

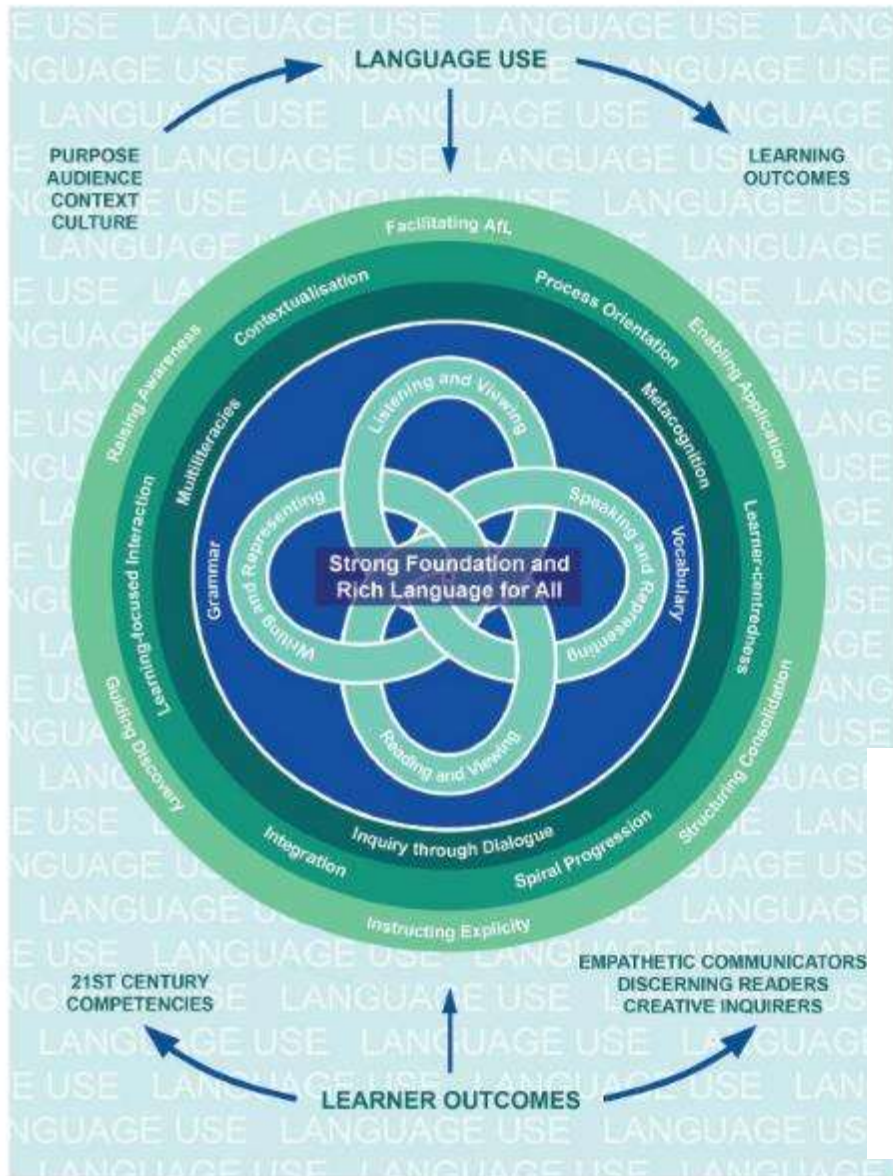


ENGLISH LANGUAGE

Primary 3



Areas of Language Learning



Approach to EL Teaching and Learning

EL Teaching Processes (ACoLADE)

Principles of EL Teaching and Learning (CLLIPS)

Pedagogical Emphases (Multiliteracies, Metacognition, Inquiry through Dialogue)

Knowledge about Language

Receptive and Productive Skills

- Listening & Viewing
- Reading & Viewing
- Speaking & Representing
- Writing & Representing
- Grammar
- Vocabulary

A **Co** **L** **A** **D** **E**

Raising Awareness
 Structuring Consolidation
 Facilitating Assessment for Learning
 Enabling Application
 Guiding Discovery
 Instructing Explicitly

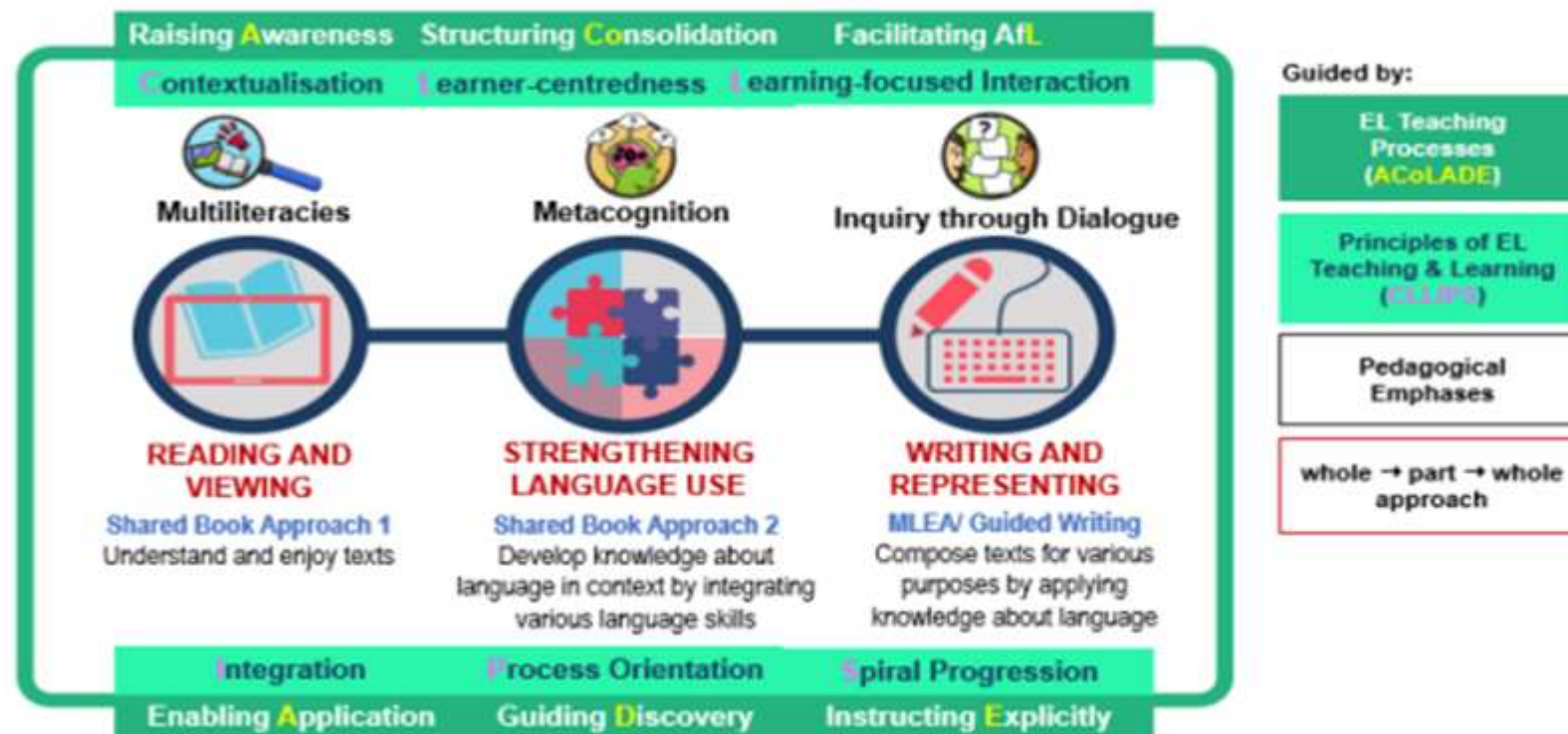


Lower Primary STELLAR 2.0 (P1 to P3a)

The STELLAR 2.0 Pedagogic Framework



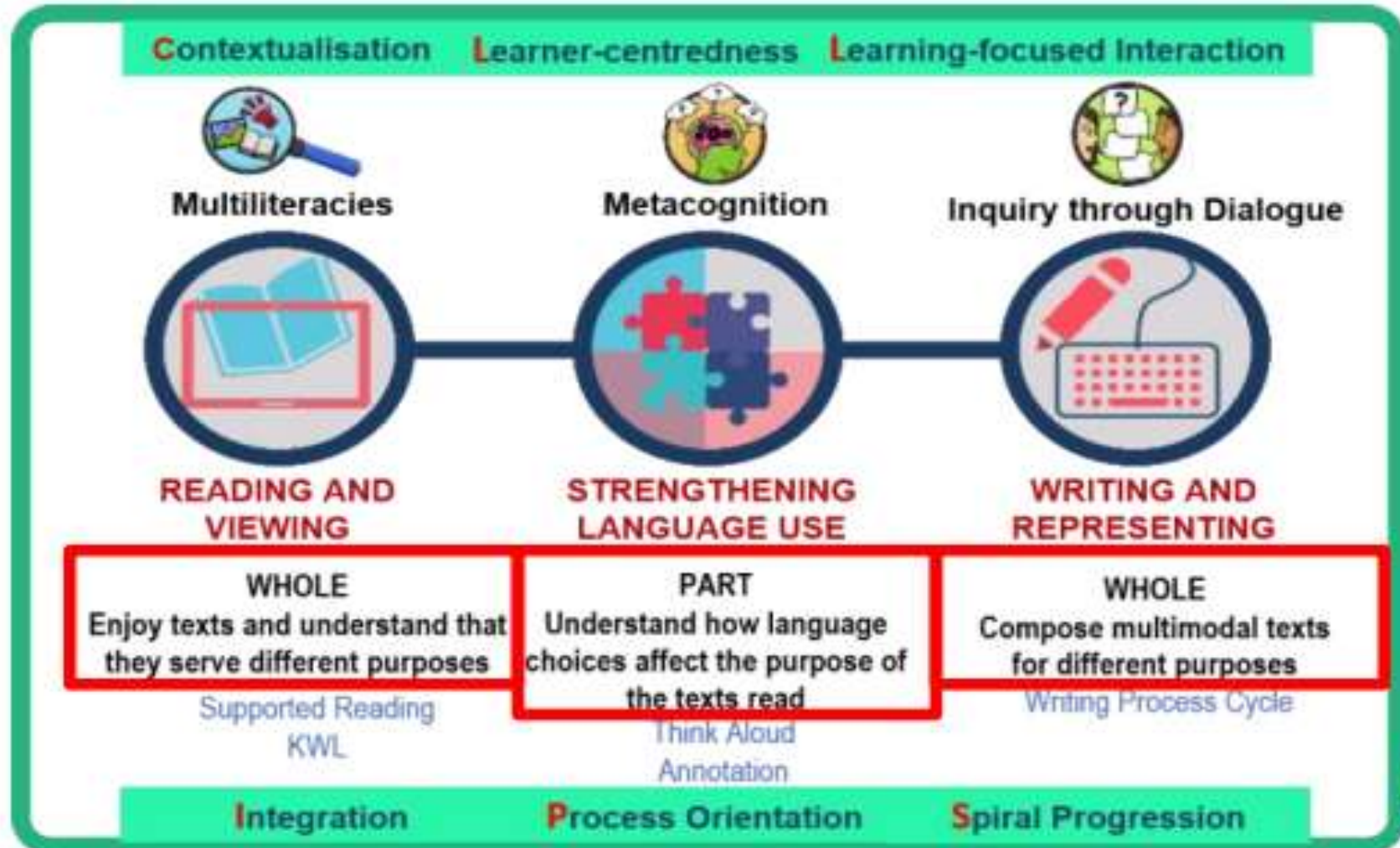
Language Learning in the Lower Primary STELLAR^{2.0} Classroom





P3b to P6 STELLAR 2.0

STELLAR 2.0 Pedagogic Framework (P3b to P6)





An overview

Language Learning Area	STELLAR (National Curriculum)	School-based Curriculum
Reading & Viewing	<ul style="list-style-type: none"> Supported Reading Retelling KWL Sustained Silent Reading (SSR) 	<ul style="list-style-type: none"> Library Structured Reading Programme (SRP) Current Affairs (Mini Red Dot) Oral Communication Package
Writing & Representing	<ul style="list-style-type: none"> Writing Process Cycle (WPC) Text-Type Writing 	<ul style="list-style-type: none"> CPS Writing Package (P.O.E.M) Journal (3-4 entries per term) Mini Red Dot Reflections (Journal)
Speaking & Representing	<ul style="list-style-type: none"> Effective and purposeful interaction and group discussion embedded in all key strategies 	<ul style="list-style-type: none"> Oral Communication Package
Listening & Viewing	<ul style="list-style-type: none"> Listening and viewing skills for understanding and critical thinking taught through all key strategies using audio and graphic stimuli 	
Grammar	<p style="text-align: center;">Whole-Part-Whole Approach</p> <ul style="list-style-type: none"> Explicit teaching of grammar in meaningful context using STELLAR readers 	
Vocabulary	Text-Based Approach <ul style="list-style-type: none"> STELLAR Readers 	Working with Words <ul style="list-style-type: none"> Spelling (in context)



Term	Unit	STELLAR Titles
1	1	Fearless Phil
	2	The Gruffalo
	3	Camille and the Sunflowers
2	4	Predators and Prey
	5	Stars of Chek Jawa
3	6	Unusual Plants
	7	There's a Boy under the Bed
4	8	Prince Zak and the Wise Frog
	9	Spilt Milk

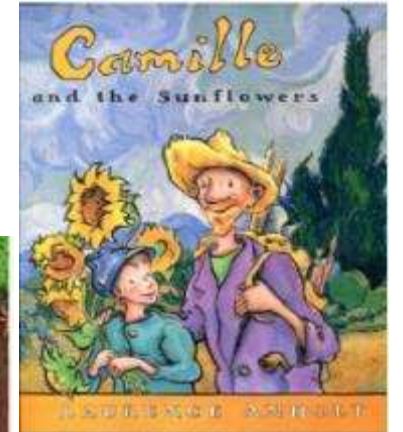
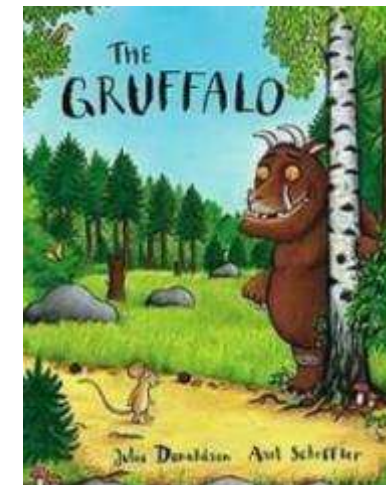
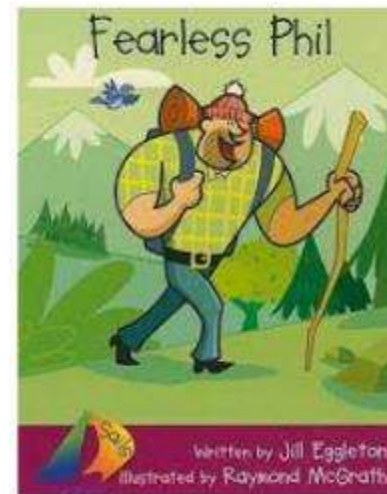


Reading & Viewing

(Shared Book Approach Primary 3a - National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Model fluent reading
- Text directionality by gliding pointer under each word as teacher reads
- Discuss the text through questioning
- Encourage students to think critically
- Make connections with what students know (i.e., text-to-self [T-S], text-to-text [T-T], text-to-world [T-W]) to what they read



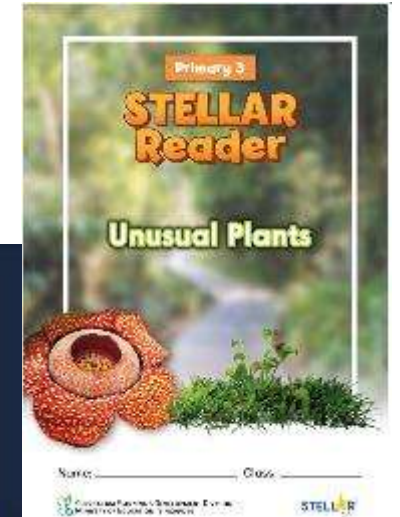
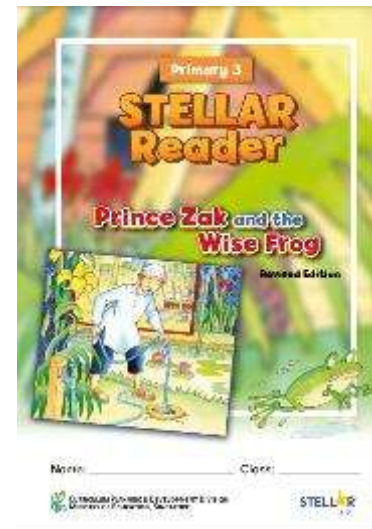


Reading & Viewing

(STELLAR readers Primary 3b – National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Supported Reading
 - KWL (Non- fiction text)
 - Questioning (fiction text)
- Comprehend the text through questioning
- Encourage students to ask questions as they read
- Make text-to-self [T-S] connections to understand what is said in the text





Reading & Viewing

(National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



• Supported Reading

- Narrative texts that contain a series of events that the character(s) encounter. The events will include problems and solutions.
- Narratives contains elements of texts that entertain.

• KWL (*What I Know – What I Want to Know – What I Learnt*)

- information and non-fiction texts, as they help students activate prior knowledge, set reading purposes, and reflect on their learning.



Reading & Viewing

(National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

• Close and Critical Reading

- **Close Reading:** Read carefully to understand the story.
- **Critical Reading:** Think deeply and share opinion about the story. (can also be from another perspective).

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)	

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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	


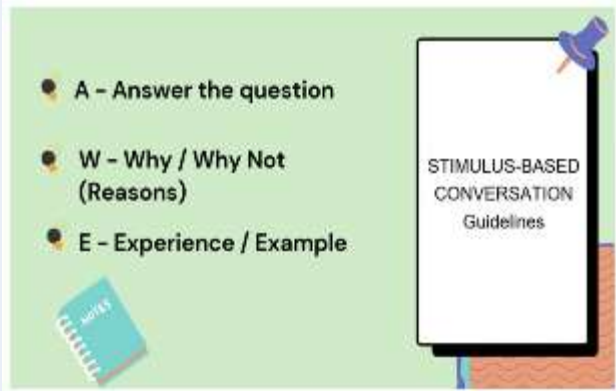
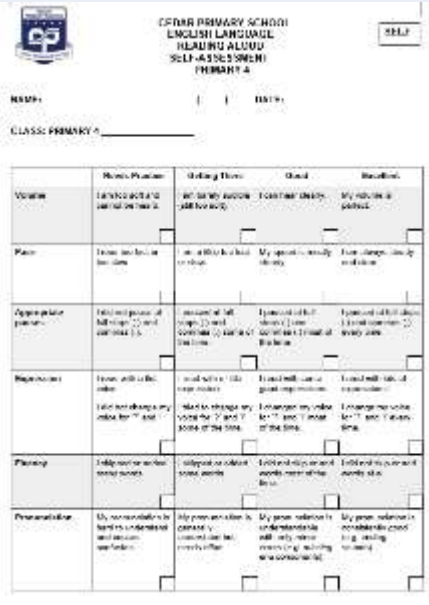
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Speaking & Representing

(Oracy - National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Reading aloud	Stimulus-based Conversation (SBC)	Checklist																																			
<p>Reading strategies</p>	<p>AWE strategy</p>	<p>Peer and Self</p>																																			
 <p>Recap : How does a good reading sound like?</p> <ul style="list-style-type: none"> Words are pronounced clearly. Certain words are stressed to bring out the meaning of the sentence. Ending consonants are clearly articulated but not exaggerated. 	 <ul style="list-style-type: none"> A - Answer the question W - Why / Why Not (Reasons) E - Experience / Example 	 <p>CEDAR PRIMARY SCHOOL ENGLISH LANGUAGE SPEAKING ALOUD SELF-ASSESSMENT PRIMARY 4</p> <p>NAME: _____ DATE: _____</p> <p>CLASS: PRIMARY 4 _____</p> <table border="1"> <thead> <tr> <th></th> <th>Always/Practise</th> <th>Getting There</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Volume</td> <td>I can be heard clearly by everyone.</td> <td>I can be heard clearly by everyone.</td> <td>I can be heard clearly by everyone.</td> <td>I can be heard clearly by everyone.</td> </tr> <tr> <td>Pace</td> <td>I speak at a steady pace.</td> <td>I speak at a steady pace.</td> <td>I speak at a steady pace.</td> <td>I speak at a steady pace.</td> </tr> <tr> <td>Appropriate pauses</td> <td>I use pauses to separate ideas.</td> <td>I use pauses to separate ideas.</td> <td>I use pauses to separate ideas.</td> <td>I use pauses to separate ideas.</td> </tr> <tr> <td>Repetition</td> <td>I repeat words or phrases.</td> <td>I repeat words or phrases.</td> <td>I repeat words or phrases.</td> <td>I repeat words or phrases.</td> </tr> <tr> <td>Fluency</td> <td>I speak without many hesitations.</td> <td>I speak without many hesitations.</td> <td>I speak without many hesitations.</td> <td>I speak without many hesitations.</td> </tr> <tr> <td>Pronunciation</td> <td>I pronounce words correctly.</td> <td>I pronounce words correctly.</td> <td>I pronounce words correctly.</td> <td>I pronounce words correctly.</td> </tr> </tbody> </table>		Always/Practise	Getting There	Good	Excellent	Volume	I can be heard clearly by everyone.	I can be heard clearly by everyone.	I can be heard clearly by everyone.	I can be heard clearly by everyone.	Pace	I speak at a steady pace.	I speak at a steady pace.	I speak at a steady pace.	I speak at a steady pace.	Appropriate pauses	I use pauses to separate ideas.	I use pauses to separate ideas.	I use pauses to separate ideas.	I use pauses to separate ideas.	Repetition	I repeat words or phrases.	I repeat words or phrases.	I repeat words or phrases.	I repeat words or phrases.	Fluency	I speak without many hesitations.	I speak without many hesitations.	I speak without many hesitations.	I speak without many hesitations.	Pronunciation	I pronounce words correctly.	I pronounce words correctly.	I pronounce words correctly.	I pronounce words correctly.
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Writing & Representing

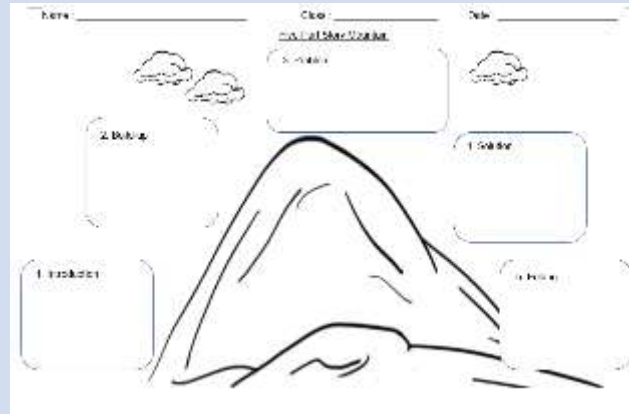
(National Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Writing Process Cycle (WPC)

- **Class Writing**
 - Guided
 - Collaborative
- **Group Writing**
 - Collaborative work
 - Joint Composition
- **Individual Writing**
 - plan their writing and revise their writing on their own.
 - use the success criteria to shape their writing

Before writing (planning)



After writing (checklist)





Reading & Viewing

(School Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



**Structured Reading Programme
(SRP)**

Library Period



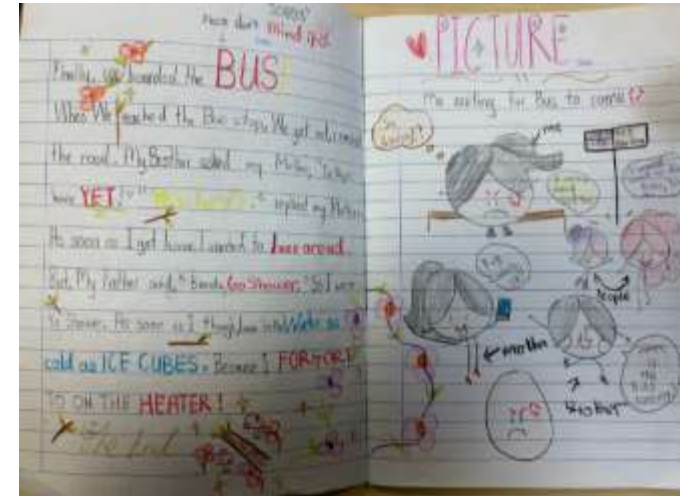
Writing & Representing

(Journal Entries - School Curriculum)



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Develops confidence in writing.
- Encourages self-expression
- Encouraging reflection and critical thinking
- Fostering creativity and imagination
- Encourages self-awareness and personal growth





Speaking, Writing & Representing

(Civic Literacy – Local and Global Highlights - School Curriculum)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



May 2025

Dad's inspiring: Meet three fathers who are everyday heroes to their kids

- Some dads work hard outside and inside the home.
- Others spend time reading bedtime stories, cooking meals, or giving big bear hugs.
- They are strong, loving, and kind.



July 2025

Mini Red Dot

How festivals are celebrated around the world.



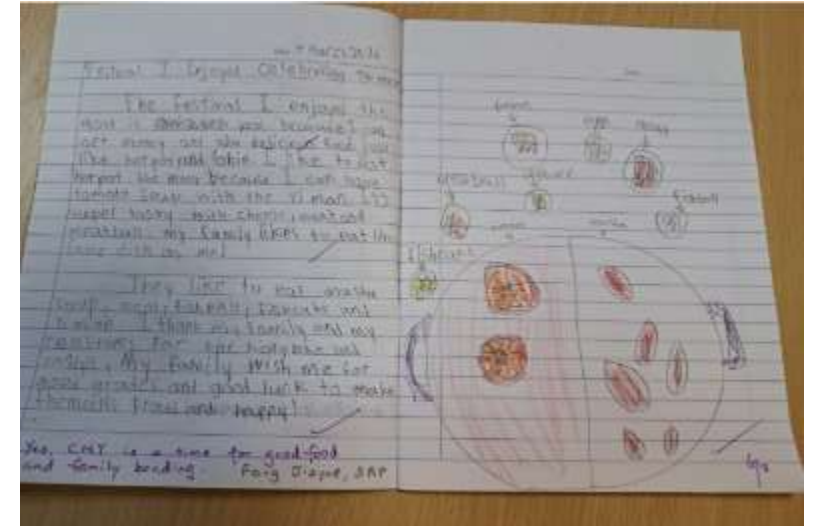
Pakistan



Harbin, China



January 2026





Reading Programmes (Targeted Groups)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

RRP - Reading Remediation Programme	SDR - School-based Dyslexia Remediation
Targeted Intervention	Targeted Support for Dyslexia
Small Group Instruction	Small Group Remediation
Structured and Systematic Approach	Evidence-based Structured Literacy Approach
Bridging the Literacy Gap	Trained Specialist Teachers



Programmes & Competitions

(Exposure, Experience and Enrichment)

Programmes / Competitions

Step Up! Speak Up! Battle (Public Speaking)

Moo-O Awards (reading - bring stories alive)

National English Writing Competition





Other Programmes & Activities

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Books before Bell

Books Express

Storytime Spectacular

Cedar News Bytes

Library Activities

Termly Update – NLB programmes & Book recommendations (parents/guardians)

READ@CPS

Class Library

Promotion of new books by level (termly)





Students' Resources

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Blue File (EL Worksheets)
- White File (Writing)
- STELLAR Worksheets
- EL Worksheets (exam format)
- Student Learning Space (SLS)
- Exercise Book (Journal)





Weighted Assessment Format

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Reading Aloud	10 (10%)	Reading (Performance Task)
2	<ul style="list-style-type: none"> Listening Comprehension Language Use & Comprehension 	30 (15%)	<ul style="list-style-type: none"> - Listening Comprehension <ul style="list-style-type: none"> • Picture Sequencing • Note-taking Language Use and Comprehension <ul style="list-style-type: none"> • Section A –MCQ questions (Grammar & Vocabulary) • Section B – Grammar Cloze & Comprehension OE
3	Writing	20 (15%)	<ul style="list-style-type: none"> - A topic with pictures, prompts and helping words -> 100 words - 50 min
4	End-of-Year Examination	100 (60%)	Papers 1, 2, 3, 4



End-of-Year Examination

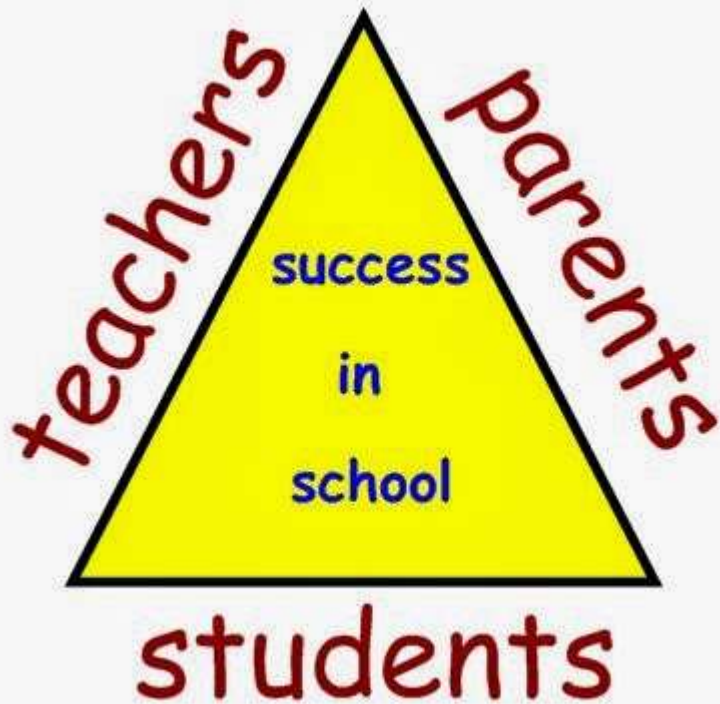
Paper	Component	Marks	Details
1	Writing	20	- A topic with pictures, prompts and helping words -> 100 words - 50 min
2	Language Use & Comprehension	50	- Booklet A –MCQ questions (Grammar, Vocabulary & Visual Text) - Booklet B – Grammar Cloze, Sentence Combining & Comprehension OE -1h 15min
3	Listening Comprehension	14	- Picture Matching - Picture Sequencing - Note-taking - Comprehension MCQ - About 20 min
4	Oral Communication	16	- Reading Aloud - Stimulus- Based Conversation
TOTAL		100	



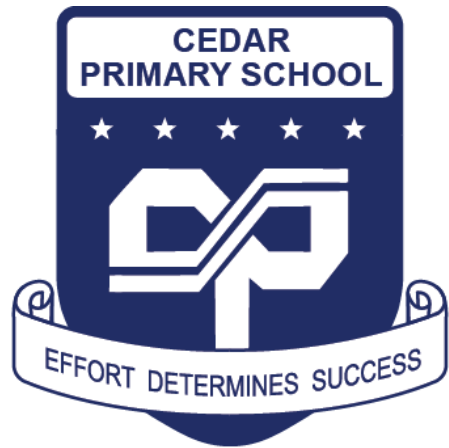
Tips for Parents & Guardians



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Daily Check-in
- Weekend Activities (reading together/discussions)
- Show & Tell (speaking and listening)
- Building Vocabulary Naturally (public spaces)
- Communicate using Standard English
- Using Technology Wisely
- Leveraging Screen Time
- Provide authentic learning experiences (NLB programmes)
- Focus on child's interests
- Build confidence



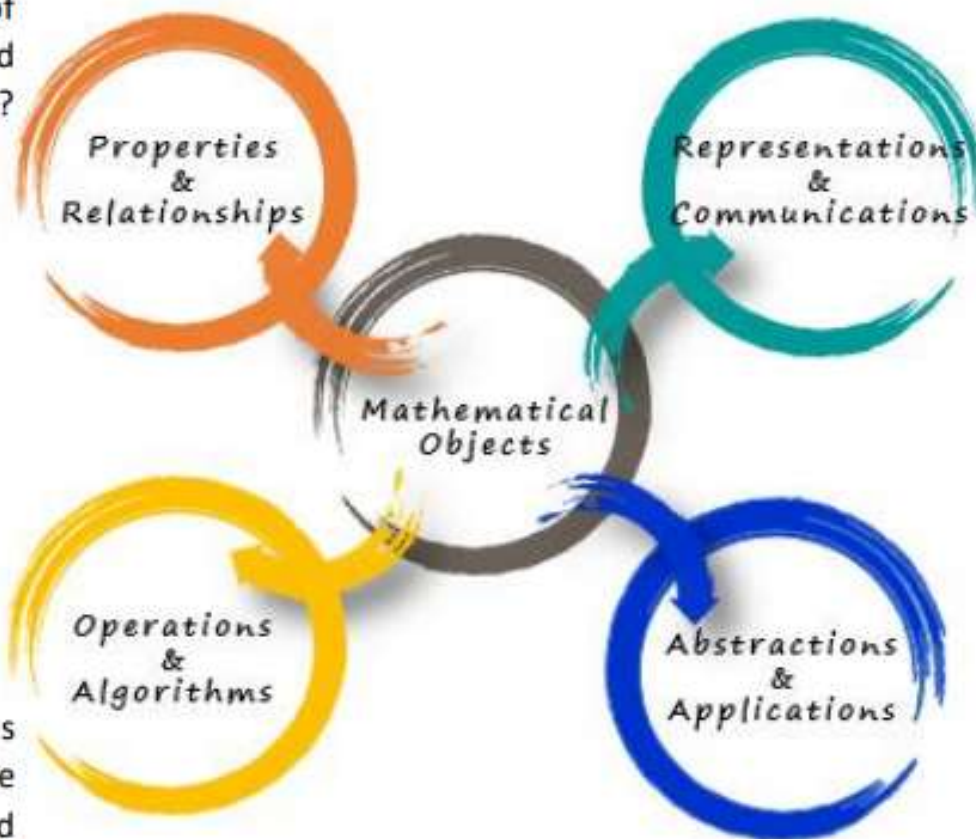
MATHEMATICS

Primary 3



THEMES & BIG IDEAS

What are the properties of mathematical objects and how are they related?



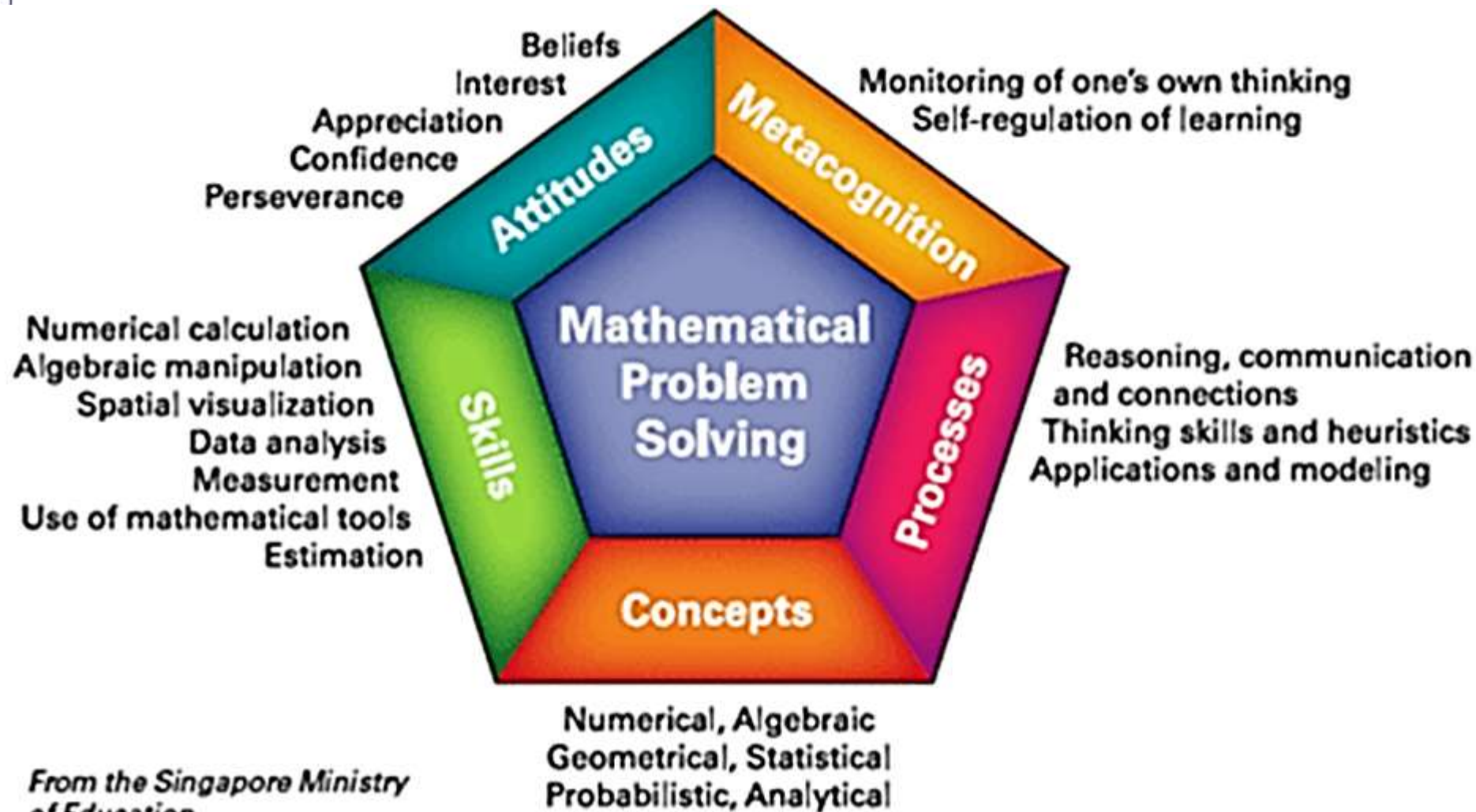
How can the mathematical objects and concepts be represented and communicated within and beyond the discipline?

What meaningful actions can we perform on the mathematical objects and how do we carry them out?

How can the mathematical objects be further abstracted and where can they be applied?



MOE Mathematics Framework



From the Singapore Ministry of Education



Primary 3 Mathematics Syllabus

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity



Numbers

- Numbers to 10 000
- Four Operations
 - Money
 - Fractions



Measurement & Geometry

- Length, Mass & Volume
- Area & Perimeter
- Angles
- Time
- Perpendicular & Parallel Lines



Statistics

- Bar Graphs

Mathematical Processes/Skills



Mathematical Process & Cedar

S

STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?

O

ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use?
Have I come across a similar problem before?

A

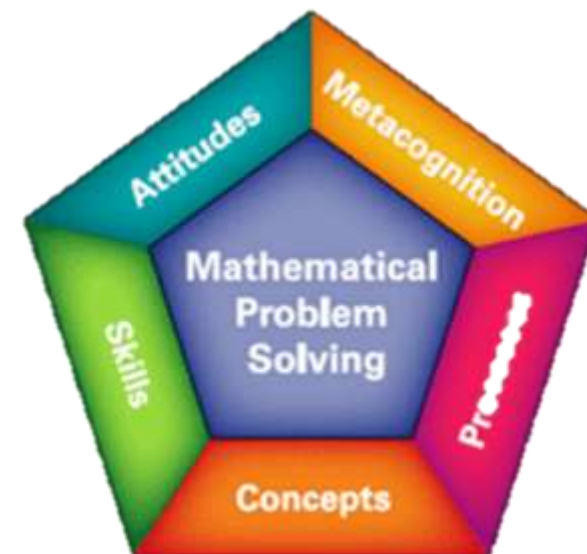
ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?

R

REFLECT on your solution

- Check your work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?





Key Focus Areas

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- ✓ Critical mathematical processes that support the development of **emerging 21st century competencies**
- ✓ **Metacognition** to promote self-directed learning and reflection



Emerging 21st Century Competencies



(a) The picture below shows the MRT train tracks in Singapore. Some tracks are bending and curved especially at the turnings. Do you think the rails on the train tracks are parallel to one another?



Confident

Civic, Global and Cross-Cultural Understanding

Concerned

11 Length, Mass and Volume

Which is the shortest route I should take to the office?

The loaf of bread is heavier than the box of butter spread.

What is the amount of milk in my glass?

- All day entertainment
- Free cooking and dance
- Free unlimited Wi-Fi



1 Look at the prices of these items. Which end with 90 cents?




✓ Relate to real-life scenarios



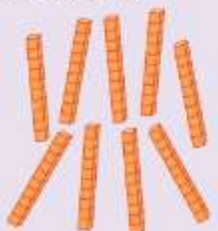
Metacognition

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- ✓ Thinking about thinking
- ✓ Think about **why** a chosen approach is used to solve a problem
- ✓ Make **thinking audible or visible** by communicating what is being thought or how the problem is approached

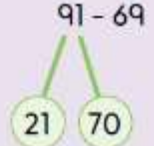
 **Thinking Aloud**

Find the difference between 69 and 91.

Method A: 

Method B:

Tens	Ones
9	1
- 6	9

Method C: 

Which is the fastest way to find the answer?





Engaging in Math Talk

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- ✓ **Application of concept** learnt
- ✓ **Make sense** of what has been taught in class
- ✓ Relevance to **real life**
- ✓ **Math talk**



Thinking Aloud

BAKERY A	BAKERY B
 Mini Rolls \$2.50 per packet	 Mini Rolls \$2 per packet

Mark needs 15 mini rolls for a party.
Which bakery should he buy from?
How many packets does Mark need to buy?

2 Look at these dollar notes.



Can I buy the same things with each of these notes?



Learning Experiences

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity





Assessing for Understanding

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Authentic Learning

Learning Experiences

Class Discussions

Chapter Reviews

White-boarding

Quizzes



Assessing for Competency

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Type of Assessment	Duration	Marks	Component	Weightage
Term 1 Class Test	45 min	30	MCQ & SAQ	10%
Term 2 Class Test			MCQ & SAQ	15%
Term 3 Class Test			SAQ & LAQ	15%
Term 4 End-of-Year Exam	1 h 15 min	50	10 MCQ, 11 SAQ, 5 LAQ	60%

MCQ: Multiple-choice questions

SAQ: Short-answer questions

LAQ: Long-answer questions



Practice makes Perfect?

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

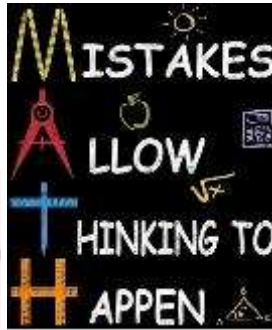
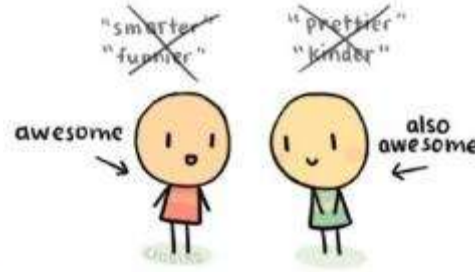
Practice makes performance





Home-School Partnership

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Mon	Tue	Wed	Thu	Fri	Sat	Sun





MOTHER TONGUE LANGUAGES

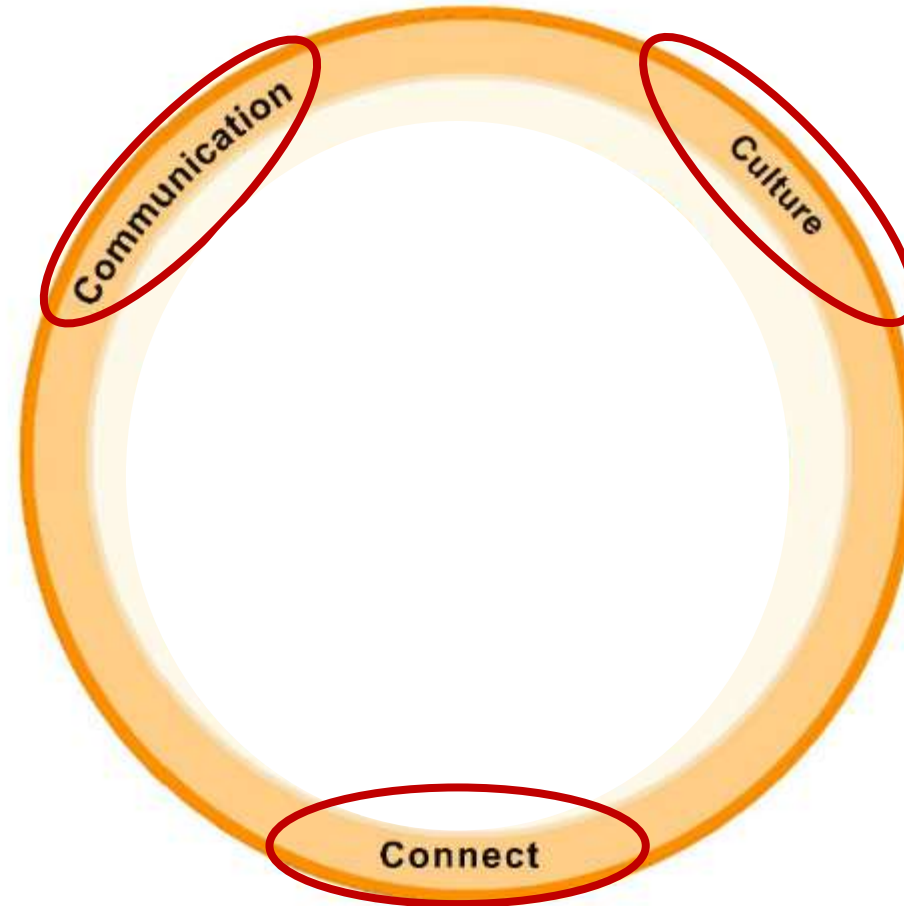
Primary 3



Purpose & Objectives of Learning MTL

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

To Support and enable every student to learn MTL, to as high a level as each student is able to



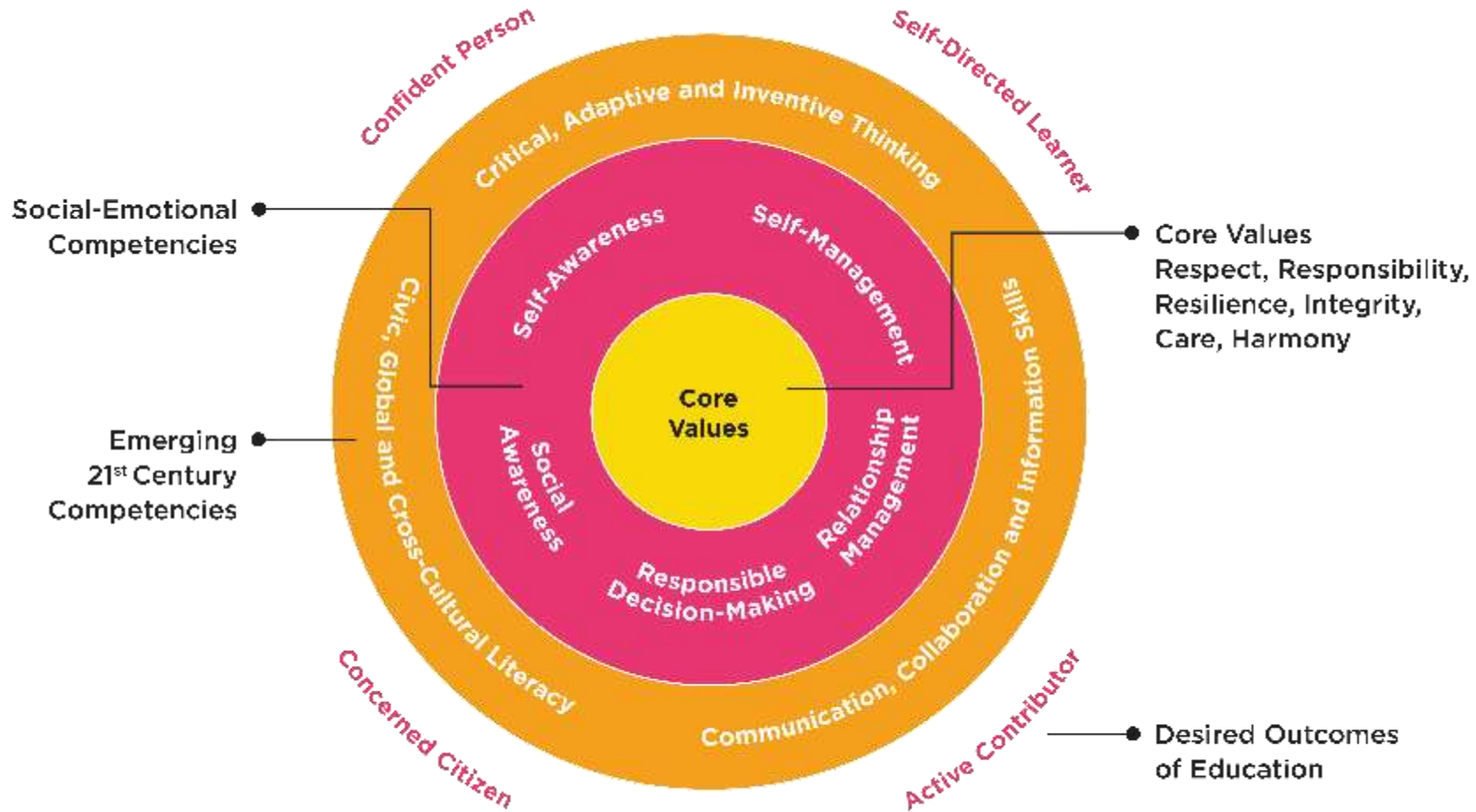
Six Language Skills:

- Listening and Reading Skills
- Speaking and Writing Skills
- Spoken Interaction and Written Interaction Skills



Learning MTL Develops 21st Century Competencies

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

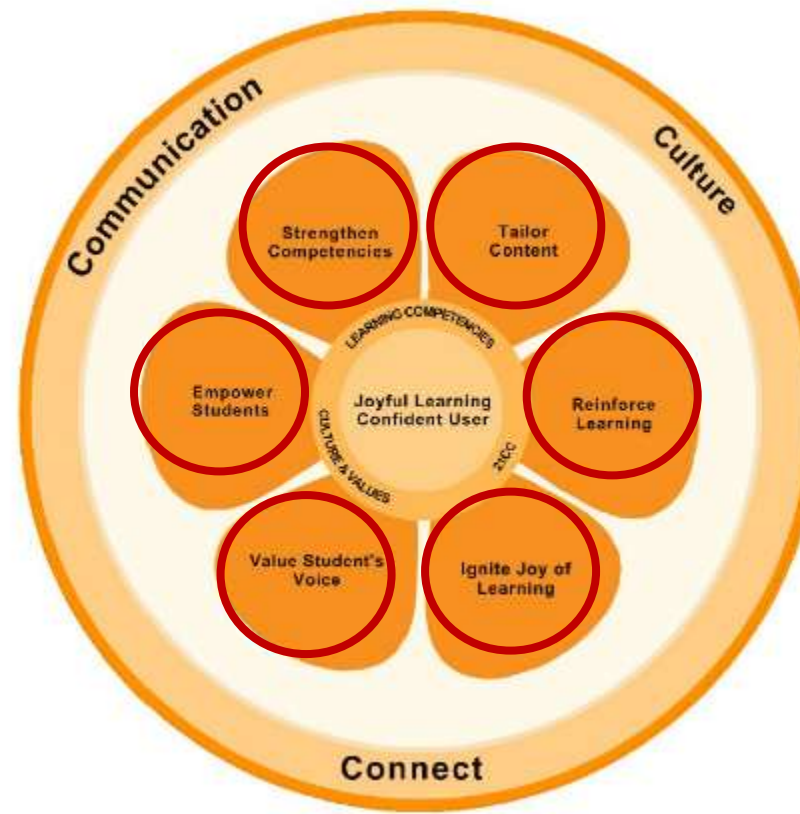




MOE's Primary MTL Curriculum

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

“Joyful Learning, Confident User”





Class Tests (Primary 3)

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Listening Comprehension	10 (10%)	Multiple Choice Questions, Close Passage and Comprehension OE
2	Picture Composition Writing (40 min)	15 (15%)	4-Picture Composition with helping words [Dictionaries not allowed]
3	Language Use & Comprehension	30 (15%)	Multiple Choice Questions, Close Passage and Comprehension OE
4	End-of-Year Examination	100 (60%)	Next slide

*** No Class Test / EYE for P3 Higher Mother Tongue**



P3 End-of-Year Examination (EYE)

Paper	Component	Marks	Details
1	Picture Composition Writing (40 min)	15 (15%)	4-Picture Composition with helping words [Dictionaries not allowed]
2	Language Use & Comprehension (1 hr)	45 (45%)	Multiple Choice Questions, Close Passage and Comprehension OE [Dictionaries not allowed]
3	Listening Comprehension (about 20 min)	10 (10%)	10 Multiple Choice Questions
4	Oral Communication	30 (30%)	- Reading Aloud - Picture Conversation
TOTAL		100	

*** No Class Test / EYE for P3 Higher Mother Tongue**



School-Home Partnership

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity



Inform you of your child's/ward's progress regularly

Provide ideas and suggestions to support your child's/ward's learning, where necessary



Tips for Parents and Guardians

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity



Spoken Interaction



Listening

Reading



Speaking

Writing

Written Interaction



Set Incremental and Achievable goals with your child



Thank You



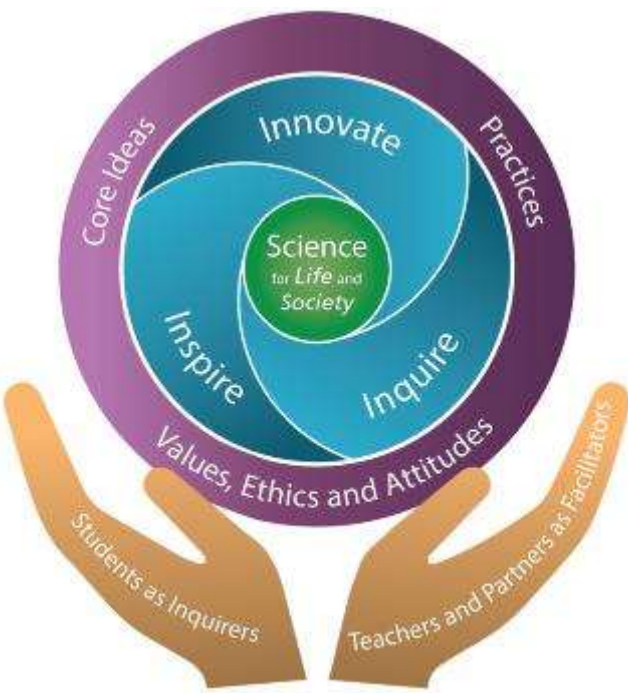
Science

Primary 3



Science Curriculum Framework

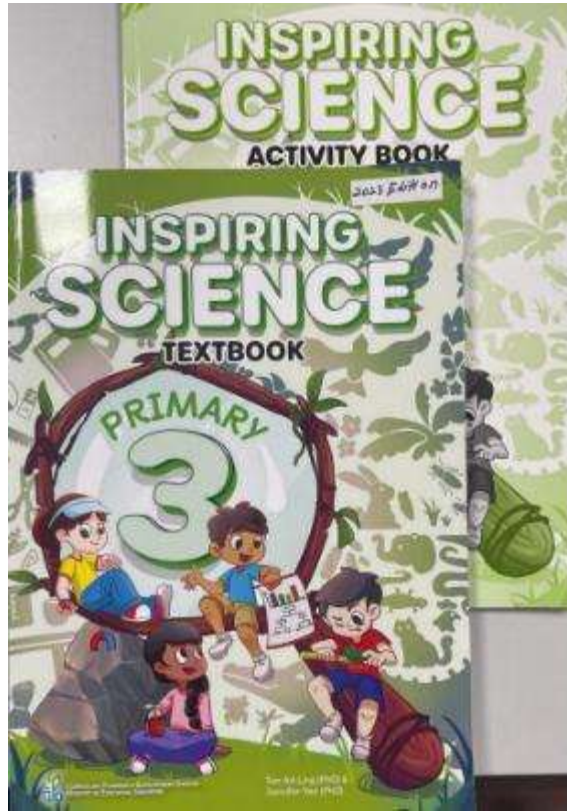
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Inspiring Science Lessons

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Positive Learning Experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



**Making learning
purposeful and
relevant**



**Students are
happy and
motivated!**





P3 Topics

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Topics
1	Diversity of Living and Non-Living things Classification of Living Things
2	Diversity of Materials
3	Properties of Magnets Making and Using Magnets
4	Life Cycles of Plants Life Cycle of Animals



Science – Class Tests

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Section	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	8	2	16
B	Open-ended	3-4	2-5	14



Science – End-of-Year Examination

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	21	2	42
B	Open-ended	9-10	2-4	33



Helping Your Child/Ward to Enjoy Science

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Exploring Science doing experiments and using videos:

<https://www.scientificamerican.com/section.cfm?id=bring-science-home>

<https://www.bbc.co.uk/education/subjects/z2pfb9q>

<https://www.sciencekids.co.nz/>

- Learning Science Through Questioning



Learning Science through Stories

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Choose Stories that Interest your children
 - human organ systems
 - animals such as penguins and polar bears
 - Inventors

- Discuss the Science/Value Education behind the Stories



Exploring Science Outdoors with your child/ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Explore the outdoors at Nature Parks/Reserves/local attractions:
 - Fort Canning Park
 - Hort Park
 - Jurong Lake Gardens
 - Singapore Botanic Gardens
 - Sungei Buloh Wetland Reserves
 - Chek Jawa
 - Jurong Bird Park
 - Singapore Zoo
 - Marina Barrage



Thank You!
