



**ZHENGHUA  
PRIMARY SCHOOL**

The Best That We Can Be.

# Briefing by Year Head

27 January 2024

*Resilience, Innovation, Integrity, Care, Collaboration and Excellence*

# Overview

**Segment 1: My Role as a Year Head**

**Segment 2: Overview of Our School Programmes**



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# **My Role as a Year Head** *(Well-being & Holistic Development)*

Segment 1



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# Year Heads / Asst Year Heads

Mrs Lee Boon Kwang	Year Head (P1/2)
<b>Mrs Siti Aisyah Sasikumar</b>	<b>Year Head (P3/4, covering)</b>
Mdm Hafiza Ahssan	Year Head (P5/6)
Mdm Ong Yan Joo	Assistant Year Head (P1)
Mdm Ou Yanxia	Assistant Year Head (P4)
Mdm Nor Hazwani Bte Harun Rushid	Assistant Year Head (P5)

# Well-being of Your Child



*Students our Focus*

*Resilience, Innovation, Integrity, Care, Collaboration and Excellence*

# Daily and Termly Check-In

Fast Kit



Heart-to-Heart Talk with  
Form Teachers



Termly Check-In Survey via All  
Ears Form

*Term 1: Understand students'  
thoughts and emotions about  
starting the school year*

# Enhanced Support for Selected Students

A dedicated team of Counsellors and SEN Officers looks into the well-being of students

- with Special Educational Needs (SEN), and
- in need of counselling.

After school support programmes have been curated for selected students. The school will be in touch with you if your child has been identified.



# Enhanced Support for Selected Students

## Examples:

- Individual Intervention
- School-initiated Group Intervention
- Referral to external agencies for diagnosis and support
- Access arrangement
- Progress monitoring/preparation for transition





# Our Dedicated Team of Special Educational Needs Officers

**Mr Mohd Alighthouse  
S/O Md Sidique  
(Senior Special  
Educational Needs  
Officer )**

**Mdm Shilka  
Quraisha  
(Special  
Educational Needs  
Officer)**

**Ms Siti Radhiana  
Agustina  
(Special  
Educational Needs  
Officer)**

**Mdm Rasimah  
Mohamed Isa  
(Special  
Educational Needs  
Officer)**

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Only for **SELECTED** students. Consent form will be issued via Parents' Gateway.

Programme	Level (Selected Students)	Focus Area	Frequency
<b>SPARK CENTRAL</b>	P5 & P6	Holistic Support	3 times a week
<b>SPARK HAVEN</b> (used to be called SAKURA)	P5 & P6	Behavioural and Social-Emotional Coaching	Fridays after school, about twice a month
<b>CYBER SPARK</b> (used to be called LEVEL UP)	P5 & P6	Cyber Wellness	Fridays after school, about twice a month
<b>SPARK CONNECTION</b>	P3 - P5	Behavioural and Social-Emotional Coaching	Every Friday after school
<b>SPARK BLISS</b>	P3-P6	Bridging Lessons <u>In</u> Social Skills	Fridays after school, every fortnightly
<b>RAINBOW CONNECTIONS</b>	P1 & P2	Values for Emergent Learners	Every Tuesday after school
<b>SPARK PLEASE</b>	P2	Play and Learn Socials Etiquette	During recess, once a week
<b>SPARK READERS</b> (used to be called Reading Clinic)	P2	Phonological skills	Every Tuesday and Thursday after school

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**Ms Toh Mui Hua  
Catherine  
(School Counsellor)**

**Mdm Esther Lim  
(School Counsellor)**

# Holistic Development



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# Moving away from overemphasis on academic grades

- **Removal of Mid-Year Exams** is part of MOE's ongoing efforts to **move away from an overemphasis in academic grades**
- More opportunities to help students to **develop their character and life skills** (e.g., self-directed learning), as well the joy of learning



# Discipline & Character Growth

- **Discipline is essential to character growth**
- **Educative** and not punitive
- **Meaningful** consequences
- Adopt **Restorative Practice (RP)** in managing behavioural issues that undermine character

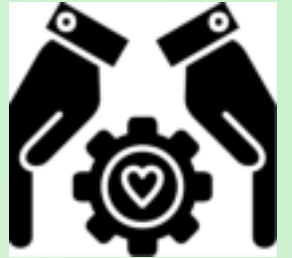
Mr Elliot Ang

Subject Head / Student  
Management (Int)

Discipline Master

# Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



# We are partners in your child's character growth

IT TAKES A  
VILLAGE  
to raise  
a child.



## The Child, Our Common Goal

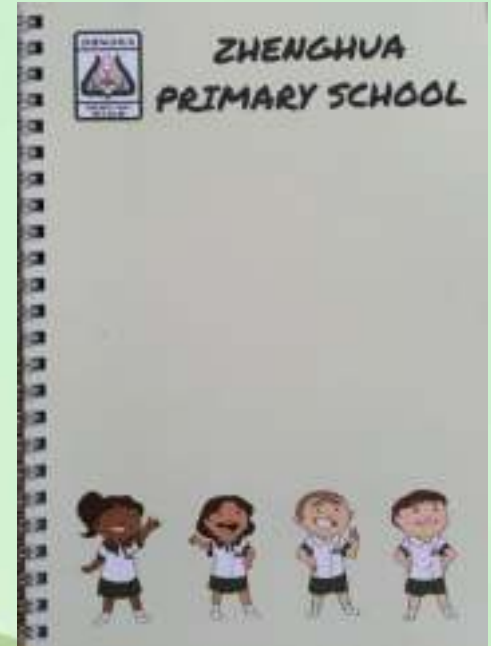
*Resilience, Innovation, Integrity, Care, Collaboration and Excellence*



# Partnering you to develop your child's sense of responsibility

## 2 key areas:

- Homework submission
- Attendance and punctuality to school





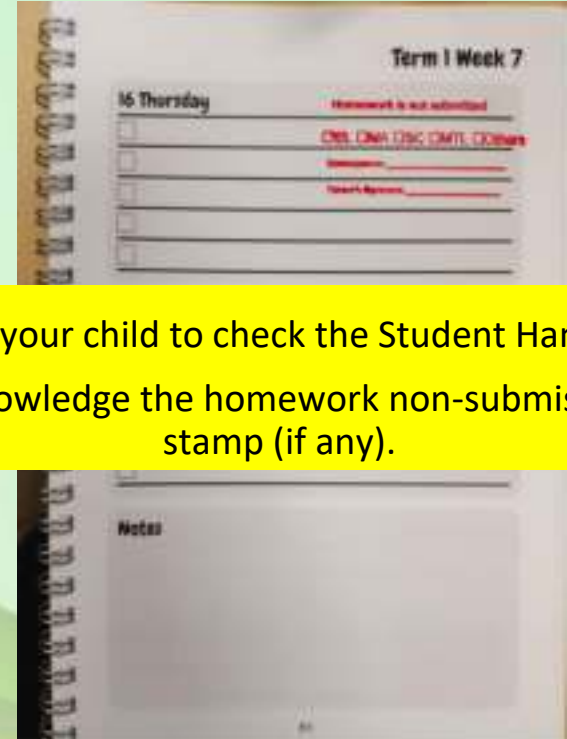
# Roles in Homework Submission

Student's Role	Parent's Role
<ol style="list-style-type: none"><li>1. Copy homework into Student Handbook and put homework into homework file</li></ol>	<ol style="list-style-type: none"><li>1. Check Student Handbook</li></ol>
<ol style="list-style-type: none"><li>1. Check Student Handbook and homework file for homework is brought home</li></ol>	<ol style="list-style-type: none"><li>1. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed</li></ol>
<ol style="list-style-type: none"><li>1. Once homework is completed, place the homework into homework file and into the bag</li></ol>	<ol style="list-style-type: none"><li>1. Note Teachers' communication with you in the Student's Handbook (if any)</li></ol>

# Homework Submission

## Benefits of Homework

- Develop **independent learning**
- Develop **time management skills**
- Allow students with different abilities and interest to learn at their own pace to **deepen conceptual understanding**
- Improve **retention of knowledge**



Remind your child to check the Student Handbook.

Acknowledge the homework non-submission stamp (if any).

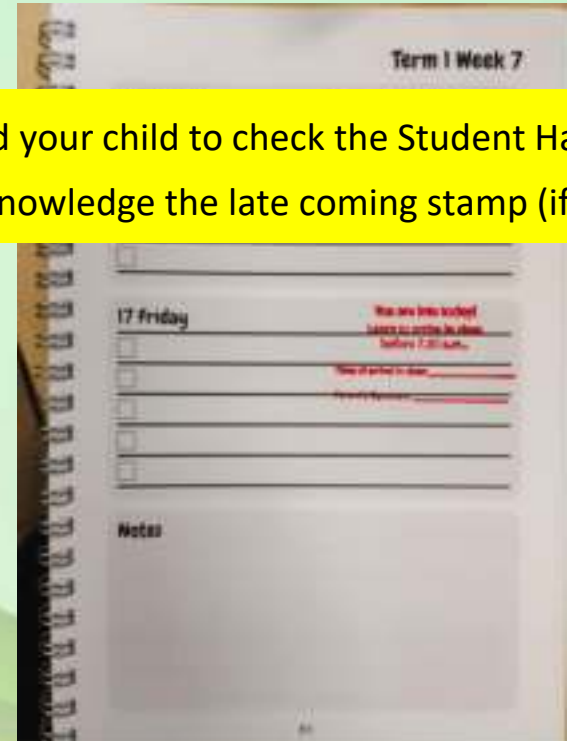
# Punctuality to School

## Benefits of Punctuality

- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect



Remind your child to check the Student Handbook.  
Acknowledge the late coming stamp (if any).



# School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
<b>Stamp notification</b>	<b>Late stamp</b> on student handbook for students who <b>arrive in class/hall after the start of the National Anthem</b>	<b>Homework reminder stamp</b> on student handbook for students who <b>did not submit homework despite being given a reminder</b>

## Possible meaningful consequences after the 4<sup>th</sup> late coming/submission of homework:

- Recess detention
- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/mentoring support

# Attendance in School is Important for learning

- Please **do not** take your child/ward out of school for other purposes (e.g., vacation, visiting relatives) during term time. The absence will be marked as '**Absent without Valid Reason**'. Form Teachers must be informed of your child's absence.
- If your child/ward has a valid reason to leave Singapore during term time (**compassionate reasons** or the child is competing at an overseas competition), please **write to one of the school leaders for approval** at [zhenghua\\_ps@moe.edu.sg](mailto:zhenghua_ps@moe.edu.sg) and cc the Form Teachers.
- **For all other reasons for overseas travel** during term time, please email the Form Teachers the dates of travel for their information. Form Teachers will mark the absence as '**Absent without Valid Reason**'.

# School Policy for Early Dismissal from School

- For safety reasons, students who need to leave our school during curriculum time **must be picked up from our General Office by a parent, an adult family member or a caregiver.**
- The adult picking up our student will have to complete an **“Early Dismissal” form** which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



# Drop Off at School Foyer

- If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion





# Your child could reach us via *YH Mailbox @ Staffroom 3 (level 2)*



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# Communicate your concerns with us

Mrs Siti Aisyah Sasikumar (Year Head, Covering)

Email: [siti\\_aisyah\\_a@moe.edu.sg](mailto:siti_aisyah_a@moe.edu.sg)

Phone number: 67697478 (extn: 572)



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# Supporting your Child's Transitions

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# What does transition to P3 mean to your child?

- Progress from foundational years to key growth years
- New classmates and teachers
- New subject and school commitment
- Increase in homework load
- More interactions with peers and students from different levels

# How you can help support your child's well-being in their transition years

## • S.A.F.E. Tips

### S - Support

- Encourage your child to talk to a trusted adult for guidance
- Help your child understand decisions made and actions taken
- Keep rules short and realistic

### A - Affirm

- Recognise his/her demonstration of good values and behaviours
- Praise your child's efforts regularly

### F - Familiarise

- Find out what Primary 3 is like for students these days. Moderate your expectations according to your child's strengths and development

### E - Empathise

- Show that you understand your child's concerns
- Teach with less talk and more role-modelling

# For more parenting tips...

**parentingwith.moesg** Follow Message  
251 posts 28.4K followers 8 following  
Parenting With You  
Education  
Connecting, sharing, celebrating, and growing together.  
Run by the Ministry of Education, Singapore.  
1 N Buona Vista Dr, Singapore 138675  
iP [linktr.ee/parentingwith.moesg](https://linktr.ee/parentingwith.moesg)

Curious to know why our children enjoy MOE Kindergarten (MK)?  
Visit our MKs on 3 and 17 Feb 2024\*, 8.30am - 12.30pm to find out more!

**3 Steps to Create a Gratitude Jar**

**Showing Love Through 'We-Us-Me' Time**

**What skillsets do our youths need in the future?**

Trisha Surendh  
Head of Public Policy,  
LinkedIn SEA and  
Steering Committee,  
SteeringCo

Back-to-School  
CHECKLIST FOR PARENTS

Curious to know why our children enjoy MOE Kindergarten (MK)?

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We are partners in your child's  
character growth



**The Child, Our Common Goal**

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# Leveraging Partners in the Community



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# Fei Yue Families for Life @ Community



**TRIPLE P**

Positive Parenting Program

## Our Programmes



Parenting  
Seminars



Grandparenting  
Seminars



1-to-1 Parent  
Consultations



Parents  
Group Work



Family Life  
Talks/Workshops



Marriage  
Enrichment



Scan the QR code to  
sign up or find out  
more about Triple  
P/Signposts:



Small changes,  
big differences.



Indicate your interest by filling in the form  
(scan the QR code or access <https://go.fycs.org/PSS>)

For further queries, email to [parenting@fycs.org](mailto:parenting@fycs.org).

# OVERVIEW OF PROGRAMMES FOR PRIMARY & SECONDARY LEVELS

PERFORM IN SCHOOL DEPARTMENT			
	LOWER PRIMARY (Pri 1 – 3)	UPPER PRIMARY (Pri 4 – 6)	SECONDARY (Sec 1 – 5)
Academic Support Intervention	MENDAKI Tuition Scheme (MTS)		
	Math Coaching		#amPowered@MTS
	Math Booster for Young Learners		
	MENDAKI Homework Café (MHC)		
Education Partnership	MENDAKI Cyber Homework Ace (MCHA)		
	Project ACE & Numeracy Enrichment Programme @ Big Hearts Student Care Centres		
		"Success in PSLE" Series	
Empowerment Programmes	Primary 1 Orientation	Exam Ready Campaign	
	Brunch with MENDAKI (for parents)		
	"Parents' Guide To..." Series (for parents)		
Financial Assistance	School Assistance Scheme (SAS)		
	Merchant Bursary		
	Subsidised Academic Programmes		

## Access Our Services Anytime Anywhere

<https://my.mendaki.org.sg/Home/ContactUs>



### CONTACT US @ MENDAKI

To get the info that you need immediately, please use the search box above. If you're unable to find what you need, please use the form below and we will get back to you within 5 working days.

Do sign up for an account with us so that you can easily keep track of all your activities with us and save time on having to enter your particulars again!



## EDUCATION

Maximising educational opportunities for all students



## CHILDREN

Engaging parents to play an active role in their children's lives



## YOUTH

Inspiring youths towards greater achievements



## PARENTS

Engaging parents to play an active role in their children's lives



## ASSISTANCE

Supporting the community's needs and aspirations



SINDA

Call us : 1800 295 3333

Find out more @ : [www.sinda.org.sg](http://www.sinda.org.sg)

Follow us on :    



*Resilience, Innovation*

## 支持家庭 SUPPORTING FAMILIES



- 家庭资源计划  
Family Resource Programme
- 家长教育  
Parent Education Programme
- “准备上学啦！”活动  
CDAC “Ready for School” Project

## 经济与援助 FINANCIAL ASSISTANCE



- 家庭援助计划  
Family Assistance Programme
- 华助会 - 泉多总会贫困援助金计划  
CDAC/SFCCA Hardship Assistance Fund Scheme

## 联系乐龄 CONNECTING SENIORS



- “陪你知天下”及乐龄加油站  
News Sharing & Senior Learning Kiosk
- 康乐活动  
Senior Health and Wellness
- 资讯科技课程  
Information Technology Courses
- 讲解会  
Information Sharing Session
- 跨代学习与互动  
Intergenerational Learning and Interaction
- 传统节日庆祝活动  
Festival Celebration

**Hotline**  
6841 4889

**Email**  
enquiry@cdac.org.sg

## 华社自助理事会

**CHINESE DEVELOPMENT  
& ASSISTANCE COUNCIL**



华社自助理事会  
CDAC



cdac.org.sg



/CDAC.sg



/cdac\_sg

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# Overview of P3 Level Programmes

## Term 1

- Peer Support Training Programme
- Student Leadership Training
- Math PALM @ Recess
- Library Fortnight

## Term 2

- Swimsafer Programme
- Peer Support Training Programme
- Student Leadership Training
- ALP + Stars of Chek Jawa
- Library Fortnight
- CCA Carnival
- Science Save Pikachu and Friends

## Term 3

- Peer Support Training Programme
- Student Leadership Training
- ALP
- Flourish and Shine
- Library Fortnight
- Adopt a Dialysis Centre VIA
- Math Shopping and Experiential Learning Trail

## Term 4

**P3**



# ***Programme 2024***





# WHEN is it?

During CURRICULUM Time...( PE periods )

**Term 2 Week 1 to Term 2 Week 9**

Classes	Lessons @8 - 9.30am @Bukit Batok Swimming Complex
3IN, 3IY, 3RE	Thursdays : 7.30am – 10am ( starts T2 W2 : 28* March )
3CE, 3CN, 3EE, 3HY	Fridays : 7.30am – 10am ( starts T2 W1 : 22* March )

**Thursdays / Fridays – 8 sessions**




# CCA

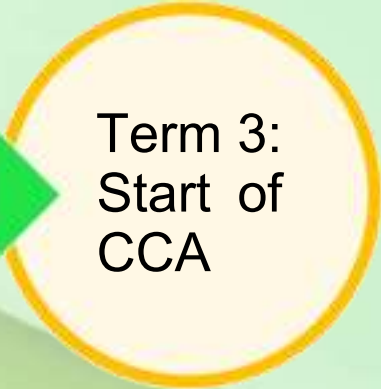
Zhenghua  
Primary School



Term 2  
Week 9:  
CCA  
Carnival



Selection  
Process

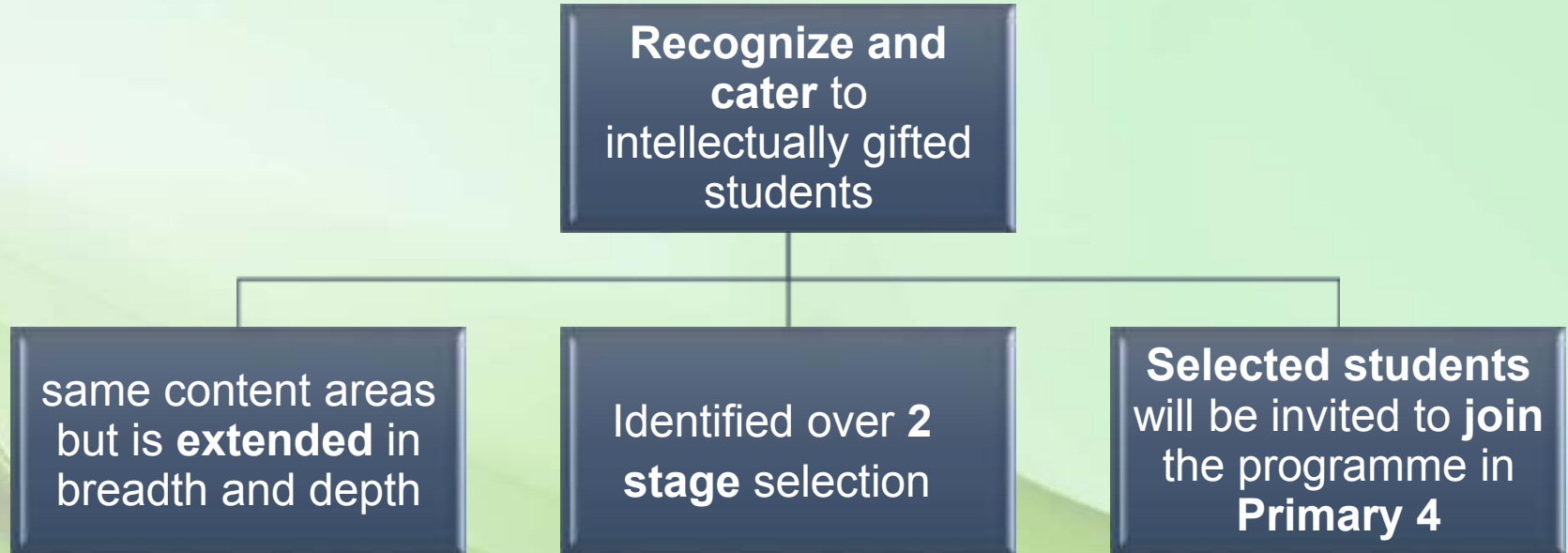


Term 3:  
Start of  
CCA

# List of CCAs

Performing Arts	Sports	Uniform Groups	Clubs
Brass Band	Basketball	Brownies	Greenovation
Chinese Dance	Floorball	Red Cross Youth	Robotics
Choir	Football		
Indian Dance	Rugby		
Malay Dance			

# Gifted Education Programme





## Things to note

**There's no need to send child for preparatory class**



could inflate the scores, not reflecting your child's actual potential



Students who are not ready to handle the rigor and demands of the GEP will: **Struggle to cope** with the enriched curriculum.

**Experience stress** that could impact their self-esteem and cause them to **lose confidence**.

P3 VIA

We have adopted Le Champ - NKF Dialysis Centre @ Blk 275 Bangkit Road.

29 July, Mon: NKF Kidney Health Talk for P3 and Health Booth during recess



5 Aug, Mon: Each class is to discuss and come up with simple activities that require only 1 arm for patients to do while dialysing. For example, word search.

Creator  
Contributor  
Connector

# Overview of Our School and Level Programmes

*(CCE, ALP, LLP and PAM)*

Segment 2



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**ZHENGHUA  
PRIMARY SCHOOL**

The Best That We Can Be.

# Character and Citizenship Education (CCE)

Mdm Lin Xiaojun  
HOD CCE

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# Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:



**Good  
Character**



**Resilience and  
social-emotional  
well-being**



**Future  
Readiness**



**Active  
Citizenship**

Students become **leaders of character** who are able to lead themselves and others and are **active citizens** who contribute positively to the family, school, community and nation.

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# 6 Key CCE Curriculum Content Areas

The CCE curriculum content is premised on the three big ideas of **Identity, Relationships and Choices**, and anchored on the teaching of **core values and social-emotional competencies**.

They are taught and applied in the **6 key curriculum content areas**.

A Healthy Balance

Cyber Wellness (CW)

Family Education (FE)

Being Grateful

I am Resilient

Mental Health (MH)

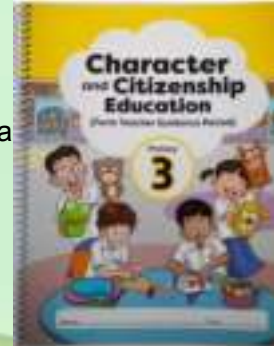
National Education (NE)

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

Education and Career Guidance (ECG)

Sexuality Education (SEd)

For Upper Prima



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# Our Approach to CCE

## Learn

- Explicit teaching and intentional integration of CCE across the curriculum and co-curriculum

Platforms include:

- CCE (Form Teacher Guidance Period)(**FTGP**)
- CCE (**Mother Tongue Language (MTL)**)
- **Start-It-Right** programme
- **Pre- Assembly and Assembly talks** on values, current affairs, etc

## Apply

- Authentic platforms for students to live out school values, demonstrate social emotional competencies & leadership and serve the school, community &

Platforms

- Values-In-Action (**VIA**)
- **Student Leadership Opportunities**
- **Day-to-day lessons and interactions**

## Reflect

- Students' reflection on what they have learnt and how they have applied their learning

Platforms

- **Self-Assessment** of values & student leadership practices
- **Reflections**

Making care packs for migrant workers

Making appreciation cards for healthcare workers

Everyday responsibilities –  
Cleaning tables after use

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**Caring & Enabling School Environment**



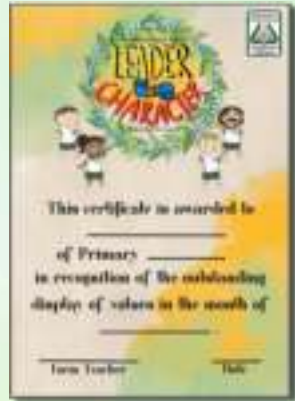
**School-Home-Community partnerships**

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# A Caring & Enabling School Environment

## • Affirmation

**Monthly Leader of Character Award** - to recognize students for their outstanding display of values



Adhoc COOL tickets



Termly "Caught dOing gOod in school" kids affirmation



Termly Gratitude cards



## • Leadership Development

Developing students to become leaders of character who can:

- lead by example
- serve with humility and care
- take initiative to make a difference
- influence others to do what is right

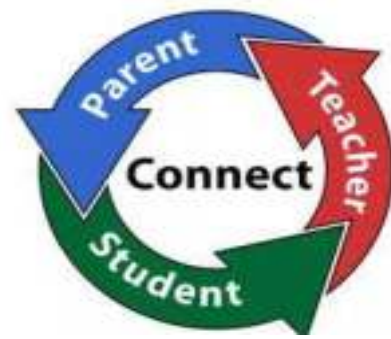
All Zhenghua students are leaders of character.



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# A Caring & Enabling School Environment

## • Our Discipline Approach



**Promote** a safe and supportive environment and a culture of care  
**Prevent** challenging behaviours from occurring



**A Positive & Proactive Approach to Discipline**

**Address** inappropriate behaviour promptly  
**Correct** it before it affects students' development and well-being



**Replace** inappropriate behaviour with prosocial, appropriate ones  
**Restore** relationships with others hurt by their actions



# Partnering parents in our CCE efforts

- **Consistent & Coherent Messaging**

e.g. Discuss with your child about what he / she has learnt from the CCE experiences/ lessons (e.g. school values) and reiterate the key messages

- **Help your child grow**

e.g. Supporting our children with good digital habits

- Use **parental control settings** to monitor and ensure children access to age-appropriate content;
- Develop a **timetable or screen use agreement** to balance screen time and family bonding and;
- **Avoid screen use** during mealtimes and one hour before bedtime.
- **Co-viewing with your child** - Knowing what our children are viewing will create more opportunities for conversations

## Family Time in CCE (FTGP)



## School's PG updates on CCE

### 2022 Term 1 Updates - Character and Citizenship Education (CCE) in ZHPS

In ZHPS, values and social-emotional competencies are explicitly taught and learnt during assembly talks and CCE (From Teacher (Lecturer/Period) lessons. These lessons, which include the use of stories and case studies/discussions, also provide time for teachers to build positive relationships with your child/ward. In addition, school leaders, staff and students share values-based stories and/or current affairs during pre-assemblies. Every Friday, classes and CG groups are invited to conduct their [L@SG@](#) or [@Share](#) (Education.O.V.E.) talks.

As Term 1 draws to a close, we would like to provide an update on the CCE efforts in ZHPS to Term 1.

### (a) Project Hang Bao 2022

Our school has raised a total of \$4,140.00 towards Tan Teck Hong Hospital (TTHH) Community Fund, the charity arm of TTHH, via Project [Hang Bao 2022](#). We thank parents/guardians for your support and generosity towards our school's Values-in-Action (VIA) initiative. The money raised will help the needy patients with their out-of-pocket medical expenses, and to support healthcare research and training to improve patient care.



# Partnering parents in our CCE efforts

- **Active Role Modelling**

- Role model positive behaviour, e.g. punctuality, cleanliness, digital habits



*Parenting Instagram post on supporting our children to be responsible users of the cyber space.*



Heads Up:

As part of Safer Internet Day (SID) 2024, we will be encouraging your child to commit to a screen-free weekend on 3 and 4 Feb by:

- (a) not playing video games.
- (b) replacing the time spent online with something that he/she wants to do offline, e.g. spending time with family, playing sports

More details will be shared through PG.

- **Encourage Values-in-Action (VIA) @ Home**



*VIA during June holidays – helping Mum to wash dishes*

*Keeping the environment clean*



“It takes a village to raise a child.”



We thank you in partnering the school for your child's journey of CCE development.

For further queries, please contact me (HOD/CCE) at: [lin\\_xiaojun@moe.edu.sg](mailto:lin_xiaojun@moe.edu.sg)



presentation



# Creative Arts @ZHENGHUA

Learning for Life Programme  
(LLP)

PRIMARY 2-6 CURRICULUM BRIEFING FOR PARENTS  
27 JAN 2024



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# Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to **build their socio-emotional competencies** and to **acquire sound values**.
- instills in them a **sense of rootedness and responsibility** for their community, and an appreciation of aesthetics, sports and outdoor education.

Students learn about the art forms and develop an appreciation of the arts and culture.

Experiences in the arts enable them to develop character and values.



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## Desired Outcomes:

The logo for Creative Arts @ZHENGHUA features the words "Creative Arts" in a red, cursive script font. Below this, the text "@ZHENGHUA" is written in a smaller, black, sans-serif font. The entire logo is set against a light pink rectangular background.

Develop an appreciation of the arts

Express your feelings, thoughts or ideas through the arts

Demonstrate **confidence**, **creativity** and **empathy**

21<sup>ST</sup>  
CENTURY  
COMPETENCIES

Areas of Focus:

**Adaptive & Inventive Thinking**

- understanding the variety of contexts, situations and environments one exposed to
- managing complexity and ambiguity more confidently

**Communication, Collaboration Skills**

- effectively communicates information and co-constructs meaning
- engages empathetically with diverse perspectives

**Cross-Cultural Literacy**

- the awareness and understanding of social contexts
- displays socio-cultural and religious sensitivity and awareness

In Zhenghua, our school arts experiences are unique!

Learning in the ARTS

Make connections  
Enrich & support learning

ARTS APPRECIATION  
CHARACTER & VALUES-DRIVEN

learning through the arts

## Learning in the ARTS

A customised curriculum designed to:

- teach **elements of Art and Music**
- teach **different dance genres**
- teach values and character through **drama strategies**

## ARTS APPRECIATION

CHARACTER & VALUES-DRIVEN

MAKING CONNECTIONS



Learning in the ARTS

Primary 3

**MUSIC**

**ART**

**DANCE**

Keyboard /

Recorders /

Ukulele / Pitched

Percussion

Ethnic and global  
music

Batik Art

Applied Learning

Programme

(ALP)

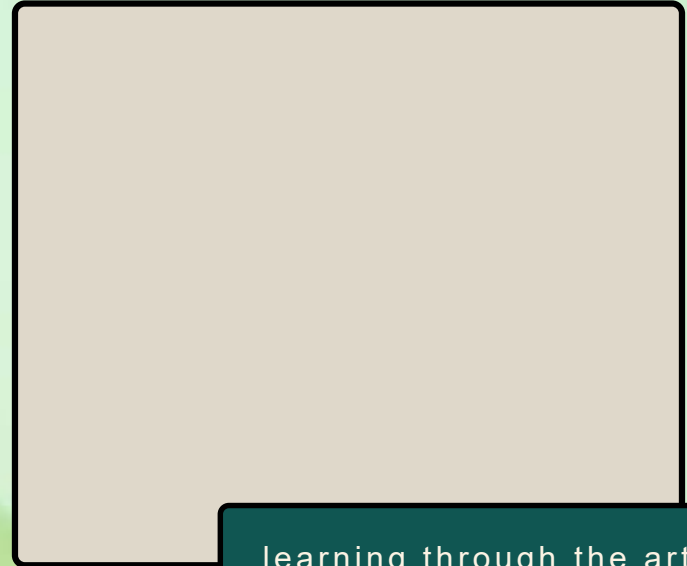
Malay Dance



PRIMARY 2-6 COURSE  
27 JAN 2024

Learning a subject through the arts

# ENRICH & SUPPORT LEARNING MAKE CONNECTIONS



learning through the arts



To develop creative learners  
who **make connections and  
learn through the arts**

# Interdisciplinary learning

# Primary 3 Applied Learning Programme (ALP)

Learning through the arts help students make sense and see connections across disciplines and make connections to the real world.

## Environmental Awareness |

Art

Social Studies

English Language

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Use of **drama in curriculum** to enrich  
the learning of Mother Tongue  
Language



# Creative Arts

**@ZHENGHUA**

Learning for Life Programme  
(LLP)



# Zhenghua Primary School Applied Learning Programme (ALP)

Advocates and Innovators for Sustainable Living



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# Overview

Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues



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# What students can look forward to in ALP

Students will:

- make observations about a selected environmental issue, collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels

# School-wide programme

2024 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul style="list-style-type: none"> <li>• Drama</li> <li>• In line with EL reader</li> </ul>
Primary 2	Term 1	Clean SG – Keeping our Community clean	<ul style="list-style-type: none"> <li>• Trigger activity – observation of clean plate SG phenomenon</li> <li>• Drama</li> </ul>
Primary 3	Term 2 to Term 3	Green SG – Water and Us	<ul style="list-style-type: none"> <li>• Trigger activities – Nautilus (marine sea creatures) + Artist talk</li> <li>• Value-creation – choice-based 3D marine creatures</li> </ul>
Primary 4	Term 3	Green SG – Greenery and Us	<ul style="list-style-type: none"> <li>• Trigger activities – Talk by Alumni and Community Garden Champions</li> <li>• Class planting in the gardens</li> <li>• Resources housed on google microsite</li> </ul>
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul style="list-style-type: none"> <li>• Trigger activities – Sharing by start-up Founder</li> <li>• ‘Expert Groups’ – 3D pen or microbit</li> <li>• Resources housed on google microsite</li> </ul>
Primary 6	Term 4 / Post-PSLE activities	Future Dream SG – Sustainable SG 2030	<ul style="list-style-type: none"> <li>• Trigger activities – Interview individuals / organisations</li> <li>• Games for MK &amp; Outreach with NWCDC</li> <li>• Resources housed on google microsite</li> </ul>

# Design Thinking Frame



# PHYSICAL EDUCATION (PE)

**ZHENGHUA PRIMARY**



# Desired Outcomes of PE

- MOVEMENT COMPETENCE
- HEALTHY LIFESTYLE PRACTICES
  - SAFETY MINDSET
  - CORE VALUES
  - ENJOYMENT



# Curriculum Learning Areas

**Outdoor  
Education**



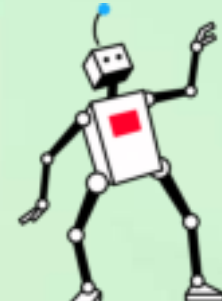
**Gymnastics**



**Sports & Games**



**Dance**



**Physical  
Health &  
Safety**



**Swimming  
Primary 3**



**Primary 4  
onwards: Athletics**



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# Curriculum Overview

## DURATION

**PRIMARY 3 TO 6: 5 PERIODS\* PER WEEK**

**\*(1 PERIOD – 30MIN)**



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# Assessment Practices



## Summative Assessment

Semestral PE grades based on modular performances and student's learning attitude during PE (P3 –P6)



## Peer Assessment

Peer Assessments and Coaching e.g via video recording and assessment checklists



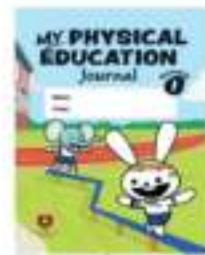
## Fitness Assessment

Through P4 & 6 NAPFA



## Teacher's Assessment

Assessment of student's learning by teachers



## Cognitive Assessment

Through written and online assignments such as the PE Journals and customized SLS learning packages



# SCHOOL-WIDE PROGRAMMES

## HEALTH & WELLNESS PROGRAMMES

- **Fruttie Veggie Bites/Healthy snacking**
- **Eye Care Week**
- **Dental Talks**
- **Assembly Talks on Healthy & Active Living**



# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## HEALTH & WELLNESS PROGRAMMES

- **HEALTHY KIDS BINGO CHALLENGE**

To **inculcate healthy habits** and an **active lifestyle** outside of curriculum time in a **self-directed** manner (via SLS) through a fun Bingo Game



# SCHOOL-WIDE PROGRAMMES

## SPORTS PROGRAMMES

- **PLAY @ RECESS**

- **Unstructured outdoor play during recess**
- **Cultivate an active lifestyle outside PE curriculum**



# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## SPORTS PROGRAMMES

- **AMAZHENGHUA RACE**

-P1- P6 **Annual Sports Carnival**

- Enjoy a day of play through physical activities

- Opportunities to **exercise** school **values** through sports



# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## SPORTS PROGRAMMES

- **ENHANCING TSR THROUGH SPORTS**

Promoting **good rapport** among class teachers and students through sports



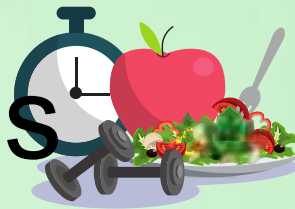
# LEVEL PROGRAMMES

## P3 SWIMSAFER PROGRAMME

**-Develop students' confidence to maneuver their bodies with control in the water**



# Healthy Lifestyle Tips



**HANDBOOK**

## 1 Stay Active

Exercise for **at least 1 hour everyday!** Exercise helps keep your body and your mind healthy.



## 2 Eat Healthy

Eat according to **My Healthy Plate**. My Healthy Plate helps ensure you eat a nutritious, balanced and healthy diet. Refer to [healthhub.sg](http://healthhub.sg) for more information.



## 3 Drink water

Drink at least 8 glasses/4 bottles of 500ml, of plain water everyday (2 litres).



## 4 Reduce Junk Food/Snacks

Eat lesser junk food such as deep fried, oily, salty and sweet food and drinks. Eating too much can cause obesity and health problems. It is fine to eat them once in a while (e.g. once in a month), but not everyday!



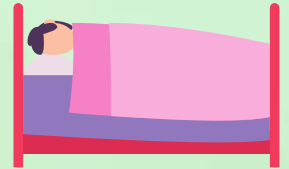
## 5 Eye Care

Have no more than 2 hours of screen time a day. After **20 minutes** of near work, take a **20 second** eye break and look afar for **20 feet** away (20-20-20).



## 6 Sleep Well

Have at least 9 to 12 hours of sleep everyday! Sleep helps keep your brain and body healthy.



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# More Information VISIT HEALTHHUB.SG



The screenshot displays the HealthHub.SG website interface. At the top, there is a search bar labeled "Search Nutrition Hub" and a navigation menu with options: Home, Eat More (highlighted in red), Eat Less, Recipes, Eat, Drink, Shop Healthy Challenge, Resources, and Nutri-Grade. Below the navigation is a banner image of fresh fruits and vegetables with the text: "Eat more nutritious foods in the right proportions. It's easy to have a healthy diet when you know how."

The main content area features a red sidebar on the left with the following menu items: "My Healthy Plate" (expanded), "Quarter plate of Wholegrains", "Quarter plate of Protein", "Half plate of Fruit and Vegetables", "WHY IS IT?", "How to Measure It", "Frequently Asked Questions (FAQ)", "Wholegrains", and "Protein".

The main content area is titled "My Healthy Plate" and contains the following text:

We need to eat a wide variety of foods in the right amounts to meet our daily nutritional needs. Eating healthier, balanced meals does not have to be complicated.

My Healthy Plate is an easy-to-understand visual guide, designed by the Health Promotion Board. It helps you adopt healthier eating habits, which in turn can help you better manage your weight and ward off chronic diseases.

Quarter, Quarter, Half is an easy way to remember the right proportions of each food group in a well-balanced meal. Here's how:

- Fill Quarter plate with Wholegrains
- Fill Quarter plate with good sources of protein
- Fill Half plate with fruit and vegetables

If you are unable to find a meal that fits the Quarter, Quarter, half proportions, you can make up the missing food groups in your next meal.

The logo for "My Healthy Plate" is a circular graphic divided into four quadrants. The top-left quadrant is yellow and contains a whole grain. The top-right quadrant is green and contains a leafy vegetable. The bottom-left quadrant is blue and contains a fish. The bottom-right quadrant is red and contains a tomato. The text "MY HEALTHY PLATE" is written around the top of the circle, and "HEALTHY EATING" is written around the bottom.



# Partnership

Your support is key to  
your child's growth

