

# Primary 3 and 4 FPFS 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**

# Student Outcomes

Confident Person, Self-Directed Learner  
Concerned Citizen, Active Contributor

## 21<sup>st</sup> Century Competencies

English

Mathematics

Science

Mother Tongue

PE, Art,  
Music

Character &  
Citizenship  
Education

PAL

Co-curricular  
Activities

# Total Curriculum



# Whole Child

Performance  
Character

Learning  
Dispositions

Growth Mindset  
Effective Effort

**Confident  
Child**

Moral  
Character

Social Emotional  
Competencies

School Values:  
Care, Empathy and  
Curiosity

# Learning Dispositions



# School Values

- Curiosity
- Empathy
- Care



# Learning Dispositions

Learning Disposition	Observable Actions
<b>Curiosity</b>	<ul style="list-style-type: none"><li>✓ Able to exhibit persistence in learning.</li><li>✓ Able to be a self-directed learner.<ul style="list-style-type: none"><li>- Explore and Learn on their own and has self-driven desire to learn.</li></ul></li><li>✓ Able to adapt<ul style="list-style-type: none"><li>- Open to new ideas and experiences; flexible mindset to embrace learning opportunities.</li></ul></li></ul>



# Learning Dispositions

Learning Disposition	Observable Actions
<b>Empathy</b>	<ul style="list-style-type: none"><li>✓ Able to show kindness and compassion for others.</li><li>✓ Able to comfort and offer assistance to others without being prompted.</li><li>✓ Able to suspend judgements.<ol style="list-style-type: none"><li>1. Able to see things from different perspectives</li><li>2. Avoid making negative judgements on others</li></ol></li></ul>



# Learning Dispositions

Learning Disposition	Observable Actions
<b>Care</b>	<ul style="list-style-type: none"><li>✓ Able to show care to classmates and schoolmates.</li><li>✓ Able to take care of classroom and school.</li><li>✓ Able to show care for the environment.</li><li>✓ Able to show care to people in the school and community.</li></ul>

# 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

# Primary 4 Subject - Based Banding



# 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.

# 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.**

# 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.

# 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



# Possible courses that may be offered

P4 Exam Performance	Possible Courses Offered
Passes all <b>4 subjects well</b> and performs <b>very well in Mother Tongue language</b>	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

# 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?

# 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.

# 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.



# English Language



# Key Strategies

## Reading and Viewing Skills







- ▶ Use of annotation to help understand comprehension text better

## Writing and Representing Skills

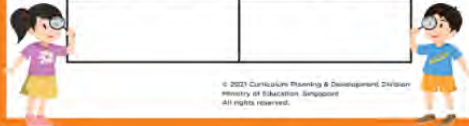
- ▶ Writing Process Cycle
  - ▶ Class Writing, Group Writing and Individual Writing

**ANNOTATING A NARRATIVE TEXT (P3)**

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:


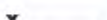

Characters (who)	
Setting (where/when)	
Problem (what)	
Solution (what)	
Words we do not understand	
Referents (who / what it refers to)	

© 2021 Curriculum Planning & Development Division, Ministry of Education, Singapore. All rights reserved.




**ANNOTATING AN INFORMATION TEXT**

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Main idea	
Supporting detail	
Words we do not understand	

© 2021 Curriculum Planning & Development Division, Ministry of Education, Singapore. All rights reserved.



# Key Strategies

## Speaking and Representing Skills

▶ **PEAR** (Punctuation & phrasing, Expression, Accuracy, Rhythm & smoothness)

▶ **CLEAR**

- ▶ Choose a stand
- ▶ Link ideas
- ▶ Elaborate ideas
- ▶ Add personal experiences
- ▶ Round up ideas

	C.L.E.A.R.	Phrases/ Words you can use	Remarks
Introduction <b>1</b>	<b>C</b> – 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 <b>2</b>	<b>L</b> – Link your ideas with connectors	The first reason The second reason Firstly Secondly	Be enthusiastic! 😊😊 Take the initiative to share new ideas!
	<b>E</b> – Elaborate your ideas	Explain your ideas	Ideas that are well developed will help you score more points!
Conclusion <b>3</b>	<b>A</b> – Add personal opinions / share <u>personal experiences</u>	There was once... I have... <u>OR</u> I have never... I remember... In my opinion	You can link your personal opinions to: 1. School values 2. Environment (only when possible)
	<b>R</b> – Round up conversation	In conclusion Finally,	



# School-Wide Programme

## Extensive Reading Programme

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





**Primary School Book  
Recommendations for  
P3s (NLB)**



**Primary School Book  
Recommendations for  
P4s (NLB)**



# 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)



# 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

# 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





# Key Programmes

## MTL Fortnight

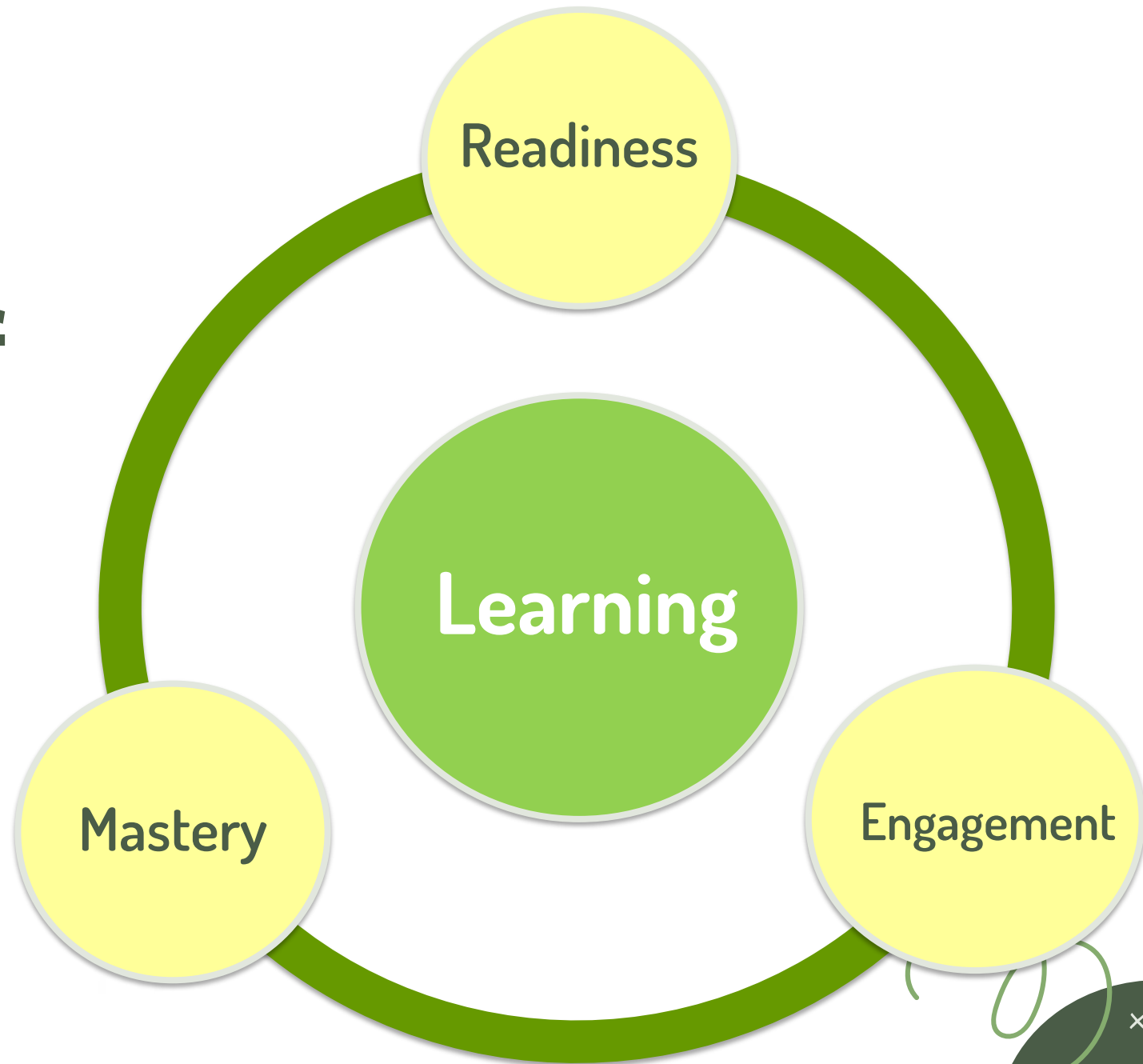
- ▶ Students are exposed to cultural activities to deepen understanding of cultural heritage



# Mathematics

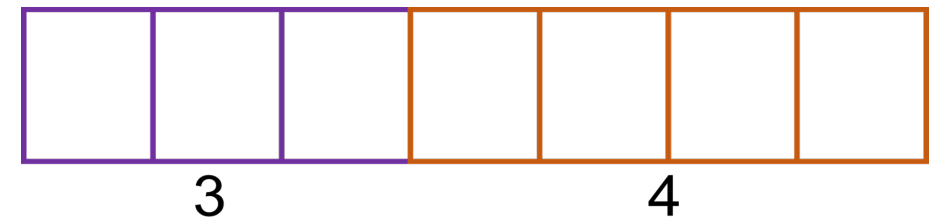
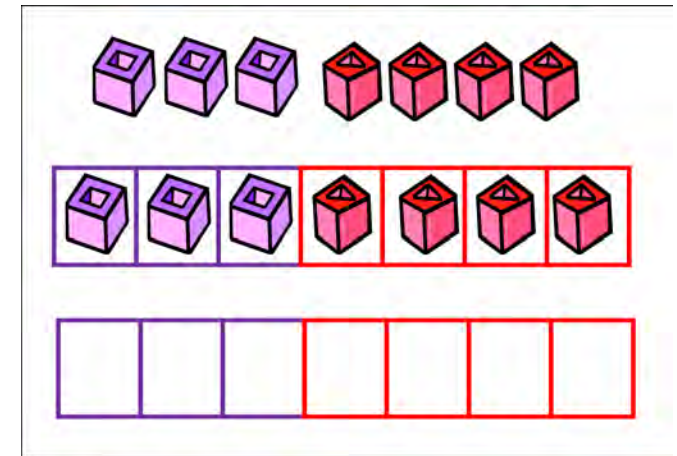
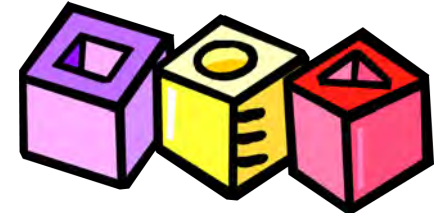


# Phases of Learning



# Concrete - Pictorial - Abstract (CPA)

- ▶ Concrete – actual representation
- ▶ Pictorial
  - ▶ Drawings
  - ▶ Representations using shapes
  - ▶ Transition from concrete to pictorial
- ▶ Abstract – using numbers to represent



3 and 4 make 7

# Mathematics at P3 and 4

## ❖ Developing habits

- Thinking and reasoning

- Fluency

  - Multiplication tables

  - Addition and subtraction within 20

A number is 60 when rounded to the nearest ten. What are the possible numbers?





# Key Programmes

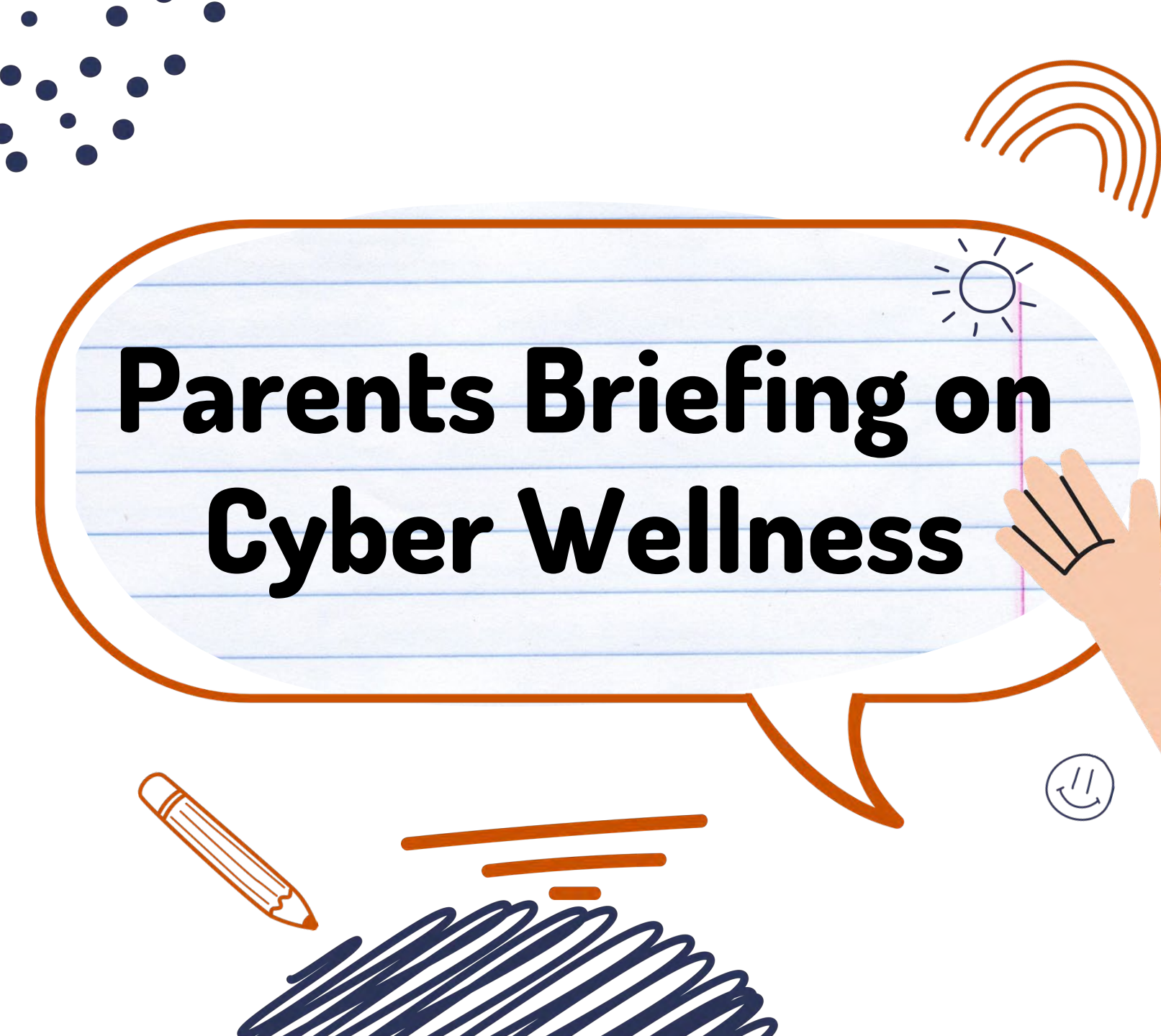
## ❖ Maths Games

- 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



## Parents may not be aware of the online risks

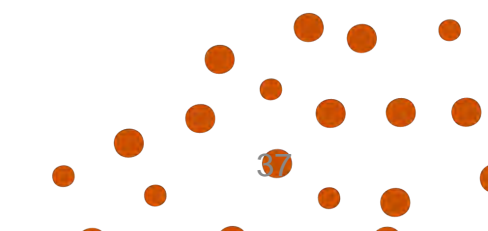
Parents might not be aware, but...

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



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5


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%

# 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

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

**Whom Can I Trust Online?** 1 Date: \_\_\_\_\_

### Stages of Friendship

There are different stages of friendship. Fill in the boxes with the helping words below.

Acquaintances Close Friends Strangers Friends

4 \_\_\_\_\_

- People whom I feel very comfortable talking to in person
- People who share similar values, beliefs and goals

3 \_\_\_\_\_

- People whom I talk to quite often in person
- People who share common interests and activities

2 \_\_\_\_\_

- People I know but not very well
- People that I say hello to when I bump into them

1 \_\_\_\_\_

- People I do not know and have not met before
- People I have not talked to before

8 Understand and Care for Myself

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

# 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

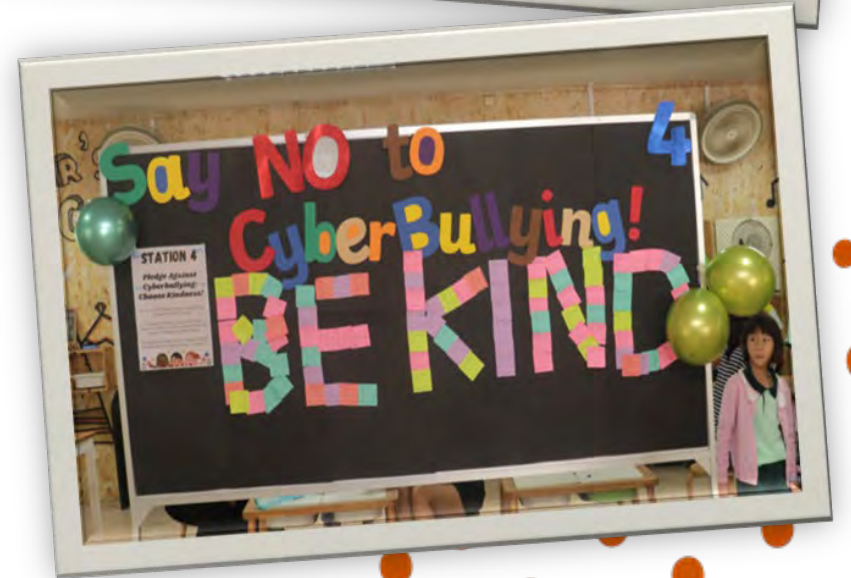


E.g. Family Time in the lesson on Staying Safe in the Cyberworld



# 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.

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?"



© 2024 Government of Republic of Singapore. Part of the resources were adapted from the Parenting Strategies Program (<https://www.parenting.gov.sg/parents>) and the Partnership Parenting (PP) Program in consultation with the Program Lead, Professor Alan Yip from Massey University. Use of the material 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 website.

you've got this



# 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?

<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>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.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations to better understand what your child does online.</b><ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>

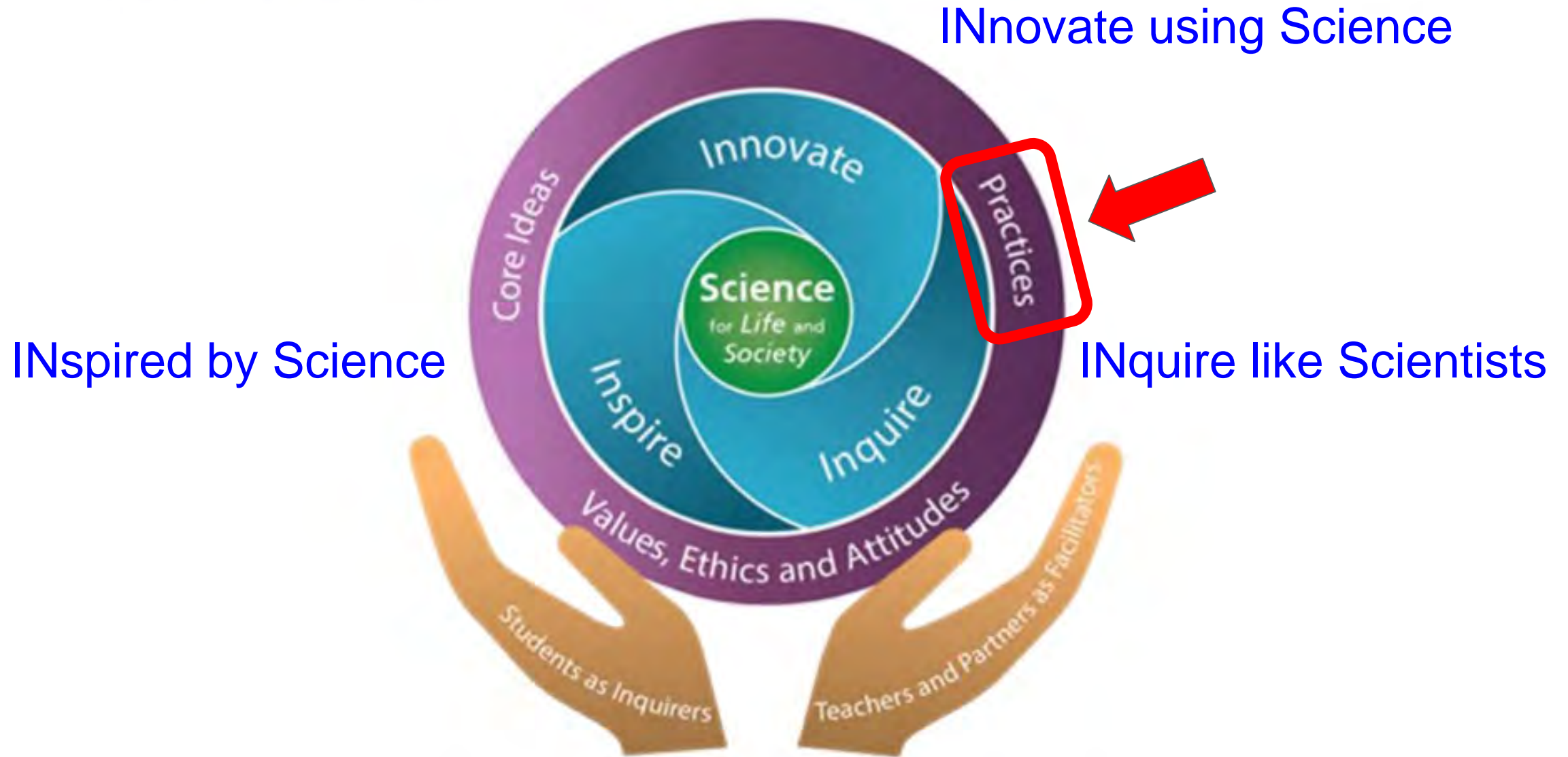
# Sharing of Science syllabus by HOD Science



# Primary Science Syllabus

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

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



**Figure 1:** The Science Curriculum Framework

Demonstrating WOTD		
<b>Investigating</b>	<b>Evaluating and Reasoning</b>	<b>Developing and Evaluating Solutions</b>
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		



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	<p style="text-align: center;"><b>Age-appropriate Activities and Questions</b></p>	
Analysing and interpreting data		

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



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### Activity 10: Junior botanists

**Aim:** To find out about the different plant parts.

**What we need:** Magnifying glass.

**Let's Inquire**

- As a junior botanist in your school, take a walk in your school garden. Observe the diversity of plants found in the garden. You may use a magnifying glass to observe details of the plants around you.

When we observe, we use our senses to gather information about plants and their parts.

Be careful when walking in the garden.

Plant System 1

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



4. Write your predictions in the table below. Discuss your predictions in groups.

Object	Will it be visible in light or in a dark environment?	
	Prediction (Can you see the object?)	Observation (Can you see the object?)
1.		
2.		
3.		

- Place object 1 in the light box and seal the light box with the side as per:
- Place the beetle covering over the light box. All on the holes on the beetle covering with the viewing holes on the light box.
- Look through the viewing hole and observe if you can see object 1 in the light box. Record your observations in the table in step 4.
- Repeat steps 5 to 7 for objects 2 and 3, one at a time.
- Based on your observations, complete the sentences below.  
When the light box is completely covered, there is no \_\_\_\_\_ entering the box.  
Then on the objects in the light box, \_\_\_\_\_ be seen.

24 Chapter 1

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



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



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Check for Your Understanding**

**Section A Multiple-choice questions**  
For questions 1-4, four options are given. One of them is the correct answer. Indicate your answer in the brackets provided.

- The diagram below shows the digestive system.

Which part of the digestive system shows the gullet?

( )

1. A  
2. B  
3. C  
4. D

- Which human system helps us to exchange gases with the surroundings?

( )

1. Skeleton  
2. Digestive  
3. Circulatory  
4. Respiratory

45

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



- Based on your observation on the previous page, what caused the temperature of the potato and the water to change at the end of the video?

Potato	The temperature of the potato _____ because it _____ heat to the _____.
Water	The temperature of the water _____ because it _____ heat from the _____.

**Let's Conclude**

- Heat is a form of \_\_\_\_\_.
- When an object gains heat, the temperature of the object \_\_\_\_\_.
- When an object loses heat, the temperature of the object \_\_\_\_\_.
- When two objects with \_\_\_\_\_ temperatures are in contact with each other, heat will flow from the object with the \_\_\_\_\_ temperature to the object with the \_\_\_\_\_ temperature.

Heat 23

**Section B Structured questions**  
For questions 5 and 6, write your answer in the space provided.

- Chen had three materials made of materials X, Y and Z. He wanted to find out which material is the best conductor of heat. He set up the experiment as shown below.

The time taken for the wax to melt and the oil to drop from each rod was recorded in the table below.

Material of the rod	Time taken for the wax to drop (in minutes)
X	11
Y	10
Z	5

56 Chapter 7

# Learning: 4 Knowledge Domains

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



# Key Programmes

Primary 3	Primary 4
<ul style="list-style-type: none"><li>• Using apparatus and measuring instruments</li><li>• Hydroponics</li><li>• Every Child A Seed</li></ul>	<ul style="list-style-type: none"><li>• Using apparatus and measuring instruments</li><li>• Bean Seed Germination</li><li>• Design &amp; Make Food Delivery Box</li></ul>