



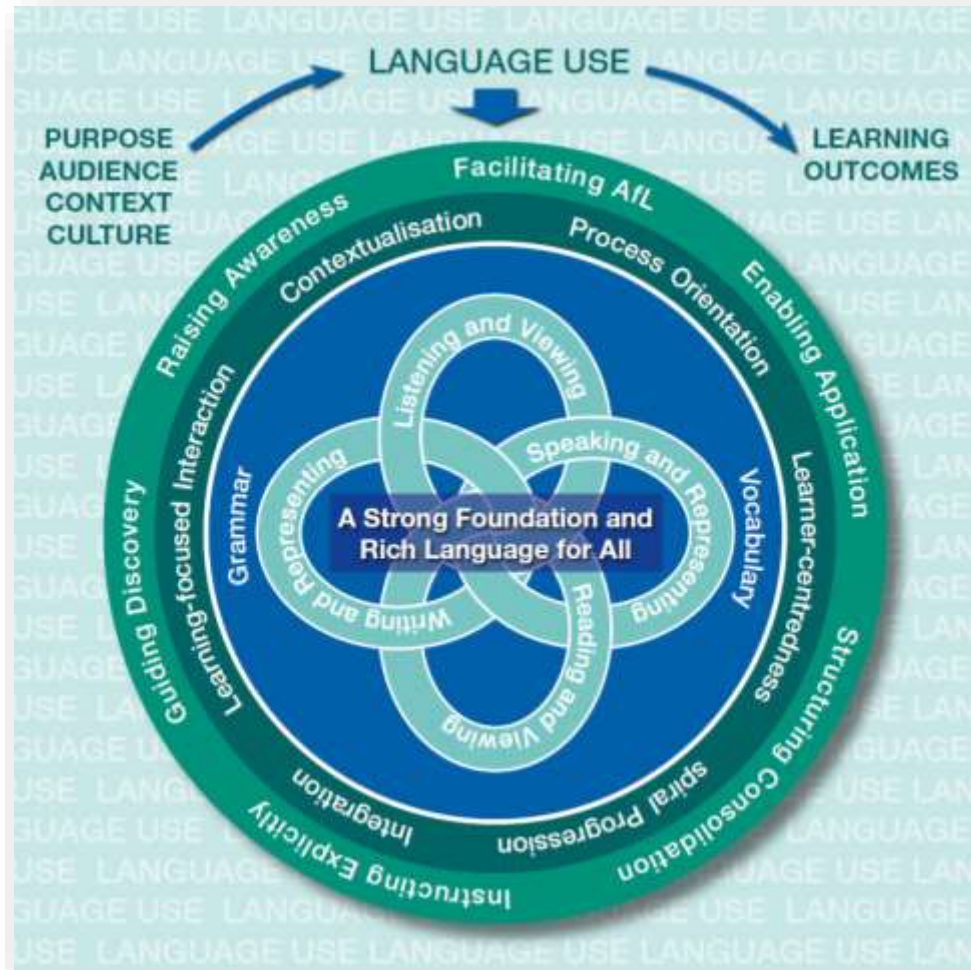
# ENGLISH LANGUAGE

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Primary 4



# Areas of Language Learning



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



# 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 (P5 &amp; P6)</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>Newspaper-reading (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 (Primary 4 – 2023)

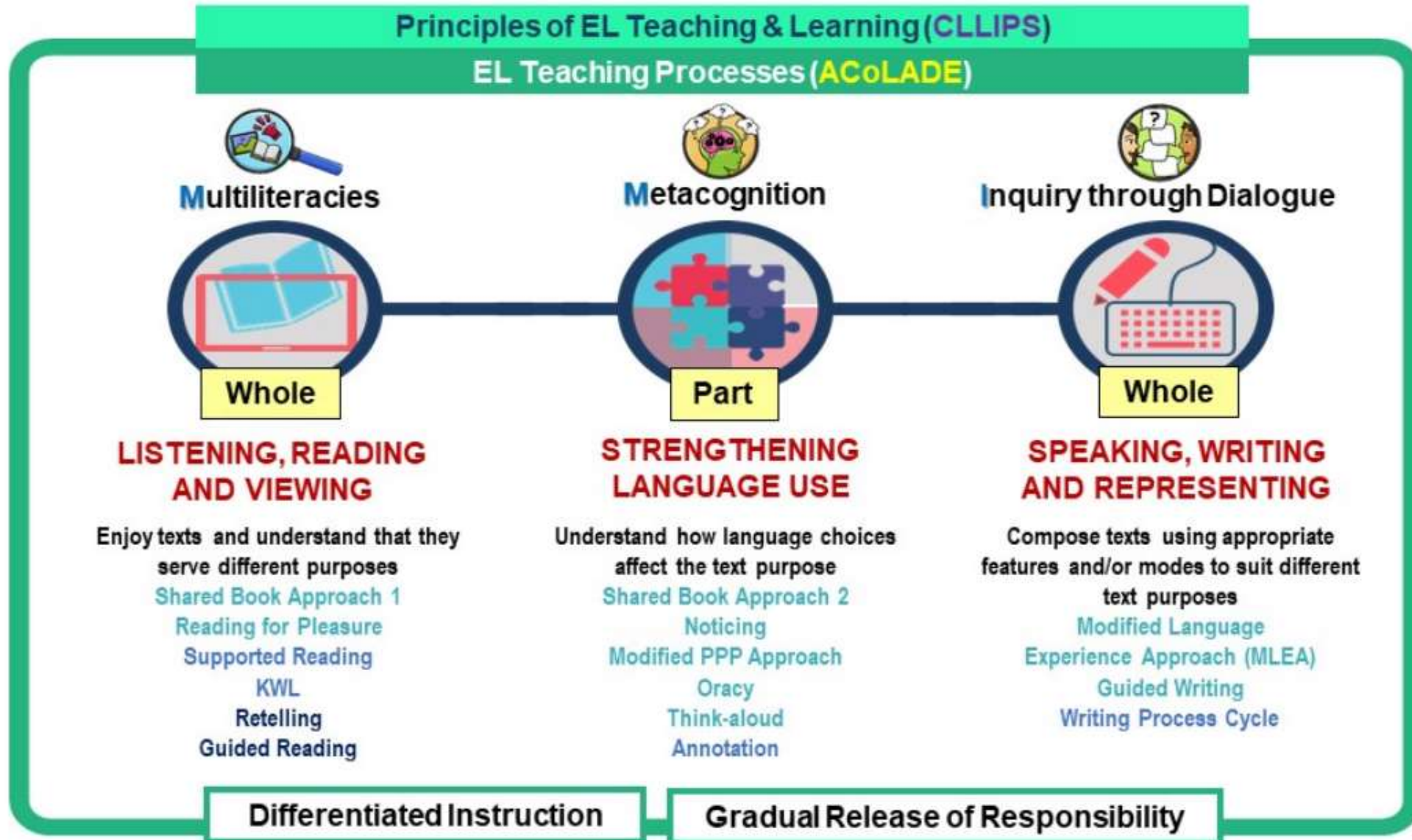
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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

**The STELLAR programme was reviewed and refined to better prepare learners for the changing context of language use. This includes:**

- a greater need for linguistic and communicative competence, adaptability and flexibility for a more disruptive global environment
- rapid development in information technology that has shaped our understanding of literacy and linguistic skills in English to include multiliteracies
- future workplace readiness with rising emphasis on interpersonal skills, higher-order cognitive skills and information systems skills.

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

<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)



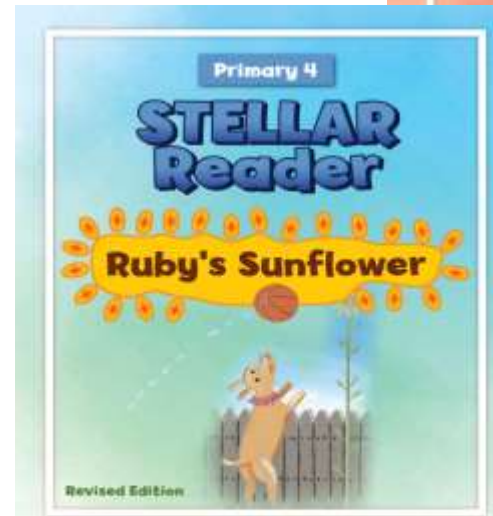
# Reading (aloud and silently)

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

- Supported Reading
- KWL

Explicit teaching of comprehension strategies to understand at literal, inferential and evaluative levels

- Make predictions
- Verify responses
- Make simple judgement of characters



Name: \_\_\_\_\_ Class: \_\_\_\_\_

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MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0



Class: \_\_\_\_\_

CURRICULUM PLANNING & DEVELOPMENT DIVISION  
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0



Name: \_\_\_\_\_ Class: \_\_\_\_\_

CURRICULUM PLANNING & DEVELOPMENT DIVISION  
MINISTRY OF EDUCATION, SINGAPORE

STELLAR 2.0





# Writing

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

## Writing Process Cycle (WPC)

- Class Writing → Group Writing → Individual Writing

Cedar Primary School  
POEMS Rubrics

Name of Writer: \_\_\_\_\_

## Individual Writing

- P.O.E.M approach:

**P**urpose

**O**rganisation

**E**laboration

**M**echanics

Levels	Purpose	Organisation	Elaboration	Mechanics	Style
<b>Level 4</b>	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is interesting.	<input type="checkbox"/> Your story is easy to follow. <input type="checkbox"/> There is very good sequencing and linking of ideas.	<input type="checkbox"/> You have elaborated your ideas well.	<input type="checkbox"/> You are able to write with hardly any errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> Your choice of vocabulary is effective and engaging.
<b>Level 3</b>	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is simple.	<input type="checkbox"/> There is a gap in the flow of your story but I can still understand it. <input type="checkbox"/> There is good sequencing and linking of ideas.	<input type="checkbox"/> Only some of your ideas are developed.	<input type="checkbox"/> You made some errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> You could expand the range of words for better engagement.
<b>Level 2</b>	<input type="checkbox"/> You have tried to address the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is confusing.	<input type="checkbox"/> There are many gaps in the flow of your story. <input type="checkbox"/> There is some attempt to sequence and link the ideas in your story.	<input type="checkbox"/> Your ideas are mostly not developed.	<input type="checkbox"/> You made a lot of errors in sentence structure, grammar, spelling and punctuation, making it hard to read.	<input type="checkbox"/> There is limited word choice and a few instances of wrong usage.
<b>Level 1</b>	<input type="checkbox"/> You have not addressed the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is very confusing.	<input type="checkbox"/> I don't understand how things happen in your story. <input type="checkbox"/> You have not sequenced and linked the ideas in your story.	<input type="checkbox"/> Your ideas are not developed.	<input type="checkbox"/> You have made many errors in sentence structure, grammar, spelling and punctuation, making it very difficult to understand your story.	<input type="checkbox"/> The range of words used is very basic.
<b>Overall Remarks</b>					

# Writing Different Text Types

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

Cedar Primary School  
1) Making Ice Cream  
My Published Work

Full Name: Javia Nair  
Class: 4A Friday Date: 11 February 2021


Lemon Walker Cupcakes  
-Oven Fried Dough

Ingredients:

3 eggs	Nice pictures!
100 ml milk	
100g soft butter	
Leveling of Dr. Carter's	
Lemon Walker Cake Recipe	
50g powdered sugar	

Method:

1. Turn on oven and set at Turbo baking. 160C is always.
2. Lay cupcake liners in bottom of cupcake pan.
3. Put flour mixture in a mixing bowl and add egg, milk and soft butter.
4. Beat with electrical mixer first at low for 1 minute and then high speed for 3 minutes.
5. Using a 60ml measuring spoon, spoon cake mixture and fill each cupcake liner equally.
6. Sprinkle powdered sugar over the cake mixture with a sifter if desired.
7. Put cupcake pan in the middle shelf of oven and bake for indicated time approximately 40-45 minutes.
8. Just before removing, sprinkle remaining powdered sugar on cake and serve.



Cedar Primary School  
1) Canoe Diary  
Our Class Writing

Date of entry  
25 December 2021

who are you writing to  
Dear Diary

Today was Christmas. It was a public holiday.

My parents bought my sister and me to the zoo. <sup>first person</sup>

As it was a distance away from my home, we took a taxi <sup>topic</sup> there. We took photographs at the entrance of the zoo. <sup>camera icon</sup>

We saw many animals there. My favourite animal was the White Tiger. It is a rare sight. Its name is pasha. I was in awe when I saw the beautiful animals. <sup>feelings</sup>

It was an awesome experience!

I hope to go to the zoo again! <sup>future</sup>

Good night!  
→ Sign off / end of entry

22/1



# Journal Writing



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

- Weekly/Fortnightly submission
- Free expression based on a given topic/guiding questions
- Do not correct any language errors
- Current affairs reflections (Mini Red Dot)

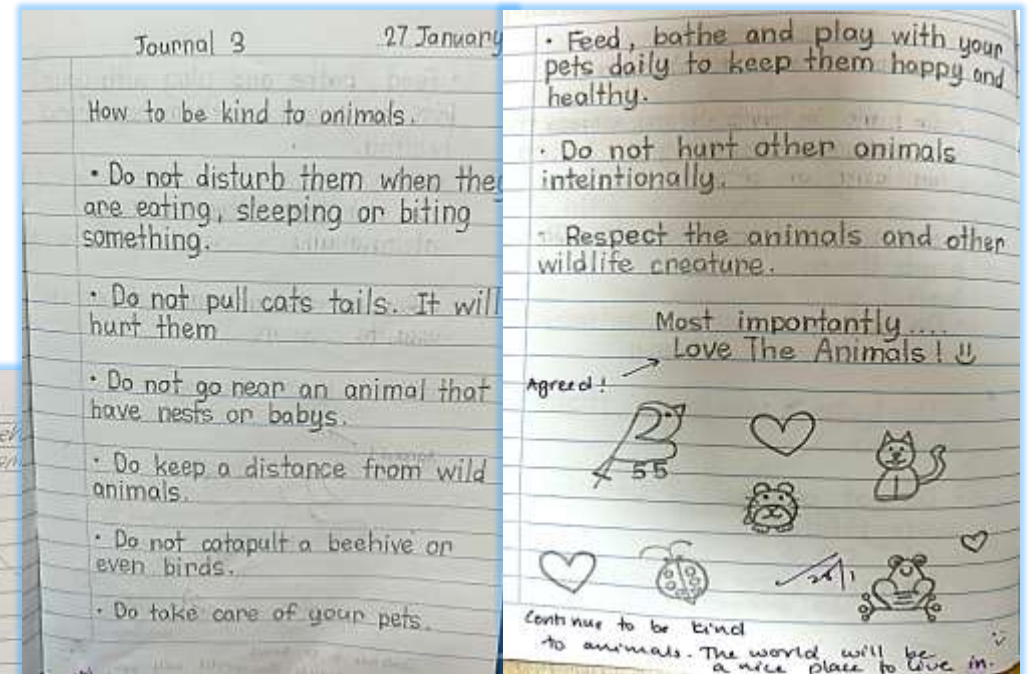
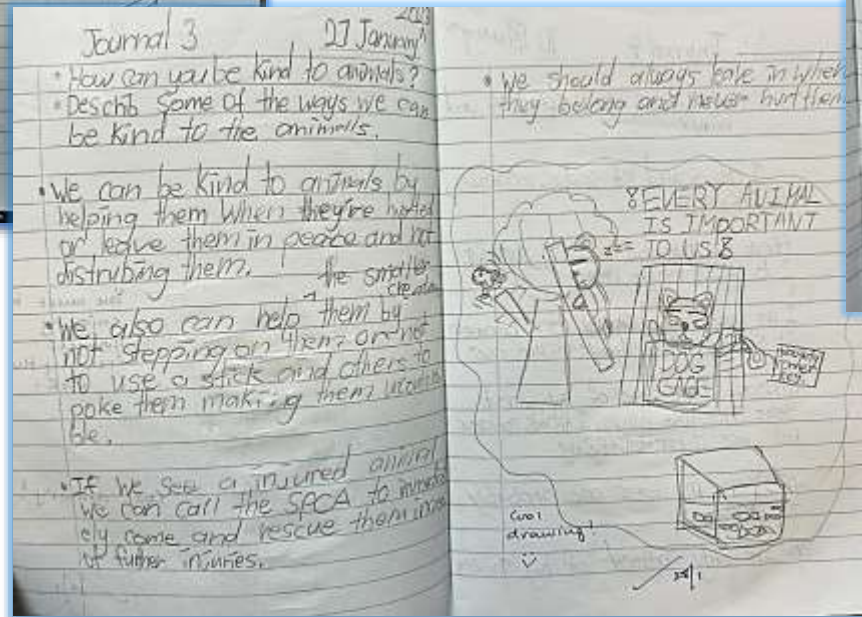
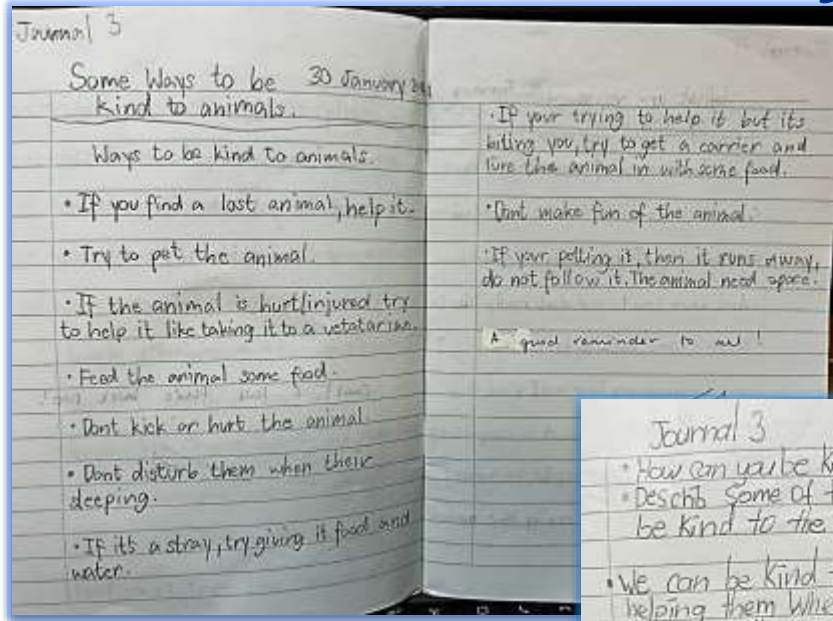
**To encourage expression and creativity**





# Current Affairs Reflections (Mini Red Dot)

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# Journal Entries

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

The other thing I am scared of are spiders. They creep me out because of how they walk and they are disgusting because of how their eyes look like.

Journal 4<sup>th</sup>  
What are you scared of and why?  
I'm am **Scared** of a few things.

1) Waking up at midnight and going to the toilet. I am scared of that, because in the toilet I don't want to see **WHAT'S IN THE MIRROR.**

2) Sleeping alone. I am scared

Journal 4 10 February 2021  
What are you scared of and why?

I am scared of mosquitos because it can suck our blood and cause diseases. I am scared of centipedes because it can use venom to kill their prey. I am also scared of the poison frog because it is the most dangerous animal in the whole wide world. Lastly, I am scared of the cobra snake because it is poisonous when it bites.

Journal 4 10 February 2021

• What are you scared of and why?

I am scared of spiders, cockroaches, the dark, ghosts.

Ghosts may not be real but sometimes I do believe they're real.

I am very terrified of the dark because it scares me and freaks me out.

Cockroaches are one of my worst fears just like others. I think cockroaches are just terrifying.

Spiders is my least one probably for top 4 as I'm only afraid of big spiders.

Like black widow or something like that.

I'm also scared and stress out when people actually compare me with others. but I'm over it.

Will you bugs that will have juice when you step on them. I'M REALLY SCARED OF IT!

Because its just disgusting in my opinion.



# Other Programmes & Activities

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- Structured Reading Programme (Fortnightly)
- Library Period (Fortnightly)
- Library Programme (On-going)
  - Avid Reader Award
  - Quizzes
  - Book highlights
- Newspaper Reading: Mini Red Dot [Monthly]
- READ@CPS
- Partnership with NLB





# Students' Resources

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

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



# End-of-Year Exam Format (Primary 4 -EL)

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

*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





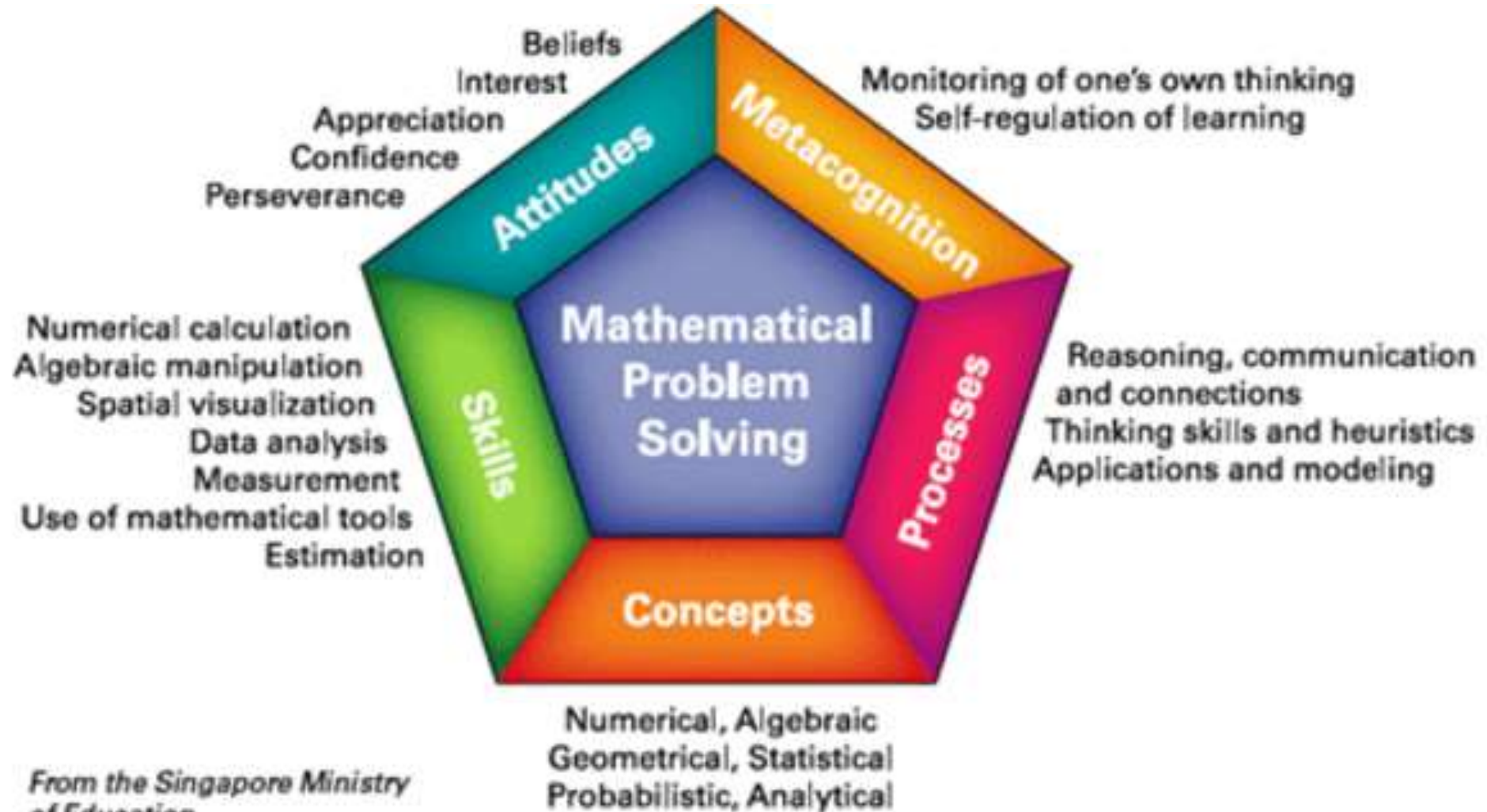
# MATHEMATICS

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Primary 4



# MOE Mathematics Framework



*From the Singapore Ministry of Education*

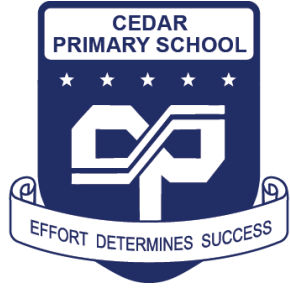


# P4 Mathematics Curriculum

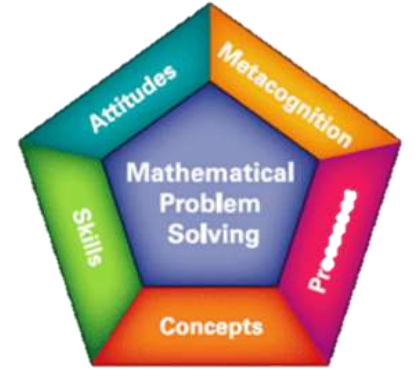
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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- ✓ Follows a **spiral progression** in building up content across the levels
- ✓ Lays a **strong foundation** for students to acquire **mathematical concepts and skills** for everyday use
- ✓ Develops **thinking, reasoning, communication, application** and **metacognitive skills**
- ✓ Builds **confidence** and foster **interest** in Mathematics



# Processes & Metacognition



**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?



# Skills & Concepts

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

**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 re-tell 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?
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**A** **ACT out the plan**

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**R** **REFLECT on your solution**

- Check your work
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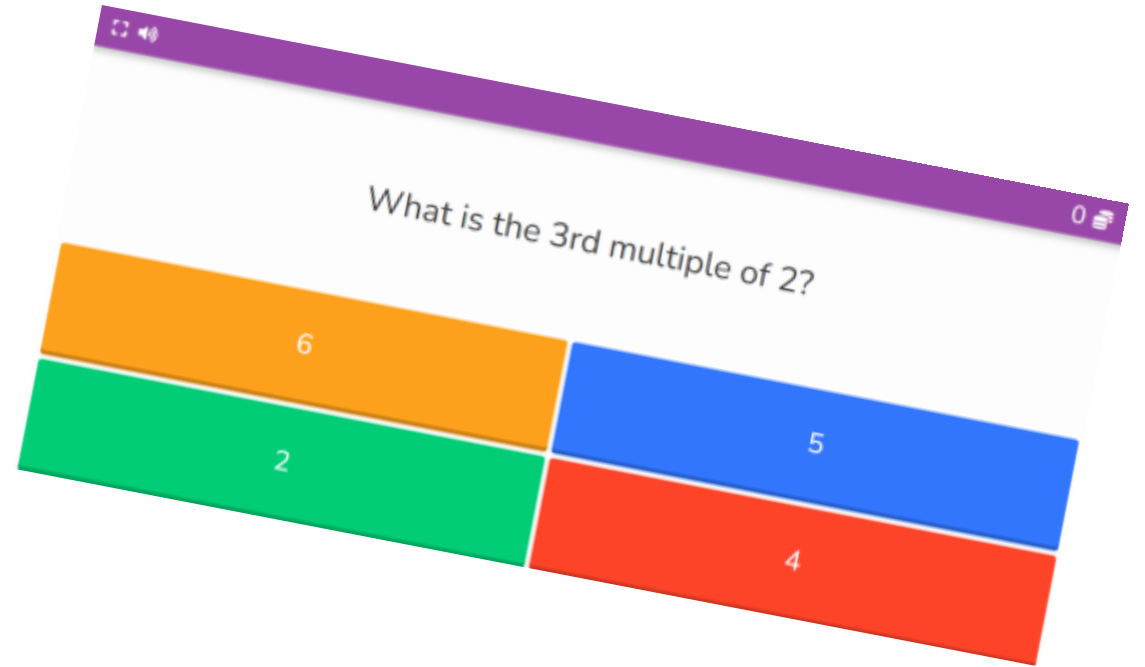
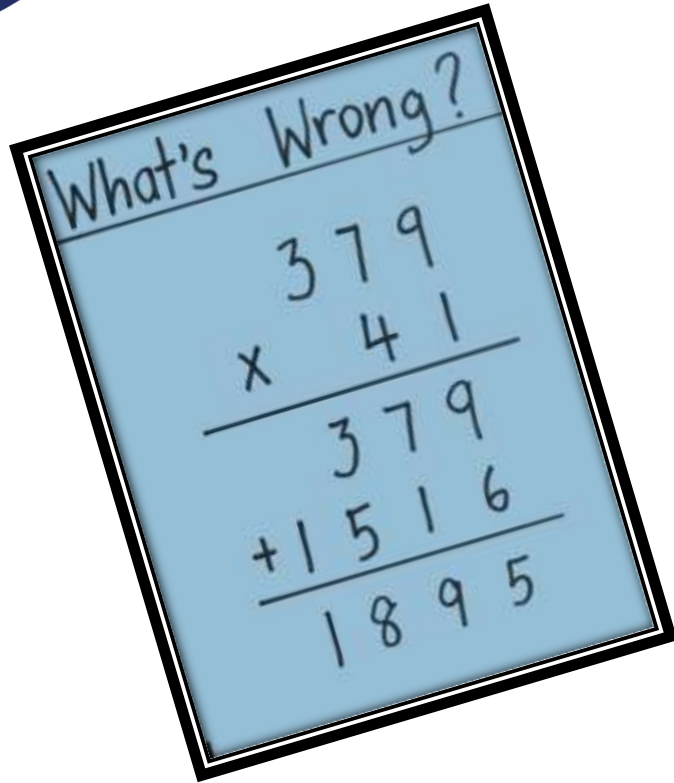
What are the missing numbers?

$$\begin{array}{r} 3 \square \\ \times 72 \\ \hline 6 \square \\ + 2 \square \square 0 \\ \hline \square \square \square \square \end{array}$$

0? 1?  
2? 3?  
4? 5?



# Skills & Concepts





# Skills & Concepts – Learning Experiences

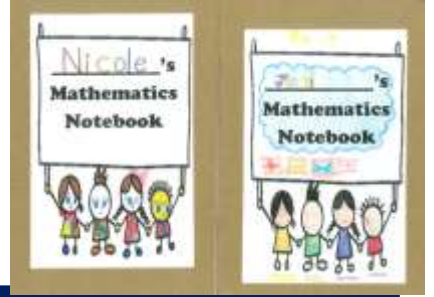
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity







# Skills & Concepts – Use of Mathematics Notebook



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

Find the difference

minus

Subtract

- Start from the ones place
- Subtract Tens
- Subtract Hundreds
- Subtract Thousands

1 ten = 10 ones  
1 hundred = 10 tens  
1 thousand = 10 hundreds

take away

$$\begin{array}{r} 7594 \\ - 3582 \\ \hline 4012 \end{array}$$

$$\begin{array}{r} 6 \times 584 \\ - 4899 \\ \hline 2705 \end{array}$$

$$\begin{array}{r} 2808 \\ - 299 \\ \hline 2809 \end{array}$$

rounding off / round off

300 means approximately

Fig. No. question

A ball has a height of 10cm  
is it between 90cm-50

51	67	19
520	670	150

350-50

If the number is 350  
which one is it approximately  
30-30?

Let's make a car to demonstrate

A car goes up hill. It will only then slide down downwards then. So it is closer to 0.

254	177
250	170

Take note after the 0. It will always be going down!

If it's 0. the number doesn't need any rounding.

I can relate turns to angles in degrees

I can use a 2-point compass

$\frac{1}{4}$  turn is  $90^\circ$  (right angle)  
 $\frac{2}{4}$  turn is  $180^\circ$   
 $\frac{3}{4}$  turn is  $270^\circ$   
1 complete rotation is  $360^\circ$

clockwise  
anti-clockwise

direction of clock  
opposite

1) Face the library  
Turn anti-clockwise through  $45^\circ$   
What are you facing now?

ANS: Pk. 500

- 4 right angles
- All four sides are equal
- 2 pairs of parallel lines
- Opposite sides are equal

A rectangle is not a square

A square is a special type of a rectangle.

All right angles are  $90^\circ$

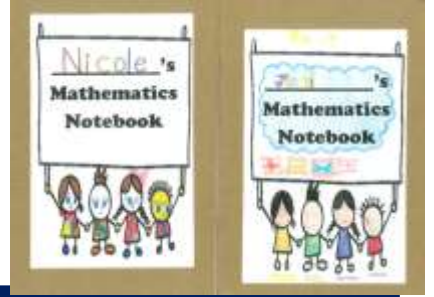
$\angle a = 90^\circ - 40^\circ = 50^\circ$

$\angle b = 90^\circ - 2^\circ = 45^\circ$

$30^\circ + 35^\circ = 65^\circ$   
 $\angle c = 90^\circ - 65^\circ = 25^\circ$



# Skills & Concepts – Use of Mathematics Notebook



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

**Challenge** W greatest possible number of muffin sold is  $28+4=32$

Janelle baked about 1,600 muffins for a charity carnival (this number was already rounded to the nearest hundred).

After 1 hour, she sold about 80 muffins (this number was already rounded off to the nearest ten).

a) If each muffin was sold for \$2, what was the greatest possible amount of money she collected after 1 hour?

b) What was the smallest possible number of muffins she had left?

The greatest possible number of money collected is \$1664  
(84 muffin sold) Smallest possible of muffin baked is  
 $1600 - 50 = 1550$   
 $1550 - 84 = 1466$   
The smallest possible number of muffin left is 1466

Rounding and Estimation

Nearest ten 1348  $\approx$  1350

Nearest hundred 1348  $\approx$  1300

Nearest Thousand 1348  $\approx$  1000

Nearest ten 2893  $\approx$  2890

Nearest hundred 2893  $\approx$  2900

Nearest thousand 2893  $\approx$  3000

Nearest ten 1945  $\approx$  1950

2790  $\approx$  2790

5870  $\approx$  5870

10780  $\approx$  10780

96990  $\approx$  96990

Nearest hundred 704  $\approx$  800

8298  $\approx$  8300

3175  $\approx$  3200

42907  $\approx$  42900

90995  $\approx$  91000

Nearest thousand 504  $\approx$  2000

7098  $\approx$  7000

2975  $\approx$  30000

36850  $\approx$  37000

5472  $\approx$  55000

Rounding Poem

Find your number Look  
right next door 4 or less,  
just ignore 5 or more, add 1 more

All angles are 90°  
right

$Ld = Le$   
Find Ld  
 $90^\circ - 20^\circ = 70^\circ$   
 $Ld = 70^\circ \div 2 = 35^\circ$

Lh is twice the size of Lg  
Find Lg.  
 $90^\circ - 30^\circ = 60^\circ$   
 $Lg = 60^\circ \div 3 = 20^\circ$



# Primary 4 Mathematics Syllabus

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

## Content

Whole Numbers up to 100 000 / Factors and Multiples /  
Four Operations / Fractions / Decimals

**Numbers**

Time / Area and Perimeter / Angles / Symmetry /  
Rectangles and Squares

**Measurement & Geometry**

Tables and Line Graphs

**Statistics**



# End-of-Year Exam - Format

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

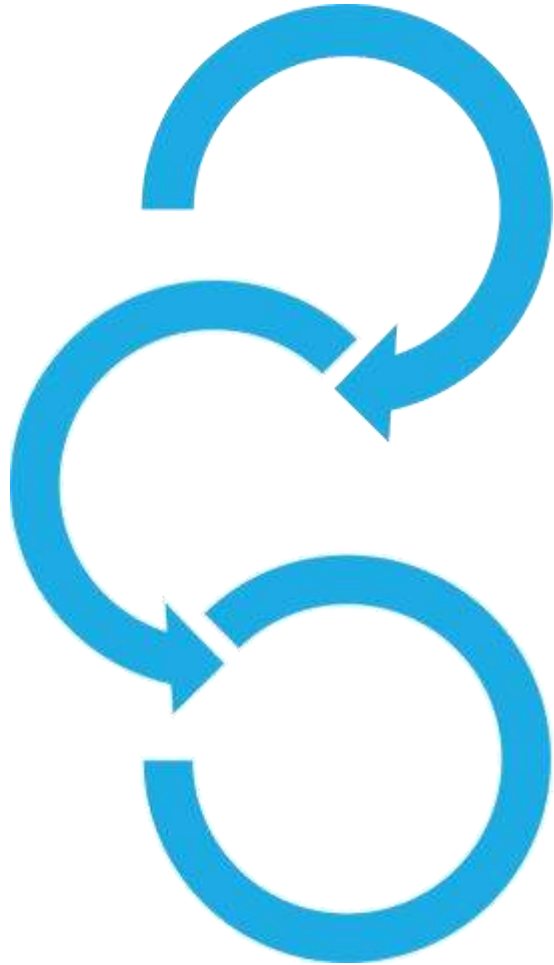
Duration: 1 h 45 min

Primary 4	Section A – 20 Multiple Choice Questions (40%) Section B – 16 Short Answer Questions (32%) Section C – 8 Long Answer Questions (28%)
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# Mathematics Approach – Gradual Release of Responsibility

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



Teacher Demonstrates

Teacher/Students Do Together

Students Do Together

Students Try on Their Own (Apply)



# Supporting Your Child in Learning

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

**Attendance**

**Active Participation**

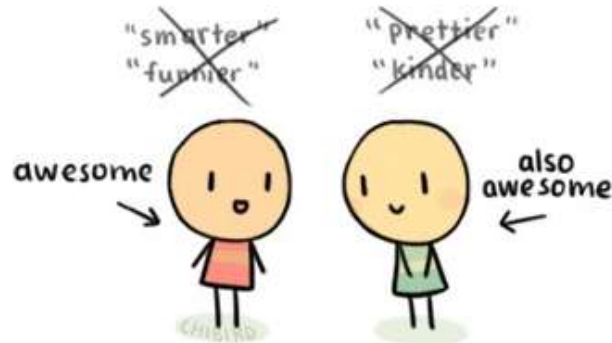
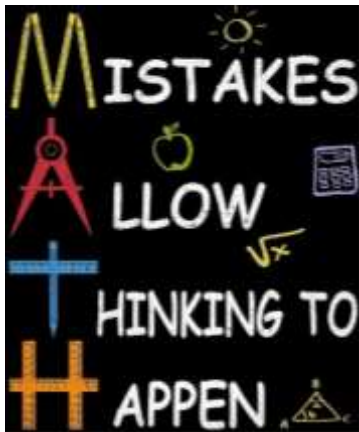
**Attitude**

*Focus. Self-Discipline. Effort Determines Success*

**Achievement**



- \* Create routines
- \* Communicate & Encourage
- \* Celebrate improvement





**YOUR WORDS AS A  
PARENT HAVE GREAT  
POWER. USE THEM TO  
SUPPORT  
&  
INSPIRE**



*Positive Parenting Quotes via Gecko & Fly*



# MOTHER TONGUE LANGUAGES

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**Primary 4**





# 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
- **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.



# PURPOSE & GOALS OF MTL LEARNING

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

## **Active and Interactive teaching and learning environment**

- Helps 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 MTSP starting at P3
- 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



# P4 MOTHER TONGUE End-of-Year Exam

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

- Paper 1: Composition Writing (15 marks, 15%)
  - Duration: 40 min
  - Picture composition (4 pictures)
  - Dictionaries are not allowed during exam
- Paper 2: Language Use and Comprehension (45 marks, 45%)
  - Duration – 1 h
  - Dictionaries are not allowed during exam
- Paper 3: Listening Comprehension (10 marks, 10%)
- Paper 4: Oral (30 marks, 30%)
  - Read Aloud and Picture Conversation



# P5 HIGHER MOTHER TONGUE END-OF-YEAR EXAM

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

- Paper 1: Composition Writing (40 marks, 40%)
  - Duration: 50min
  - 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 regularly
  - 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 in a fun and meaningful manner.



# 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>



# 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





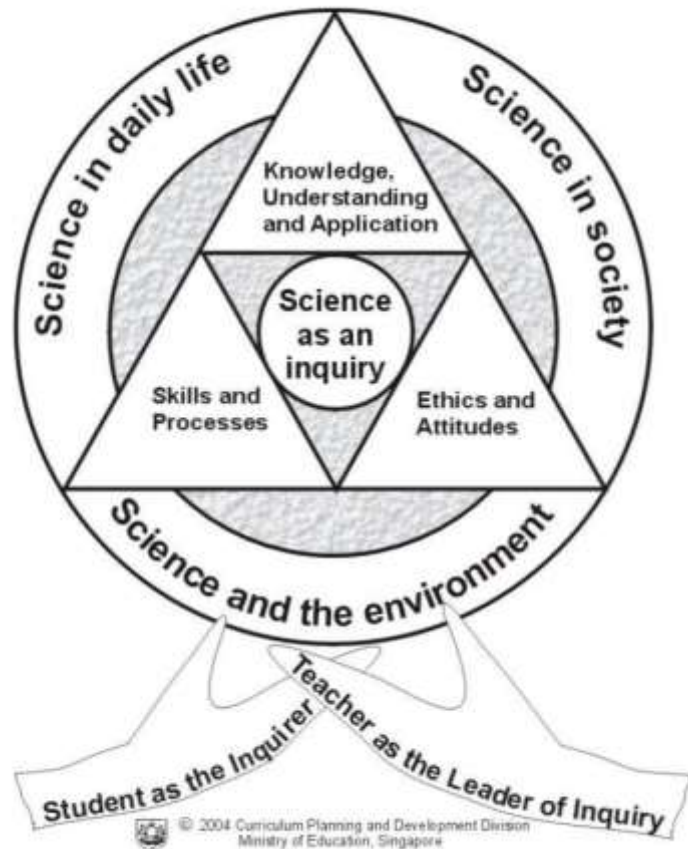
# Science

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# Science Curriculum Framework

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# Student Learning Space (SLS)

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

SLS MOE LIBRARY Life Cycles of Animals

You're in the Lesson View mode.

## Life Cycles of Animals

MOE LIBRARY Life Cycles of Animals

Lesson View mode.

The life cycle of a beetle is shown below.

```
graph TD; egg --> larva; larva --> pupa; pupa --> adult; adult --> egg;
```

egg

larva

pupa

adult



# Science Syllabus – An Overview

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

**Table 1: An Overview of the Primary Science Syllabus**

Syllabus Requirement			White Space
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)	
Diversity	<ul style="list-style-type: none"> <li>Diversity of living and non-living things (General characteristics and classification)</li> <li>Diversity of materials</li> </ul>		<p>The freed up curriculum time is to enable teachers to use more engaging teaching and learning approaches, and/or to implement customised school-based programmes as long as the aims of the syllabus are met. This enables teachers to make learning more meaningful and enjoyable for their students.</p>
Cycles	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Life cycles)</li> <li>Cycles in matter and water (Matter)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Reproduction)</li> <li>Cycles in matter and water (Water)</li> </ul>	
Systems	<ul style="list-style-type: none"> <li>Plant system (Plant parts and functions)</li> <li>Human system (Digestive system)</li> </ul>	<ul style="list-style-type: none"> <li>Plant system (Respiratory and circulatory systems)</li> <li>Human system (Respiratory and circulatory systems)</li> <li><u>Cell system</u></li> <li>Electrical system</li> </ul>	
Interactions	<ul style="list-style-type: none"> <li>Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>)</li> <li>Interaction within the environment</li> </ul>	
Energy	<ul style="list-style-type: none"> <li>Energy forms and uses (Light and heat)</li> </ul>	<ul style="list-style-type: none"> <li>Energy forms and uses (Photosynthesis)</li> <li><u>Energy conversion</u></li> </ul>	

<https://www.moe.gov.sg/primary/curriculum/syllabus>



# P4 Topics

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

Theme	Topics
Cycles	Life Cycle of Animals Life Cycle of Plants Matter
Energy	Light and Shadows Heat and Temperature



# Examination Format – End of Year

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

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

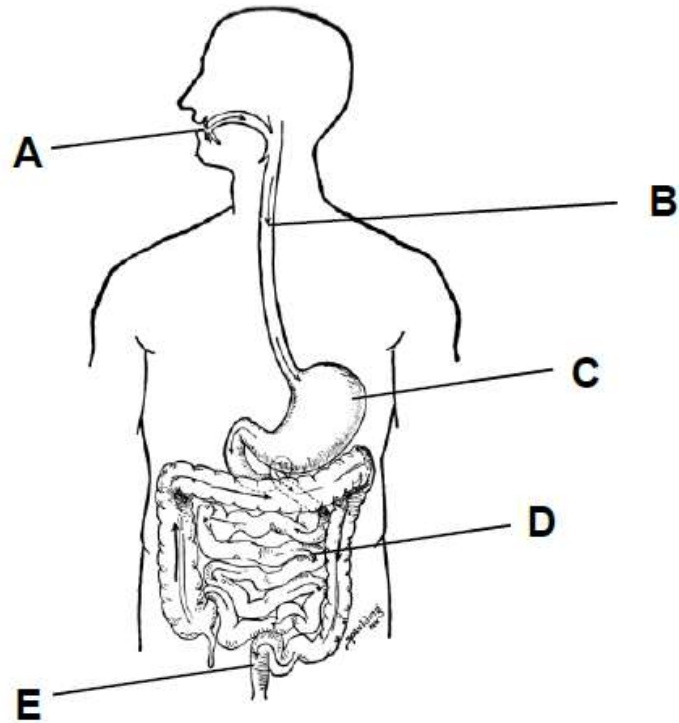
Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple –choice	28	2	56
B	Open-ended	12 - 13	2-5	44

- a) Booklet A consists of 28 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
  - b) Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.
- Candidates are required to answer all the questions in the two booklets.
  - The duration of the paper is 1 hour 45 minutes.



# Knowledge-Based Questions

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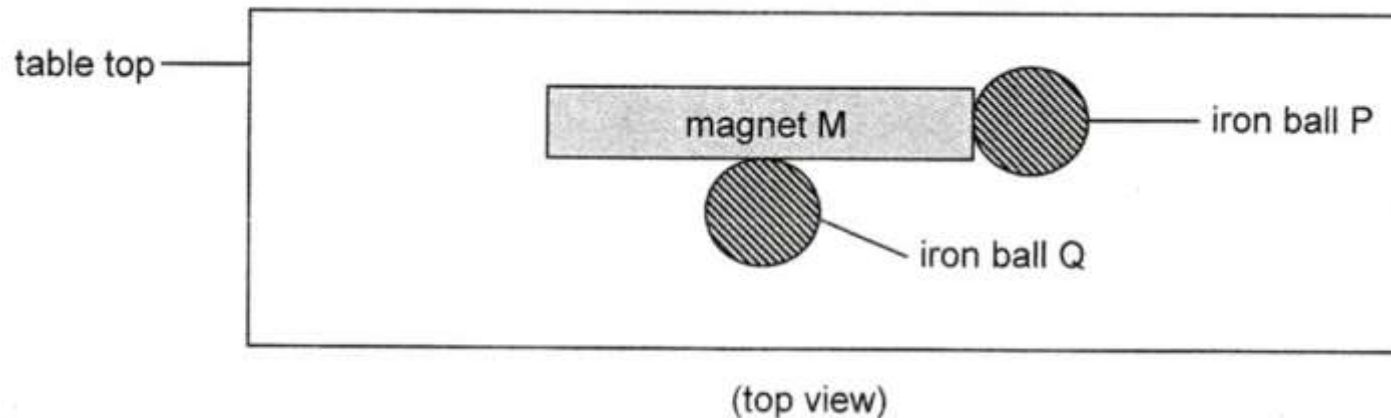
Which of the following parts absorbs digested food? D



# 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

*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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- Choose Stories that Interest your children
- Discuss the Science/Value Education behind the Stories

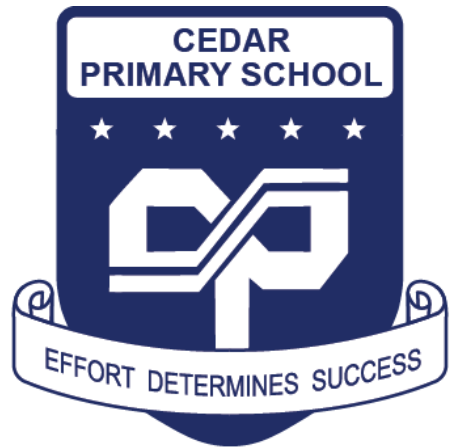


# Exploring Science Outdoors with your child/ward

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- 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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