



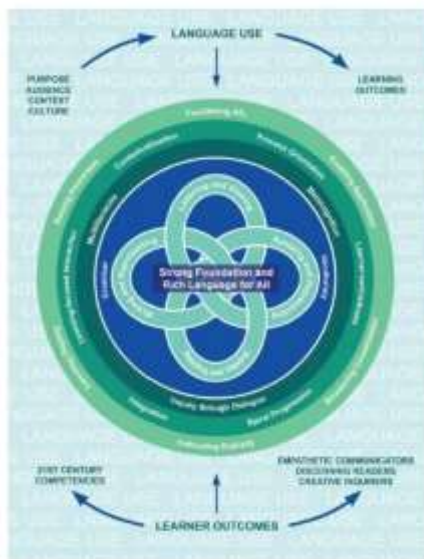
# ENGLISH LANGUAGE

Primary 4

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## Areas of Language Learning



- Approach to EL Teaching and Learning
- EL Teaching Process (MELCET)
- Principles of EL Teaching and Learning (ELTP)
- Pedagogical Emphasis (Multicultural, Metacognitive, Inquiry through Dialogue)
- Knowledge about Language
- Assessment and Pedagogical Tools

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

	C	L	A	S	E
Form:	Assess	Learn	Apply	Transfer	Extend
Facilitating Materials for Learning:	Content	Context	Collaboration	Challenge	Choice
Facilitating:	Collaboration	Choice	Challenge	Context	Content

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## 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>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>

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## What is STELLAR?

*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

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## STELLAR 2.0

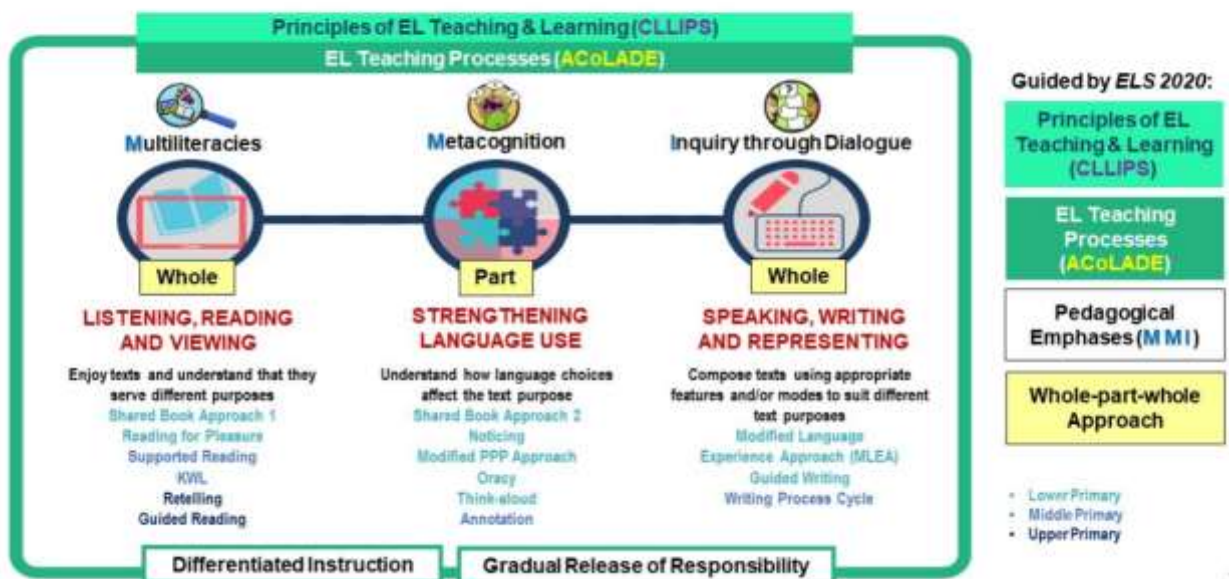
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

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.

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



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

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## Using KWL on Padlet to gather student responses

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

**Making Ice Cream - KWL Chart (4 Respect)**

What I Know	What I Want to Know	What I Learnt
<p><b>Eryu</b> Ice cream has different flavours.</p> <p>The classic are: chocolate, strawberry, vanilla.</p> <p>The interesting flavours are: mint chocolate, cotton candy (a lot of people like it), what!!!! Is there such flavour?</p> <p>Did you know: Willy wonka created non-melting ice cream in a movie</p>	<p><b>Alamea Kong Yin Png</b></p> <ol style="list-style-type: none"> <li>1. Is sorbet an ice cream</li> <li>2. How many flavours are there?</li> <li>3. Is ice cream good for you?</li> <li>4. Who invented ice cream?</li> <li>5. Why is ice cream so popular?</li> <li>6. When was ice cream made?</li> </ol>	<p><b>Aiden Kum</b> I learnt how to make ice cream without a freezer.</p> <p><b>Malene</b> I have learned that you can make ice cream in different flavours.</p> <p><b>kaile</b> I learned that if the ice cream is too rich you can use half cream and half yogurt.</p>

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

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



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

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



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# Reading (aloud and silently)

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- 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



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# Writing

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

## Writing Process Cycle (WPC)

- Class Writing ➡ Group Writing ➡ Individual Writing

## Individual Writing

- **P.O.E.M** approach:
  - P**urpose
  - O**rganisation
  - E**laboration
  - M**echanics

Cedar Primary School  
POEMS Rubrics

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

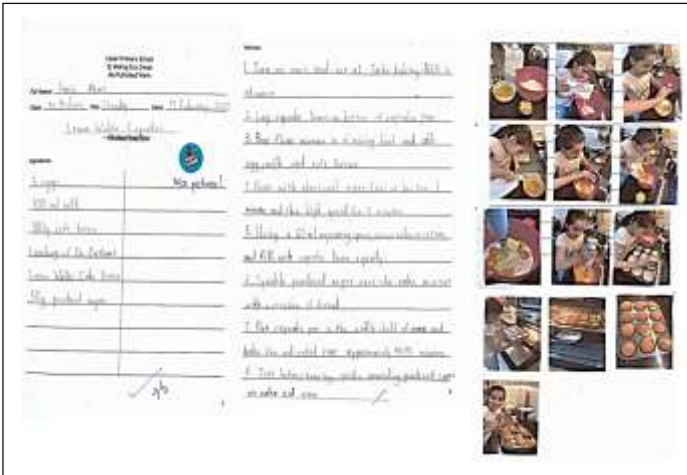
Levels	Purpose	Organization	Elaboration	Mechanics	Meaning
Level 1	<ul style="list-style-type: none"> <li>You have written an idea.</li> <li>You have used at least one of the pictures to describe your story.</li> <li>Your story is interesting.</li> </ul>	<ul style="list-style-type: none"> <li>Your story is easy to follow.</li> <li>There is very good sequencing and linking of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>You have elaborated your ideas well.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to write with basic and correct punctuation, spelling and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Your theme of imagination is effective and engaging.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>You have written on the topic.</li> <li>You have used at least one of the pictures to describe your story.</li> <li>Your story is simple.</li> </ul>	<ul style="list-style-type: none"> <li>There is a gap in the flow of your story but you still understand it.</li> <li>There is good sequencing and linking of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of your ideas are developed.</li> </ul>	<ul style="list-style-type: none"> <li>You make some errors in sentence structure, grammar, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>You need to expand the scope of your story to be more meaningful.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>You have tried to address the topic.</li> <li>You have not used the pictures to describe your story.</li> <li>Your story is confusing.</li> </ul>	<ul style="list-style-type: none"> <li>There are many gaps in the flow of your story.</li> <li>There is some attempt to sequence and link the ideas in your story.</li> </ul>	<ul style="list-style-type: none"> <li>Your ideas are mostly not developed.</li> </ul>	<ul style="list-style-type: none"> <li>You make a lot of errors in sentence structure, grammar, spelling and punctuation, making it hard to read.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited scope (the topic) but evidence of strong ideas.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>You have not addressed the topic.</li> <li>You have not used the pictures to describe your story.</li> <li>Your story is very confusing.</li> </ul>	<ul style="list-style-type: none"> <li>I don't understand how these pictures fit your story.</li> <li>You have not sequenced and linked the ideas in your story.</li> </ul>	<ul style="list-style-type: none"> <li>Your ideas are not developed.</li> </ul>	<ul style="list-style-type: none"> <li>You have made some errors in sentence structure, grammar, spelling and punctuation, making it very difficult to understand your story.</li> </ul>	<ul style="list-style-type: none"> <li>The scope of your story is very small.</li> </ul>
Overall Remarks					

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## Writing Different Text Types

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



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## 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**

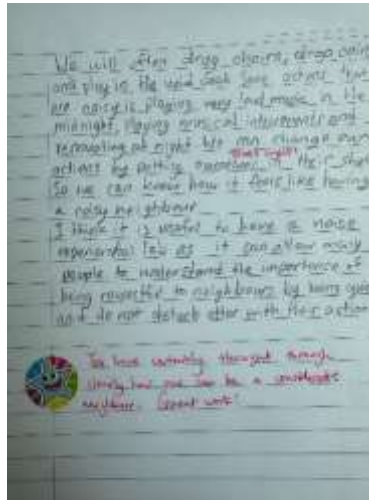


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# Current Affairs Reflections (Mini Red Dot)

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

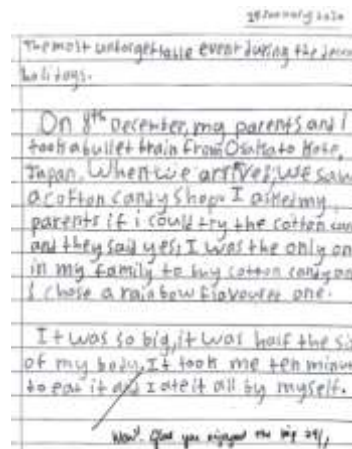


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# Journal Entries

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



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## Other Programmes & Activities

- Structured Reading Programme (Fortnightly)
- Library Period (Fortnightly)
- Library Programme (On-going)
  - Super Readers Programme
  - Thematic displays
  - Free Access activities
- Current Affairs: Mini Red Dot [Monthly]
- READ@CPS
- Public speaking programme (Term 2-3)
- Internal & external language programmes/competitions (selected: Writing)



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## 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)

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## 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

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## 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	<b>-Booklet A</b> –MCQ questions (Grammar, Vocabulary & Visual Text) <b>-Booklet B</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
<b>TOTAL</b>		<b>100</b>	

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## 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

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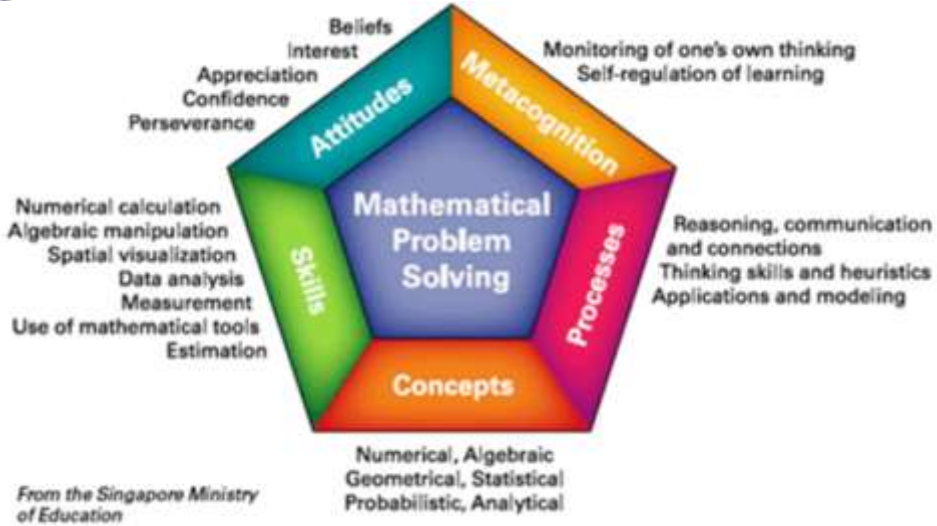
## MATHEMATICS

Primary 4

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# MOE Mathematics Framework



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# THEMES & BIG IDEAS



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## P4 Mathematics Curriculum

School Values: Integrity, Kindness, 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** – supports the development of **21<sup>st</sup> century competencies**
- ✓ Builds **confidence** and foster **interest** in Mathematics

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## Key Focus Areas

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

- ✓ Develop critical mathematical processes that support the development of **emerging 21<sup>st</sup> century competencies**.
- ✓ Develop **metacognition** to promote self-directed learning and reflection.

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## Emerging 21<sup>st</sup> Century Competencies

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

- ✓ Solve word problems
- ✓ Make decisions
- ✓ Justify claims
- ✓ Derive different strategies



- ✓ Solve real-life problems such as savings, GST, postage rates

- ✓ Discuss / Share how to solve the problem
- ✓ Collaborate with one another
- ✓ Use Math vocabulary

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## Metacognition

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

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



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# Metacognition

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?



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# Skills & Concepts

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

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



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## Skills & Concepts – Learning Experiences



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## Math Notebook

Numbers

$$24\ 678 = 20\ 000 + 4\ 000 + 600 + 70 + 8$$

$$37\ 504 = 30\ 000 + 7\ 000 + 500 + 4$$

Rounding Numbers to the nearest 10

1) Round 74 to the nearest 10.

$\approx$  means 'approximately equal to.'

70 Lower ten	74	75	78	80 Upper ten
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$74 \approx 70$     $75 \approx 80$

$78 \approx 80$

Factors of a number

List from small to big.

$$12 = 6 \times 2$$

$$= 3 \times 4$$

$$= 1 \times 12$$

The factors of 12 are 1, 2, 3, 4, 6, 12

---


$$8 = 4 \times 2$$

$$= 2 \times 4$$

The factors of 8 are 1, 2, 4, 8.

A Number that has only 2 factors: Prime Numbers

The factors of 2 are 1, 2.

..... 3 ... 1, 3

..... 7 ... 1, 7

..... 5 ... 1, 5

..... 11 ... 1, 11

..... 12 ... 1, 12

..... 10 ... 1, 10. X (Not a prime)

..... 17 ... 1, 17

..... 19 ... 1, 19

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# What I know about FACTORS

I like multiplication. I don't know why, I just like it. And because I like multiplication, I like factors. So here is what I know...

Long multiplication

$$\begin{array}{r} 87 \\ \times 69 \\ \hline 783 \\ 5220 \\ \hline 6003 \end{array}$$

Think of a random number. Maybe...

**24** for example.

Now you think of multiplication equations that equal 24. Yes, all the combinations. Like...

1x24 they  
2x12 all  
3x8 equal 24.  
4x6



Please note that reverse-equations like  $6 \times 4$  and  $12 \times 2$  don't count.

Now write down all the numbers in your line of equations, but **DON'T REPEAT ANY NUMBERS**. So... 1, 2, 3, 4, 6, 8, 12, 24... That's all. These numbers are **FACTORS** of 24.

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Now let's try the factors of 200.  
Yes, it's a huge number, but I know a simple trick to lower your anxiety. OK, so the better...

$$\begin{array}{l} 200 \div 2 = 100 \\ 2 \times 100 = 200 \\ 4 \times 50 = 200 \\ 5 \times 40 = 200 \\ 10 \times 20 = 200 \\ 20 \times 10 = 200 \\ 25 \times 8 = 200 \\ 40 \times 5 = 200 \\ 50 \times 4 = 200 \end{array}$$

Wait, now we reached the point where we start to do reverse-equations  $40 \times 5$  and  $50 \times 4$  don't count. These that makes you less anxious right? OK, so...

The factors of 200 are  
1, 2, 4, 5, 8, 10, 20, 25, 40, 50, 100 and 200

WHAAT! There are **12** factors of 200!

Now HOLD UP JUST THERE! Before you go about multiplying and finding factors let's take a look at some not-factors.

**NOT-FACTORS OF 10**

$$\begin{array}{l} 10 \times 1 = 10 \\ 10 \times 2 = 20 \\ 10 \times 3 = 30 \end{array}$$

For those of you who make this mistake, you're finding multiples of 10, not factors of 10.

$$\begin{array}{l} 10 \times 10 = 100 \\ 10 \times 20 = 200 \\ 10 \times 50 = 500 \end{array}$$

For those of you who make this mistake, you're finding multiples of 100.

And there we go... factors and not-factors all appeared in the 15 pages. Bye!

And learn about common factors in the next page!



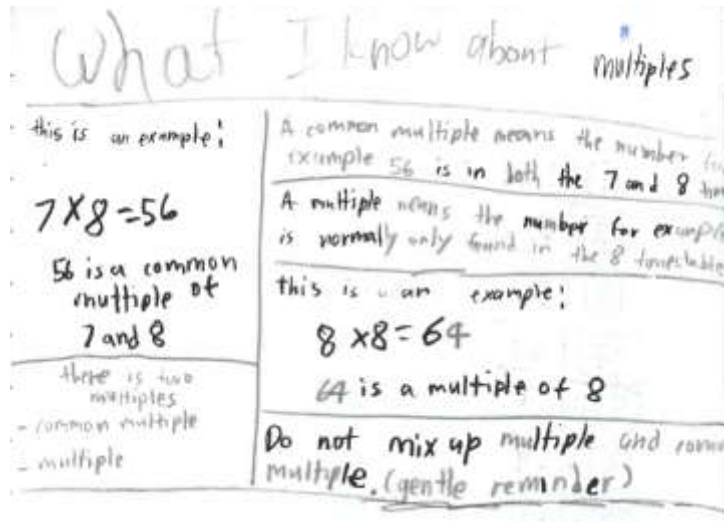
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## Eliciting Students' Thinking & Voices



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



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## Primary 4 Mathematics Syllabus

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

Content	
Whole Numbers up to 100 000 / Factors and Multiples / Operations / Fractions / Decimals	Four <b>Numbers</b>
Time / Area and Perimeter / Angles / Symmetry / <b>Nets</b> Rectangles and Squares	<b>Measurement &amp; Geometry</b>
Tables and Line Graphs	<b>Statistics</b>

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# Assessment

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

## 1) Formative Assessment

- Authentic Learning
- Learning Experiences (Activities to simulate real-life experiences)
- Topical Reviews in Math Practice Book
- Whiteboarding

## 2) Topical Class Tests

## 3) End-of-Year Assessment (100 marks)

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# Supporting Your Child in Learning

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

**Attendance**

**Active Participation**

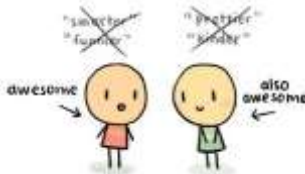
**Attitude**

*Focus. Self-Discipline. Effort Determines Success*

**Achievement**



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



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## Practice makes Perfect?

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

*Practice makes permanence.*



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## 'Unity' by Cleo V. Swarat

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

I dreamed I stood in a studio  
 And watched two sculptors there,  
 The clay they used was a young child's mind  
 And they fashioned it with care.  
 One was a teacher:  
 the tools she used were books and music and art;  
 One was a parent  
 With a guiding hand and gentle loving heart.  
 And when at last their work was done,  
 They were proud of what they had wrought.  
 For the things they had worked into the child  
 Could never be sold or bought!  
 And each agreed she would have failed  
 if she had worked alone.  
*For behind the parent stood the school,  
 and behind the teacher stood the home!*

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Thank You

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## MOTHER TONGUE LANGUAGES

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Primary 4

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## 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 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.

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## 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 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
  - *e-Pedagogy* – provide a collaborative learning experience as well as self-directed learning



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## P4 MOTHER TONGUE

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

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## P5 HIGHER MOTHER TONGUE

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

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## ELIGIBILITY FOR HIGHER MOTHER TONGUE AT P5

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.

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## 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 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.

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## Partnering Parent/Guardian to Support the Child/Ward

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

Do	Avoid
<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>

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## 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

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# Science

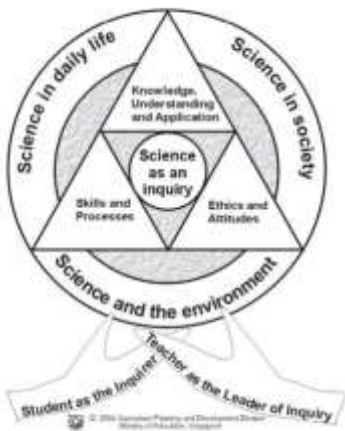
Primary 4

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## 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"/>

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## Science Syllabus – An Overview

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

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

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## Examination Format – End of Year

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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

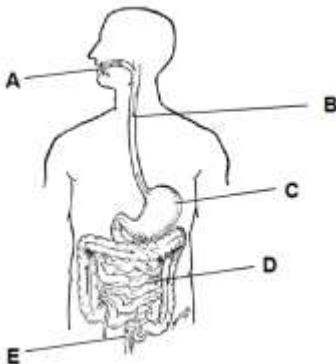
- Booklet A consists of 28 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
  - Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.
- Candidates are required to answer all the questions in the two booklets.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

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## Knowledge-Based Questions

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Which of the following parts absorbs digested food? D

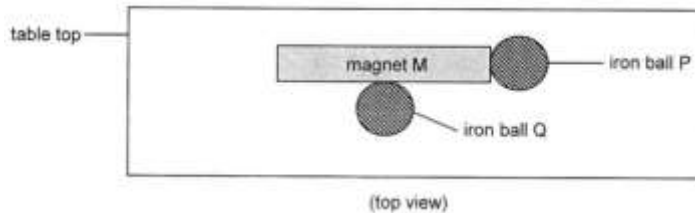
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## Application-Based Questions

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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.

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## Helping Your Child/Ward to Enjoy Science

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- 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

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## Learning Science through Stories

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

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## 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

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# Thank You

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## Supporting your child

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



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