



Primary Six Meet-the-Parents Session

16 January 2026

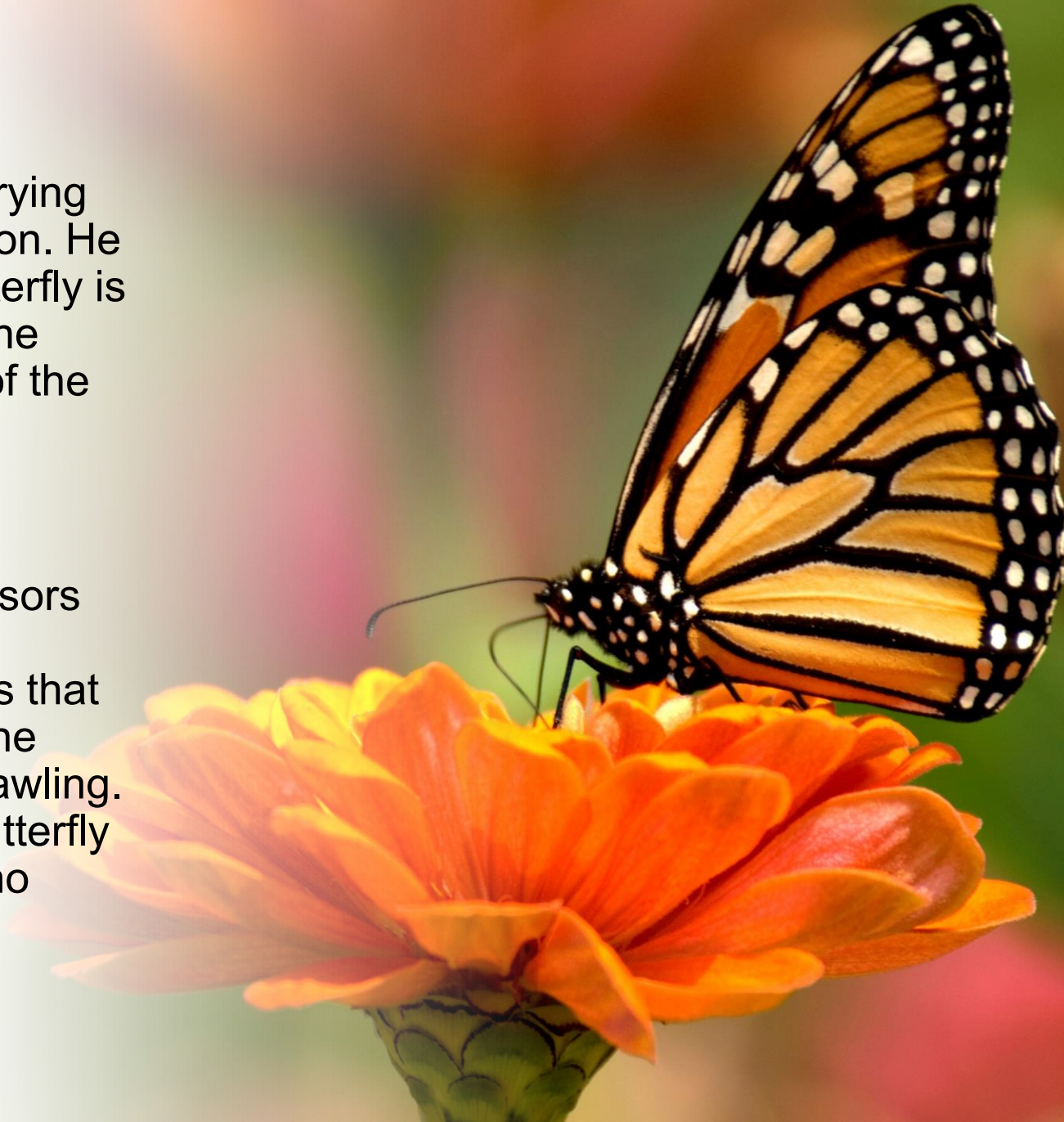


Adaptive Learner, Empathetic Leader and Future-Ready Citizen

The Butterfly

One day a man sees a butterfly trying very hard to come out of its cocoon. He stays and observes what the butterfly is trying to do. When he sees that the butterfly is not able to come out of the cocoon easily, he feels sad and decided to help.

Therefore, he takes a pair of scissors and cuts the cocoon so that the butterfly can get free. But he sees that as soon as he cuts the cocoon, the butterfly came out injured and crawling. He was sure he didn't hurt the butterfly with the scissors and there was no blood either.



He didn't realize that when the butterfly tries to come out of its cocoon, its body makes a fluid. As the butterfly struggles, the fluid gets pushed back into the body till the wings. It's that struggle and fluid that gives the ability to the butterfly to fly. Without the struggle, the butterfly will just be a crawling and injured insect.

Moral of the story: Our struggles helps us grow and become better in life.

Our challenge: How much struggle is too much? How do we balance between support and growth?

Polarity that we manage as parents and educators.



Our Learning and Challenge

- But when is the struggle too much?
- How to care for their mental wellbeing. What can we do as their significant adults?
- Every child is different. For some criticism is like water off a duck's back, for others, it is not forgotten easily.
- But we can raise everyone to know the following:
 - They are valued for their intrinsic worth, regardless of achievement.
 - They are corrected for their learning and growth but it is about the act and action, not the person and self-worth.
- How we treat PSLE and other outcomes determine how our children act and react to the work and results.

Student Recognition Framework:

**Recognising Growth in Every
Learner**

Your Voice. Your Growth. Your Story.

It's often the same people getting awards for the good results. Effort and other talents should be counted too.

Not everyone of us can be top scorer but we worked hard. I vote for that to be recognised too.

Some students are good in PE, Music or Art, not just exams. It's great that we are recognising that now.

Yes, results matter – but is that the only way to measure how far we've come?

We all learn differently... some of us express ourselves better through art, music, or movement.

I love PE so I'm happy there's finally an award for that. There are many strengths you can observe during PE lessons too!

Celebrate The Many Paths to Success

2025

Name of Award	To Recognise...
PE Sports Trailblazer	<ul style="list-style-type: none">• sportsmanship, fair play, and teamwork• effort during physical activities• responsibility, resilience and a positive mindset in sports and games
ART Creative Explorer	<ul style="list-style-type: none">• creativity and originality in students' artistic expression• responsibility in the use of art materials and completion of work• resilience and openness to experimenting with ideas
MUSIC Harmonious Explorer	<ul style="list-style-type: none">• active participation in music lessons.• positive learning attitudes and consistent effort in musical tasks.• resilience, collaboration and empathy in music learning
Resilient Achiever	<ul style="list-style-type: none">• adaptability in faces of challenges.• perseverance and effort• progress and improvement not just final outcomes

Celebrate the Many Paths to Success

2025

Name of Award	Objectives
All-Rounder Award	<ul style="list-style-type: none">• To recognise overall excellence• To promote holistic development and balanced achievement• To nurture future-ready competencies

It's Not Just About Marks

Removed Awards



**Best in
Subject**
by Level



**Top 3
in Class**



New Awards

More Recognition

- Subject Awards shifted to Class



- Recognising Beyond Marks



Resilience Curiosity Innovation

It's About Recognising the Whole child

Academic Results
Still Matter...



But So Do
Learning Dispositions



Curiosity Resilience Effort

Both are key for future success

Celebrate How They Think, Communicate and Innovate

2026

Name of Award	To Recognise...
EL Empathetic Communicator	<ul style="list-style-type: none">• excellence in English Language• strong language skills• clear articulation and effective expression
MTL Cultural Language Achiever	<ul style="list-style-type: none">• excellence in Mother Tongue Language• cultural understanding and appreciation• effective communicators
MATH Analytical Problem Solver	<ul style="list-style-type: none">• excellence in Mathematics• flexible thinking and multiple solution pathways• analytical thinking and mathematical resilience
SCIENCE Inquisitive Inquirer	<ul style="list-style-type: none">• excellence in Science• systematic inquiry skills and scientific method application• questioning mindset

Recognising Competencies for the Future

2026

Name of Level Award	Objectives
Linguistics Achiever	<ul style="list-style-type: none">• To recognise excellence in language mastery• To promote bilingualism and cultural awareness• To encourage effective communication across languages• To nurture confident communicators
Future Innovator	<ul style="list-style-type: none">• To recognise excellence in Math and Science• To promote analytical and inventive thinking• To encourage innovative problem-solving• To nurture future-ready competencies



Recognising Competencies for the Future



2026

Name of Level Award	Objectives
BTPS Thinker	<ul style="list-style-type: none">• To recognise students with outstanding thinking skills• To nurture deep thinking capabilities and dispositions• To promote intellectual curiosity
Future-Ready Achiever	<ul style="list-style-type: none">• To recognise students with future-ready capabilities• To nurture 21CC skills like communication and collaboration skills• To promote real-world application in learning

Yes! The Students Can Earn This!

<u>Class</u> Award	No. of awards	Year	
		2025	2026
Top 3 in Class	3	✓	Removed
Empathetic Communicator	1		✓
Cultural Language Achiever	1		✓
Analytical Problem Solver	1		✓
Inquisitive Inquirer	1		✓
Sports Trailblazer	1	✓	✓
Creative Explorer	1	✓	✓
Harmonious Explorer	1	✓	✓
Resilient Achiever	2	✓	✓

Work Towards It, Your Way!

<u>Level</u> Award	No. of Awards	Year	
		2025	2026
Best in Subject	1 per subject	✓	Removed
Linguistics Achiever	2		✓
Future Innovator	2		✓
BTPS Thinker	2		✓
Future-Ready Achiever	2		✓
All-Rounder	2	✓	✓

Connecting with the School

- Listen to and understand each other's perspectives and concerns regarding each child.
- Email addresses of all teachers and Key Personnel, including School Leaders, are on the school website.
- Teachers are not required to share their personal numbers with parents.
- Best person to approach regarding day-to-day matters would be your child's Form Teacher.
- You can choose to email or call the school general office who will pass the message for the teacher to return call.
- Please give our teachers time to return your call.
- Do keep communication to between 7a.m. to 5p.m. on weekdays during term time.
- We will use Parents Gateway (PG) and email as the main mode of communication, supplemented by phone calls.



The background of the image is a white surface with light gray, wavy, marble-like veins running diagonally from the top-left to the bottom-right.

Thank You

Primary 6 (2026)

Meet-the-Parents Session

Sharing by Year Head

Mrs. Angeline Teo
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16 January 2026

**A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL**



P6 Student Experience

- ☐ Schoolwork & other activities
- ☐ Expectations from Others & Self
- ☐ Future Challenges



- Managing time through school structures and learning environment
- Understanding their mental state
- Providing information on areas of concern

Growing the Supportive Factors



- **P6 Project Synergy (13 February): Focus on Grit**
To build resilience, discovering their motivational factors and commitment to goals

Providing Relevant & Timely Information

- Parent-Teacher-Student Conference in March with the opportunity to meet subject teachers (by appointment in Term 1 Week 10).
- Regular check-ins by Form Teachers.



Providing Relevant & Timely Information

- DSA Talk in April – with sharing by alumni and other relevant sessions for parents and students.
- Secondary school talks pre-and post-PSLE.
- Career Exploration Day in May.

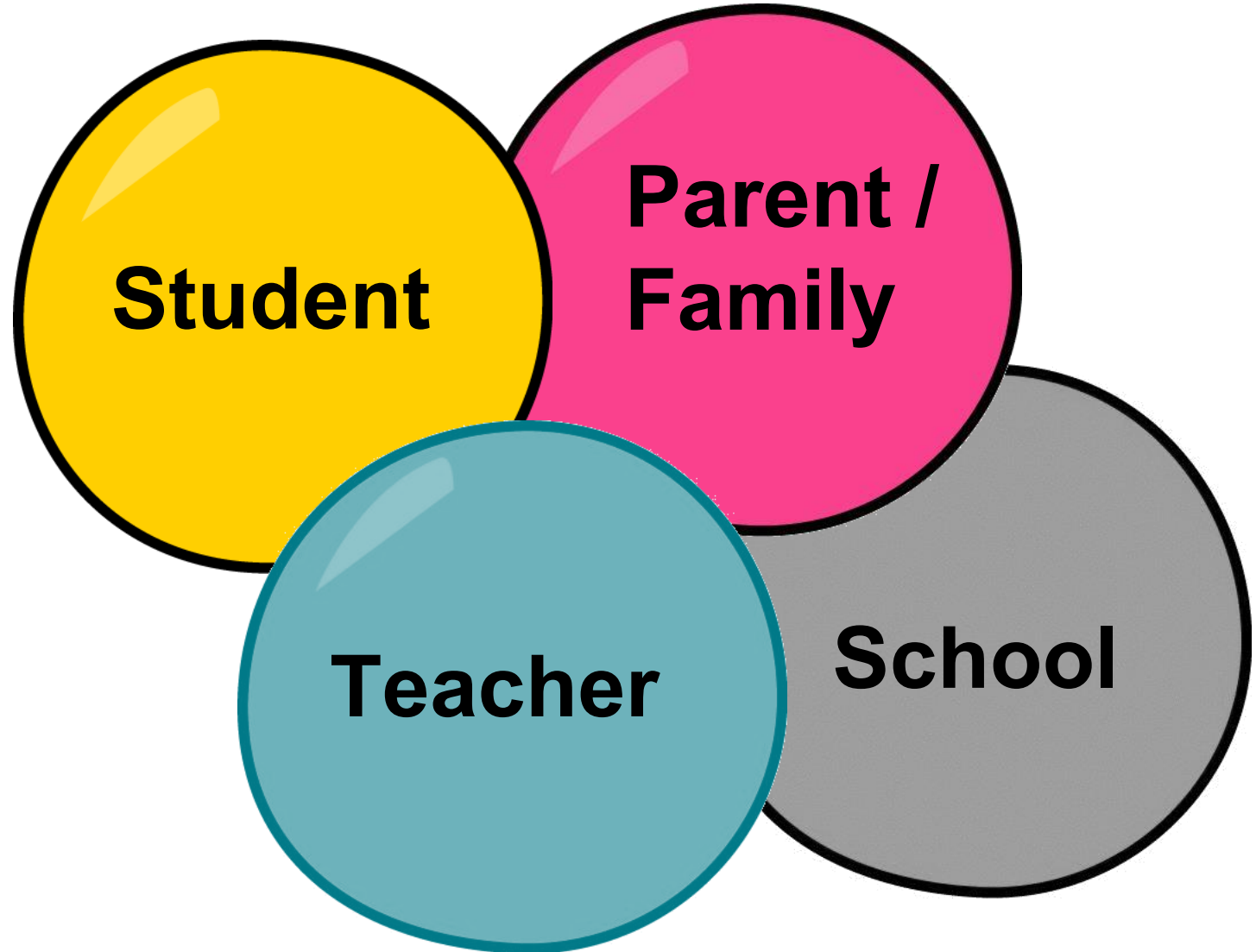


Post-PSLE Programmes

- Curated to meet P6 student needs and future directions
- Includes Code for Fun, and other programmes
- P6 Graduation Day
- Bonding and making memories

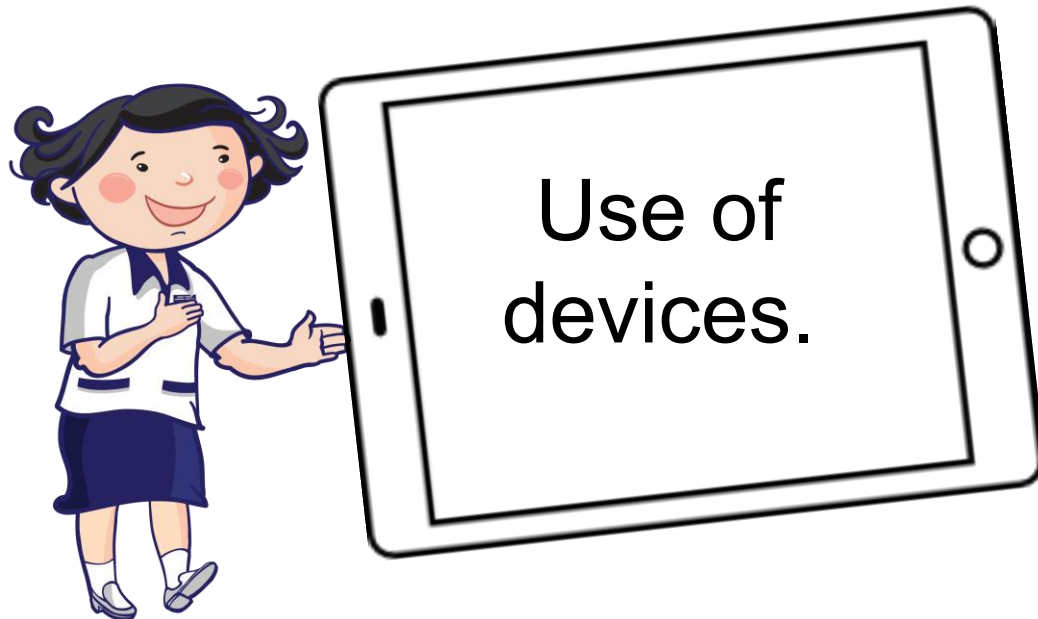
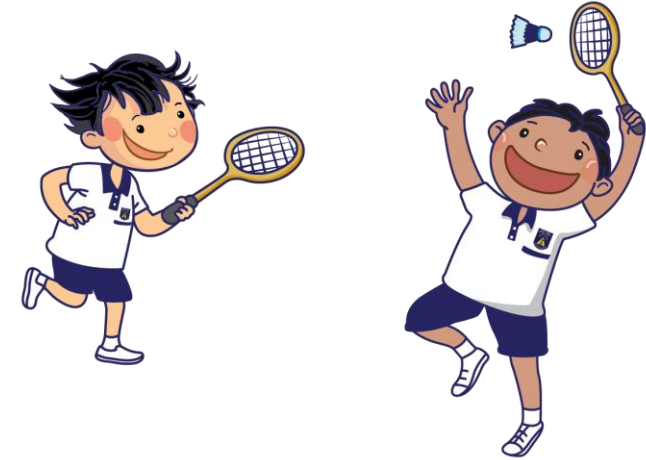


Collaborative Effort to Support our P6s



Supporting Students' Mental Well-being in P6

- Balance between studying and leisure.
- Balance between structure and autonomy.
- Balance between encouragement and consequences.



Supporting Students' Mental Well-being in P6

Emotional well-being is foundational to sustained learning and resilience.

- Primary 6 brings increased academic and emotional demands.
- Some students may experience stress, self-doubt or reduced motivation when faced with challenges.
- A steady emotional state supports better focus, learning and decision-making.

Helping Students Focus on What They Can Control

- **What students can control:**

- Effort and persistence
- Attitude and mindset
- Preparation and organisation
- Responses to mistakes and feedback

- **What students cannot control:**

- Test difficulty or outcomes
- Other people's behaviour
- Unexpected changes

Focusing on controllables reduces anxiety and builds ownership.

Managing Expectations from Self and Others

- Expectations guide effort and direction — they should not create fear or pressure.
- Progress and steady improvement matter more than perfection.
- Healthy expectations support motivation, confidence and perseverance.

Focus on progress, not perfection.

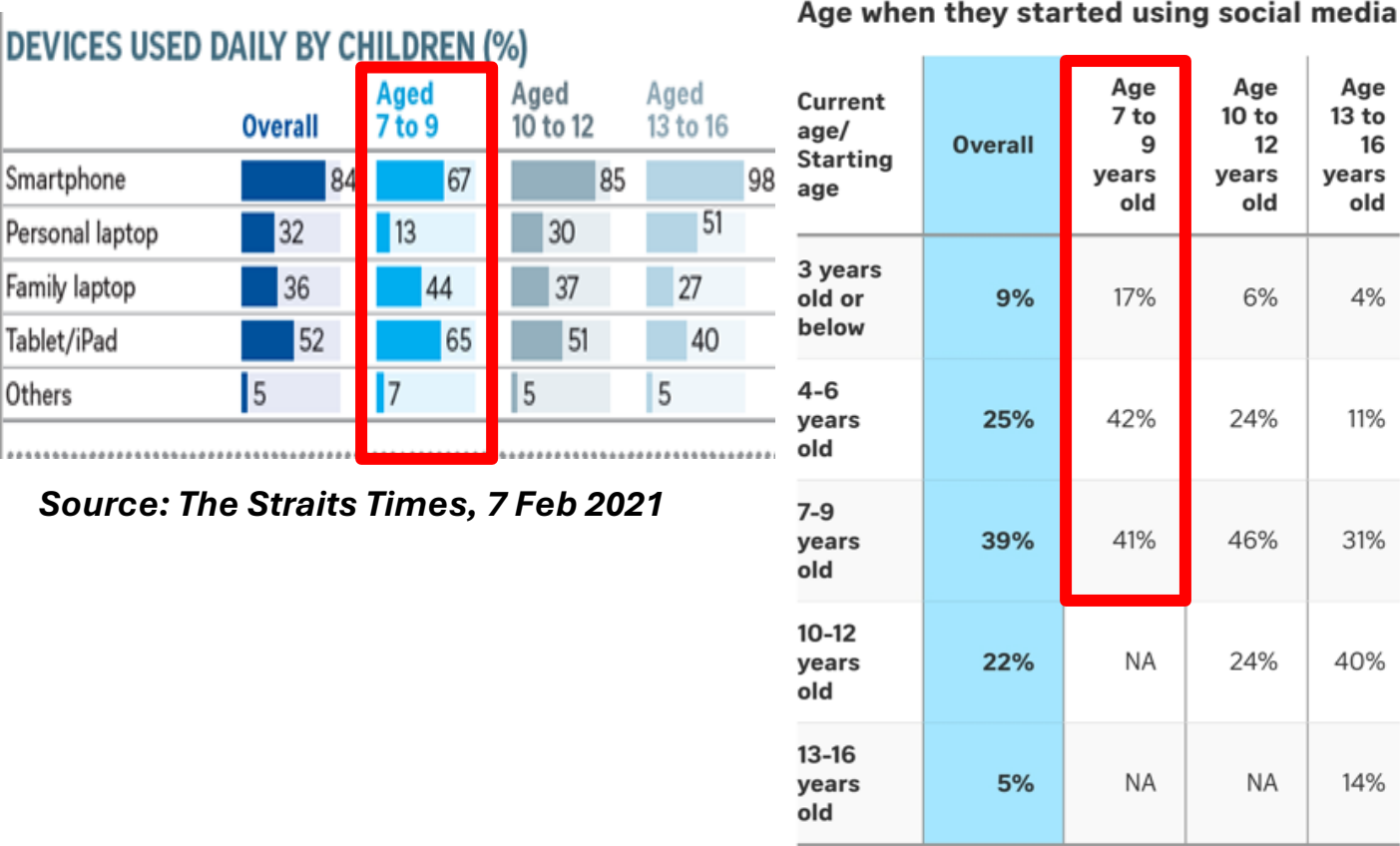
How Parents Can Support at Home

You can support your child by:

- Keeping conversations focused on **effort, progress and learning**, not just results.
- Helping your child establish **consistent routines** for homework, rest and healthy device use.
- Reinforcing the habit of focusing on **what they can control** (effort, preparation, attitude).
- Modelling calm responses to setbacks, challenges and online situations.
- Encouraging open conversations about **online interactions, group chats and digital boundaries**.

Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Source: The Straits Times, 7 Feb 2021

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online


1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information


Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

How can parents help their child develop good digital habits?


- **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
- **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
- **Achieve balanced screen time by discussing and developing a timetable with your child** to moderate their time spent on screens.
- Protect your child from inappropriate content by **using parental controls to supervise and monitor your child's online activities and manage device use.**
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.


 Navigating the Digital Age

Page 1 of 2



Helping Your Child Manage Device Use & Stay Safe Online







Develop a Family Screen Use Plan


- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:

 Device-free times and places


 Time limit for devices

 - "What are some suggestions on when and where devices should not be used?"
 - "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"




Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.gov.sg/>) and the Partnership Parenting (PP) Program in Australia in consultation with the Program Lead, Professor Mark Yap from Monash University. Use of the material from the PP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International license, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

 you've got this

Should I allow my child to have their own social media account?

- Most social media platforms require users to be aged 13 years and above.
- **Constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Information is readily available online, but not all of it is true. Children **need to learn to discern truth from falsehood on social media**. Otherwise, they risk blindly following online trends found on such media accounts, which may cause other issues.
- Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.

Meet-the-Parents Session

Thank You



A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL

Primary 6 (2026)

Academic Support & Mathematics Curriculum Briefing

Mrs Karin Gan-Yeo (HOD Mathematics)
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**A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL**



In Primary 6, BTPS academic support is about helping students **be exam-ready without being exam-driven** — building confidence, skills and resilience alongside results.



4 Focus Areas for P6

1. Targeted exam readiness

- Consolidating key concepts
- Addressing learning gaps early
- Building exam strategies

2. Building resilience and confidence

- Providing guided practice and clear feedback
- Celebrating small successes to motivate students.
- Focusing on progress, not just results
- Encouraging them to see mistakes as part of learning and to keep trying

3. Supporting students' well-being

- Setting realistic targets and monitoring
- Focusing on what they can do/control
- Pacing their revision to avoid last-minute cramming
- Seeking balance between well-being and exam rigour

4. Growing effective study habits

- Reviewing mistakes
- Planning revision
- Asking for help early



Mathematics Teaching and Learning @ P6

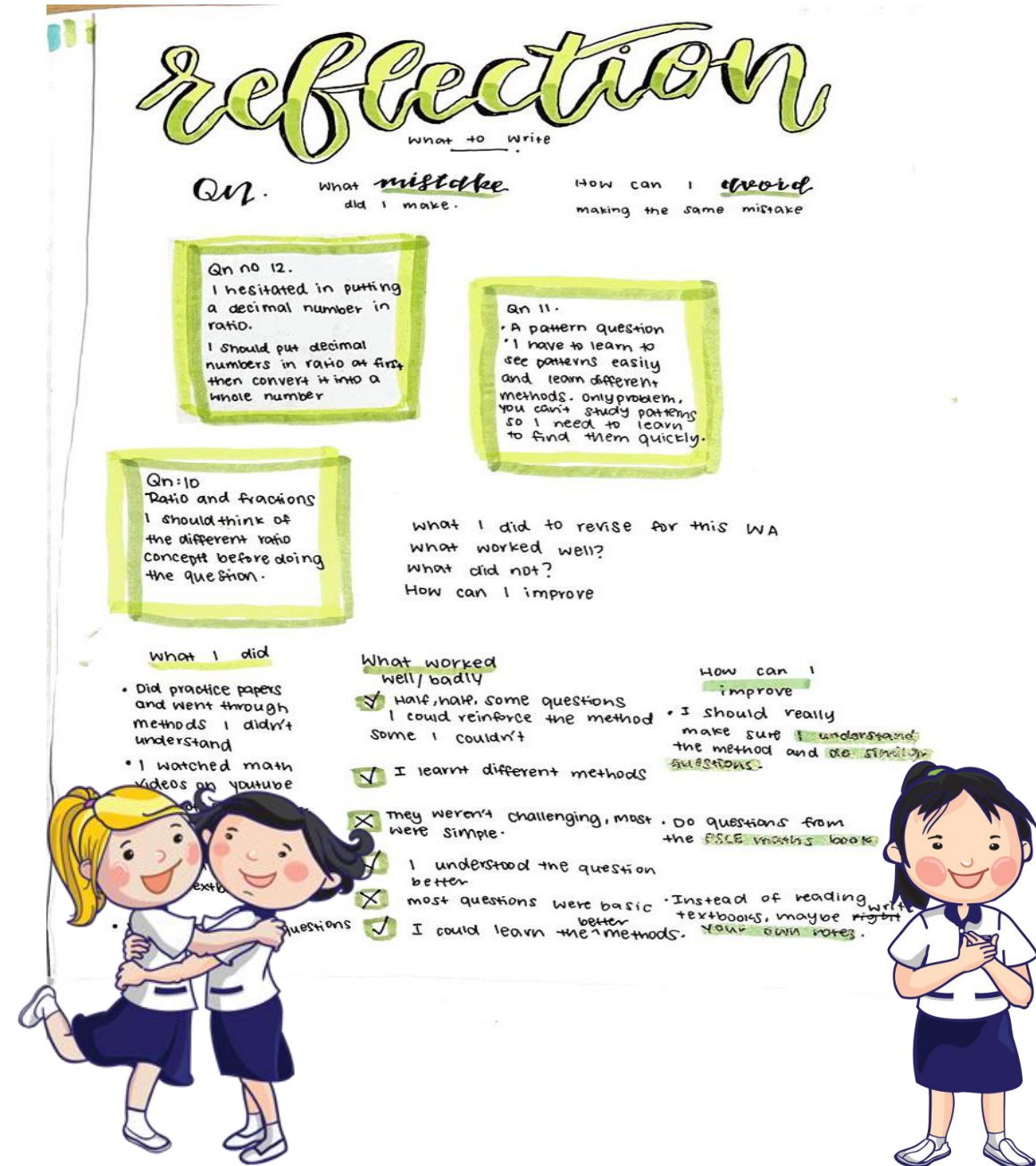
Programmes for Mathematics Learning

1. Learning Support (Pull-out) – Supporting Mathematics learning
2. After School Classes (ASC) – Supporting Mathematics learning
3. Math Olympiad Programme – Developing higher-order thinking skills
4. E2K Programme – Developing higher-order thinking skills
5. Financial Literacy Programme – Start-up and Social Entrepreneurship



Support Resources for P6

- Textbooks and Workbooks
- Unit/Topical Worksheets
- Journals
- Goal-setting and Review
- Reflection
- PSLE Booklets
- Practice Papers
- Online resources (E.g. SLS)



Mathematics Teaching and Learning @ P6

Resources for Teaching and Learning

1. Textbook and Workbook
2. Topical worksheets – compilation of exam questions
3. TOM Journals
 - Consolidation of learning
 - Use of TR to deepen understanding
 - Goal setting and review
4. Compilation of PSLE questions by topics (2019-2021)
5. PSLE Practice Papers by year (2022)
6. PSLE booklets (2023-2025) and other Practice Papers
7. SLS, Koobits and other online resources



Mathematics Topics @ P6

STANDARD MATHEMATICS

Chapters	Topics
1	Fractions
2	Ratio
3	Percentage
4	Angles in Geometrical Figures
5	Circles
6	Volume
7	Average
8	Algebra



Standard Mathematics Assessment @ P6

	Term 1	Term 2	Term 3
Base Mark	45	40	100
Weightage	-	-	100%
Schedule*	23 Feb – 10 Mar	27 Apr – 15 May	18 Aug
Topics*	P1 to 5 syllabus P6: Chapter 1 to 3	P1 to 5 syllabus Chapter 1 to 6	P1 to 6 syllabus
Format	Modified Paper 1: MCQ SAQ	Modified Paper 2: SAQ LAQ/Structured	MCQ SAQ LAQ/Structured
Duration	1 h	1 h	P1: 1h 10min P2: 1h 20min



Preliminary Exam / PSLE Format

Standard Mathematics

Pap er	Bookle t	Item Type	Number of Questio ns	Number of marks per questio ns	Total Marks	Weighti ngs	Duration
1	A	MCQ	10	1	10	50%	1 h 10 min
		SAQ	8	2	16		
	B	SAQ	12	2	24		
2		SAQ	5	2	10	50%	1 h 20 min
		LAQ	12	3,4,5	40		

Mathematics Topics @ P6

FOUNDATION MATHEMATICS

Chapters	Topics
1	Fractions
2	Decimals
3	Percentage
4	Average
5	Volume
6	Pie Charts
7	Area of Triangles
8	Properties of Triangles
9	Angles in Triangles, Rectangles, Squares



Foundation Mathematics Assessment @ P6

	Term 1	Term 2	Term 3
Base Mark	46	34	80
Weightage	-	-	100%
Schedule*	23 Feb – 10 Mar	27 Apr – 15 May	18 Aug
Topics*	P1 to 5 syllabus P6: Chapter 1 to 3	P1 to 5 syllabus Chapter 1 to 6	P1 to 4 syllabus P5 &6 Foundation Syllabus
Format	Paper 1: MCQ SAQ	Paper 2: SAQ LAQ/Structured	MCQ SAQ LAQ/Structured
Duration	1 h	45 min	1 h 45 min



Preliminary Exam / PSLE Format

Foundation Mathematics

Paper	Booklet	Item Type	Number of Questions	Number of marks per questions	Total Marks	Weightings	Duration
1	A	MCQ	10	1	10	57.5%	1 h
		SAQ	10	2	20		
	B	SAQ	8	2	16		
2		SAQ	10	2	20	52.5%	45 min
		LAQ	4	3,4	14		

Overview

Term	Week	Items
1	4 to 10	Support Programme: After School Classes (ASC) Mondays: Math and Science Thursdays: MTL and EL
		Stretch Programmes on Mondays • Math Olympiad Training / Super Journalling Team
	6	Project Synergy
	8 to 10	Weighted Assessment 1
2	1 to 10	After School Classes (ASC)
		Stretch Programmes
	6 to 8	Weighted Assessment 2
	9	Oral Timed Practice (after school)



Term	Week	Items
3	1	Written Timed Practice: EL and MTL Paper 1
	2	Written Timed Practice: EL and MTL Paper 2
	3	Prelim Oral (after school)
	4	Written Timed Practice: Math and Science
	3 to 10	After School Classes (ASC)
	6	Prelim LC
	7	PSLE Oral
	8 to 9	Written Prelim Examinations
4	1	PSLE LC
	2	3-days Study Break
	2 to 3	Written PSLE



Partnership with Parents

Establish routines to foster ownership of their learning

- Sleep early
- Minimise screentime
- Avoid last minute revision

Set a realistic study timetable

- Set weekly targets and review
- Set reasonable expectations to prevent burnout
- Prioritise time on challenging subjects or weak areas
- Encourage regular breaks between study sessions

Create a conducive study environment

- Practise working within time constraints for exam readiness
- Emphasise the importance of checking work

Maintain an open communication with teachers

Be encouraging and supportive to build confidence and resilience



Thank You



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STRIVE FOR THE BEST

