

# Primary 5 Meet-the-Parents Session

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Anglo-Chinese School (Junior)

29 January 2026



**Year Head, Miss Lee May Po**



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# Programme

## Part 1 (MTP @ PAH)

- Principal's Address.
- Sharing on School Experiences, Student Matters and Partnership with Parents.
- Key Messages on Discipline.
- Parents' Panel

## Part 2 (MTP @ Classrooms)

- Sharing on Class Expectations and Administrative Matters.



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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.



Anglo-Chinese School

A.M.S.



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# ACSian Outcomes

|      | <b>ASPIRATION</b><br>The ACSian innovative thinker embraces the future with an aspiring mindset                               |   | <b>CHARACTER</b><br>The ACSian gentleman of Character demonstrates love and integrity at all times  |   | <b>SERVICE</b><br>The ACSian servant leader works with others to make a positive impact   |   |
|------|---|---|---|---|---|---|
|      | <b>CURIOSITY</b>  | <b>EXCELLENCE</b>   | <b>LOVE</b>   | <b>INTEGRITY</b>  | <b>COLLABORATION</b>  | <b>LOYALTY</b>  |
| P5-6 | I explore new ideas and knowledge independently<br>I take initiative to deepen my learning<br>I share my learning with others | I take pride in my work<br>I persevere in all that I do<br>I know what my goals are and I work towards them<br>I reflect on my work and seek self-improvement | I contribute to a positive school environment by being sensitive to the feelings of others<br>I show empathy to understand the needs of others.<br>I take the initiative to help others | I uphold the truth in thought, word and deed<br>I choose to do what is right regardless of what others do<br>I reflect on my mistakes and will not repeat the same mistakes | I communicate and express my thoughts and feelings appropriately<br>I work with my peers, using our strengths to achieve common desired goals<br>I clarify issues with others and settle differences that arise when working with others<br>I respect the views of others and seek to understand their perspectives | I participate actively in school events<br>I serve the community<br>I seek opportunities to serve the community<br>I celebrate the joys and successes of my schoolmates<br>I support my nation and respect my national identity |





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## Learning Experiences

Here are some experiences we will have this year!

Serving  
Others

Making &  
Keeping friends

P5 Camp

School  
Events

NE Show

Learning  
Journeys

# 1<sup>st</sup> Week of School

ACS - A BEACON OF TRUTH AND LIGHT



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# Learning Journey to Indian Heritage Centre

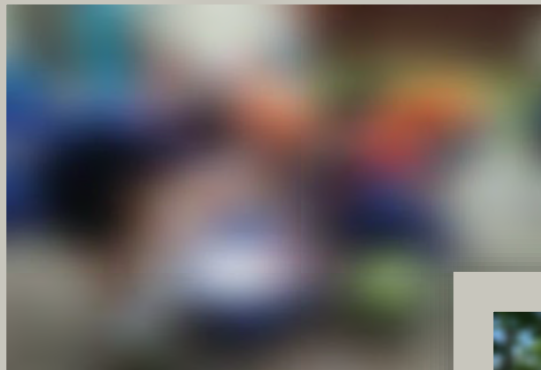


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## P5 Camp (5 to 7 March)



## P5 NE Show (July)

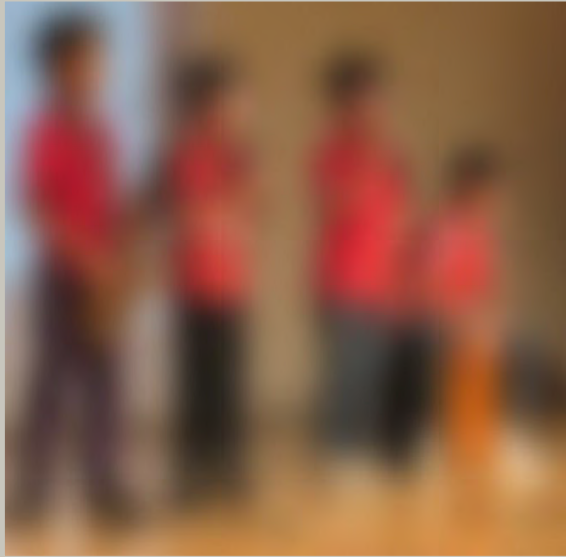


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## Junior Superstars (26 May)



## Inter-Class Games (during PE lessons)




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# P5 Applied Learning Programme

**Anglo-Chinese School (Junior)**  
**Thinking Protocol**  
The ACS (J)'s thinking protocol (**UPAR**) guides our thought processes and encourages us to deepen our thinking.



**Understand**  
(the context/problem)

**Plan**  
the steps of action

**Act**  
on the plan

**Reflect**  
on the process

**YOUR ASSIGNMENT**

As part of a dynamic team of four or five reporters, you will contribute to the magazine by writing an article to create awareness about Singapore's multicultural diversity.

**WEARING**  
ETHNIC ATTIRE DURING FORMAL OCCASIONS

By : Julius, Elian, Aedric and Neil  
(J.E.A.N.s)



Indian ethnic attires are different among various Indian communities. Some women wear Sari while men wear adhoti or veshti. Some of the other attires are used for prayers and dances.

The ethnic attire for Chinese nowadays evolved from long, loose, straight cut jackets and pants and gowns. The attires changed over 3000 years. It reflected Chinese aesthetics and philosophy.



*We can be kind to different races, and also do not make fun of other cultures.  
We have to respect other races.*

**KUEH**  
By Tyler Fong, Daniel Ma, Scott, Timothy and Luke Chan

**Malay Kueh**



are tasty traditional snacks, often brightly coloured. Malay kueh are chewy and soft. They are usually made with coconut milk, pandan leaves, sticky rice and palm sugar.

**Chinese Kueh**



are special snacks or cakes enjoyed during festives and celebrations. They are made with rice flour, peanuts and red or mung beans. They are also widely eaten around Singapore.

**How can we appreciate people of different cultures?**

**We can show respect to people of all communities in Singapore by treating them fairly, not calling them racial slurs and being open to other cultures**



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# Every ACSian, a Digital Gentleman



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# Leadership Opportunities

# CCA Leaders, Class Captains, Peer Support Leaders, Prefects, Subject Captains etc.



We strongly believe that every ACSian can and should serve those around them



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# P5 English

## All Classes

### Language Learning towards building:

- empathetic and a confident communicators
- discerning readers
- creative inquirers

*equipped with 21st century competencies for the globalised world*

**P5 Literature Appreciation Programme** - growing the values of love and excellence in our language learners



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# English Reading Programme

Newsbites

**Once every unit**

- Discussion of current affairs
- Gain multiple perspectives & develop empathy

Extensive Reading

**30 min every week**

- Read widely
- Variety of genres

Literature

**Main theme:**

**Homelessness & Change**

**Presentation:**

**Photo-journalism Exhibition**

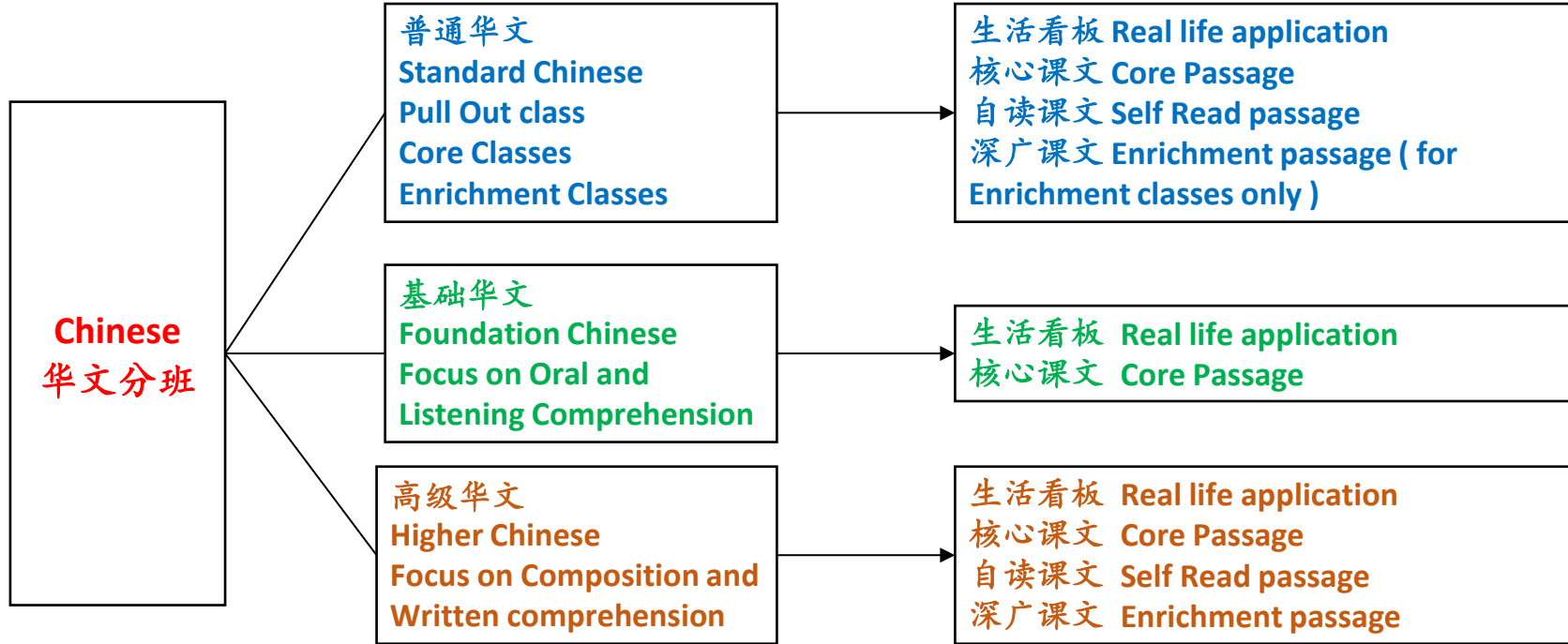


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# P5 Chinese Curriculum



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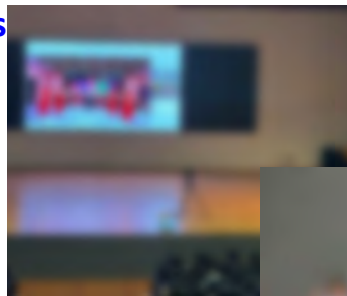


# Building Confidence in Learning Chinese Language



**ACS Borderless Classroom**

**Hosting students from China**



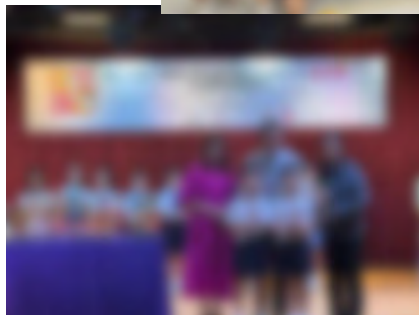
**eZhishi Online Resources**  
**E-magazine ebooks**



**Mother Tongue Fortnight – activities, games & quizzes**



**Chinese New Year celebrations**



**Drama performances**

**Reading Programme**

**Oratorical Competitions**

**Interactive activities & videos in classroom teaching**



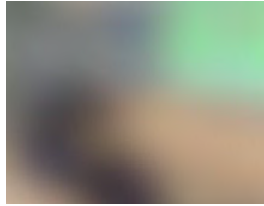
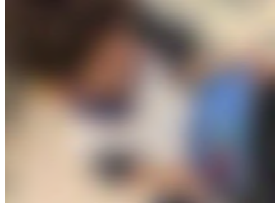
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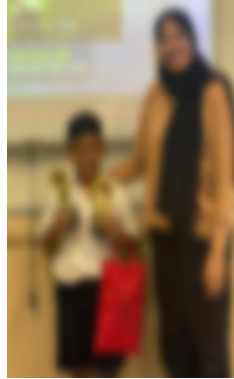
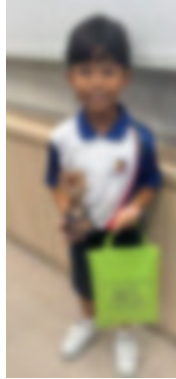
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# Building Confidence in Learning Malay Language

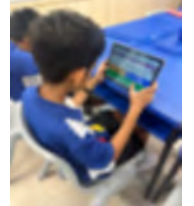
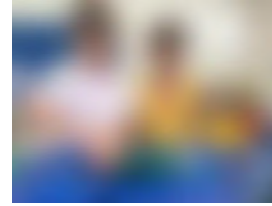
Reading Programme



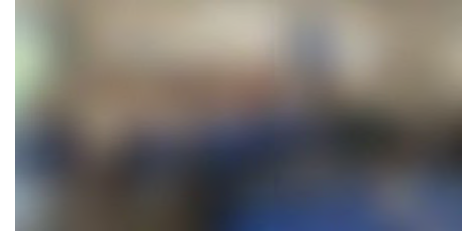
Storytelling & Writing Competitions



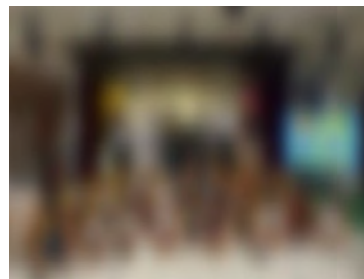
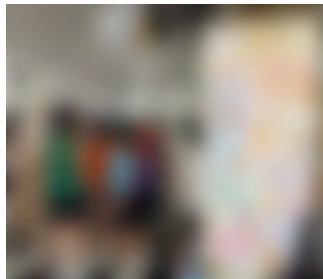
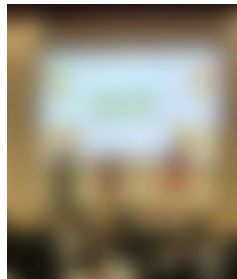
Engaging lessons



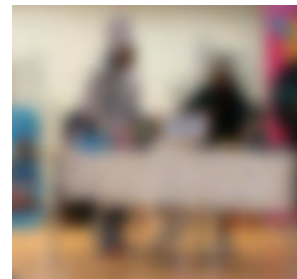
Conversational Malay



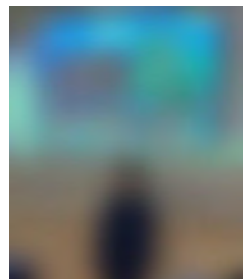
Hari Raya celebrations



Cultural Theatrical Exposure



Mother Tongue Fortnight

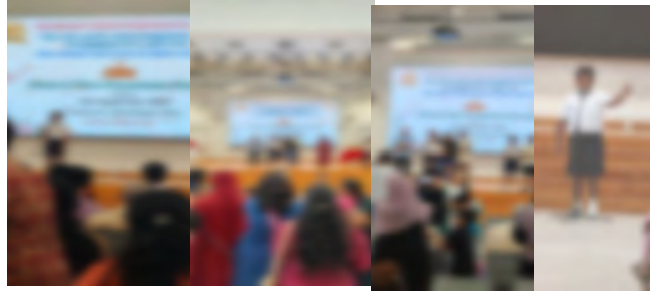


# Building Confidence in Learning Tamil Language

**"Ponggal" @ Indian Heritage Centre**



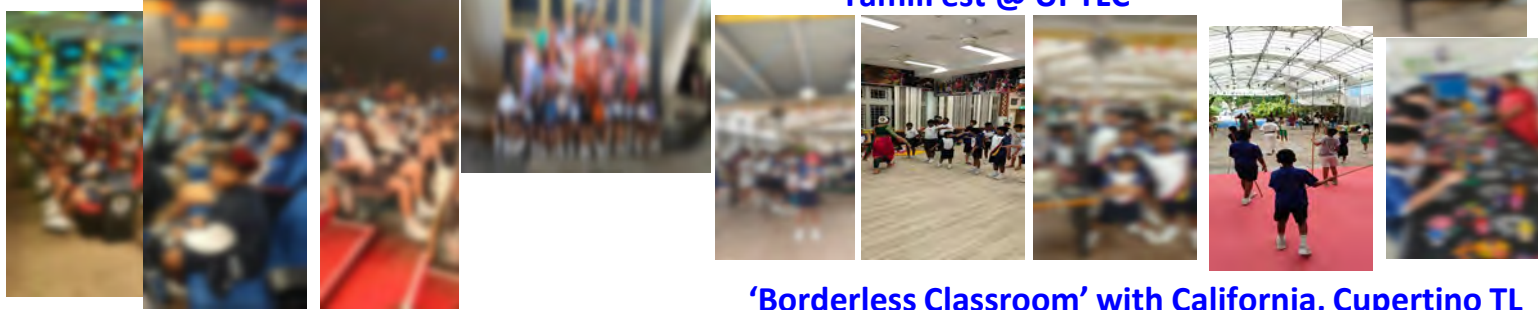
**Tamil Competitions and our winners**



**MT fortnight/Deepavali activities**



**TamilFest' @ UPTLC**



**Drama Festivals @ Grassroots' Club, UPTLC ,  
Goodman Arts Centre and SOTA**

**'Borderless Classroom' with California, Cupertino TL  
Academy students**



**Online platforms : SLS & Pazhagutamil**

# Mathematics

- Problem-solving strategies.
- Real-life application.
- Development of Mathematics Critical, Adaptive and Inventive thinking



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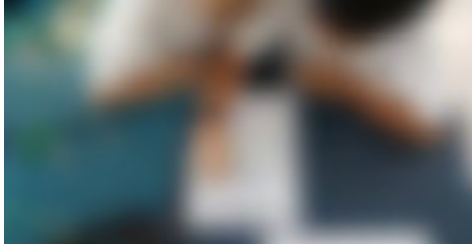
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# Building Interest and Problem-Solving

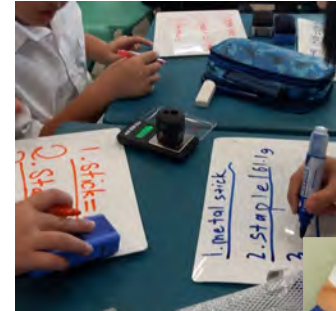
## Games and Quizzes



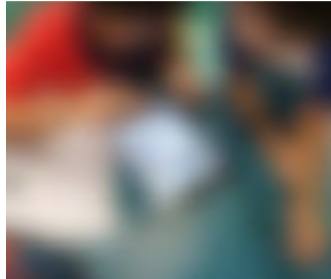
## Hands-on Activities



## Real-life application



## Use of ICT



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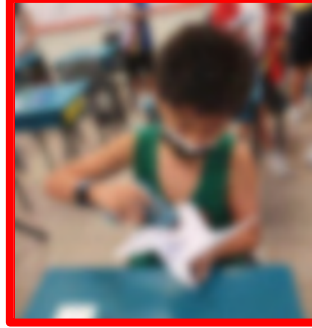
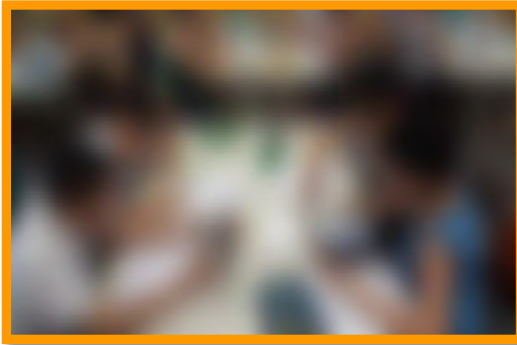
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# Science: Exploration and Innovation

EdTech

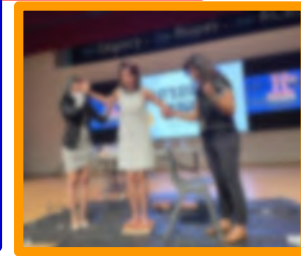
Science Week



Hands-on Activities   Enrichment Activities



Intra and Inter Class Competitions



Eco Garden



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# Assessment Details

# Assessment

| Term 1                                | Term 2                                | Term 3                                | Term 4                     | Overall |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|---------|
| Weighted<br>Bite-Sized<br>Assessments | Weighted<br>Bite-Sized<br>Assessments | Weighted<br>Bite-Sized<br>Assessments | End-of-Year<br>Examination |         |
| 10%                                   | 15%                                   | 15%                                   | 60%                        | 100%    |



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# Bite-sized 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.

**To be conducted on the same day during the respective subject periods, e.g. English assessment will be conducted during EL periods.**



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# Assessment Handbook

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



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# Movement after P5

- At the end of P5, the promotion criteria must be satisfied. Parental option will not be allowed. The school has the autonomy to decide on the level of the subjects to be taken by students in P6 (e.g. a student taking HMT may be asked to withdraw or a student who takes 4 standard subjects and has difficulty coping may be asked to switch to take 1 or more Foundation subjects at P6).



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# PSLE Matters (2027)

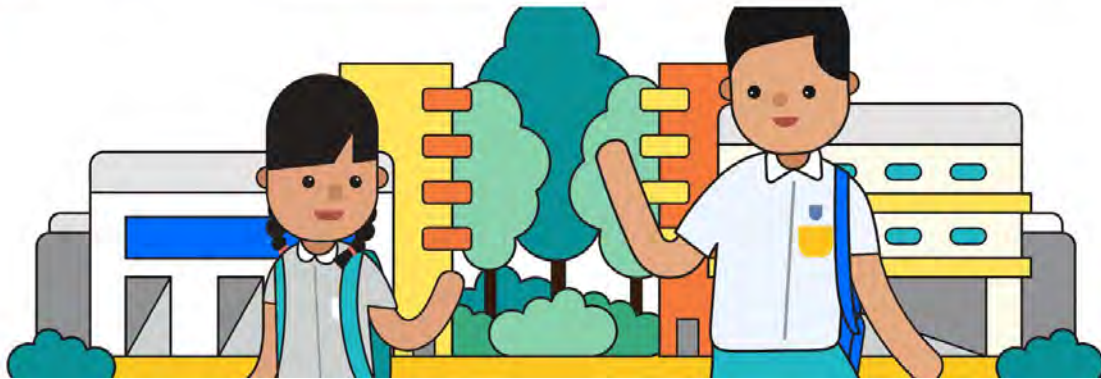
# Information on PSLE (2027)



<https://go.gov.sg/20fwwt>



[PSLE Scoring System](#) [Score Calculator](#) [Posting to Secondary School](#) [Full Subject-Based Banding](#) [Resources](#) ▾



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



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# Transition Materials



# Resilience Boosters

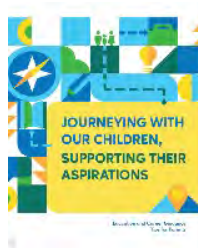


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## ECG Tips For Parents



<https://go.gov.sg/tips-for-parents>

## MySkillsFuture Student Portal (Primary)



<https://go.gov.sg/mysfpri>

## ECG What's Next



<https://go.gov.sg/whats-next-psle>



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## SchoolFinder Tool

# SCHOOL FINDER



<https://go.gov.sg/secschoolfinder>

## “Welcome to Secondary School” video



<https://go.gov.sg/welcome-to-secondary-school>

## Secondary School Education



<https://go.gov.sg/p/sle-sec-sch-brochure>

## Student Journey Map and School Explorer Card



<https://go.gov.sg/psl-e-student-journey>



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# ZONES OF REGULATION

*Choose your zone. How are you feeling?*

Blue



Sad  
Sick  
Tired  
Bored  
Moving slowly

Green



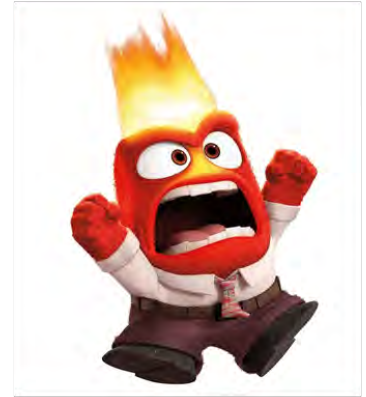
Happy  
Calm  
Good to go  
Focused  
Ready to learn

Yellow



Frustrated  
Worried  
Silly  
Anxious  
I need some help

Red



Mad  
Angry  
Yelling / Hitting  
Out of control



# School-Home Partnership

Anglo-Chinese School (Junior)

# Understanding Primary 5 as a Key Transition Year

Primary 5 is a **transitional year** between middle primary and upper primary milestones.

- Students are expected to show **greater independence, responsibility, and self-management.**
- Academic demands increase
- Identity development, making new friends and navigating new relationships



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# Supporting Your Son

*“How can I support my son this year?”*

# School-Home Partnership

## Partnership Through Open and Respectful Communication

We understand that every family's needs are different.

### We encourage parents to:

- Reach out early if there are concerns about learning or well-being;
- Share changes at home that may affect the child.

### This allows teachers to:

- Better understand the child;
- Provide timely and appropriate support.

*Early communication allows us to **support the child proactively**, rather than reactively.*



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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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# School-Home Partnership

## Academic Partnership: Building Independence

### Building Character: Taking **Responsibility**

#### In school, we guide our boys to:

- Manage assignments
- Set targets and goals;
- Problem-solve first,
- Identifying knowledge gaps;

#### Parents can support by:

- Allowing your child to try tasks on his own first;
- Asking questions like:
  - “What do you think you should do next?”
  - “How can you check your work?”

*We hope that our boys will learn that responsibility is a shared expectation, not something adults “do for them”.*



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(Founded 1886)

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# School-Home Partnership

## Academic Partnership: Building Independence

Building Character: Developing a **Growth Mindset**

### In school, we guide our boys to:

- Learn from mistakes rather than fear them.
- Improve through feedback and practice.

### Parents can support by:

- Looking beyond marks; applaud and affirm effort and improvement:
  - “I can see you have worked hard on this.”

*We hope that our boys will learn that responsibility is a shared expectation, not something adults “do for them”.*



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# School-Home Partnership

## Social Emotional Partnership: Navigating Relationships

Managing complex feelings: (1) **Expectations** on self, of teachers and parents; (2) **Peer relationships**; (3) **Anxieties and stress** this year.

### The teachers will support in building:

- Confident communication;
- Positive peer relationships;
- Handle disagreements appropriately;



### Parents are encouraged to:

- Have conversations with your child about his strengths and interests;
- Guiding him to consider others' perspectives;
- Discuss feedback, learning and coping strategies with him.



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# School-Home Partnership

## Resilience Partnership: Supporting Through Challenges

### Handling Ups and Downs Independently

#### In school, we tell our boys that:

- Struggles are part of learning;
- Asking for help is a strength
- Mistakes help us grow.

#### Parents can support by:

- Acknowledging your child's feelings:
  - "I can see that you're upset. Let's talk about it."
- Encouraging him to reframe setbacks as learning opportunities:
  - "What can you try or do differently?"

*We hope that when the boys feel supported rather than pressured, they **develop resilience and confidence.***



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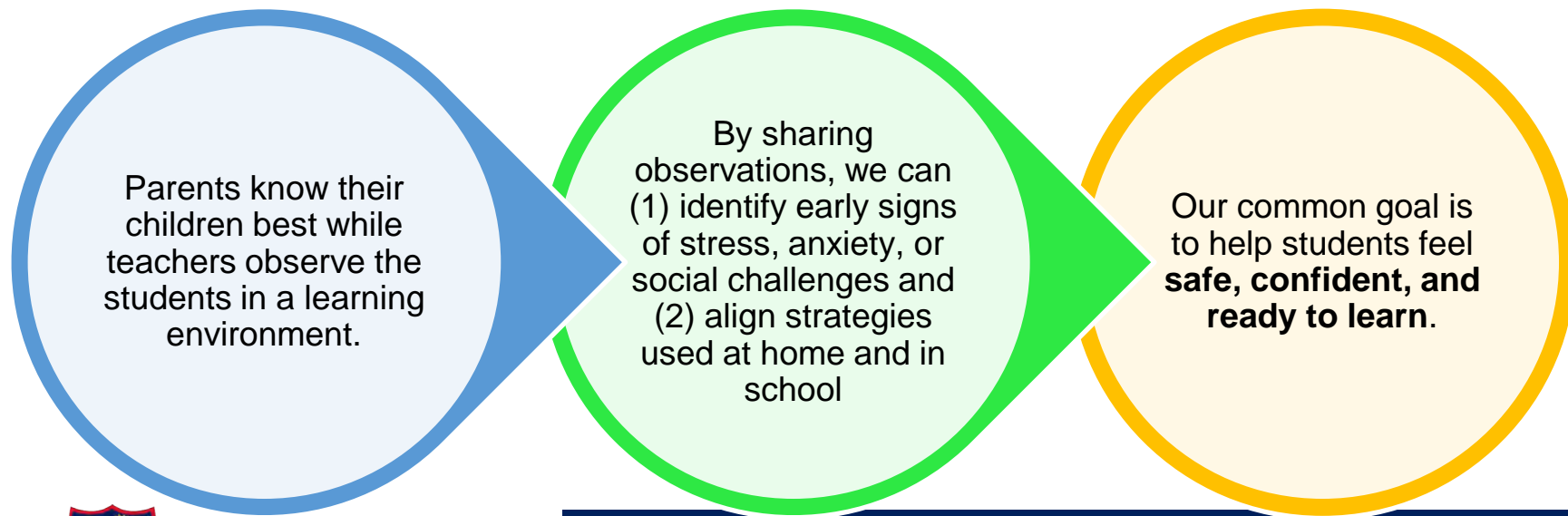
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# School-Home Partnership

## Supporting Students' Well-Being Together

Support them by striking a balance – not overprotecting or overloading, but allowing them to face challenges with guidance, without being pressured or overwhelmed.



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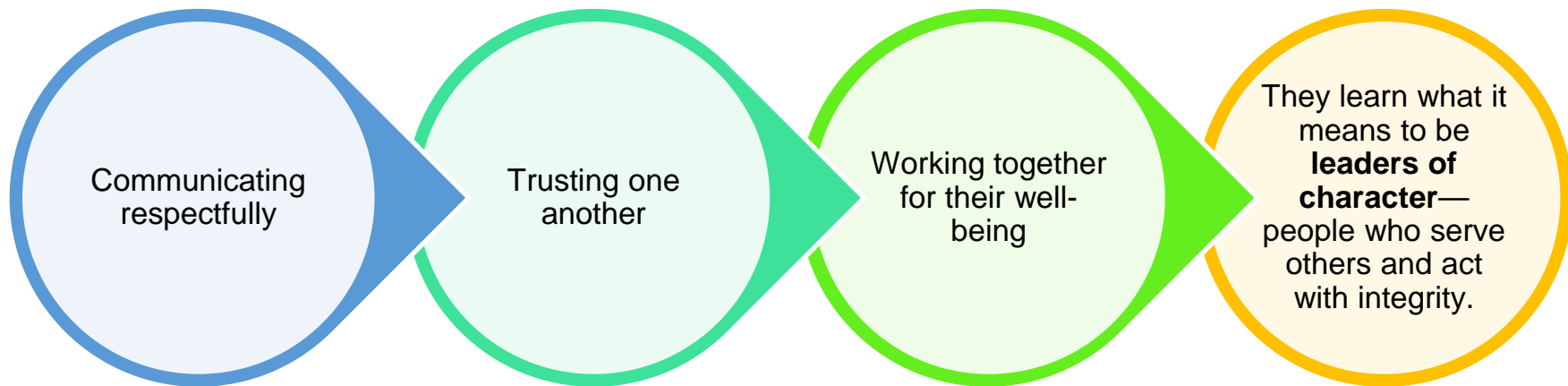
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# School-Home Partnership

## Modelling Service & Leadership Through Collaboration

When children see parents and teachers:



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# Resources to Support your Child



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# We get you ready for your primary school journey

**SCHOOLBAG**

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!

SCAN TO SUBSCRIBE

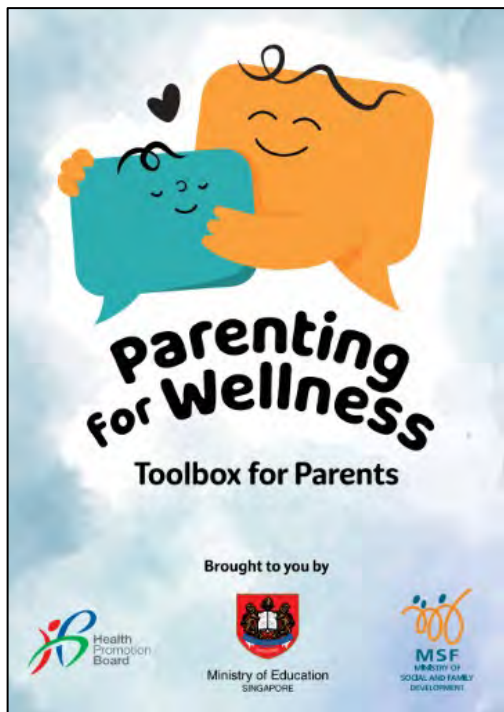


[go.gov.sg/schoolbag-newsletter](https://go.gov.sg/schoolbag-newsletter)



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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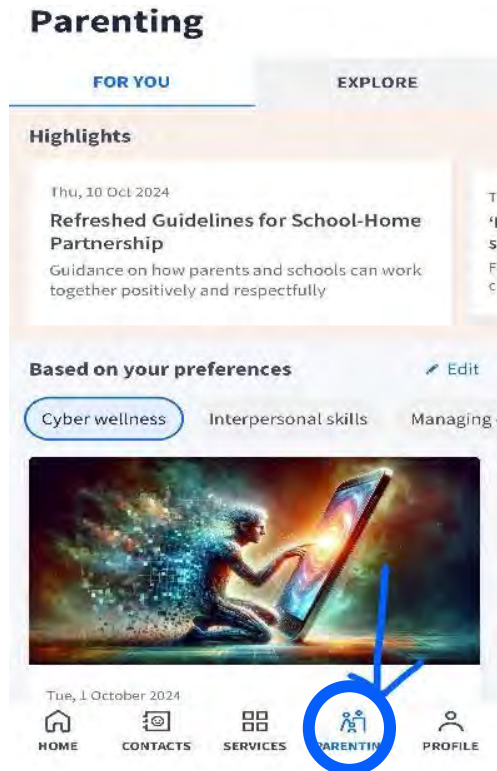
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# Check out Parenting Resources on Parents Gateway

## 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

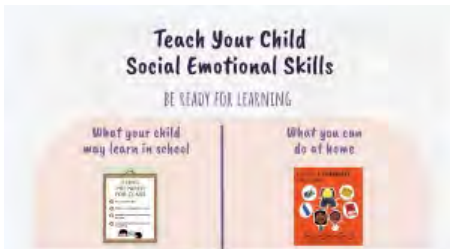


Fri, 23 September 2022

**[Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey**

Click to download or view this issue on preparing your child for P1.

**Find out what your child really needs for Primary 1.**



Mon, 18 October 2021

**[PDF] Social skills to prepare your child for Primary 1**

Click to download or view this resource to learn how you can help your child learn social skills.

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



Mon, 23 August 2021

**Are you over-preparing your child for P1?**

Learn how overpreparing your child may hinder learning.

**Are you over-preparing your child for primary school?**



Wed, 15 December 2021

**[NLB] LearnX Reading - Primary**

Create fun experiences for your child to discover the joy of reading.

**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](http://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.



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## MOE Social Media Platforms



[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



[www.facebook.com/moesingapore](http://www.facebook.com/moesingapore)



[www.instagram.com/moesingapore](http://www.instagram.com/moesingapore)



[www.youtube.com/moespore](http://www.youtube.com/moespore)

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# Let's Work in Partnership to make 2026 ...

## A memorable year for Our Boys!

- Create opportunities for them to build firm ties and friendships.
- Prepare them for academic challenges
- Create school experiences to prepare them for their secondary school life.



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# Parents' Panel

## Facilitator

HOD Innovation, Mr Chen Jieming

[chen\\_jieming@moe.edu.sg](mailto:chen_jieming@moe.edu.sg)

## Parents (Upper Primary)

Amanda

Kimberly

Agnes

Sally



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# Parents' Panel - Feedback



<https://go.gov.sg/2026acsjp5panel>



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**To God Be  
The Glory  
The Best Is Yet  
To Be**