Welcome to Primary 1
Parent-Teacher Meeting
5 Jan 2015
Name of Teacher: Email:
Evacuation routes in case of emergency
Fire Evacuation Plan

• Alarm Triggered
• Announcement over PA system
• Keep calm and listen to instructions
• Go to the Assembly Area at Swiss Cottage Secondary School field
5 Golden Rules

• Always be polite and greet each other
• One person talks at a time
• Always be honest
• Respect others and their property
• Care for each other as brothers and sisters
S.T.A.R. Approach
(before greeting the Anthonians)

• Silence
(if necessary, signal it by raising your right hand)
• Tidiness
(physical setting)
• Attire
(personal grooming)
• Respect for one another
School Schedule

• Pupils are to remain at Level 1 when they report to school before 7.15 a.m.
• Pupils are to be in the hall by 7.30 a.m. everyday.
• At 7.15 a.m., a chime will be played – signal for pupils to proceed to the hall.
• By 7.20 a.m., pupils are to be seated in the hall. The hall is a QUIET ZONE. Pupils may read a book while waiting for assembly to start.
Latecoming

• Morning assembly will start at 7.30 am.
• Pupils who come after **7.30 am** are considered **late**.
• **Persistent latecomers** will be issued with a **warning letter**.
Dismissal

• School ends at 1.45 p.m. daily. If your child is going home by foot, please wait for her/him at the side gate of the Entrance / Exit.

• Street 32 is known as the Entrance

• Street 34 is known as the Exit

• Please do not change your child’s mode of transport.

• Please be punctual to pick up your child.
School Attire

• The school tie must be worn **everyday** for assembly with the school uniform unless pupils have PE or Fun & Fitness on that day.
• Pupils may remove their tie when they reach the classroom.
• From 2015, only the PE attire of beige polo T-shirt and brown shorts. Polo T-shirt must be tucked in.
School Attire

- Only **school socks** are allowed to be worn with **white** canvas shoes.

- Nametags must be sewn **above** the school crest on all shirts/blouses/PE attire. New nametags can be ordered from the school bookshop.
Traffic Management – Dropping off/Picking Up

• At Vehicle Drop-Off Point
• 1.45 p.m.: School buses will leave first (Reason: To reduce traffic congestion and inconvenience to all)
• 2.00 p.m. onwards: Parents who are driving, can drive in to school to pick up their child(ren) during normal and wet weathers.
IMPORTANT NOTICE

Parking on the roads outside the school main gate is a traffic offence.
ANTHONIAN DIARY
Things to Bring (Daily)

- Pencil case (Sharpened pencils, eraser, ruler, green coloured pencil)
- Coloured pencils
- Anthonian Diary
- Reading Material
- Communication & Homework File
Reminder

• Report Book
• Pupil’s Profile File
• Stellar Handwriting Book
• One A5 Broad-lined Exercise Book
• Outstanding documents (GIRO form, dental form, photographs etc)
Reminder

- Math Workbook 1A
- Math Subject File
- English Subject File with Dividers
- Lifeskills File
Things to Bring (Tues, 6 Jan)

• Holistic Portfolio

• Math Textbook 1A
Things to Bring (Wed, 7 Jan)

• All Mother Tongue Activity Books/Workbooks 1A and Files

• Follow timetable given
WHEN YOUR CHILD IS UNWELL
If your child is absent...

• Please inform the Form Teacher of your child’s condition and the **duration** of his/her medical leave.

• Do submit either a medical certificate and/or a letter that explains your child’s absence. The document(s) should be submitted when your child returns to school. The purpose of this arrangement is to prevent truancy.

• A medical certificate is required when your child is absent for any assessment.
If your child is absent...

- Any child with symptoms of infectious disease (e.g. HFMD, Chicken Pox) must stay at home until all the blisters dry up and the MC given expires.
Teacher’s expectations

- Pupils’ Belongings (Label them)
- Textbooks
- Worksheets
- Preferred mode of communication
Teacher’s expectations

- Expectations of pupils
- Home support
Learning Attitudes

Aspects that aid learning:

• Hand in work on time

• Put in effort in completing every piece of class work

• Develop the habit of reading through questions and instructions before attempting tasks
Learning Attitudes
Aspects that aid learning:

• Develop the habit of checking their own work.
  ➢ Too eager to hand in work → Quality of work compromised (careless mistakes)

• Be focused during lessons

• Participate actively in all class activities
General Tips

Help your child to ...

• Check the diary daily for homework

• Set aside time for you and your child to revise what is taught in class daily

• Read with your child daily
General Tips

• Ask questions and get your child to justify his/her answer

• Set a time limit for homework
ENGLISH
English Language

Lessons:
• Speaking: Air time
• Importance of reading (Classroom library Programme)
• Writing skills
English Language

STELLAR:

• Big books
• MLEA Writing (class dictated, individual & group)
• Learning centers (Reading, Listening & Speaking)
• Comprehension Practices
• Writing (compositions, poems)
# English Language

<table>
<thead>
<tr>
<th>P1 Assessment</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Spelling</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Show &amp; Tell / Speech Arts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>(Phonemic Awareness &amp; Listening Compre)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Reading</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>(Running Records/Reading a Passage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Discussion</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mini-Reviews (Grammar/Vocabulary)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing (SBA/MLEA Individual-Writing)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Read the passage carefully. Choose the correct answer and write its number (1, 2, 3 or 4) in the brackets provided.

Prince Charming wanted to hold a party. He ordered his servants to help decorate the palace. They used streamers, balloons and banners.

Then, he wrote a letter to Cherry Melting, the most famous baker. He asked her to bake cupcakes. He wanted all the cupcakes to be in different flavors. They had to be in different flavors. When Cherry received the letter, she was very happy.

Sea turtles live in the sea. They have long and paddle-like flippers which are great for swimming but bad for walking. The

Sample of Comprehension MCQ and OE

26. Prince Charming
27. Cherry Melting
28. Prince Charming’s servants
29. Prince Charming’s party

31. What are the turtle flippers used for?
   Their flippers

Choose the correct answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. The peacock has beautiful _____________
   (1) hair  (2) tail  (3) feathers  (4) scales

2. Bees travel from flower to flower to collect ____________
   (1) honey  (2) pollen  (3) sugar  (4) pollen

3. Mother’s birthday
4. The ____________
   (1) surprise  (2) gift  (3) present  (4) present

This Sunday is Mother’s birthday. Jon wanted to plan a surprise birthday (11) at home with the most

Sample of Vocabulary Test

On Sunday morning, Suling woke up late. Suling’s mother was out of the (19) _____________. She was buying fresh green (20) _____________ and chicken for dinner that night. At home, with no one to look

She knew that it was (24) ____________ to play with them. So, she put them (25) ____________ where they belonged. When Suling’s mother reached home, she was glad that Suling had behaved herself.
How to Help our Children

Read more books
- Read to your child every night if possible (model proper reading)
- Encourage them to read different genres and take note of the sentence structures
- Set aside a time daily for your child to read independently. Parents have to be role models.
- Encourage your child to borrow books from the library responsibly
How to Help our Children

Oral Communication

• Avoid Singlish

• Engage in conversation through questioning

• Encourage your child to speak in complete sentences
MATHEMATICS
Lessons:

- Hands-on activities in class
- Use of ICT
- Heuristics & Thinking Skills worksheets
- Alternative Solutions are encouraged and shared in class
Mathematics

• Wide Variety of Questions
• All steps and working must be shown
## Mathematics

<table>
<thead>
<tr>
<th>P1 Assessment</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Test</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Math Journal</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Performance Task</td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Topical Reviews</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Diagnostic Tests

1. Assess pupils' understanding of basic concepts.

2. Administered after the teaching of each topic.

3. Marks are not used for computation of your child’s overall grade.
Journal

1. Incorporating writing into a math class
2. Develops Math language
3. Clarifies and solidifies thinking
Mathematics:

Performance Tasks

1. Create answers or products to demonstrate knowledge or skills

2. Task are engaging, requiring the application of skills and knowledge learned prior to the assessment
Topical Reviews

1. Assess pupils' understanding of Mathematics concepts through pen-and-paper tests.
2. Administered after 2-3 topics.
3. Marks make up part of your child’s overall grade.
MOTHER - TONGUE
# Assessment Plan for Chinese

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>No performance-based assessment</td>
<td>• Speaking (Picture Description)</td>
<td>• Listening</td>
<td>• Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading</td>
<td>• Speaking (Show &amp; Tell)</td>
<td>• Speaking (Picture Description)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Small Book Creation, Spelling, Mini Review)</td>
<td>• Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Written Expression, Mini Review)</td>
</tr>
</tbody>
</table>

*Assessment Plan for Chinese language education, covering different terms with various assessment methods.
<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>• Speaking (Show &amp; Tell) Not weighted</td>
<td>• Speaking (Picture Description)</td>
<td>• Listening</td>
<td>• Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading</td>
<td>• Speaking (Show &amp; Tell)</td>
<td>• Speaking (Picture Description)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing (Guided Written Expression, Mini-Review and Spelling)</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Writing (Written Expression, Mini-Review)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Assessment Plan for Tamil

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
<td>• Speaking (Show &amp; Tell) Not weighted</td>
<td>• Speaking (Picture Description)</td>
<td>• Listening</td>
<td>• Listening</td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td>• Speaking (Show &amp; Tell)</td>
<td>• Speaking (Show &amp; Tell)</td>
<td>• Speaking (Picture Description)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing (Penmanship, Spelling, Mini-Review)</td>
<td>• Writing (Penmanship, Spelling, Mini-Review)</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Writing (Penmanship, Mini-Review)</td>
</tr>
</tbody>
</table>
Suggestions for Parents

- Encourage your child to read Mother Tongue storybooks.

- Ask your child to share with you a Mother Tongue storybook they have read.

- Converse with your child using grammatically correct complete sentences.

- Promote a “Speak Mother Tongue Campaign” at home.
Suggestions for Parents

• Watch some Mother Tongue TV programmes such as the news, documentaries, children’s variety shows and children dramas. (Chinese Progs – Channel 8, every Sunday 8 a.m.-12 noon.)
Programme for Active Learning (PAL)
Programme for Active Learning (PAL)

• To expose P1 and 2 pupils to different modular activities in areas of Sports and Outdoor Education, and Performing and Visual Arts

• Facilitates a balanced curriculum and well-rounded development of pupils

• Allows pupils to discover new interests, learn new skills, build character, develop confidence and forge new friendships
Picnic in the School Garden
Co-Curricular Activities (CCAs)
Is your child starting school for the first time next week? In a new series, The Straits Times shows you five things you can do to make his or her transition a smooth one.

PREPARING FOR SCHOOL

Enrolling kids in sports, CCAs could help improve studies

MOST parents think co-curricular activities (CCAs), especially sports, are a waste of time and an unnecessary distraction for their children. But parents should pay heed to research showing that children involved in sports tend to do better in their studies.

It is well documented that regular physical activity in childhood and adolescence assists in socialization, school engagement, psycho-social development and academic motivation.

It also reduces problem behaviour.

Many studies link sports activity with higher academic achievement. It has been noted that young athletes' school fitness scores of over 900,000 students, aged 11, 13 and 15.

It found that higher achievement was associated with increased levels of fitness for every age group studied.

It is not the CCA participation per se that enhances educational outcomes. It is the fact that the activity provides skills, strengths, networks and support, plus social and personal rewards.

Pupils at Xingnan Primary School performing on the diabolo, a traditional Chinese game. Research has found that CCAs enhance educational outcomes up to a point, especially if sustained over time. PHOTO: LIN YAOHONG FOR THE STRAITS TIMES

It is not the CCA participation per se that enhances educational outcomes. It is the fact that the activity provides skills, strengths, networks and support, plus social and personal rewards.

What parents can do

PARENTS should first consider the child's interests and enrol him in activities that they are sure he will enjoy.

If your child is interested in a particular sport, check if it is available at his school or at community centres or sports organisations.

Keep in mind, however, that enrolling your child in organised sport on CCAs alone is not enough to make him a better student.
Co-curricular Activities

- CCAs allow pupils to learn to work with one another in a different context
- Build up confidence and learn true sportsmanship
- Discover and develop pupils’ talents
- Encourage your child to take part in a CCA
Co-curricular Activities

CCA (not compulsory in primary schools) offered to P1 pupils from Term 3 onwards:

• Brass Band
• Chinese Dance
• Contemporary Dance
• Choir
• Visual Arts
Co-curricular Activities

- Badminton
- Taekwondo
- Brownies
- Scouts
Communication Channels

• School website: anthonian.edu.sg

• Anthonian Updates (Monthly)

• General Office: 6569 0822

• Email: saps@moe.edu.sg
Recess Matters

• The recess area will be cordoned off to allow smooth flow of movement

• Parents are discouraged from buying food from the canteen vendors as there will only be sufficient food for the pupils
Thank you.
Have a nice day!