



Wellington Primary School

To empower every individual,
nurture talents and groom leaders

2026 MEET-THE-PARENTS SESSION



Class: 3A (sample)

The Wellington Way

My school, my second home



School Vision



Power of Care



Actions of
Excellence



Wellington Primary School Vision

**"Becoming an
excellent institution
(school)
that grows
future-ready leaders
(students)."**

Respect | Responsibility | Innovation | Integrity
Care | Community | Excellence | Empowerment



The Joy of
Gratitude



Yes, I can!
Yes, I will!



Our School Values – (RICE)

R	RESPECT	R	RESPONSIBILITY
I	INTEGRITY	I	INNOVATION
C	CARE	C	COMMUNITY
E	EXCELLENCE	E	EMPOWERMENT



Middle Primary Focus

To nurture students into **Peer Leaders** with a **Growth Mindset**



Our School Values – (RICE)²

Level 3 (P3/4)

- ✓ Seek the best in others. Leaders seek to **INFLUENCE** the actions, beliefs and the feelings of others. (Care, Community, Excellence and Empowerment)

Level 2

- ✓ Do the right thing even when nobody is watching eg. No teachers around
- ✓ Know what to do without being told what to do.
- ✓ (Respect, Responsibility and **Integrity**)

Level 1

- Have to be told what to do.
- Try to be good out of fear of consequences.



Growth Mindset & Winning Habits

- School Values
- Levels of Behaviour
- Growth Mindset



**How can
you
support
your child?**



Home-School Partnership

Partnership and
open
communication

Establish
winning routines
at home and in
school

Adopt a Growth
Mindset

**“You cannot build character and courage
by taking away man’s initiative and
independence.” Abraham Lincoln**

How Parents Can Help Your child?

Don't ...

- ❌ Assume that your child is completing all the work in school
- ❌ compare your child's performance with that of others
- ❌ give more homework than necessary, or as punishment

DO...

Monitor your child's daily work

Give encouragement and support in areas for improvement

Praise your child for any progress made

Creating Structure and Routines

- **Consistency**, predictability, and follow-through are important for creating structure in the home.
- Respond to your child's behavior the same way every time. When you are consistent, the behaviors you like will happen more often and problem behaviors are less likely to happen.

Creating Structure and Routines

- Routines and daily **schedules** help you and your child. You both know what to expect each day. Routines can also improve your child's behavior and your relationship with your child.



Creating Structure and Routines

- A family rule is a clear statement about behaviors that are never okay, such as hitting and running in the house. You can change your child's behavior when there are clear consequences for breaking the rule.
- Keep things positive! Reward and praise your child for following routines and rules. This makes it more likely that your child will follow the routines and rules in the future.



Cultivating Good Sleeping Habits



Why is it important to have enough sleep?



ALERTNESS



MOOD



MEMORY



HEALTH

IMPROVED CONCENTRATION

When your child gets enough quality sleep, he will be more alert, and pay better attention to his surroundings. This keeps him safe in his daily life, and makes him more focused on his tasks and goals.

Just a little more sleep at night enables him to be significantly more alert in class, while a little less sleep makes him extra tired and less focused during lessons.¹



SLEEP DURATION RECOMMENDATIONS

Newborn
0-3 Months

14-17 HOURS



Infant
4-11 Months

12-15 HOURS



Toddler
1-2 Years

11-14 HOURS



Pre-School
3-5 Years

10-13 HOURS



School Age
6-13 Years

9-11 HOURS



Teen
14-17 Years

8-10 HOURS



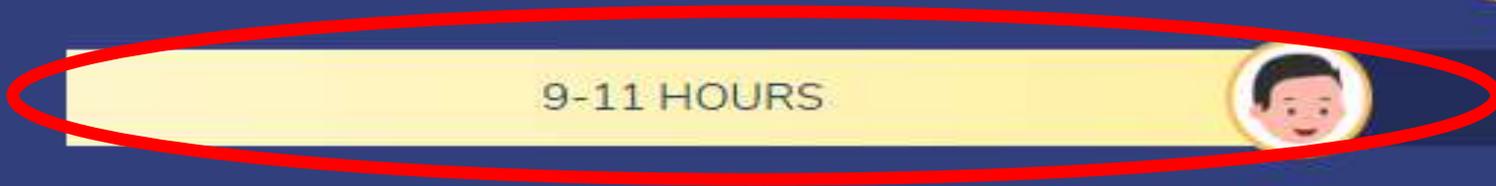
Adult
18-64 Years

7-9 HOURS



Older Adult
65+ Years

7-8 HOURS



Limit and Control Screen Time



Curriculum Briefing

ENGLISH LANGUAGE (Primary 3)

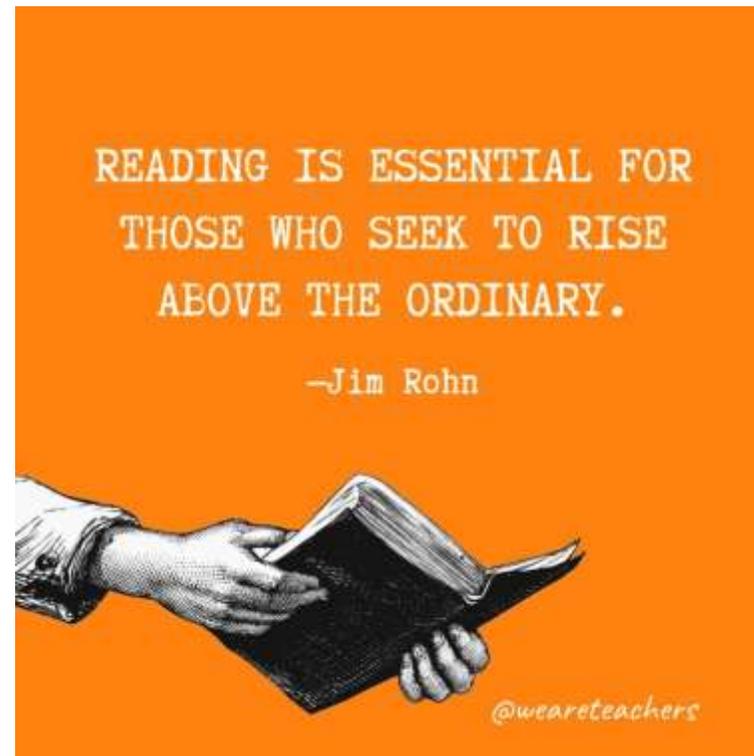


GOA

To enable every child to be **future ready**
by developing him/her to be an
empathetic communicator,
a **discerning reader** and a **creative**
inquirer

Successful Habit 1: Reading

English Language gives our children **access to the knowledge of the world**, which is coded in English so developing **READING** as habit is crucial.



Successful Habit 1: Reading

- Go to the library together with your child
- Have lots of books, magazines and newspapers in your home
- Give your child books about their special interests
- Allow your child to choose books to read and reread
- Read to and with your child or have your child read to you
- Talk about the books and characters read



Successful Habit 2: Annotation

- Used to “*highlight important information like main ideas, key content vocabulary words and definitions in a sentence or text*” (Zywica & Gomez, 2008).
- Helps children in **understanding texts**
- A form of **exam skill** to **bring to their attention important key words** in a question

Successful Habit 2: Annotation

5. "Stir the solution until the salt has _____," said the Science teacher.

(1) melted (2) dissolved
(3) crushed (4) disintegrated

(2)

6. Hiking in the _____ sun made everybody feel like they were about to collapse any moment.

(1) shining (2) glaring
(3) glittering (4) dazzling

(1)

7. Amy is enjoying a _____ milk shake after a tiring day.

(1) frothy (2) bubbly
(3) fizzy (4) soapy

(1)

8. The wine glasses _____ when we made a toast to the birthday girl.

(1) clinked (2) sloshed
(3) chimed (4) clattered

(1)

9. "I can't _____ this robot. It is glued on too tightly," the boy complained.

(1) dismantle (2) demolish
(3) destroy (4) dismount

(2)

10. The ice cream is too frozen. Someone has to _____ it a bit before you can eat it.

(1) thaw (2) blend
(3) soften (4) loosen

(2)

2

_____ the solution until the salt has _____, said the Science teacher.

(1) melted *became liquid* (2) dissolved *incorporated into the solution*
(3) crushed *deformed* (4) disintegrated *break up into small parts*

Hiking in the _____ sun made everybody feel like they were about to collapse any moment.

(1) shining *giving out reflecting light* (2) glaring *giving out dazzling light*
(3) glittering *sparkling light* (4) dazzling *extremely bright*

Amy is enjoying a _____ milk shake after a tiring day.

a liquid (1) frothy *covered with a mass of* (2) bubbly *containing bubbles*
small bubbles (3) fizzy *a drink containing bubbles of gas* (4) soapy *covered with soap*

The wine glasses _____ when we made a toast to the birthday girl.

(1) clinked *a slight short metallic sound* (2) sloshed *irregular splashing sound*
(3) chimed *melodious ringing sound* (4) clattered *rattling sound*

"I can't _____ this robot. It is glued on too tightly," the boy complained.

(1) dismantle *take something apart* (2) demolish *knock down*
(3) destroy *damaging* (4) dismount *get off*

The ice cream is too frozen. Someone has to _____ it a bit before you can eat it.

(1) thaw *- ice, snow or frozen substance turned into liquid* (2) blend *- mix thing*
(3) soften *to make something soft* (4) loosen *to make something less firmly placed*

Successful Habit 3: Journal Writing

- **Keep a record of new words and beautiful phrases**
- **Write (content) without fear of making grammatical mistakes**

Encourage your child to :

- Read (books, magazine, newspapers, flyers, NLB, MyOn, etc.) daily. (Bring a story book to school every day.)
- Read writing exemplars
- File worksheets independently and neatly.
- **Write neatly.** Penmanship is an important life skill.

Engage your child by:

- Spending **quality family time** (library visits, cooking, household chores, groceries shopping, watching movies, exercising) [*Wide exposure*]
- Sharing your childhood experiences [*Listening skills*]
- Discussing about current affairs (dengue, floods, pandemic, recycling, etc) [*Conversational skills*]

MATHEMATICS

Primary 3

Content

01

Importance of
Mathematics

02

Preparing for Math

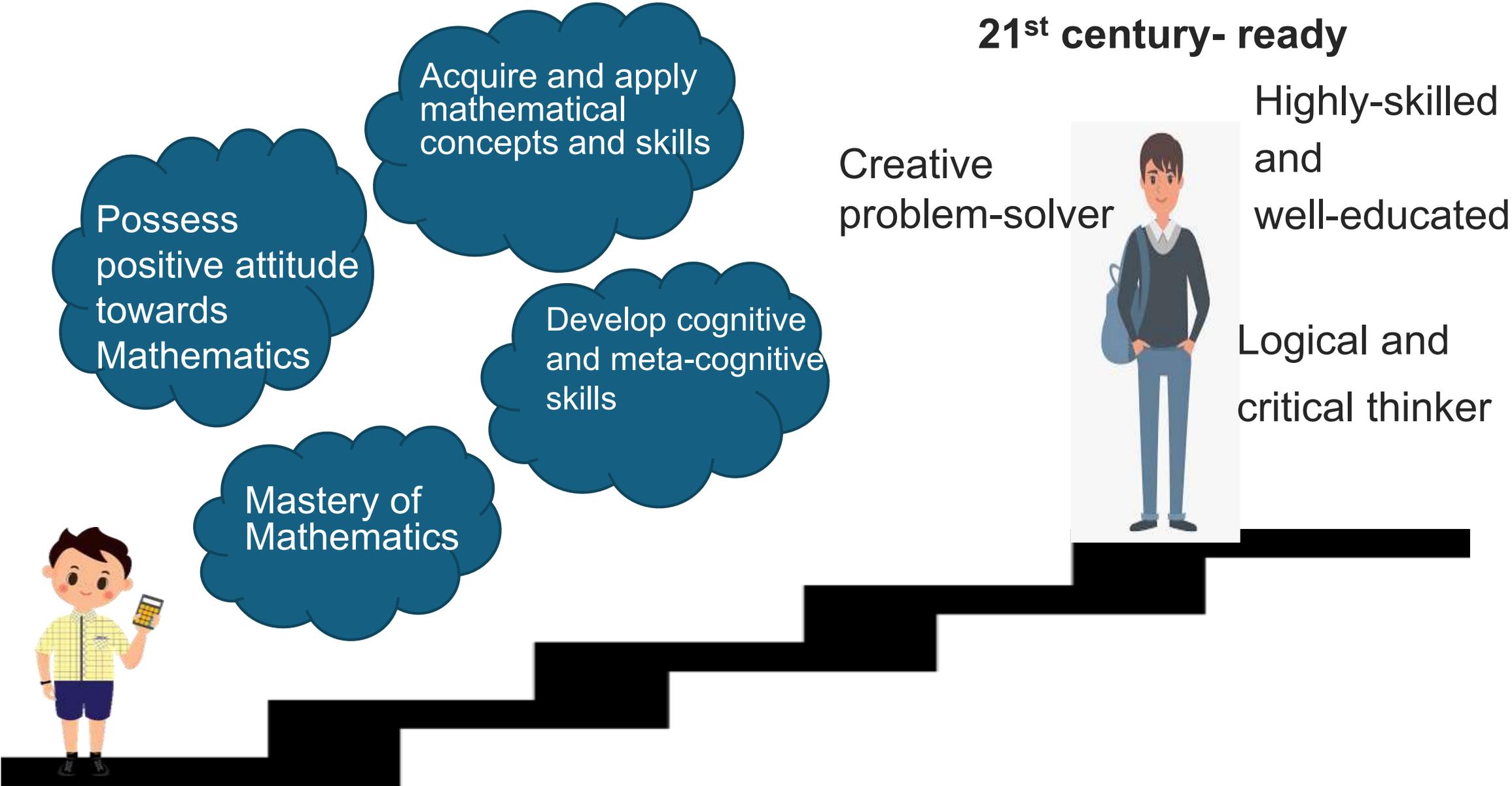
03

Math @ Home

04

Parents'
Encouragement

The Mathematician in me

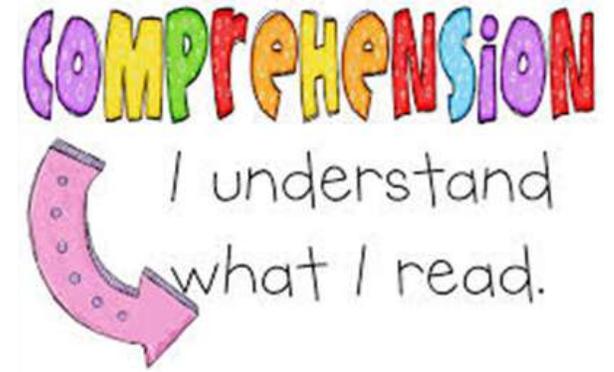


P3 Key Focus Areas

❖ **Word problems and 4 operations of Whole Numbers**

❖ **Measurement**

- Length
- Mass
- Volume
- Time
- Money



Topical Worksheets

Wellington Primary School
Primary 3 Mathematics Topical Worksheet
Chapter 1: Numbers to 10 000

Name : _____ () Date : _____

Class : P 3 _____

1. Write in words.

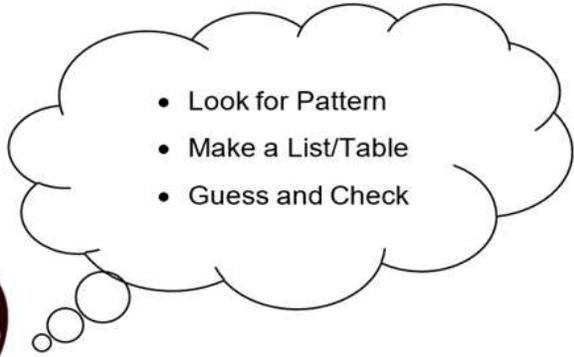
(a) 7406

(b) 8593

Heuristic Worksheets

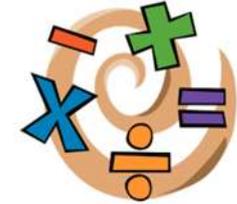


Wellington Primary School
Mathematics
Primary 3
Heuristics for Problem Solving



Word Problem Package

Wellington Primary School
Primary 3 Mathematics



Word Problem Package
(Whole Numbers)

Name: _____

Class: 3 _____

Content

S/N	Type
1	Part-Whole Model: Given part find whole
2	Part-Whole Model: Given whole and 1 part, find another part
3	Part-Whole Model: Change in whole and part
4	Part-Whole Model: Find difference between parts
5	Comparison of 2 or 3 quantities (addition and subtraction)

• Develops processes and metacognition

School level

• Mastery on skills and concepts

• Application of concepts through problem solving

TIPS TO PREPARE FOR MATH

- Utilize all resources given in school
- Timed-practices
- Focus on Weak Areas

LEARN FROM MISTAKES

02



Mathematical mistakes raises awareness about the misconceptions develop a deeper understanding of mathematics by internalising:

1. What was I trying to do?
2. What went wrong?
3. When did it go wrong?
4. Why did it go wrong?
5. Have I learnt from my mistake?

LEARN FROM MISTAKES

Identifying different types of mistakes

Conceptual mistakes: Where there is a gap in understanding of a mathematical concept

Procedural mistakes: The mistake occurs when the child incorrectly applies a procedure when solving a problem.

Comprehension mistakes: When a child misunderstands or is unable to comprehend what the question has asked.

WHAT CAN PARENTS DO?

03

Math@Home



The Power of practice

1. Math learning in the classroom is only the first step. To be good in Math, students need to

Practice,

Practice,

and

Practice.

Application of Math in real life

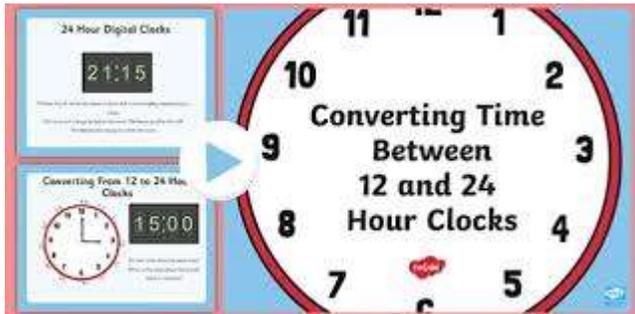
Read with understanding

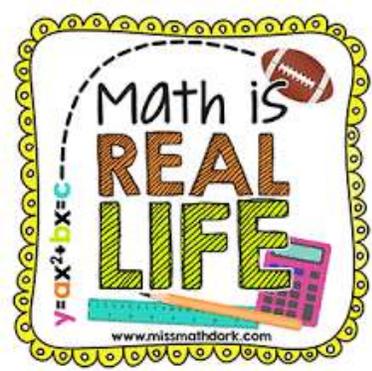


Managing money



Concept of time





Measuring length



Measuring volume

Measuring mass



PRACTISE THROUGH KOOBITS

The screenshot shows the KooBits School interface. At the top, there is a navigation bar with icons for Home, Report, Leaderboard, Friends, and Help. Below this is a user profile for a '6C Teacher' at 'Wellington Primary School', with 0 XP and Level 1. The main content area features a 'Daily Challenge' banner with a 'Start' button and 10 personalized questions per day. On the left, there are buttons for 'Brain Games', 'StoryMath', and 'Events'. At the bottom, there are buttons for 'Mission', 'Multiplayer', and 'Assignment'. On the right, there is a sidebar with 'Total CPs' (0), 'KoKo Credits' (0), and 'Daily Bonus'.

Building
winning
Math habits

Account ID and
password will be
ready in February
2026

Parents Can Help

- **A**sk
- **P**raise
- **E**ncourage

Mathematics

- Emphasise **perseverance** and let your child know you believe that he/she can succeed in learning Math
- **Encourage** your child to attempt the problems step-by-step even if they seem very difficult at first
- Help your child identify **different methods** or strategies to use in finding solutions instead of providing him/her the answer or method
- Provide opportunities for your child to **explain and justify** his/her thinking
- Encourage your child to check for **reasonableness** of his/her answers

MOTIVATE YOUR CHILD

CULTIVATE GROWTH MINDSET

“YES
I Can &
YES
I will”



it's okay to
not know.
it's not okay
to not try.



Don't let
▶ failure
be an ending.
Make it a
beginning.

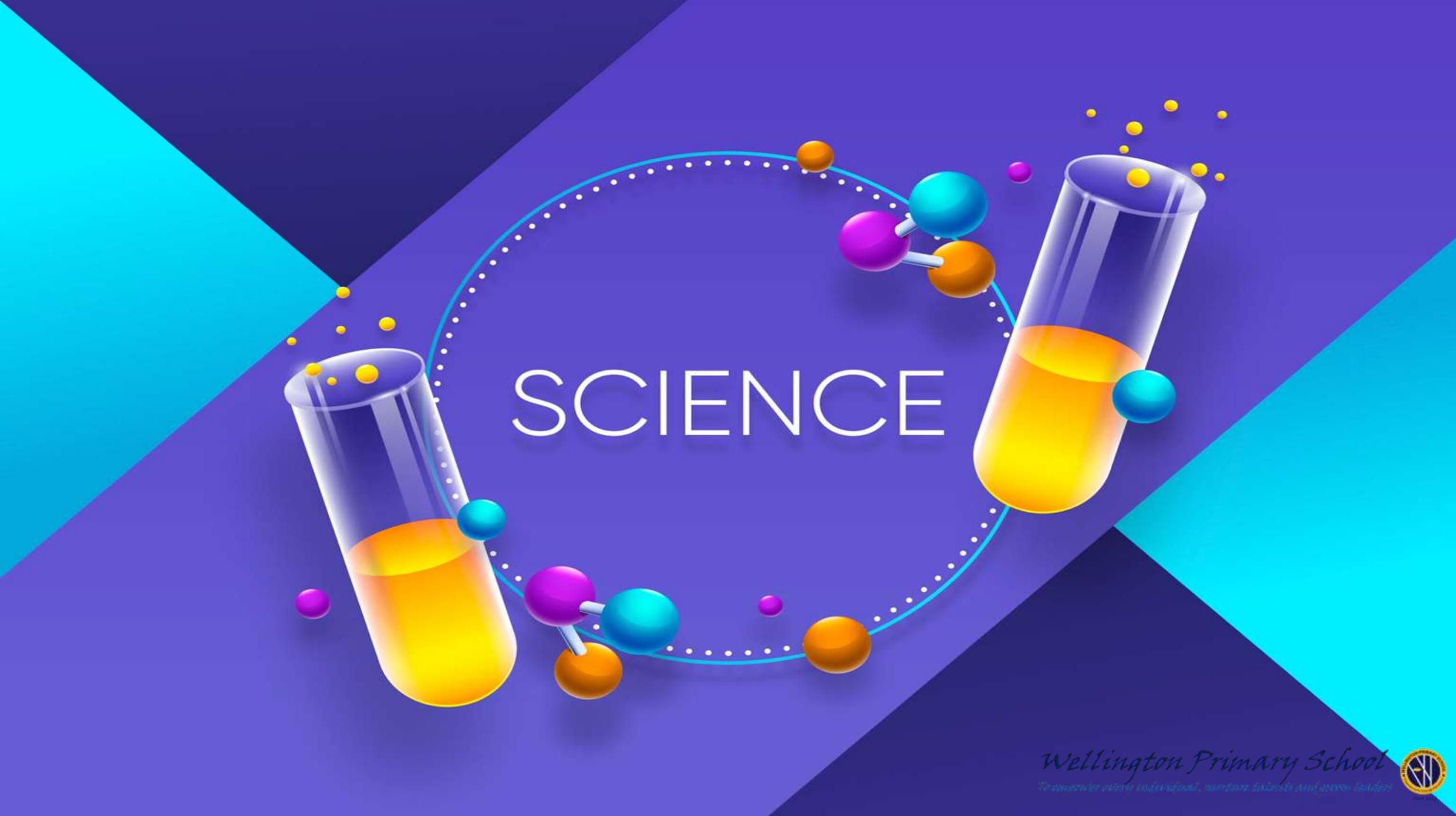
- Focus on improvement
- Encourage continual learning
- Encourage them to learn from mistakes and setbacks
- Encourage resilience

PARENTS' WORKSHOP

P3 Parents' Workshop for Mathematics

Date: Term 1, Saturday (7 Mar)



A vibrant science-themed graphic. The background is a deep purple with diagonal cyan and dark blue sections. In the center, the word "SCIENCE" is written in white, uppercase letters. Surrounding the text is a circular arrangement of colorful molecular models (pink, cyan, orange spheres) and two test tubes filled with yellow liquid. Small yellow and orange particles are scattered around the scene.

SCIENCE



Twin Goals of Science Education

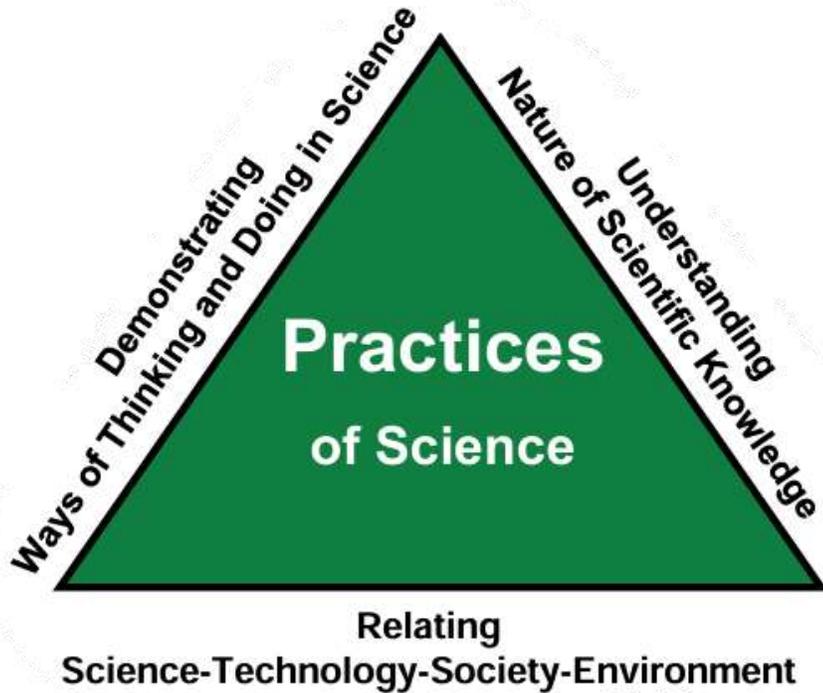
Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives



Provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work.

In Wellington, we aim to nurture scientifically literate learners who are inspired, inquire critically, and innovate with science for life and future challenges.

Procedures and Processes in Scientific Inquiry



- Inspire curiosity about the natural world.
- Equip pupils with robust scientific knowledge and inquiry skills.
- Promote responsible use of science in decision-making.
- Encourage creative problem-solving and innovation.

Lower Block Science Syllabus Coverage

Level Topics		Scientific Skills and Processes
Primary 3	Primary 4	
Diversity of living and non-living things	Plant and Human Systems	<ul style="list-style-type: none">• Observing• Comparing• Classifying• Analysing Data (Tables, Graphs, Charts, Diagrams)• Using Apparatus• Inferring• Justifying / Explaining• Creating
Diversity of Materials	Matter [Cycles]	
Life Cycles of Plants and Animals	Heat Energy	
Magnets [Interactions]	Light Energy	

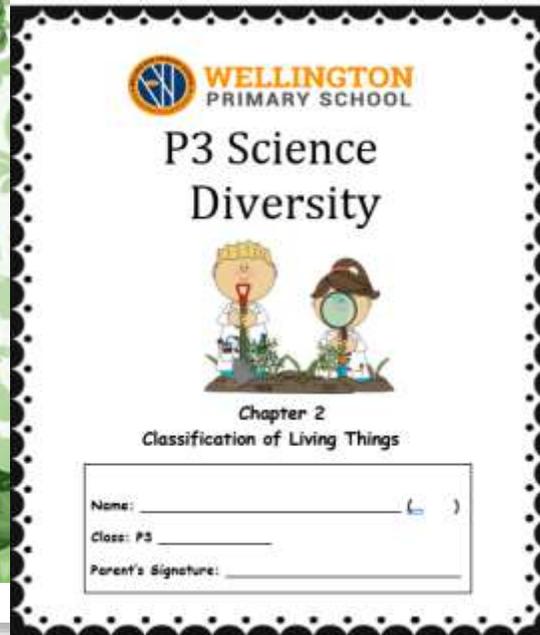
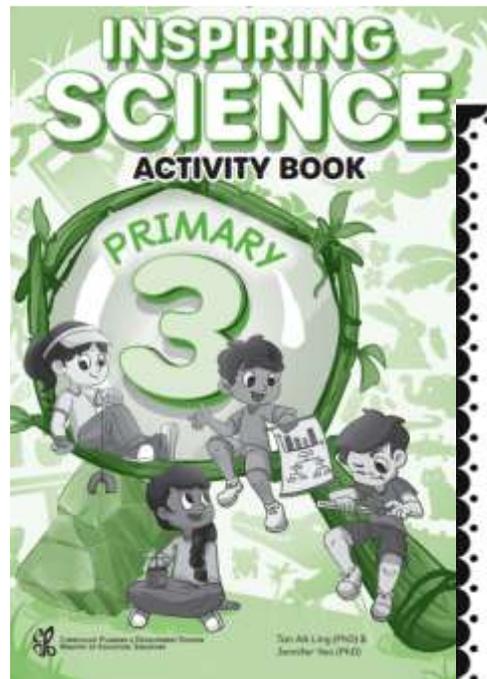
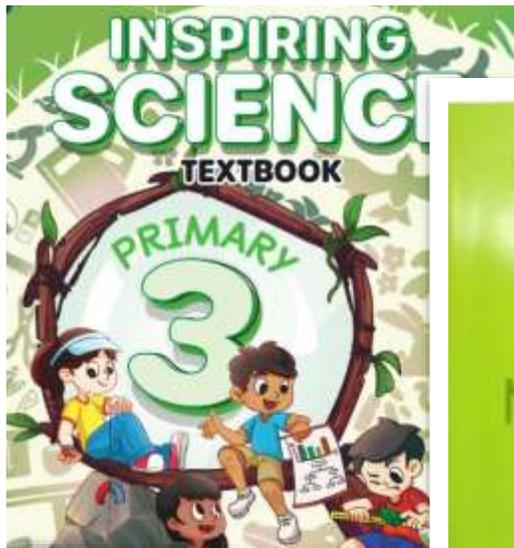
Learning Resources

Conceptual Acquisition

1. Inspiring Science Textbook (for pre-lesson reading, as reference book)
2. Nature Study Book (for note-taking)
3. Student Learning Space (online)
4. Sparkle Kits (in school)

Applying knowledge, skills and processes

1. Inspiring Science Activity Book
2. Topical Worksheets
3. Process Skills Worksheets
4. Practice Papers



Other Resources



1. Young Scientist Badge Scheme (website)

New accounts will be created for P3 students in Term 2 2026.

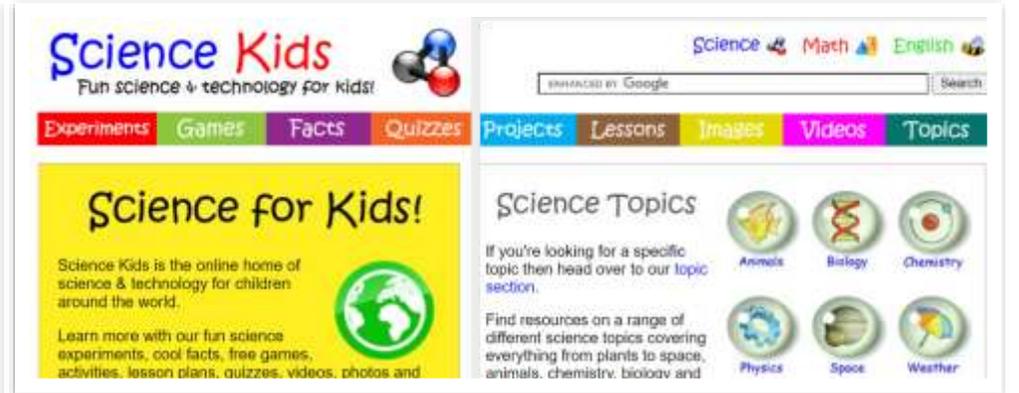
2026 P4 students with existing YSBS accounts will continue to have access to their accounts until the end of Term 1 2026.

1. Little Red Dot newspaper (subscribed)

2. Free online Simulations and Educational Videos

<https://www.sciencekids.co.nz/>

<https://phet.colorado.edu/en/simulations/>



Expectations of Students in Science Learning

For content knowledge:

1. Encourage student to **read the textbook** beforehand
2. Pay attention in class and **copy useful notes** during lesson
3. Complete **SLS assignments** at home

For process skills:

1. Highlight or underline **words/ phrases/ contextual clues** to help identify the concept
2. Practice the **answering techniques** and strategies taught in class

For assignment check:

1. Do **filing** diligently (Green file with file dividers) and get **parents to sign upon checking**
 - Study Notes, Worksheets
 - Practice and Exam Papers

Level Programme

What	When	Where
Learning Journey	July 2026 <i>More details will be given nearing the date</i>	Singapore Science Centre
STEM Playground Challenges (by S'pore Science Centre)	Term 2 and/or Term 3	At home/ In Class
STEM Interclass Challenge	Term 3	At home / In Class

P3 Parents' Workshop	Sat, 11 April	PAR @ WTPS
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Values and Attitudes in Science

Value & Attitude	How Parents Can Support at Home
 Curiosity	Encourage children to ask “why” and “how” about everyday phenomena; explore answers together through observation, books or videos.
 Responsibility	Reinforce safe practices during activities and discuss how science choices affect people and the environment (e.g. saving water, recycling).
 Respect for Evidence	Ask children to observe carefully, measure where possible, and explain answers using what they see or record.
 Integrity & Objectivity	Encourage honest recording of results, even when outcomes are unexpected; value truth over “right answers”.
 Open-mindedness	Invite children to consider different explanations and listen to others’ ideas before deciding.
 Creativity & Innovation	Allow children to design, build or improve ideas using simple or recycled materials; focus on the thinking process.
 Resilience & Healthy Scepticism	Normalise mistakes and retries; encourage children to question claims and ask, “How do we know this is true?”

Everyday conversations and simple activities at home can help build strong scientific thinking habits.



Spark Joy in Learning Science

- Educational Toys
- Experiment Kits
- Non-fiction Books
- Newspaper Articles
- Science Magazines
- Educational Videos

Continue to spark joy in learning Science daily.



MOTHER TONGUE LANGUAGE

Objectives of MTL

Love for the Language

Be close to and develop a fondness for the language, with confidence and accuracy in using it for expression and communication.

Preserve the Culture

Understand and inherit the cultural heritage, Singapore's local culture, and traditional values, thereby strengthening cultural identity.

Embrace the Future

Master core knowledge and skills while continuously learning and adapting to be well-prepared for future challenges.

School Work

- Daily homework like writing exercise, activity book or revision on what is taught for the day.
- Weekly spelling (depending on progress of teaching)
- Topical worksheets (to reinforce the learning after each unit)
- Composition writing
- Students are taught to **annotate** in their work, like comprehension questions or multiple choice questions, to identify key words/ phrases to better understand the context.

School Work

- Online work like Ezhishi (Chinese language) aims to develop Self-Directed Learning (SDL) by getting students to be curious about learning and explore more with the help of technology.

School Work

- •Students taking Malay language can also explore and learn a lot through resources in Student Learning Space.
- •Students can look forward to getting 'MARI MEMBACA' magazine for them to bring home to read and complete fun language activities.

School Work

- Tamil students have a wide range of reading materials such as சிறுவர் கதைநூல்கள், சுட்டி மயில் நாளிதழ்கள் (small readers, Sutti Mayil magazine). After reading these materials, students' complete activities in SLS which help promote Self-Directed Learning (SDL).

Useful Tips

- Check in daily with your child on their work.
- Homework should be indicated in their personal organizer.
- Get them to show 'evidence' of their work. Parents can retrieve work from their bag alternatively.
- Check for completion of work, mistakes or missing page. Seek clarification from your child.

Useful Tips

- Encourage your child to read MTL books to acquire more vocabulary which will be useful in oral and composition writing.
- Start exposing your child to composition books to familiarize with the format on writing.
- Students are also encouraged to use electronic dictionary (Chinese language) to help in their daily work.
- Resources like Ezhishi, 知识画报, have plethora of reading resources.
- Reading resources for ML students 'Mari Membaca' aims to motivate and inculcate the joy and love for reading.

加分
教辅

教育

小学中年级

看图作文

小·三·小·四适用

PRIMARY THREE / FOUR GUIDED COMPOSITIONS

郑渊洁



作文考题 一网打尽

三年级&四年级

优秀作文选

Model Compositions for Primary 3 & Primary 4

经典题目 · 精选范文 · 题材广泛 · 内容实用



EduVision
教育科技 2008-2011

作文
宝典

Useful Tips

- Spend time with them to do reading or watch TV programs or youtube videos (classics like 弟子规、西游记 are available) in their MTL.
- Ask questions to promote thinking and teach them the right values.
- Encourage them to converse in their MTL to develop confidence and hone their conversational skills which will help in their oral examination.

Monday Jul 25, 2022

Smart Parenting: Volunteering in school

Parents participate, students do better

An NIE study points to a positive correlation between parent involvement and students' cognitive, behavioural and emotional engagement



Getting closer

My children would always come up to say hello and introduce their classmates to me. By getting to know their classmates, it provides me with more meaningful conversations with my children, thus improving my bond with them.

CIVIL SERVANT SARELAN MARIAN (51), with her wife Ganping Lee, daughter, Isabella (10 years), son, Leo (7) and husband-in-law, Kevin (41) at their home in Singapore. She is a former teacher and is now a parent volunteer at her child's school.

BY PHOTO: SHING JON LIAW

never studies and act on such a scale. But, "decades of research shows that parent involvement in school matters when it comes to levels of student engagement," he noted. "Parents tend to get up when parents are more involved."

The study looked at the impact of parental involvement on three main cognitive engagement (learning, problem-solving, behavioural) and emotional engagement in class and extracurricular activities. These include things like school clubs, sports and other activities. The study also explored a positive correlation between parent involvement and children's academic achievement and attendance.

The study was conducted by getting together a set of measures about their parents' involvement and their perceptions of it. In addition, 34 parents attended parent-teacher meetings or 1-on-1 parent-teacher conferences at the school.

The method was chosen as children generally provide more accurate ratings of parental behaviour and parents tend to overrate their involvement, said Dr Chan.

Researchers showed three main types of activities positively — parent-teacher conferences, when parents discussed their children's

learning progress with teachers, and when parents attended talks or workshops organised by the school.

But students who were most engaged in school had parents who were also involved in a variety of classroom matters. For example, taking part in or coordinating activities for the school.

Parents may have to be schools to educate their children, especially in countries where school is the dominant source of education. The study shows that there is reason for parents to get more involved, Dr Chan said.

"When teachers perceive the support in a meaningful way, that's when they feel more welcoming of parent involvement," he said.

The study found that parental participation in both primary and secondary schools was comparable for academic-related activities, such as parent-teacher conferences and discussions about their child's progress.

But more secondary school students reported that their parents helped more with getting involved in non-academic school activities, such as parent-teacher conferences, when parents discussed their children's

learning progress with teachers, and when parents attended talks or workshops organised by the school.

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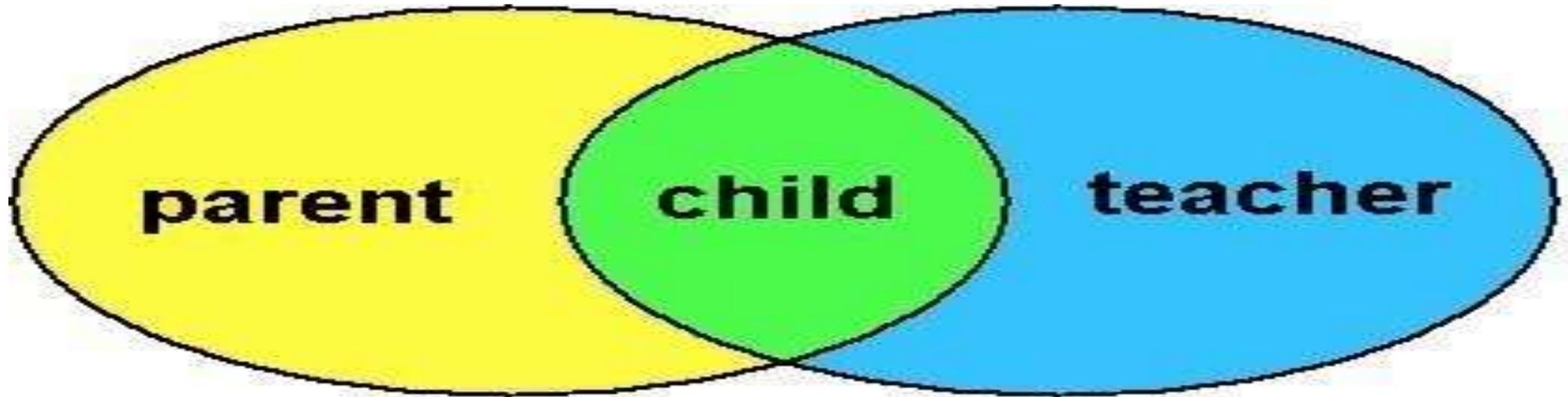
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Students are more engaged when their parents are:

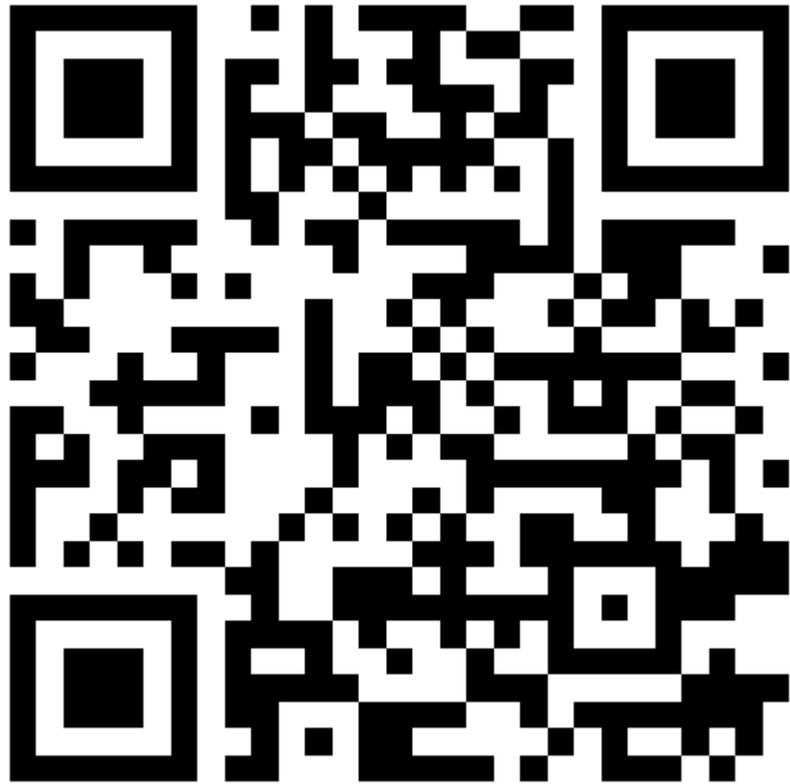
- Involved in school work/events like Parent-Teacher meeting
- Volunteering

Be involved and work with the school to help your child reach their potential

Parents are encouraged to engage their child's Mother Tongue teacher via official email or other means to get update on their child's learning progress.



FEEDBACK



Your valuable feedback greatly appreciated and will be used to improve and enhance future sessions.

Thank

you

