Primary 3 and 4
Parent Engagement Session

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Primary 3 and 4
Total Curriculum Briefing

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

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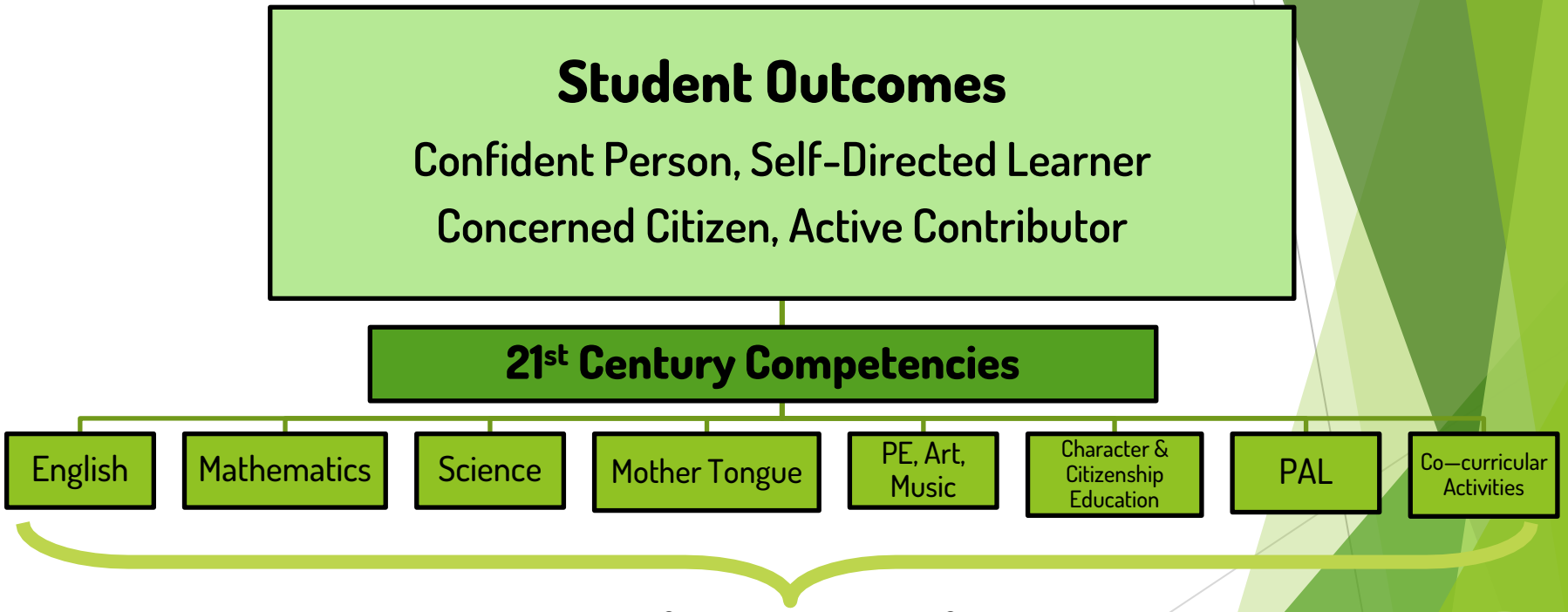

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Whole Child

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CHARM Learning Dispositions

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CHARM

- Curiosity
- Humility
- Adaptability
- Reflectiveness
- Motivation

CHARM Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	✓Asks questions to learn more ✓Shows interest in exploring new ideas
Humility	✓Cooperates well with others in a group learning setting ✓Respects ideas shared by peers ✓Listens actively to what others have to say
Adaptability	✓Responds positively when faced with difficulties

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CHARM Learning Dispositions

Learning Disposition	Observable Actions
Reflectiveness	✓Acts on feedback to improve (Use of Feedback)
Motivation (Joy of Learning)	✓Participates actively in learning. ✓Completes homework assigned with effort (Commitment) ✓Pays attention in class (Focus)

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Observing CHARM in Students

Good Progress Award (P3)

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

For Singapore Citizens

Subjected to MOE's approval

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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

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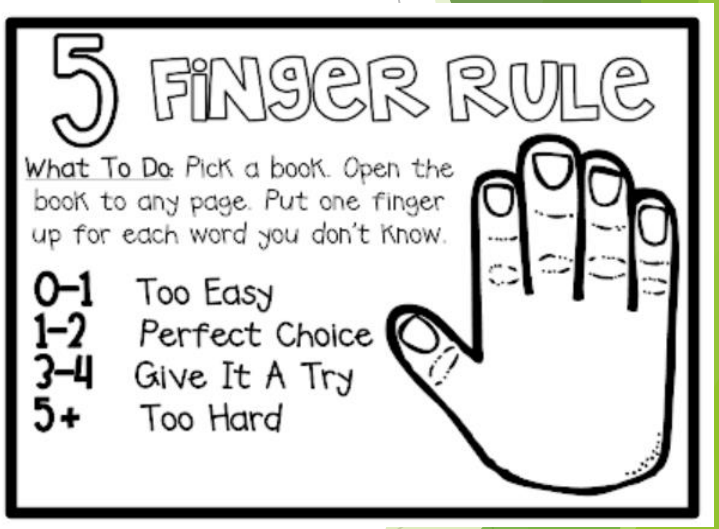
School-Wide Programme

Extensive Reading Programme

- aims to promote a love of reading
  - school library visits
  - reading periods
  - Read Every Day (RED)
    - 10-minutes silent reading during EL lessons



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Primary School Book Recommendations for P3s (NLB)

Primary School Book Recommendations for P4s (NLB)

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Mathematics

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Key Strategies

- Concrete-Pictorial-Abstract Approach
- Phases of Learning
- Factual Fluency

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Concrete-Pictorial Abstract Approach

- Concepts are **abstract**
- Sequence of learning - CPA
- Research based – **optimal** presentation sequence
- Experience and **discover** Maths
- Concrete and Pictorial **builds foundation** for Abstract

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Phases of Learning

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Factual Fluency

- Number bonds of numbers within 20
- Builds
  - Accuracy
  - Number Sense
  - Speed

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Key Programmes

- **Maths Games**
  - Logical Reasoning
  - Critical Thinking
- **Financial Literacy**
  - Earn, Save, Spend & Donate

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Mother Tongue

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Key Strategies

Listening and Speaking

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

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Key Strategies

Reading

- Reading of MT books on Friday for Silent Reading
- Star Reading Activity Card
- Book Subscription Programme for P1 to P3 CL students, Subscription of educational magazines for P1 to P6 students (CL and TL)
- 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 Card

- 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

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P4 Subject-based Banding

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Subject-based Banding (Primary)

- Offers students the option of **Standard** and **Foundation** subjects, depending on their strengths.
- Allow 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.
- The new PSLE scoring system **will not change** the considerations for deciding on a student's subject combination.

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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;
- Whether the subject combination provides **sufficient focus** on **literacy and numeracy**; and
- Whether the subject combination helps the child to move on and be **well-placed** in secondary schools.

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Subject-based Banding (Primary)

- 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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Assessment Weighting

P4 ASSESSMENT	WEIGHTING	TOTAL
WA1	10%	100%
WA2	15%	
WA3	15 %	
SA2	60%	

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Achievement Bands

ACHIEVEMENT BANDS	MARK RANGE	BRIEF DESCRIPTION
Band 1	85 and above	Is very good in the subject
Band 2	70-84	Is good in the subject
Band 3	50-69	Has adequate grasp of the subject
Band 4	Below 50	Has not met requirements for the subject

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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.

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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Subjects offered in Primary School

Your child (P4 exam)	Your child may be recommended to take
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, and takes reference from the current criteria.

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

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Eligibility For HMT In Secondary Schools

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, if they are assessed to have high ability and interest in MTL and are able to take HMT without affecting their performance in other subjects.

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Science Interactive Session

Mrs Sharon Yang
Head of Department (Science)

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Let's Explore

(Scan QR Code
for slides)

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Is Science all about…?

Learning Outcomes of Science

Core Ideas

Coherence and conceptual links within and across different sub-disciplines e.g. Life Science and Physical Science

Practices of Science

Demonstrating Ways of Thinking & Doing in Science

Understanding Nature of Scientific Knowledge

Values, Ethics & Attitudes

Equip students with ability to articulate ethical stance during discussions

Comparison between Old and New Science Syllabus

	Old Syllabus (P4)	New Syllabus (P3)
Goals	Science as an inquiry	Science for Life and Society
Vision	Student as an inquirer Teacher is the leader of inquiry	Inspired by Science Inquire like Scientists Innovate using Science
Fundamentals	Knowledge, Understanding and Application Skills and Processes Ethics and Attitudes	Core Ideas of Science Practices of Science Values, Ethics and Attitudes in Science
Emphasis	Inquirer →	Practitioner

4 Knowledge Domains

Factual Knowledge	Conceptual Knowledge
Procedural Knowledge	Metacognitive Knowledge

4 Knowledge Domains

Factual Knowledge	Learning and memorising facts Be accurate and fluent Building onto prior knowledge “At your fingertips”

4 Knowledge Domains

Conceptual Knowledge	Big ideas in Science Reading for understanding Organising facts and ideas Example: Heat travels from a warmer region to a cooler region

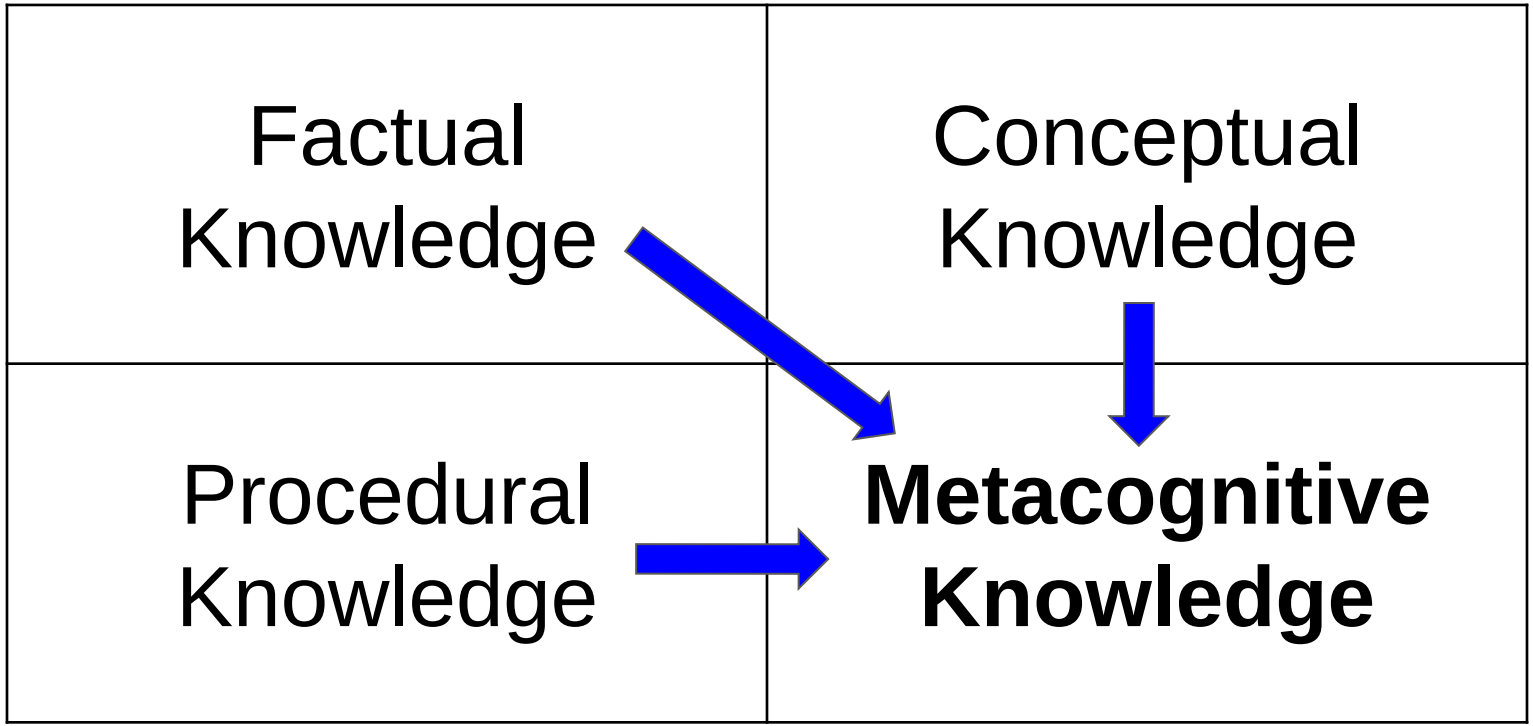
4 Knowledge Domains

Procedural Knowledge	<u>Skills and Processes</u> Observe Classify Compare Using apparatus & measuring instruments Communicate

4 Knowledge Domains

Metacognitive Knowledge	Thinking individual Reflecting on own learning Making connections and meaning Copying Vs Note-taking

4 Knowledge Domains



Tell me and I forget.
Teach me and I remember.
Involve me and I learn.
- Benjamin Franklin

Hands-on Time

Let’s explore the properties of materials!

Previously, we have learnt about the 6 different types of materials.

Quick Buzz: (2 minutes)

(1) Discuss with your shoulder partner what they are
(2) Write them in your Nature Study Book

How many did you remember correctly?

- Ceramic
- Fabric
- Metal
- Plastic
- Rubber
- Wood

We **A**re **L**earning **T**o:

(1)Investigate the property of **flexibility**

(2) Investigate the property of **transparency**

Investigation 1

Investigate the property of **flexibility**

- What are the objects, R1 and R2 made of?
- What would we likely observe if a material is flexible?

Investigation 2

Investigate the property of **transparency**

- What are sheets A, B, C and D made of?
- How do you know when most, some or no light can pass through the material?

Investigation 1

Investigate the property of **flexibility**

- What are the objects, R1 and R2 made of? R1 is wood and R2 is plastic
- What would we likely observe if a material is flexible? A material is flexible if it can be bent easily without breaking when a weight is placed on it.

Investigation 2

Investigate the property of **transparency**

- What are sheets A, B, C and D made of? A is fabric, B is metal, C and D are plastic
- How do you know when most, some or no light can pass through the material?
  Most light - D, can see the light and torch clearly
  Some light - A, can see some light but not the torch
  No light - B and C, light is blocked

Key Programmes

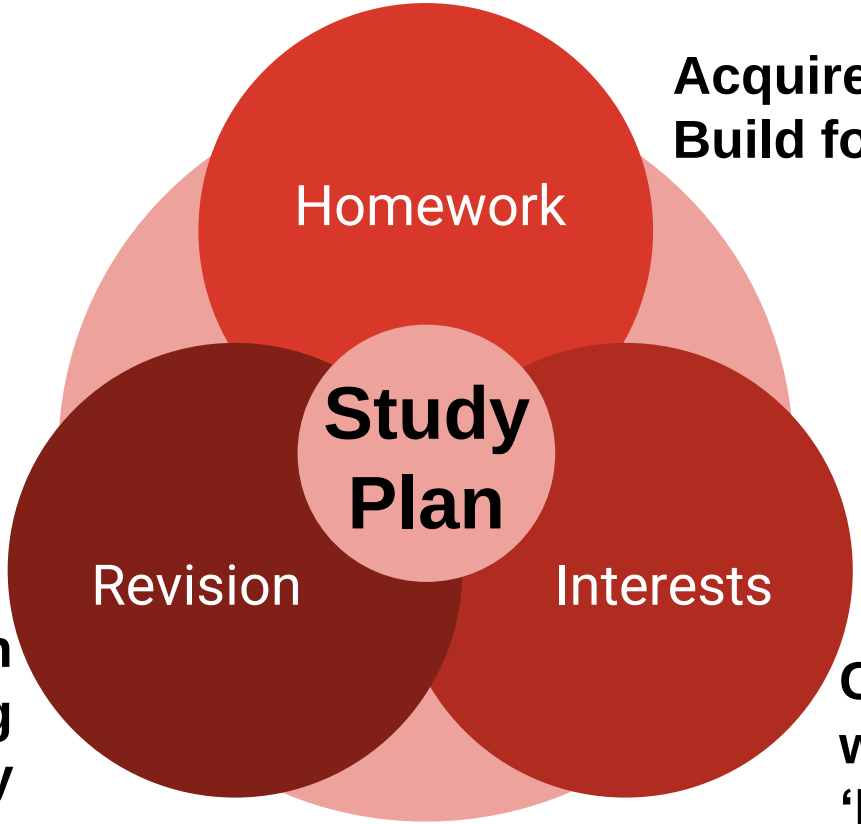
Primary 3	Primary 4
● Using apparatus and measuring instruments ● Growing Mushroom ● Hydroponics ● Every Child A Seed	● Using apparatus and measuring instruments ● Keeping Pet Mealworms ● Bean Seed Germination ● Design & Make Food Delivery Box

Home Support

Homework: Timely Submission and Quality Work

3 Ways of Completing Homework		
Just do it Suitable for ● Revision work ● Confident topics	**Refer to Textbook and Notes** Suitable for ● New topics ● Building confidence	**Revise then do** Suitable for ● Self-assessment ● Regular revision

Important: Maintain a Balance of all 3 Ways



Acquire knowledge
Build foundation

Deepen understanding
Clarify misconceptions

Connect with real world
‘Problem finder’


Kitchen Science

Procedural

Add water

A week later

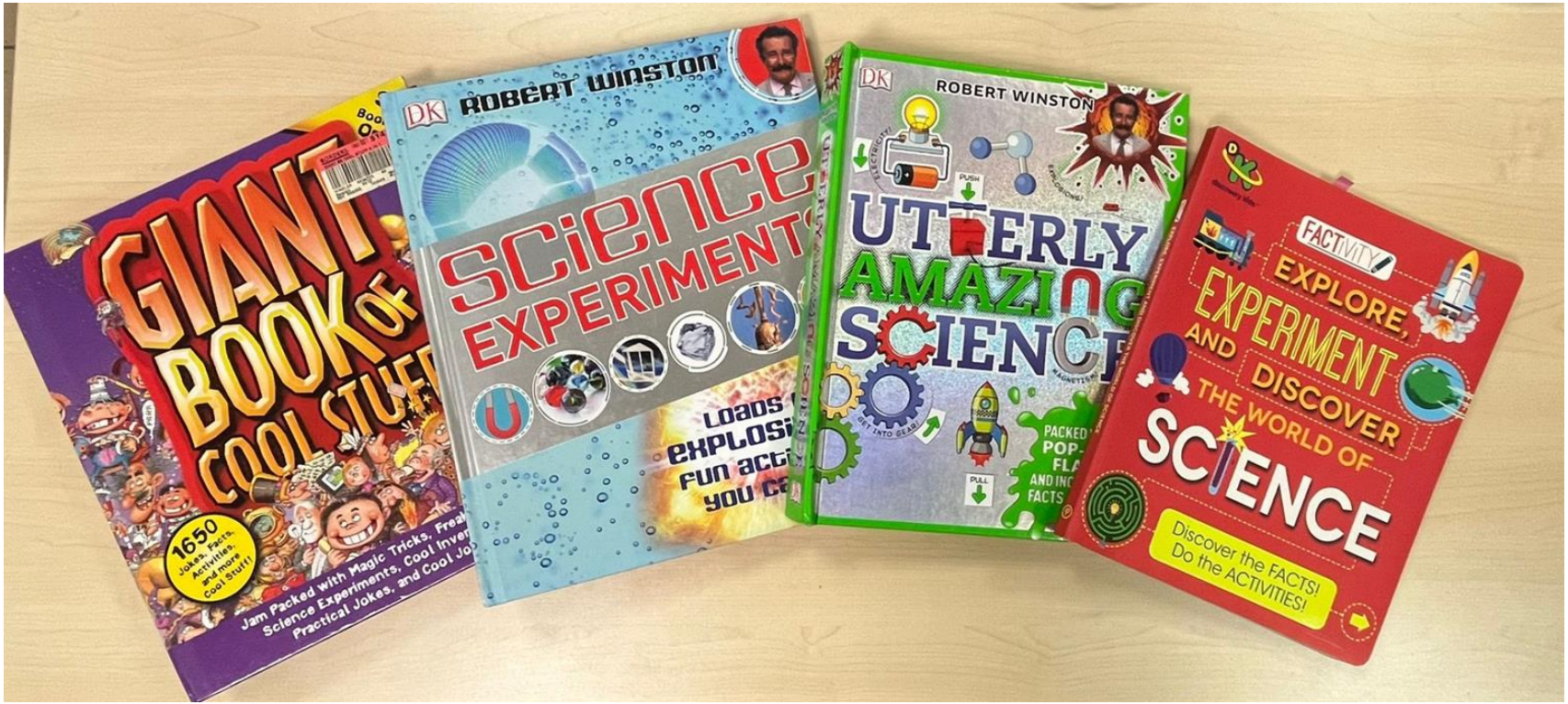
Seed Germination (Resealable bags, seeds, kitchen towels)

Light and Shadows
(Handphone and household items)

Conceptual

Conceptual

Volume of water increases as it changes state (Plastic bottles)



Educational Books

Insect Observation Magnifier Viewer Box Cup ($3.00 online)

Educational Toys

Handheld Child Microscope ($17.00 online)

Thank you for coming!

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