

Welcome to P4 Breakout Session

26 May 2017



Expectations & Observations

- Class Behaviours
- Learning Attitudes
- Homework Expectations
- AFIs: Attendance, Punctuality, Filing
- Cyber wellness



Holistic Assessment

- Assessment is an integral part of teaching & learning
- Purpose: To provide regular, timely and meaningful feedback on students' achievement in attaining learning outcomes
- Monitors students' progress
 - Identify their strengths and weaknesses so that more focussed and effective remediation can be rendered



English Language



Grammar and Vocabulary

- Grammar - equip your child with a grammar handbook
- Vocabulary - equip your child with a dictionary, either electronic or conventional; keep a vocabulary log



Synthesis

- Synthesis - ensure your child can do every question in the synthesis worksheets given by the school; more practice will be good



Composition

- Read model compositions to get ideas for content and language
- Use descriptive phrases or interesting vocabulary to enhance content
- For narrative writing, important to include a range of emotions to increase the interest value



Comprehension

- **Literal** questions: ‘who, which, where, when’ type of questions; answers can be obtained directly from the passage; straightforward
- **Evaluative** questions: require more thinking; answers are also found in the passage; examples are ‘true/false’ questions with reasoning
- **Inferential** questions: ‘why or how’ type of questions; require reading in between the lines, that is, based on certain facts presented in the passage, a conclusion or deduction is to be derived, or an opinion stated



Immersion of English at home:

- Speak Standard English
- Encourage children to borrow books from school library
- Allocate 30 minutes daily for reading; for reluctant readers, read with or to them for a period of time until they are ready to read on their own



Immersion of English at home

- Practise reading aloud on occasion; train them to project their voice and to sound confident
- Tune in to news on Channel 5 or CNA; listen to newsreaders' pronunciation
- Discuss current affairs or social issues over dinners



Mathematics



Mathematics

- School based curriculum
 - Targeting Maths Workbook
 - Unit Revision
 - Word Problems
 - Speed Sums
 - Practice Paper



Mathematics

- Workbook and Word problems WS includes Heuristics
- Heuristics = Strategies = Ways to Problem solving
- Helps students to be more efficient in problem solving
- Good to be exposed to a wide variety of questions
 - Time Management (Speed & Accuracy)



Heuristics

- Heuristics are problem-solving strategies when the solution to the problem is not obvious. These include:
 - Guess & Check
 - Making a supposition
 - Working backwards
 - Systematic Listing
 - Model-drawing



Mathematics

- When faced with a challenging problem:
 - Do not just tell them the answer or solution immediately
 - Go through the thinking/ problem-solving process



Mathematics

- Polya's 4 step Approach suggests:
 - ✓ Be focused (Study the question, Understand the question)
 - ✓ Explore and Plan (Think of a strategy, Have they solve similar questions before)
 - ✓ Solve the Problem (Work it out)
 - ✓ Think about the answer (Reflect, Is it reasonable? Is it logical?)



Mathematics

Maximise Score

- Know the format of the exam
- Plan your time
- Don't leave blanks (Every question matters)
- Method marks are more important than Answer mark

Minimise Losses

- Write the correct units
- Label your work correctly
 - Shade correctly



Science



Subject of Inquiry

It aims to provide primary students with:

- experiences which build on their interest and stimulate their curiosity about their environment
- basic scientific terms and concepts to help them understand themselves and the world around them
- opportunities to develop skills, habits of mind and attitudes necessary for scientific enquiry



Apply concepts to answer process skill questions



Answering Science Questions

- Use key words / ideas to demonstrate understanding of scientific concepts
- Apply concepts and process skills learnt to explain events or happenings in new situations with more accuracy and confidence



An Example

Heat & Temperature

**Some birds fluff up their feathers on cold days.
How does this help them to
keep warmer?**



Some birds fluff up their feathers on cold days. How does this help them to keep warmer?

Student A: They will not feel cold. ?

Student B: The feathers can keep them warm. ?



Concepts of Heat

Heat flows from a hotter to a colder object until both reach the same temperature.

Things become hotter when they gain heat and colder when they lose heat.



Concepts of Heat

Examples of effects of heat gain/loss in our everyday life:

- objects expand / contract
- change in state of matter

Metals are good conductors of heat. Wood, plastic & air are examples of poor conductors of heat.



An Example

**Some birds fluff up their feathers on cold days.
How does this help them to keep warmer?**

**air
poor conductor of heat
heat loss ... reduced**



An Example

Some birds fluff up their feathers on cold days. How does this help them to keep warmer?



More air is trapped when the feathers are fluffed up. As air is a poor conductor of heat, heat loss from the body is reduced.



BETTER TOGETHER



HOME-SCHOOL PARTNERSHIP



康德小学
Springdale
Primary School

Support from Parents

Build on your child's interest

1. **Encourage your child** to observe, ask questions, experiment and seek their own understanding of their environment.
2. **Actively engage with your child** by talking about the books they are reading or television programmes on Science they have watched.



Support from Parents

Build on your child's interest

3. Provide frequent opportunities for Science learning at home, during outdoor play, trips to parks, zoos, markets, supermarkets, nature reserves, etc.



Support from Parents

Help your children see Science around them

4. Foster children's **creative and critical thinking, problem solving and resourcefulness** through authentic tasks such as **cooking, doing household chores and other everyday activities** so that they **see Science as part of their daily lives.**



Developing a Resilient Child

- Confident to face challenges
- Has a “can do” attitude
- Able to cope with stressors positively
- Has good mutual social support
- Adaptable & Flexible



Student Well-being

- Aim to give: Social and Emotional Support
- Form Teacher Guidance Period (FTGP)
- Teacher-Student Conference (Chit-chat sessions)
- School Counsellor and Allied Educators for Learning and Behavioural Support
- Homework policy
 - Communication with parents



Communication with Parents

- Class Dojo
- Email
- General office: 6315 7600



Thank You

