



iSP
International
Schools
Partnership

PRIMARY
WEEKLY
NEWSLETTER

Week Commencing 20th January 2025

Where **confidence** **grows**



Our Vision

To be recognised as a leading provider of education that balances academics with holistic human development, rooted in a caring and community-centric environment.

Our Mission

To balance the individual and the collective in everything we do - providing personalised education suited to the needs of each student while emphasising the importance of collaboration and shared growth.

In doing so, to nurture compassionate, well-balanced young adults with the hard and soft skills necessary to succeed wherever life takes them.

Where **confidence** **grows**



Dear Parents,

This week, we proudly launched our Learning & Teaching Vision across the school. Our teachers engaged in meaningful discussions to identify the key elements of exceptional learning, which we have organised into five main categories: differentiation and personalisation, inclusivity, wellbeing, learning environment, and progress.

This vision will serve as a framework to help our teachers continue to enhance their practices and further elevate the learning experiences we provide for our students. A copy of this vision is included in this newsletter and attached to the Campus Principal's letter. We look forward to working together as a community to bring this vision to life!

On Tuesday, I had the pleasure of meeting with our Primary Council for the first time. I was thoroughly impressed with the thoughtful suggestions put forward and the depth of the productive discussions we shared. It was inspiring to see the students engaging so confidently and collaboratively, demonstrating their commitment to making a positive impact on our school community. Their ideas showed great insight and consideration for the needs of their peers. I am excited to see how these discussions evolve into meaningful actions and initiatives that will benefit everyone in Primary.



One of the key discussion points was the importance of student tags. We kindly request your support in ensuring that your child brings their student tag to school each day. These tags play a crucial role in maintaining our school's security by accurately tracking students' arrival and departure times.

Additionally, if your child has school-provided meals during break or lunchtime, please ensure their Vircle account has sufficient funds to cover these expenses. Your cooperation in these matters helps us ensure a smooth and secure experience for all students.

Lastly, a kind reminder that on Monday, students and staff are encouraged to wear traditional Chinese clothes or red clothes as part of our Chinese New Year celebrations. It's a wonderful opportunity to embrace the festive spirit together, and I look forward to seeing many of you join in the celebration!

Thank you for your continued support.

Kind regards,

A handwritten signature in black ink, appearing to read 'Katherine Mustoe'.

Katherine Mustoe

Head of Primary

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Hi Parents,

Whether it's a full-blown tantrum in the car with younger children or a teenager slamming their door after school, we've all experienced those challenging moments when emotions run high. These moments can feel overwhelming, but they're also opportunities to help your child or teen build emotional skills. Here's how:

1. Acknowledge Their Feelings

When they're upset, try saying something like: *"I can see that you're frustrated. You've had a long day, do you want to talk about it?"*. Validating their feelings helps them feel heard and calms them down.

2. Give Them Choices

Giving children some control can reduce resistance, so offer options: *"Do you want to start with math or reading first?"* or *"When do you think is the best time to get your homework done so you can relax later?"*. Choices help balance structure with their need for independence.

3. Teach "Reset" Techniques

For those meltdown moments help them calm down by trying deep breaths together or counting to 10. For older children, listening to music or stepping outside can work wonders.

Where **confidence** grows



4. **Create a Routine That Works**

After-school hours can be tough. Build in a short “chill time” to let them recharge before diving into homework. Something like: “Let’s have a snack and relax for 20 minutes, then we’ll get started.”

5. **Stay Calm but Clear**

It’s tempting to give in during power struggles, but clear and consistent boundaries are key: “I know you want more TV time, but we need to finish homework first. Let’s work on it together.” or “I get that you’re frustrated, but phones need to stay off during homework time. Let’s figure out a schedule that works for both of us.” Your calm response sets the tone for them.

6. **Model How You Handle Your Own Emotions**

Keep in mind, children learn by observing you. A powerful way to teach emotion regulation is by modeling it yourself. When you’re frustrated or stressed, narrate what you’re doing to stay calm: “I’m feeling a bit overwhelmed, so I’m going to take a few deep breaths” or “I’m upset right now, so I’m going to step outside for a minute to cool down.”

By showing them how you manage your emotions, you’re teaching them healthy habits they can use throughout life.

Remember, these moments are all part of growing up—and learning how to regulate emotions takes time. If you ever want to chat or need more ideas, feel free to reach out. I’m here to help!

Warmest Regards,

Tapisha

School Counsellor

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What have we been learning this week

RECEPTION

NURSERY

This week, students focused on hygiene by practicing proper handwashing and explored creativity through artwork, developing fine motor skills and self-expression. They investigated solids and liquids through fun experiments and observed plant growth to learn about changes over time. In math, they practiced foundational number sense with numbers 1 to 3 using stories and interactive games. Literacy activities included role-play to expand vocabulary, phonics practice through songs and games, and storytelling through drawing.

Students also reinforced phonics skills by segmenting, blending, and identifying letter sounds.

This week In Reception, we focused on writing captions for We're Going on a Bear Hunt. Students crafted simple phrases using familiar letter-sound correspondences and a few tricky words. They practiced sentence composition, expressing their ideas creatively and expanding their vocabulary.

In Math, We explored mass and capacity, comparing objects using balance scales and investigating non-standard units for measuring. Children described containers using words like "tall," "wide," and "shallow" and experimented with filling containers of different sizes. They had fun balancing objects and making predictions about capacity!

In Learning Block 3, Recycling It!, students learned about recycling and reducing waste. They made paper, explored litter's impact, created a junkyard band, and turned recyclable materials into art. ✨

We had a productive and successful week!



Year 1

Year 1 students have been busy carrying out science experiments with a focus of understanding what a fair test is. In English students have been working hard in learning to identify beginning, middle and end of a story. In Math, students have been focusing on consolidating their learning for our end of block assessment in Addition and Subtraction within 20.

Students have also been busy rehearsing and practicing for the Chinese New Year assembly! What a week!



Year 2

This week, we've been busy exploring new grammar in English, learning to use conjunctions like because and so and adding "generalisers" like most and always to enrich our writing. In Maths, we've wrapped up our Money unit with problem-solving challenges and are now diving into multiplication and division, recognising and making equal groups. For IPC, the highlight has been designing and making torch lights using circuits and plastic bottles, while also investigating curious questions like "Where does electricity come from?" It's been a week full of discovery and creativity!



Year 3

In English this week, we have been learning how to plan and compose a non-chronological report about butterflies. Feel free to ask us questions at home as we have learnt some super interesting facts!

In Maths, we have been engaging in new learning by scaling and using a variety of ways to answers a problem. On Thursday we completed our EOU test and used Friday's lesson to revise and go through any tricky questions.

Did you know there are 6 important parts of a plant? Year 3 do! We learnt about the capillary process as well as took our learning outside the classroom when we visited Taman Tugu. We had a fantastic trip and the students were able to apply lots of their learning during the activities.



Year 4

In English, we finished our work on playscripts with the children planning and writing their own playscript. Some children were able to perform their new creations too! Everyone has enjoyed this unit and there has been a lot of imaginative work produced.

In Maths, we completed our work on length and perimeter including the end of unit assessment. We also began our second unit of multiplication and division. This focused on factors of numbers and factor pairs.

The children have been conducting a lot of research in IPC to develop their understanding of inventions and the consequences of their creations.

What have we been learning this week



Year 5

What an exciting week in Year 5!

In English, our budding poets dived into the world of figurative language, identifying its use in poetry and even analysing song lyrics to uncover hidden meanings.

The highlight? They got to channel their inner songwriters by crafting their own lyrics filled with metaphors, similes, and more. Who knows—there might be a future Grammy winner among us!

In Maths, we consolidated our knowledge of multiplication and division, solving challenges with growing confidence. Year 5 students completed their End-of-Unit assessment, showcasing their hard work and progress. In IPC, the students took on the role of explorers and researchers. They compared and analysed various types of maps to gather fascinating data about countries, then transitioned into geologists as they uncovered the layers of the Earth and their unique characteristics. Their research skills shone as they shared their findings through a carousel activity, sparking curiosity and lively discussions.



Year 6

This week Y6 completed their science knowledge test on Electricity for IPC Full Power!. They also started their research on renewable and non-renewable energy. For Math, they started Ratio topic with scale drawing, scale factor and similar shapes. For English, we analyzed Cinderella poem and started on CNY poem just to get in the festive mood. For Reading, we continued with chapter 4/5 titled The book The day the screens went blank! and spelling test as well as sentences.



Mandarin

Reception (EYFS): Food (Eat and drink)

Year 1: (Beg) Name, Age and Nationality
(Adv) Happy Birthday

Year 2: (Beg) I eat fruits everyday
(Adv) Food

Year 3: (Beg) Speaking: Introduce parents
(Adv) Zoo

Year 4: (Beg) Fruits and Vegetables
(Adv) Time

Year 5: (Beg) Clothes
(Adv) This is a swimming pool

Year 6: (Beg) Food & Beverage, Grammar: 还
(Adv) Chinese food is delicious



Bahasa Melayu

Reception (EYFS): Hidupan laut

Year 1: Unit 4: Sayang Keluarga

Year 2: Unit 4: Tubuh badan saya

Year 3: Unit 4: Haiwan Kesayangan

Year 4: Unit 5: Di Bandar

Year 5: Unit 5: Kemudahan Awam

Year 6: Unit 5: Hidup Sihat



Music

This week in music, EY students focused on rhythm syllables while learning to pronounce the names of fruits and vegetables. KS1 students spent time practicing for the upcoming CNY celebration. Meanwhile, KS2 students worked on singing in a group and playing percussion instruments together as an ensemble.



PE

This week in EY, students focused on developing basic running form and continue to practice related key skills in Mini Athletics unit.

In KS1, students practiced basic gymnastics rolls and explored creating simple sequences.

In KS2, students focused on developing their jumping technique in the Athletics and passing drills in the Basketball unit.

STUDENTS OF THE WEEK

Nursery
N



Nursery
R



Reception
L



Reception
J



Year 1D



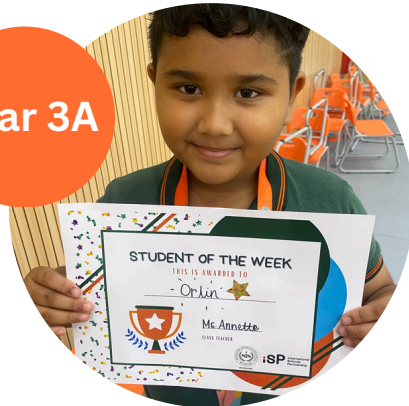
Year 2D



Year 2C



Year 3A



STUDENTS OF THE WEEK

Year 3H



Year 4S



Year 4P



Year 5N



Year 5S



Year 6V



Year 6G



EAL STUDENTS OF THE WEEK

KS1



KS2



LEARNING & TEACHING VISION



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Differentiation & Personalisation

The use of learning design and resources that create opportunities for challenging activities with real world connections. Positively using student led learning and questioning.

Inclusivity

Celebrate diversity embracing multilingualism and technology to foster understanding, collaboration and equity, ensuring all voices are valued.

Wellbeing

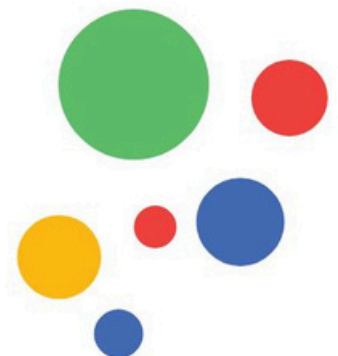
Putting students wellbeing at the forefront of learning. Ensuring all students are supported and valued. Allowing each individual to thrive socially and emotionally to reach their potential.

Learning Environment

Clear objectives and goals including the integration of technology, routines and high expectations lead to high engagement and motivation.

Progress

Progress is driven by structured lessons, reflections of learning, MTP's, peer coaching, and headlines to track continuous development.



THE KALEIDOSCOPE DREAM

SIS TALENT SHOW

OPEN TO PRIMARY
AND SECONDARY STUDENTS



SCAN HERE!

WHERE DREAMS
ILLUMINATE THE STAGE!

REGISTER NOW >

ACT CATEGORY



INSTRUMENTALIST

PIANO
VIOLIN
DRUMS
CLASSICAL/TRADITIONAL
BAND
UKULELE/GUITAR
HARP
... MANY MORE!



SINGING

SOLO
DUET
CHOIR
RAP/BEATBOXING
GROUP
OPERA
...MANY MORE!



DANCING

KPOP
BOLLYWOOD
HIP HOP
BALLET
DUO/GROUP
TRADITIONAL
CONTEMPORARY
... MANY MORE!



ARTISTIC SKILL

MARTIAL ARTS
POETRY/SPOKEN WORD
SKITS/MONOLOGUE
STORYTELLING
MAGIC SHOW
STAND UP COMEDY
SKILL TRICKS
SPORT TRICKS
...MANY MORE!

HOUSE POINTS



856



786



818



864

**This week's
winner: Rusa**

Birthday Week

HAPPY
Birthday

CAEDEN

AISYAH

ELLIOT



NO MEDICINE WITH STUDENTS

**ALL MEDICINE IN SCHOOL - PRESCRIBED AND
NON-PRESCRIBED - MUST BE ADMINISTERED
BY OUR NURSE, AND NOT SELF-ADMINISTERED
BY STUDENTS.**

**PLEASE LIAISE DIRECTLY WITH NURSE YAU IF YOUR
CHILD NEEDS TO TAKE MEDICINE IN SCHOOL.**






AMAZING
LEARNING









THANK

YOU