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# POTENTIAL

JUL - DEC 2019

## KUMON FEATURE

Improving the work skills of  
Kumon students

## MY LIFE, MY DREAM

- ★ Wong Xi En
- ★ Aloysius Kerk Rui Zhe

## PARENTING TIPS

How much screen time should  
your children under 5 get?

KUMON



## Editor's Note

Dear parents,

I hope that you and your children have had a good, fruitful June school holiday and are feeling recharged for the next half of the year. Thank you for your continuous support in our three campaigns: 'Back to school' in January, 'Free Trial Classes' in March and the mid-year promotion, thus far. To the families who have joined Kumon just this year, a warm welcome and we hope that all of you enjoy learning with Kumon and reap the benefits that follow.

From July to September, look forward to celebrating your children's achievements at the Advanced Students Honour Roll (ASHR) ceremonies conducted at their Kumon Centres. On 5 October, the Advanced Students Forum (ASF) will be held for students who are five years ahead of the Kumon International Standard (KIS) and for Completers of the Kumon programmes. Keep a lookout for more information of the ASF and join us in commemorating all our awardees.

In this issue of Potential, we feature two double-subject students: Wong Xi En (K1) and Aloysius Kerk (P2). Aloysius is studying ahead of his school grade level for both Mathematics and English. Xi En is studying ahead of her school grade level for Mathematics. Hear from their parents on the skills and capabilities they have developed since joining Kumon.

Have a good read and follow us on Facebook ([facebook.com/KumonSingaporeOfficial](https://www.facebook.com/KumonSingaporeOfficial)) to stay informed of the latest news and events!

**Han**  
**PR & Marketing, Kumon Singapore & Brunei**



ON THE COVER  
JUL - DEC 2019  
ALOYSIUS KERK RUI ZHE

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Mr Dennis Wong enrolled his daughter, Xi En, in Kumon after seeing first-hand the impressive achievements of many Kumon students during his time employed in a Kumon Centre.

"It was my first employment after completing my full-time national service and I particularly liked the discipline component. I thought it would be extremely beneficial for my children during their growing up years," shared Dennis.

He went on to explain that academic achievements was not the main focus of choosing to let Xi En experience learning in Kumon. Rather, it was skills like focus, independent learning and discipline that he saw being instilled in Kumon students that encouraged him to enrol Xi En and her younger sister in Kumon.

Initially, Xi En, like most children, would sometimes be reluctant to attend Kumon classes and work on her assigned homework. With constant encouragement from her parents and them being beside her to guide her on her homework, her reluctance ebbed away. Dennis and his wife also assigned a daily time-slot at home where Xi En would work on her Kumon homework, creating a daily routine for their daughter to get accustomed to.

Xi En now enjoys going to Kumon classes and looks forward to learning new concepts.

"She has become a confident child with a strong desire to learn. Whenever I see that glow on her face, I reckon she knows that she will be learning something new at class," Dennis revealed.

He also noted that Xi En is now more willing to try new challenging problems on her own, even outside of an academic setting. Xi En's parents have also received feedback from her kindergarten teachers that her learning capabilities were ahead of her peers; especially in terms of her penmanship ability and Mathematics mastery. She is an independent student in class and also has been able to guide her classmates with assigned tasks.

Besides enjoying singing, dancing and drawing in her free time, Xi En likes to read. She enjoys the "Mr.

Men" and "Little Miss" series. She often gets her parents to read her Dr. Seuss and Winnie the Pooh books as well. Xi En revealed that she aspires to become a policewoman when she grows up and that she wishes to protect people around her.

Dennis believes the skills that Xi En has developed through her Kumon study will benefit her when she starts formal education in primary school. He told us that having a solid academic foundation will help in her primary school studies. In turn, she will have more free time to take up new interests and activities. Dennis does not have big goals for his daughter, simply wishing that Xi En continues to enjoy learning.

## WONG XI EN, 5

Student School Grade Level: K1

Subjects Enrolled in:

*Mathematics:*

C 100 (Multiplication: 2 Digits  $\times$  1 Digit 5)

*English:* 3A 30 (Spelling Patterns)

Starting Level:

*Mathematics:* 6A 1 (Counting, Number Tables)

*English:* 7A 1 (Familiar Words)





ALOYSIUS KERK  
RUI ZHE, 8

Student School Grade Level: Primary 2  
Subjects Enrolled in:  
*Mathematics*: F 70 (Four Operations 1)  
*English*: E1 160 (Diagramming Paragraphs)  
Starting Level: *Mathematics*: 6A 1  
*English*: 7A 1





Aloysius joined Kumon at the age of three, enrolling in the Mathematics Programme and subsequently in the English Programme as well.

“Kumon was recommended to us by our neighbour, and we felt it could help our child to excel in his studies and his self-confidence,” Aloysius’s mother, Hui Ling shared.

“Aloysius has been attending Kumon classes for over four years, since he was a toddler. He is very familiar with the environment and feels a sense of belonging. The teachers are approachable and he knows them personally. When teachers build positive relationships with students, the classroom becomes a safe learning-friendly environment where students feel more confident to take on new challenges and stretch their intellect to higher levels,” Hui Ling explained.

When Aloysius first joined Kumon, he was learning how to properly hold a pencil and to use it. Over the four years, she has seen her son develop into a confident young boy and an independent learner who is now learning in advance of his school grade level. The positive growth is also reflected in his academic performance in school, where Aloysius topped his class.

Like every child, Aloysius faced challenges in the initial stages of his Kumon studies. Constant encouragement from his parents, coupled with regular practice instilled in Aloysius a ‘never give up’ attitude.

“Aloysius is able to solve Mathematics questions quickly and accurately. He is also able to memorise English passages easily. I believe his English language ability has helped him in his Hanyu Pinyin\* foundation,” shared Hui Ling.

Aloysius has developed a habit of reading daily and counts Geronimo Stilton, Diary of a Wimpy Kid and Roald Dahl books as some of his favourite titles. His parents make visiting the bookstores a regular occasion.

Being advanced in his Kumon studies, Aloysius is able to grasp new concepts quickly and is confident when faced with new challenges. At times, he was even tasked by his school teacher to guide his classmates. Aloysius is aiming to achieve being five years ahead of his school grade level in his Kumon studies.

“I want to be a doctor, with great wisdom and a loving heart to help people,” Aloysius disclosed.

*\* romanisation of Mandarin*



## “Your children need to improve their *work skills*”

**If** you are scratching your head hearing this from your children’s Kumon Instructor, wondering what this means, you are probably not alone. This is, after all, a term specific to Kumon. Being a Kumon jargon, do work skills only benefit our children in Kumon? Probably not. Let us discover this concept of work skills and how it can benefit our children in Kumon and beyond.

Sometimes, we see our children lose concentration halfway through a worksheet, or before turning to the reverse side. Sometimes they run to the candy jar or grab a snack before continuing with the worksheet. Some of our children write with handwriting

that is only legible to themselves. The above examples, that some of us may resonate with, are examples of poor work skills. “How then do I know if my children have good work skills,” you might ask.

When students have good work skills, they can do their assigned worksheets with speed and concentration. As a definition, work skills refer to the ability to concentrate on a good amount of worksheets and complete them quickly without stopping.

Children enrolled in the Kumon programme develop good work skills – ability to complete their class work within a required time. They

have a high level of concentration keeping their eyes on the worksheet at all times, and flipping to the reverse side of the worksheet, or the next worksheet immediately after completing a page. To further illustrate the benefits of work skills, let us look at an example featuring the time when a person started to learn to swim.

For example, a man, John, took up recreational swim after ploughing through hours of instructional videos on YouTube. When John started, he managed to complete one lap in three minutes. Finding himself breathless after mindlessly trying to propel himself forward, John would always take a minute’s rest before



kicking off the wall for the return lap. John started to enjoy gliding through water, breaking through the shackles of gravity and feeling himself surrounded by water. As he hit the pool more, his technique and, resultantly, his timing improved. He could complete two laps in four minutes and upon touching the wall on the other end, he could immediately flip and kick off the wall for the return lap.

Relating back to the topic, John's work skills improved and he could quickly move on to the next lap without stopping. As a result, his completion time improved from two laps in seven minutes to two laps in four minutes.

The benefits of the work skills actually transcend beyond the boundaries of the Kumon Centres. Good work skills can also be beneficial in school work and exams. Some students struggle to finish their examination papers in time. Of course it could be attributed to the lack of understanding of the concepts. But if a child starts fighting Lord Voldemort in his mind when he should be concentrating on his exam paper in the "muggle" world, then a plausible reason would be the lack of work skills.

When students enrol at Kumon, the Instructors often assign the students to a starting level that is lower than their grade level in school. This is one

of the features of the Kumon Method designed to improve their work skills, concentration and confidence before they tackle more complex concepts, whether it is advancing to the next level, tackling the school grade level, or even grappling with materials that are beyond the school grade level.

As parents, we can help our children by gentle reminding them to stay focus if they notice concentration begin to slip. We can also encourage them to complete their work and praise them when they do well.

## Improving the work skills of *Kumon Students*



# Instructors' Quotes



**Mrs Jaslyn Hoon**  
Kumon Singapore

*A child with good work skills is like a well-oiled machine at its peak efficiency. Such a child is able to deliver quality work in great quantity within the shortest possible period of time.*

*Having good work skills thus allow a child to be fully engaged while learning steadily each day and still having extra time to enjoy an array of activities that interest and enrich them.*

*Children these days are so hard-pressed for time and parents are often torn between making them study and allowing them to play.*

*I think the secret in finding that equilibrium lies in having good work skills.*



**Ms Feby Latip**  
Kumon Brunei



*Developing a child's work skills is one that I find to be very crucial (and challenging!) yet its importance may easily be overlooked. This is especially so for younger children who naturally have a shorter attention span and focus. Our role as Instructors is really to maximise this short window that we have to inculcate in our students the right work skills as much as we can.*

*No doubt that once a child's work skills is sufficiently developed, can we see how the daily Kumon study can truly benefit the child.*







*Having just read what work skills meant,  
let's have a look at what some of the  
Instructors from around the region has to  
say about what they think about work skills.*



**Ibu Sri Lestari**  
Kumon Indonesia



*The Kumon features that I like most are the daily homework and repetitions. Students' work skills will be automatically developed if they keep on doing their homework on a daily basis and do not give up even when they have the same sets of worksheets given by the Kumon Centre. Work skills is developed through study and effort, and it cannot happen overnight. While there are no overnight miracles, the features I mentioned above are designed to form the skills. Through the Kumon programmes, we develop work skills needed in order to gain success in academic life.*



**Ms Yasmine**  
Kumon Malaysia



*In my opinion, work skills is one of the essential and significant skills needed by students in order to progress further in the long term. Work skills can be developed through Instructors' clear and encouraging instruction, home support from parents and right level of worksheets assigned. Students with sufficient work skills will handle worksheets with high momentum and speed as they have been trained with big volume of worksheets from the beginning while they are coping comfortably with easy levels.*



# Advanced Students Forum & Advanced Students Honour Roll (ASHR) Ceremonies 2019



From July to October, we celebrate the achievements of students who have qualified for the Advanced Students Honour Roll (ASHR) and students who have completed the Kumon Mathematics and/or Language programmes. In recognition of our students' achievements, there will be ASHR ceremonies organised by your child's Kumon Centre for students who are six months, two years or three years ahead of their school grade level as at June. On 5 October 2019, the Advanced Students Forum (ASF) will be held for students who are five years ahead of the Kumon International Standard (KIS) and for Completers of the Kumon Programmes. The ASF will be held at the University Cultural Centre, located at the National University of Singapore (NUS).

Unsure if your child qualifies? Refer to the qualifying chart (six months into school year) below and contact your child's Kumon Instructor for more information.

## ASHR Qualifying Levels

Mathematics English Chinese

School Grade	6 months (June) into the school year		6 months (June) into the school year		6 months (June) into the school year	
PK3 (Pre-N)	5A 200	2A 100	5A 200	2A 100	4A 200	AI 200
	3A 100	B 100	3A 100	BI 200	2A 100	CI 200
PK2 (Nursery)	4A 200	A 100	4A 200	AI 200	4A 200	AI 200
	2A 100	C 100	2A 100	CI 200	2A 100	CI 200
PK1 (K1)	3A 200	B 100	3A 200	BI 200	3A 200	BI 200
	A 100	D 100	AI 200	DI 200	AI 200	DI 200
K (K2)	2A 200	C 100	2A 200	CI 200	2A 200	CI 200
	B 100	E 100	BI 200	EI 200	BI 200	EI 200
P1	A 200	D 100	AII 200	DI 200	AII 200	DI 200
	C 100	F 100	CI 200	FI 200	CI 200	FI 200
P2	B 200	E 100	BII 200	EI 200	BII 200	EI 200
	D 100	G 100	DI 200	GI 200	DI 200	GI 200
P3	C 200	F 100	CII 200	FI 200	CII 200	FI 200
	E 100	H 100	EI 200	HI 200	EI 200	HI 200
P4	D 200	G 100	DII 200	GI 200	DII 200	GI 200
	F 100	I 100	FI 200	II 200	FI 200	II 200
P5	E 200	H 100	EII 200	HI 200	EII 200	HI 200
	G 100	J 100	GI 200	J 100	GI 200	-
P6	F 200	I 100	FII 200	II 200	FII 200	II 200
	H 100	K 100	HI 200	K 100	HI 200	-
S1	G 200	J 100	GII 200	J 100	GII 200	-
	I 100	L 100	II 200	L 100	II 200	-
S2	H 200	K 100	HII 200	K 100	HII 200	-
	J 100	M 100	J 100	-	-	-
S3	I 200	L 100	III 200	L 100	III 200	-
	K 100	N 100	K 100	-	-	-
S4	K 200	-	J 200	-	-	-
	-	-	L 100	-	-	-
S5	M 200	-	K 200	-	-	-
	-	-	-	-	-	-
S6	O 200	-	-	-	-	-
	-	-	-	-	-	-



# HOW MUCH SCREEN TIME SHOULD YOUR CHILDREN UNDER 5 GET?



In a recent report<sup>1</sup>, the World Health Organization (WHO) has prescribed recommendations on how much sedentary screen time<sup>2</sup> caregivers should give to babies and children under 5 years old. Screen time refers to the time spent watching television programmes, watching videos or playing video games on computers, mobile devices. According to WHO, children under 2 should get no sedentary screen time, while children between two and four years old should not be given sedentary screen time of more than 60 minutes.

*"Achieving health for all means doing what is best for health right from the beginning of people's lives."*

WHO Director-General Dr Tedros Adhanom Ghebreyesus

*"Early childhood is a period of rapid development and a time when family lifestyle patterns can be adapted to boost health gains."*

<sup>1</sup> <https://apps.who.int/iris/bitstream/handle/10665/311664/9789241550536-eng.pdf>

<sup>2</sup> Screen time only refers to sedentary screen time

## RECOMMENDATIONS AT A GLANCE

### infant

Less than 1 year old

0 minutes

### children

1 year old

0 minutes

2 years old

no more than 60 minutes

3 - 4 years old

no more than 60 minutes

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