equal number of children entered both rooms, there were 5 times as many children in Room A as in Room B. How many children entered both rooms?

Difference in the number of children in the 2 rooms at first and in the end remains the same



$$253 - 45 = 208 \text{ (difference)}$$

$$4 \text{ units} = 208$$

$$1 \text{ unit} = 208 \div 4$$

$$= 52 \text{ (Room B in the end)}$$

$52 - 45 = 7$  (number of children who entered 1 room)

$$7 \times 2 = \underline{14}$$

- CUTE**
- Check the reasonableness of your answer
  - Units
  - Transfer
  - Error in computation



# Building Confidence

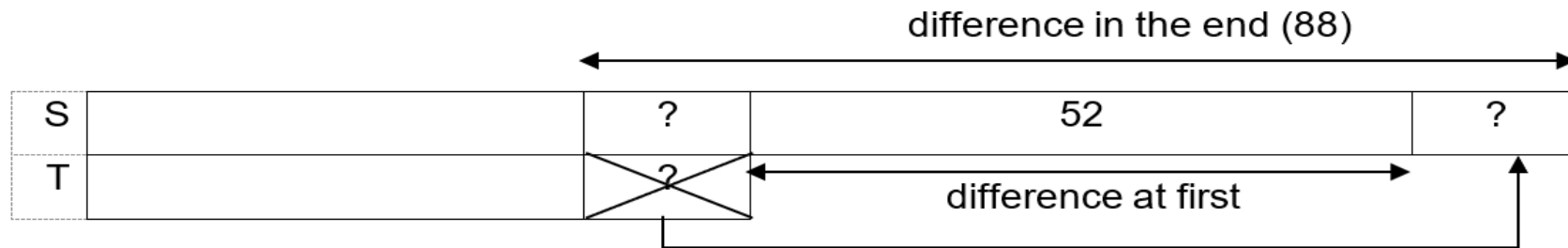
P4

Internal Transfer (From Smaller Quantity To Larger Quantity)

Let Us Learn

## Sample 2 :

Sandy had 52 more ribbons than Tracy. Tracy gave Sandy some ribbons. In the end, Sandy had 88 more ribbons than Tracy. How many ribbons did Tracy give to Sandy ?



$$\underline{88} - 52 = 36$$

$$\underline{36} \div 2 = \mathbf{18}$$



# Building Confidence

P4

1

Internal Transfer (From Smaller Quantity To Larger Quantity)	Let Us Try
<p><b>Activity 3 :</b></p> <p>Wendy had fewer stamps than Hani. Wendy gave 41 stamps to Hani. In the end, Wendy had 149 fewer stamps than Hani. How many more stamps had Hani than Wendy at first ?</p> <p>Label the model below by filling in the appropriate numbers in the brackets.</p> <p>Solve the sum.</p>	

2

Internal Transfer (From Smaller Quantity To Larger Quantity)	Let Me Try
<p><b>Level 1 Question 2 :</b></p> <p>Elle had \$598 more than Helen. Helen then gave Elle some money. In the end, Elle had \$1422 more than Helen. How much money did Helen give to Elle ?</p> <p><b>Clues</b></p> <ul style="list-style-type: none"> <li>• Draw a comparison model and label it, Elle and Helen.</li> <li>• Show the transfer of money from Helen to Elle in the model.</li> <li>• Solve the sum.</li> </ul>	

3

Internal Transfer (From Smaller Quantity To Larger Quantity)	Let Me Try
<p><b>Level 2 Question 1 :</b></p> <p>Mary and Jane had some beads. Mary had 480 more beads than Jane. Jane gave Mary 220 beads. How many more beads had Mary than Jane in the end ?</p>	

**CUTE**

- Check the reasonableness of your answer
- Units
- Transfer
- Error in computation



# Online Teaching Packages

These packages have been shared with parents of the respective levels via PG on 28 April 2023

- Primary 3 package: <https://go.gov.sg/oln-p3math>
- Primary 4 package: <https://go.gov.sg/oln-p4math>
- Primary 5 package: <https://go.gov.sg/oln-p5math>
- Primary 6 package: <https://go.gov.sg/oln-p6math>



**Ground the  
BASICS first!**

**Primary 1**

- Whole Numbers
- Measurement
- Geometry
- Data Analysis

**Primary 2 & 3**

- Whole Numbers
- Measurement
- Geometry
- Data Analysis
- Fractions

**Primary 4**

- Whole Numbers
- Measurement
- Geometry
- Data Analysis
- Fractions
- Decimals

**Primary 5**

- Whole Numbers
- Measurement
- Geometry
- Data Analysis
- Fractions
- Decimals
- Percentage
- Ratio

**Primary 6**

- Whole Numbers
- Measurement
- Geometry
- Data Analysis
- Fractions
- Decimals
- Percentage
- Ratio
- Speed

**Spiral  
Approach to  
Maths  
Curriculum**

**MATHEMATICS**  
GIVES US HOPE THAT  
*Every*  
**PROBLEM**  
**HAS A**  
**SOLUTION**

**Thank You**



# 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

<p><b><u>Back to School Programme</u></b></p> <ul style="list-style-type: none"><li>• <b>Personal Effectiveness Programme</b><ul style="list-style-type: none"><li>- Time Management and identify locus of control (P3 and P4)</li><li>- Making New Friends (P3)</li><li>- Growth Mindset, The Power of Yet (P4)</li></ul></li><li>• <b>Check-in Poll</b><ul style="list-style-type: none"><li>- conducted twice at the beginning of each semester</li></ul></li></ul>	<p><b><u>CCE (FTGP)</u></b></p> <p>Themes of</p> <ul style="list-style-type: none"><li>- Care and Respect for others</li><li>- Do my Best</li><li>- Understand and Care for Myself</li></ul>	<p><b><u>Sisterly Love</u></b></p> <p>Building a culture of care through peer support</p>
<p><b><u>Glow Morning Activities</u></b></p> <ul style="list-style-type: none"><li>- IJ OLN Shines</li><li>- Cyberbites</li><li>- Newsbites</li></ul>	<p><b><u>OLN 360 Programme</u></b></p> <ul style="list-style-type: none"><li>- Provides opportunities to explore a wide range of activities</li><li>- Allows students to apply learning beyond the classroom</li><li>- Strengthens the learning dispositions and GRACIA values</li></ul>	<p><b><u>Promotion Exercise</u></b></p> <p><b>Emotional and Mental Wellbeing</b></p> <ul style="list-style-type: none"><li>▪ Students to learn positive ways to deal with change through case studies and coping strategies (P2, P4)</li><li>▪ Students to reflect on their CHIJ OLN journey this year and what they are thankful for (P1, P3 and P5)</li></ul>







# Raising Independent and Responsible Girls



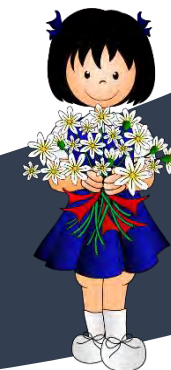
Some are dependent on the adults to remind them about homework.

Some may not know what to do during conflicts.

There is so much to learn within a short time.

At times, the girls lack awareness about what is happening around them.

I am not able to manage my time.





# Transition to Middle and Upper Primary

## Setting of goals

- Pace and rigour increases as they move on to Upper Primary (P4) or take on another subject 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

### P4 TARGET SETTING

Let's set our 2023 targets!

**Academic Targets**  
Setting academic targets involves knowing what you are capable of. Start from what you have managed to achieve in last year's assessments.

Subjects	Entry Score	My Target	
	(P3 Overall Marks)	Raw Score	Band
English			
Mathematics			
Science			
Mother Tongue			

**A Concrete Plan**  
Setting targets is not enough. What do you need to do to achieve your targets? What have helped you do well in the past? What have not worked well? What new actions do you need to take to help you do better?

Strategies which I will use because they work well for me:

- Revise what my teachers teach daily.
- Apply what I learn in school.
- Ask questions when I am in doubt.
- Read wisely.
- Others:

Other / Additional strategies which I will adopt this year:

I, \_\_\_\_\_ (name), resolve to work towards achieving my targets set. I will conscientiously apply the strategies which I have identified as useful.

\_\_\_\_\_ (Parent Signature)

### Overcoming Challenges ① Date: \_\_\_\_\_

## What Is Stress?

Read the statements below about stress and decide if they are true or false. Circle your answer.

- Stress is a normal part of our everyday life. **True** **False**
- Stress is our bodies' natural reaction to challenges. **True** **False**
- Stress is always bad for us. **True** **False**
- Stress prepares us to take action and overcome our challenges. **True** **False**



### Doing What Is Right ② Date: \_\_\_\_\_

## Helping Myself and Others

**Dealing with Feeling Left Out**  
You want to join your friends at the playground but they seem to ignore you. What do you do?

**Step 1:** Keep calm.

**Step 2:** Ask myself if I have really been left out.

**Step 3:** Think about my options:

- Ask to join in.
- Choose someone else to play with.
- Look for an adult or a friend to talk to.
- Do another activity I enjoy.

**Step 4:** Carry out my best choice(s). Write it down below.

\_\_\_\_\_

\_\_\_\_\_



### GROWTH VS FIXED MINDSETS

Read each mindset in the boxes below. Cut and sort them into the correct column.

GROWTH MINDSET	FIXED MINDSET
The belief that intelligence can change with hard work, perseverance and challenge.	The belief that intelligence cannot be <u>changed</u> and that people are either born smart or not smart.

This is too hard.	This will be challenging but I'll keep at it.	She's just smarter than I am.	I give up.	I'm on the right track.	I should try a different strategy.
I am so good at this.	I am working really hard at this.	I've never been good at this anyway.	I'm never going to get this.	I'm going to have to think through this one more carefully.	Tomorrow I will get a fresh look at this.



# 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

**Taking Up New Roles 2** Date: \_\_\_\_\_

### My Character Strengths

Tick (✓) your character strengths that will help you in your new role or responsibility. Your friend will tick (✓) the character strengths that he/she thinks you have. You will also do the same for him/her.

Your friend's name: \_\_\_\_\_

Character Strengths	I Have	My Friend Thinks I Have
<b>Teamwork</b> I work together with my team members to reach our team's goals.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kindness</b> I help and show care to others. I do not hurt them.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perseverance</b> I do not give up although some tasks are difficult.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-control</b> I can focus and finish my task even when I want to give up and do other things instead.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Humour</b> I make others smile by telling them a joke.	<input type="checkbox"/>	<input type="checkbox"/>

**I'm in Control 1** Date: \_\_\_\_\_

### Understanding Self-Control

Our feelings and thoughts affect our self-control over our actions!

Our environment can affect our thoughts and feelings. Things we see around us can sometimes affect our self-control.

We know our self-control has been affected when we make choices that are not good for us. They result in negative consequences.

It is important for us to know how websites, applications and games can affect our self-control. This knowledge helps us make better choices.

Choose 1 to 3 words to describe your feelings or thoughts about self-control. Share your reasons for your choice of words with your seat partner.

Word 1: \_\_\_\_\_

Word 2: \_\_\_\_\_

Word 3: \_\_\_\_\_

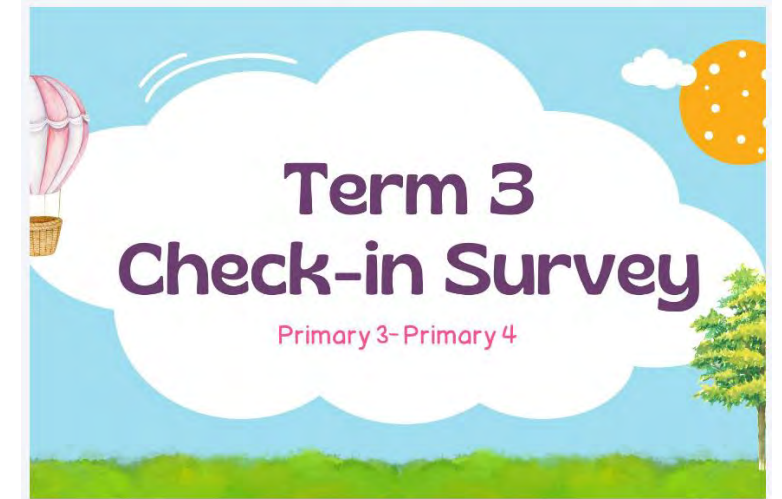




# Supporting our girls' social-emotional competencies

Build rapport and express care and concern, e.g. individual **chat** sessions, **class bonding & back to school programmes**

1. As we start school after a long break, we may need time to get back to our school routines. How are you as we start Term 3?
2. As we enter a new term, what is one thing that you are grateful for or looking forward to? (for example, friends, competitions, family) Could you share with me more?
3. Have you been feeling sad in the last two weeks?
4. Were you able to seek help when you were facing challenges?
5. As your teacher, how would you like me to better support you? Please also let me know if you are worried about any of your friend(s).





# Helping our girls grow: making responsible decisions

you are **FREE**  
**TO CHOOSE,**  
BUT YOU ARE NOT  
**FREE** from the  
CONSEQUENCE  
OF YOUR **CHOICE**

**Doing What Is Right 1**

## Making The Right Choice

Look at the pictures below. Cross out (X) all the hurtful behaviours.

<input type="radio"/> Call others by their names 	OR	<input type="radio"/> Call others mean names 
<input type="radio"/> Blame others when you make a mistake 	OR	<input type="radio"/> Apologise when you make a mistake 
<input type="radio"/> Take things that don't belong to you 	OR	<input type="radio"/> Seek permission before taking others' belongings 
<input type="radio"/> Speak nicely to others 	OR	<input type="radio"/> Shout or yell at others 





# What you can do to help your daughter

- Team up with the teachers.
- Understand your child's strengths and weaknesses. Chat with your child. Create a conducive learning environment at home. Enforce routines.
  - Develop a routine for school and homework
  - Setting rules and guidelines on the usage of devices
  - Help her set realistic and achievable goals
  - Encourage her to fulfil her responsibilities as a student
- Ensure a balanced lifestyle, e.g. CCAs, time for play, reflection, revision.
- Join the Parent Support Group (PSG) or volunteer at the school to play an active role in your child's education.

Contact: [chij\\_olnpsg@yahoo.com.sg](mailto:chij_olnpsg@yahoo.com.sg)

- Focus on the work ethics and character values that lead to results.
- Allow your child to make mistakes and guide her through learning from her mistakes





# Subject-based banding

Subject-based banding (SBB) gives your child the opportunity to take a combination of subjects (EL + MTL + MA + SC) at :

- Standard Level
- Foundation level

based on their strengths from P5 onwards.





# What Subject-Based-Banding (SBB) means for your child?

- Every child will be encouraged to do the subjects at the levels that best meet her abilities.
- SBB recognises that students have different abilities.
- To provide more flexibility to students with strengths and abilities that vary across subjects. It is NOT intended to provide a softer option.







# How does Subject-based banding work?



- Your child sits for the school exams.
- School recommends a subject combination based on her overall results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

- Your child takes the preferred subject combination.
- School assesses your child's ability to cope with the subjects at the end of the year.
- Adjustments to the subject levels are made if needed.

- Your child takes the subject combination recommended by the school and sits for the PSLE.
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.





# Course Recommendation (end-P4)

Combination	Remarks
<b>4S+HMT</b>	For students who are academically <u>strong to very strong</u> with strength in MTL. Impact of 5 <sup>th</sup> subject.
<b>4S</b>	Majority of the cohort
<b>3S + FMT</b>	A very small minority: those <u>consistently struggling</u> with MT despite their best effort
<b>4F</b>	Academically weak students who have been <u>consistently struggling</u> with all subjects





# Should my child take Foundation subject(s)?

- Guided by the child's ability. Come talk to us about it.
- Implications of Foundation subjects on overall AL score, & ability to cope in secondary school.
- Foundation Maths: Importance of Mathematics in the secondary school; for application to polytechnic & ITE
- Foundation MT: G1 MT (previously known as Syllabus 'B' ) is offered in the secondary school.

## 'AL8' grade implications:

Placement outcome	PSLE score
Express	4-20
Express/ N(A) Option	21-22
N(A)	23-24
N(A)/ N(T) Option	25
N(T)	26-30 <i>with AL 7 or better in both English Language and Mathematics</i>

Note: AL 7 (20 – 44m for std subjects)





# Achievement Levels (ALs)

## WHAT ARE ACHIEVEMENT LEVELS (AL)? WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.


AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20





# Achievement Levels (ALs) & Foundation Subjects

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8



**Elena** PSLE Score **14**

PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4











# Should my child take HMTL?

## THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students will be ranked taking into account their performance in HCL.
  - Their HCL performance will be indicated in their PSLE Score.
- This posting advantage applies before the tie-breakers for S1 posting.

			<u>PSLE</u> <u>Score</u>
1st		<b>7</b> NO HCL	7
2nd		<b>8</b> DISTINCTION	8D
3rd		<b>8</b> MERIT	8M
4th		<b>8</b> PASS	8P
5th		<b>8</b> NO HCL	8
6th		<b>9</b> DISTINCTION	9D

*\*No more Bonus points system for application for admission to SAP sec. schools*





# Should my child take HMTL?

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

## ELIGIBILITY CRITERIA FOR HMTL

**(i) An overall PSLE Score of 8 or better**

**OR**

**(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**

- **AL 1 / AL 2 in MTL OR**
- **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.





# Should my child take HMTL?

- HMTL is a 5<sup>th</sup> subject.

Can your child take the additional load?

- In S1, pupils can take up HMT even if they did not take it at PSLE.
- Useful for DSA? Depends







# Course Recommendation (end-P5)

Combination	Remarks
<b>4S+HMT</b>	Pass all subjects and scores at least 85% for MTL
<b>4S</b>	Pass all subjects
<b>To take 1 or more Foundation subjects</b>	Fails 1 or more subjects





# Class Allocation

P1 to P2

- Enbloc. Random allocation

P2 to P3

- Random. 7 Mixed Ability classes for all

P3 to P4

- Enbloc





# Class Allocation – Random Mixing for P5

- 7 P5 classes of equal merit
- Focus on skills and competencies beyond grades and marks
- Students need to learn to live within a diverse society → Learning Dispositions & Values
- Impact on child's confidence in self and belief in others. Negative branding.



# Middle 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 3 and 4

KOPI CHAT @

CHIJ OLN

