



# Wellington Primary School

To empower every individual,  
nurture talents and groom leaders

## 2026 MEET-THE-PARENTS SESSION



**Class: 4A (sample)**



## Key Activities & Programmes

Programme / Activities	Date
P4 Buddy Programme	5&6 Jan
Supplementary Class	T1W5 (2 February onwards)
P4 Code for Fun	Term 1
P4 Museum-based Learning to National Gallery Singapore	Term 1
Cultural Camp	Term 2
SBB (Option Form)	Term 4

# 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)<sup>2</sup>

## 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.



Actions of  
Excellence

# Growth Mindset & Winning Habits



- School Values
- Levels of Behaviour
- Growth Mindset
- Routines



We tell our brain what to do!

Make good choices  
Keep problem SMALL

5) 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

# Creating Structure and Routines

1. **Consistency**, predictability, and follow-through are important for creating structure in the home.
2. 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

3. 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

4. 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.

5. 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.



# Curriculum Briefing



# ENGLISH LANGUAGE (Primary 4)

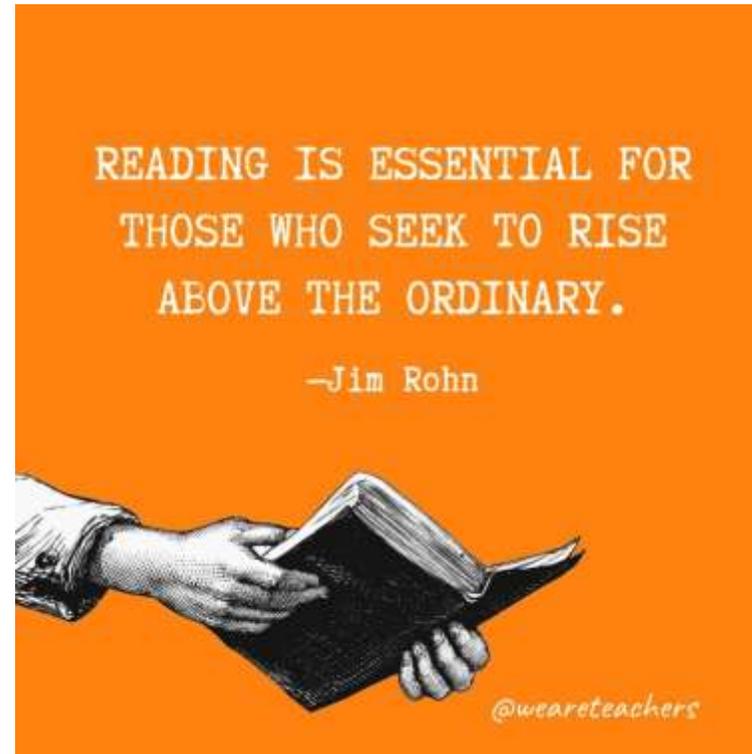


# GOA

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

# 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.



# What Changes from P3 → P4 in English

Area	P3 Focus	P4 Shift
Reading	Understand the story	Infer & explain thinking
Writing	Follow structure	Choose ideas & details
Vocabulary	Use words accurately	Use words precisely
Comprehension	Find answers	Justify answers

# What Supported Students in P3 Reading Comprehension — and How It Evolves in P4

Examples:

- ❌ Correcting every grammar mistake for children
- ❌ Telling children what to write
- ❌ Over-explaining comprehension answers

Replace with:

- ✅ Ask “Why did you choose this word/ tense?”
- ✅ Ask “Can you show me where in the text?”
- ✅ Ask “How can you make this clearer?”

# What Strong English Looks Like

- Children explain their thinking clearly
- Children revise ideas, not just spelling
- Children notice words when reading or watching shows

# Example of writing progression:

- The boy was scared.
- **P3:** The boy was scared and trembled as he hid behind the door. (*Feeling and action*)
- **P4:** When he heard the heavy footsteps outside the room, his heart pounded wildly, and a frightening thought crossed his mind — he might be discovered. (*clarity and depth*)

# Takeaway

## P3 Parent takeaway:

- “My child is learning how English works.”

## P4 Parent takeaway:

- “My child is learning how to use English independently.”

# Useful Reading Resources



Reading portal with more than 8,000 e-books  
<https://www.myon.com.sg/index.html>



Free App National Library Board - eBooks  
<https://eresources.nlb.gov.sg/main/Help/Overdrive>



Weekly publication from The Straits Times

**MATHEMATICS**

**Primary 4**



# Content

01

Importance of Mathematics

02

Preparing for Math

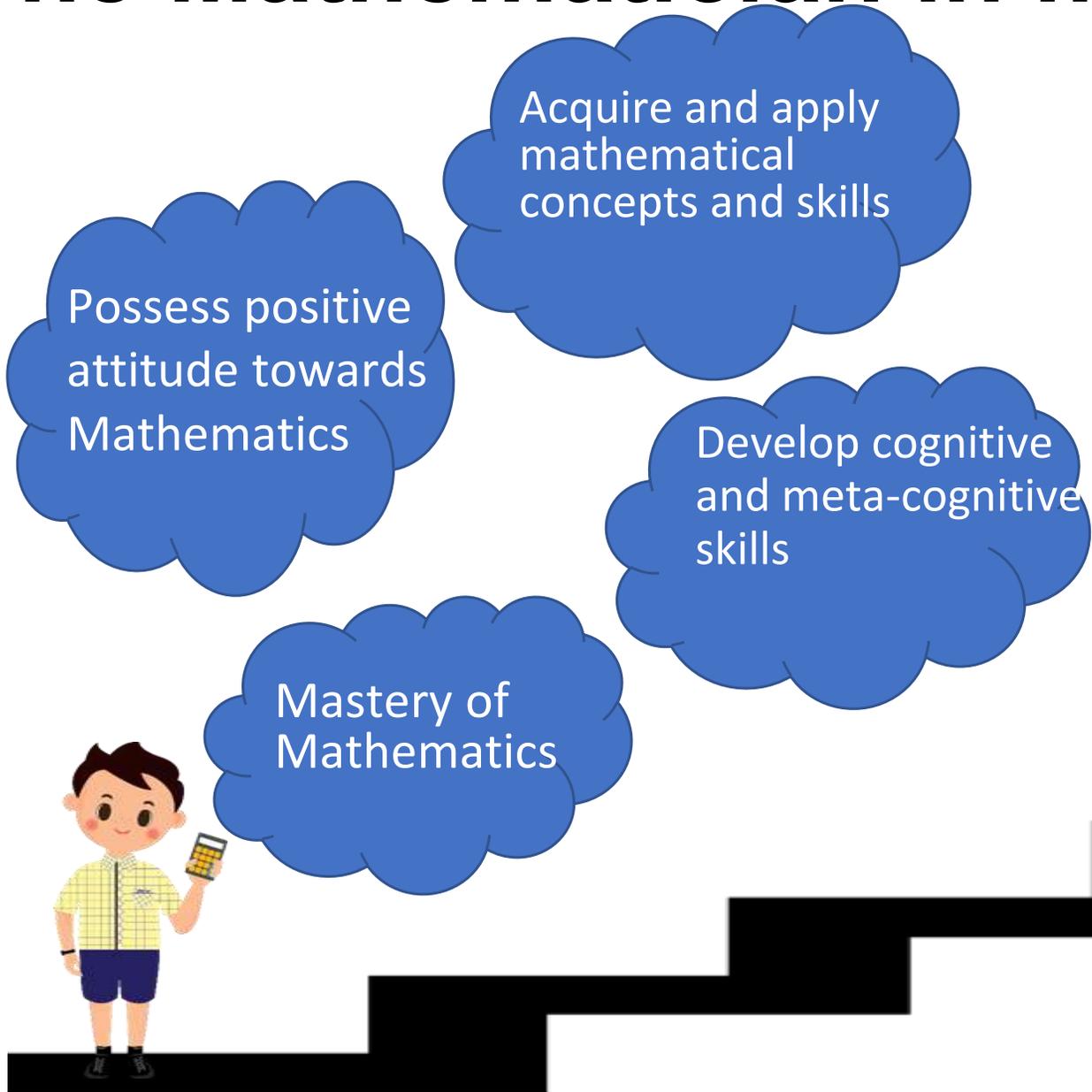
03

Math @ Home

04

Parents' Encouragement

# The Mathematician in me



21<sup>st</sup> century- ready

Creative problem-solver

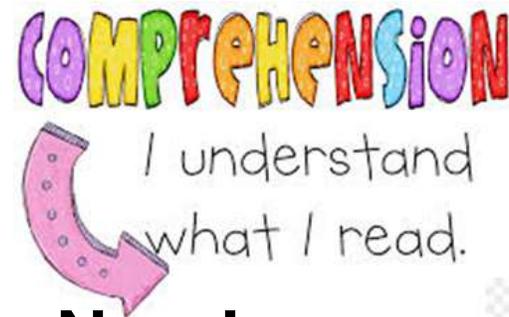


Highly-skilled and well-educated

Logical and critical thinker



# P4 Key Focus Areas



❖ Word problems and 4 operations of Whole Numbers



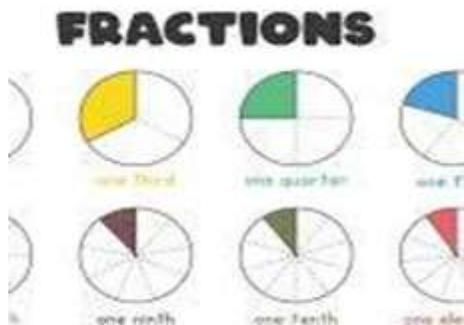
❖ Measurement  
- Area and Perimeter



❖ Statistics  
- Tables, Graphs and Pie Charts



❖ Fractions



# Topical Worksheets

Wellington Primary School  
Primary 4 Mathematics Topical Worksheet  
Chapter 1: Numbers Up to 100 000

Name: \_\_\_\_\_ ( )

Class: P4 \_\_\_\_\_

Date: \_\_\_\_\_

1. Write in numerals.

- a) Fifty-two thousand, eight hundred and four \_\_\_\_\_
- b) Twelve thousand and sixty-three \_\_\_\_\_

2. Write in words.

- a) 72 948 \_\_\_\_\_

# Heuristic Worksheets



Wellington Primary School  
Mathematics |  
Primary 4  
Heuristics for Problem Solving



- Look for Pattern
- Working Backwards
- Guess and Check /  
Make a Supposition

# Word Problem Package

Wellington Primary School  
Primary 4 Mathematics



**Word Problem Package**  
(Whole Numbers)

• 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,**

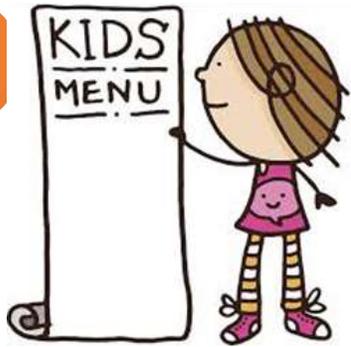
**Practice,**

and

**Practice.**

# Application of Math in real life

## Read with understanding



## Explore area and perimeter

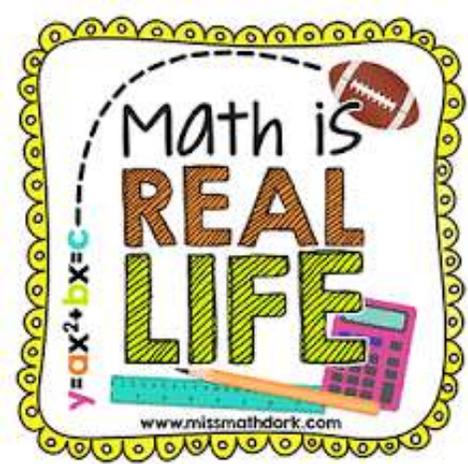
Perimeter of Triangle: Real Life Example



Total Boundary Length = Perimeter



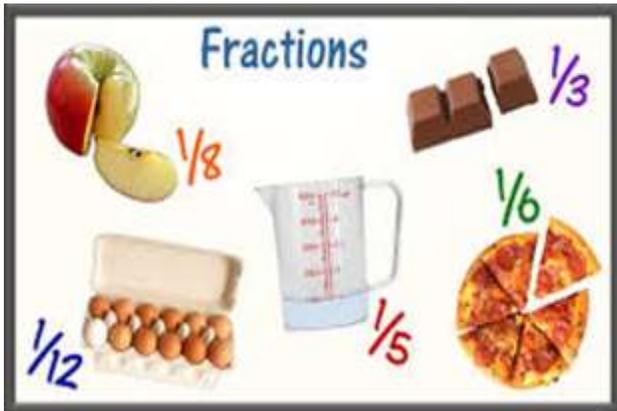
Wel. ... Prima ... in  
To empower every ... as and a



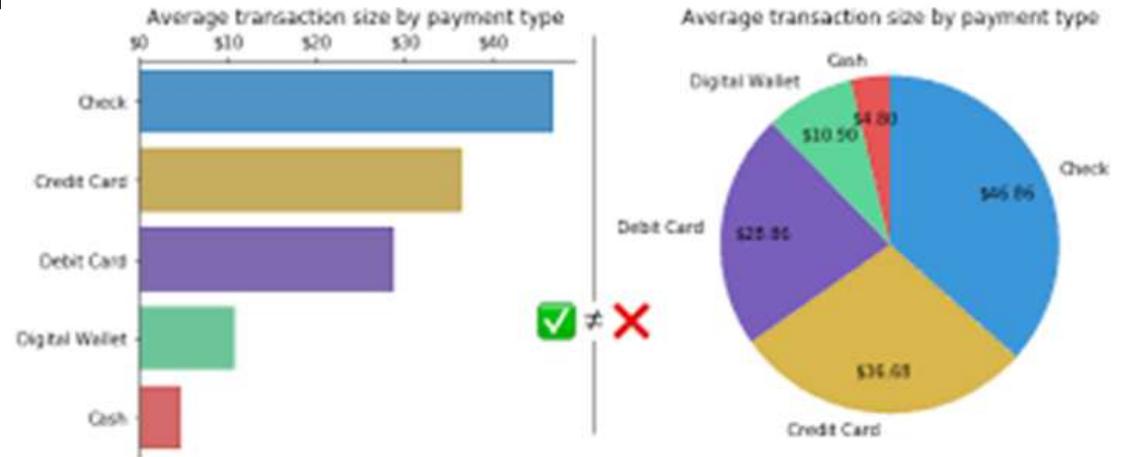
# Application of Math in real life

## Tables, Graphs and Pie Charts

### Fractions



Count in fractions



Interpret data

# 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 '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. Below the banner are three activity buttons: 'Mission' (rocket icon), 'Multiplayer' (two people icon), and 'Assignment' (book icon). On the left side, there are buttons for 'Brain Games', 'StoryMath', and 'Events'. On the right side, there is a sidebar with 'Total CPs' (0), 'KoKo Credits' (0), and 'Daily Bonus' (gift icon).

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.



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

Wel. ... Prima ... in  
To empower every ... and

# PARENTS' WORKSHOP

P4 Parents' Workshop for Mathematics

Date: Term 1, Saturday (7 Mar)



**SCIENCE**



# Twin Goals of Science Education

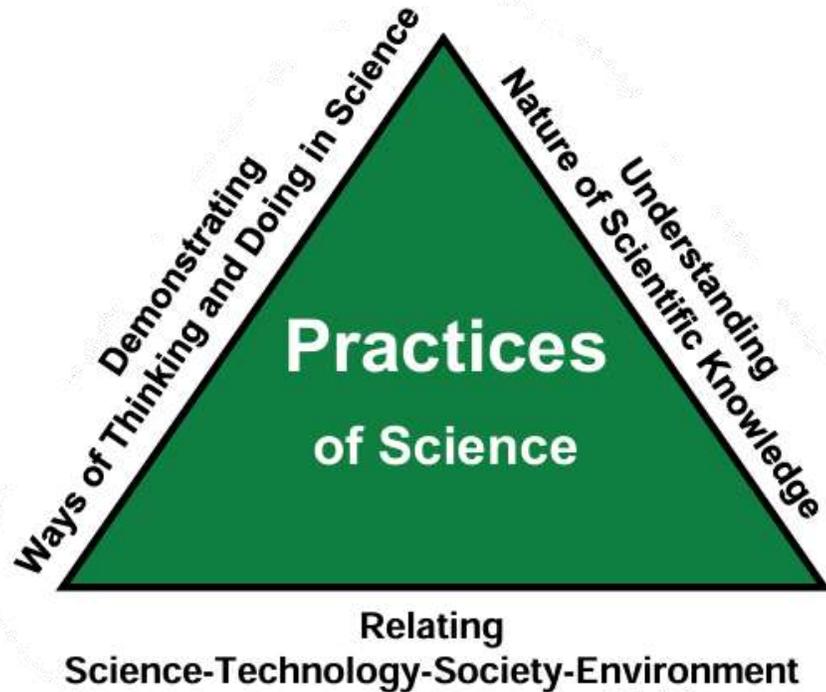
*Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives*



*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.

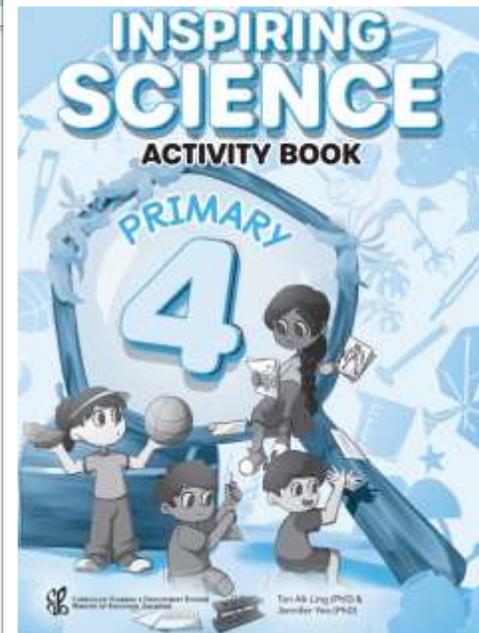
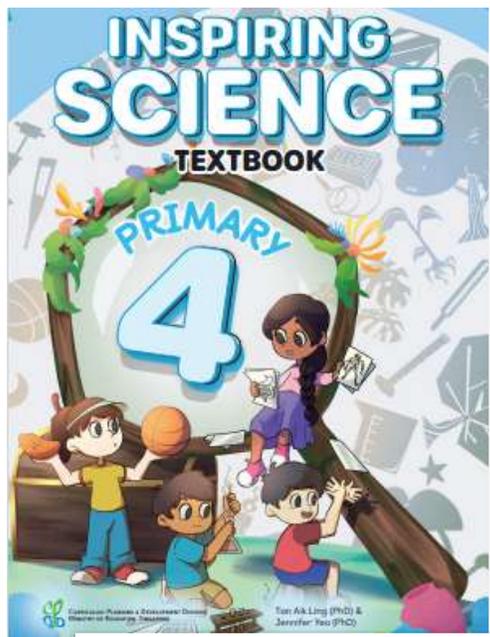
# Lower Block Science Syllabus Coverage

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"> <li>• Observing</li> <li>• Comparing</li> <li>• Classifying</li> <li>• Analysing Data (Tables, Graphs, Charts, Diagrams)</li> <li>• Using Apparatus</li> <li>• Inferring</li> <li>• Justifying / Explaining</li> <li>• Creating</li> </ul>
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)



Wellington Primary School  
Science – SYSTEM & PLANT SYSTEM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: 4 \_\_\_\_\_

**What does it consist of?**

**What is a System?**

- A system is made up of two or more parts that work together.
- Each part has a specific function.
- If one part is damaged or does not work properly, the system will not be able to carry out its intended purpose.
- Systems can be found in both living and non-living things.
- An example of a man-made system is found in a torch. If the bulb or battery or any parts of the torch is faulty, the torch cannot produce light.
- Examples of natural systems are living things. They are made of parts that have specific functions. All the parts work together to keep the living thing alive.

**What are the parts of a plant?**

- Plants are living things. Like animals, they are made up of many parts.
- Some parts of a plant are the leaves, stems and roots.
- Flowers and fruits are produced by flowering plants.

**Leaves**



**Stems**

- Some plants have strong stems that can grow straight up.
- Some plants have weak stems that climb up other plants for support or creep along the ground.

**Roots**

- The roots of most plants are found under the ground.

## *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.*

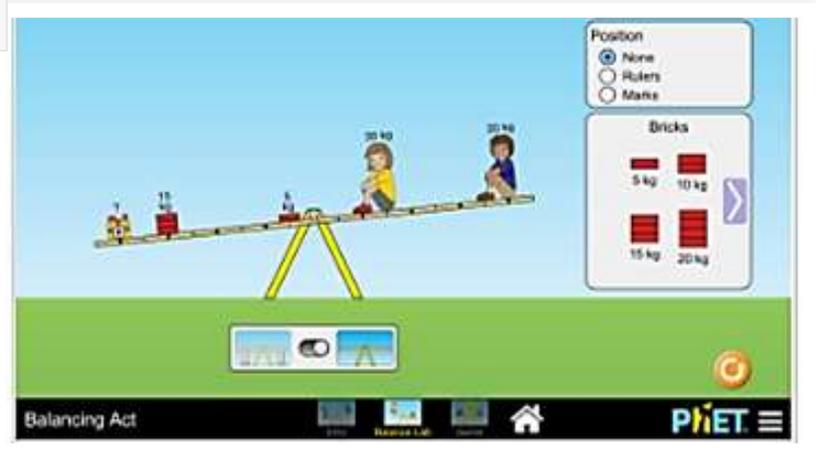
*2026 P4 students with existing YSBS accounts will continue to have access to their accounts until the end of Term 1 2026.*

## 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
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

# Values and Attitudes in Science

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

# Learning Resources

Applying knowledge, skills and processes

1) Inspiring Science Activity Book

2) Study Notes / Worksheets / Practice Papers



**MOTHER  
TONGUE  
LANGUAGE  
(Primary 4)**

How can parents help  
their child in learning  
Mother Tongue Language  
(MTL)

# 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.

加分  
教辅



小学中年级

# 看图作文

小·三·小·四·运用

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



duVision  
新加坡教育出版有限公司

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 GANESAN PRASAD** (left) with his wife Jiggling and their two boys, Jagan and Arjun, who are seen reading together at the last survey event and during the focus group discussion.

BY PHOTOS: CHONG JUN LIANG

...never studied and not so much a study.

The "domains of research show that parent involvement in school matters when it comes to levels of student engagement", he said.

"Parents need to go up where parents are more involved."

The study looked at the impact of parental involvement on three areas: cognitive engagement (academic progress), behavioural engagement (participation in class and extracurricular activities) and emotional engagement (how much they enjoy school). Results showed a positive correlation between parent involvement and all three areas.

The study was conducted by getting students to rate themselves about their parents' involvement and their perception of it - for instance, "My parents read with me every night" or "I compared to my parent's involvement in school".

The research was done as children generally provide more accurate ratings of parental behaviour and parents find it more difficult to report on their own.

Students showed three main types of activities: reading with their parents, attending 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 outside of classroom matters, for example, taking part in an after-school activity together.

"Parents may have to go to school to educate their children, especially in secondary schools, so there is a clear distinction of where home versus school. Results show that there is more tie between parent involvement and all three areas."

**PARENT INVOLVEMENT IN SECONDARY SCHOOLS**

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

But more secondary school students reported that their parents involved them more often getting involved in non-academic school activities or events.

Secondary schools offered by parents include mothers having conversations with their children, and when parents attended talks or workshops organised by the school.

In Class one, some parents also think their sons would not visit their school, but there is a "transition moment" that can be changed.

"Doing a study by Dr William Hoynes - a professor of education at Florida State University who studies parent involvement and education had Academic Progress - he said parents should build their relationship with their child by being really supportive so that their children want them to be involved in their lives."

"When teenagers perceive this support in a meaningful way, they when they feel more understanding of parental involvement," he said.

"For instance, when children do not do well in exams, parents may need to help them see what went wrong and when they could do something for us, instead of taking a hard line and blaming them for the results."

Dr Chen says he believes being involved in children's activities outside of school and beyond that challenge is a different activity and challenge to adolescent autonomy and independence.

The study also looked at differences by gender and socioeconomic status. "Girls were more involved in school, especially in reading and writing parent involvement in schools, said Dr Chen."

The study also looked at differences by gender and socioeconomic status. "Girls were more involved in school, especially in reading and writing parent involvement in schools, said Dr Chen."

## 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

# FEEDBACK



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

