Primary 3
Year Head Session

6th February 2026

P3 & P4 Year Head Team
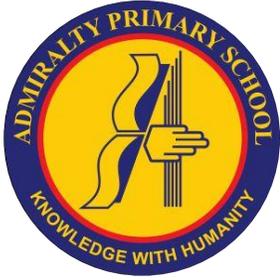

Mdm Fahizah

Year Head (P4)

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Ms Thiviya

Assistant Year Head (P3)

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Agenda

- Transition from P2 to P3

- Support Network

- Assessments

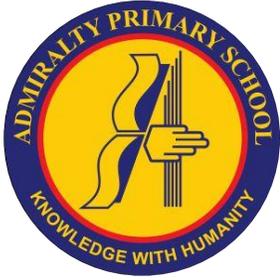- Key Level Programmes

- Partnership with Parents

Transition from P

- New class & social adjustments
- Different routines
- Additional subject – Science
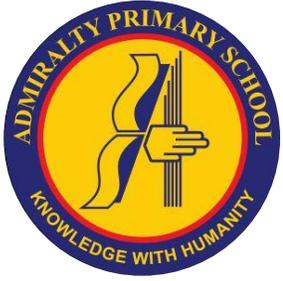- CCA begins
- New academic experience- WA, EYE

A big step forward

- More independence

- Growing responsibilities

- More confidence

Can expect →Tiredness, mood changes, forgetfulness

SUPPORT NETWORK

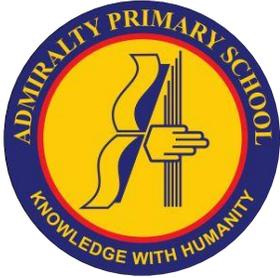# Assessments

01

NWA

Non-Weighted
Assessment

02

WA

Weighted
Assessment

03

EOY

End of Year Exam

Assessment Matters

admiraltypri.moe.edu.sg/general-information/assessment-matters/

Homework Policy

School Bag Policy

Unauthorized Electronic
Device Policy

School Library Policy

Learning Devices Policy

MOE Financial Assistance
Scheme

Student Care

School Canteen

School Vendors

ol Canteen
rtisement

b) Cheating

Possession of any prohibited items or unauthorized notes during an assessment will be considered an act of cheating. Cheating is treated as a serious offense. Students found cheating or attempting to cheat in any manner may be disqualified from the assessment and awarded a **zero** mark for the paper in addition to other discipline consequences as determined by the school.

c) Non-Disclosure of Assessment Content

Students are not allowed to share or disclose any questions or possible solutions with peers who have not sat for the assessment. This ensures fairness and integrity for all students taking the assessment. Failure to do so may be considered an act of cheating.

The detailed key assessment information can be found in this attachment:

📄 Key Assessment Information 2026

Assessment Details

📄 2026 Term 1 Weighted Assessment Details

https://www.admiraltypri.moe.edu.sg/general-information/assessment-matters/

Table 1: Overview of Assessment Structure 2026

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
P1	x	x	x	x
P2	x	x	x	x
P3	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
P4	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
P5	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
P6	WA (15%)	WA (15%)	Prelims (70%)	PSLE

P3 Term 1 Assessment Details

| Level	English	Mathematics	Science	Mother Tongue (Chinese, Malay, Tamil)
P3	Paper 2 (25 February) Duration: 45 min Total: 25 marks Components: • Grammar MCQ • Vocabulary MCQ • Comprehension Open Ended	Partial paper (4 March) Duration: 45 min Total: 30 marks Topics: • Numbers to 10 000 (P3) • Addition and Subtraction (P3) • Money (P3) • Multiplication and Division (P2)	Partial paper (24 February) Duration: 25 min Total: 20 marks Topic: • Diversity of Living and Non-Living Things (including classification)	Listening Comprehension (3 March) Duration: 30 min Total: 10 marks

PARTNERSHIP WITH PARENTS
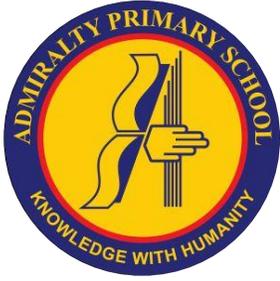
We have the same GOAL!

Bringing Out The Best in Our Admirals

Every Parent a
Supportive
Partner
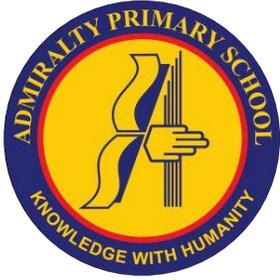
Partnership with Parents

⭐ Every Admiral has something valuable to contribute

👀 Monitor your child **and** discuss their school experiences

📩 Contact teachers if there are concerns or suggestions

🗣️ Share feedback and allow us to understand

🎯 Encourage your child to take responsibility for their learning

🔗 Strengthen the partnership between parents, students, and school

Tips to Help Ease Transitions

T	Talk about fond memories of your own school days. E.g. Kind teachers and cheeky classmates ; what you did in primary one.
Talk	

Chat with our children

Tips to Help Ease Transitions

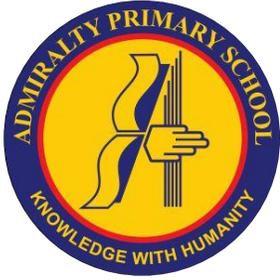| A	Ask about his/her thoughts and feelings about the school. E.g.
Ask	• CCE/FTGP/PAL activities • How the school day was

Chat with our children

Communication

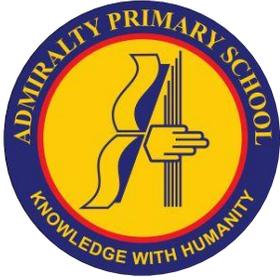Monday to Friday

7.00 a.m. to 6.00 p.m.

You can send us ClassDojo messages or email during non-working hours (Weekends/after 6 p.m.) but we seek your understanding if we do not reply during this period.

We can serve you better when we take good care of ourselves and our loved ones.

Key Level Programmes

P3 Gifted Education Programme

- The GEP Identification Exercise aims to identify suitable pupils with high intellectual potential.

- Pupils who are not ready to handle the

GEP Screening Exercise	**17 August 2026 (Monday)**	Primary 3 pupils enrolled in government and government-aided schools

ⓘ From 2027, the Gifted Education Programme (GEP) in its current form will be discontinued. More details on the refreshed approach to supporting higher-ability learners (HALs) at primary level will be shared at a later date.

impact their self-esteem.

Executive Functioning Workshop

- Planning and Prioritization
- Time Awareness
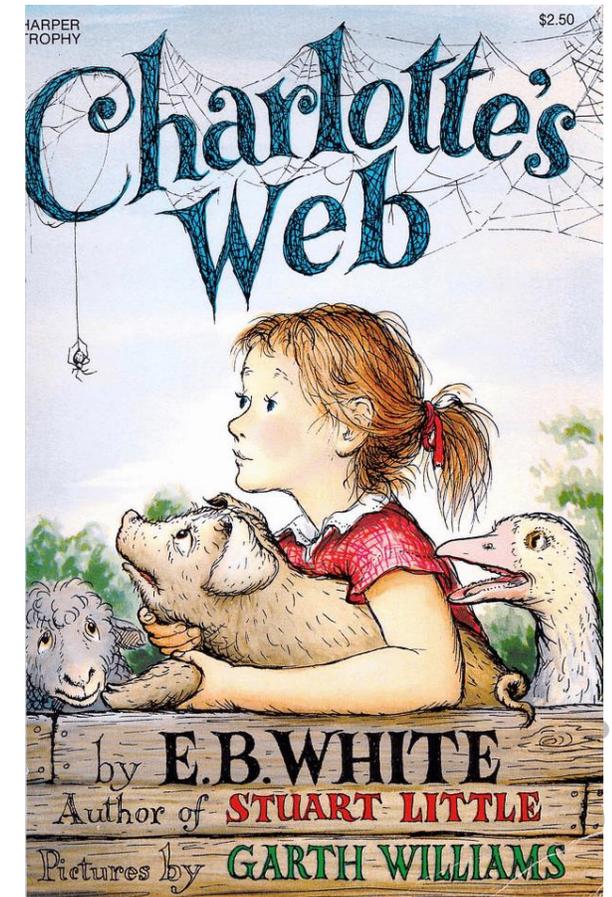- Self-Monitoring Skills

Other Level Programmes

Learning Journeys:

Term 1: Charlotte Web Play (EL)
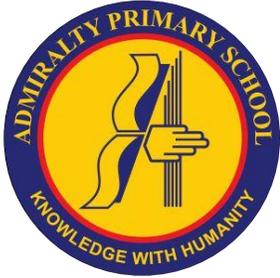Term 2: Geylang Serai Heritage Centre (SS)
Term 3: Lee Kong Chian Museum (EL/SC)

ICT Structured Programme

The structured ICT programme starts our pupils on their IT learning journey from P1 to give our pupils a head-start as they continue their journey beyond ADPS

P1 -set up accounts, login, touch typing

P2- powerpoint

P3 (Term 3 after school)
- Microsoft excel- 5 hrs lesson
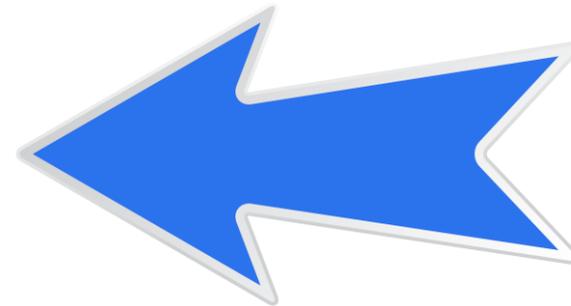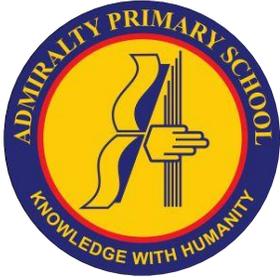
Conversational Chinese / Malay (CCM)

- The CCM Programme aims to strengthen Singapore's multiracial compact and to equip students with a foundational grasp in the respective languages which enables them to engage their counterparts in the region.

- It will also help students to enhance rapport with their friends of different races in the community.

P3 - Term 1

5 lessons
- 2hrs per week
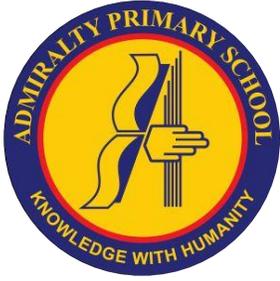
Swimsafer Programme

- national water safety program developed to raise the standard of swimming proficiency in Singapore

Term 2

ESP

Nurturing Stewards of the Environment
Participate in **sustainability** initiatives, such as environmental campaigns, school recycling projects, and waste reduction drives, while learning about the global impact of climate change.

ALP

Learn to approach problems like designers, using empathy, ideation, prototyping, and testing to **create solutions** to school and community challenges.

ACT

LLP

Developing **growth mindset** and **performance character traits** that foster personal growth, resilience and responsibility to drive change.

School Vision:
Inspiring and empathetic leaders with a strong global outlook

ACT Purpose:
Empowering Admirals to take ownership of their actions to positively impact their future and community.

ACT (Admirals Create a Better Tomorrow)

To merge the core components of our **Learning for Life**, **Applied Learning**, and **Eco-Stewardship programmes** into a comprehensive, interdisciplinary approach. Instead of learning these competencies in isolation, students will engage in projects where eco-consciousness, innovation, and resilience converge.

For example, students tackling a sustainability issue might use design thinking principles to innovate and apply growth mindset and character development to persevere through failures.

Admirals Spreading SMILES!

Values-in-Action in ADPS

- Values-in-Action [VIA] is a Key Student Development Experience (SDE)
- Builds social responsibility, ownership and initiative
- Admirals apply values, knowledge and skills in real-life contexts
- Admirals spread smiles through kind deeds
- Kindness starts in school and extends to the wider community
- Different levels will embark on different VIA projects

SCHOOL-WIDE: Project Hongbao Collaboration with TTSH

LEVEL-BASED: Sparkle and Shine Zones

School Rules on Digital Device Use

The school **DOES NOT** allow students to use *unauthorized electronic devices in school.

Mobile phones, smartwatches, headphones, earbuds etc., that are capable of capturing, storing, displaying and/or transmitting visual, audio or verbal information
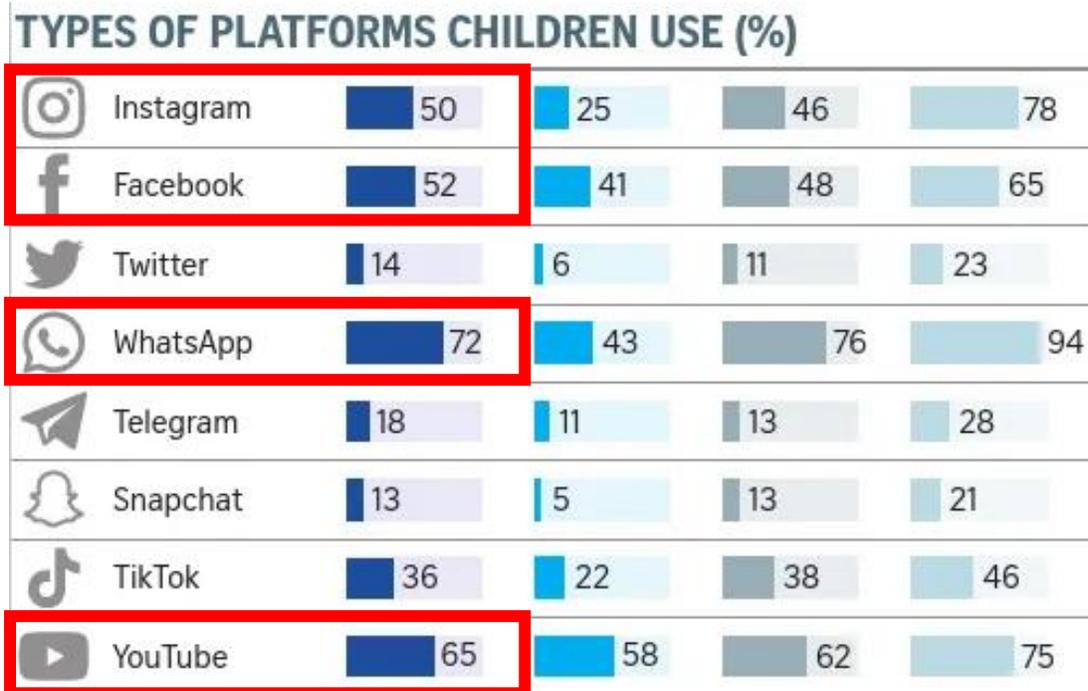
1. Reasons for Not Allowing

- Examination guidelines state that students are not to be found in possession of unauthorized electronic devices during examinations.
- Mobile phone and smart watch with calling and messaging functions are disruptive to teaching and learning in the classroom, as students can be distracted by calls, messages, or using the social media, multimedia and internet functions of these devices.

2. Learning Device Usage

- All students are not required to bring learning devices to school
- Students can access computing devices for in-class use while supervised by teachers

Parents can refer to Admiral's Companion Book and School Website for Unauthorised Electronic Device Policy.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)				
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Cyber Bullying

Did you know?

A 2025 Digital Parenting Survey (MDDI) found that **more than 50%** of parents are concerned about cyberbullying.

MOE supports parents with resources related to children's mental well-being, cyber wellness, and strengthening parent-child relationships.

Through **CCE lessons,** students understand that bullying and cyberbullying is wrong, and acquire skills to:

- cultivate empathy and be kind

- manage differences and resolve disagreements respectfully

- be assertive, manage negative influences and seek help

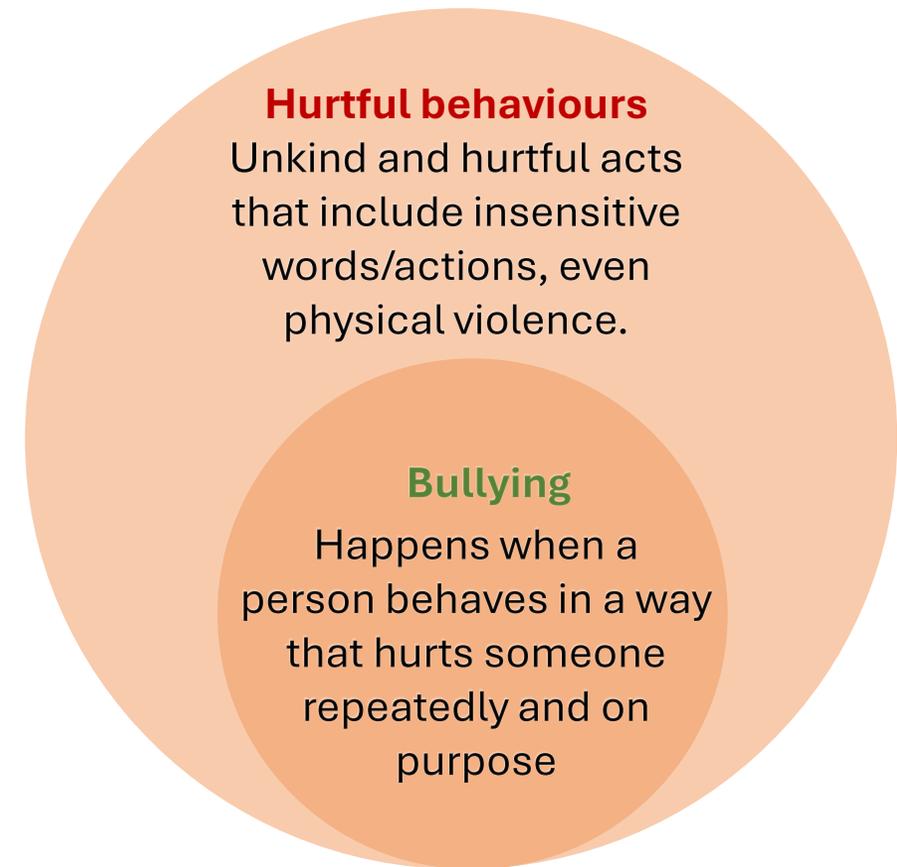- stand up against bullying and support peers affected as upstanders and peer supporters,

Source: Channel News Asia (12 Sep 2025)

I am here for you.

This says nothing about who you are.

UGLY

NOT INVITED

What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.

Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying,** starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours
Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying
Happens when a person behaves in a way that hurts someone repeatedly and on purpose

Forms of hurtful behaviours/ bullying

Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours

It can extend from offline to online platforms, amplifying its visibility

Cyber

Hurtful behaviours/ bullying that occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Social

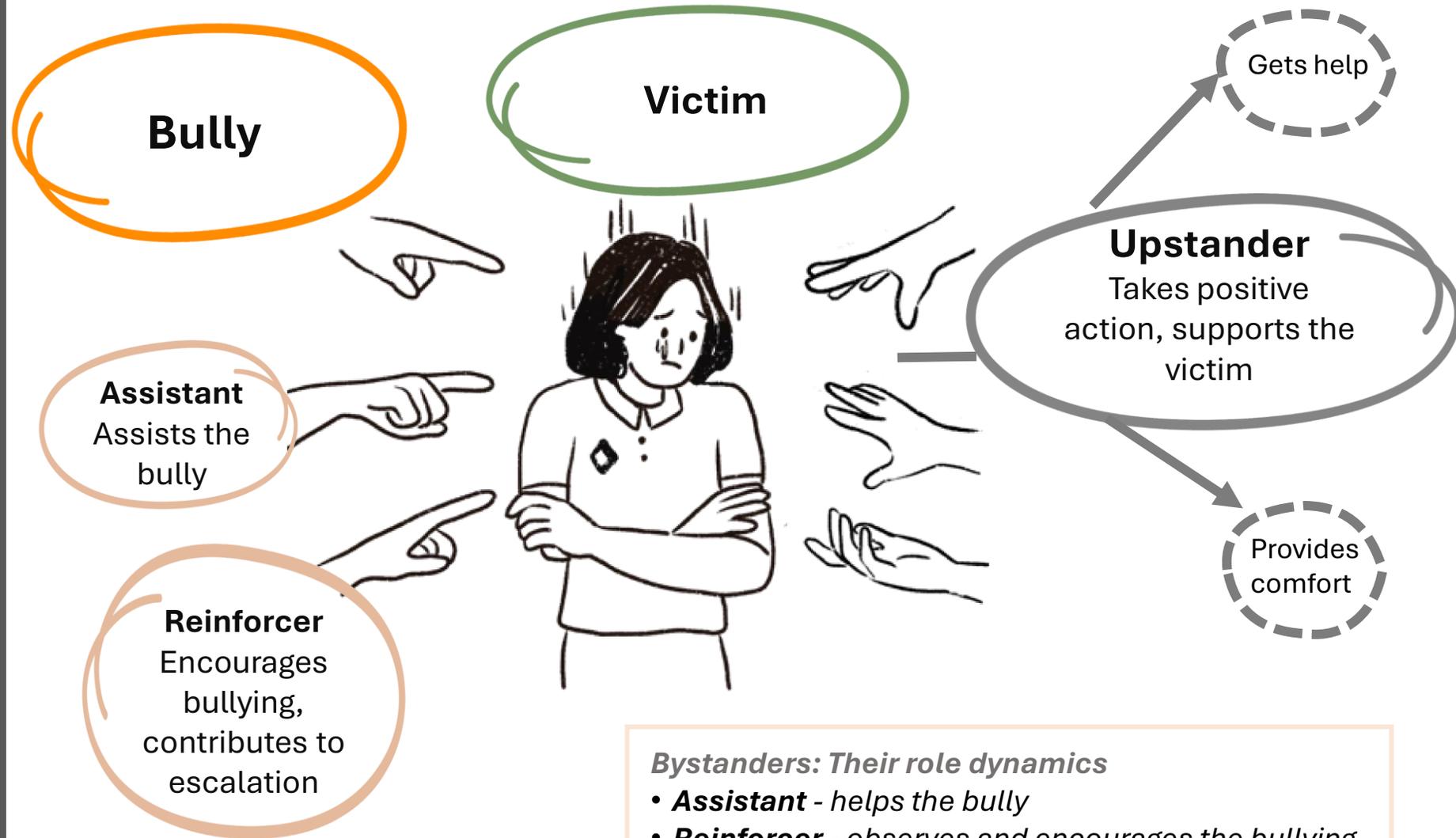Leaving someone out of a group or things on purpose

Multiple forms of bullying could be experienced by the same student at the same time or sequentially.

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

Verbal

Name-calling, spreading rumours or making threats

How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind (**T.H.I.N.K.**)?

T IS IT TRUE?
Is this a fact or just an opinion or feeling?

H IS IT HELPFUL?
Does it help you, them, or the situation?

I IS IT INSPIRING?
Would it encourage, motivate, and make someone feel better?

N IS IT NECESSARY?
Does it really have to be said, or you just want to or feel like saying it?

K IS IT KIND?
Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is "No", they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.

Before you post anything online, ask yourself: would you say this in front of me or your teacher?
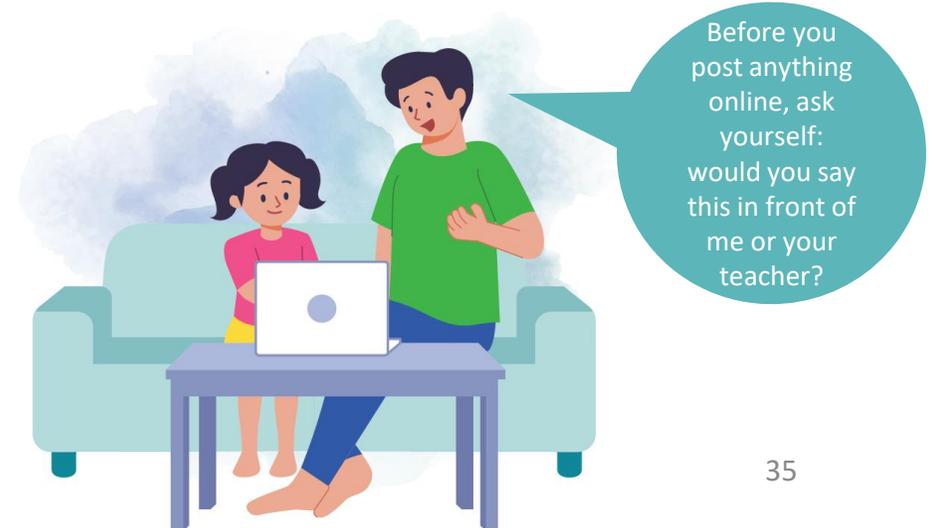
How can I help if my child is the bully?

If you suspect that your child is cyberbullying others, remain calm. You can:

- Ask questions to understand what happened.

- Let them know that bullying is unacceptable. Encourage them to apologise sincerely and make amends to repair relationships.

- Monitor their online activities e.g. their social media posts

- Reach out for extra support from school.

Parents, your child's **behaviour change takes time** and requires consistent effort. You can build their character by **setting clear expectations** about treating others respectfully and **role-modelling** positive behaviours in your interactions.

That action was hurtful, but you're capable of being kind.

#15 **Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.
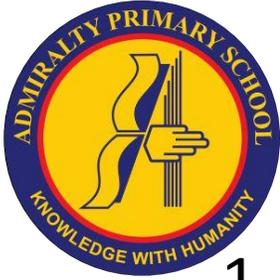
A P3 Promise!

I will try my best in Primary 3!

P3 is not about being perfect!
It's about trying their best, being kind, and growing every day ☺

1. First time going through the weighted assessment so a bit worried

2. What can we do at home to reinforce what is taught in class? How much help is appropriate for homework?

3. Will P3 students be having PLD in Admiralty Pri School?

4. Will the students change class every year?

5. How is the cohort separated into different classes? And why are the students further split into different classes for the mother tongue?