

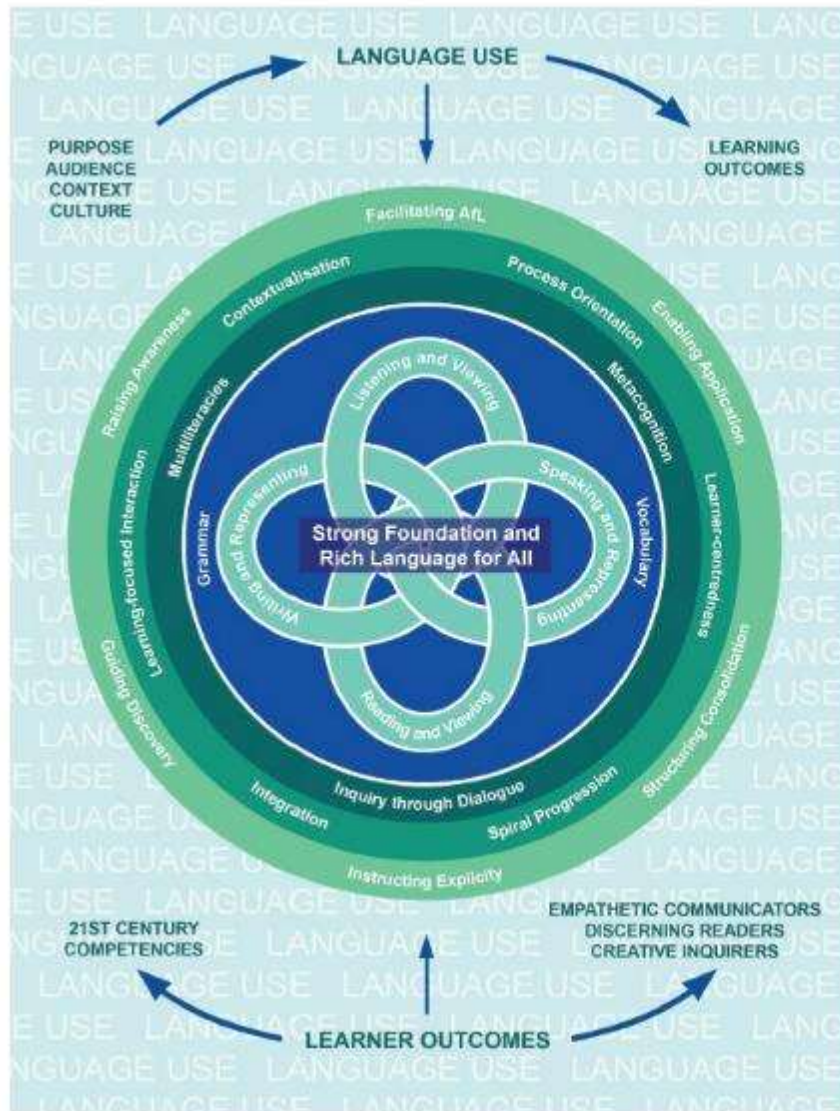


ENGLISH LANGUAGE

Primary 4



Areas of Language Learning



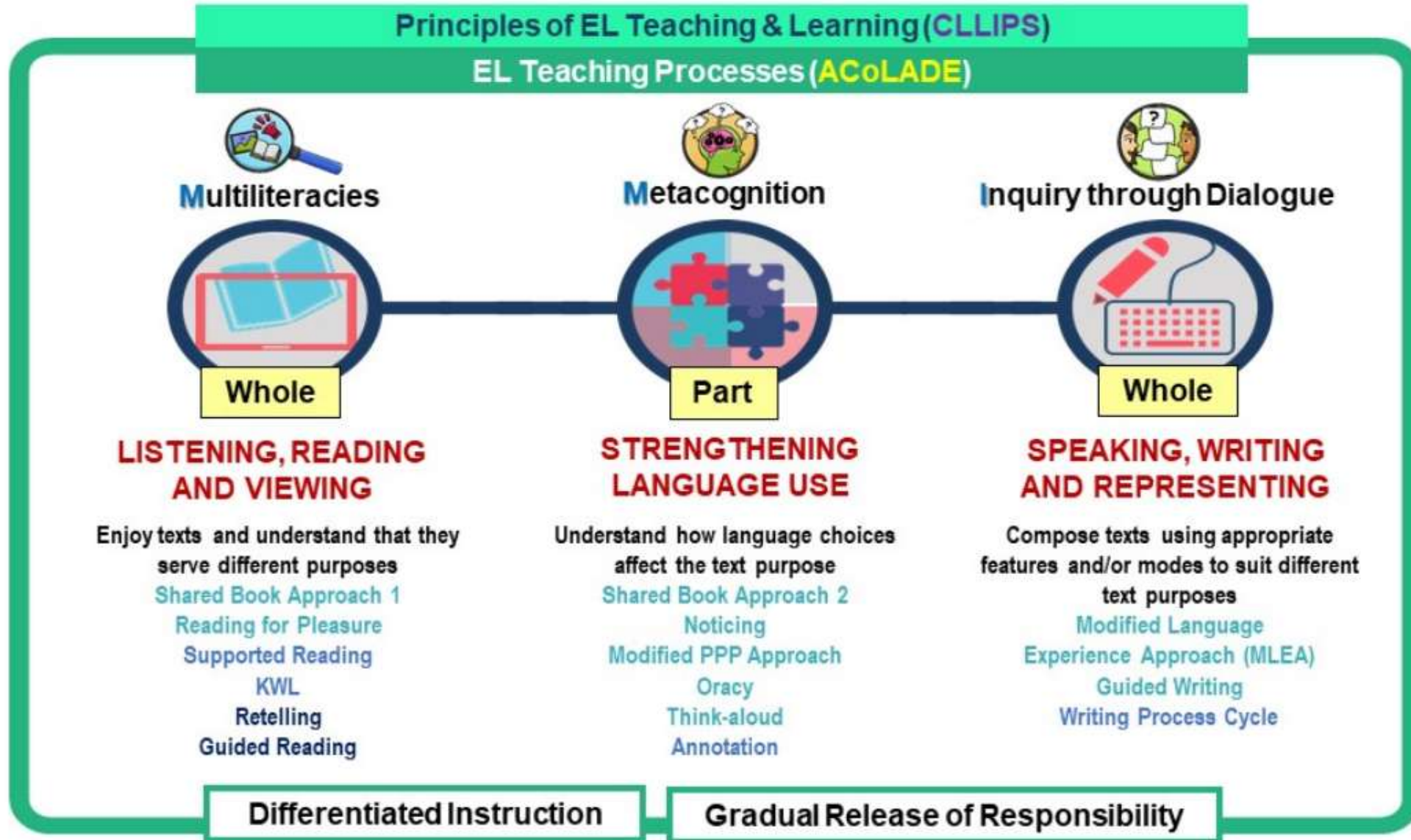
- Approach to EL Teaching and Learning
- EL Teaching Processes (ACoLAD E)
- Principles of EL Teaching and Learning (CLIPS)
- Pedagogical Emphases (Multiliteracies, Metacognition, Inquiry through Dialogue)
- Knowledge about Language
- Receptive and Productive Skills

- 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

Framework for Language Learning in the **STELLAR**[®] 2.0 Classroom



Guided by *ELS 2020*:

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)

Pedagogical Emphases (MMI)

Whole-part-whole Approach

- Lower Primary
- Middle Primary
- Upper Primary



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	Teaching Titles
1	1	Making Ice Cream
		A Nasty Accident (Supplementary)
	2	Life of a Vet (Digital text)
	3	The Paralympic Games (Digital text)
2	4	The World Beyond Us (Digital text)
	5	Ruby's Sunflower
3	6	Dinosaurs Exist!
	7	Heartbeats in the Dark
4	8	All the Buzz About Honey
	9	What Happens When You Laugh
		Rats' Nests (Supplementary)



Reading & Viewing

(National Curriculum)



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



- **Sustained Silent Reading**

- **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 (P4)

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)	↪
Questions	?
What the text reminds me of	Ⓡ
Surprising information	!

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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	x _____
Words we do not understand	~~~~~


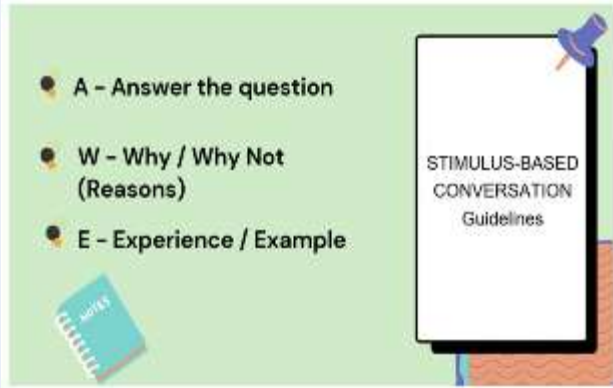
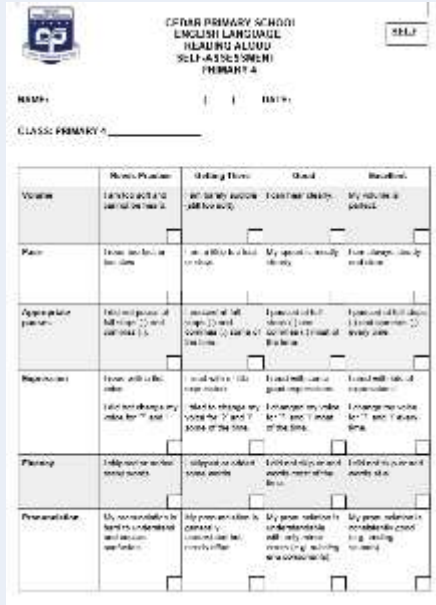
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Speaking & Representing

(Oracy - National Curriculum)

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

Reading aloud	Stimulus-based Conversation	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>CEEDAR PRIMARY SCHOOL ENGLISH LANGUAGE READING ALOUD SELF-ASSESSMENT PRIMARY 4</p> <p>NAME: _____ DATE: _____</p> <p>CLASS: PRIMARY 4 _____</p> <table border="1"> <thead> <tr> <th></th> <th>Misses/Plains</th> <th>Getting There</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Volume</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> <tr> <td>Pace</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> <tr> <td>Appropriate pauses</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> <tr> <td>Repetition</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> <tr> <td>Fluency</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> <tr> <td>Pronunciation</td> <td>I can't hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> <td>I can hear you clearly.</td> </tr> </tbody> </table>		Misses/Plains	Getting There	Good	Excellent	Volume	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.	Pace	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.	Appropriate pauses	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.	Repetition	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.	Fluency	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.	Pronunciation	I can't hear you clearly.	I can hear you clearly.	I can hear you clearly.	I can hear you clearly.
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Writing & Representing

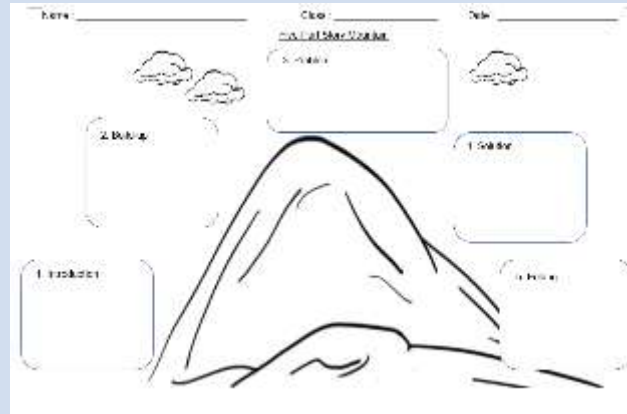
(National Curriculum)

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



Library Period



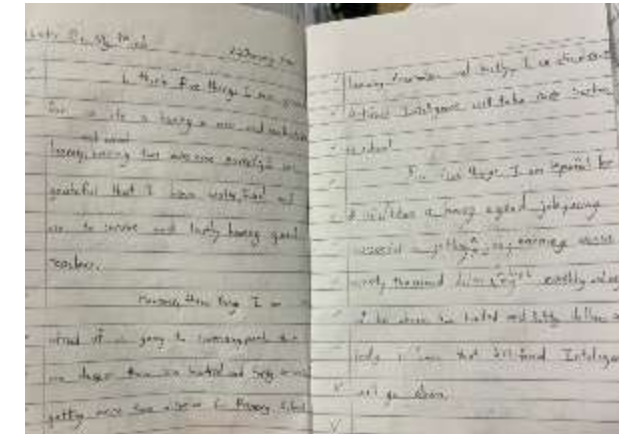
Writing & Representing

(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



What do you think has happened here?
What are the people doing?
What questions do you have?

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.



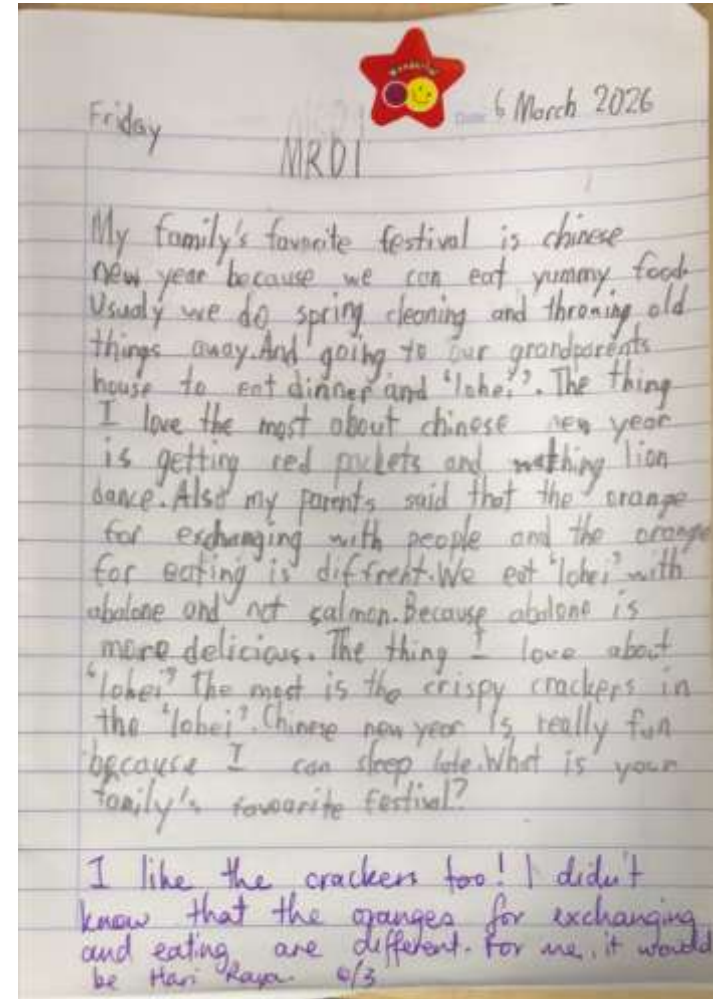
Pakistan



Harbin, China



January 2026



Friday

MRDI



6 March 2026

My family's favorite festival is chinese new year because we can eat yummy food. Usually we do spring cleaning and throwing old things away. And going to our grandparents house to eat dinner and 'lohei'. The thing I love the most about chinese new year is getting red packets and watching lion dance. Also my parents said that the orange for exchanging with people and the orange for eating is different. We eat 'lohei' with abalone and not salmon. Because abalone is more delicious. The thing I love about 'lohei' the most is the crispy crackers in the 'lohei'. Chinese new year is really fun because I can sleep late. What is your family's favorite festival?

I like the crackers too! I didn't know that the oranges for exchanging and eating are different. For me, it would be Hari Raya. 0/3



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

Essay Writing (Copyright Licensing and Administration Society of Singapore (CLASS))

**Speak Up! Programme - Primary 4
(Public Speaking/Oracy)**





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)





Class Tests Format

Term	Component	Marks (Weighting)	Details
1	<ul style="list-style-type: none">Writing	20 (10%)	Plan and write a composition of at least 120 words based on a given topic with pictures, prompts and helping words.
2	<ul style="list-style-type: none">Oral Communication (Performance Task)	20 (15%)	Read aloud a given passage fluently and expressively with clear and accurate pronunciation to suit purpose, audience and context.
3	<ul style="list-style-type: none">Listening ComprehensionLanguage Use & Comprehension	30 (15%)	Listening Comprehension Picture Matching Comprehension MCQ Language Use and Comprehension Section A –MCQ questions (Grammar & Vocabulary) Section B – Grammar Cloze & Comprehension OE
4	End-of-Year Examination	100 (60%)	Next slide



End-of-Year Exam Format

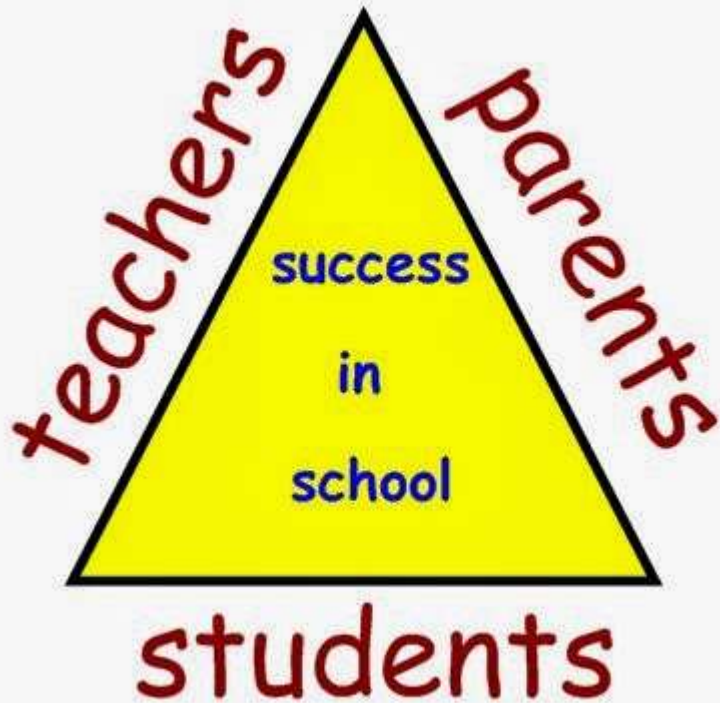
Paper	Component	Marks	Format
1	Writing	20	- A topic with pictures, prompts and helping words - > 120 words - 50 min
2	Language Use & Comprehension	50	- Booklet A –MCQ questions (Grammar, Vocabulary & Visual Text) - Booklet B – Grammar Cloze, Sentence Combining & Comprehension OE -1h 15min
3	Listening 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 4



Overview



Primary Mathematics Syllabus

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

Aims to enable our students

- to **acquire** mathematical concepts and skills for everyday use and continuous learning in mathematics
- to **develop** reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving
- to **build** confidence and **foster** interest in Mathematics



Mathematics Framework

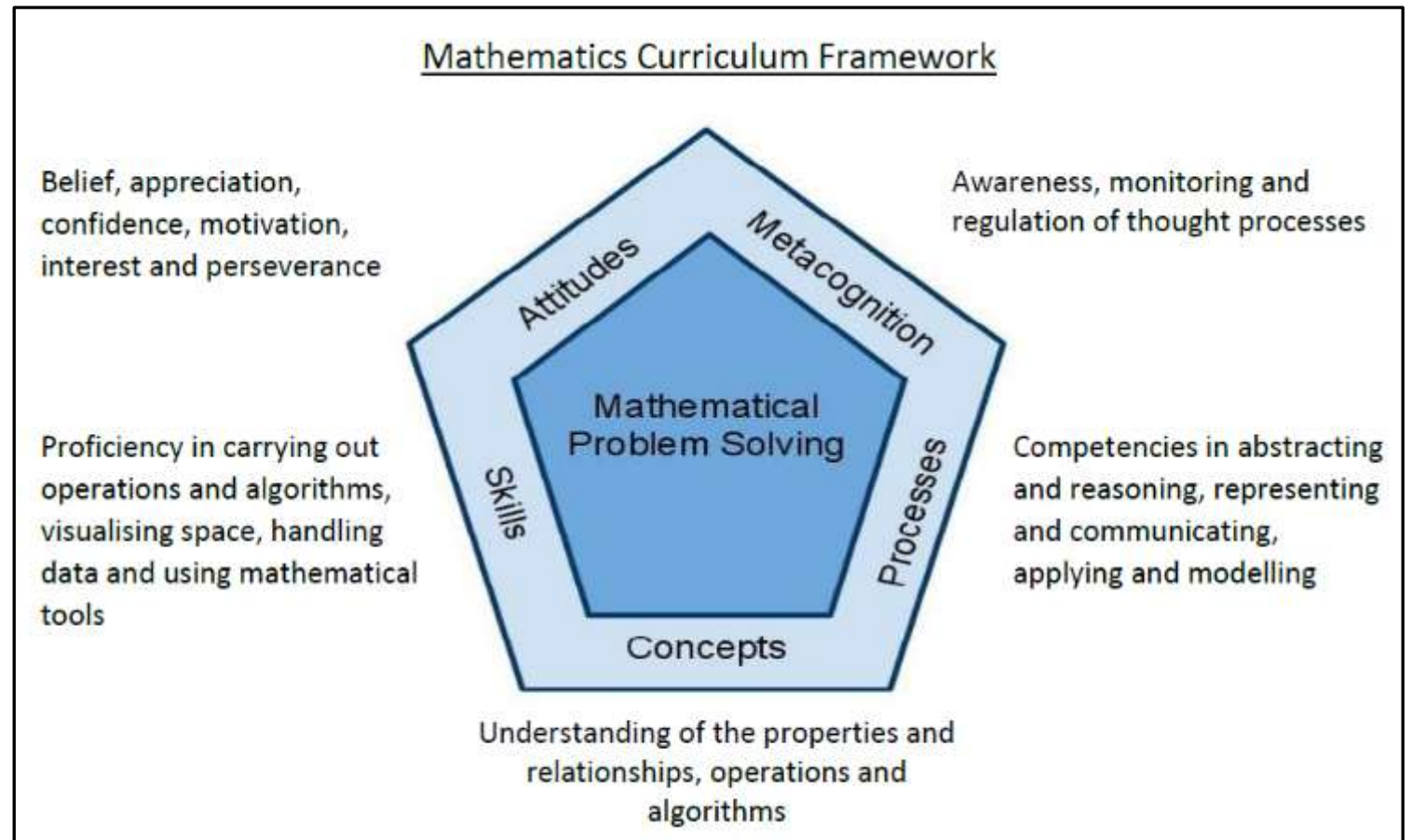
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Central Focus

- Mathematical Problem Solving

5 Components

- Concepts
- Skills
- Processes
- Attitudes
- Metacognition





Mathematics Syllabus – Primary 4

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



Numbers

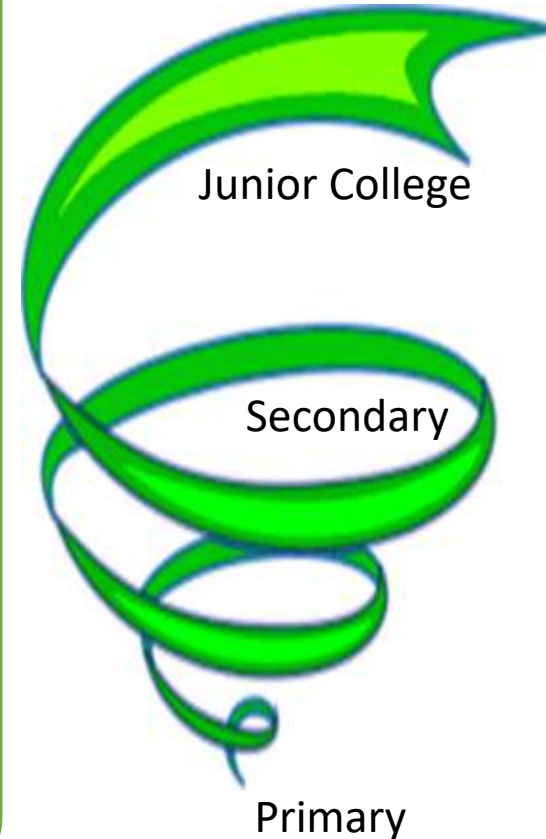


**Measurement
& Geometry**



Statistics

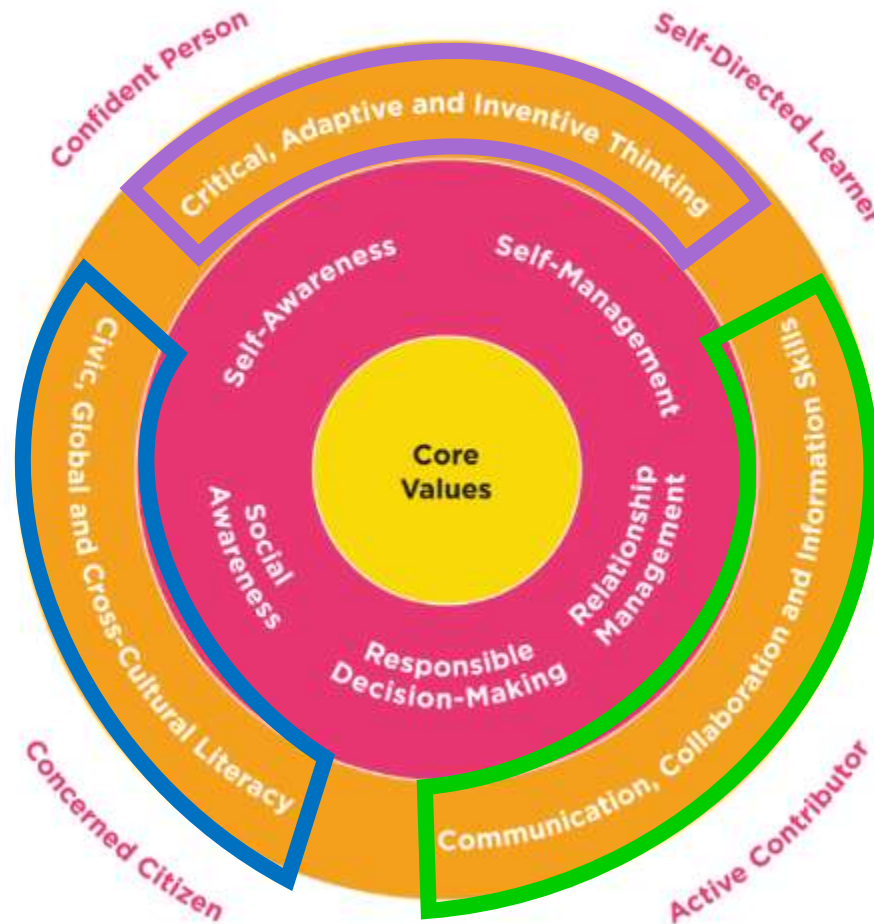
Mathematical Processes/Skills





21st Century Competencies Framework

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





Emerging 21st Century Competencies (E21CC) in the Classroom

Learning Experience – Textbooks

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

Chapter Openers

1 Numbers to 100 000

National Day Parade Plan

The seating capacity for the stadium is 55 000.

There are about 4860 performers.

Walking about 20 times around the track covers this much.

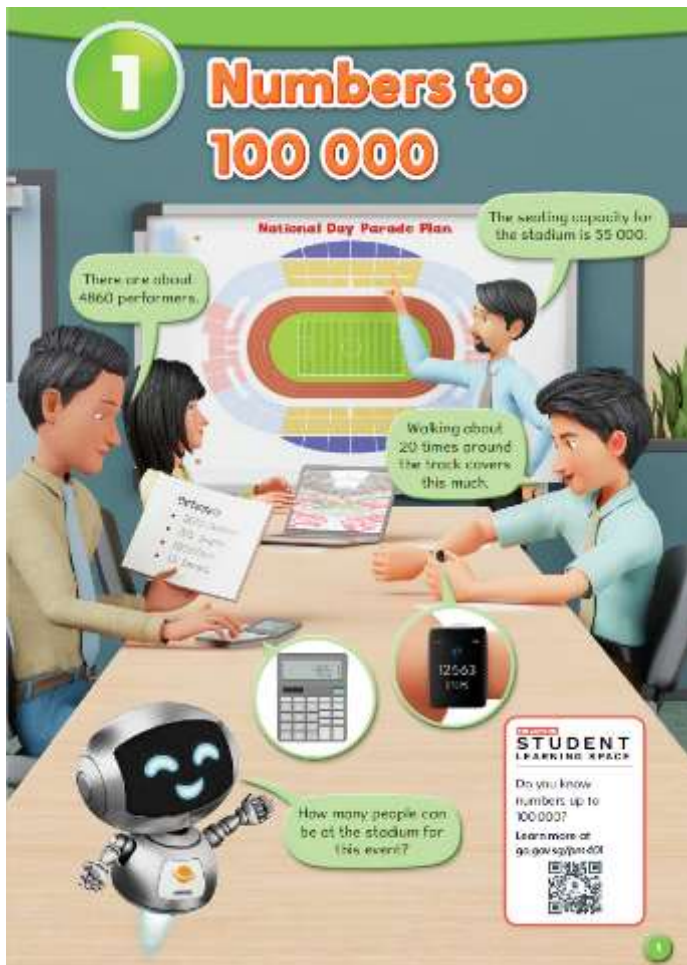
12:563 PM

How many people can be at the stadium for this event?

STUDENT LEARNING SPACE

Do you know numbers up to 100 000?

Learn more at go.gov.sg/pm401



2 Factors and Multiples

DELI BAKES

DOUGHNUTS CUPCAKES

I need to buy 36 doughnuts for my class party. I will ask him to pack in boxes of 4.

I want to give a box of 3 or 4 cupcakes to each of my friends.

How many ways can the salesman pack 36 doughnuts? What are the possible number of cupcakes Sib can buy?

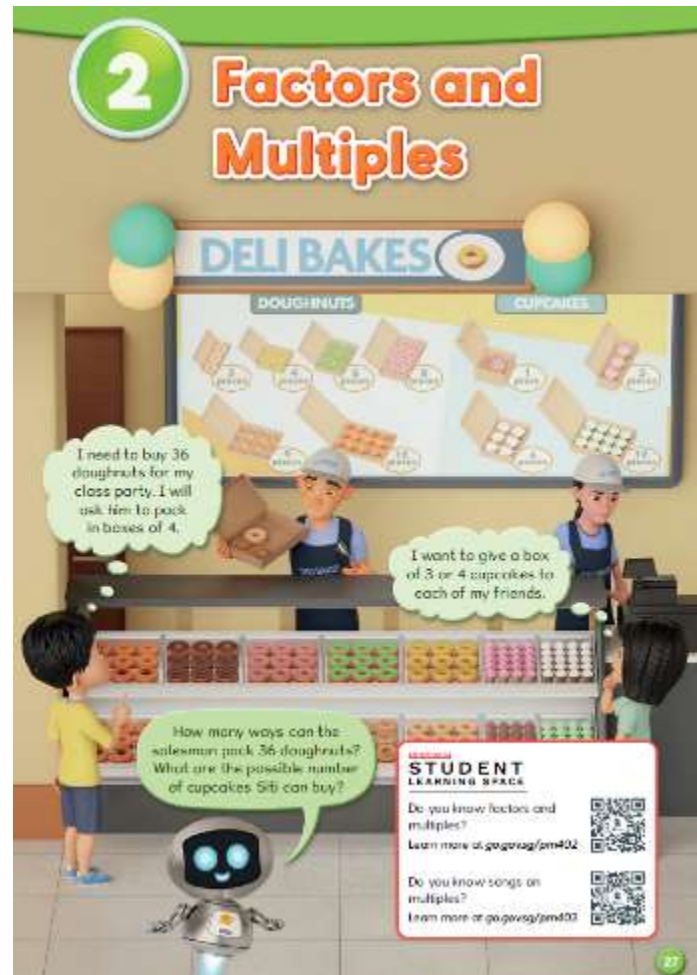
STUDENT LEARNING SPACE

Do you know factors and multiples?

Learn more at go.gov.sg/pm402

Do you know songs on multiples?

Learn more at go.gov.sg/pm403



3 Four Operations of Whole Numbers

TV \$1104

Can you make an estimate of the total cost of items on display?

STUDENT LEARNING SPACE

Do you know how to multiply numbers by 2-digit numbers?

Learn more at go.gov.sg/pm404

Do you know how to divide numbers by 1-digit numbers?

Learn more at go.gov.sg/pm405





Learning Experience – Textbooks

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

Chapter Openers

- Use of **real-world scenarios and themes** that are related to students' experience
- Encourage students to **make observations** about their surroundings and the environment
- Students get the **opportunity to share** their real-life experiences and prior knowledge

Incorporate E21CC of :

- Communication, Collaboration and Information Skills
 - Civic, Global and Cross-Cultural Literacy



Learning Experience – Textbooks

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

Mathematics Around Us

Mathematics AROUND US

A news article is shown below.

Only a small fraction of eligible households have used their vouchers for energy-saving appliances



Photo by Singapore Green Building Council (SBC) for the Singapore Green Building Council (SBC) website.

SINGAPORE - Only a small fraction of around 300,000 households living in one- to three-room flats have used vouchers given to them by the Government to help them offset the cost of buying energy-efficient appliances - which can lower their electricity bills.


What does the title tell us?

What does 'a small fraction of 300,000' mean?

Mathematics AROUND US

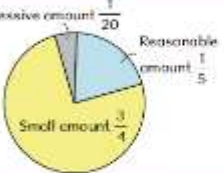
What's eating you, Singapore?

In 2019, Singapore discarded 744 million kg of food, equivalent to the mass of 51,000 double-decker buses. The Sunday Times surveyed 1,000 residents to uncover why such food waste occurs in a food-loving nation. Key findings are highlighted.



The amount of food wasted in Singapore in 2019 is roughly equivalent to 51,000 double-decker buses.

AMOUNT OF FOOD THAT RESPONDENTS THINK THEY THREW AWAY WEEKLY



WHAT GETS TOSSED

Fruits and vegetables are the most thrown away food type.

REASONS HOUSEHOLDS THROW FOOD AWAY

- Food has expired
- Food has gone bad because they forgot about it
- Family members do not finish their meals

What information can you gather from the pie chart?

Mathematics AROUND US

MK Supermarket is having a weekly promotion. Brand X Apple Juice is sold in cartons of 12 cans and Brand Y Apple Juice is sold in cartons of 24 cans.

Weekly Special at MK Supermarket **Must Buy!**

 <p>Brand X Apple Juice 12 cans \$7.55</p>	 <p>Brand Y Apple Juice 24 cans \$16.90</p>
---	--

Which promotion is a better deal?



Learning Experience – Textbooks

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

Mathematics Around Us

- **Make learning relevant** by connecting the learning to the real world
- Allow students to think more about what they **observe in daily life and discuss their views**
- Some contexts allow students to be aware of **environmental and sustainability issues**

Incorporate E21CC of :

- Communication, Collaboration and Information Skills
 - Civic, Global and Cross-Cultural Literacy



Learning Experience – Textbooks

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

Thinking Aloud

Thinking Aloud

The number of residents for the towns stated below have been rounded to the nearest 1000.

What are the possible numbers of residents living in each town, before rounding to the nearest 1000?

Thinking Aloud

Item 1

$$4\frac{7}{10} = \frac{47}{10}$$

Item 2

$$5\frac{1}{2} = \frac{51}{2}$$

I used the same method to express both mixed numbers as improper fractions. Why is my answer for item 2 incorrect?

How did Xinyi express the mixed numbers as improper fractions?

Thinking Aloud

Favourite canteen stall	
Stall	Number of votes
A	11
B	7
C	13
D	9

Which type of graph would better represent the given information?

Bar Graph

Line Graph



Learning Experience – Textbooks

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

Thinking Aloud

- Provides opportunities for students to **reason, think creatively and critically**
- Tasks encourage **metacognition**, as well as **collaborative learning** by working in pairs or through group discussions
- Get students to **surface misconceptions** in their learning and communicate their thinking / justify their answers
- Teacher may also use the “wrong” justifications as a way to **model the safe environment** for students to make mistakes in class

Incorporate E21CC of :

- Critical, Adaptive and Inventive Thinking
- Communication, Collaboration and Information Skills
- Civic, Global and Cross-Cultural Literacy



Learning Experience – Textbooks

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

Robot

What are the possible decimals that give 7 when rounded to the nearest whole number?



Is there another way to split the figure?



- Robot encourages **metacognition** in students
- Some questions allow for different solutions and encourage students to **reason and check the reasonableness of answers**

Incorporate E21CC of :

- Critical, Adaptive and Inventive Thinking
- Communication, Collaboration and Information Skills



Learning Experience – Collaboration

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

- Provide opportunities for students to **communicate with each** other using mathematical ideas in groupwork
- Encourage students to **talk through their reasoning and collaborate** with their friends



Incorporate E21CC of :

- Communication, Collaboration and Information Skills



Learning Experience – Math Journal

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

- Allow students to apply number sense, operational fluency, problem-solving strategies and clear mathematical communication to **analyse, discuss and solve real-world problems**
- Allow students to **reflect** on what they know and **correct any misconceptions**

Mrs Tan is preparing goodie bags for her niece party. She has two large bags of treats:
• 48 Chocolate Bars
• 72 Lollipops
She wants to divide all the treats into the goodie bags so that:

RULES FOR BAGS:
1. All bags must be EXACTLY the same
2. NO treats left over
3. MUST make MORE than 10 but FEWER than 20 bags.

How many goodie bags will Mrs Tan make?

Common Factors: 1, 2, 3, 4, 6, 8, 12 and 24

$48 \div 12 = 4$
 $72 \div 12 = 6$

Nice not-taking skips!
Checked 6 bags

The total mass of the three cans is 1260g. All masses are 3 digit whole numbers.
(a) What is the total mass of the sardine can and tuna can?
(b) What is the greatest possible difference of the sardine can and the tuna can?

430g, 411g, 339g

$430g + 411g = 841g$
 $1260g - 841g = 419g$

$411g - 339g = 72g$

Nice not-taking skips!
Checked 6 bags

Incorporate E21CC of :

- Critical, Adaptive and Inventive Thinking
- Communication, Collaboration and Information Skills



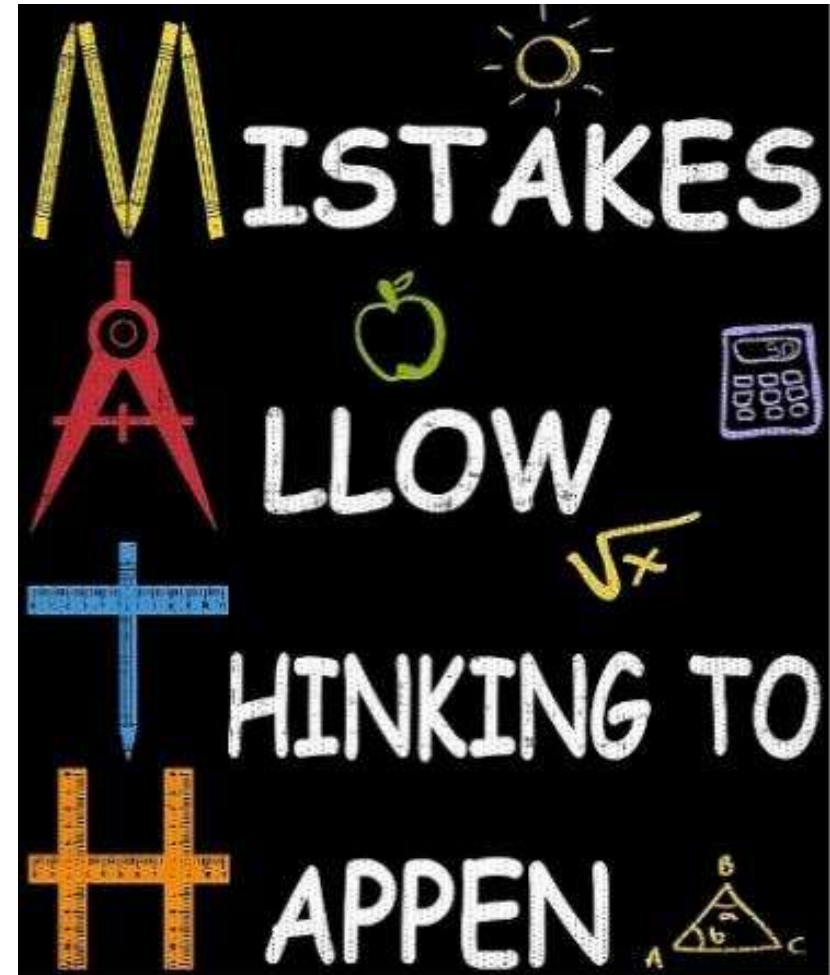
Assessment



Assessing for Understanding

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

- Whiteboarding
- Quizzes
- Chapter reviews
 - ✓ Address misconceptions
 - ✓ Close gaps in teaching and learning





Assessing for Competency

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

Type of Assessment	Duration	Structure	Weightage
<u>Term 1</u> Class Test 1	45 minutes	multiple choice questions short answer questions	10%
<u>Term 2</u> Class Test 2		multiple choice questions short answer questions	15%
<u>Term 3</u> Class Test 3		short answer questions long answer questions	15%



Assessing for Competency

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

Type of Assessment	Duration	Structure	Weightage
<u>Term 4</u> End-of-Year Examination	1 hour 45 minutes	multiple choice questions short answer questions long answer questions	60%



ABCs in Supporting Your Child in Learning

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

- Attendance
- Active Participation
- Attitude
Focus. Self-Discipline. Effort Determines Success
- Achievement

- Belief
Believe that your child can and wants to learn Math concepts and skills



- Have Conversations
Have fun doing math puzzles or games together





MOTHER TONGUE LANGUAGES

Primary 4



Overview

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

- Purpose & Goals of learning Mother Tongue Languages (MTL)
- P4 MTL examination components
- P5 Higher Mother Tongue Languages
- Partnership to support your child in learning MTL



PURPOSE & GOALS OF MTL LEARNING

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

To support and enable every student to learn MTL to as high a level as each student is able to.

- **Communication** – proficiency and ability to communicate in MTL for the competitive edge in life and at work, instilling valuable 21st century competency and willingness and confidence in using the language for effective communication
- **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.
- **Connection** – to connect with communities across Asia and the people who speak that language and share that culture, as well as developing cross-cultural awareness and competency.



PURPOSE & GOALS OF MTL LEARNING

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

Active and Interactive teaching and learning environment

- Help students to like, learn and use their MTL as a living language, and produce proficient users who can communicate effectively in a variety of real-life settings.

- 2-year HMT starting at P3
- MTL Fortnight and P4 Cultural & Language Camp
- National and School-based language competitions
- Online Learning Portals (SLS, eZhiShi)
- MT Reading Programme
- *e-Pedagogy* – provide a collaborative learning experience as well as self-directed learning





Class Tests (Primary 4)

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

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

*** No weighted assessment / EYE for P4 Higher Mother Tongue**



P4 End-of-Year Examination (EYE)

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

*** No EYE for P4 Higher Mother Tongue**



P5 HIGHER MOTHER TONGUE

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

- Paper 1: Composition Writing (40 marks, 40%)
 - Duration: 50 min
 - Choose to do either 1 – Topical composition OR Continuous Writing
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (60 marks, 60%)
 - Duration: 1 h 20 min
- Grading
 - Distinction: 80 – 100 marks
 - Merit: 65 – 79 marks
 - Pass: 50 – 64 marks
 - Ungraded – below 50 marks



ELIGIBILITY FOR HIGHER MOTHER TONGUE AT P5

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

- P4 students who achieved Band 1 (85 marks & above) for all 4 subjects (EL, MA, SCI & MT), will be recommended to offer Higher Mother Tongue at P5 next year.

****** Current P4 HMT students will not be “automatically” offered HMT at P5 next year. They are subjected to the same requirement as above.



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

We will:

- Inform you of your child's/ward's progress, when appropriate.
- Provide ideas and suggestions to support your child's/ward's learning, where necessary.
- Share strategies to engage your child/ward in MTL learning at home.



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home

Partnering Parent/Guardian to Support the Child/Ward



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

Do	Avoid
<ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Encourage your child to learn MTL• Praise your child for his/her good effort and progress• Set incremental and achievable goals with your child• Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement• Doing school work for your child• Giving impression that MTL is not important



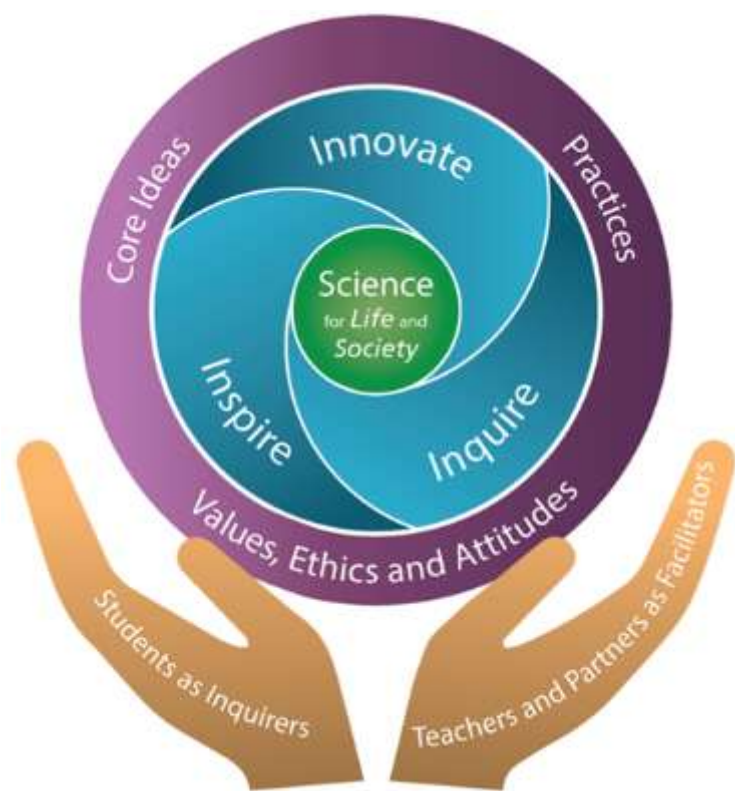
Science

Primary 4



Science Curriculum Framework

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



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Developing e21CC Skills

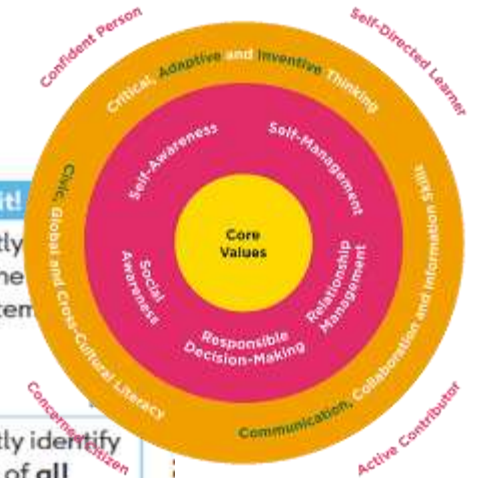
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Rubrics for our model of the digestive system

Group members: _____

Area	Just started	Getting there	Got it!
Identify parts of the digestive system.	I can correctly identify one to two parts of the digestive system. <input type="checkbox"/>	I can correctly identify three to four parts of the digestive system. <input type="checkbox"/>	I can correctly identify all parts of the digestive system. <input type="checkbox"/>
State the functions of the parts of the digestive system.	I can correctly identify the function(s) of one to two parts of the digestive system. <input type="checkbox"/>	I can correctly identify the functions of three to four parts of the digestive system. <input type="checkbox"/>	I can correctly identify the functions of all parts of the digestive system. <input type="checkbox"/>
Choose objects that relate well to the functions of the parts of the digestive system.	I can justify my choice of object(s) for one to two parts of the digestive system. <input type="checkbox"/>	I can justify my choice of objects for three to four parts of the digestive system. <input type="checkbox"/>	I can justify my choice of objects for all parts of the digestive system. <input type="checkbox"/>





Science Syllabus – An Overview

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

Term	Topics
1	Plant System Body System
2	Matter
3	Heat
4	Light



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



End-of-Year Examination Format

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

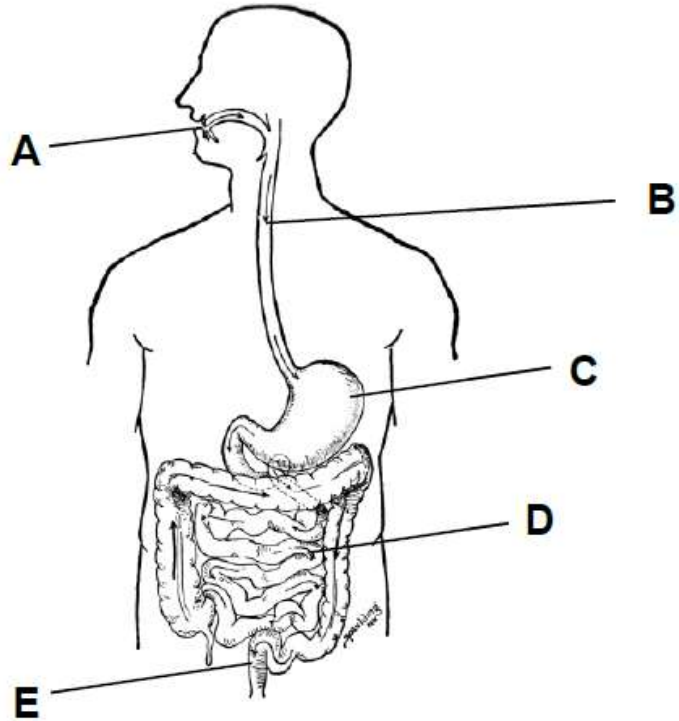
Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	30	2	60
B	Open-ended	10-11	2-5	40

Candidates are required to answer all the questions in the two booklets in one setting. The duration of the paper is 1 hour 45 minutes.



Knowledge-Based Questions

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



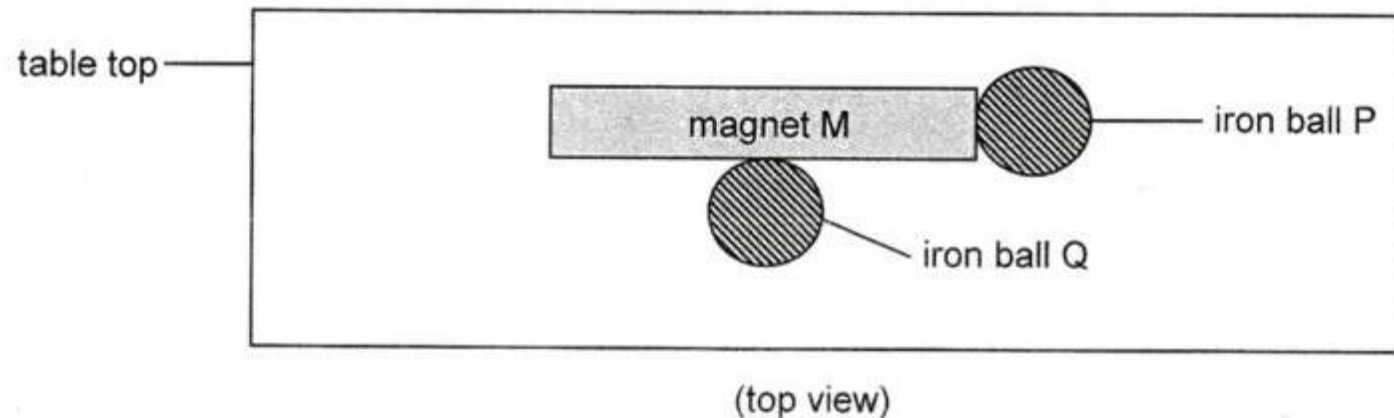
Which of the following parts absorbs digested food? D



Application-Based Questions

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

John placed magnet M on a table. He then placed 2 similar iron balls, P and Q, next to magnet M as shown below.



When he lifted magnet M, ball P remained attached to M but ball Q did not. Explain why ball Q did not remain attached to magnet M.

Magnetic force is weakest at the centre of the magnet hence it was not strong enough to attract iron ball Q.



Mark Scheme

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

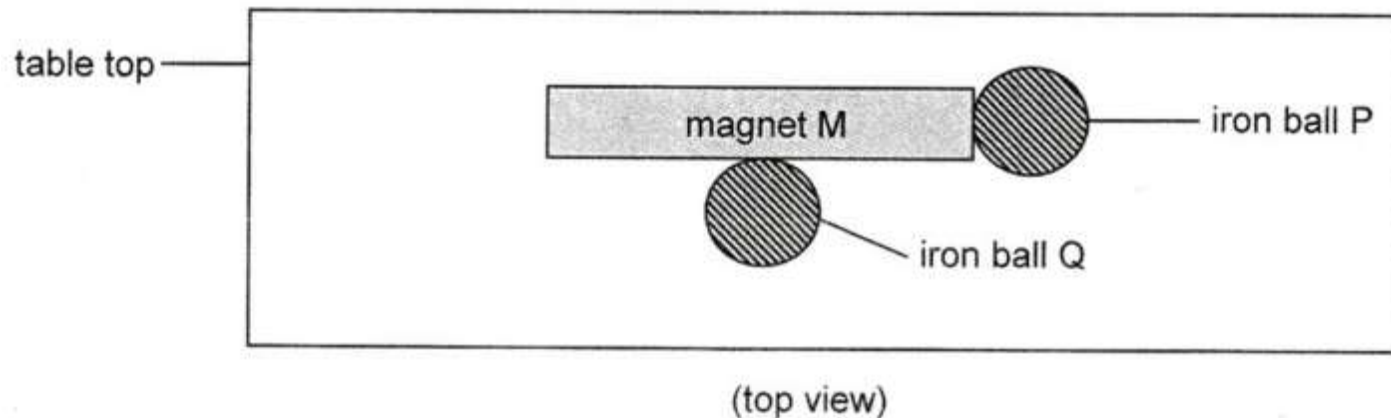
- Marks are awarded for conceptual understanding
- Marks are not awarded for merely stating 'correct' key words in the answer statement.
- Answer must be specific to the context to show evidence of understanding and mastery of skills,



Application-Based Questions

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

John placed magnet M on a table. He then placed 2 similar iron balls, P and Q, next to magnet M as shown below.



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Magnetic force is weakest at the centre of the magnet
hence it was not strong enough to attract iron ball Q.



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
- 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
