

Primary 3 Meet-the-Parents Session

Anglo-Chinese School (Junior)
22 January 2025



Anglo-Chinese School (Junior) Primary 3 Meet-The-Parents Session

Ms Adela Chua
Year Head (Middle Primary)
adela_chua@moe.edu.sg

Mrs Jennifer Chua
Assistant Year Head (Middle Primary)
ng_pei_fun@moe.edu.sg



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Primary 3 Meet-the-Parent

Part 1 (MTP @ PAH)

- Principal's Address
- **Sharing on School Experiences, Student Matters and Partnership with Parents**



Part 2 (MTP @ P3 Classrooms)

- Form Teacher's Expectations



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1st Week of School



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An ACSian Gentleman

In Speech:

- Is polite to everyone;
- Greets everyone;
- Says, "Please" & "Thank you";
- Responds graciously;
- Speaks at the right volume.

In Actions:

- Treats others with respect;
- Is punctual;
- Wears his uniform smartly;
- Waits for his turn;
- Plays safely and fair;
- Listens attentively;
- Raises his hands to ask/answer questions;
- Keeps his desk area organised and tidy;
- Takes care of his belongings.



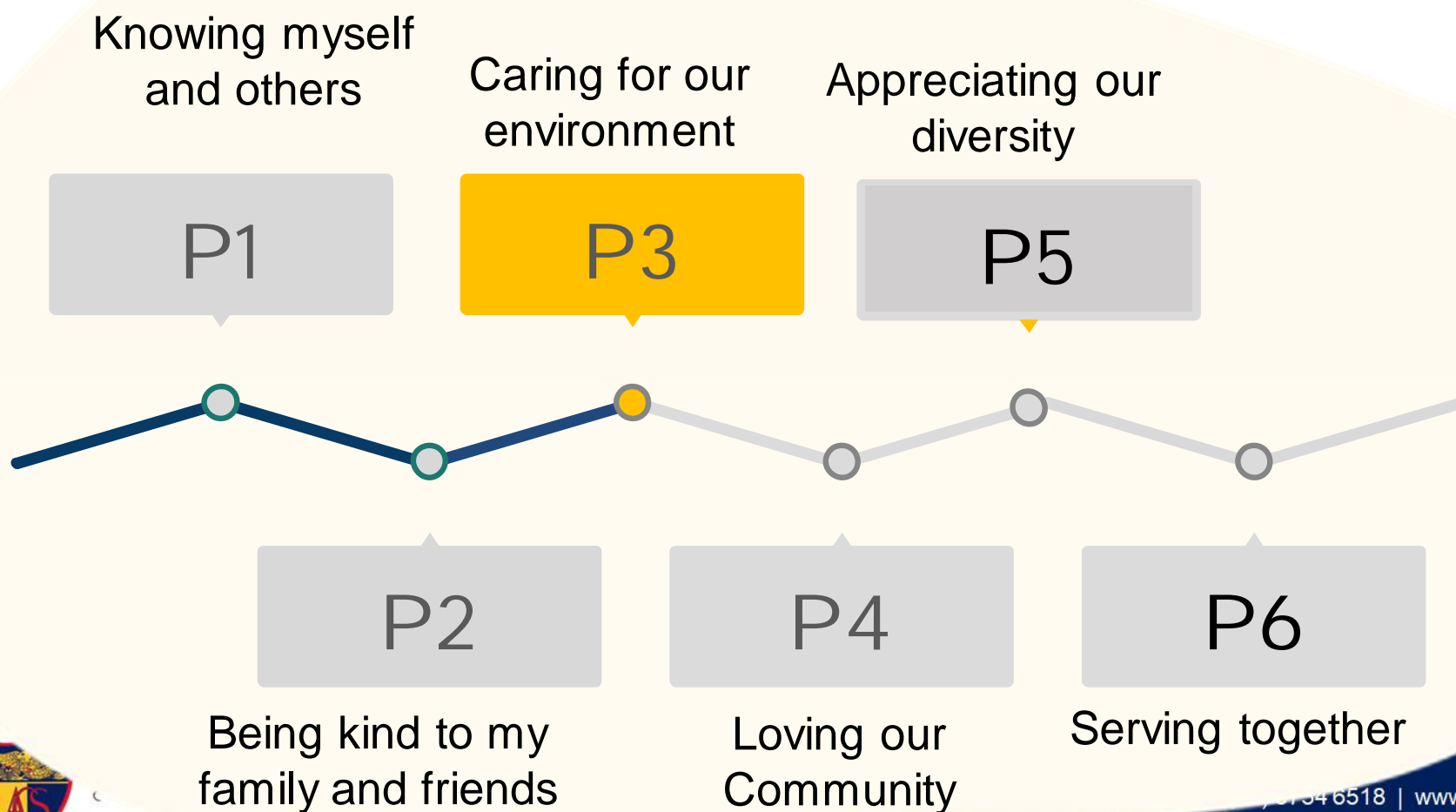
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	ASPIRATION The ACSian thinker embraces the future with an aspiring mindset		CHARACTER The ACSian gentleman of Character demonstrates love and integrity at all times		SERVICE The ACSian servant leader works with others to make a positive impact	
	CURIOSITY	EXCELLENCE	LOVE	INTEGRITY	COLLABORATION	LOYALTY
P3-4	I try out new things and gain new knowledge I take responsibility for my own learning I ask questions to learn more	I put in my best in all that I do I keep trying until I succeed I seek to improve my ideas and knowledge	I am considerate of the thoughts and feelings of others I make an effort to include others I take an interest in the well-being of others	I speak the truth and keep my word I do what is right I take responsibility for my mistakes and follow-up on the consequences	I listen attentively to what is said and respond appropriately I recognise the strengths of my friends when we work together I manage disagreements that arise when working with others I respect the views of others	I participate in school events I serve my school community I celebrate the joy and successes of my classmates



The ACS(J) CCE Journey



Here are some experiences we will have this year!

Making and
keeping friends

Learning
Journeys

NE
Commemorative
Events

School Events

Loving the
community

IPW

3 Areas of Focus



**Learn
For Life**



**Embrace
All
Learners**



**Enhance
Student
Well-being**



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A photograph of a swimming pool with several swimmers. In the foreground, a swimmer wearing a white cap and blue goggles is splashing water, with their mouth open. Behind them, another swimmer in a red cap and blue goggles is visible. Further back, a swimmer in a white cap is also visible. The pool is divided by yellow and red lane lines. The text "Learn For Life" is overlaid in yellow on the left side of the image.

Learn For Life

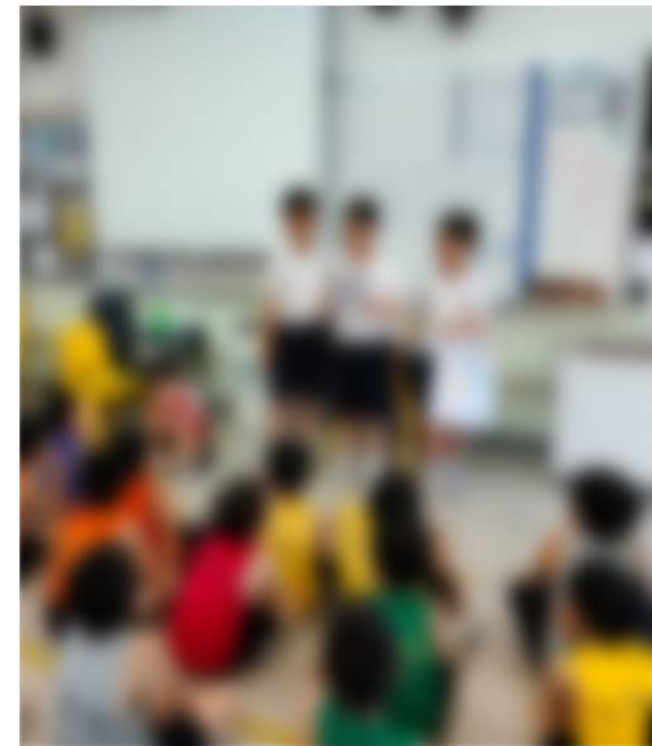
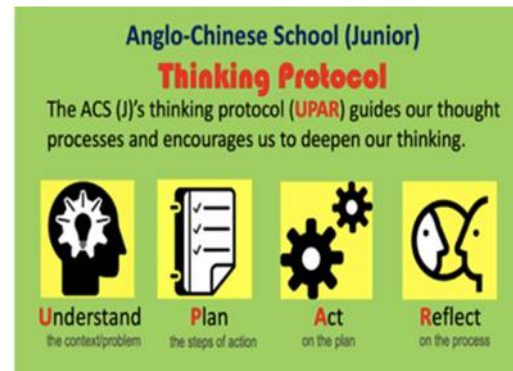
Giving our boys the time and space to deepen learning

Interdisciplinary Project Work & Values in Action: We are Environment Champs!

Teachers as Facilitators of Learning

*Students as Self-directed &
Collaborative Learners*

*Parents as Partners-in-Education to
Encourage the boys to producing
effortful & quality work*



Students collaborating with friends; and
sharing their findings with their juniors



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Giving our boys the time and space to deepen learning

Museum-Based Learning: Geylang Serai Heritage Gallery

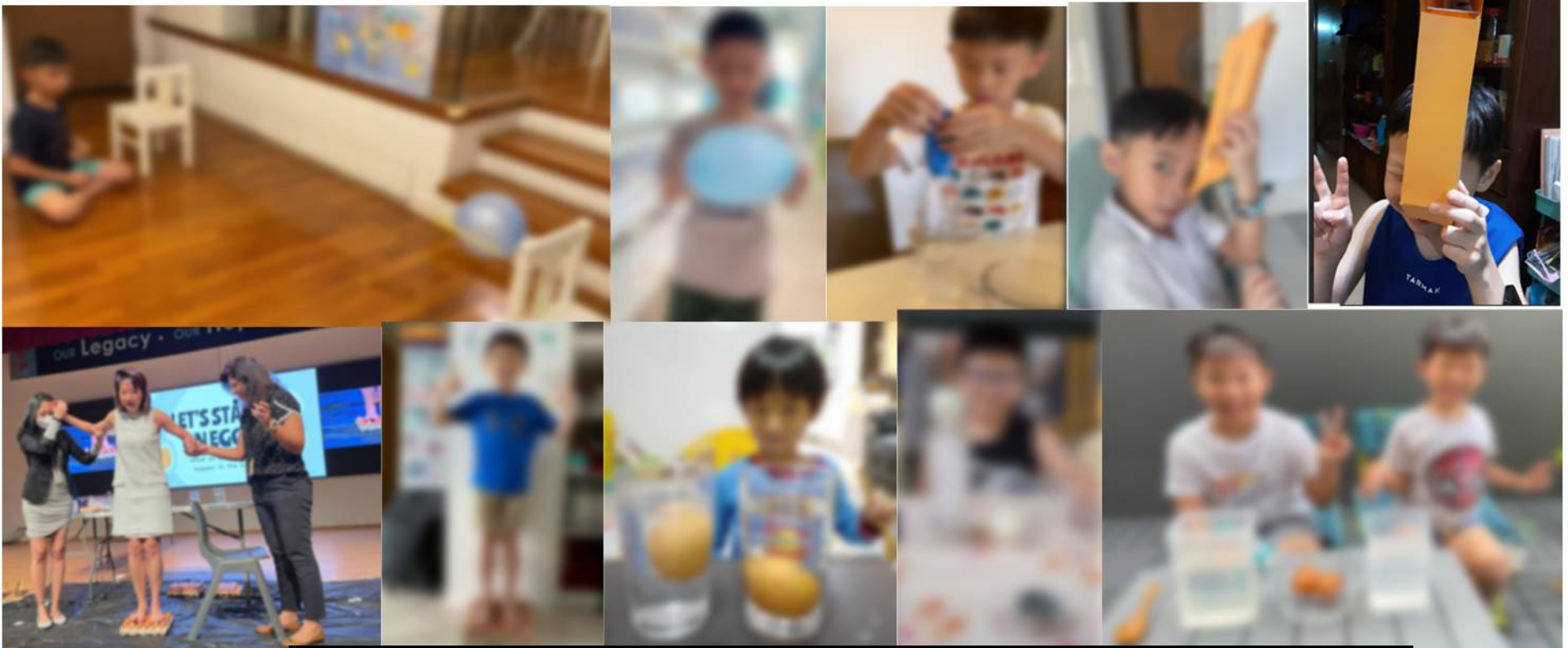


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Developing Skills and Dispositions for Life



Creative Science Investigation (CSI)



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Developing Skills and Dispositions for Life



Science Intra and Inter class Toy-Boat Making Competition



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Developing Servant Leadership

**Every ACSian
A Servant
Leader**



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Embrace All Learners



P3 English

All Classes

Language Learning towards building:

- empathetic and confident communicators
- discerning readers
- creative inquirers *equipped with 21st century competencies for the globalised world*

Literacy Support (after-school)

- School-based Dyslexia Remediation programme (SDR)
- Reading Remediation Programme (RRP)

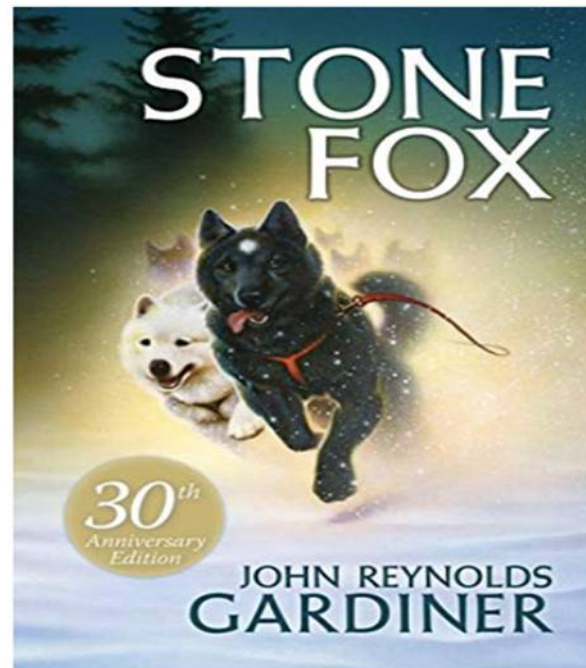


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Growing the ACS(J) Language Learners towards Excellence



P3 Literature Appreciation Programme



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P3 Mathematics

All Classes

- Problem-solving strategies
- Real-life application of Mathematics
- Develop interest

Learning Support for Mathematics

- Building foundation, basic concepts and skills
- Build students' confidence and positive beliefs about their ability to do Mathematics
- Learn through varied activities



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Developing Interest in Mathematics

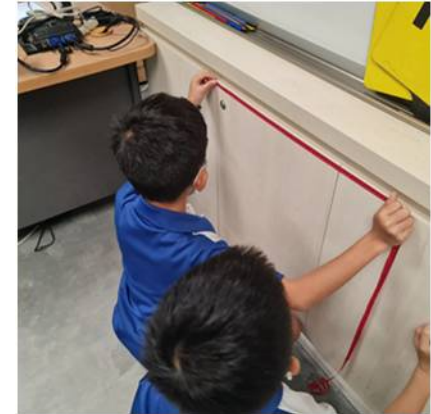
Games and Quizzes



Hands-on Activities



Real-life application



Use of technological tools



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P3 Chinese Curriculum

欢乐伙伴
Textbook

听说剧场
Oracy Theater
Oral interaction Skills

读写乐园
Literacy Playground
Vocabulary & Sentence

生活运用
Real Life Application
Sharing and Interaction

强化课文 Bridging Chapter
Pull Out Class (Mother Tongue Support Programme) (Pt 1)

核心课文 Core Chapter
All Classes (Pt 2)

深广课文 Enrichment Chapter
All Classes other than Pull Out class (Pt 3)

1. Students in Pull Out Class are in Mother Tongue Support Programme (MTSP), they will study Bridging chapter 强化课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文
2. All students are requested to learn Core chapter 核心课文。
3. Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



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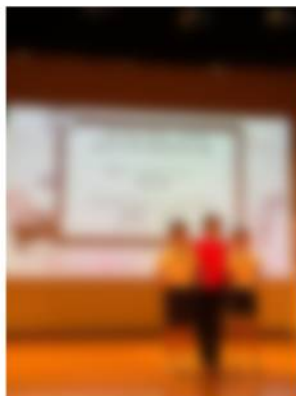
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Building Confidence in Learning Chinese Language...

Reading Programme



Oratorical Competitions



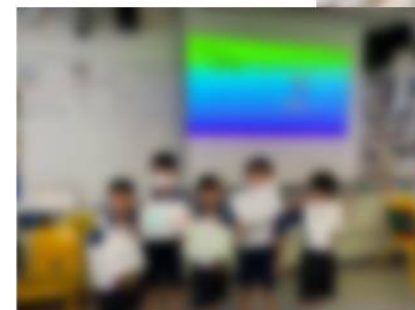
ezhishi online resources
E-magazine
ebooks



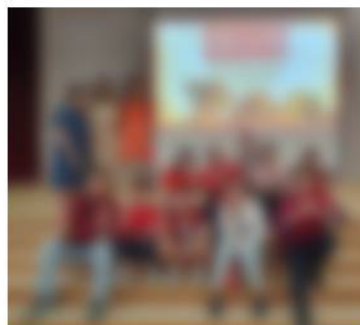
ACS Borderless Classroom



Hosting students from China



Mother Tongue Fortnight – activities, games & quizzes



Chinese New Year celebrations



Drama performances

Interactive activities & videos in classroom teaching



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Building Confidence in Learning Malay Language

Reading Programme



Storytelling & Writing Competitions



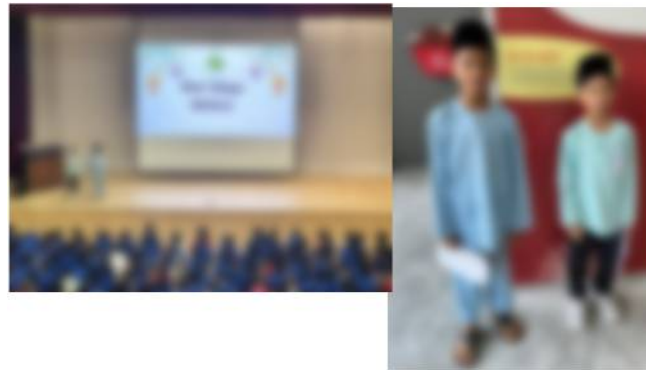
Interactive activities in classroom teaching



Mother Tongue Fortnight – activities, games & quizzes



Hari Raya celebrations

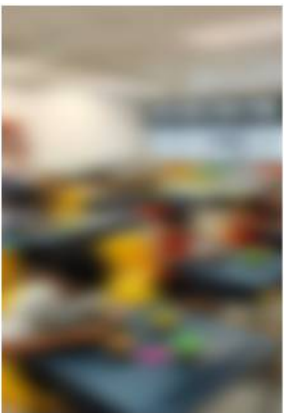
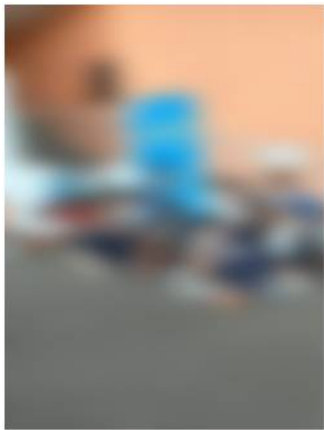


Silat cultural performances in School



Building Confidence in Learning Tamil Language

"Ponggal" Learning Journey



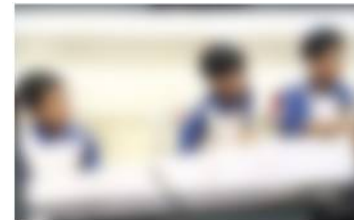
Drama @
Republic Polytechnic

MT fortnight activities



Kabadi
@TamilFest

'TamilFest' @
UPTLC



Spelling Bee
competition by
Mediacorp



Poetry Recital Competition
and our winners

E-learning websites : 1)Pazhagutamil
2)SLS

P3 Higher Mother Tongue Curriculum

Key Features

1. Built on existing Mother Tongue Language curriculum:
2. Sustain students' interest and deepen their knowledge in their Mother Tongue Languages
3. Enhance Reading and Writing skills

Thursdays

2pm to 3pm



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P3 Academic Support – Hinch Programme

Hinch Programme aims to develop subject mastery and reinforce critical concepts.

Day	Subject	Time	Target Group
Thursday	MT	2 to 2.50pm	Selected



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Gifted Education Programme (MOE)

P3 GEP Screening Exercise (During School hours)

21 Aug 2025

P3 GEP Selection Exercise (PSLE Marking Days)

14 & 15 Oct 2025



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Purpose of Homework

- Homework contributes towards building responsibility, self-discipline and lifelong learning habits.
- It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
- Homework assigned would provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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Assessment

Purpose

- An integral part of the learning process and helps students become self-directed learners
- To gather quantitative and qualitative information about our students' progress and development

Bite-sized Assessment

To be conducted on the same day during respective subject periods

Eg: English assessment during English periods

9



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Assessment Handbook

- Assessment details will be sent via Parents' Gateway end of **January 2025**.
- Assessment details will also be made available on the School Website end of **January 2025**.



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Progression from P3 to P4

- Enbloc movement of students from P3 to P4
- Deepen the relationships among classmates, and between teachers and students



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Enhance Student Well-being



Student Well-Being



**Weekly
FTGP
Lessons**



Termly Check-Ins



**1 on 1
Conversations**



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Peer Support Leaders



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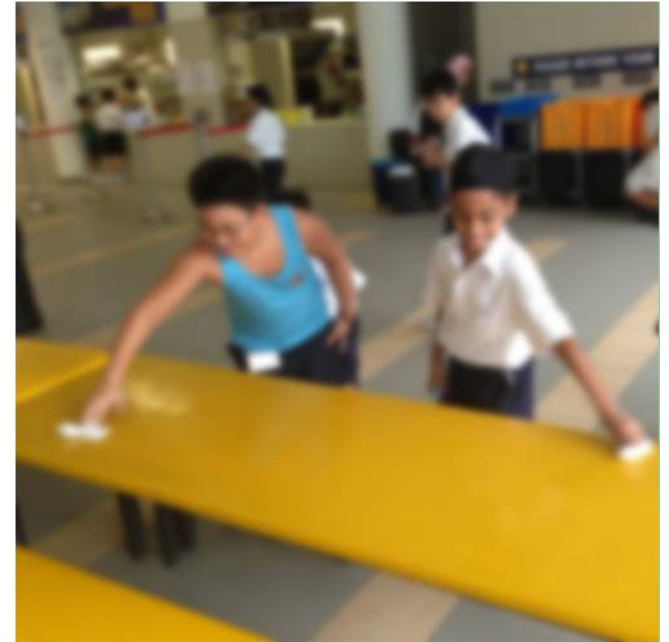
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Everyday Responsibilities



The Canteen Wipe down



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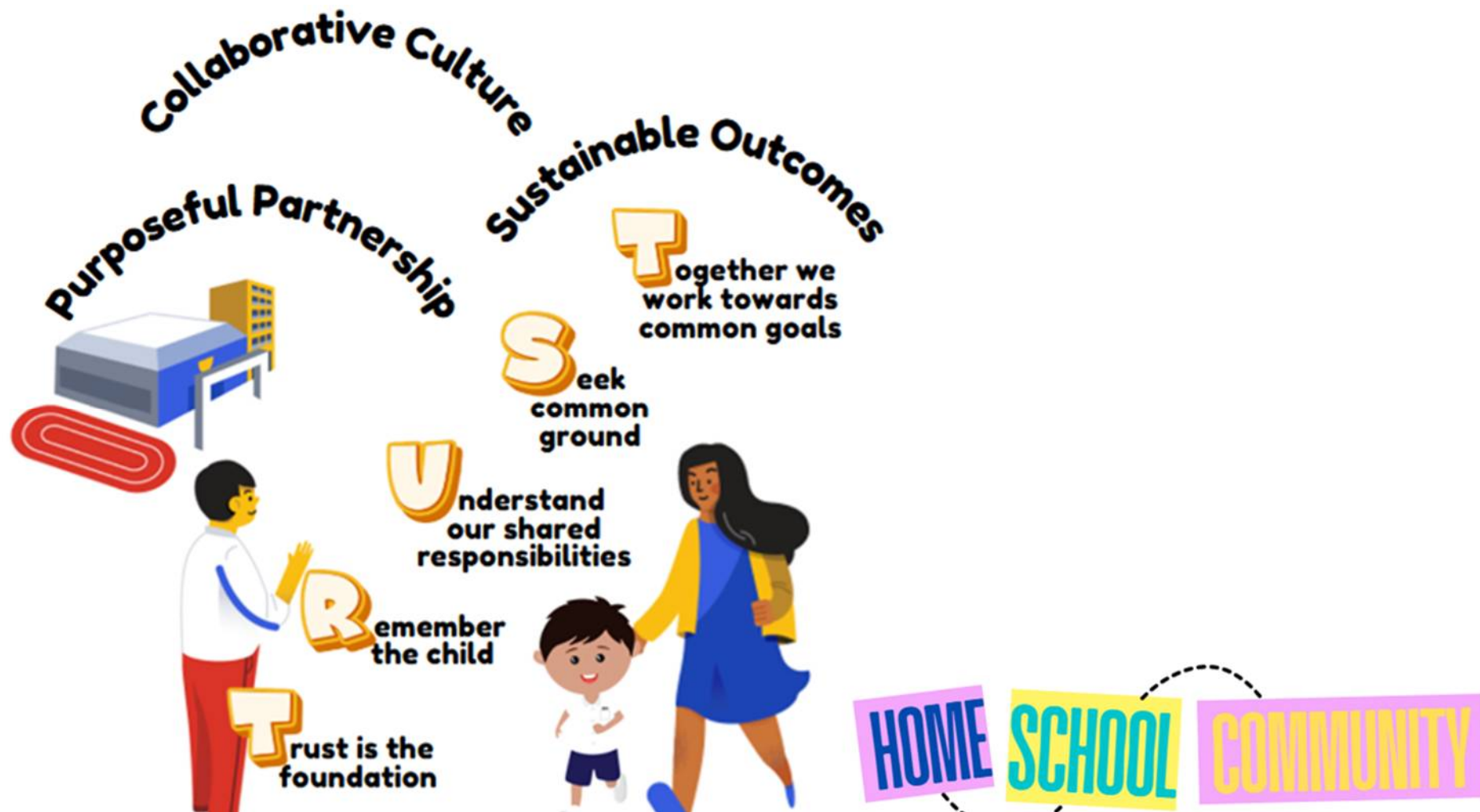
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School-Home Partnership

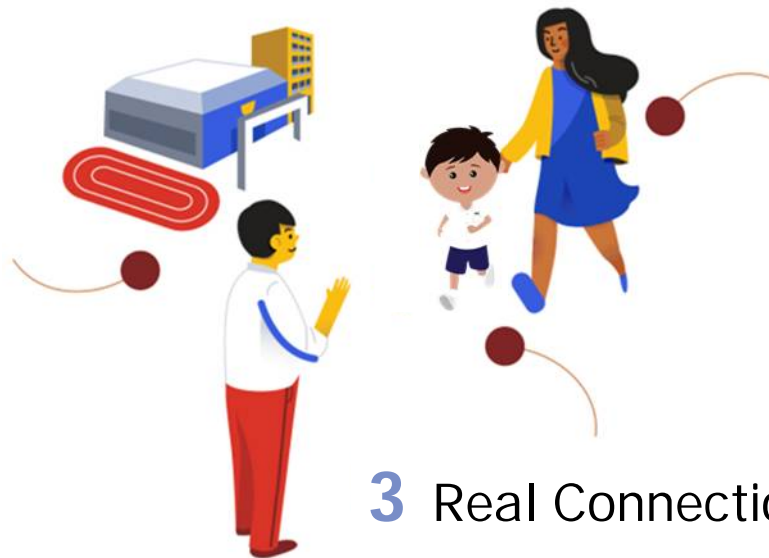
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Building on Trust, Partnership as One



Let's work together closely

1 Respectful
Communication



2 Role Models

3 Real Connections



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Respectful Communication

Foster kind words and actions
between schools and educators



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



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



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Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



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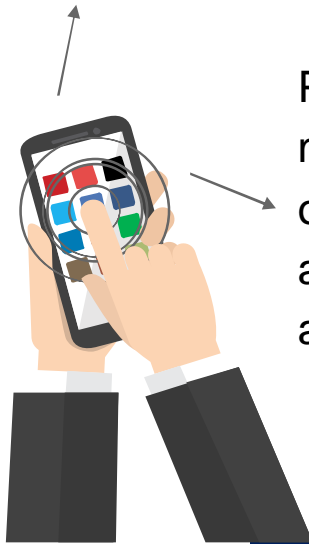
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Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations



Provide a balanced mix of engaging online and offline activities, at school and at home



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At what age should I allow my child to have their own social media account?

- Most social media platforms require users to be aged 13 years and above.
- While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
 - make responsible decisions to keep themselves safe online.
 - manage the pressures and feelings that come with social media use.
 - control impulses.
- Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.

 Navigating the Digital Age



Social Media: Is Your Child Ready for It?

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. **However, is age the only consideration in determining if your child is ready?**



Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

The maturity of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

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Part of these materials were adapted from the Parenting Strategy Program (https://www.parentingstrategies.net) and the Parenting for Wellness (PPW) Program in Australia, in consultation with the Program Lead Professor Mark Lipman from Monash University. Unofficial materials from the PPW Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International license. Found at https://creativecommons.org/licenses/by-sa/4.0/. Your attention is drawn to factors set forth in the terms of the said license.



We get you ready for your primary school journey

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PARTNERING YOU ON YOUR EDUCATION JOURNEY

Hear from fellow parents, MOE educators and more on how your child can get more out of their primary school experiences. Subscribe to [Schoolbag.edu.sg](https://schoolbag.edu.sg) today!

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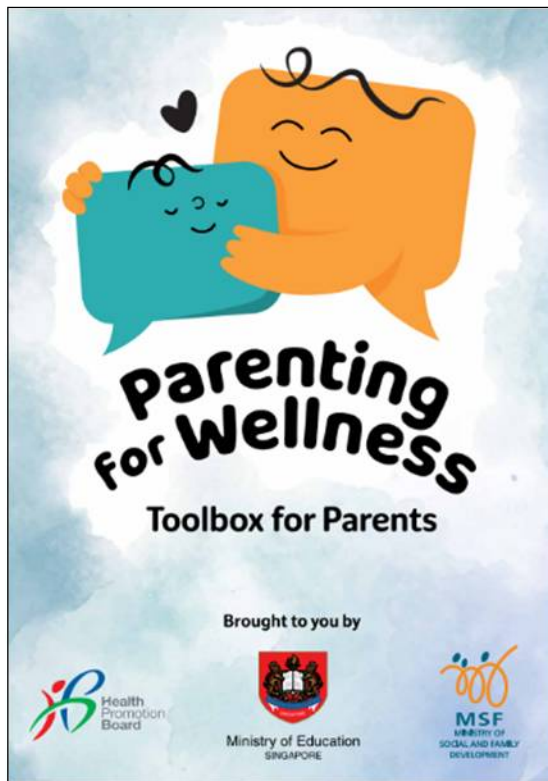


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Brought to you by
MOE Communications
and Engagement Group

Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and st:



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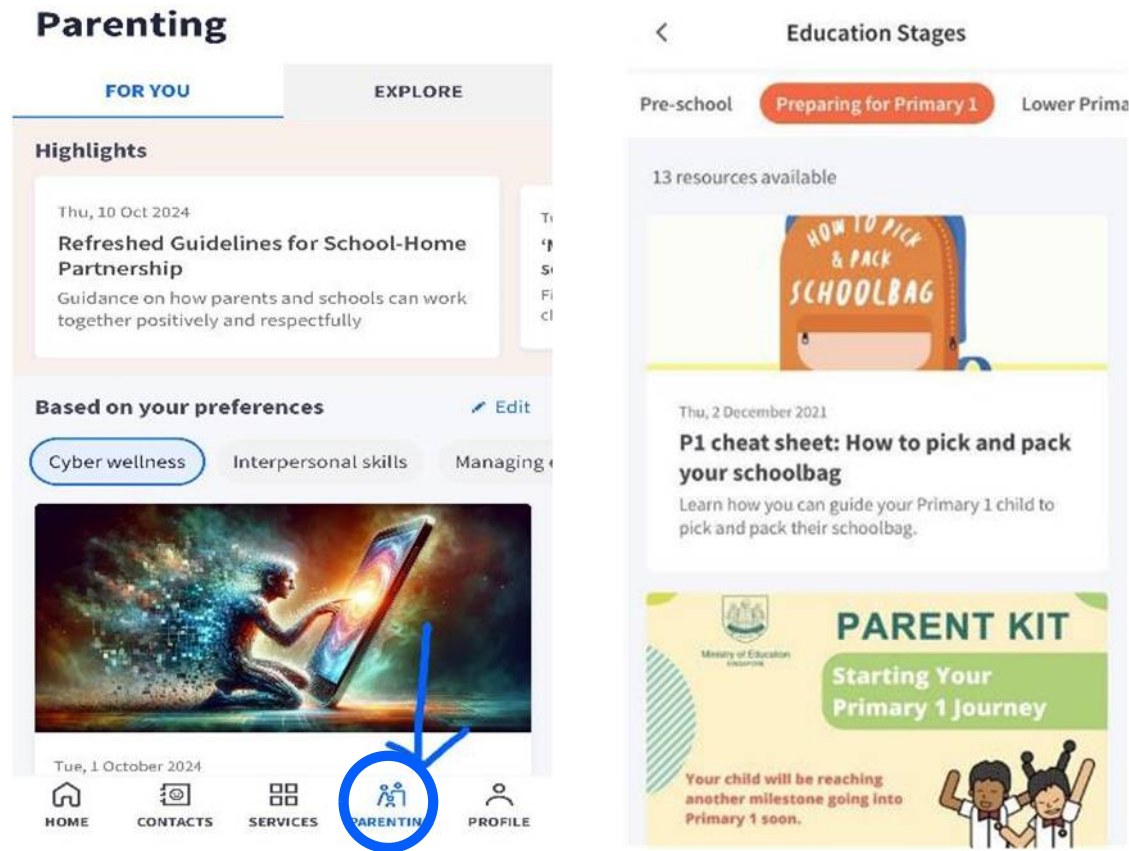
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Check out Parenting Resources on Parents Gateway

Repository of parenting resources

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.



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Resources in PG for every educational stage



Find out what your child really needs for Primary 1.



Help develop your child's social and emotional skills by referring to this infographic.



Are you over-preparing your child for primary school?



How to cultivate the love for reading? Check out resources from the National Library Board.



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Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore



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In 2025, we are working towards:

- Creating a memorable year for all boys
- Creating opportunities for them to build firm ties and friendships
- Preparing them for academic challenges
- Creating experiences to prepare our boys for their life ahead



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*It takes an entire village to raise a
child...
we are all on the SAME SIDE*



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Ms Hemalatha Perumal
HOD, Science

hemalatha_n_perumal@moe.edu.sg

Ms Teong Wen Jia Ivy
LH Science

teong_wen_jia_ivy@moe.edu.sg



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Content

1. Overview of the revised Science Syllabus
2. Science Content Coverage
3. Learning of Science
4. Supporting your son



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Topics for P3

Diversity

1. Diversity of living and non-living things
2. Classification of Living Things
3. Diversity of Materials

Cycles

4. Life cycles of Plants
5. Life cycles of Animals

Interactions

6. Properties of Magnets
7. Making and Using Magnets

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	<ul style="list-style-type: none"> • Diversity of living and non-living things (General characteristics and classification) • Diversity of materials • Cycles in plants and animals (Life cycles) • Interaction of forces (Magnets) 	<ul style="list-style-type: none"> • Plant system (Plant parts and functions) • Human system (Digestive system) • Cycles in matter and water (Matter) • Energy forms and uses (Light) • Energy forms and uses (Heat) 	<ul style="list-style-type: none"> • Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water) • Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Electrical system 	<ul style="list-style-type: none"> • Energy forms and uses (Photosynthesis) • <u>Energy Conversion</u> • Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>) • Interactions within the environment

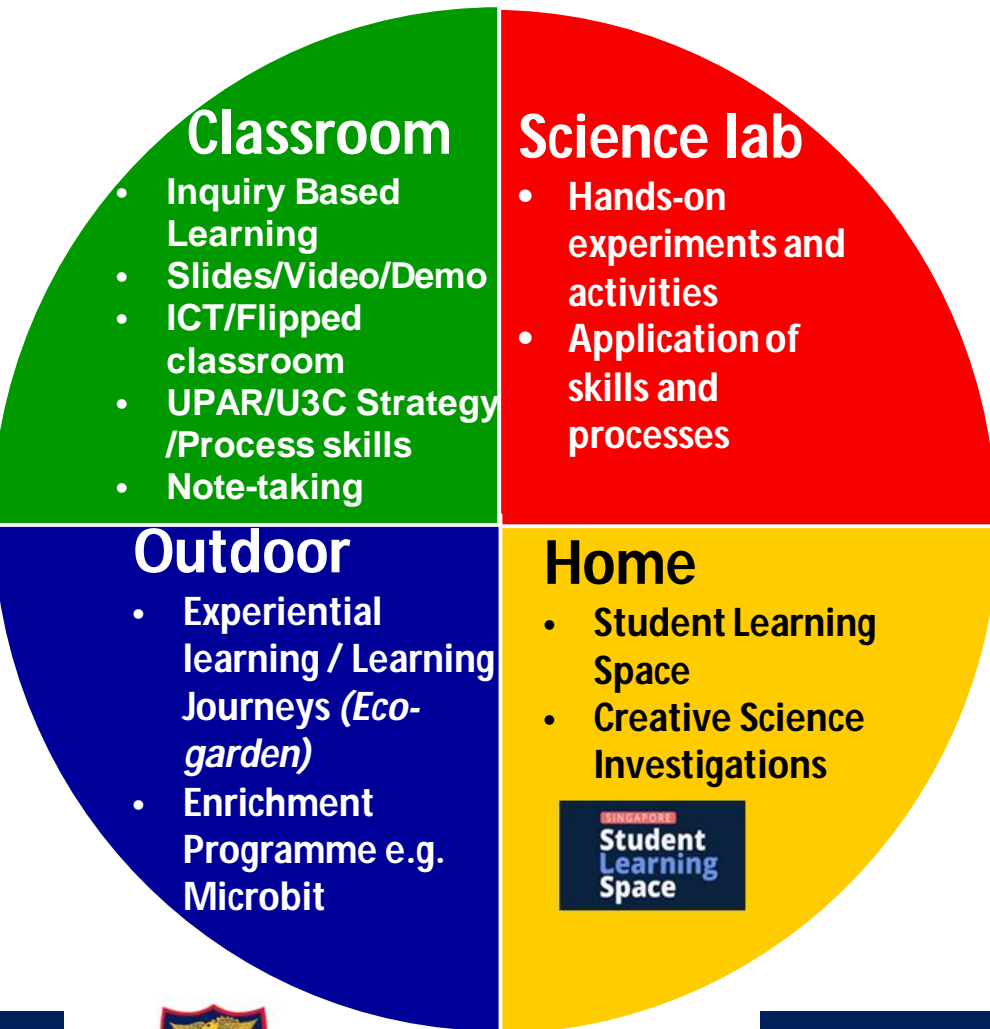


Anglo-Chinese School (Junior)

A Methodist Institution
(Founded 1886)

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Learning of Science @ ACSJ



Through these learning experiences, we hope to have our students be more **engaged in scientific inquiry** and to **develop the 21CC skills** such as **critical and inventive thinking skills** as they **communicate** ideas and **collaborate** respectfully with their peers.



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Engagement in learning Science



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Supporting your son through PRAISE

- **P**articipate in Science events / programmes
- Have a **R**outine to help him **R**einforce and **R**etain the science concepts
- **A**ctive involvement in son's learning through activities
- **I**nterest creation through science magazines, encyclopedias, websites, experimental kits, mobile apps, documentaries and visits to; zoo, bird park, Science Centre, Sungei Buloh Wetland reserve and Botanical Gardens
- **S**upervise and monitor learning
- **E**ncourage and **E**ngage him in inquiry – nurture his inquisitive mind and creative problem solving





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Anglo-Chinese School (Junior) Primary 3 Meet-The-Parents Session

Co- Curricular Activities

Mr Alwyn Tan

Subject Head, CCA

tan_chin_keat_alwyn@moe.edu.sg



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Why is CCA Important?

Pursue of
Interest

Character
building

Values
inculcation



Social Emotional Learning



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CCA Objectives

ACSian outcomes

- Aspiring Thinker: Curiosity and Excellence
- Gentleman of Character: Integrity and Love
- Servant Leader: Collaboration and Loyalty

Commitment

- Sense of Identity
- Sense of Belonging and Rootedness

Skills

- Passion
- Learning for Life

The Best Is Yet To Be
(adopting a **Growth Mindset** for life)



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Programme

Growing ACSians through:

Lifeskills, pair/group activities, music, dance, art, sports, outdoor education, coding, cyber literacy, thinkers activities, financial literacy etc

PAL

(Primary 1 and 2)

ACSplare Sports:

Badminton, Bowling, Sailing, Swimming, Table Tennis, Tennis, Basketball, Football, Hockey, Rugby

Clubs:

Chess
Science
Christian Fellowship

Uniformed Groups:

Boys' Brigade
Cadet Scouts

Visual & Performing Arts:

Art, Choir, Concert Band, Junior VibeZ, String Orchestra

CCA

(Primary 3 to 6)

Every **ACSian** a young **gentleman of character**,
ready for the future, to **lead** and to **serve**.



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Thank you.



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