



**No Photography or Recording of the Session**  
Curriculum slides will be posted at our school's website.  
Thank you for your understanding and cooperation.



# P3 Parents Engagement Session

Friday, 17<sup>th</sup> January 2025



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# Emergency Evacuation Procedure



**If the fire alarm is sounded in the school, please follow the procedures below:**

- Listen for the announcement over the PA system.
- If there is a need for evacuation, follow the instructions given in the announcement.
- Exit the classroom and follow the instructions from the staff. Walk briskly to the assembly area as instructed by the announcement.
- Wait for further instructions at the assembly area.



# Photography And Videography Publication Of Students' Work



- We would like to inform you that photographs/ videos of students/ parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time.
- Please notify the school in writing if you do not wish to grant such permission.





# Today's Programme



<b>4.00 – 4.45 p.m.</b>	<b>P3 Level &amp; Academic Matters Sharing by Form Teachers</b>
<b>4.50 – 5.20 p.m.</b>	<b>Science Hands-on Workshop</b>
<b>5.25 – 5.55 p.m.</b>	<b>Math Hands-on Workshop</b>



# School Vision, Mission, Values & Motto



School Vision:

**Learning School • GIVER<sup>3</sup>S Heart**

School Mission:

**To nurture thinking individuals and gracious citizens**

School GIVER<sup>3</sup>S Values:

**Graciousness, Integrity, Versatility, Empathy, Responsibility, Respect, Resilience & Sincerity**

School Motto:

**Zeal Progress Success**

**STUDENTS THE FOCUS**



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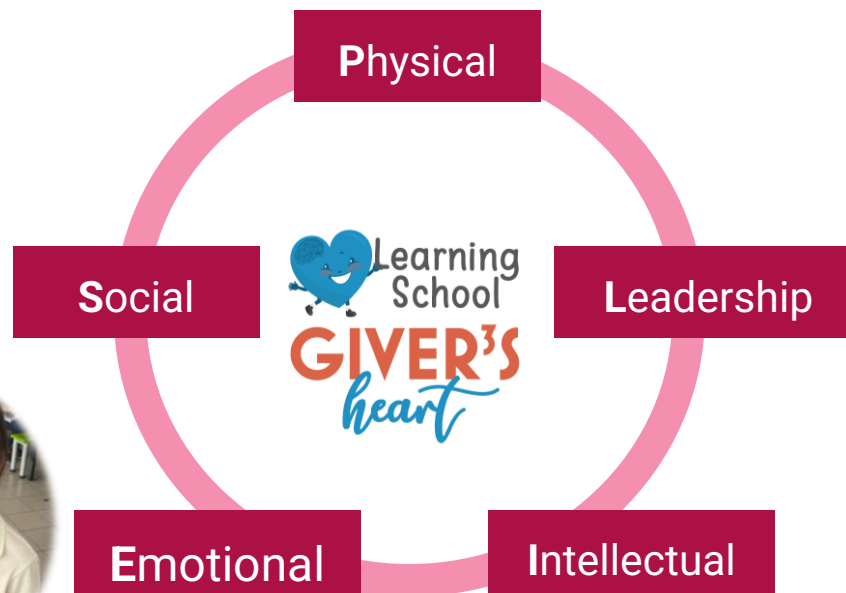


# Student Development Matters



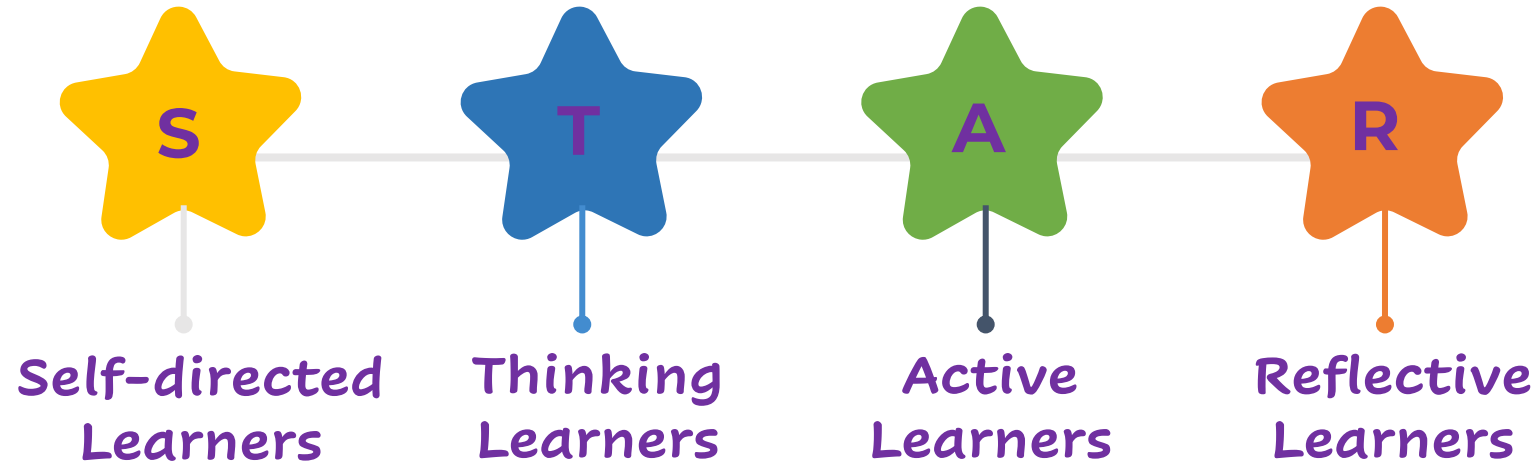
# Holistic Approach to Student Development

We care for our students' holistic well-being and develop strong character, minds and bodies in our students through our P.L.I.E.S. Framework.





# Towards Nurturing Our Zhangde's S.T.A.R. Learners



Our Learning Dispositions



# Developing Students' Values & Character



**Parents please be familiar with our discipline policy.**

- Student Handbook
- Parent Handbook

## Discipline Policy

- Items not to be brought to school
- Mobile phone and smartwatch
- School attire
- Attendance, absence and punctuality

**Consequences when school rules are broken.**

## Examples

- Verbal warning
- Home involvement
- Controlled recess
- Detention
- In-house suspension
- Home suspension
- Assistance from police





# Inclusive Education

- All classes will have students with varying abilities and needs.
- A few students may be active and exuberant, sensitive to sounds and touches, have difficulties controlling their emotions, thus resulting in outbursts.
- We will guide and support all students to the best of our ability while partnering their parents.
- We need all parents to be understanding and supportive. Setting the right message for the children, who are learning and developing, will help to shape a gracious and inclusive culture.
- Learning is better when there is diversity in the classroom. Being in such classes will provide your child with the opportunity to learn about and accept individual differences. It also imparts the importance of empathy and respect.



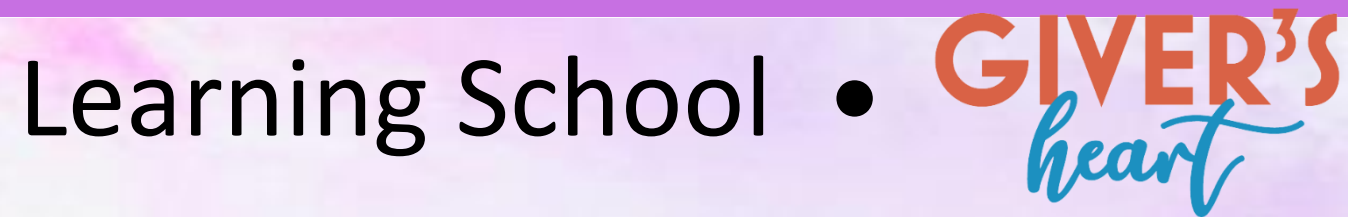
# Learning School •





# Class Matters







# English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader



# Language Areas



- ❖ Listening and Viewing
- ❖ Speaking and Representing
- ❖ Reading and Viewing
- ❖ Writing and Representing
- ❖ Grammar
- ❖ Vocabulary





# P3 STELLAR<sup>2.0</sup> Titles



Term	Titles	Provision of Texts	Text Purpose
1	Fearless Phil	Big books and small books	Texts that entertain
	The Gruffalo		
	Camille and the Sunflower		
2	Predators and Prey	<ul style="list-style-type: none"> <li>PDF for instructional support only</li> </ul>	Texts that describe and inform
	The Stars of Chek Jawa		
3	Unusual Plants	<ul style="list-style-type: none"> <li>Readers for students to purchase</li> </ul>	Texts that entertain
	There's a Boy Under the Bed		
4	Prince Zak and the Wise Frog	 	
	Spilt Milk		
	<i>The Hidden Treasure*</i>	Big books and small books	*These titles are offered for shared/ extensive reading.
	<i>What's Inside the Red Box?*</i>	PDF for teachers and small books	



# Strategies in STELLAR<sup>®</sup> 2.0 For P3



Language Area	Strategy	
Reading & Viewing	<ul style="list-style-type: none"> <li>• Shared Book Approach (SBA) up to P3 Sem 1</li> <li>• Explicit instruction of Reading Comprehension</li> <li>• Annotation</li> <li>• Supported Reading</li> <li>• KWL</li> <li>• Reading for Pleasure (through Extensive Reading)</li> </ul>	Think Aloud
Writing & Representing	<ul style="list-style-type: none"> <li>• Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)</li> </ul>	
Oracy	<ul style="list-style-type: none"> <li>• Weaved in areas of language learning</li> <li>• Explicit Instruction</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>• Taught in context</li> </ul>	
Grammar	<ul style="list-style-type: none"> <li>• Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)</li> </ul>	



# English Language



## ❖ Level Programmes

- a) Read @ ZPS
- b) Provision of Class Library Books
- c) School-based Dyslexia Remediation (For selected students – whole year)
- d) Reading Remediation Programme (For selected students – whole year)
- e) Literature Programme (For selected students)

## ❖ School-Level Programmes

Sustained Silent Reading, DEAR, English Language Day, NLB activities



# EL Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
<b>No Weighted Assessment</b>	<b>Weighted Assessment 1</b>	<b>Weighted Assessment 2</b>	<b>End-of-year Examination</b>
	Language Use and Comprehension [15%]	Language Use and Comprehension [15%]	Refer to the next slide [70%]



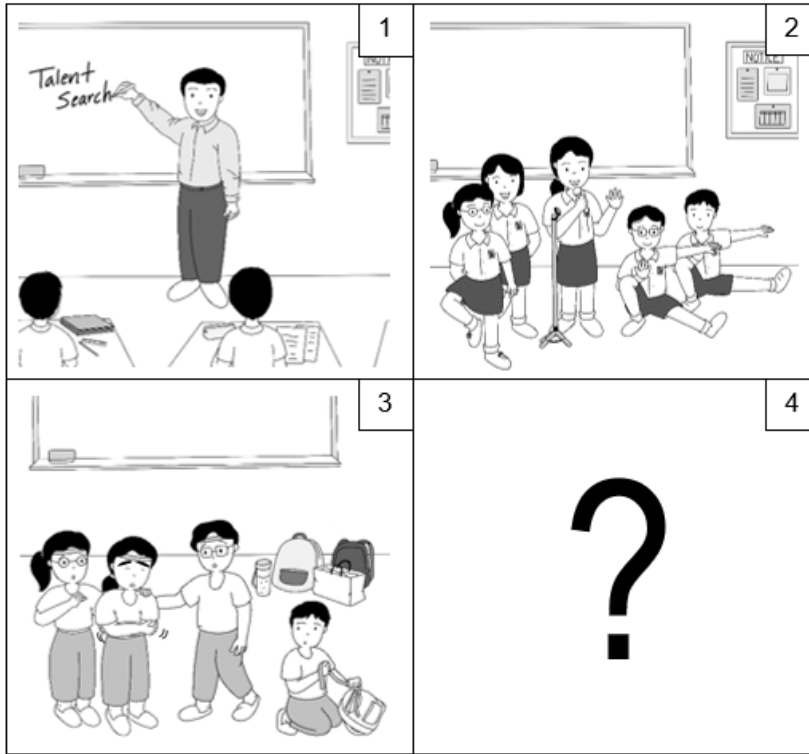
# EL Assessment Format (End-of-Year)

Component	P4
Paper 1 – Composition	20 marks (20%)
Paper 2 – Language Use & Comprehension	50 marks (50%)
Paper 3 – Listening Comprehension	14 marks (14%)
Paper 4 – Oral Communication	16 marks (16%)



# Paper 1 (Composition)

Write a story of **at least 100 words** based on the pictures below. Give the story your own ending. You may use the words and phrases in the box. You are encouraged to include other relevant points to make your composition interesting.



Picture series with helping words

- Students to **write a story of at least 100 words** based on the pictures given.
- Students to **give the story their own ending.**



announced	display talents	formed a group
practised hard	preparing to go onstage	pain in her stomach



# Paper 2 (Language Use and Comprehension)



## Content

Vocabulary MCQ

Grammar MCQ

Grammar Cloze

Vocabulary Cloze

Sentence Combination

Editing for Grammar and Spelling

Comprehension (Open-ended)

**Total Duration: 1h 15 min**  
**Total Marks: 50 marks**



# Paper 3 (Listening Comprehension)

**Duration: approximately 20 min**

**Total Marks: 14 marks**

- Picture Matching & Sequencing (6 marks)
- Note-taking (5 marks)
- Comprehension MCQ (3 marks)



# Paper 4 (Oral Communication)

## Reading Aloud (6 marks)

- *read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)*

## Stimulus-based Conversation (10 marks)

- *give personal response to a visual stimulus and engage in a conversation on a relevant topic*

**Total marks: 16 marks**

**Both components are linked by a common broad theme.**



# What Parents Can Do to Help

- Get your child to **READ WIDELY AND EXTENSIVELY**  
e.g. story books, magazines, newspaper articles and other materials
- **Provide exposure** to listening, speaking, reading and writing opportunities and activities
- **Role model** – Read with them, write notes and messages to your child using standard English



# What Parents Can Do to Help

Encourage your child to :

- **use Standard English in both writing and speaking.**
- **use the EL strategies** (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- **write neatly and legibly;** Form the letters accurately.
- **use a dictionary** to learn meaning and pronunciation of new words and how to use them appropriately in context
- **learn spelling / dictation well**

**QUESTION  
TIME**



# Mathematics



# Mathematics Curriculum

## Primary 2

### Numbers & Algebra

Whole Numbers

Fractions

Money

### Measurement & Geometry

Length, Mass & Volume

Time

2D Shapes

3D Shapes

### Statistics

Picture  
Graphs with  
scales

## Primary 3

### Numbers & Algebra

Whole  
Numbers

Fractions

Money

### Measurement & Geometry

Length, Mass & Volume

Time

Area & Perimeter

Angles

Perpendicular & Parallel Lines

### Statistics

Bar  
Graphs



# Areas of Concern from P2 to P3



- Understanding of **concepts** and application of **skills** eg

- **Whole Numbers**

- **Factual Fluency** - rapid recall of facts e.g. addition/subtraction/multiplication/division facts
- **Procedural Fluency** – able to carry out mathematical procedures accurately e.g. addition/subtraction with regrouping
- **Solving Word Problems** – use of part-whole or comparison model

- **Fractions**

- Understanding Fractions as part of a whole
- Notation and representations of fractions
- Comparing and Ordering Fractions
- Adding fractions to form one whole
- Subtracting fractions within one whole

- **Money**

- Make up a given amount of money in different ways
- Add, subtract and make change in shopping
- Solving Word Problems

- **Measurement – *Length, Mass and Volume***

- Reading of scales
- Estimation
- Solving Word Problems



# Mathematics Teaching & Learning Resources

**Topical  
Learning  
Sheets**

Problem  
Solving  
Heuristics


Practice  
Papers

SLS/Koobits

Textbook & Practice book




# Koobits (<https://www.koobits.com/>)



## Video Lesson

**Video tutorials** to help your child learn through visualisation. Because we learn best by seeing.


LEARN MORE →



## Fun Experience

**Customized learning** experience integrated with fun, engaging activities. Because we learn best when we are motivated.


LEARN MORE →



## Detect Weakness

**Identify** your child's **strengths and weaknesses** easily with a real-time dashboard. Because data makes learning more efficient.


LEARN MORE →



## Learn with the best

Learn with the **global community of advanced Math learners**. Because learning with the best makes us better.

LEARN MORE →

 Help



# Mathematics Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
-	<b>Weighted Assessment 1</b>	<b>Weighted Assessment 2</b>	<b>End-of-year Examination</b>
	15%	15%	70%

**\*Topics to be assessed will be announced closer to the date.**



# Format of P3 Math Examination Paper

Sections	
Section A	Multiple Choice Questions (MCQ)
Section B	Short-Answer Questions (SAQ)
Section C	Structured / Long-Answer Questions (SQ/LAQ)
<b>Total Marks</b>	<b>50</b>

**Total Time for Sections A, B and C: 1 h 15 min**



# Presentation of Equations and Workings

- Write **equations horizontally** and **answer statement** for **each step**, with the **correct units** (e.g. cm, kg).
- Statement or label for each step to be written.
- Working is to be shown in the **working column** on the **right-hand side**.
- **Digits** are to be **aligned** according to their place value.
- Show the **process/method** in arriving at the answer clearly.

a)  $14 + 16 = 30$

There are 30 green and red apples in each bag.

b)  $30 \times 4 = 120$

There are 120 apples in 4 bags.

Working

$$\begin{array}{r} 14 \\ + 16 \\ \hline 30 \end{array} \qquad \begin{array}{r} 30 \\ \times 4 \\ \hline 120 \end{array}$$



# Marking Matters



- Marks are awarded for relevant method even if the final answer is wrong.

- Method Marks**

- Marks are awarded for correct methods.
- Marks will be given even if the answers are wrong.

- Answer Marks**

- Marks are awarded for correct answers.
- Marks will not be given if the method is incorrect.

- Marks are deducted for:

- Omission of units or wrong use of units**

Area of rectangle = 28 cm

cm<sup>2</sup>

5000 = 5 km

m

- Mathematically incorrect statements – e.g. wrong use of equal sign**

$$20 - 5 = 15 + 3 = 18 \times 2 = 36$$

×

$$40 + 1.50 = \$1.90$$

×

It is important to show mathematical thinking clearly (by writing equations, diagrams etc)



# Mathematics Programmes @ Zhangde

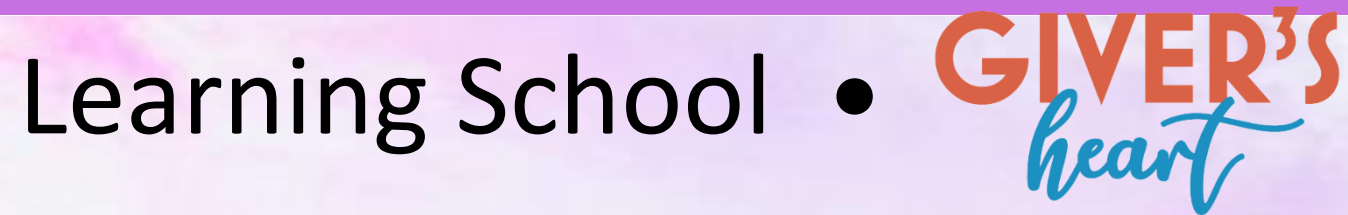
- ❖ Learn to solve problems using different heuristics
- ❖ Learning Experiences e.g. Math Activities

For selected students:

- ❖ Math Remedial lessons
- ❖ Enrichment Programme  
(SITC - Stimulating Innovation Through Collaboration)

**QUESTION  
TIME**







# 3 BROAD OBJECTIVES

## IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

### Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

### Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

### Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.



The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

**ACTIVE LEARNERS, PROFICIENT USERS**



# Curriculum Overall Goals

## Language Ability



### Civic Literacy & Cultural Awareness

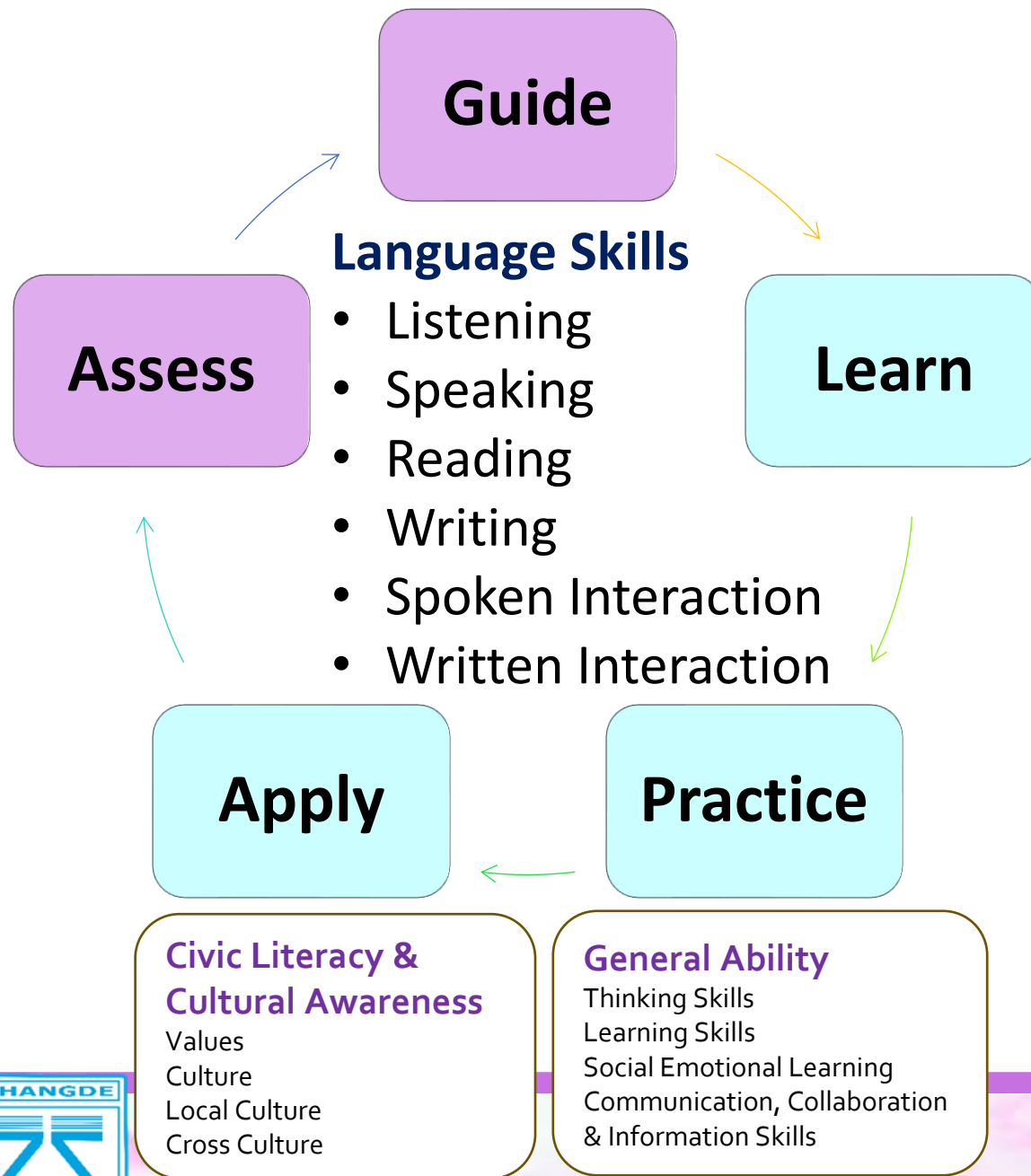
Values  
Culture  
Local Culture  
Cross Culture

### General Ability

Thinking Skills  
Learning Skills  
Social Emotional Learning  
Communication, Collaboration & Information Skills



# Teaching and Learning Process



SUMMATIVE



FORMATIVE



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# MTL Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	[15%]	[15%]	[70%]

**\*Topics to be assessed will be announced closer to the date.**



# MTL Assessment Format (End-of-Year)



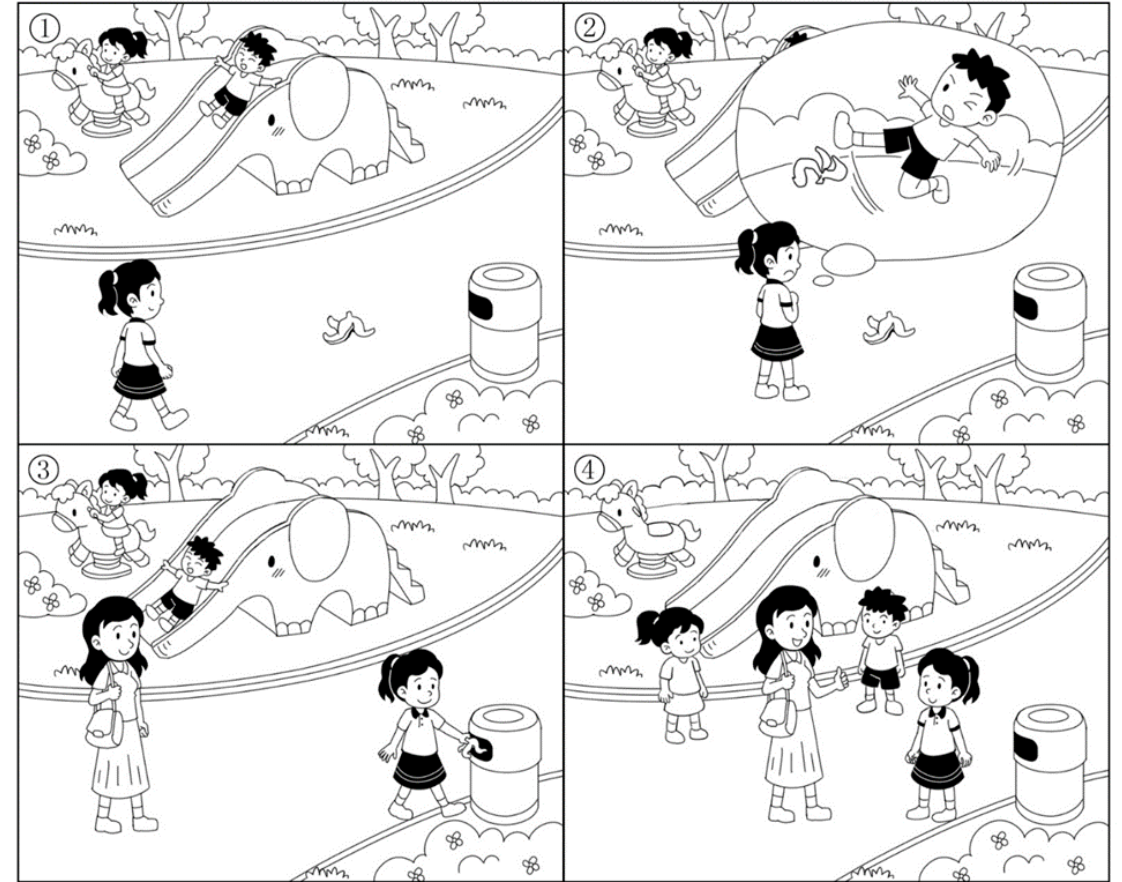
Component	P3 (70%)
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral – Listening Comprehension	30 marks (30%) 10 marks (10%)



# MTL – Paper 1 (Composition)

## Picture Composition (4 pictures)

- Write at least **60-80 words**
- Helping words will be given





# MTL – Paper 3 (Oral)

## Reading Aloud

- Short passage

## Picture Description and Conversation

- Picture related to a theme – e.g. family

## Example:

1. Share with me what you have seen in the picture. (Description)
2. Share one activity that you have done with your family.  
(Conversation)



# MTL – Paper 3 (Listening Comprehension)



# Listening Comprehension

- ☐ Picture matching
- ☐ Three short text passages
- ☐ Choosing Hanyu Pinyin(for only CL)





# MTL P3 Teaching Resource

Teaching & Learning in classroom	Printed Materials	Textbooks, Activity Books, Reading Cards, Picture Cards, Learning Sheets
	ICT Resources	Video, Audio Songs, Reading Materials, Interactive Games, Interactive Books, Online Task ( SLS, Ezhishi, other ICT platform)
	Games Tool Kit	Board Games, Grammar Cards, 'Values' Cards, Picture Cards
Teaching & Learning at home	Printed Materials	Activity Books, Small Readers, Learning Sheets
	ICT Resources	Interactive Games, Interactive Books, Online Task ( SLS, Ezhishi, other ICT platform)



# Higher Mother Tongue (HMT)



HMTL has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

**To further strengthen the learning of MTL from an early age, Zhangde is offering HMTL across the 3 official MTLs from P3 onwards starting 2022.**

This is to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.



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heart



# Higher Mother Tongue (HMT)



- Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can**.
- To truly benefit from the P3/P4 HMTL curriculum, student should offer HMTL for at least two years to ascertain his/her ability to cope with it.
- Students who showed strong proficiency and interest in Mother Tongue Language (MTL) will be offered HMT at P5.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.



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# Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:  
Sustain students' interest and deepen their knowledge in their MTL  
Enhance Reading and Writing skills  
Expose students to age-appropriate literary texts

**Literary-based text.** Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

**Exposure to higher-order thinking exercises** e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions;  
Construction of new knowledge by making meaningful connections between texts and students' lives.

**Creative and fun-filled activities and games to teach language and cultural knowledge.** To sustain interest and extend knowledge.





# How would assessment look like for HMTL at P3 and P4 level?



HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

Student's progress in HMTL will be reflected in the Holistic Development Profile.



# P3 MTL Programmes

- Reading Programme
  - ✓ Class Reading period
  - ✓ Supplementary Readings
- P3 Cultural Performance Exposure Scheme  
(Theatrical Experience)
- Conversational Chinese and Conversational Malay (CCM)  
Programme



## Language & Cultural Exposure

# Mother Tongue Fortnight

Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.





# Supporting your child in MTL Learning



**Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books**



**Encourage them to take small steps in learning MTL, e.g. read signs, listen to music**



**Do fun activities in MTL together, e.g. watch a film or performance**



**Provide a conducive environment for learning MTL, e.g. access to MTL music and books**





# Tips for Parents

- **Interact** with and **verbalise** your child's thoughts in MTL regularly.
- **Cultivate** a reading habit, read MTL storybooks. Get your child to **READ WIDELY AND EXTENSIVELY**. e.g. story books, magazines, newspaper articles and other materials
- **Play** language games with your child to make learning of MTL fun for him/her.
- **Sing** along with your child or **watch** quality TV programmes together or **listen** to MTL music/radio programme/podcasts
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- **Expose** your child to MTL culture regularly.





# Science



# Outline on Presentation

- Topics covered in P3
- Curriculum Expectations
- Assessment Format in P3 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Science Learning and Programmes at P3



# Topics Covered in P3 Science

Term 1	Term 2	Term 3	Term 4
<u>Chapter 1:</u> Diversity of Living & Non-living Things	<u>Chapter 3:</u> Diversity of Materials	<u>Chapter 5:</u> Life Cycles of Animals	<u>Chapter 7:</u> Making and Using Magnets
<u>Chapter 2:</u> Classification of Living Things	<u>Chapter 4:</u> Life Cycles of Plants	<u>Chapter 6:</u> Properties of magnets	<u>Revision</u>



# Expectations for Science Lessons

- Bring Textbook for all Science Lessons
- Be responsible for Activity book. - file in completed assignments in Science File
- Complete all assigned work (e.g. concept mapping, notes, topical worksheets, Science Sketch Book activities)
- Work together and be responsible for mini project work (e.g. building a sail boat).
- Be Curious and participate in class discussion and activities.



# Assessment Structure for P3 Science

- 2 Weighted Assessments
  - Term 2 – Weighted Assessment 1 (15%)
  - Term 3 – Weighted Assessment 2 (15%)
- 1 End-of Year Examination
  - Term 4 – EOY Examination– (70%)
- Non-Weighted Assessments
  - to provide feedback to parents and students on their progress in the learning of Science
  - Review Exercise/ Concept Cartoons or Performance tasks



# Assessment Format for P3 WA1 & WA2



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	8	2	16	
B	OE (open-ended)	4 -7	2-3	14	
Total				30	15% of the overall exam

A maximum of 2 topics will be tested. Assessment may be in varied modes like using ICT or Practical work.



# Topics covered for Weighted Assessments

Only P3 topics taught will be tested.



# Assessment Format for P3 EOY Exam

Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	23	2	46	
B	OE (open-ended)	10	3 - 4	34	
Total				80	70%



# Topics covered for Assessments

## End of Year Examination

- All P3 topics taught will be tested.
- A maximum of 2 topics will be tested for each weighted assessment.



# Expectations



- Encourage children to revise Science lessons regularly
- A Structured Timetable supports regular revision
- Science Workbook, Sketchbook and files are returned termly for revision
- Parents are to check and endorse the files.



# Learning of Science in ZPS



## Hands - On Activities

“Tell me and I forget,  
teach me and I may  
remember, involve  
me and I learn.”

— Benjamin Franklin

Classifying animals based  
on characteristics





# Learning the properties of magnets – P3



Engaging Experiments to  
understand concepts





# Science Programmes

- Garden Trails
- Enrichment Programme





# Learning of Science in ZPS

## Garden trails



### BE A GARDEN SLEUTH

After you complete each task, get your teacher to sign in the boxes below.

<b>Station 1: Master of sorting</b>  <small>In this activity, you need to classify water and land plants as well as flowering and non-flowering plants. Scan the 2 different QR codes to begin!</small>	<b>Station 2: Fastest finger wins!</b>  <small>In this activity, you need to watch the video, 'Biodiversity in ZPS', and answer some spot questions.</small>
<b>Station 3: Close to my heart!</b>  <small>In this activity, you need to take a photograph of your favourite plant or animal in the garden and post this on Pallet. Don't forget to give a reason why it's your favourite!</small>	<b>Station 4: Proud of our Gardens</b>  <small>In this activity, design a poster on Pallet to show how you would do your part to take care of the gardens in ZPS.</small>
<b>Station 5: Spot the plant!</b>  <small>In this activity, test yourself to see if you can spot the plants that are found in our gardens and name them correctly.</small>	<b>Station 6: My masterpiece</b>  <small>In this activity, create a beautiful masterpiece using leaf rubbing. You can use coloured pencils or crayons for this task.</small>

Learning Sc



# Enrichment Programme

In 2024, students had a hand in growing mushroom. They were able to continue to grow and harvest these mushrooms thrice.



Learning



# Teachers continue to deepen students learning after the enrichment programme









padlet

♥ REMAKE ↗ SHARE ... K

Xiu Ying Leong + 36 • 4mo

## My Mushroom Project

Take good care of your mushroom daily and upload a picture of its progress.

Melody's Group	Kylie's Group	Jayden's Group	Chyi Shang's Group	Justin's Group	Eqisya's Group
<p>Anonymous 4mo</p> <p>Yi kai</p>  <p>☆ RATE</p> <p>Add comment</p> <p>Anonymous 4mo</p> <p>Melody: my mushroom is growing.</p>	<p>Anonymous 4mo</p> <p>Kylie</p> <p>MY MUSHROOM GREW SO BIG NOW (AFTER)</p>  <p>☆ RATE</p> <p>Add comment</p> <p>Anonymous 4mo</p> <p>Kylie</p>	<p>Anonymous 5mo</p> <p>Nice!!!</p>  <p>☆ RATE</p> <p>Add comment</p> <p>Anonymous 5mo</p> <p>My mushroom house</p> <p>☆ RATE</p> <p>Add comment</p>	<p>Anonymous 4mo</p> <p>Steffi</p> <p>My mushrooms are gigantic</p> 	<p>Anonymous 4mo</p> <p>NT</p> <p>Cool, right?</p>  <p>☆ RATE</p> <p>1 comment</p> <p>Xiu Yina Leona 4mo</p>	<p>Anonymous 5mo</p> <p>Sarah</p> <p>It's not growing yet but i'm s will.</p>  <p>☆ RATE</p> <p>Add comment</p> <p>Anonymous 5mo</p>



# Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights
  - ❖ Setting up an Environment Corner
  - ❖ Practising recycling Paper and Plastic bottles
  - ❖ My Environment and I Booklet – P3
  - ❖ Commemorating Environment Day
- ❖ We seek our Parents' support in all these initiatives.





# Join Us!

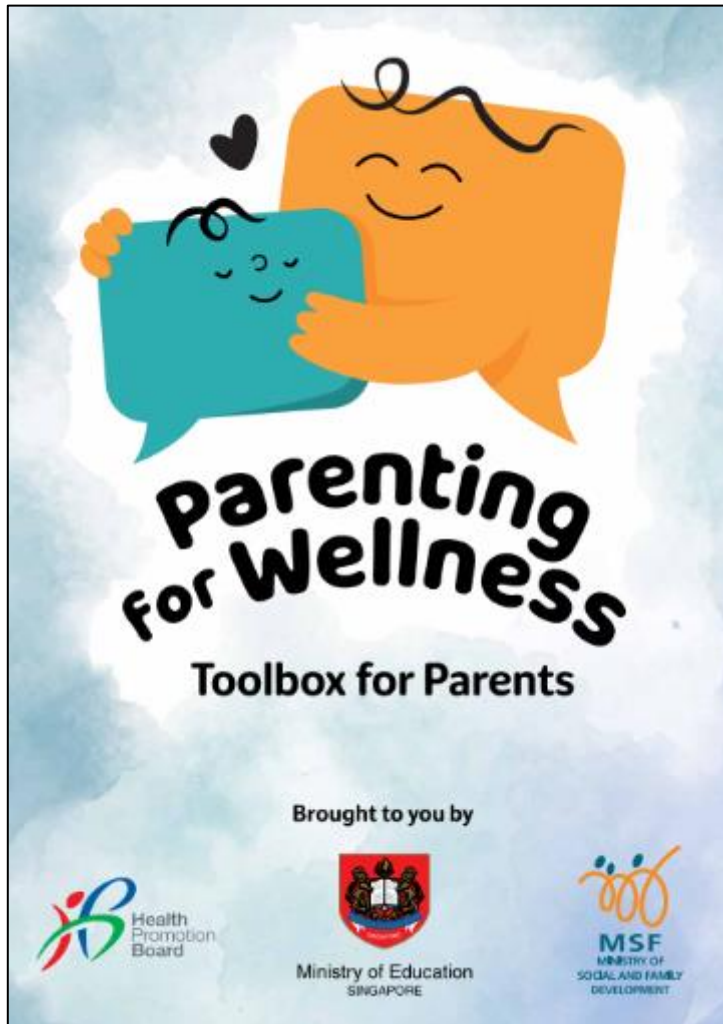
## Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.





# 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 stay safe online.

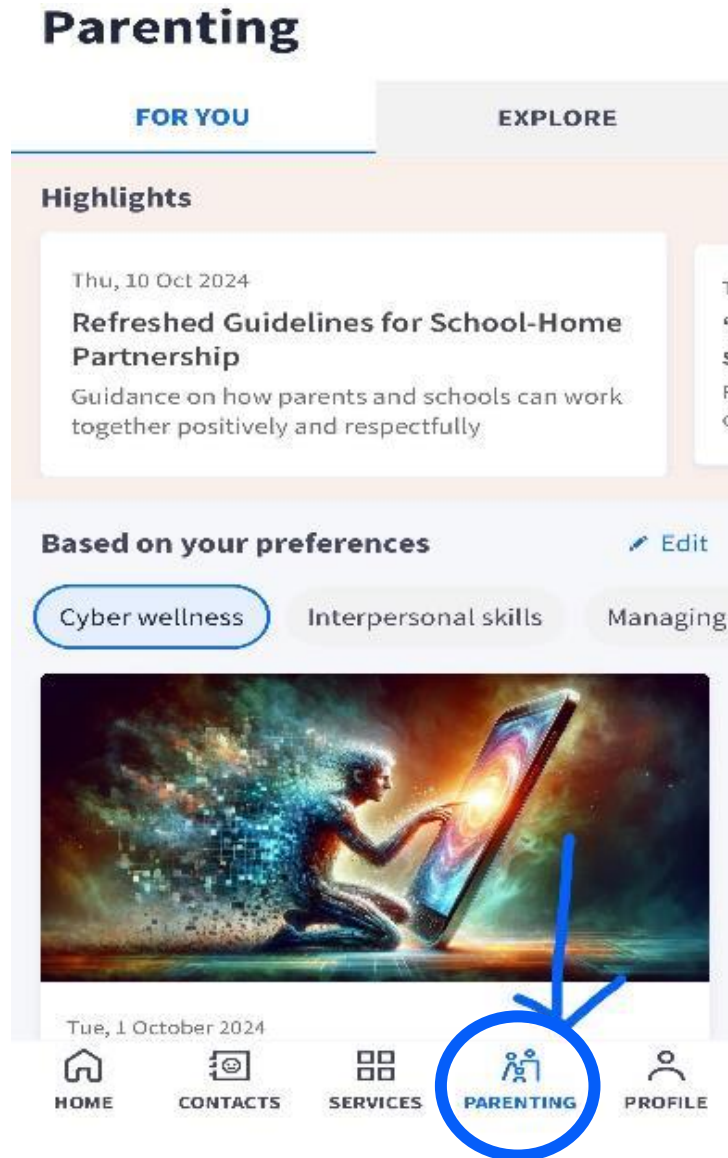




# Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

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



Find out more about Parents Gateway here.



# 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.

## MOE Social Media Platforms



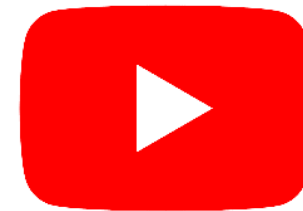
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[www.youtube.com/moespore](http://www.youtube.com/moespore)



# Thank you!

