



Meet & Greet P3

17 January 2024

OUR SCHOOL LEADERS...



**Mdm Teresa Kelly Len
Principal**



**Mrs Tan-Kay Hwee Geak
Vice Principal
(Academic)**



**Mr Mark Chan
Vice Principal
(Academic)**



Class mentors



Compassion 1

Compassion 2

Compassion 3



**Mr Teo
Jie Le**

Mdm Zafirah

Mrs Dhillon

Mrs Teri Toh

**Ms Grace
Stephen**

**Mdm Yeo
Sze Wei**

Class mentors



Compassion 4

Compassion 5



**Ms Gladys
Zhang**

Mr Hasyim

**Mrs
Ang Wei Ling
Rebekah**

Mr Ng Peng Kuan

**Mdm Chan Meng
Yin**

Class mentors



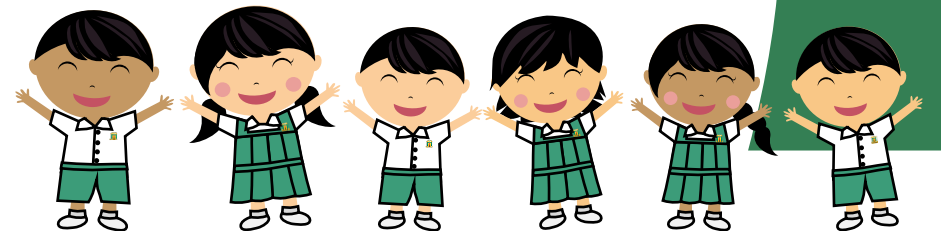
Compassion 6



Mr Vanan

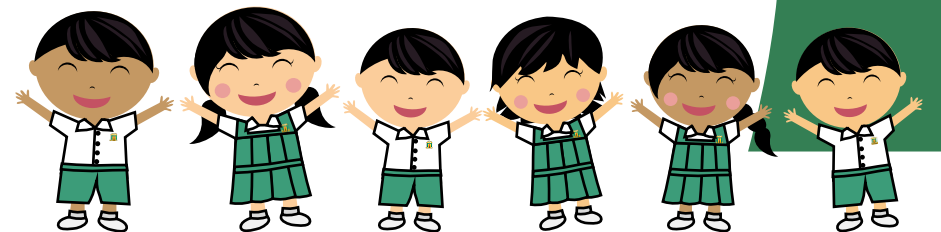


Mr Mike Teo



Allocation of Students at end of P2

- Allocation of the students will be need-based to facilitate the teaching and learning of the students
- Pull-out classes are conducted to better cater to the needs of the students
- Remedial classes for selected students; not on-going basis

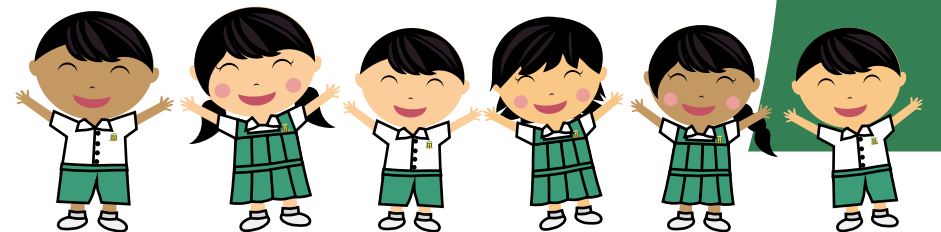


Experiences for holistic development



Nurturing the concerned citizen and future leader

- **NYAA Junior Programme - Term 3**
- **P3 MakersEdWork (Trash to Treasure) – Term 2**



NYAA Junior Programme

The Butterfly Award

For 2024 P3

(More Information will be given)



AN INITIATIVE BY: NATIONAL YOUTH ACHIEVEMENT AWARD COUNCIL



NYAA Junior Programme (9 – 12 years old)

- ✓ Self-directed
- ✓ Non-competitive
- ✓ Holistic

Key Objectives:

- Selflessness in serving
- Cultivate sense of adventure
- Deeper understanding and appreciation of their surroundings
- Appreciation for their family
- Gain new skills

Four mandatory components

All components to be completed before assessment and certification by teacher-in-charge

1. Service Learning

Instill strong sense of responsibility & empathy to lend their helping hand to the community

2. Outdoor Appreciation

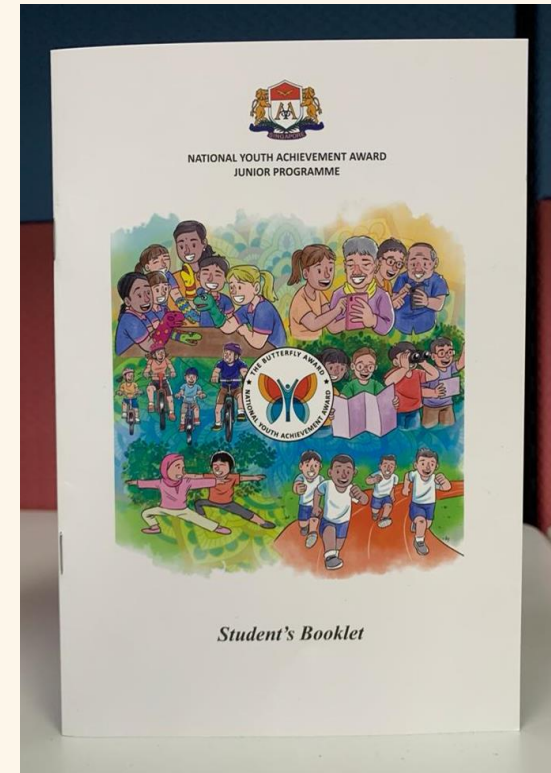
Learn to appreciate our environment & do their part in earth conservation efforts

3. Healthy Living

Teaches students to live a well-balanced life, with nutritious diets and healthy habits

4. Family Bonding

Foster tight-knit bonds with family members and develops sense of belonging & confidence



Service Learning [activity examples]

Supporting
school events as
student helpers

Participating in
programmes with
school-community
partners

Helping an
elderly
neighbour in
need

Being a buddy to
a younger
student



Service Learning Activities

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

Outdoor Appreciation [activity examples]

Outdoor team-
building activities

Environmental
protection and
nature conservation
activities

Participating in a
school or
uniformed group
camp

Outdoor activities
with family or
friends



Outdoor Appreciation

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

Healthy Living [activity examples]

Life skills or
motivation
camps/workshops

Healthy diet and
eating programmes

Sports activities
organised by the
school

Exercise activities
conducted by the
school/
community club



Healthy Living Activities

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

Family Bonding [activity examples]

Going out for
family outings

Embarking on a
walking/hiking trail
together

Wellness activities
with family
members

Planning and
implementing
community
projects with
family members



Family Bonding

Criteria:

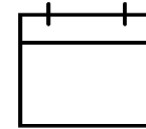
- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ At least 4 activities
- ✓ Short reflection or report to be done

MakersEdWork P3: Trash to Treasure

Overview

Students will examine the amount of waste in Singapore. They will learn to design an upcycled product and do a presentation to raise awareness of Environmental Concerns

Date



Term 2



BUKIT PANJANG PRIMARY SCHOOL

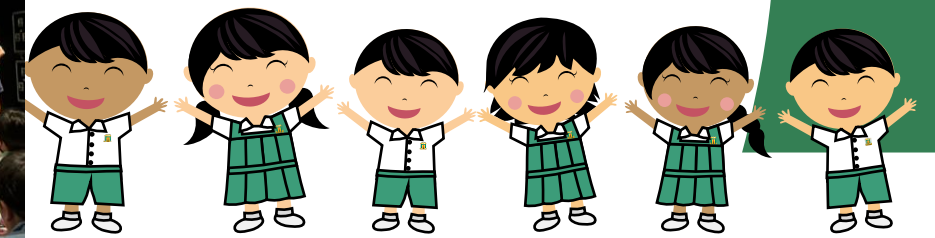
FUTURE LEADERS, CONCERNED CITIZENS

Experiences for holistic development



Fun and Educational (part of curriculum)

- P3 Cultural Learning Journey – Term 2
- P3 Aesthetics Learning Journey to Esplanade – Term 2

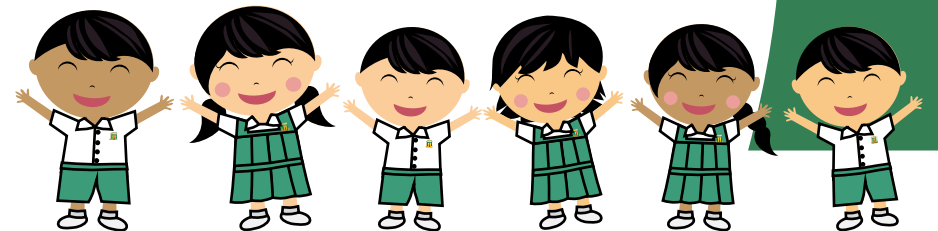


Experiences for holistic development



Fun and Educational

- **P3 Swimsafer**
 - Once a week in Sem 2
 - (0800 to 0930)

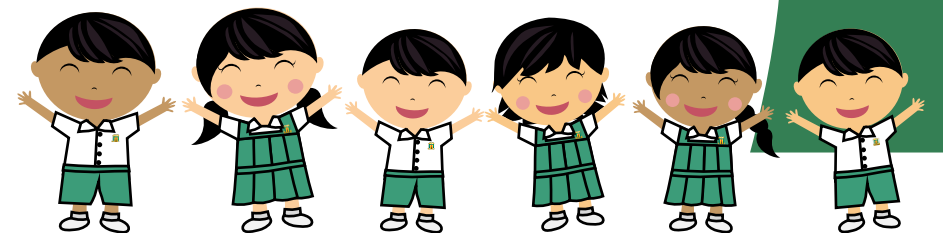
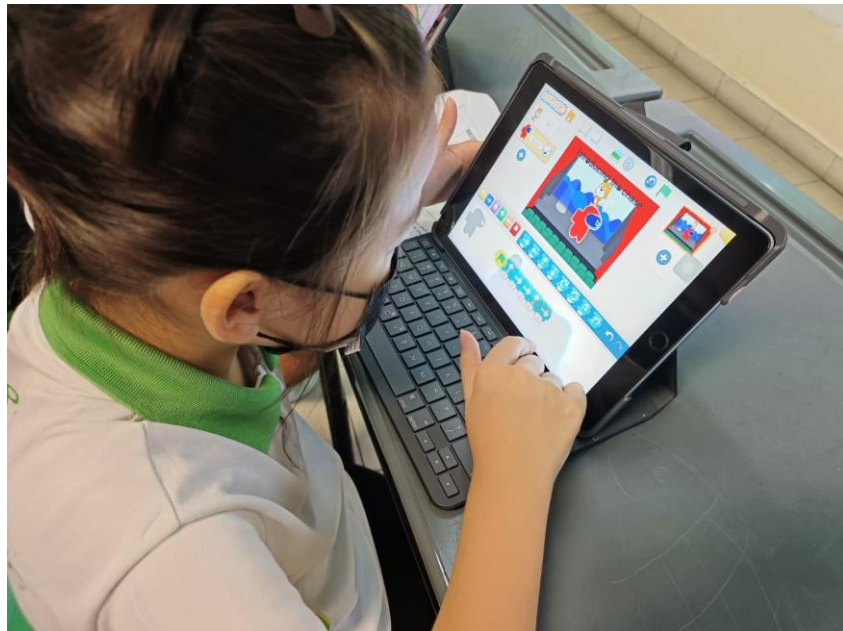


Experiences for holistic development



Fun and Educational

- P3 Scratch coding
- National Digital Explorer

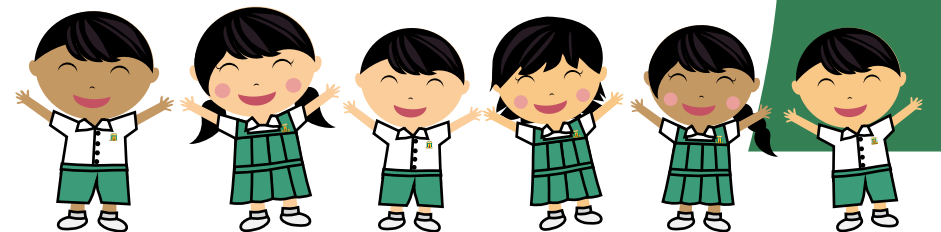


Experiences for holistic development



Social Emotional Learning

- **P3 SEL Assembly Talks**
 - Friendship
 - Study skills
 - Emotional regulation & resilience



Science for **Life** and **Society**



Personal /
Functional

Cultural /
Civic

Professional /
Economic

Possess scientific mind-sets and practical knowledge of science and its applications to make everyday decisions, solve problems, and improve one's life.

Appreciate science as humanity's intellectual and cultural heritage, the beauty and power of its ideas, as well as participate in socio-scientific issues ethically and in an informed manner.

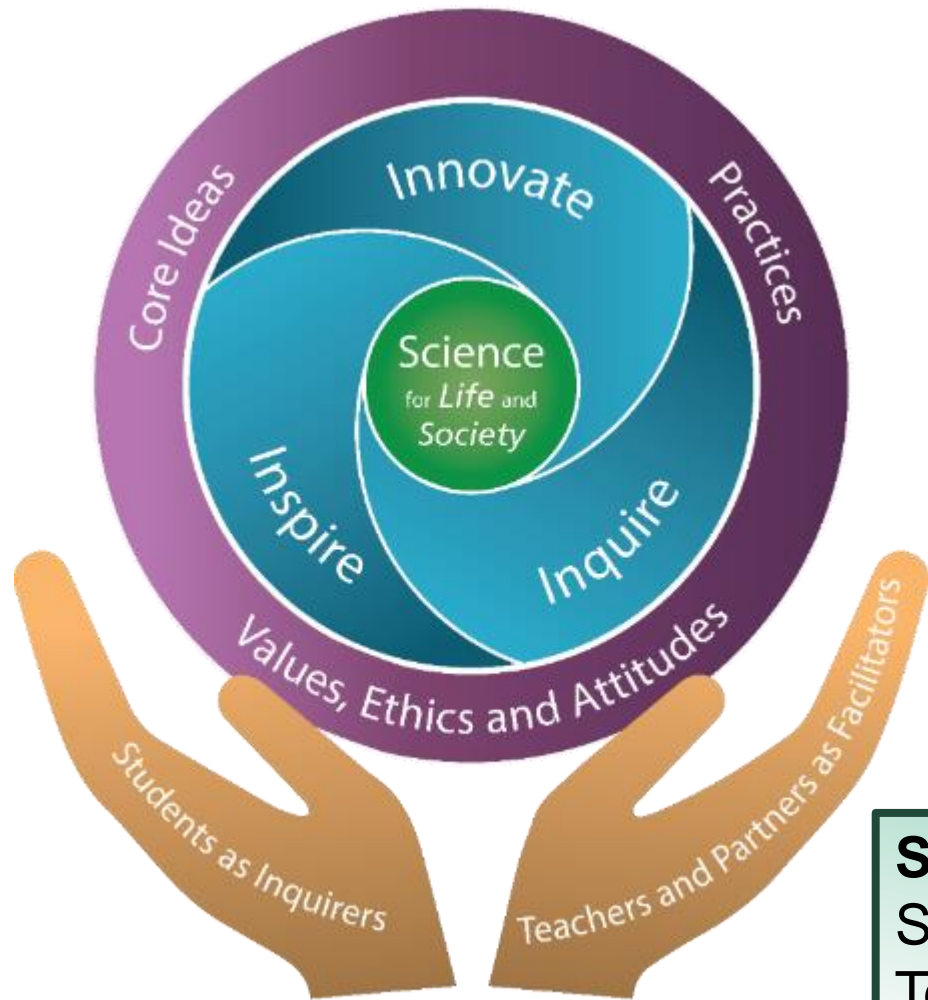
Apply scientific knowledge and skills, as well as adopt scientific attitudes and mind-sets to innovate and push new frontiers.

**Grounded in strong Science fundamentals:
Scientific Knowledge, Practices and Values**

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work

Science Curriculum Framework



Goals

Science for Life and Society

Vision - 3Ins

Inspire

Inquire

Innovate

Three Domains

Core Ideas

Practices

Values, Ethics and Attitudes

Stakeholders

Students as Inquirers

Teachers & Partners as Facilitators

Aims of Primary Science Syllabus



- Provide students with experiences/ opportunities to:
- build on their interest and stimulate their curiosity about themselves and their environment
 - acquire basic scientific concepts to help them understand themselves and the world around them
 - develop skills, dispositions and attitudes for scientific inquiry
 - apply scientific concepts and skills in making responsible decisions
 - appreciate how science influences people and the environment

Syllabus Organisation

Diversity . Cycles . Systems . Interactions . Energy

P3 4 topics	P4 5 topics	P5 5 topics	P6 4 topics
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- Core Ideas are organised as
 - 5 themes
 - 18 topics across P3 to P6 levels
- Levels of development provide greater support to schools in concept development and progression across levels.

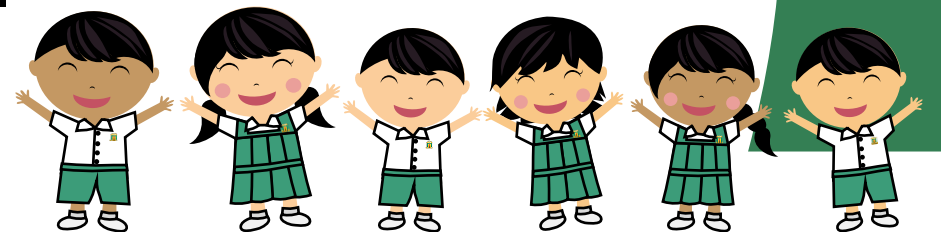
Syllabus Organisation

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"> Cycles in matter and water (Matter) Human system (Digestive system) Plant system (Plant parts and functions) Energy forms and uses (Light) Energy forms and uses (Heat) 	<ul style="list-style-type: none"> Cycles in matter and water (Water) Cycles in plants and animals (Reproduction) 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

Note: Underlined topics are not required in the Foundation Science Syllabus

Co-Curricular Activities (CCA)

- CCAs are made available for all students from P3 onwards.
- CCAs are scheduled on Fridays between 7.30 a.m. to 9.00 a.m. within curriculum time.
- All information pertaining to CCA recruitment will be shared to parents via Parents Gateway.
- Selected CCAs are also conducted on Tuesdays and Thursdays after school curriculum time.



Gifted Education Programme (GEP)

- Letter for Parents to opt-in for the selection test will be issued via PG in Term 3.
- Do look out for the message in Term 3



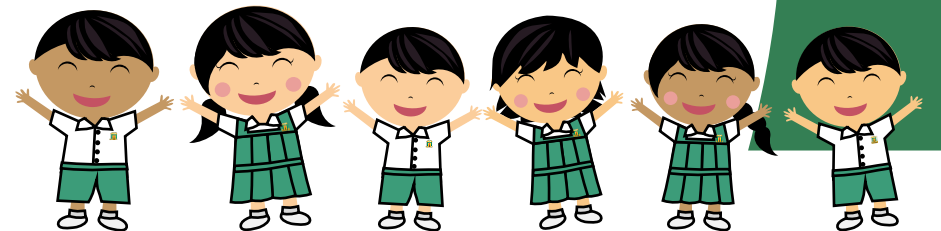
Main Goal and Aims of Assessment

Assessment is the process of gathering and analysing evidence about student learning (Nitko, 2001). It is an integral part of teaching and learning and should be closely aligned with curricular objectives, content, and pedagogy.

We believe that assessment

- is integral to the teaching and learning process
- begins with a clarity of purpose
- provides feedback to address learning gaps and improve teaching practices

These would therefore lead to the main goal of assessment – which is, to gain evidence of learning.



Assessment@BPPS



- For P3
 - Weighted Assessment for Term 1 to Term 3
 - End Year Examinations in Term 4

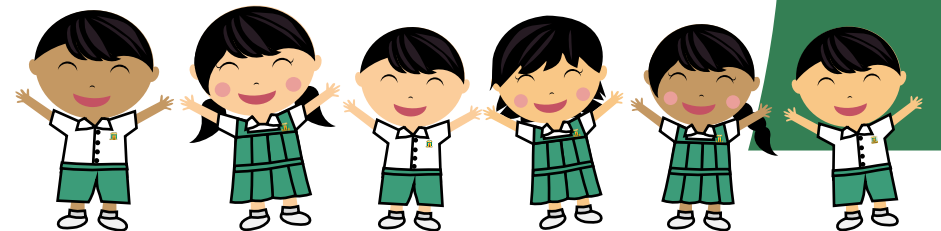


BPPS Assessment Policy



Absence

- Students who are unwell or unable to sit for any of the assessment are required to produce a formal medical certificate or other officially acceptable document.
- Students who are absent for any WA task without any acceptable reason will receive a zero for that paper.
- Students who have missed any WA task **with valid reason** will get his/her result pro-rated at the end of the year. There will be no make-up of WA task for absentees.



Without mid-year exams, it is difficult to motivate my child to study. Besides, doesn't the removal of mid-year exams make the end-of-year exams even more stressful?

Assessments conducted at regular checkpoints teach our children to take charge of their own learning, which would benefit them in the long run. In fact, with too many exams, your child may end up feeling anxious and demotivated.

Besides, all school-based assessments, including year-end exams, are not meant to be high stakes. They are meant for school and teachers to assess how well their students have learnt and to identify areas the students may need support in.



BPPS Communication Policy (Parents)

The school believes in fostering close partnership with parents to guide our students in their holistic development. We trust that parents will support the school in looking into the well-being of BPPS staff. The school has put in place the following communication guidelines.

Bukit Panjang Primary's official modes of communication with parents comprising the following:

School phone	6769 1912
School email	bpps@moe.edu.sg
School mailing address	109 Cashew Road Singapore 679676
School website School Facebook	https://www.bukitpanjangpri.moe.edu.sg https://www.facebook.com/profile.php?id=100063784636440
Staff official school email address	refer to school website https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff
Parents Gateway	https://pg.moe.edu.sg/
School Publications	Student's Diary In Touch E-newsletter (Every Term) Endeavour Yearbook (Yearly)

BPPS Communication Policy (Parents)

1. Communication and engagement with teachers to be kept within the school hours (7.30 am to 5.00 pm) on working weekdays and during school term.
2. Teachers are not expected to respond to parents' and/or students' queries after school operating hours, during weekends and on school and public holidays.
3. For urgent matters, parents may contact the General Office if teachers are uncontactable during school hours.
4. Teachers are not expected to provide their personal mobile numbers to parents and/or students.
5. Appointments for face-to-face meetings with staff should be made **at least 3 days in advance** (either through email with staff or leave a message with the admin staff at the General Office) to avoid disappointments and to minimize disruption to the staff's working schedule.
6. Parents will receive a response to their email queries within 3 working days for general query, 7 working days for queries which require some investigation and 21 working days for queries with complexities, to ensure queries are duly addressed.
7. The school reserves the right not to engage with any parent who is disrespectful, rude and abusive to our staff.

All Civil Servants are protected by Protection from Harassment Act ([PoHA](#)).

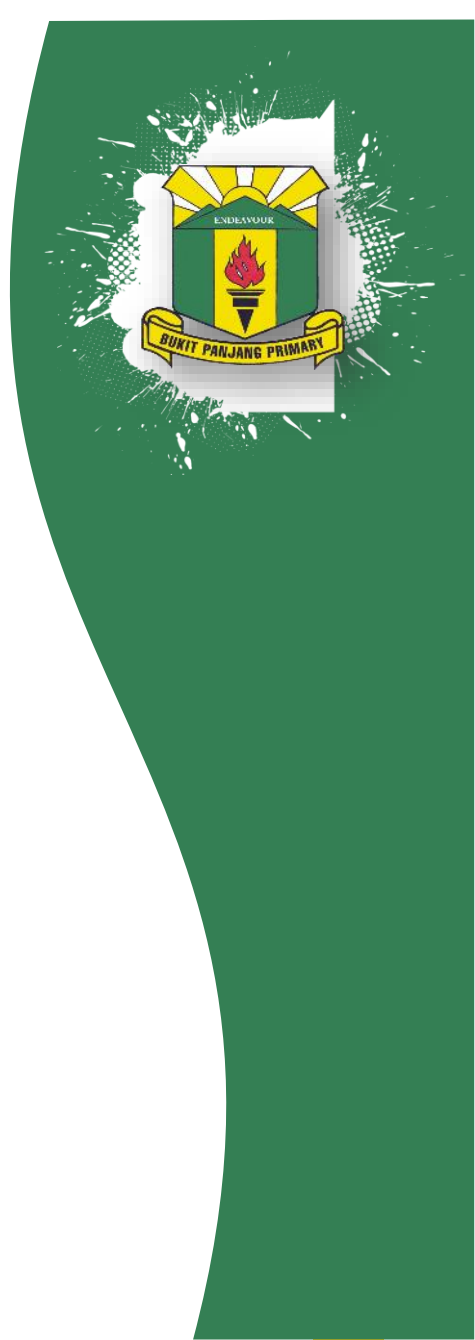


Parent-Child-Teacher Conference (PCTC)
24 May 2024 (Fri)

Parent-Child-Teacher Conference

Objectives:

- 1) Engage parents in a meaningful partnership in nurturing the child **holistically**
 - Parents will meet up with the class mentors only
- 2) Develop **self-directed** and **reflective** learners
 - student-led conference
 - students to showcase/ reflect on their learning and plan their future growth



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