

Welcome to

Primary 4



Agenda

- Introduction
- Modes of communication
- Curriculum and assessment
- Student recognition platform (student awards)
- Expectations of students
- Home Involvement and cyber wellness resources



Modes of Communication

1. School office number (6584 4393)
2. Email
3. Parents Gateway



- Parents should email Form Teachers on the day of the absence.
- MCs/letters should be submitted to Form Teachers when child returns to school.



Curriculum and Assessment



English Language Programmes

Primary 4

Vision	Confident communicators who love the language
Mission	To provide EL language experiences that allow students to <u>communicate confidently</u> and <u>grow their love for the English Language</u>



Providing EL learning experiences through the implementation of **STELLAR/STELLAR 2.0** curriculum



Communicate Confidently <ul style="list-style-type: none">Department programmes and initiatives that allow students to communicate confidently	Grow their Love for the English Language <ul style="list-style-type: none">Department programmes and initiatives that allow students to grow their love for the language
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English Language Programmes

Primary 4

- Extensive reading as part of STELLAR lessons
- Little Red Dot Newspaper
- School Library activities



Little Red Dot

Objective

- To broaden students' content knowledge in current affairs and other issues in the local and global context e.g. environment, sustainability

How will it be used in the classroom?

- Discussion and reflection topics for class discussions
- Pre-reading for students' oral stimulus-based conversation preparation
- Activities on SLS



Little Red Dot

Meeting a beloved author

Enid Blyton's books are enjoyed by children even today

Britain, 1956

Dear diary, I was so excited earlier today for Enid Blyton's book-signing event. She is my favourite author! I love all her books, especially the Secret series. I still love the first book *The Secret Island* the most. It is the one where siblings Peggy, Mike and Nora, as well as their friend Jack, escape to a secret island, away from the siblings' mean uncle and aunt who ill-treat them.

I was so nervous when I passed Ms Blyton my copy of *The Secret Island* to be signed but she put me at ease with her warm smile.

She looks like a kind school teacher up close. In fact, I heard that she used to be a teacher before she became a full-time author.

I do think she is a rather clever woman too as there are so many toys, board games and jigsaw puzzles based on her books and book characters.

I have not asked my parents to buy them as I would rather own her books instead, but some of my classmates have games based on her books.

Just the other day, I played the *Little Noddy Leap Frog Game* at my classmate Mary's house. It is a board game where you throw dice and try to get your game pieces or "frogs" to the centre of the board or "home pond".

I prefer Enid Blyton's adventure and mystery books like *The Famous Five* and *The Secret Seven* series to the *Little Noddy* series, but many of my friends do quite like reading about *Little Noddy*, the wooden toy, and his friends in *Toytland*.



ILLUSTRATION: PAUL ERIC NOGA

I hope one day I can be as famous as Enid Blyton and have as many books published, and as many fan clubs as she does.

I do wonder why adults do not seem to like her as much. Mummy says I should read fewer Enid Blyton books and try more books by other authors because her story plots are very similar and I do not learn many new things from always taking in the same ideas.

But I just want to read for fun!

Love,
Gillian

This is a fictional diary entry based on facts about Enid Blyton's life.

Text: Ang Yiyang

BACKGROUND

Enid Mary Blyton (1897 to 1968) was a British author of children's books which remain popular till today.

Blyton trained as a teacher between 1916 and 1918. While teaching, she was also writing stories and having her works published. By the early 1920s, she was gaining success as a writer and in 1924, she stopped teaching to become a full-time author.

She wrote more than 600 books in her lifetime, including those about children going on adventures, solving mysteries, their life in boarding schools and tales about toys and fairies.

Other than being able to connect with children with her stories, Blyton was also a savvy businesswoman. She made merchandising agreements with companies to make toys, games and jigsaw puzzles based on her books or books' characters. One particular character that often featured in merchandise was that of Noddy, the wooden toy in *Toytland*.

Despite her stories' enduring popularity with children, Blyton's writings have also attracted criticism for being formulaic and for projecting stereotypes.

Sources: *The Straits Times*, *Reuters*, *The Enid Blyton Society*, *Encyclopaedia Britannica*

FABVOCAB

Add these words to your vocabulary diary:

- **Merchandise:** goods that can be bought and sold.
- **Formulaic:** something that is unoriginal or that follows a predictable pattern or formula.
- **Stereotypes:** oversimplified ideas of a particular group of people or things.



When I grow up, I will invent a tool that will make me lots of money! I just haven't thought about what it will be.

Writing a formal e-mail



Kerry Lisa Soh
Singapore

This evening, my friend Jaz Loh played the sweet strains of the unofficial national anthem, *Home*, on the balcony of her room at the Shangri-La Rasa Sentosa Resort & Spa. She is serving out her mandatory 14-day stay-home notice (SHN) at the hotel along with other returning Singaporeans. Jaz is a third-year dentistry student at Newcastle University in England who returned last Thursday with the assistance of the Ministry of Foreign Affairs and Singapore Airlines. The song was a tribute to the healthcare workers and to entertain her fellow SHN friends. She chose the song because she felt it had a lot of meaning, and was one that everyone would recognise and relate to. It was also to send the message to Singaporeans "that the least they can do is stay home". She also said that as a young person, she initially misunderstood that she was not susceptible to the Covid-19 virus — but the virus does not care about your race, age or gender. She said: "We are asked to do our part and stay home to stop this virus from spreading. It's nothing compared with what the front-line workers are doing for us, selflessly putting themselves at risk every day." I agree with her message that we should all stay home to stay safe.

This week, Little Red Dot looks at different text types for situational writing. Use these pages to get tips on how to approach these text types. The teaching tips and creative phrases will guide you.



25 people

Like Comment Send

PHOTOS: COURTESY OF JAZ LOH, FACEBOOK

YOUR TASK

Your teacher showed you and some fellow councillors Ms Soh's Facebook post about Ms Jaz Loh. As the president of the student council, you have been tasked to invite Ms Jaz Loh to give an online performance and a short speech about staying home to stay safe that will be shown to the rest of your schoolmates. The objective of inviting her is to encourage your fellow schoolmates to play their part in fighting the coronavirus pandemic.

Write a formal e-mail to Ms Jaz Loh inviting her to give an online performance and a short speech, which will be telecast to the rest of the school. You should refer to the Facebook post on the left for your email.

In your e-mail, include the following information:

- Who you are;
- The purpose of your e-mail;
- How you got to know about Ms Loh;
- Why you think your schoolmates will enjoy her violin performance; and
- Why hearing a message from her would be a source of encouragement for your schoolmates.

You may reorder the points. Write in complete sentences.

Activity and tips by
Alison Dragon-Humphries



Little Red Dot

Defences down



Environment agents and federal police destroying machinery used for illegal mining on the bank of river Xingu in the Amazon. The rainforest is frequently subject to illegal mining and deforestation, which affects indigenous tribespeople who depend on the land for survival (below).

BRAZIL

The coronavirus pandemic is weakening Brazilian state protection for the Amazon rainforest and its people ahead of this year's fire season, according to indigenous communities and international non-governmental organisations.

Monitoring missions have been scaled back, opening the door for more land invasions and forest clearance, they warned.

Plus, as the coronavirus spreads, Brazil's indigenous people – and the main guardians of the rainforest – are retreating into isolation to avoid the disease. The first case of an indigenous person from Brazil contracting Covid-19 was reported on April 1. A 19-year-old woman from the Kokama tribe tested positive for the virus in the district of Santo Antonio do Ica.

Four cases of coronavirus have been confirmed in the same district, including a Brazilian doctor who tested positive last week, raising fears that the epidemic could spread to remote and vulnerable indigenous communities with devastating effect. It is unsure if the government will seek to protect the indigenous communities, despite their pleas for government aid and medical supplies.



Here is what happened around the world recently. How do you feel after reading about these events? Write to stdot@sph.com.sg and tell us.

SYRIA

Dr Safaa Kumari has developed super-seeds that are resistant to viruses that have destroyed thousands of crops in Africa and the Middle East.

Rising temperatures encourage the rapid growth of aphids, which are small bugs that feed on plant sap and carry viruses. Aphid infestations quicken the spread of virus infection from plant to plant, causing crops to wilt, discolor and reduce their yields.

Vital crops for low-income farmers such as fava beans, lentils and chickpeas are often hard-hit.

However, the invention of these super-seeds did not come easy. Dr Kumari took 10 years to identify beans that were resistant to the fava bean necrotic yellow virus.

Now, she wants to gift these seeds to farmers and reduce their reliance on pesticides.



Lentils are a staple crop for Middle Eastern countries like Palestine.

I wonder if the other horses who were in contact with the sick ones need to be quarantined too. Do horses practise "safe distancing"?

CARING



THAILAND

More than 100 horses have died from African horse sickness (AHS) in Pak Chong, a district of north-eastern province Nakhon Ratchasima.

AHS is an infectious disease transmitted by biting midges that are found in many countries in sub-Saharan Africa.

Horses suffering from the illness can have fevers of over 39 deg C, difficulty in breathing and bleeding in the eyes. Once infected, they have a 90 per cent fatality rate.

The government is still investigating the origin of the AHS spread in Thailand. This is the first time the disease has hit the country, and there have been no reported AHS deaths in other districts.

Locals in Vanuatu boarding up their shops in preparation for Cyclone Harold on April 6. This is to prevent their windows from breaking and water flooding the building.



COUNTRY IN FOCUS

Population size: About 298,000
Where: Oceania, South Pacific Ocean
Languages spoken: English, French and Bislama

Vanuatu is made up of more than 80 islands. It has an ancient Melanesian culture, which is one of three different cultural regions in the South Pacific Ocean: Melanesia, Micronesia and Polynesia. The Melanesian culture is known for its traditional music and instruments like bamboo pan pipes.

Sitting in the middle of the Pacific cyclone belt, the country experiences frequent volcanic eruptions, cyclones and earthquakes, resulting in it clinching the title of most "high risk country" in 2017.

Just last week, Vanuatu was hit by Cyclone Harold, a Category 5 hurricane.

Fun fact: The act of bungee jumping originated from Vanuatu. Boys in villages build a 30m-tall tower with tree branches before jumping from the top of the platform with a vine wrapped around their ankles. Also known as "land diving", these ceremonies are performed at the end of monsoon season to commemorate the yam harvest.

AUSTRALIA

While staying at home during the Covid-19 pandemic may be a safer option for many, there are also those who have unsafe home environments.

Ever since New South Wales implemented a lockdown, Women's Safety, a domestic violence charity, has reported an increase in clients – with over a third of cases directly linked to the virus outbreak.

Domestic abuse includes any form of abuse such as verbal or physical abuse against a spouse, parents, children or family.

While hotlines, organisations and charities are trying their best to help domestic abuse victims during this period, many have had to reduce their services and are unable to provide face-to-face support.



Bondi Beach in Sydney was closed last month after beachgoers flouted social distancing rules.

TEXT: ATHENA IAN; SOURCES: STRAITS TIMES; THE GUARDIAN; LIFESENSE; WASHINGTON POST; CNN; CBS; ABC; LONELY PLANET; PHOTOS: BLOOMBERG; AFP; EPA-EFE; REUTERS



English Language Weighted Assessment

Primary 4

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"> • Grammar • Vocabulary • Reading Comprehension • Comprehension Cloze • Editing 	MCQ & SAQ MCQ MCQ & SAQ	50 min	30
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"> • Grammar • Vocabulary • Reading Comprehension • Comprehension Cloze • Synthesis 	MCQ & SAQ MCQ MCQ, SAQ & LAQ	50 min	30
Weighted Assessment 3 (15%)	<ul style="list-style-type: none"> • Continuous Writing 	Writing	50 min	20

English Language End of Year Exams

Primary 4

Component	Content	Item type	No. Of items	Marks
Oral (16%)	• Reading Aloud	Open-ended	1 passage	6
	• Stimulus-based Conversation	Open-ended	1 item	10
Listening Comprehension (14%)	• Picture-matching	MCQ	2 items	2
	• Picture Sequencing	MCQ	2 items	4
	• Note taking	FIB	5 blanks	5
	• Listen to text and answer questions	MCQ	3 blanks	3
Composition (20%)	• Guided writing – Three picture prompts on a given theme are provided with guiding questions and helping words/phrases	Open-ended	1 item	20

English Language End of Year Exams

Primary 4

Component	Content	Item type	No. Of items	Marks
Language Use And Comprehension (50%)	Vocabulary	MCQ	6 items	6
	Grammar	MCQ	10 items	10
	Grammar Cloze Passage (1) [Personal pronouns] Passage (2) [Subject-verb agreement]	FIB (with helping words)	8 items (4 items in each passage)	8
	Comprehension Cloze	FIB	5 blanks	5
	Synthesis	Open-ended	3 items	3
	Comprehension (1)	A variety of items e.g. MCQ, Checking (✓), Sequencing, open-ended	Up to 8 items (1 to 2 marks each)	8
	Comprehension (2)	A variety of items e.g. open-ended, sequencing, graphic organizer	Up to 8 items (1 to 2 marks each)	10

OBJECTIVES OF PRIMARY MATHEMATICS SYLLABUS

Acquire **mathematical concepts and skills** for everyday use and for continuous learning in mathematics.

Develop **thinking, reasoning, communication, application** and **metacognitive** skills through mathematical approach to problem-solving.

Build confidence and **foster interest** in mathematics



Mathematics Programmes & Resources

- Learning Log
- Problem Solving Activities / Conceptual Learning Booklets
- Math Journal
- Mathastic Monday via KOObits



Mathematics Programmes & Resources

- Timed Practices
- Let's Revise
- FAST Booklet
- Math Activity Book (Not all questions will be completed)



P4 Mathematics Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 1	<ul style="list-style-type: none">• Whole Numbers,• Factors and Multiples,• Four Operations of Whole Numbers (P3)	MCQ SAQ LAQ	20	30 Minutes
Weighted Assessment 2	<ul style="list-style-type: none">• Whole Numbers,• Factors and Multiples,• Four Operations of Whole Numbers (P3-P4)• Fractions (P2-P4)	MCQ SAQ LAQ	20	30 Minutes



P4 Mathematics Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 3	<ul style="list-style-type: none">• Whole Numbers,• Factors and Multiples,• Four Operations of Whole Numbers• Fractions (P2-P4)• Square and Rectangles• Angles• Decimal (Place values and Comparing and Ordering of Decimals)	MCQ SAQ LAQ	20	30 Minutes



P4 Mathematics End-of-Year Exam

Type of Questions	No. of Questions	No. of Marks
Multiple Choice	15 (2-mark)	30
Short Answer	20 (2-mark)	40
Structured Long Answer	2 (3-mark)	6
	6 (4-mark)	24
Total:	43	100
Duration	1 h 45 min	



Mother Tongue Languages

School-based Learning Resources

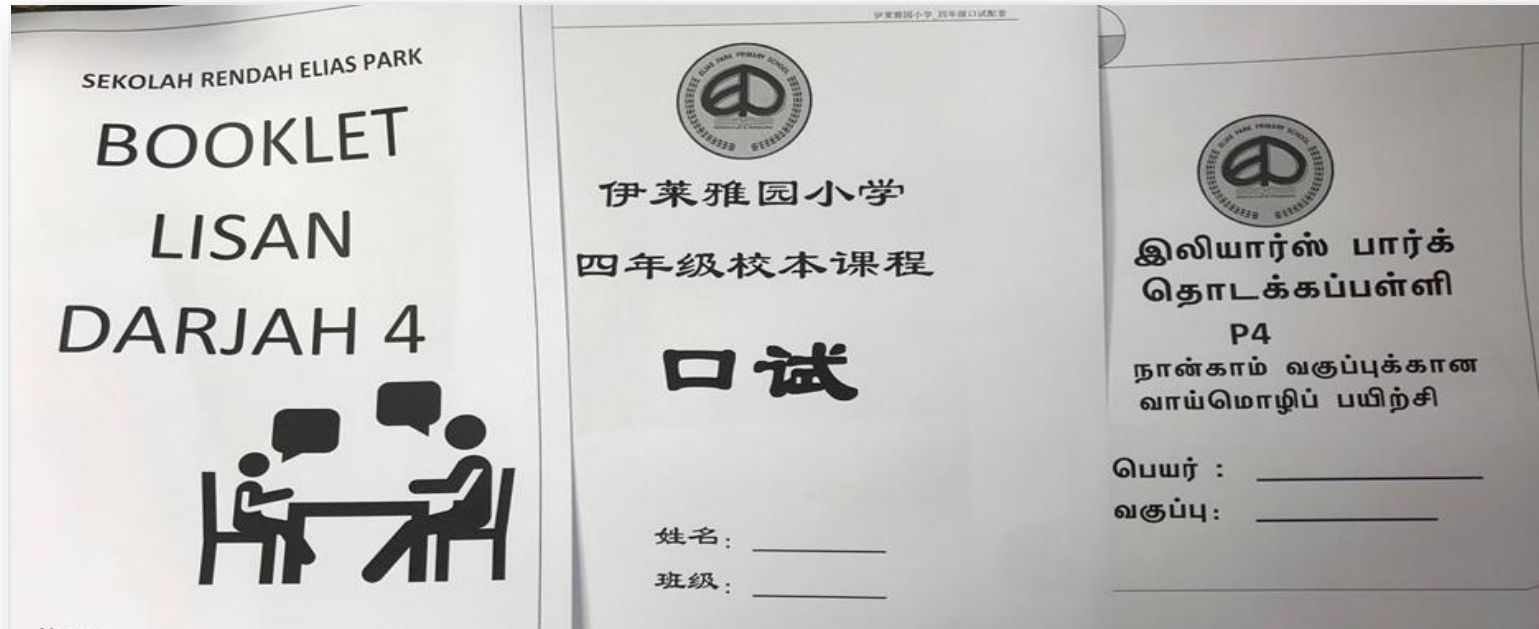
Primary 4

- Oral Booklet
- Vocabulary Booklet
- 10 Minutes for Mother Tongue (10MM)
- eZhishi Magazine (Chinese)
- JoyReader (Chinese)



Mother Tongue Language Oral Package

Primary 4

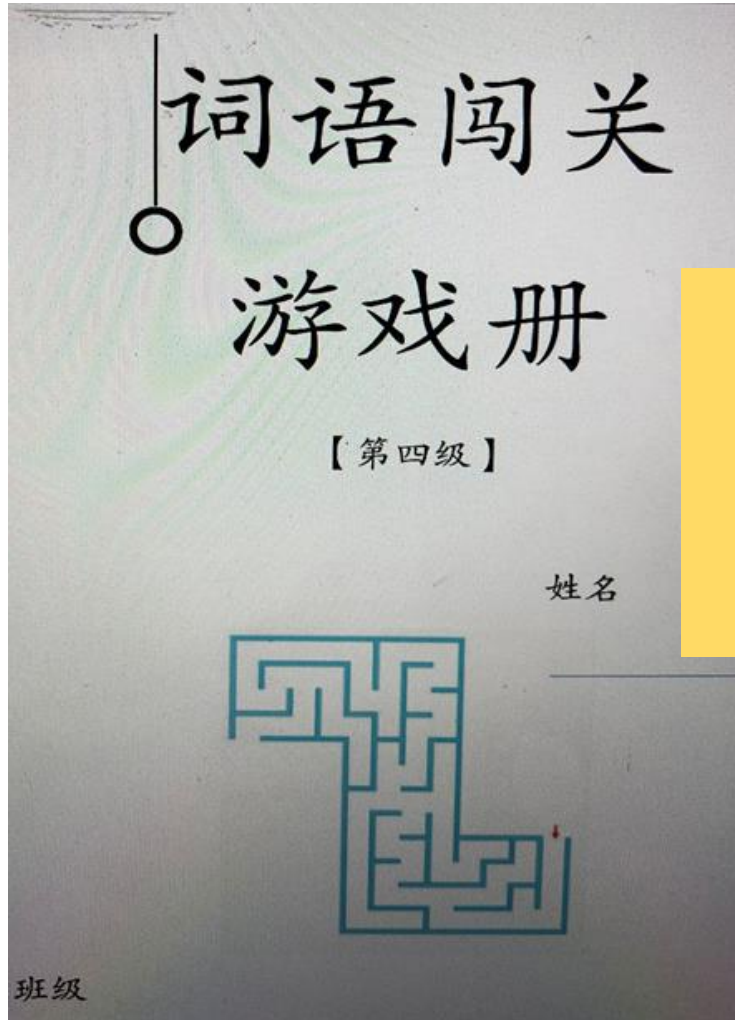


Parents can make use of the oral package to practice with your child at home for the passage reading and conversation.



MTL Vocabulary Booklets

Primary 4



Parents can encourage your child to use the vocabulary booklet for revision for CL/ML/TL.



Chinese Language: eZhishi Magazine



- Current affairs for discussion
- Extra materials for oral, listening, vocabulary and composition.



10 Minutes for Mother Tongue (10MM)

- MTL related fun activities in SLS for students to do at home include story telling, reading, oral activity etc.
- 1 activity per week on selected month



Chinese Language: JoyReader e-platform

- More than 2000 eBooks suitable for students
- Levelled reading base on students' reading ability



MTL Weighted Assessment

Primary 4

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"> Language Application Reading Comprehension 	MCQ OE	50 min	30
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"> Language Application Reading Comprehension 	MCQ OE	50 min	30
Weighted Assessment 3 (15%)	<ul style="list-style-type: none"> Topic Essay/Picture Essay 	OE	40 min	15



MTL End of Year Examinations

Primary 4

Paper 1 (15%)	Composition
Paper 2 (45%)	Comprehension & Language Use
Paper 3 (30%)	Oral
Paper 4 (10%)	Listening Comprehension



Conceptual Understanding in Primary Science: Examples and Applications



Conceptual Understanding in Primary Science

- Students learn Science through understanding and applying concepts and skills in different contexts in an age-appropriate manner.
- The focus of learning Science is not on giving "standard answers" or keywords. Students can show their understanding by using their own words to explain clearly in the context of the question.
- Science is alive and its applications are all around us.

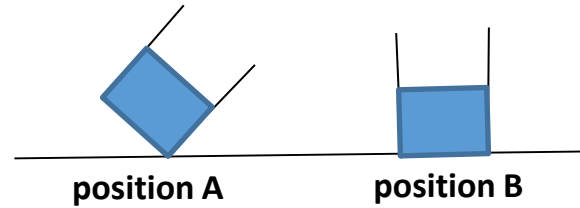


Examples and Applications in Different Contexts



Example: Matter

A substance is put in a container.
The container is placed in positions A and B below.
The object is definitely a solid. Do you agree?



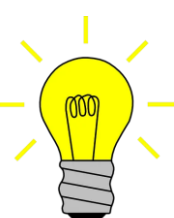
Yes, it is a solid because
it takes up the same
amount of space in
positions A and B.



Yes, the substance has a fixed shape and
volume in both positions A and B.



Yes, the substance
did not change its shape
in position A.



If the substance only takes up the same amount of space in the container, it may be a liquid.
There is insufficient evidence to conclude that the substance is a solid.
The substance is definitely a solid if it has a definite shape and volume.

Example: Matter

Applications in daily life

Properties of solids, liquids and gases are applied in our everyday life.

We can fill balloons of different shapes and sizes as gases have no definite shape and volume!



Water takes the shape of the containers as it has no definite shape.



We can also have ice sculptures in cold environment as ice has a definite shape and volume.

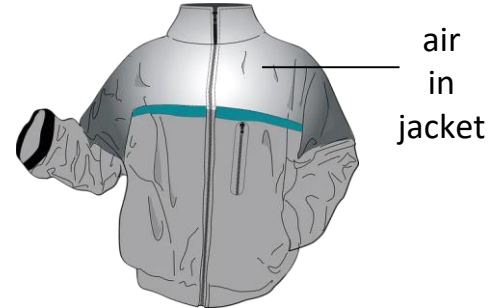


Example: Heat



Air slows down
heat flow.

This jacket keeps us warm because ...



Air prevents coldness
from reaching us.



Air is a poor conductor of heat.



The description of coldness being transferred is conceptually incorrect.
Heat is transferred from a warmer region to a colder region.
The air in jacket slows down heat flow away from the body
rather than prevents coldness from reaching us.

Example: Heat

Some objects are better conductors of heat so they allow heat to flow through faster than others. What are some examples of heat flow in our everyday life?

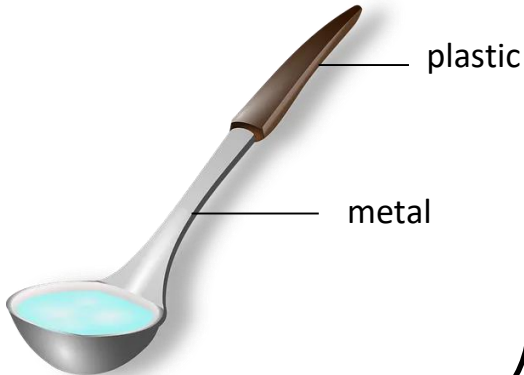


Heat flows through the metal pot quickly to cook our food.



Some objects are made of both good and poor conductors of heat, such as the soup ladle.

I can hold the plastic handle safely when getting my hot soup.



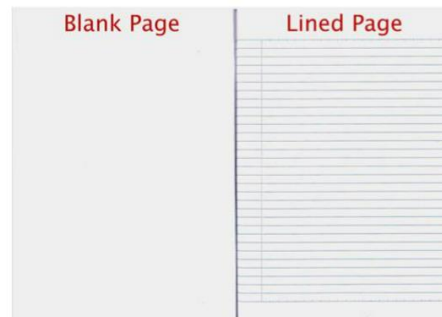
Heat flows through the cardboard slowly so that I can hold my hot drink.



Science Programmes

Primary 4

- Visible Thinking Strategies / Science Probes
- Pre-Post Topical Quizzes / KWL
- Topical Process Skills Booklets
- Timed Practices
- Science Journal



Science Weighted Assessment

Primary 4

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"> Life Cycles of Some Animals Life Cycles of Plants 	MCQ LAQ	25 min	20
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"> Matter 	MCQ LAQ	25 min	20
Weighted Assessment 3 (15%)	<ul style="list-style-type: none"> Light and Shadows 	MCQ LAQ	25 min	20



Science End-of-Year Examinations

Primary 4

P4 Science			
Booklet A (Multiple Choice Questions)	Booklet B (Open Ended)	Total	Duration
28 Questions (56 marks)	12 -13 Questions (44 Marks)	100 marks	1 h 45 min



Physical Education

Primary 4

Resumption of NAPFA Test (Date: TBC)

- National Physical Fitness Award (NAPFA)
- Fitness training is integrated into all physical activities within the Physical Education (PE) curriculum
- Students will be taught to set personal targets appropriate to their individual ability, with the focus on self-improvement rather than passing the NAPFA test.



Arts and Music Programmes

Primary 4

Nurturing the Eliasian Artist by providing opportunities for **exposure, experience** and **appreciation** in arts

ARTS LEARNING EXPERIENCES

- Museum Based Learning

ART CURRICULUM

- Museum Based Learning
- Stop Motion Animation
- Action Painting

MUSIC CURRICULUM



Korea Music Culture

Traditional Instruments



Student Recognition

Elias Peaks Student Awards

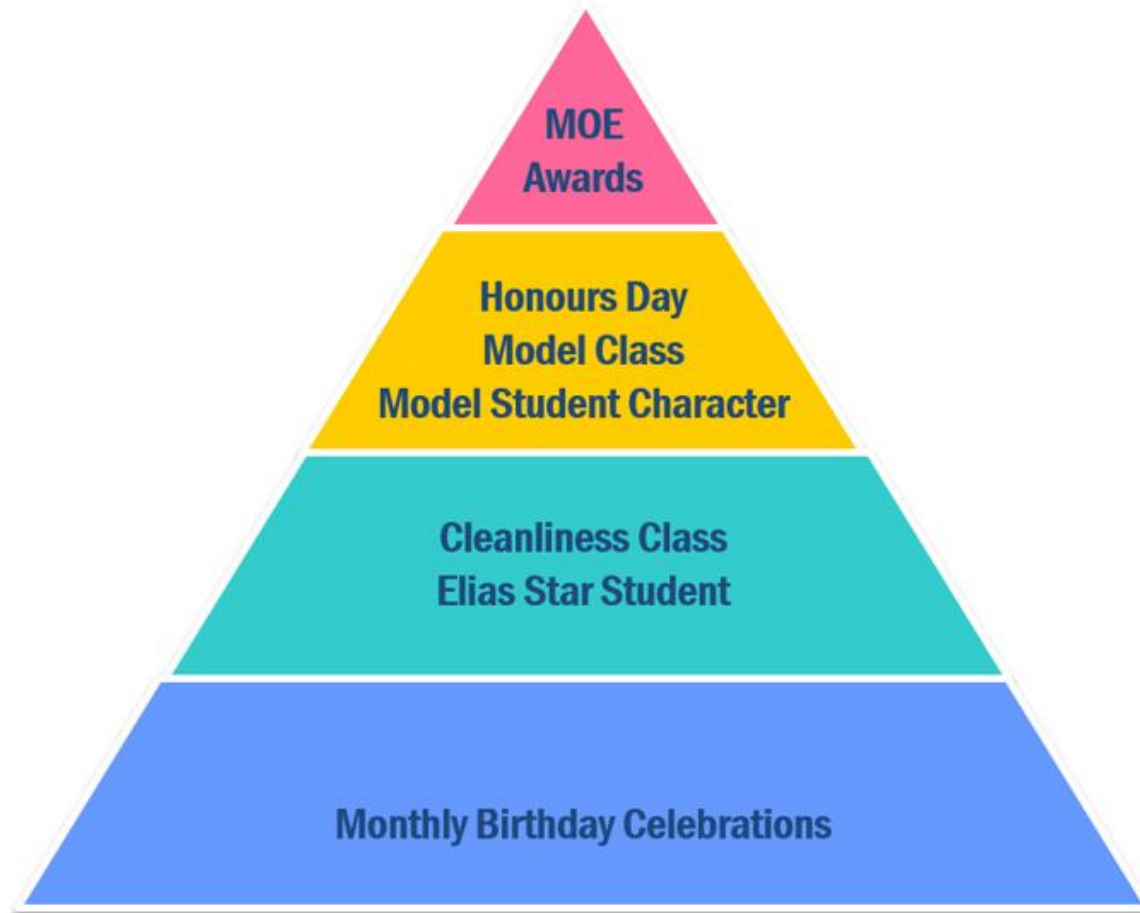
Rationale

- ... to instil habits that will develop good character
- ... to signal the importance of good character
- ... to promote role-modelling of good values



Student Recognition Platforms

Elias Peaks Student Awards



Elias Peaks Student Recognition Framework



Student Recognition Platforms

Elias Peaks Student Awards

Type

Birthday Celebrations

Eligibility

All students

Time

Once a month during CCE FTGP lesson

Aim

To strengthen familial relationships, birthday celebrants will pen words of gratitude to parents/guardian. In doing so, builds a sense of gratitude and appreciation.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

Elias Star Awards

Eligibility

**All students,
up to 5 awardees from each class**

Time

Once a Term (10 weeks)

Criteria

Exemplary character & consistently demonstrated many of the ELIAS Values.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

Model Student Character Award (MSCA)

Eligibility

All students, 1 awardee from each class

Time

Once a Semester (20 weeks)

Criteria

Exemplary character & consistently demonstrated many of the ELIAS Values.
Positive role model for peers.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

EPPS Honours' Day Awards

Eligibility

All students, up to 2 awardees from each class for every student domain

Time

Once a year

Criteria

Exemplary character & outstanding personal qualities in the student domains of Scholar, Sportsman, Artist and Good Progress



Student Recognition Platforms

Elias Peaks

Award Type	MOE Edusave Award for Achievement, Good Leadership and Service (EAGLES)
Eligibility	10% of Singaporeans from P4 – P6
Time	Once a year
Criteria	Demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.



Student Recognition Platforms

Elias Peaks

Award Type	MOE Edusave Character Award (ECHA)
Eligibility	2% of Singaporeans across all levels
Time	Once a year
Criteria	Demonstrated exemplary character & outstanding personal qualities, school values, civic responsibility, and/or resilience in overcoming personal challenges.



General Expectations of Students



General Expectations of Students

1. Reporting to school on time

- Be seated in the classrooms by 7.25am
- Arrival after 7.30am will be considered as late

2. Homework (quality and neat work) should be submitted on time.

3. List of homework or other important information are to be written in the Planner



General Expectations of Students

Social Skills for P4 students:

- **Positive Classroom Behaviours**
- **Organisational Skills**
- **Communication Skills**
- **Emotional Regulation Skills**



General Expectations of Students

1. Positive Classroom Behaviours

- avoiding distractions during lessons
- abiding by class rules

2. Organisational Skills

- bringing homework and materials
- organising work area
- completing assignments
- using checklists & planner



General Expectations of Students

3. Communication Skills

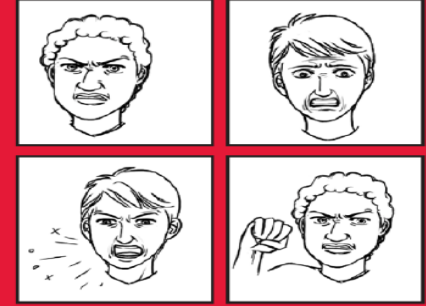
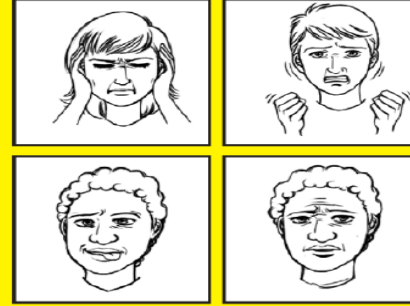
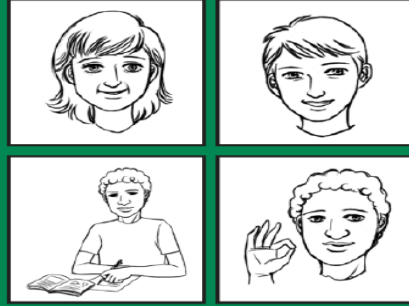
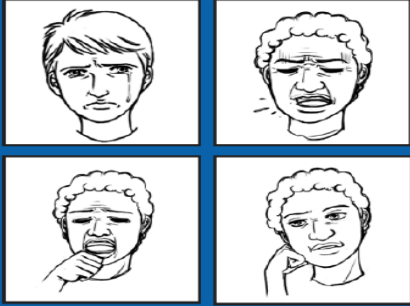
- listening skills
- asking for help
- tone and volume when communicating
- being polite to friends and teachers

4. Emotional Regulation Skills

- identifying their emotions
- applying strategies to regulate their emotions back to the green zone



The **ZONES** of Regulation®



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Mean
Terrified
Yelling/Hitting
Out of Control

Take a break
Stretching
Play a game during recess

Read a book
Listen to the teacher
Help others

Close eyes, take deep breaths
Sit in the calm down corner

Drink water
Talk about it
Walk it off

Home Involvement



Home Involvement

1. Communicate regularly with child to understand his/her thoughts and feelings about school work.
2. Encourage and help child to build positive study habits, such as not doing last-minute work and submitting work on time.
3. Encourage your child to take responsibility for own possessions, actions and words.
4. Model for your child what you would like to observe him/her doing and allow him/her room to make mistakes and to learn from it.



Home Involvement – Cyber Wellness

- Cyber Wellness refers to the positive well-being of Internet users and helping students to become responsible digital learners.
- It involves an understanding of online behaviour and awareness of how to protect oneself in cyberspace.



Home Involvement – Cyber Wellness

Problems due to excessive internet usage

- cyber bullying
- exposure to inappropriate contents
- become a cyber crime victim
- excessive Internet usage
- gaming addiction



Home Involvement – Cyber Wellness

To complement the cyber-wellness curriculum in schools, here are the steps for **PARENT**ing in the digital age:

Provide opportunities for a variety of offline activities

Activate parental controls in all computing devices

Role-model good digital habits

Establish the ground rules for your child's Internet use

Navigate the Internet with your child to understand his/her use

Talk with your child about his/her Internet use



Home Involvement – Cyber Wellness

Cyber wellness resources

- Elias Park Primary School's website
www.eliasparkpri.moe.edu.sg
- Termly newsletter
- Installing Parental Control Apps for devices
- Checking on your child's devices frequently



Home Involvement – Diet & Exercise

- Provide healthy snack options for your child's snack break (*Examples: Fruits, whole meal sandwiches, vegetables*)
- Encourage your child to drink water instead of sweet drinks
- Role-model healthy eating and active living lifestyle habits
- Involve your child in outdoor activities / exercises



Thank you



ELIAS PARK PRIMARY SCHOOL

Where Potential Becomes Reality