



# Yumin Primary School

*Meet the Parents 2023*

*Primary 3  
Principal's Address*



*A Champion In Every Child*

# Agenda

- **School's Directions**
  - *Vision / Mission*
  - *Broad Directions*
- **Yumin's Distinctive Programmes**
  - *Positive Education*
  - *Curriculum Design @ Yumin (3Es)*
  - *Learning for Life Programme (LLP)*
  - *Applied Learning Programme (ALP)*
- **Curriculum and Assessment Matters**
  - *Science*
  - *Higher Mother Tongue*
  - *School-based Assessments and Weighting*
  - *Learning Dispositions*
- **Home- School Partnerships**
- **Meeting with Form Teachers**





# Our Vision & Desired Outcomes



What we want for our students:




**Mission** *To Build Character, To Challenge Minds, To Enrich Lives*

**Vision** *A Champion in Every Child*

What we Aspire for our

Champions:

**Desired  
Outcomes**

A CONFIDENT AND EFFECTIVE COMMUNICATOR	A CREATIVE AND CRITICAL THINKER	A CARING AND GRACIOUS CITIZEN
<p>I express myself clearly and fluently.</p> <p>I interact with others in a respectful and responsible manner.</p>	<p>I generate ideas and explore new possibilities.</p> <p>I reflect and persevere when faced with challenges.</p>	<p>I have a strong sense of belonging to my class, school and country.</p> <p>I serve the community with care and commitment.</p>
		

**School Motto**

*Aspire Strive Achieve Serve*



# Our Beliefs@Yumin



- Every child is different, special and talented in his/her own way.
  - ❖ *they have their own strengths and learn at their own pace.*
- Every child wants to learn and can learn.
  - ❖ *With appropriate support*
- Every child matters.





# Our Commitment



- Provide a quality holistic learning experience for every child.
- Provide equal learning opportunities for every child to realise their potential (*based on their strengths and pace of learning*)
- Provide a safe environment to make Yumin a second home for every child.





# Our Heartbeat



- We want our children to
- Be **HAPPY** in School
  - Find **JOY** in learning
    - Be **Future-Ready**
    - Be of **Strong Moral Fibre**
  - Enjoy **QUALITY RELATIONSHIPS**
    - Be the **BEST THEY CAN BE**
  - Feel that **SCHOOL IS THEIR SECOND HOME**



... and  
**Yumin Primary  
School to be their  
2<sup>nd</sup> Home!**





# Broad Directions



Prepare Our  
Students to Connect  
Collaborate  
and Create

One Secondary  
Education, Many  
Subject Bands



Nurture future-  
ready students

Ignite Joy of  
Learning



# CCE2021 Overarching Goals

Good  
character

Resilience and  
social-  
emotional  
well-being

Future  
readiness

Active  
citizenship





# How do we do it?



Adopting the 3E approach –  
Exuberance, Exploration  
and Expression



Implementation of  
anchor/signature  
programmes



Infusion through  
everyday learning  
where appropriate



Provision of holistic learning  
experiences – cognitive, leadership,  
aesthetics, leadership, social and moral



Focusing on inculcation  
of values, development  
of dispositions,  
equipping of knowledge  
and skills, and anchored  
on Positive Education



# Student-All- Round Development

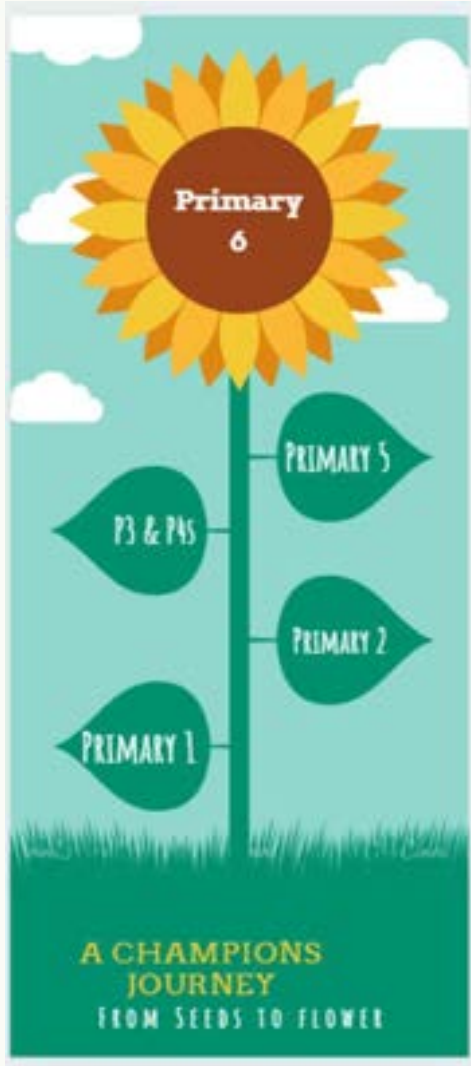


We believe that students can be **empowered** when they grow in **knowledge, skill, experience and attitudes**





# Our Vision .... *A Champion in Every Child*



*Little  
Champs*



*Budding  
Champs*



*Flourishing  
Champs*

Yumin Champions *empowered with Learning Dispositions & Values* through our *positive & vibrant school experiences* develop into flourishing champions who are **Confident & Effective communicators, Critical & Creative thinkers and Caring & Gracious Citizens!**

01



P1 and P2  
LITTLE  
CHAMPS

02



P3 and P4  
BUDDING  
CHAMPS

03



P5 and P6  
FLOURISHING  
CHAMPS

*Nurturing Each Yumin Student from “I can be a Champion” to “I am a Champion”*

**A CHAMPION IN EVERY CHILD**



*A Champion  
in Every Child*

**Flourishing Champs**





**Cherishes  
relationships**

**Adopts a  
growth mindset**



## **A Flourishing Champion @ Yumin**



**Practises  
mindfulness**

**Harnesses  
strengths**





# Positive Education



**“Feeling Good and Doing Good”**





Why

Wellbeing is at the heart of everything we do at Yumin Primary School where every student is supported to flourish and thrive.

# FLOURISHING LEARNERS



Theme 2023



# Focus for 2023



***Growth  
Mindset***



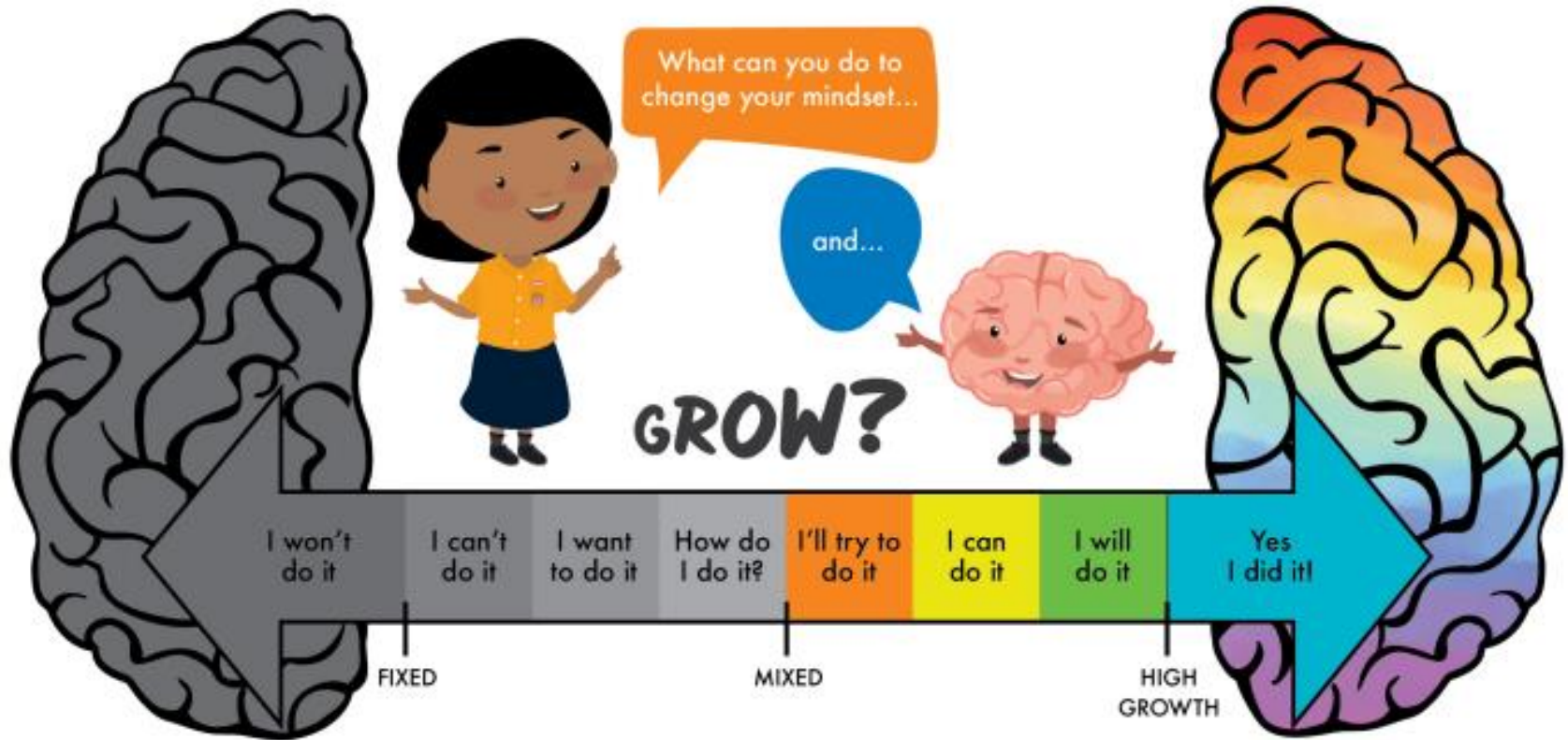
***Virtuous  
Practice***



***Learning  
Dispositions***



# THE GROWTH MINDSET CONTINUUM



# CHANGE YOUR WORDS CHANGE YOUR MINDSET



I'm either good at it,  
or I'm not...

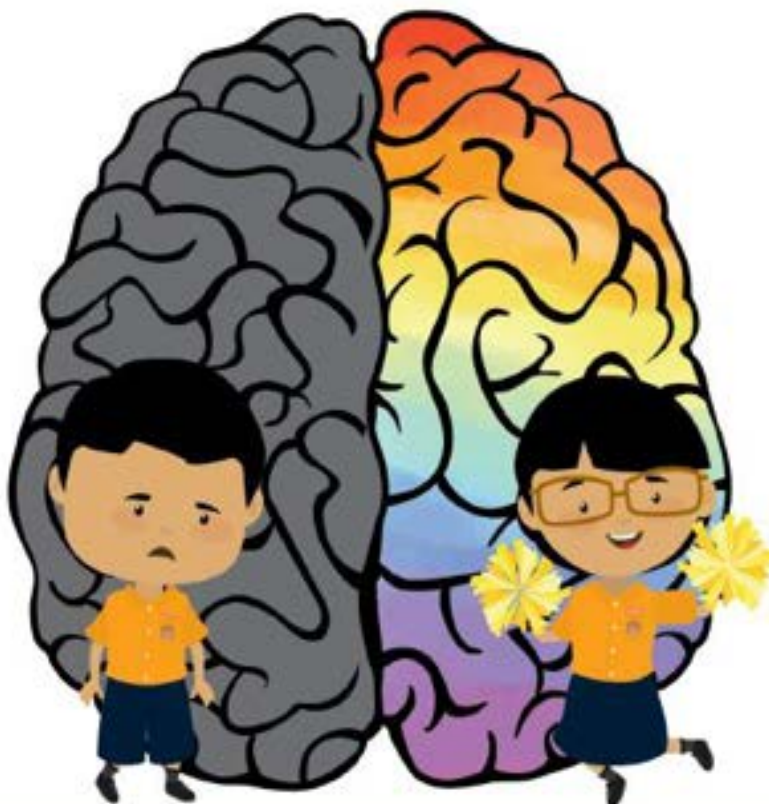
If I fail,  
I'm not good...

I don't like to be  
challenged!

I feel like feedback  
is personal!

If you succeed,  
I feel threatened!

I give up if I find  
something difficult!



I can learn anything  
I want to!


I learn from  
my failures...

I want to challenge  
myself!

I feel like feedback  
is constructive!

I am inspired by  
the success of others!

I always persevere, even  
when I'm frustrated!




I think I know the answer...




EUREKA!  
I understand it now!

# THE LEARNING PIT

BY JAMES NOTTINGHAM




This is not as easy as I thought...



I think I'm getting it!



I'm confused!



I need to work hard at this!

THE  
PIT

### Motivated:

- *What does it mean to be a motivated learner?*

### Resilience:

- *What can you do to show resilience?*

### Focused & Independent learner:

- *What does It mean to be a focused and independent learner?*

### Curiosity:

- *What does it mean for a Yumin student to exhibit curiosity?*



# 4 Learning Dispositions @ Yumin



# Learning Dispositions @Yumin



Dispositions + Habits



Classroom practices + Environment



Effective learning

**Motivated Learner**

I have a positive attitude towards learning.  
I am ready with my learning resources.  
I take pride in my work.

**resilient learner**

I work hard and do not give up when I face challenges.  
I am determined to put in effort to complete my work.  
I keep striving with a Growth Mindset.

**Focused & Independent Learner**

I pay attention to the lesson.  
I take responsibility for my learning and complete all assignments on time.  
I monitor my progress and modify my strategies to achieve my goals.

**I am CURIOUS**

I like to explore and learn new things and ideas.  
I ask relevant questions to deepen learning.  
I participate actively in discussions.





# Learning Dispositions @Yumin



Dispositions + Habits



Classroom practices + Environment



Effective learning

Motivated Learner



Learning Dispositions @Yumin	Demonstrated Behaviours	SUBJECTS			
		English	MT (CL/ML)	Math	Science
<b>Motivated:</b> <i>What does it mean to be a motivated learner?</i>	Your child has a <b>positive attitude</b> towards learning.	Beginning	Competent	Beginning	Accomplished
	Your child is <b>ready with his/ her learning resources.</b>	Beginning	Competent	Competent	Accomplished
	Your child <b>takes pride in his/her work (e.g with neat work)</b>	Beginning	Beginning	Beginning	Accomplished



# Morning Routine @YUMIN



## Flourishing Learners



SCT Sharing\_18 February 2022



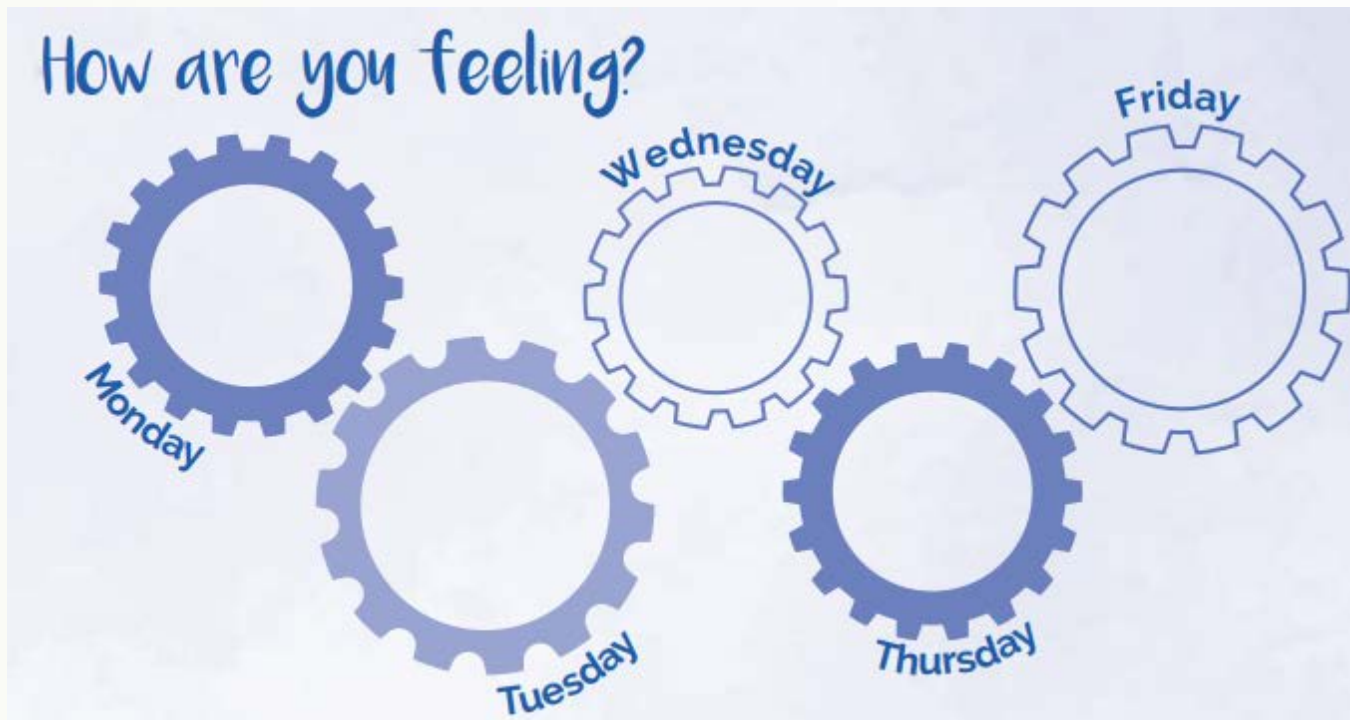
# GROWTH MINDSET PLEDGE

Every day I will do my BEST.  
When the going gets tough,  
My effort will be no less.  
With practice and perseverance,  
I will achieve success.  
My determination and resilience  
Will double my confidence.  
With a growth mindset  
Yumin Champions will learn and grow!



# Daily Mood Tracker

How are you feeling?





1 to 1 Interaction Time with your teachers ☺

This class is having  
DEAR Time!

Take out a book and read silently.



 Cherishing relationship

Let's Chat



Flourish Lessons

# MINDFUL BREATHING

Sit up straight and  
close your eyes.

**FOCUS** on your  
**BREATHING.**



# H

## Healthy Individuals



Be mindful of your body and mind to develop resilience



# RESILIENCE

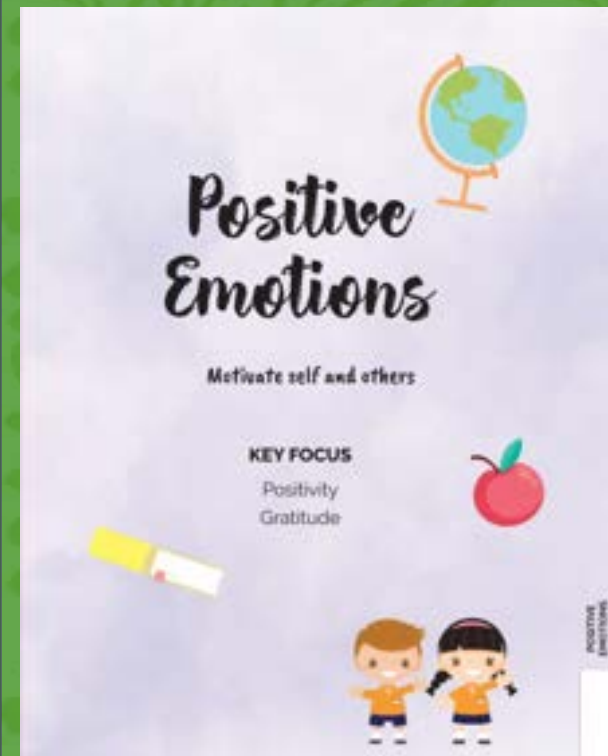


**WHAT  
WENT  
WELL**



**P**


**Positive  
Emotions**





# Exuberance, Exploration, Expression @ Yumin

## 3E Cohort Programmes design



**Weaving Joy  
@Yumin**



A theater stage with red curtains and a glowing sign that reads "One Minute Of Fame". The sign is framed by a border of warm, glowing lights. The stage floor is covered in rows of red seats.

*One Minute Of Fame*



## Applied Learning Programme (ALP) and Learning for Life Programme (LLP)



- Provide meaningful and purposeful age-appropriate opportunities for real-life application of learning.
- They allow for experimentation, self-discovery and joy of learning.



# Applied Learning Programme (ALP)

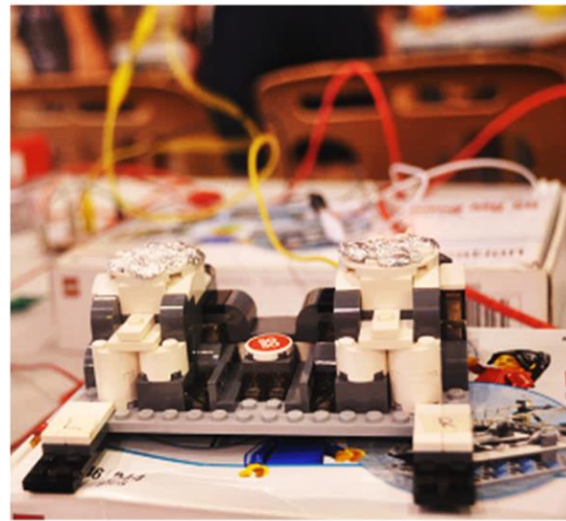


I<sup>3</sup>QUEST

IMAGINE

INNOVATE

INSPIRE





# ALP – STEM (Future Readiness)



## P3

### Quest to Construct

#### Learn simple programming

Students make use of microbits to do basic programming of lights and movement to create table top games

Microbits  
Scoreboard

## P4

### Code for Fun

#### Use programming to create routines

Students learn to control sphero through loops and sequencing.

Code for Fun

## P5

### Quest to Create

#### Infusing game mechanism with programming

Students make use of rules and variables to create educational games.

Scratch Game

## P6

### Quest to Design

#### Developing a designer mindset with programming

Students take on the designer mindset to reason systematically to create games with end-user in mind.

Scratch and Makey  
Carnival Games



# Uniquely Yumin Experiences



Action: How Might We

**P3**

**Project Love**

How might we reduce excess waste by creatively transforming unwanted items into new product?

**P4**

**Project GrARTitude**

How might we show appreciation to the non-teaching staff in Yumin?

**P5**

**Project Hope**

How might we practice 3Rs in school?

**P6**

**Project Care**

How might we take care of ourselves to stay healthy and accomplish our goals?

**STEP 1 FEEL**  
THINK FROM YOUR HEART  
The first step towards making change happen is to try to understand how people feel.

**STEP 2 IMAGINE**  
VISUALIZE CHANGE  
The clearer we can IMAGINE it, the better we can DO it!

**STEP 3 DO**  
MAKE CHANGE HAPPEN  
Be the CHANGE

**STEP 4 SHARE**  
"I CAN! NOW YOU CAN TOO!"





## Are CCAs Compulsory?



CCAs serve as a key platform to **develop character, SEL competencies & 21CC skills.**

**Cross –cultural skills along with communication and collaboration** are key 21 CC students will acquire through the CCA programme.

CCA is student-centric focusing on **developing student’s talent and interest and promote social bonding and integration**



# 2023 P3 Form Teachers



<b>P3 Respect</b>	<b>P3 Compassion</b>	<b>P3 Integrity</b>
Mr Zikri Ms Leow Si Hoon	Mr Md Rayhan Ms Foo Xue Yi	Mdm Ro'aiza Zainuri Ms Nurul Ain

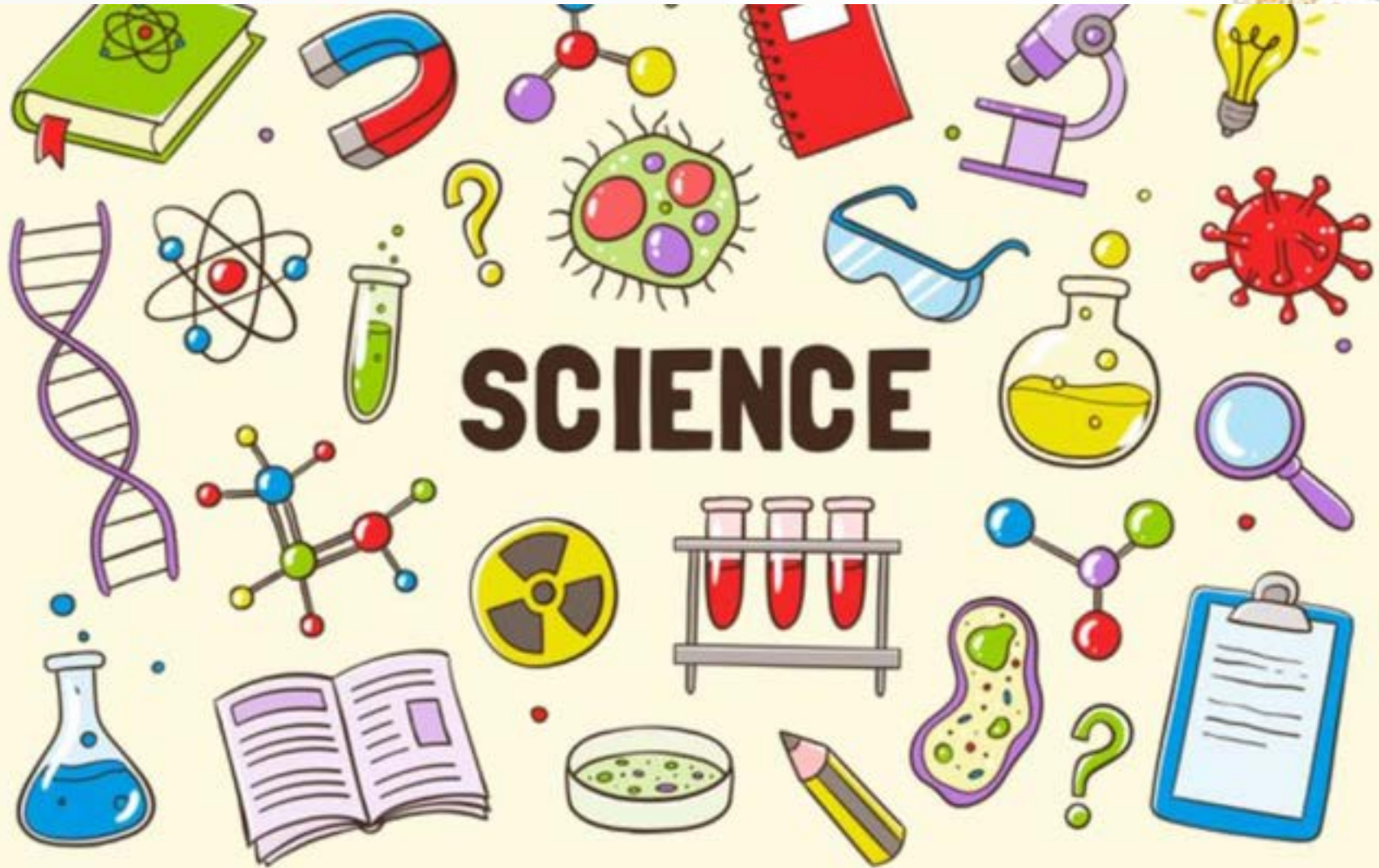
<b>P3 Perseverance</b>	<b>P3 Diligence</b>
Mdm Rohanah Bte Mohd Ali Mr Tim Kiew	Mdm Siti Raudhah Mrs Tay Yin Lin



## **P3 Curriculum / Assessment Matters**



# Overview of Science Syllabus





# Overview of Science Syllabus



Themes	
Lower Block (P3-P4)	Upper Block (P5-P6)
Diversity (P3)	--
Systems (P3)	Systems (P5)
Cycles (P4)	Cycles (P5)
Energy (P4)	Energy (P6)
Interactions (P4)	Interactions (P6)





# P3 Content



Theme	Topics
<b>Diversity</b>	<ul style="list-style-type: none"><li>▪ Classification: Living and non-living things</li><li>▪ Plants</li><li>▪ Animals</li><li>▪ Fungi and bacteria</li><li>▪ Exploring materials</li></ul>
<b>Systems</b>	<ul style="list-style-type: none"><li>▪ Plants and their parts</li><li>▪ Your amazing body as a system</li></ul>





# Learning of Science



S/N	Description
1	<b>Classroom Learning</b> <ul style="list-style-type: none"><li>▪ Inquiry-based learning</li><li>▪ Experiential learning</li><li>▪ Hands-on activities</li><li>▪ Flipped classroom</li><li>▪ Visual organisers</li></ul>
2	<b>Enrichment Programmes</b> <ul style="list-style-type: none"><li>▪ Sparks</li><li>▪ E2K (P4)</li></ul>
3	<b>Support Programmes</b> <ul style="list-style-type: none"><li>▪ Starfish</li></ul>





# How can we help?

- Encourage your child to be curious and inquisitive.
- Use items at home to experiment and explore.
- Value your child's questions.
- Set a routine to revise the concepts regularly.
- Help your child to link the concepts learnt to the environment.







## P3 Higher Mother Tongue Language



- Criteria for Selection:
  - Evidence of students' learning through checkpoints such as formative assessments
  - Students' learning progress and inclination for the language
  - Proficient in oracy skills and demonstrates strong foundation for literary skills
  
- Levels Offered:
  - P3 & P4 HML (2023)
  - P3 & P4 HCL (2023)



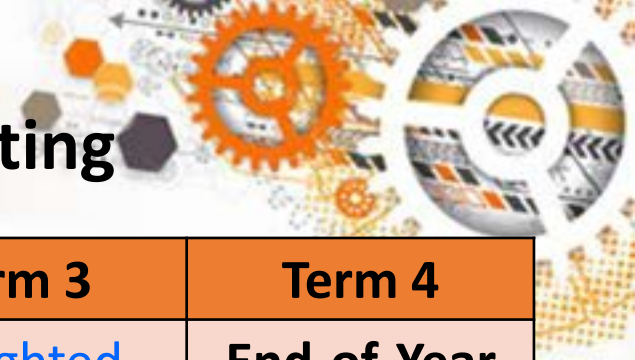
## Key Features of P3 and P4 HMTL Curriculum



- Aims of P3 and P4 HMTL Curriculum
  - Build 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
  
- Key Features of HMTL Curriculum
  - Literary-based text
  - Exposure to higher-order thinking exercises
  - Creative and fun-filled activities and games to teach language and cultural knowledge



# Overview of P3 Assessment Weighting



Description	Term 1	Term 2	Term 3	Term 4
Type of Assessment	Weighted Assessments (WA)	Weighted Assessments (WA)	Weighted Assessments (WA)	End-of-Year Examination (EYE)
Weighting	10%	15%	15%	60%

Please note that teachers will also be communicating students' learning and progress in their daily work through:

- Formative Assessments (FAs);
- Checklists and rubrics; and/or
- Qualitative remarks.

There will also be levelling up programmes to support various segments of students

- School-based Dyslexia Remediation Programme (SDR)
- ICAN
- Reading Recovery Programme (RRP)
- Starfish Programme (for all subjects)

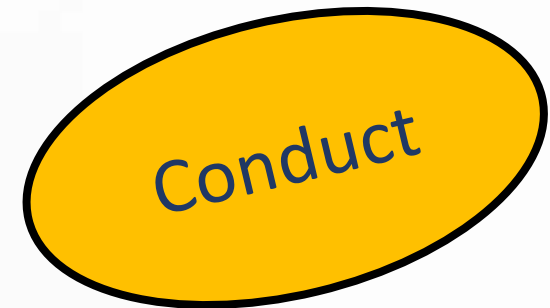


# Recognition of Students' Achievements



## Academic Awards

- [MOE] Edusave Merit Bursary Award
- [MOE] Edusave Good Progress Award
- [School] Excellence in Academics
- [School] Excellence in Subjects
- [School] Best Progress Award



## Holistic Awards

- [MOE] Edusave Character Awards
- [School] Values Champions Awards

\*Please refer to the Champion's Handbook or MOE's website for more details on MOE awards and scholarships

***(<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>)***



## Progression from P2 to P3



- All students are assigned to classes that help them progress at a pace that is comfortable for them.
- Factors for consideration also include student dynamics and inclusivity
- Students may be re-grouped for subjects such as Mother Tongue Language
- At the end of P3, students will generally progress en bloc to P4 so that students can continue to build close relationships with one another.



# GEP Screening Exercise



- The **GEP Screening Exercise** will be held in school for the following subjects in Term 3:
  - English Language
  - Mathematics
- Participation in the screening exercise is not compulsory, and students who are shortlisted to participate in the **GEP Selection Exercise** will be informed through the school in early October.
- More information on the details will be provided at a later date.



## Questions from Parents



- Will there be any SwimSafer Programme for P3 students this year?
  - ✓ Due to the Covid-19 pandemic and the accompanying restrictions, our current cohort of P4 and P5 students have yet to undergo the SwimSafer programme. Hence, since 2022, we have selected the P5 cohorts to catch up on this programme.
  - ✓ We will keep you updated on when your child will be participating in the SwimSafer programme.



# Home-School Partnership



**How can parents support your child?**



**CYBER  
WELLNESS  
FRAMEWORK**





**DO YOU  
EXPRESS YOURSELF  
APPROPRIATELY  
ONLINE?**

Do you **use**  
**vulgarity**  
on online  
platforms?

Do you  
create and  
share  
**insensitive**  
**content**?

# TIPS FOR PARENTS

## SENSE-THINK-ACT @ Home

**P**

rovide opportunities for a variety of offline activities

**A**

ctivate parental controls in all computing devices

**R**

ole - model good digital habits

**E**

stablish the ground rules for internet use

**N**

avigate the internet with your child to understand his/her use

**T**

alk with your child about his/her internet use

# Cultivating Good Reading Habits

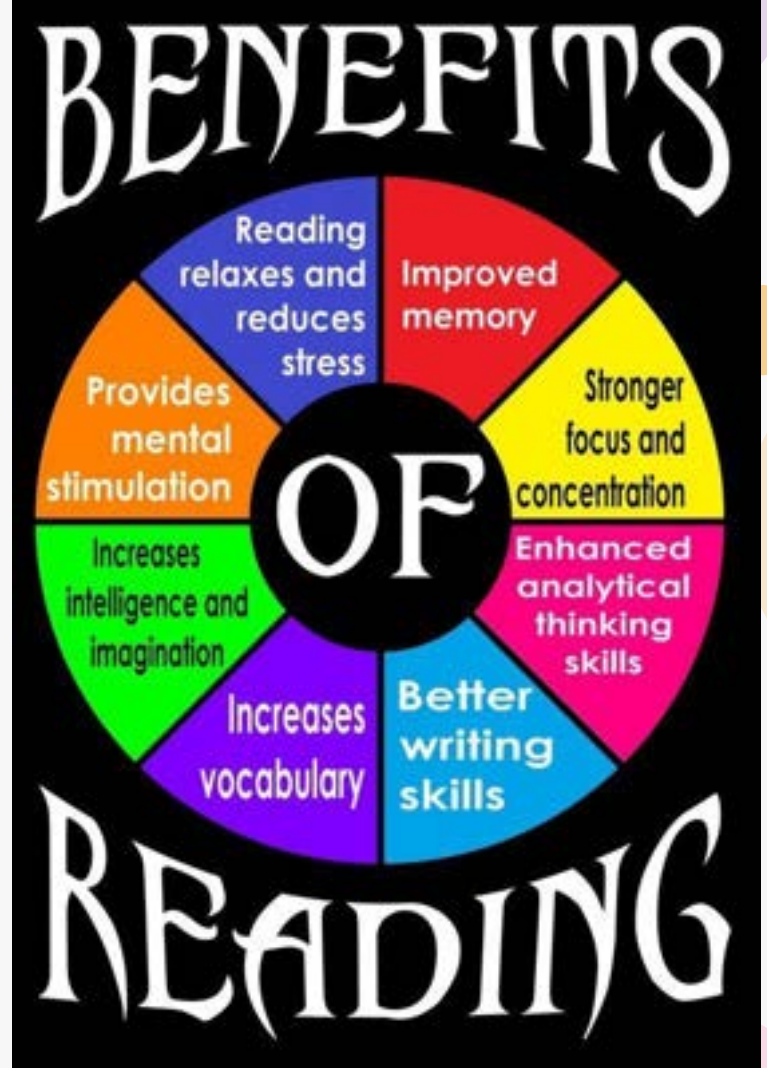


Helping children develop reading skills is important because reading is the basic foundation for learning

- Gauri Venkitaraman



Parentous.com  
Fastest growing parenting community



# How to raise a reader?

- ★ Create a positive reading environment
- ★ Have a conversation with your child about the books that they are reading
- ★ Understand that every child is unique

**It is never too late to start on your child's reading journey.**



# Do I have to buy more books?

- Search for books using the **NLB catalogue** and reserve them using your NLB account (page 16)
- Download e-books on **Libby**, a reading app (page 20)
- Access the **TumbleBook Library**, an online portal with a collection of audio books (page 22)



**BETTER  
TOGETHER**



HOME-SCHOOL PARTNERSHIP

**“FAMILY IS THE FIRST SCHOOL  
FOR YOUNG CHILDREN,  
AND PARENTS ARE  
POWERFUL MODELS.”**

~ ALICE STERLING HONG

**MY LEARNING BLOCK**





# Journeying with your Child



- Ensure attendance and punctuality
- Co-plan a routine with child to instil sense of ownership for learning
- Guide child to be systematic in acquiring knowledge and skills and not just focus on exam papers
- Provide authentic learning experiences to enable child see purpose and meaning in learning
- Encourage exploration





# Journeying with your Child



Equip child to learn to regulate emotions and relate with peers

Encourage child to:

- not to hurt both physically and by words
- be a friend to others
- view issues from different perspective
- to be a team player

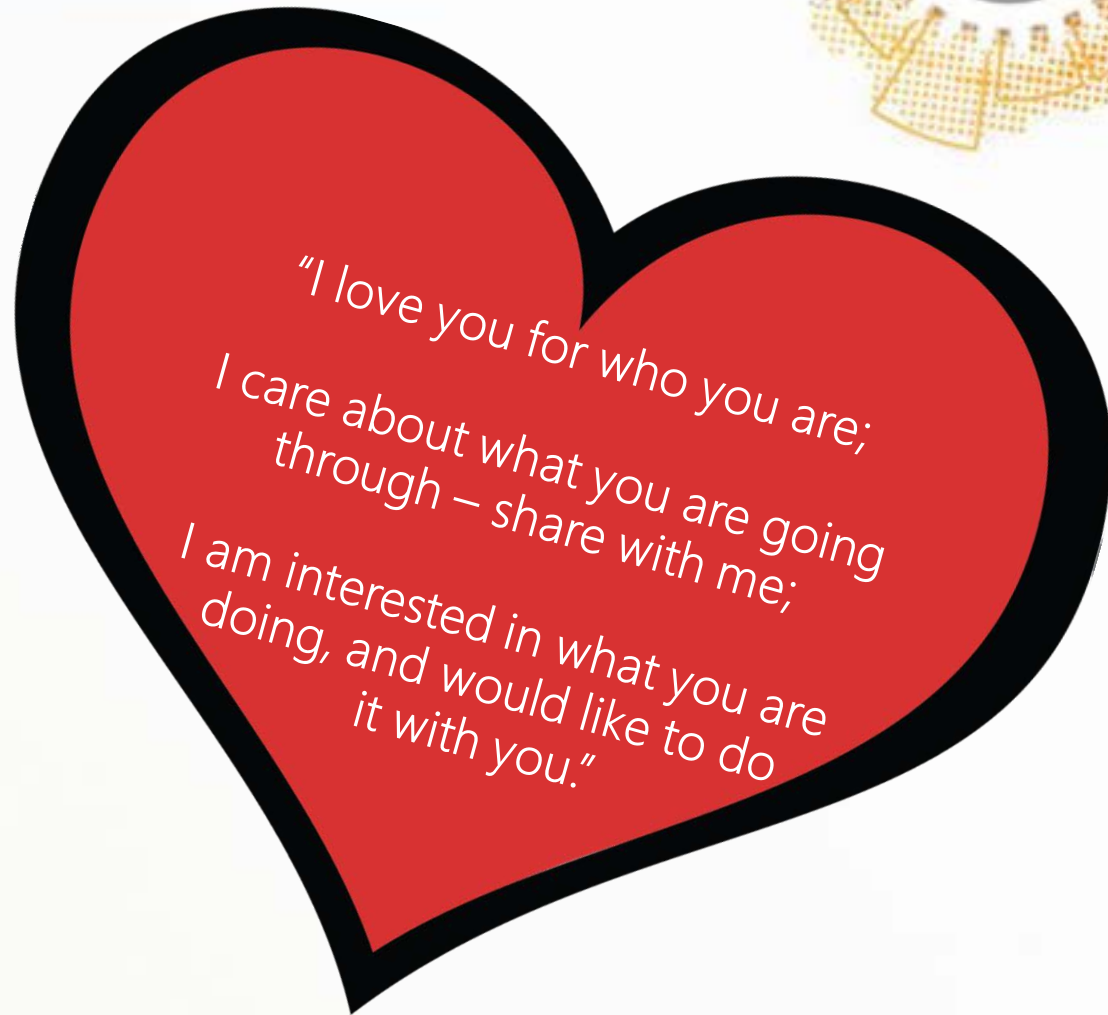




# Parents As Key Partners



- Child's emotional wellbeing is key
- Balance between tender loving care and discipline, Equip them with life skills
- Build resilience
- Build strong positive relationship, which is key to supporting them and keeping them safe





# Channels of Communication



- We value home-school partnership and look forward to working closely with all of you in the course of the year.
- Teachers will be communicating with you (and vice versa) through the various channels:
  - Champions' handbook
  - Email / phone call / F2F meeting
  - Parents Gateway (PG)
- Just as we take care of our students holistically, we also need to take care of our staff holistically so that they can take care of our students well too.

We appreciate parents' understanding to honour the teachers' personal space after 5.30 p.m. and during the weekends.



# Safety Matters



## Student Wellbeing

- Students who are unwell should not report to school

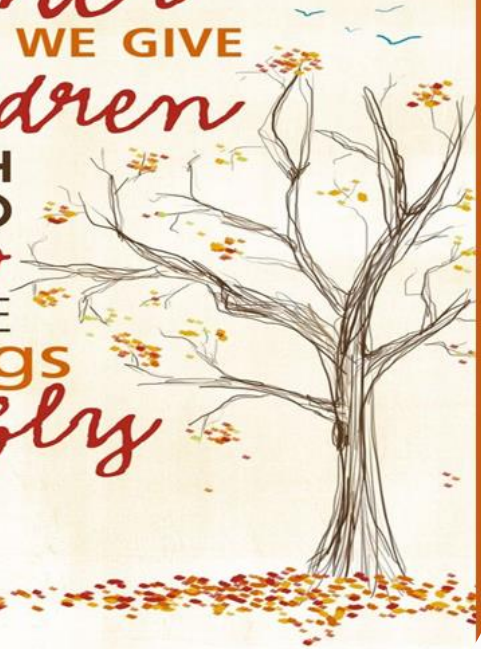


## Traffic Matters

- Avoid parking outside the school – Instead, use the carparks located near the back gate or opposite the front gate of the school
- For those who cycle to school, please dismount from bicycles and walk into the school compound
- Prepare child to alight from the car promptly upon arrival at the car porch
- Role model the use of pedestrian crossing outside the school



*Together*  
MAY WE GIVE  
our *children*  
the *roots*  
grow  
AND THE  
wings  
to *fly*



**Enabling our  
children to be**

**A Champion  
in their own  
right**