


# Welcome to Primary 6



## Session with FTs



# 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



# Assessment (Examination)

Type of Assessment	Period of Assessment
Weighted Assessment 1	T1 Weeks 9 - 10
Weighted Assessment 2	T2 Week 6 - 7
Preliminary Examination (100%)	T3 Week 8-9



# English Language Programmes

## Primary 5

<b>Vision</b>	Confident communicators who love the language
<b>Mission</b>	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

- Department programmes and initiatives that allow students to communicate confidently

### Grow their Love for the English Language

- Department programmes and initiatives that allow students to grow their love for the language



# Organised by themes

**Theme:**

Sports / Healthy Living / Family



Elias Park Primary School  
English Language  
Primary 6

# With selected articles for students to learn and use related ideas and vocabulary

**To eat healthier, start small**  
By: Chardene Lang  
27 Aug 2018 11:15AM (Updated 05 Sep 2018 05:51PM)

Ask any Singaporean to name one thing they love and the unanimous answer will be food. And who can blame us? From hawker centres, hipster cafes and Michelin-starred eateries, there is no shortage of food options. However this gives rise to an issue, that of eating in moderation. As the popular saying goes "you cannot out run a bad diet". When the years of greasy burgers and comfort food binges eventually catches up, a bad eating habit would have been formed.

**EMBRACE INCREMENTAL CHANGE**  
Ever tried to start a new year with the resolve to overhaul your diet, only to give up in defeat a month later? Anyone who has tried to kick an unhealthy habit would agree – and this could apply just as much to quitting smoking or giving up a social media addiction – trying to break a habit by going cold turkey is an uphill battle. But there is another way.  
Rather than surrendering to the food demons and giving up, choosing to adopt a healthier eating habit does not need to be fortuitous or even involve a crash diet. It lies in committing to effecting small changes over a period of time, eventually growing healthier eating into a way of life.

According to Stanford University behavioural scientist B.J. Fogg, creating real lifelong habits lies in training your brain to succeed at small adjustments. On his website he illustrates the Fogg Behavior Model as B=MAP which he explains as: Behavior (B) happens when Motivation (M), Ability (A), and a Prompt (P) come together at the same moment.  
In practice, as illustrated in a Quartz [spot](#), this involves finding something you already do as a habit and building upon it. For instance if you want to develop a better flossing habit with your daily brushing, start by aiming to floss just one tooth every time you brush your teeth. Slowly this will build into better dental habits.

**ACCESS TO HEALTHIER OPTIONS**  
It is a similar approach to eating healthier. Rather than try to eat only the healthiest every day, aim small and celebrate progressive wins. For instance, rather than go completely fat-free, how about working in more balanced meals? Vary the types of proteins by incorporating seafood, poultry or plant protein sources. Or mindfully go for the reduced sugar drink or dessert after lunch. It could also be as simple as ensuring greens are present at every meal. Over time, incremental change is built and more importantly, a healthier eating habit is formed.

Choosing to eat healthier is only one part of the equation to success, the availability of options is another. The good news is, Singaporeans do not have an excuse not to choose healthier options, whether it is at the hawker centre or the supermarket.  
Supermarkets like NTUC FairPrice have incorporated a dizzyingly wide array of close to 1,500 food products, including over 100 house brand products, that carry the Health Promotion Board's Healthier Choice Symbol (HCS). The latter is an easy and visible way to know that a particular item fulfils nutrition guidelines set out by the government agency that promotes healthy living in Singapore.

**FOCUS ON HEALTHIER, NOT HEALTHIEST**  
Seen everywhere from hawker centres to the grocery aisles and even in schools, the HCS symbols help make healthier eating more convenient, whether one is shopping to cook at home or dining out. Applied to more than 2,000 different food products and across 60 food

2020/Primary 6/Oral Booklet (Semester 1)/Updated November 21/12/2019

**Oral Booklet**  
[Semester 1]

# Reflects the thinking process they should be familiar with



**Practice 1**  
Reading Passage

Ali was getting ready for his weekly football game. Every Saturday, he and his friends gather at the school field near his home to enjoy a few hours of their favourite game.

"The sky is overcast. I'm sure it's going to rain very soon. Maybe you shouldn't go today," Ali's mother advised.

"It's not going to rain, Mum. Besides, today's session is very important. We have to keep training, as we will be playing a match against West United next week," Ali explained.

He was out of the flat before his mother could say another word.

It was raining when the game started. However, the players continued to play on, disregarding the rain that pelted down on them.

A police patrol car passed by. The officers, fearing for the boys' safety, stopped beside the field and sounded the siren. The boys got the message and stopped the game.

Name: \_\_\_\_\_ ( )  
Class: Primary 6 \_\_\_\_\_

**Brainstorming**  
**See – Think – What makes you say that**

based on what you **SEE** in the picture stimulus, jot down in the following table what you **THINK** are possible questions and **WHAT makes you say that** about the possible names for the conversation.

<b>Questions I THINK about:</b>
<b>WHAT makes you say that:</b>
<b>Relevant experiences I can use (5W 1H)</b>

# Includes the passages and stimulus for self-directed practice

# Encourage your child to revise regularly.

# English Language Reading Programme

- Monthly visits to School Library and library activities
- STELLAR readers
- What's Up subscription



# P6 English Language WA Components

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1	<ul style="list-style-type: none"><li>• Grammar</li><li>• Vocabulary</li><li>• Synthesis</li><li>• Comprehension Cloze</li><li>• Reading Comprehension</li></ul>	MCQ SAQ LAQ Cloze	55 min	40
Weighted Assessment 2	<ul style="list-style-type: none"><li>• Continuous Writing</li></ul>	Continuous Writing	55 min	40





# P6 English Language Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Oral (15%)	• Reading Aloud	Open-ended	1 passage	10
	• Stimulus-based Conversation	Open-ended	1 item	20
Listening Comprehension (10%)	• Listen to several texts and answer questions	MCQ	20 items	20
Writing (27.5%)	• Situational Writing	Open-ended	1 item	15
	• Continuous Writing - three picture prompts based on a given theme with guiding questions		1 item	40

# P6 English Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Language Use And Comprehension (47.5%)	<b>Booklet A</b>			
	Grammar	MCQ	10 items	10
	Vocabulary	MCQ	5 items	5
	Vocabulary Cloze	MCQ	5 items	5
	Visual Text Comprehension	MCQ	8 items	8
	<b>Booklet B</b>			
	Grammar Cloze	Open-ended	10 items	10
	Editing for Spelling and Grammar	Open-ended	12 items	12
	Comprehension Cloze	Open-ended	15 items	15
	Synthesis/ Transformation	Open-ended	5 items	10
	Comprehension	A variety of items e.g. open-ended, sequencing, graphic organizer	Up to 10 items (1 to 4 marks each)	20

# P6 Foundation English Language WA Components

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Form-Filling</li> <li>• Synthesis</li> <li>• Grammar Editing</li> <li>• Comprehension Cloze</li> <li>• Reading Comprehension</li> </ul>	MCQ SAQ LAQ Cloze	55 min	40
Weighted Assessment 2	<ul style="list-style-type: none"> <li>• Continuous Writing</li> </ul>	Continuous Writing	55 min	30



# P6 FEL Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Oral (20%)	• Reading Aloud	Open-ended	1 passage	10
	• Stimulus-based Conversation	Open-ended	1 item	20
Listening Comprehension (13.3%)	• Listen to several texts and answer questions	MCQ	20 items	20
Writing (26.7%)	• Situational Writing	Open-ended	1 item	10
	• Continuous Writing - three picture prompts based on a given theme with guiding questions		1 item	30

# P6 FEL Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Language Use And Comprehension (40%)	<b>Booklet A</b>			
	Grammar	MCQ	8 items	8
	Punctuation	MCQ	2 items	2
	Vocabulary	MCQ	5 items	5
	Visual Text Comprehension	MCQ	5 items	5
	<b>Booklet B</b>			
	Form-Filling	Open-ended	5 items	5
	Editing for Grammar	Open-ended	6 items	6
	Editing for Spelling	Open-ended	6 items	6
	Comprehension Completion of Sentences	Open-ended	5 items	5
	Synthesis/ Transformation	Open-ended	3 items	3
	Comprehension Cloze	Open-ended	5 items	5
	Comprehension (2 passages)	A variety of items e.g. open-ended, graphic organizer	Up to 10 items (1 to 4 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
- Math Activity Book (Not all questions will be completed)





# P6 Standard Mathematics

## Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 1	<ul style="list-style-type: none"> <li>• Whole Numbers (P1-P5)</li> <li>• Fractions (P2-P6)</li> <li>• Ratio (P5 – P6)</li> </ul>	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 2	<ul style="list-style-type: none"> <li>• Whole Numbers (P1-P5)</li> <li>• Fractions (P2-P6)</li> <li>• Ratio (P5 – P6)</li> <li>• Percentage ( P5 – P6)</li> <li>• Angles in Geometrical Shapes (P3 – P6)</li> </ul>	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes



# P6 Standard Mathematics Examination Format

Paper	Booklet	Item Type	Number of Question	Marks per question	Total Marks	Duration
1	A	MCQ	10	1	10	1 hr
		MCQ	5	2	10	
	B	Short answer	5	1	5	
		Short answer	10	2	20	
2		Short answer	5	2	10	1 hr 30 min
		Structured / Long answer	12	3,4 or 5	45	
<b>Total</b>			<b>47</b>		<b>100</b>	



# P6 Foundation Mathematics Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 1	<ul style="list-style-type: none"> <li>• Whole Numbers (P5FMA)</li> <li>• Fractions (P5FMA – P6FMA)</li> </ul>	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 2	<ul style="list-style-type: none"> <li>• Whole Numbers (P5FMA)</li> <li>• Fractions (P5FMA – P6FMA)</li> <li>• Decimal (P5FMA – P6FMA)</li> <li>• Percentage</li> </ul>	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes



# P6 Foundation Mathematics Examination Format

Paper	Booklet	Item Type	Number of Question	Marks per question	Total Marks	Duration
1	A	MCQ	10	1	10	1 hr
		MCQ	10	2	20	
	B	Short answer	10	2	20	
2		Short answer	10	2	20	1 hr
		Structured / Long answer	6	3 or 4	20	
<b>Total</b>			<b>46</b>		<b>90</b>	



# P6 Standard MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1	<ul style="list-style-type: none"><li>• Language Application</li><li>• Cloze Passage</li><li>• Reading Comprehension</li></ul>	MCQ OE	55 min	40
Weighted Assessment 2	<ul style="list-style-type: none"><li>• Topic Essay/Picture Essay</li></ul>	OE	50 min	40



# P6 Foundation MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1	<ul style="list-style-type: none"><li>• Language Application</li><li>• Reading Comprehension</li></ul>	MCQ OE	40 min	15
Weighted Assessment 2	<ul style="list-style-type: none"><li>• Listening Comprehension</li></ul>	MCQ	40 min	30



# P6 Higher MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1	<ul style="list-style-type: none"><li>• Cloze Passage</li><li>• Character / Word Correction</li><li>• Reading Comprehension</li></ul>	MCQ OE	55 min	40
Weighted Assessment 2	<ul style="list-style-type: none"><li>• Topic Essay/Complete the Essay</li></ul>	OE	50 min	40



# Mother Tongue Language Exam Format

<b>Paper 1(20%)</b>	Composition
<b>Paper 2(45%)</b>	Comprehension & Language Use
<b>Paper 3 (25%)</b>	On-screen Reading Aloud and use of short video clip as stimulus for Oral Conversation
<b>Paper 4 (10%)</b>	Listening Comprehension





# Foundation Mother Tongue Language Exam Format

<b>Paper 1 (15%)</b>	Comprehension & Language Use
<b>Paper 2 (55%)</b>	On-screen Reading Aloud and use of short video clip as stimulus for Oral Conversation
<b>Paper 3 (30%)</b>	Listening Comprehension

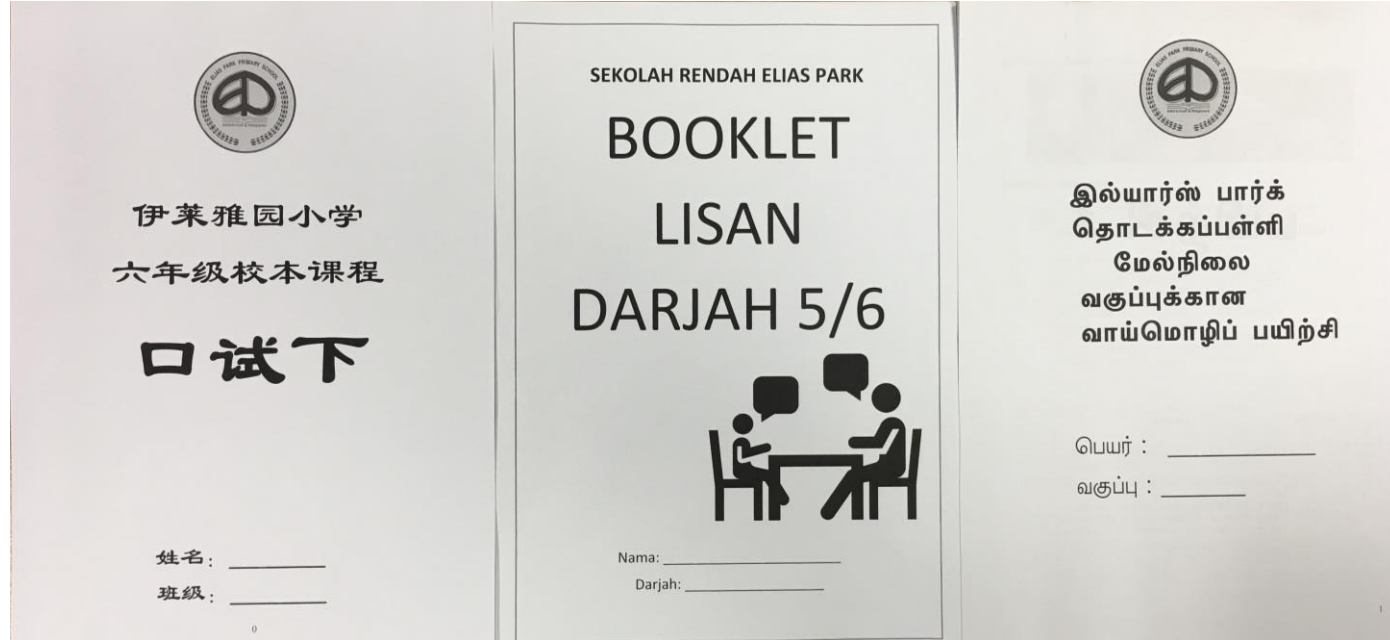


# Higher Mother Tongue Language Exam Format

<b>Paper 1(40%)</b>	Composition
<b>Paper 2(60%)</b>	Comprehension & Language Use



# Mother Tongue Language Oral Package



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



# 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

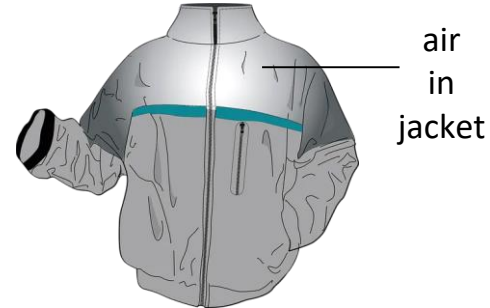


# Example: Heat



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

Applications in daily life

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?

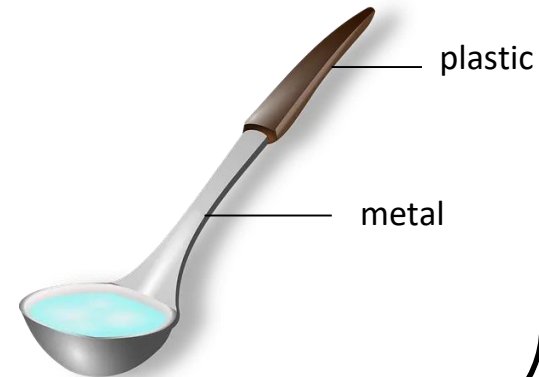


Heat flows through the metal pot quickly to cook our food.



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.





# Example: Energy in Food

To help my plants grow well,  
I should put them in a place with light. Why?




Plants need light  
to make food.



Plants need light to photosynthesise.



Light provides food  
for the plant.



Plants use light to photosynthesise (make their own food). It is conceptually incorrect to describe “light as providing food” for the plant.

# Example: Energy in Food

Applications in daily life

Photosynthesis is important ...



During photosynthesis, plants provide us with oxygen!



Plants photosynthesise to make food for themselves.



When there are more plants, more carbon dioxide in the air will be taken in by the plants during photosynthesis. With less carbon dioxide in the air, this in turn helps to reduce global warming!



# P6 Science Weighted Assessment Format

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"><li>• Energy in Food</li><li>• Forms and Uses of Energy</li></ul>	MCQ LAQ	25 min	20
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"><li>• Sources of Energy</li><li>• Forces</li></ul>	MCQ LAQ	25 min	20



# P6 Foundation Science Weighted Assessment Format

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"><li>• Energy in Food</li><li>• Sources of Energy</li></ul>	MCQ SAQ	25 min	20
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"><li>• Forces</li></ul>	MCQ LAQ	25 min	20



# P6 Science Exam Format

<b>Standard Science</b>			
<b>Booklet A (MCQ)</b>	<b>Booklet B (Open Ended)</b>	<b>Total</b>	<b>Duration</b>
28 Questions (56 marks)	12 -13 Questions (44 Marks)	100 marks (55%)	1 h 45 min



# P6 Science End-of-Year Exam Format

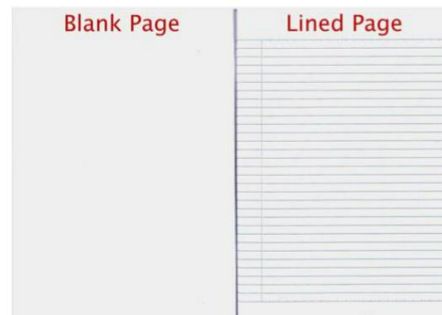
<b>Foundation Standard Science</b>			
<b>Booklet A (MCQ)</b>	<b>Booklet B</b>	<b>Total</b>	<b>Duration</b>
18 Questions (36 marks)	6 – 7 Structured Questions (14 Marks) 5 – 6 Open-Ended Questions (20 Marks)	70 marks (55%)	1 h 30 min



# Science Programmes

## Primary 6

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



# Physical Education

## Primary 6

### 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

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

## ARTS LEARNING EXPERIENCE

- Graduation Performances
- Art Legacy Wall

## ART CURRICULUM

- Selfie Art
- Digital Collage
- Drawing

## MUSIC CURRICULUM

- Digital Music-Garage Band
- Music and Film



# Student Recognition

## Elias Peaks Student Awards

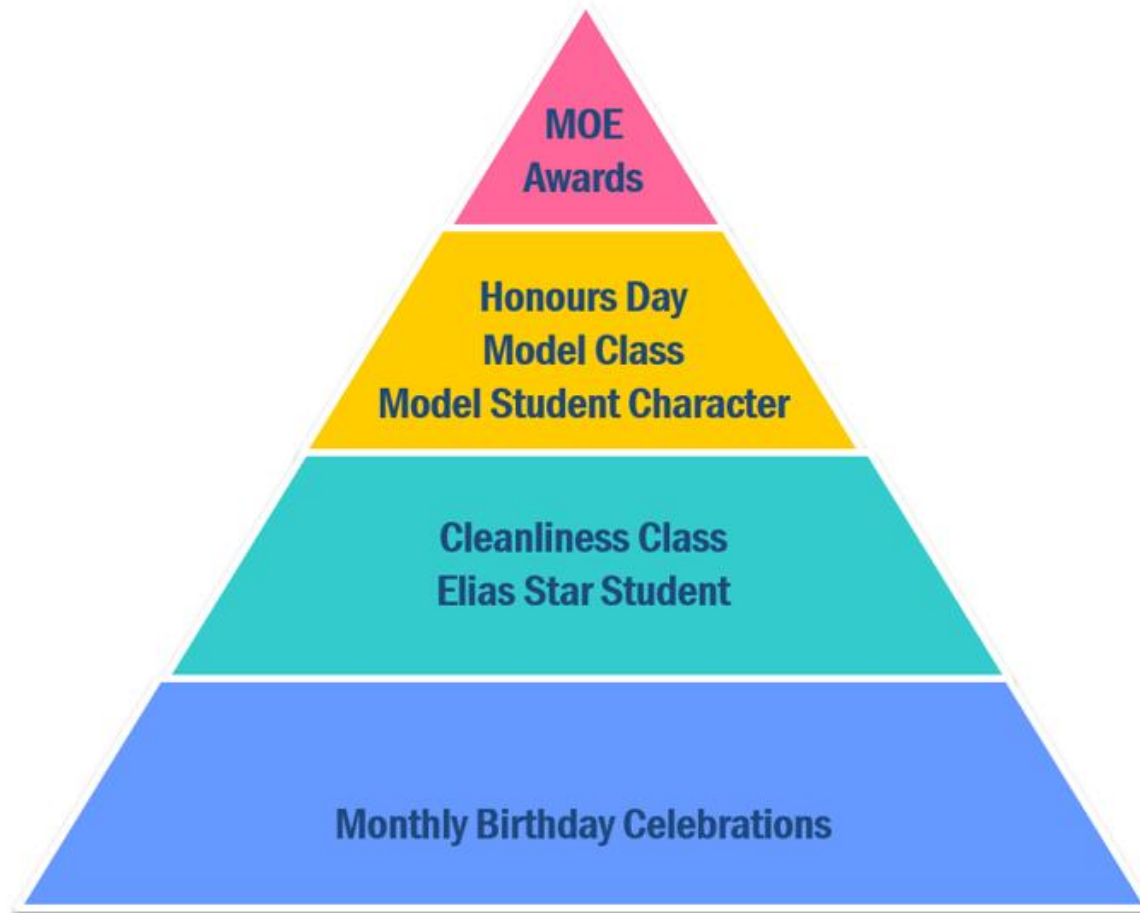
### Rationale

- ... 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

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





# Student Recognition Platforms

## Elias Peaks

<b>Award Type</b>	<b>MOE Edusave Character Award (ECHA)</b>
<b>Eligibility</b>	2% of Singaporeans across all levels
<b>Time</b>	Once a year
<b>Criteria</b>	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 hall 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 Upper Primary 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

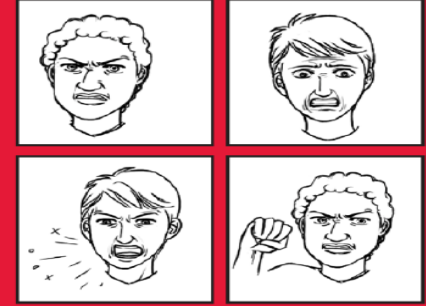
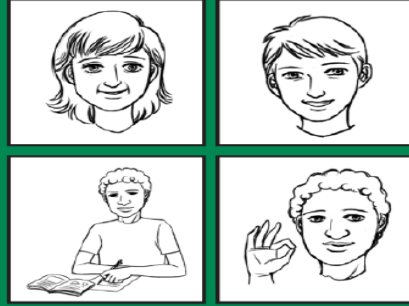
- listening skills
- asking for help
- tone and volume when communicating
- being polite to friends and teachers

## 4. Emotional Regulation Skills (Zones of regulation)

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



# The **ZONES** of Regulation<sup>®</sup>



## 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:

**P**rovide opportunities for a variety of offline activities

**A**ctivate parental controls in all computing devices

**R**ole-model good digital habits

**E**stablish the ground rules for your child's Internet use

**N**avigate the Internet with your child to understand his/her use

**T**alk 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](http://www.eliasparkpri.moe.edu.sg)
- Monthly 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



# Useful microsites for parents- How to use PSLE Score Calculator and SchoolFinder

<https://www.moe.gov.sg/microsites/psle-fsbb/resources/score-calculator.html>

<https://www.moe.gov.sg/schoolfinder?journey=Secondary%20school>



*Thank you*

