



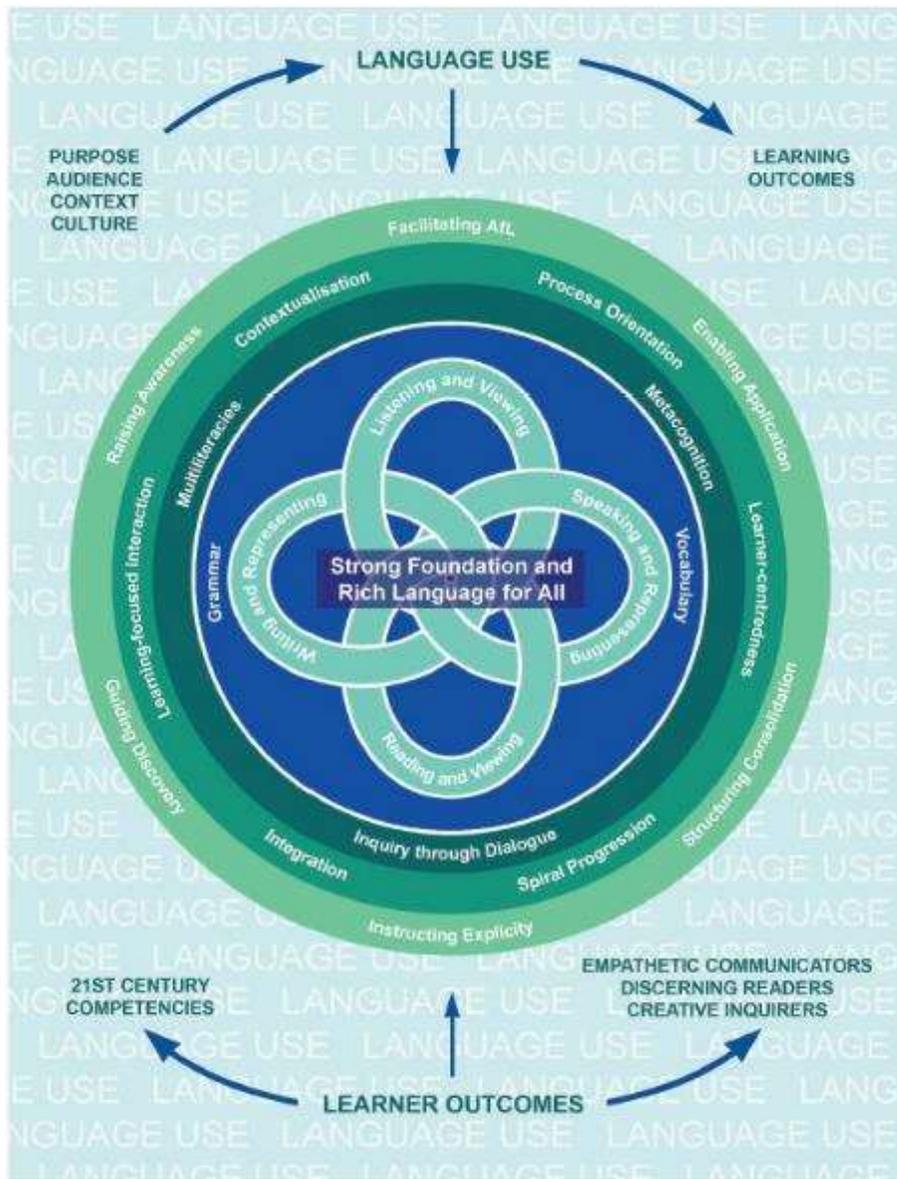
# ENGLISH LANGUAGE

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Primary 4



# 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 **A**wareness  
 Structuring **C**onsolidation  
 Facilitating Assessment for **L**earning  
 Enabling **A**pplication  
 Guiding **D**iscovery  
 Instructing **E**xplicitly



# An Overview

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



# What is STELLAR?

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

## **Strategies for English Language Learning and Reading**

- Teaching and learning of English using more speaking and listening activities
- Children learn reading and writing using rich and interesting books, with discussions led by the teacher



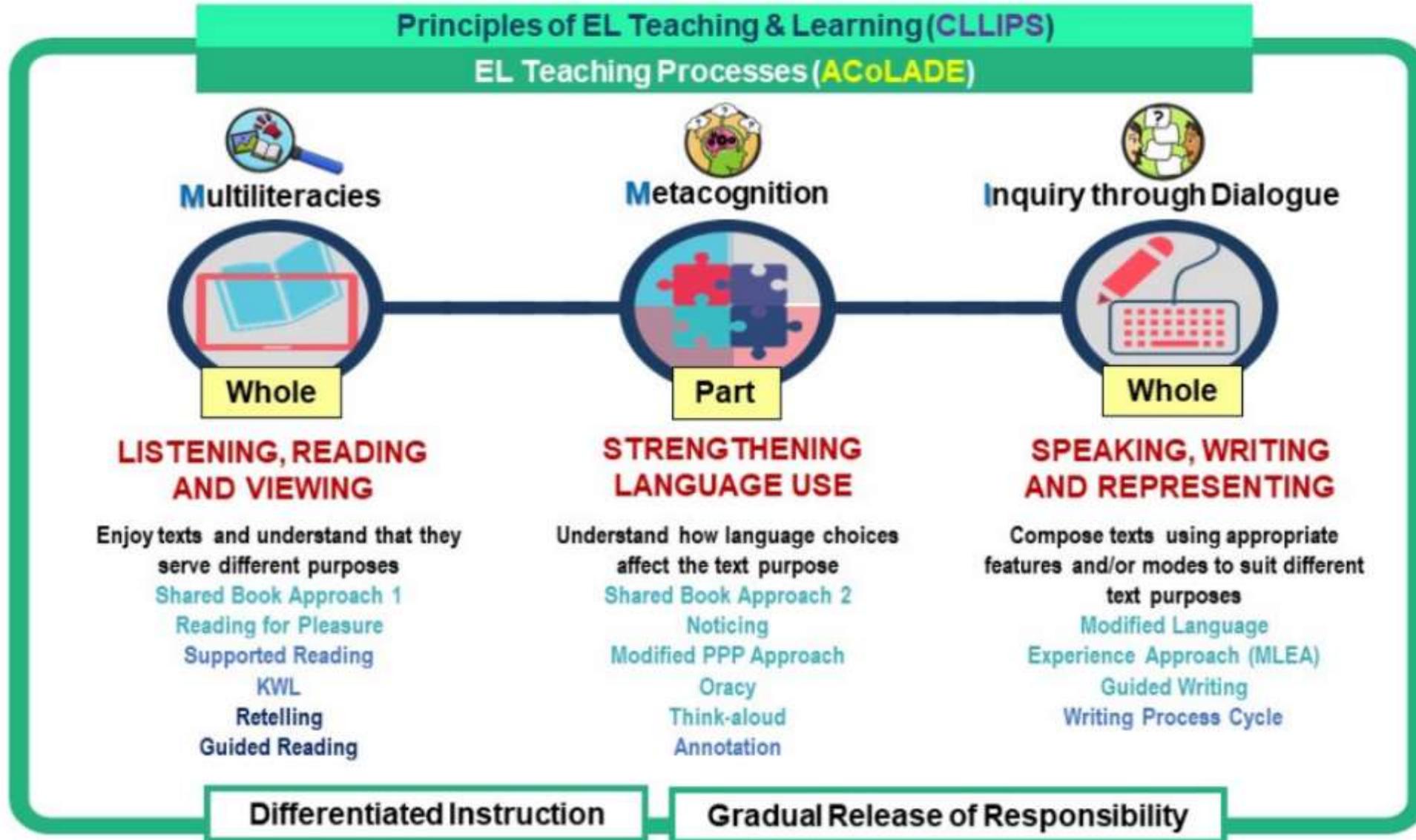
# STELLAR 2.0

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

The **STELLAR programme** has been reviewed and refined to better equip learners with essential language skills.

- Changes in the global landscape
- Prepare students for a more disruptive global environment
- Enhance adaptability and flexibility in language use
- Integrate multiliteracies into language learning
- Future workplace readiness

# Framework for Language Learning in the **STELLAR**<sup>2.0</sup> 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

<b>Term</b>	<b>Unit</b>	<b>Teaching Titles</b>
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 (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 Programmes

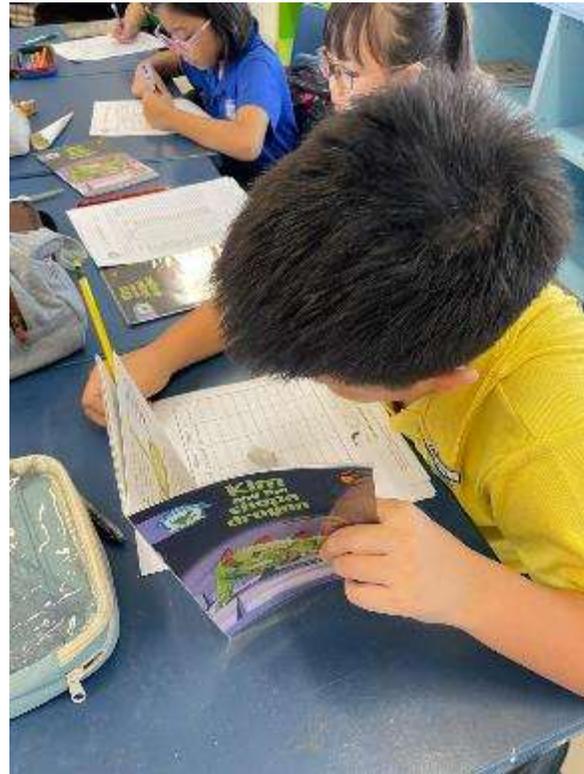
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

<b>RRP - Reading Remediation Programme</b>	<b>SDR - School-based Dyslexia Remediation</b>
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



# Reading (School Curriculum)

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



**Structured Reading Programme**

**Library Period**



# Writing (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





# Hands-on Experience of Making Slime - Procedural Text (Unit 1)

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



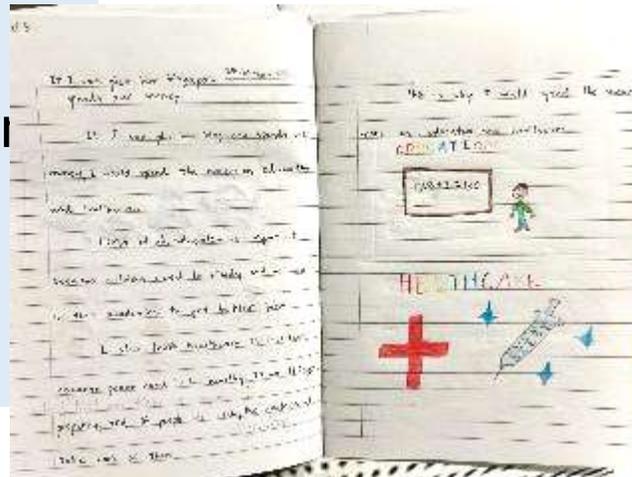
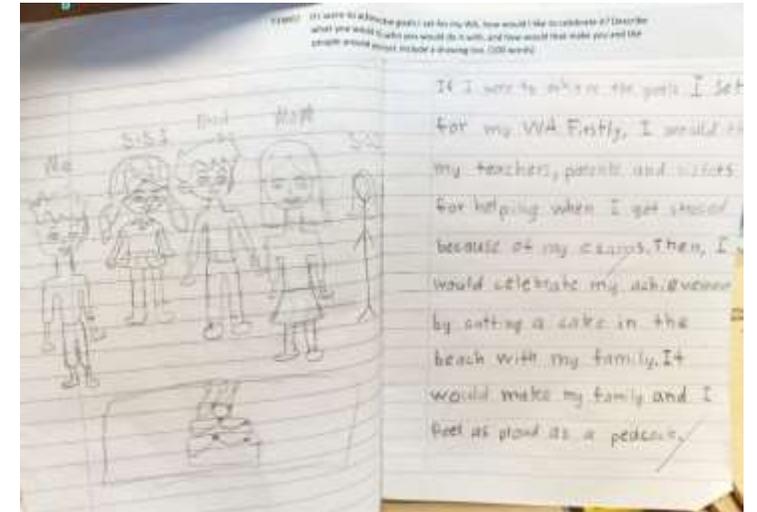
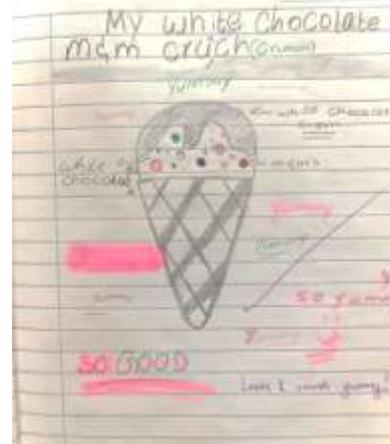


# Journal Entries



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

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





# Civic Literacy & Global Awareness

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

Singapore has world-renowned wildlife parks that are being put together in one place – the **Mandai Wildlife Reserve**. The five unique parks, which include the Singapore Zoo, River Wonders, Night Safari, the new Bird Paradise and the upcoming Rainforest Wild Asia, are connected by lush green spaces. Let us take a closer look at some of these parks.



January 2025

## Mini Red Dot



October 2024

**SIMPLE, FAST, AND EFFECTIVE!**

- What do you SEE?** Students make observations and write down what they see. This is a great way to let them use all their senses!
- What do you THINK?** Students jot down thoughts about the photograph. How does it work? What is it? How do you know about it already?
- What do you WONDER?** Students jot down the questions wondering about the topic and photograph. This is a great way for students to activate curiosity and critical thinking!

I like Bird Paradise because when I went there I saw the penguins and a lot of birds. The penguins were very cute and I ate there at the penguin place there.

Next I went to the birds performance I saw a lot of birds perform they were very talented. Next I went to the playground with my brother. But the best part is my father got the tickets for tree.

I have yet to go!

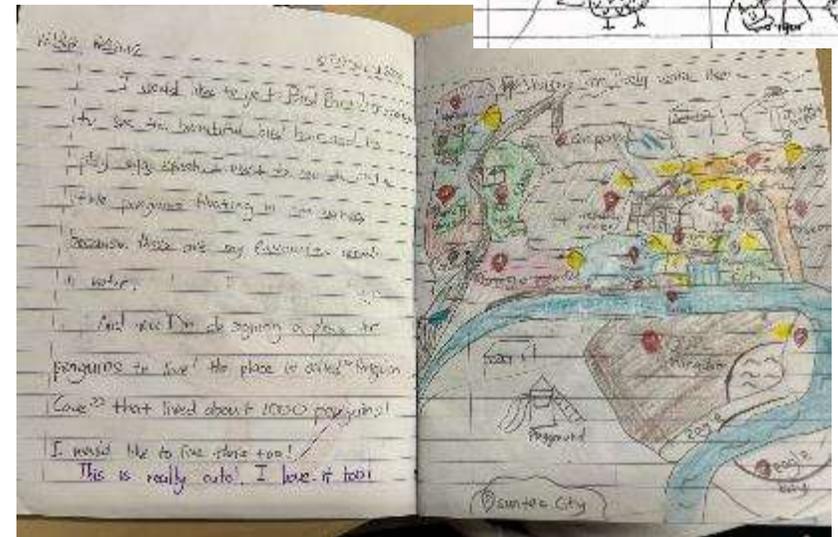
I want to go to the night safari because I want to see animals like owls, bats and other animals. I am very fascinated with the owls because how are they able to turn their head 360° down without breaking its neck! Bats also interests me because of its "claws" because they can hold their upside down when its sleeping, and if I tried huddling on a railing while I was there I would wake up on the floor the next morning! The reason is when I sleep my muscles will relax. The animals are more interesting! Owl factor! hostile and will attack if disturbed.



The Olympic games 2024 started on 26 July and will end on 11 August.



August 2024





# Programmes and Competitions (Exposure, Experience and Enrichment)

## Programmes/ Competitions

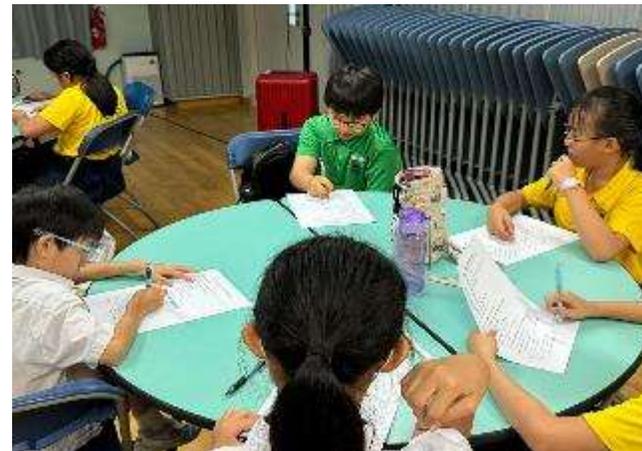
Step Up! Speak Up! Battle (Public Speaking)

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 (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	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Language Use &amp; Comprehension</li> </ul>	30 (10%)	Listening Comprehension <ul style="list-style-type: none"> <li>Picture Matching</li> <li>Comprehension MCQ</li> </ul> Language Use and Comprehension <ul style="list-style-type: none"> <li>Section A –MCQ questions (Grammar &amp; Vocabulary)</li> <li>Section B – Grammar Cloze &amp; Comprehension OE</li> </ul>
2	<ul style="list-style-type: none"> <li>Oral Communication (Performance Task)</li> </ul>	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"> <li>Writing</li> </ul>	20 (15%)	Plan and write a composition of at least 120 words based on a given topic with pictures, prompts and helping words.
4	End-of-Year Examination	100 (60%)	Next slide



# End-of-Year Exam Format

Paper	Component	Marks	Format
<b>1</b>	Writing	20	- A topic with pictures, prompts and helping words - > 120 words - 50 min
<b>2</b>	Language Use & Comprehension	50	- <b>Booklet A</b> –MCQ questions (Grammar, Vocabulary & Visual Text) - <b>Booklet B</b> – Grammar Cloze, Sentence Combining & Comprehension OE -1h 15min
<b>3</b>	Listening Comprehension	14	- Picture Matching - Picture Sequencing - Note-taking - Comprehension MCQ - About 20 min
<b>4</b>	Oral Communication	16	- Reading Aloud - Stimulus- Based Conversation
<b>TOTAL</b>		<b>100</b>	



# Tips for Parents & Guardians

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

- Choose materials (books/magazines/movies) together with your child
- Read and watch movies together
- Explore different genres with your child
- Build vocabulary - actively take note of new vocabulary (words & phrases)
- Communicate using Standard English
- Listen to English radio stations / songs
- Provide authentic learning experiences
- Focus on child's interests
- Build confidence





# MATHEMATICS

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**Primary 4**



# 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 Syllabus – Primary 4

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



**Numbers**

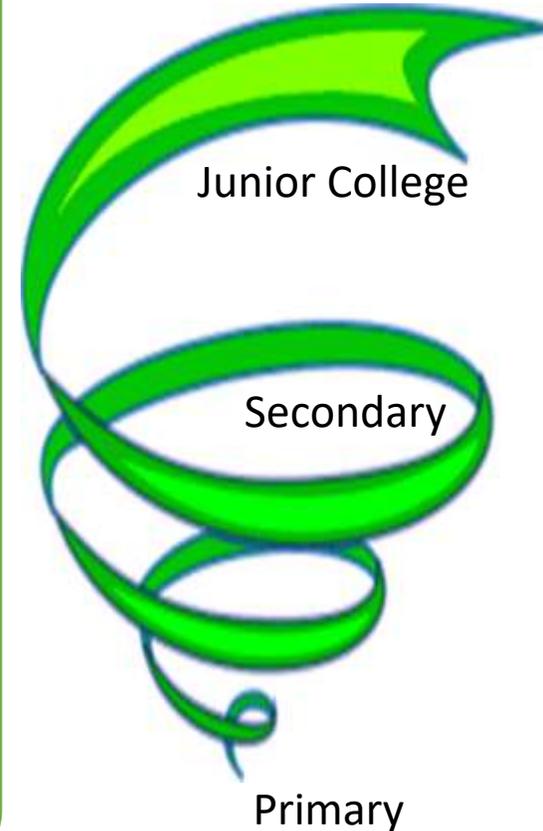


**Measurement  
& Geometry**



**Statistics**

**Mathematical Processes/Skills**





# Mathematics Framework

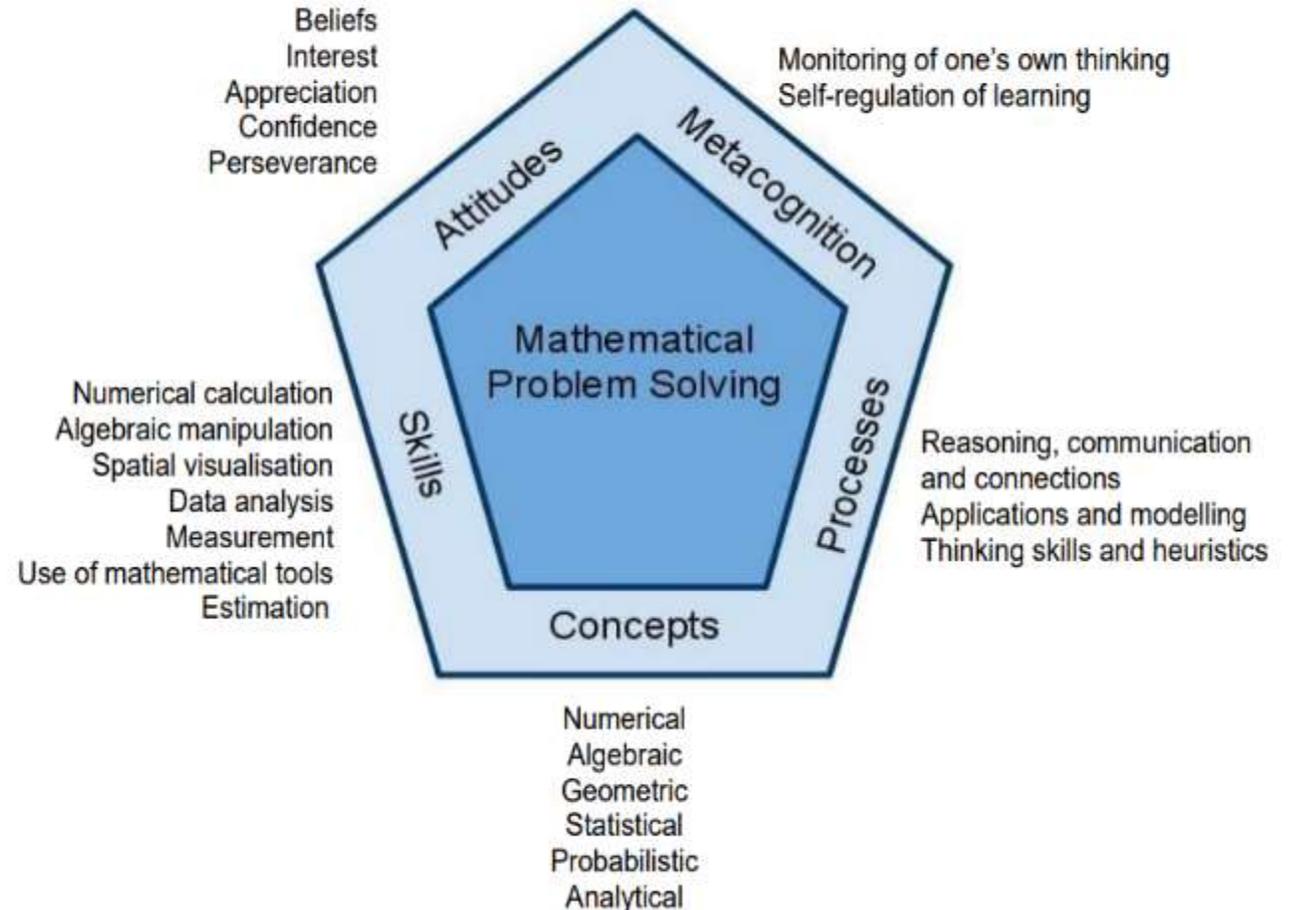
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- **Central focus**

- Mathematical Problem Solving

- **5 components**

- Concepts
- Skills
- Processes
- Attitudes
- Metacognition





# Mathematical Process @Cedar

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

**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?



# Learning Experience – Thinking Flexibly

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

- Mathematics Textbook & Practice Book

H	T	O			
	4	3			
x	1	2			
	8	6	<---	$43 \times 2$	
+	4	3	0	<---	$43 \times 10$
	5	1	6		

How can we solve this differently?

$$(b) 43 \times 12 = \boxed{516}$$

$$= 43 \times (10 + 2)$$

$$= 43 \times 10 + 43 \times 2$$

$$= 430 + 86$$

$$= 516$$

Skill : multiplication (up to 3 digits by 2 digits)

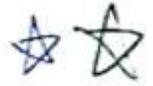


## Metacognition – Math Journal

How I do my Rounding?
How I do my rounding is that I always look at the hundreds, tens or ones place and see if it's less / more than <sup>50,500</sup> 5. Example, round 65 to the nearest ten ans: 70. ✓
from smallest possible number } how do you to largest possible number } determine these?

1.  $7247 \approx 7250$  ✓
2.  $81092 \approx 81090$  ✓
3.  $22472 \approx 22300$  ✓
4.  $26804 \approx 26800$  ✓

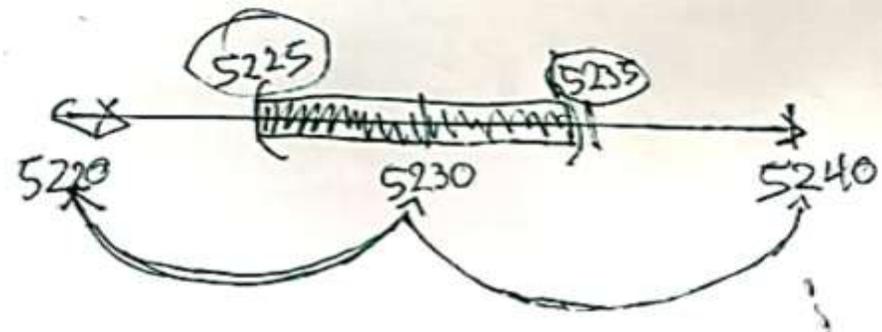
... round ...



Revision of rounding to the nearest tens

$$\boxed{1247} \approx \boxed{1250} \quad \boxed{38092} \approx \boxed{38090} \quad \boxed{9297} \approx \boxed{9300} \quad \boxed{62804} \approx \boxed{62800}$$

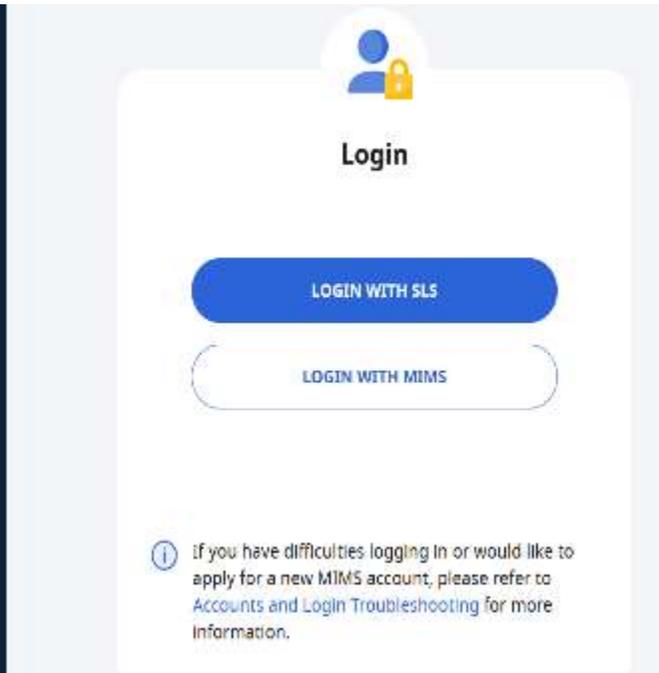
\* A number is 5230 when rounded to the nearest tens. Find the greatest and smallest possible number.



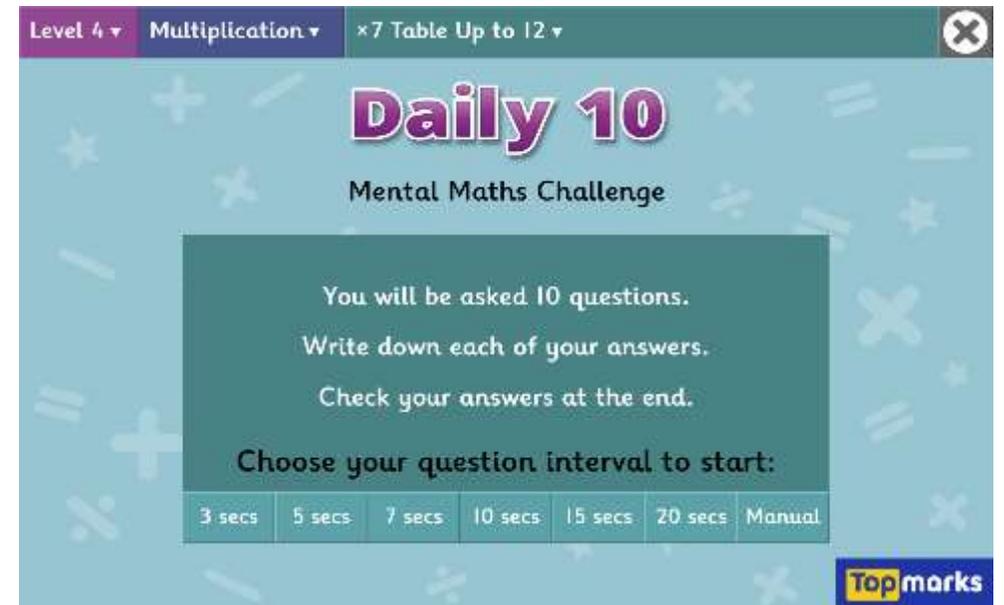


# Learning Experience - Harnessing Technology

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



- An example of an online platform used for mastery of basis skills.



Our Student Learning Space



# Learning Experience – Collaboration

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



- Provide opportunities to students to communicate with each other using mathematical ideas in groupwork.



# Intervention Programme

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

- Learning Support Programme for students who need more support in learning mathematics
- Small group
- Focus in numeracy skills

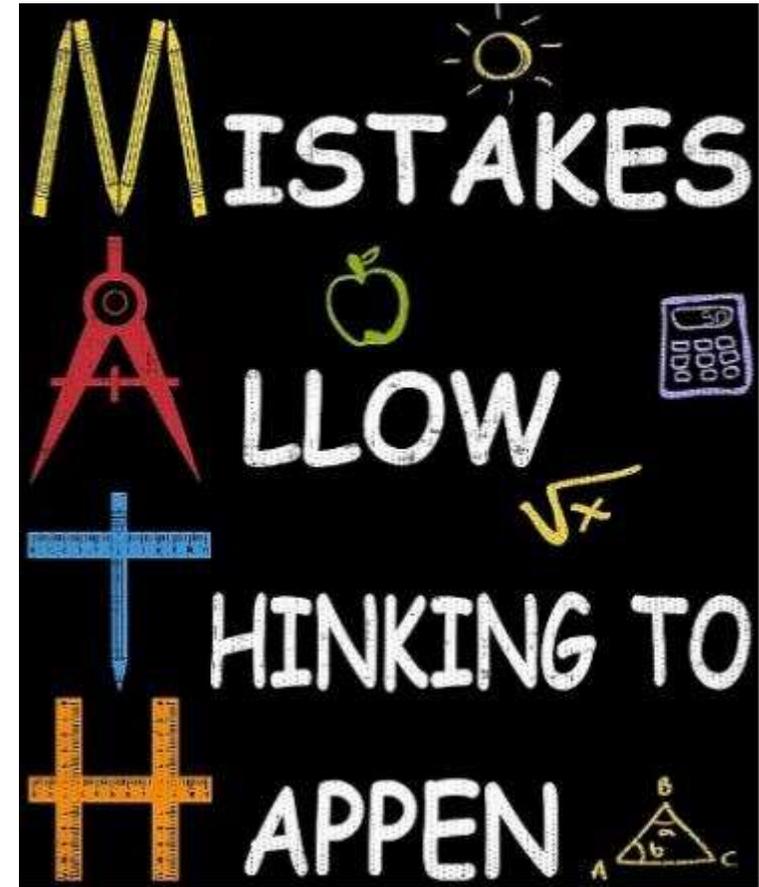




# Assessing for understanding

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	Marks	Structure	Weightage
Term 1 Weighted Assessment	45 minutes	40	10 multiple choice questions 15 short answer questions	10%
Term 2 Weighted Assessment			10 multiple choice questions 15 short answer questions	15%
Term 3 Weighted Assessment			25 short answer questions	15%



# Assessing for Competency

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

Type of Assessment	Duration	Marks	Structure	Weightage
Term 4 Year-End Examination	1 hour 45 minutes	100	15 multiple choice questions (30 marks)  25 short answer questions (50 marks)  5 long answer questions (20 marks)	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**



- **Have Conversation**
  - *Have fun doing math puzzles or games together*





# Myth or Fact?

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

*Practice makes perfect*





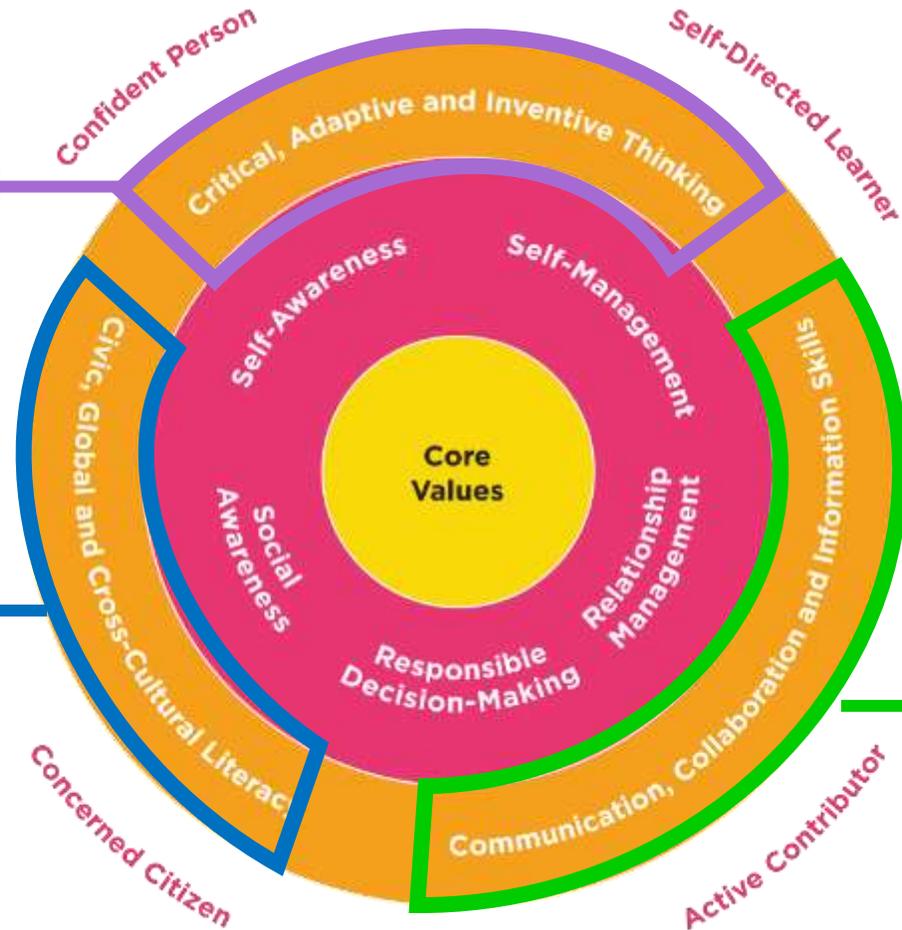
# Becoming confident and interested in Math

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

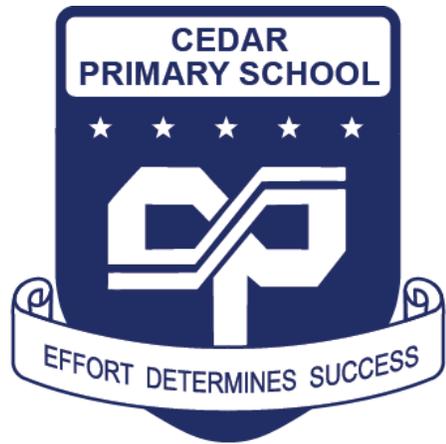


- ✓ Adaptive thinker
- ✓ Growth mindset
- ✓ Use numeracy skills accurately

- ✓ Confident
- ✓ Able to relate to real-life problems such as savings, GST, postage rates



- ✓ Effective communicator
- ✓ Collaborate with one another in solving problem mathematically



# MOTHER TONGUE LANGUAGES

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Primary 4



# Overview

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

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

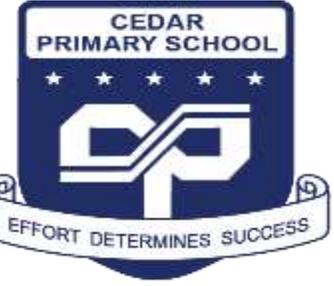


# PURPOSE & GOALS OF MTL LEARNING

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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 21<sup>st</sup> 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





# Weighted Assessment (Primary 4)

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

Term	Component	Marks (Weighting)	Details
1	Language Use & Comprehension	30 (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 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%)
<b>TOTAL</b>		<b>100</b>	

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



# P5 HIGHER MOTHER TONGUE

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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

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

- P4 students who achieved Band 1 (85 marks & above) for 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

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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

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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*

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



# Science

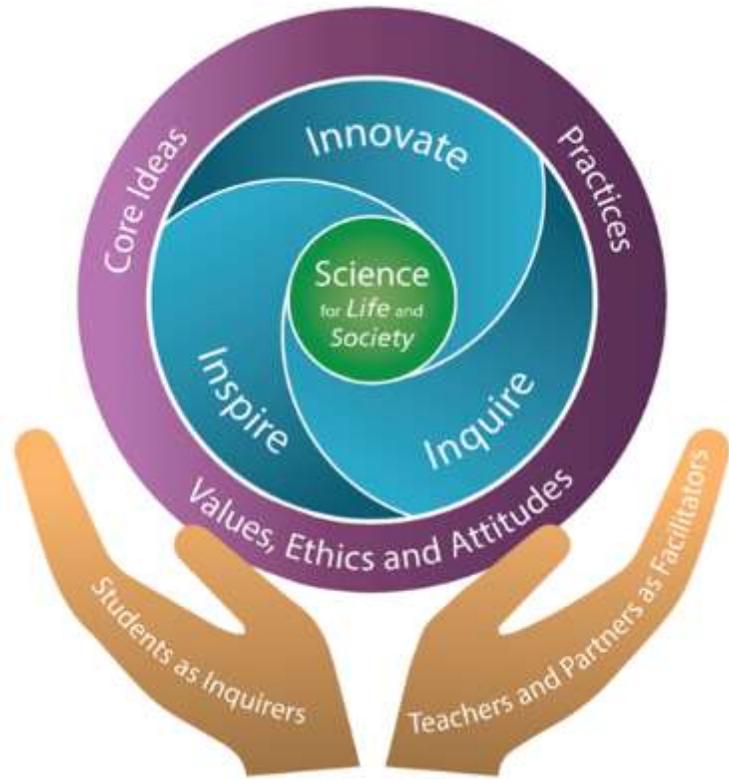
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Primary 4



# 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 <b>one to two</b> parts of the digestive system. <input type="checkbox"/>	I can correctly identify <b>three to four</b> parts of the digestive system. <input type="checkbox"/>	I can correctly identify <b>all</b> 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 <b>one to two</b> parts of the digestive system. <input type="checkbox"/>	I can correctly identify the functions of <b>three to four</b> parts of the digestive system. <input type="checkbox"/>	I can correctly identify the functions of <b>all</b> 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 <b>one to two</b> parts of the digestive system. <input type="checkbox"/>	I can justify my choice of objects for <b>three to four</b> parts of the digestive system. <input type="checkbox"/>	I can justify my choice of objects for <b>all</b> 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



# Examination Format - Standard

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

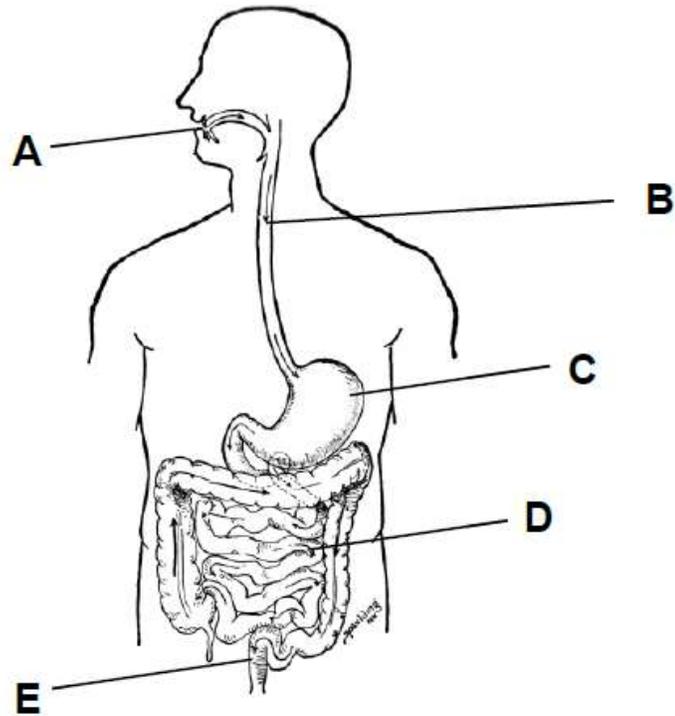
Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	30	2	60
B	Open-ended	10-11	2-5	40

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*



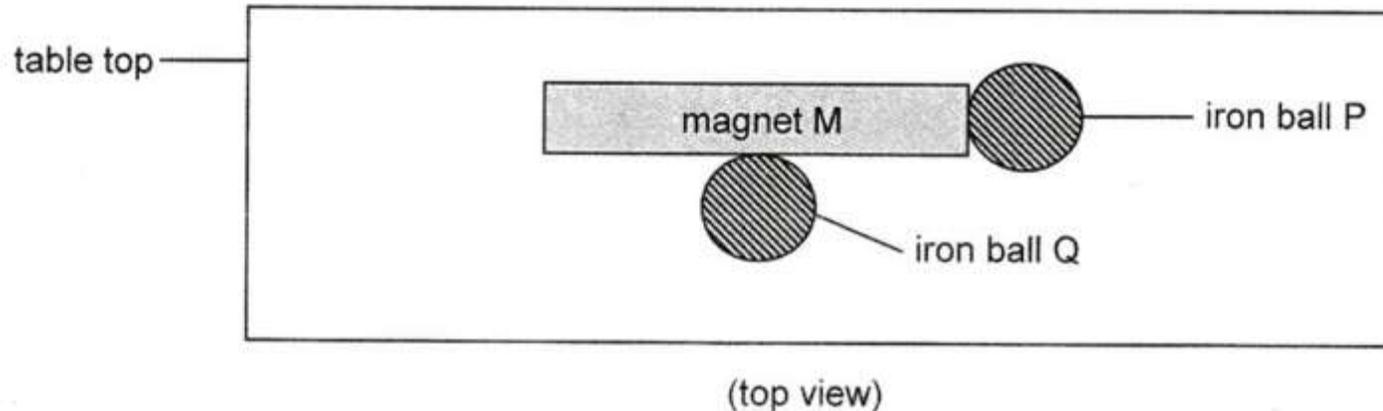
Which of the following parts absorbs digested food? D



# 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 so it was not strong enough to attract iron ball Q.



# Helping Your Child/Ward to Enjoy Science

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*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

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*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

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*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*

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