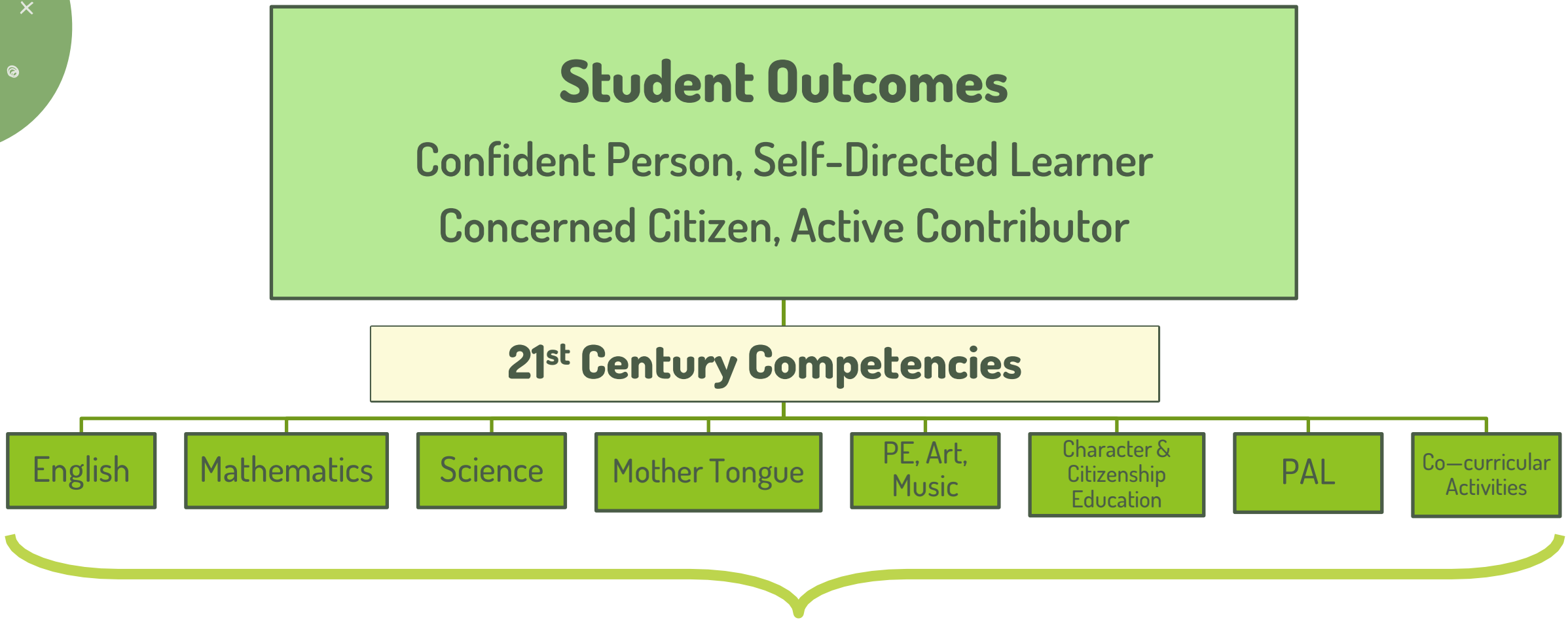
Primary 3 and 4 FPPS Connects

13 Mar 2025

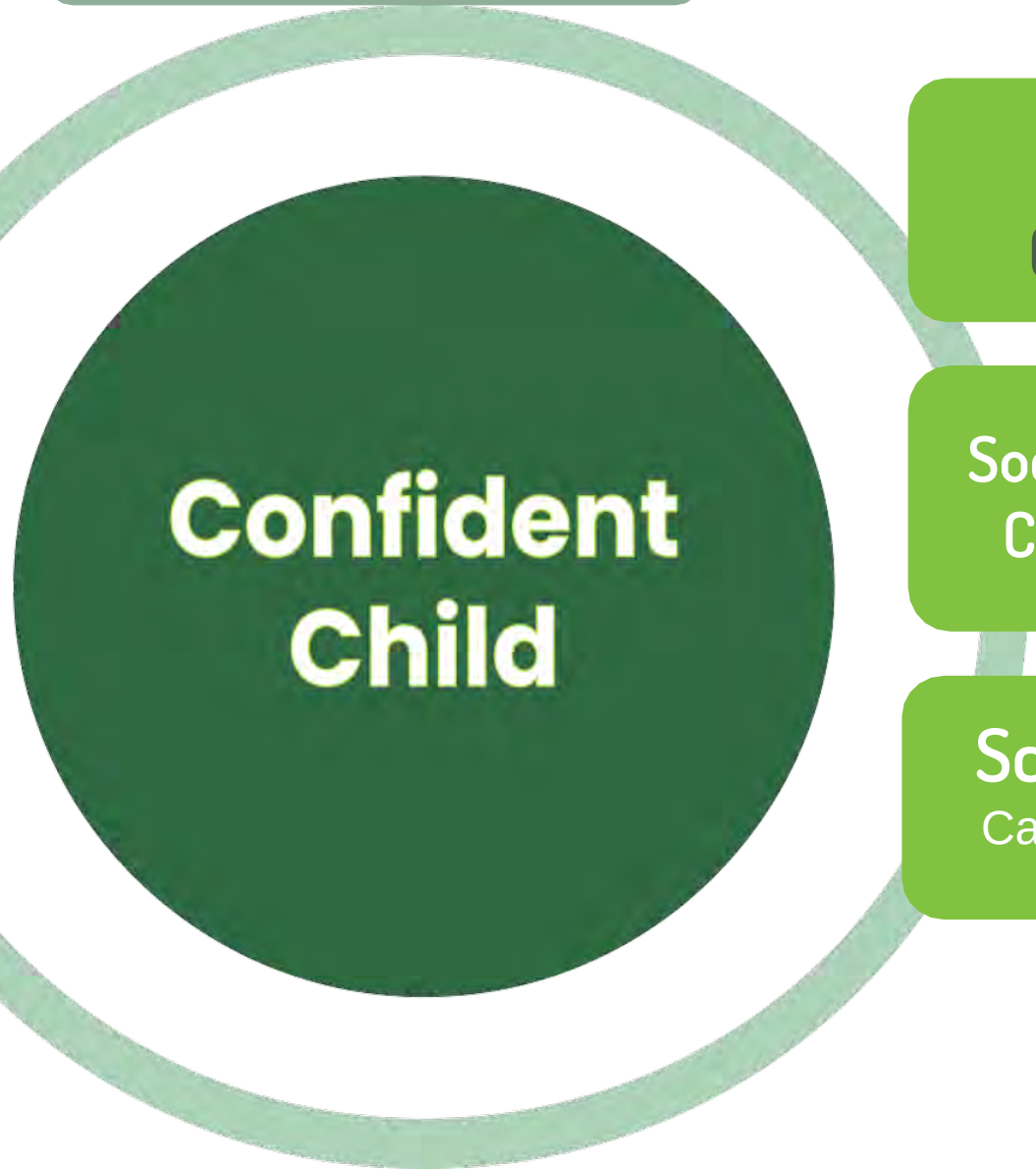
Primary 3 and 4
Total Curriculum Briefing

PROGRAMME OUTLINE
1. Learning Dispositions
2. P4 Subject-Based Banding (SBB)
3. English
4. Mother Tongue
5. Mathematics
6. Sharing of Science syllabus



Total Curriculum

Whole Child



Performance Character

Learning Dispositions

Growth Mindset Effective Effort

Moral Character

Social Emotional Competencies

School Values:
Care, Empathy and Curiosity

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Learning Dispositions

School Values

- Curiosity
- Empathy
- Care

Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	✓Able to exhibit persistence in learning. ✓Able to be a self-directed learner. - Explore and Learn on their own and has self-driven desire to learn. ✓Able to adapt - Open to new ideas and experiences; flexible mindset to embrace learning opportunities.

Learning Dispositions

Learning Disposition	Observable Actions
Empathy	✓Able to show kindness and compassion for others. ✓Able to comfort and offer assistance to others without being prompted. ✓Able to suspend judgements. 1. Able to see things from different perspectives 2. Avoid making negative judgements on others

Learning Dispositions

Learning Disposition	Observable Actions
Care	✓Able to show care to classmates and schoolmates. ✓Able to take care of classroom and school. ✓Able to show care for the environment. ✓Able to show care to people in the school and community.

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Observing Learning Dispositions in Students

Good Progress Award (P3)

Collective decision by teachers based on observation of learning dispositions (CCE)

For Singapore Citizens

Subjected to MOE's approval

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Primary 4 Subject -Based Banding

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Subject-based Banding (Primary)

- Offers students the option of Standard and Foundation subjects, depending on their strengths.

- Allows students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subjects they need more support in.

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Subject-based Banding (Primary)

- Schools will continue to recommend based on the following:
- Student's aptitude, motivation and performance in each subject;
- Student's ability to cope with a particular subject combination;
- Offering subjects at Foundation level is not a disadvantage to the students.
- It enables them to focus on building strong fundamentals in these subjects and better prepares them for progression to secondary school.

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How does Subject-based Banding Work?

Primary 4

- School recommends a subject combination based on students' exam results and his learning disposition.

- Parents fill up an option form indicating their preferred subject combination. (Parent's Option)

Primary 5

- Student takes combination chosen by parents
- School assesses students' ability to cope after end-of-year exams.
- School offers new combination to students if necessary (School's Decision)

Primary 6

- Student takes combination decided by the school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

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Subjects offered in Primary School

SUBJECT-BASED BANDING

Subject Combinations

STANDARD SUBJECTS

ENGLISH LANGUAGE
MATHEMATICS
SCIENCE
MOTHER TONGUE
HIGHER MOTHER TONGUE

FOUNDATION SUBJECTS

FOUNDATION ENGLISH LANGUAGE
FOUNDATION MATHEMATICS
FOUNDATION SCIENCE
FOUNDATION MOTHER TONGUE

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Possible courses that may be offered

P4 Exam Performance	Possible Courses Offered
Passes all **4 subjects well** and performs **very well in Mother Tongue language**	4 Standard Subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 Standard Subjects
Passes all 3 subjects	4 Standard Subjects
Passes all 2 subjects or less	4 Standard Subjects; or
	3 Standard Subjects + 1 other Foundation Subject; or
	2 Standard Subjects + 2 other Foundation Subjects; or
	1 Standard Subject + 3 other Foundation Subjects; or
	4 Foundation Subjects

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Higher Mother Tongue (HMT)

Consider carefully if your child should take HMT.

Does he/she have an interest in and a flair for the Mother Tongue Language?

Is he/she coping well in English, Mathematics, Science and Mother Tongue?

Should he/she be spending more time on these subjects?

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Higher Mother Tongue (HMT)

- An **additional hour per week outside curriculum** is required to complete the HMT syllabus.
- If your child opts to do HMT at P5, he/she **must continue to take HMT for the whole year**. This is also to teach your child to honour their decisions.
- Even if he/she does not take HMT in primary school, he/she may still be offered HMT in secondary school.

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Eligibility For HMT In Secondary Schools

The **eligibility criteria for taking HMT** is intended to ensure that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMT
(i) PSLE Score of **8 or better** **OR** (ii) PSLE Score of 9 to 14 inclusive; **and** attain AL1 / AL2 in MTL **or** Distinction / Merit in HMT

For students who do not meet the above criteria, **secondary schools** will continue to **have the flexibility** to offer HMT to students.

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English Language

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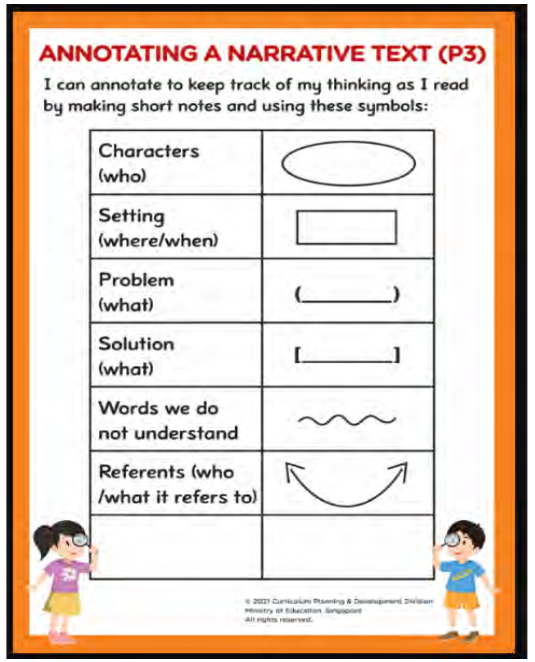
Key Strategies

Reading and Viewing Skills

- Use of annotation to help understand comprehension text better



Writing and Representing Skills

- Writing Process Cycle
  - Class Writing, Group Writing and Individual Writing

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Key Strategies

Speaking and Representing Skills

- **PEAR** (**P**unctuation & phrasing, **E**xpression, **A**ccuracy, **R**hythm & smoothness)
- **CLEAR**
  - **C**hoose a stand
  - **L**ink ideas
  - **E**laborate ideas
  - **A**dd personal experiences
  - **R**ound up ideas

	C.L.E.A.R.	Phrases/ Words you can use	Remarks
Introduction 	**C** – Choose a stand based on the picture (which is your preferred one, WHY?)	I think I feel I like	Greet the teacher before you begin.
Development 	**L** – Link your ideas with connectors	The first reason The second reason Firstly Secondly	Be enthusiastic! ☺☺ Take the initiative to share new ideas!
	E – Elaborate your ideas	Explain your ideas	Ideas that are well developed will help you score more points!
	A – Add personal opinions / share personal experiences	There was once... I have... OR I have never.... I remember.. In my opinion	You can link your personal opinions to: 1. School values 2. Environment (only when possible)
Conclusion 	**R** – Round up conversation	In conclusion Finally,	

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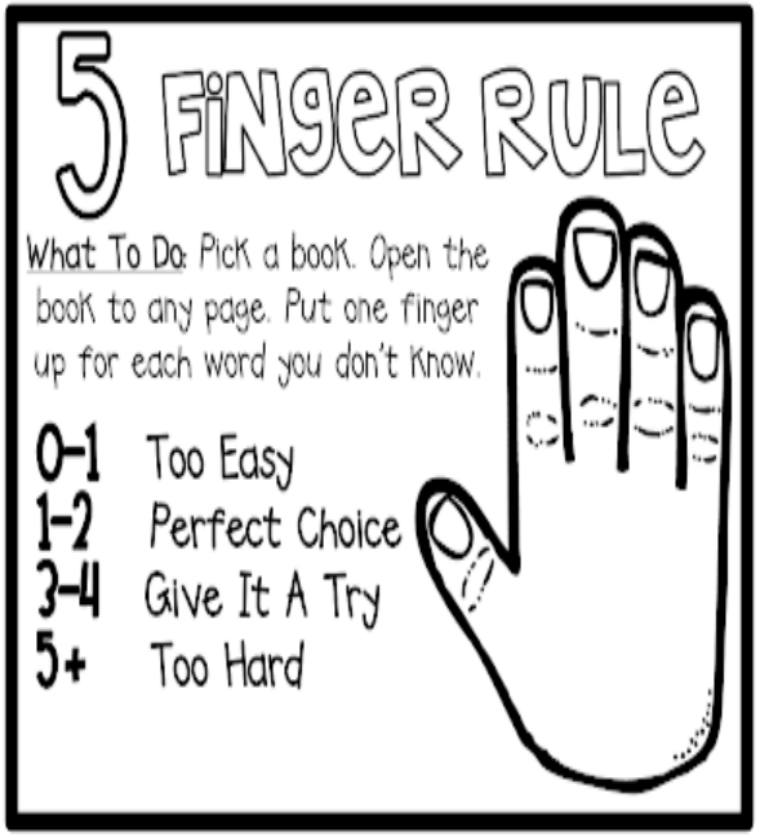
School-Wide Programme

Extensive Reading Programme

- aims to promote a love of reading
  - school library visits
  - reading periods
  - Read Every Day (RED)



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Primary School Book Recommendations for P3s (NLB)

Primary School Book Recommendations for P4s (NLB)

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Mother Tongue Language

Key Strategies

Listening and Speaking

- 5W1H (strategy for teaching oral skills)
- Build oracy skills by sharing stories (Star Reading Activity)
- Listen actively by rating their peers' sharing using peer assessment rubrics

Key Strategies

Reading

- Reading of MT books on Friday for Silent Reading
- Star Reading Activity
- Subscription of educational magazines for P1 to P6 students
- Apply **C.U.B strategy** for reading comprehension (Circle, Underline, Box)

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Key Strategies

Writing

- 6 Traits of Writing, Using 5Ws and 1H, F.A.S.T
- Introduction→ Elucidation of the Theme → Climate → Summing Up
- Journal Writing

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Key Programmes

Reading Programme

STAR Reading Activity

- Hands-on activities (such as design a book jacket, draw favourite part of the story, act out your favourite character, create hand puppets, share moral of the story etc

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Key Programmes

MTL Fortnight

- Students are exposed to cultural activities to deepen understanding of cultural heritage

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Mathematics

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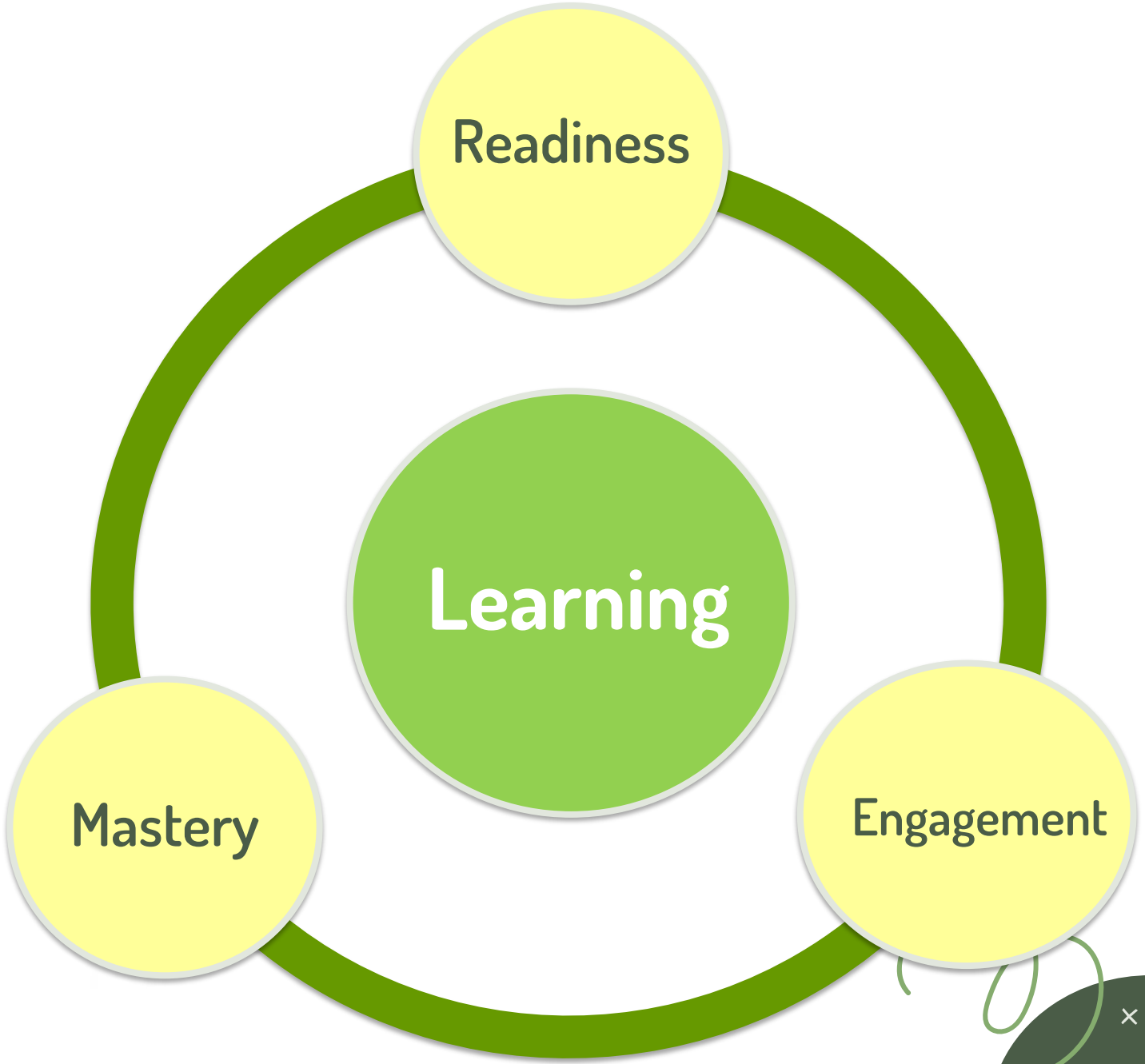
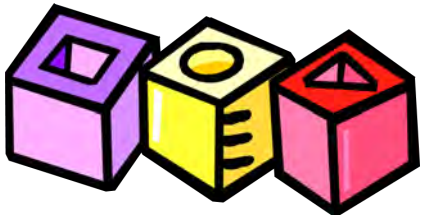
Phases of Learning

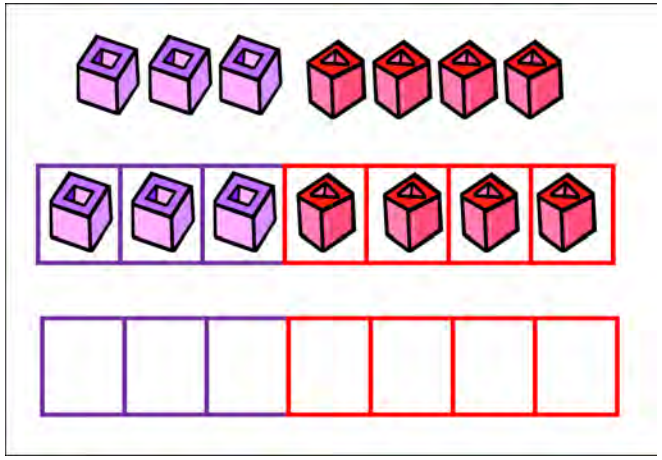


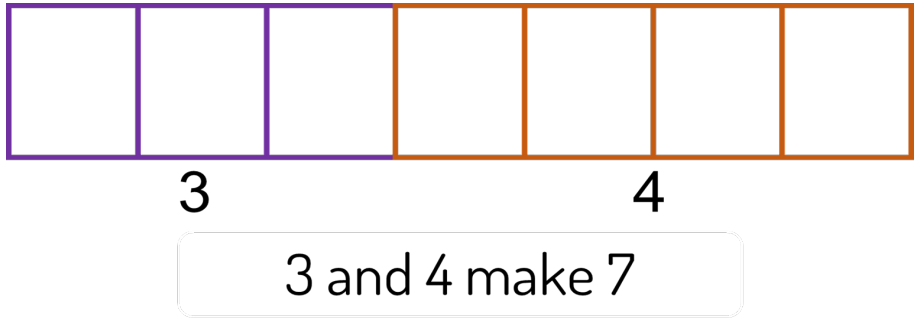
Concrete -Pictorial -Abstract (CPA)

- Concrete – actual representation



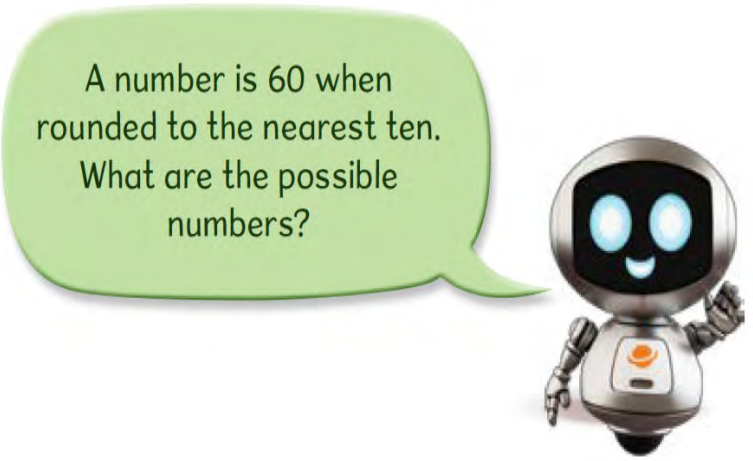
- Pictorial
  - **Drawings**
  - **Representations** using shapes
  - Transition from concrete to pictorial
- Abstract – using numbers to represent





Mathematics at P3 and 4

- **Developing habits**
  - **Thinking and reasoning**
  - **Fluency**
    - Multiplication tables
    - Addition and subtraction within 20

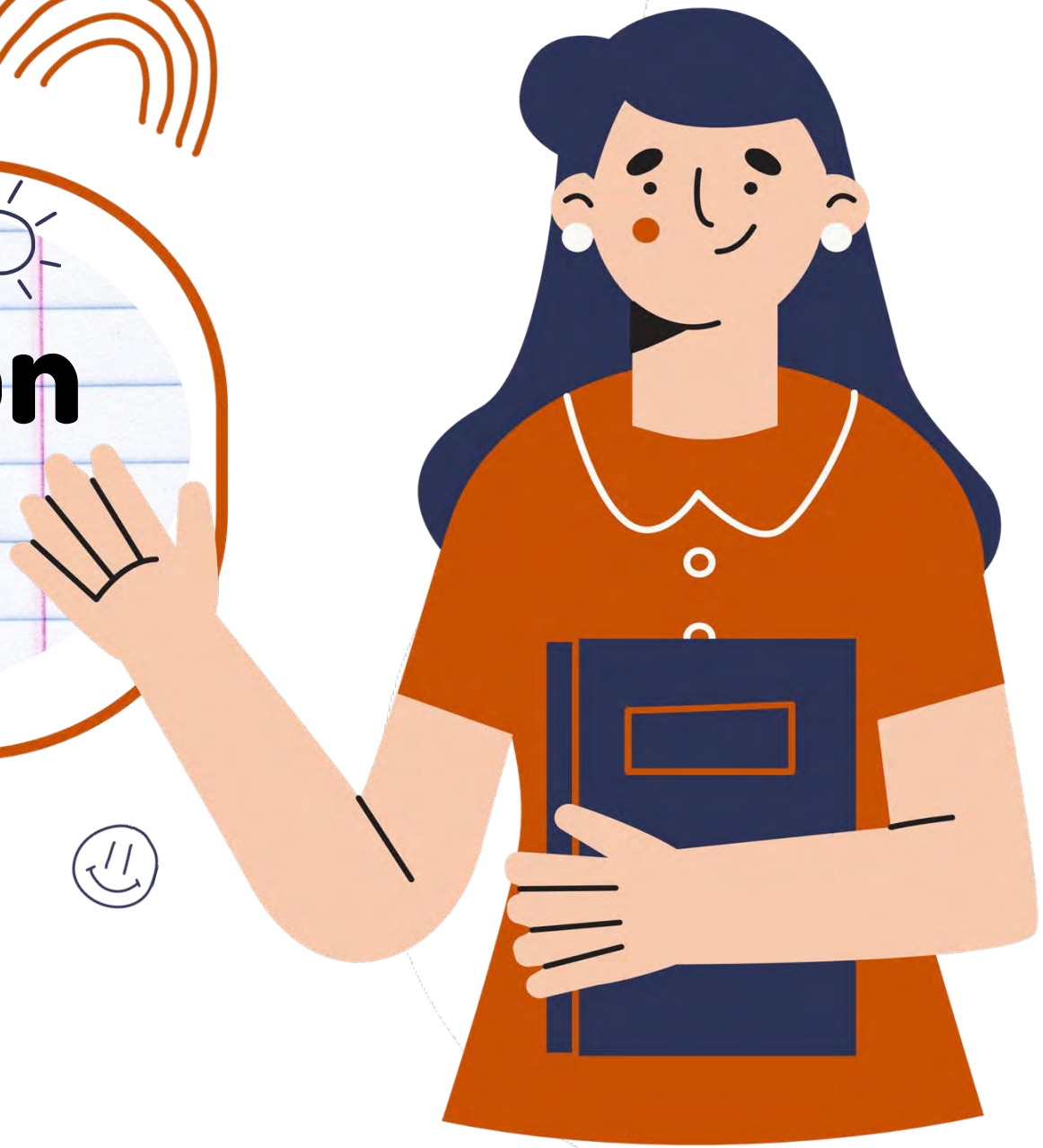


Key Programmes

- **Maths Games**
  - Logical Reasoning
  - Critical Thinking
- **Financial Literacy**

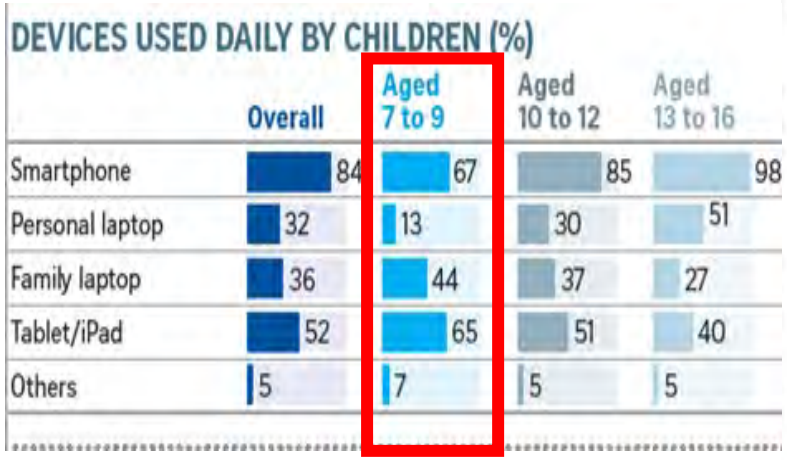
  Earn, Save, Spend & Donate

Parents Briefing on Cyber Wellness



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

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
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%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

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

What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
  - equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes;
  - maintain a positive presence in cyberspace; and
  - be safe and responsible users of ICT.

What will students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

Basic online safety rules

- Talking to only people you know

Importance of a balanced lifestyle

- in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information

E.g. Middle Primary Lesson on Who can I Trust Online

***Character and Citizenship Education(Form Teacher Guidance Period)**

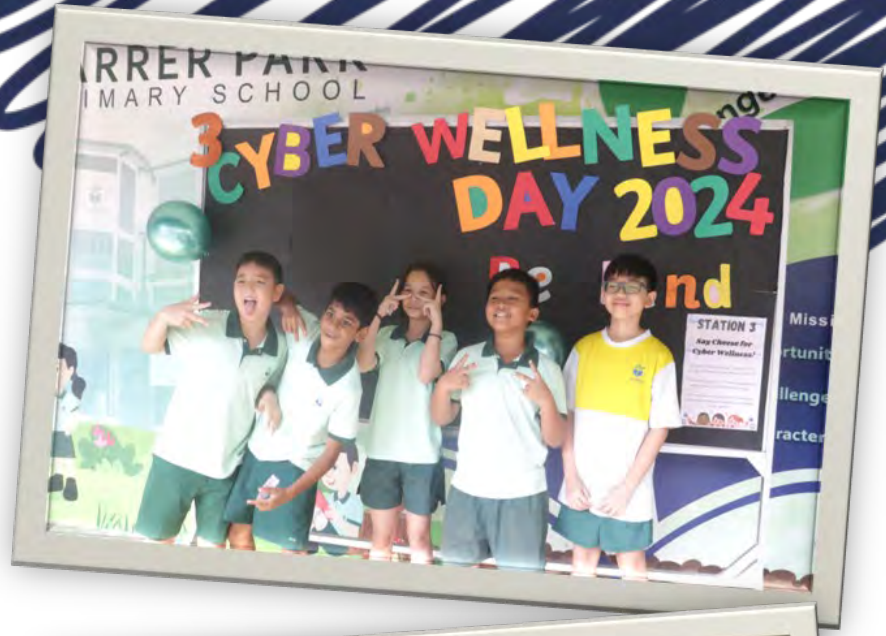
What will students learn about Cyber Wellness during CCE (FTGP) lessons?

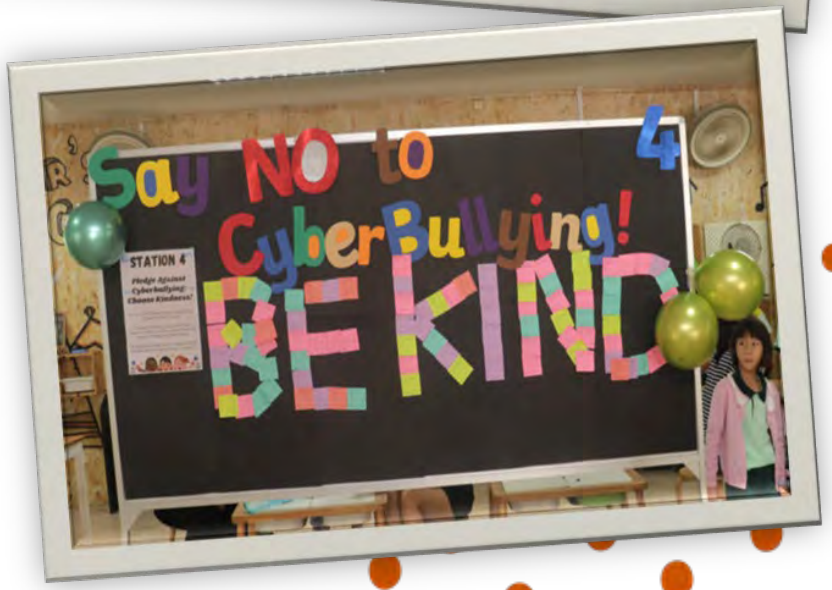
- **Cyber Contacts**
  - Understand that the profiles of strangers that we see online may not be their real identities
  - Recognise the dangers of chatting with strangers online
- Parents are strongly encouraged to participate in the "**Family Time**" activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home

E.g. Family Time in the lesson on Staying Safe in the Cyberworld

What other Cyber Wellness programmes do we have for our students?

- P3 to P6 Cyber Wellness Ambassadors Training Programme
- Safer Internet Day 2025
- Assembly talks on cyber-related issues conducted by external vendors (e.g., TOUCH Cyber Wellness, CSA, Singapore Neighbourhood Police).
- Timely cyber wellness reminders for students during morning assembly
- Post-exam cyber wellness poster design competition





What are the school rules on digital device use?

- Use of smart phones and smart watches before and after school hours at the Foyer, Concourse or General Office to contact their parents and caregivers.
- Responsibility for safekeeping of devices.
- If there is unauthorised or unpermitted use of a mobile device, the device will be confiscated and parents will be informed to collect device from school.

How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
  - **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.
  - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- 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.

How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.

How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations	• It can be challenging to grapple with uncomfortable feelings and negative thoughts. • Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood. • **You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.**
Role modelling respectful conversations	• When your child learns to engage in respectful conversations, they become a better communicator and friend. • **Parents are in the best position to role model these skills** through daily interactions with your child. • **Listen to understand**, instead of listening in order to give advice and offer solutions.

Have regular and open conversations	• **Have regular conversations to better understand what your child does online**.
	  • Is it school work or are they engaging in recreational activities?
	  • 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?”
	• **Communicate your actions and rationale**. Let your child know you care for them and want them to be safe online.

Sharing of Science syllabus by HOD Science

Primary Science Syllabus

	Primary 3 & 4
Goals	Science for Life and Society
Vision	Inspired by Science Inquire like Scientists Innovate using Science
Fundamentals	Core Ideas of Science Practices of Science Values, Ethics and Attitudes in Science
Emphasis	Practitioner

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Science for Life and Society in the centre circle captures the essence of the goals of Science education.

INnovate using Science

INspired by Science

INquire like Scientists

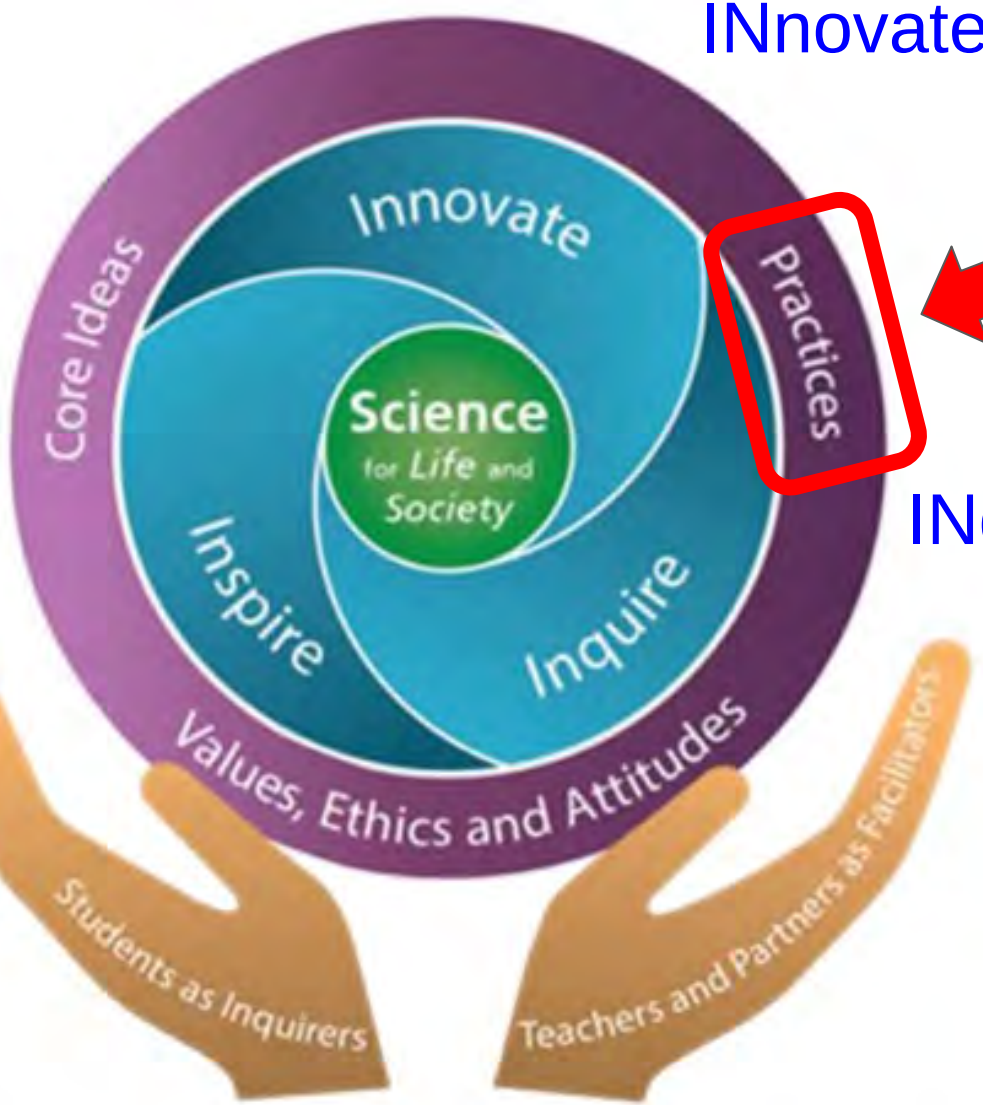


Figure 1: The Science Curriculum Framework

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing and Evaluating Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constucting explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.

Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

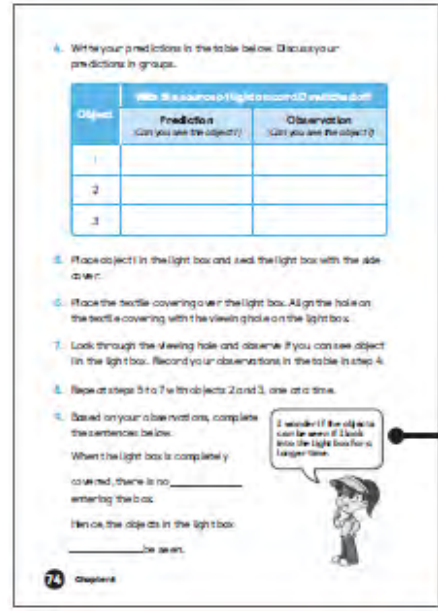
Figure 2: The Practices of Science

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing and Evaluating Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

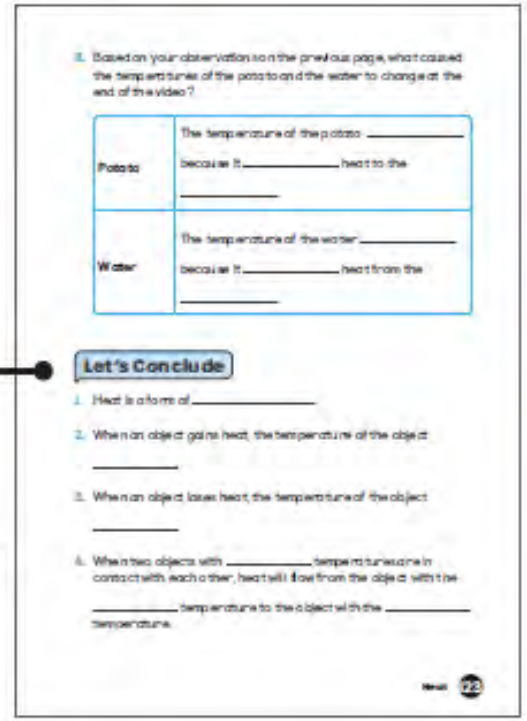
Age-appropriate Activities and Questions

Aim and **What we need** highlight the aim and resources for the activity.

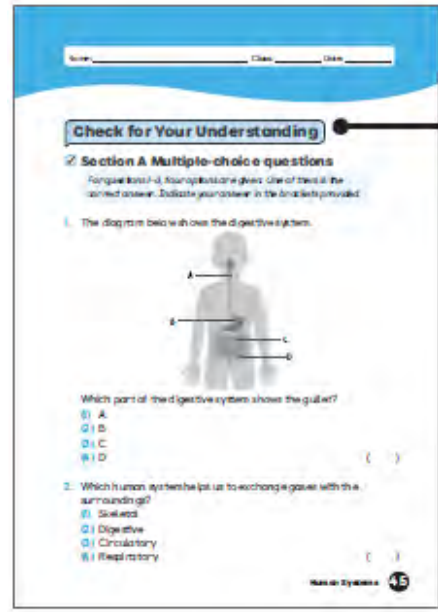
Let's Inquire shows the relevant ways of thinking and doing Science that we will develop as we carry out the activities.



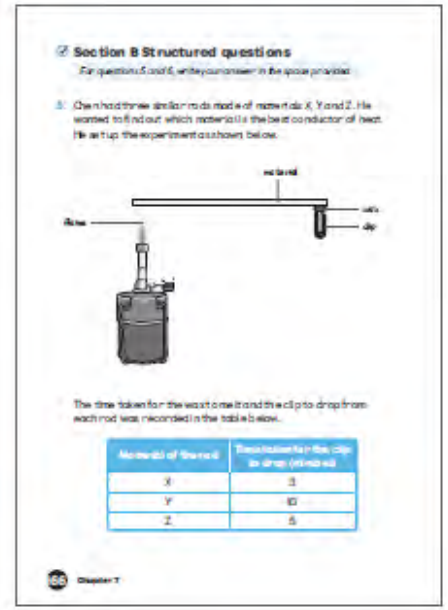
Character prompts elicit the thinking and explaining process, and model the process of inquiry.



Let's Conclude supports us in consolidating learning after an activity.



Check for Your Understanding provides multiple-choice and structured questions at the end of the topic for us to consolidate our learning.



Learning: 4 Knowledge Domains

Factual Knowledge (Head Knowledge)	Conceptual Knowledge	Procedural Knowledge	Metacognitive Knowledge (Critical, Adaptive & Inventive Thinking)
Learning and memorising facts Be accurate and fluent Building onto prior knowledge “At your fingertips”	Big ideas in Science Reading for understanding Organising facts and ideas	Practices of Science: Demonstrating Ways of Thinking and Doing Logical steps	Thinking individual Reflecting on own learning Making connections and meaning Copying Vs Note-taking

Key Programmes

Primary 3	Primary 4
• Using apparatus and measuring instruments • Hydroponics • Every Child A Seed	• Using apparatus and measuring instruments • Bean Seed Germination • Design & Make Food Delivery Box