



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)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
- 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

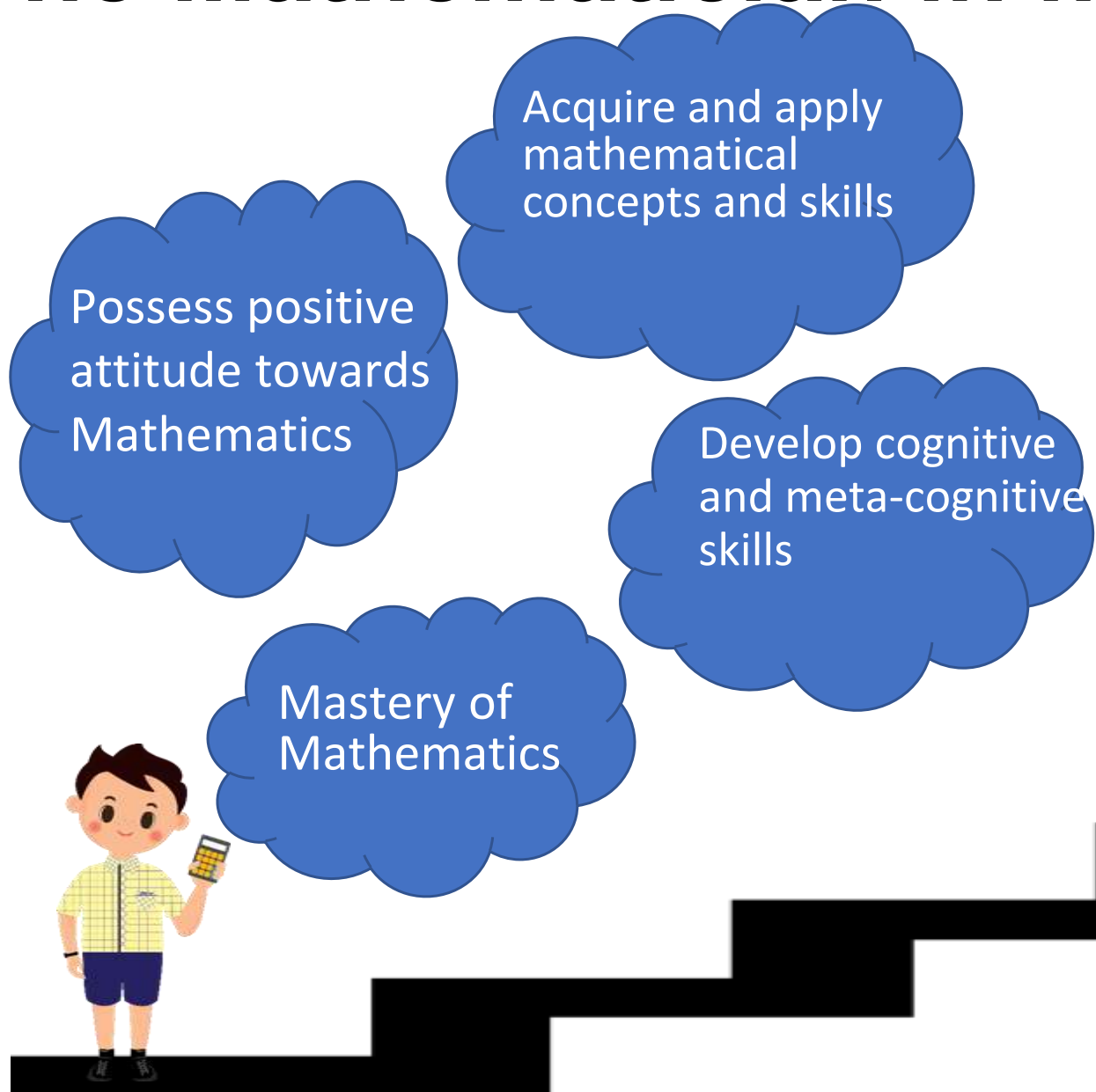
03

Math @ Home

04

Parents'
Encouragement

The Mathematician in me



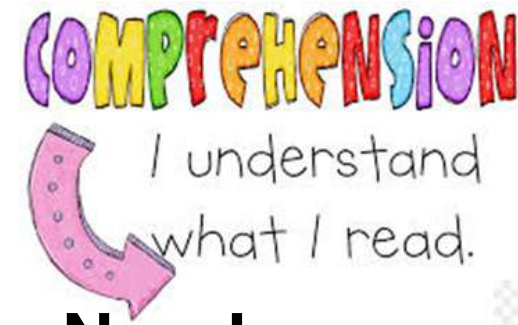
21st century- ready

Highly-skilled
and
well-educated

Logical and
critical thinker



P4 Key Focus Areas



❖ Word problems and 4 operations of Whole Numbers



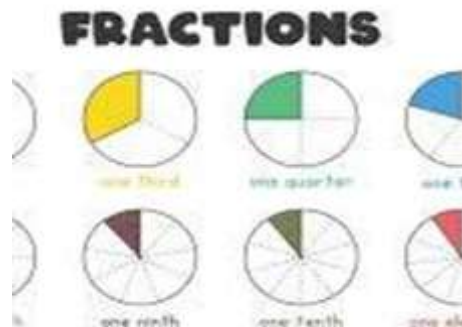
❖ Measurement
- Area and Perimeter



❖ 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,

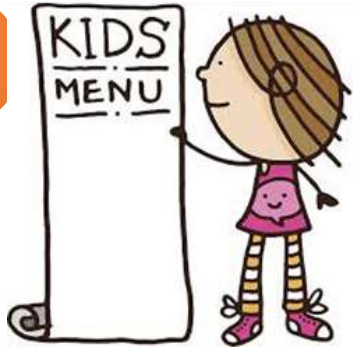
Practice,

and

Practice.

Application of Math in real life

Read with understanding

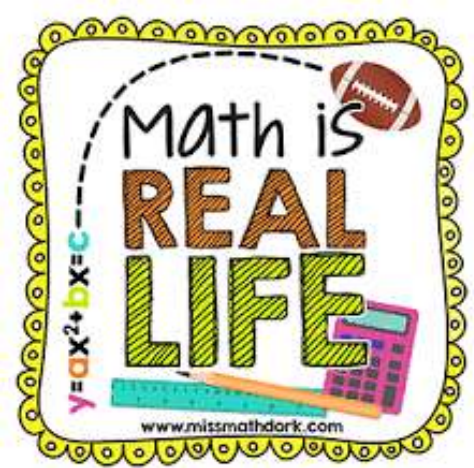


Explore area and perimeter

Perimeter of Triangle: Real Life Example



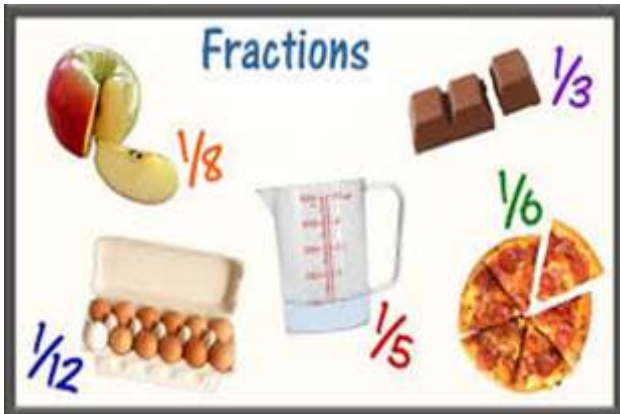
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To empower every ... and a



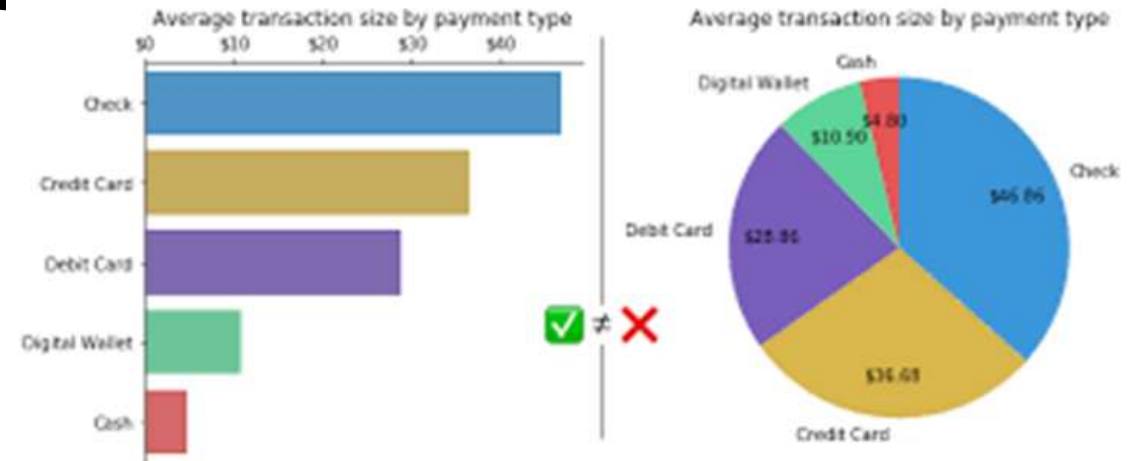
Application of Math in real life

Tables, Graphs and Pie Charts

Fractions



Count in fractions



Interpret data

PRACTISE THROUGH KOOBITS

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.**

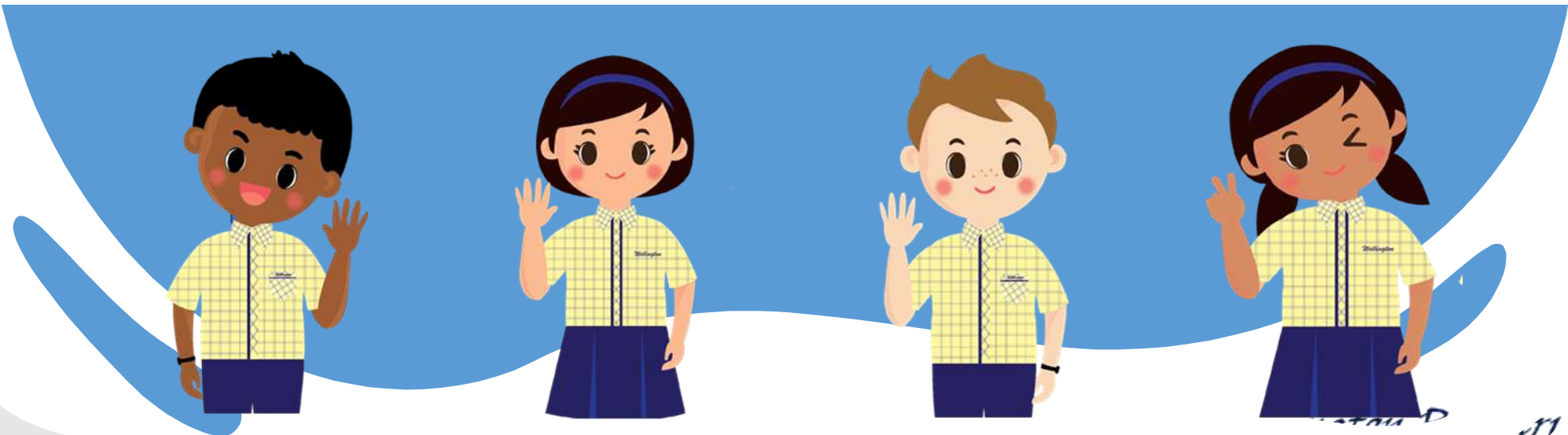
- Focus on improvement
- Encourage continual learning
- Encourage them to learn from mistakes and setbacks
- Encourage resilience

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

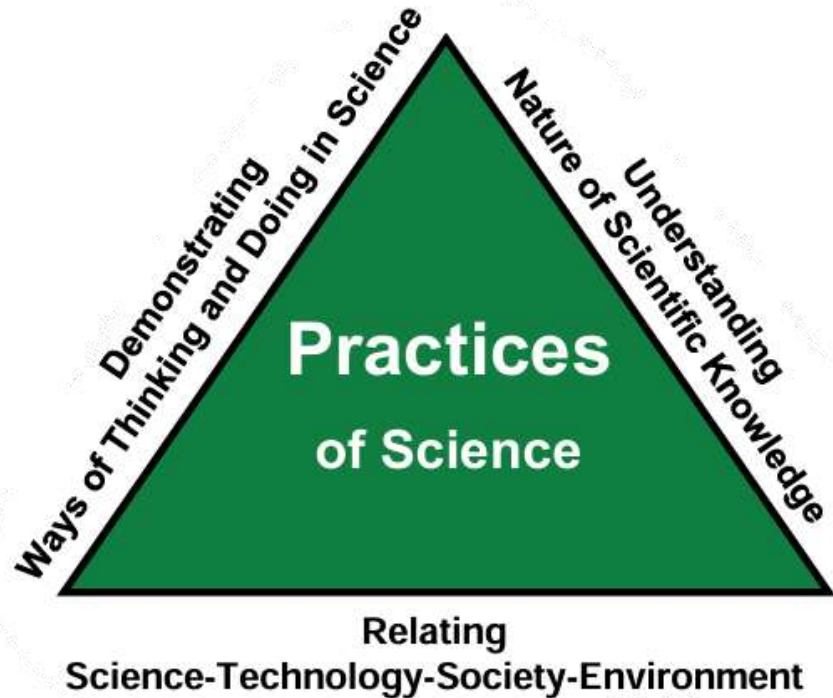
Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives



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	• 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	

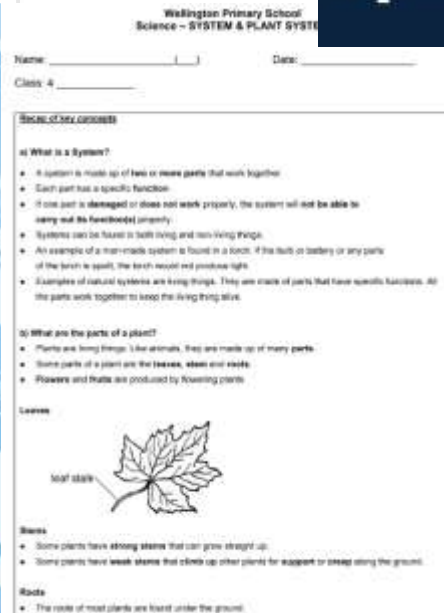
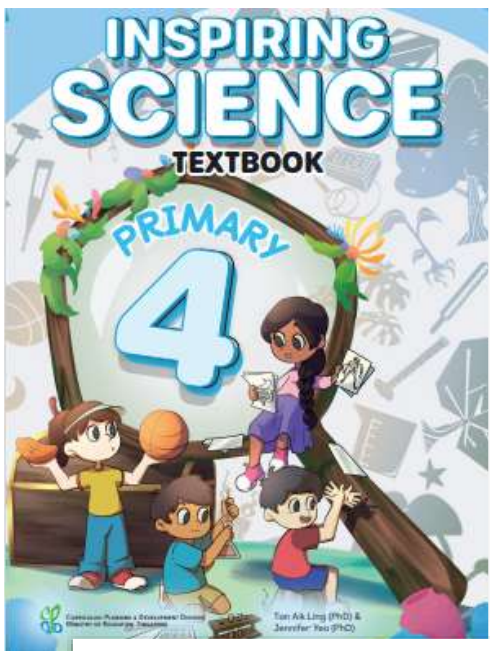
Learning Resources

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.

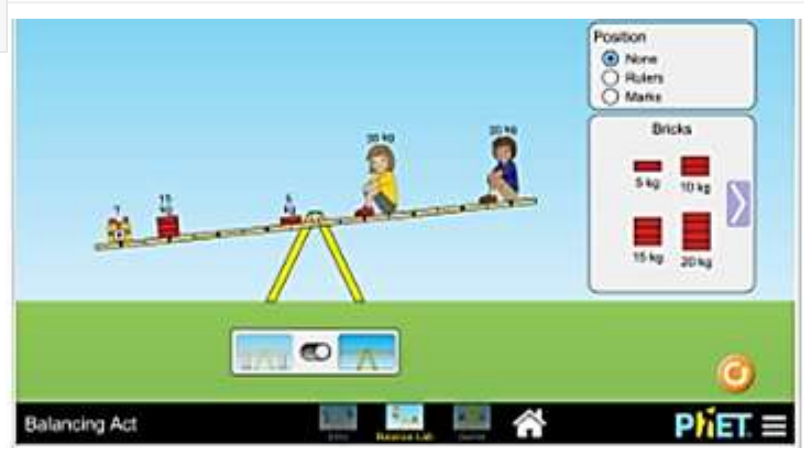
2026 P4 students with existing YSBS accounts will continue to have access to their accounts until the end of Term 1 2026.

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
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
 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.



YouTube



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

新教育

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



EduVision
新加坡教育部 2011-2012

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 (right) and their two children (middle) at home. He is a civil servant and his wife is a teacher. They have two children, a boy and a girl.

27 PHOTO: CHONG JUN LIANG



James Ng

Students are more engaged with school and enjoy it better when their parents take an interest in their school life. By getting involved in activities, such as volunteering, parent-teacher meetings or school events, a new study has found.

A case can be made for why parents and school faculty partnerships exist, though some parents volunteer when their child moves up to secondary school, and a National Institute of Education (NIE) survey of some 7,200 Primary 4 pupils and Secondary 2 students from 11 schools.

In Mylene Chan, assistant dean of knowledge management from NIE's office of education research, who led the study, said quantitative research on whether parent involvement in schools leads to beneficial outcomes had been researched only in studies, not

research studies and not in much detail.

But, "Studies of research shows that parent involvement in school matters when it comes to levels of student engagement," he noted.

"Parents tend to go up when 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 emotional engagement (how much they enjoy school). Results showed a positive correlation between parent involvement and all three areas.

The study was carried out by getting students to rate themselves on their parents' involvement and their perception of it - for instance, "My parents attend parent-teacher meetings or I am proud to see my parents' involvement in school."

The research was done as children generally provide more accurate ratings of parental behaviour and parents tend to overstate their involvement with their children.

Students showed three main types of activities: proactive, where their parents attended parent-teacher conferences, where parents discussed their children's

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

But students who were more engaged in school had parents who were also involved in school matters, for example, taking part in or co-ordinating activities for the school.

Parents may have to be schools to educate their children, engaged in school matters, on some a clear distinction of roles - home versus school. Results show that there is more involvement, to get more involved.

In Chan said.

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

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

In Chan said he believes being involved in children's schooling should not be viewed as a challenge to children's autonomy and independence.

"The truth of the matter is that

students want to see their parents involved. When parents are involved, students are more engaged in school," he said.

Chan said some parents also think their sons would not want to be in school, but there is a "misconception" that their son has changed.

Citing a study by Dr William Hoynes - a professor of education at California State University who studies parent involvement and studies in secondary schools, on some a clear distinction of roles - home versus school. Results show that there is more involvement, to get more involved.

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"The truth of the matter is that

highly involved in their child's school."

But he said some parents are not represented in the low involvement group, which is a statistic which general research suggests that they are generally more independent and have not met to meet their parents in the meeting.

In Chan said the study has its limitations as it did not ask questions about activities at home that might indicate student engagement, such as reading to their kids and communicating with their kids, or the children should be taking responsibility.

But the bottom line is that while a supportive parenting style has a positive impact on a child's learning, it is not the only part of how to make a child's learning experience.

In Chan said, "Good parenting style is important - for instance, being involved in your child's learning, giving them autonomy to make decisions, and listening to them. But if you can combine that with their involvement in school, that's even better."

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"The truth of the matter is that

- ## 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.

