

Primary 3 and 4 FPPS Connects

1 Mar 2024



Primary 3 and 4 Total Curriculum Briefing

PROGRAMME OUTLINE

- 1. Learning Dispositions**
- 2. P4 Subject-Based Banding (SBB)**
- 3. English**
- 4. Mother Tongue**
- 5. Science**
- 6. Mathematics Sharing Session**

Student Outcomes

Confident Person, Self-Directed Learner
Concerned Citizen, Active Contributor

21st Century Competencies

English

Mathematics

Science

Mother Tongue

PE, Art,
Music

Character &
Citizenship
Education

PAL

Co—curricular
Activities

Total Curriculum

Whole Child

Performance
Character

Learning
Dispositions

Growth Mindset
Effective Effort

**Confident
Child**

Moral
Character

Social Emotional
Competencies

School Values:
Care, Empathy and
Curiosity



Learning Dispositions



FARRER PARK
PRIMARY SCHOOL

School Values

- **Care**
- **Empathy**
- **Curiosity**

Learning Dispositions

Learning Disposition	Observable Actions
Care	<ul style="list-style-type: none">✓ Able to show care to classmates and schoolmates.✓ Able to take care of classroom and school.✓ Able to show care for the environment.✓ Able to show care to people in the school and community.

Learning Dispositions

Learning Disposition	Observable Actions
Empathy	<ul style="list-style-type: none">✓ Able to show kindness and compassion for others.✓ Able to comfort and offer assistance to others without being prompted.✓ Able to suspend judgements.<ol style="list-style-type: none">1. Able to see things from different perspectives2. Avoid making negative judgements on others

Learning Dispositions

Learning Disposition	Observable Actions
Curiosity	<ul style="list-style-type: none">✓ Able to exhibit persistence in learning.✓ Able to be a self-directed learner.<ul style="list-style-type: none">- Explore and Learn on their own and has self-driven desire to learn.✓ Able to adapt<ul style="list-style-type: none">- Open to new ideas and experiences; flexible mindset to embrace learning opportunities.

Observing Learning Dispositions in Students

Good Progress Award (P3)

Collective decision by teachers based on observation of learning dispositions (CCE)

For Singapore Citizens

Subjected to MOE's approval

Primary 4 Subject-Based Banding

Subject-based Banding (Primary)

- ▶ Offers students the option of **Standard** and **Foundation** subjects, depending on their strengths.
- ▶ Allows students to **focus on** and **stretch** their potential in the **subjects** they are **strong** in while building up the fundamentals in the subjects they need **more support** in.

Subject-based Banding (Primary)

- ▶ Schools will continue to recommend based on the following:
- ▶ Student's **aptitude, motivation and performance** in each subject;
- ▶ Student's **ability to cope** with a particular subject combination;
- ▶ Offering subjects at Foundation level is **not a disadvantage** to the students.
- ▶ It enables them to **focus on building strong fundamentals** in these subjects and better prepares them **for progression to secondary school.**

How does Subject-based Banding Work?

Primary 4

- School recommends a subject combination based on students' exam results and his learning disposition.
- Parents fill up an option form indicating their preferred subject combination. (Parent's Option)



Primary 5

- Student takes combination chosen by parents
- School assesses students' ability to cope after end-of-year exams.
- School offers new combination to students if necessary (School's Decision)



Primary 6

Student takes combination decided by the school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



Subjects offered in Primary School

SUBJECT-BASED BANDING

Subject Combinations

STANDARD SUBJECTS

ENGLISH LANGUAGE
MATHEMATICS
SCIENCE
MOTHER TONGUE
HIGHER MOTHER TONGUE

FOUNDATION SUBJECTS

FOUNDATION ENGLISH
LANGUAGE
FOUNDATION MATHEMATICS
FOUNDATION SCIENCE
FOUNDATION MOTHER TONGUE



Possible courses that may be offered

P4 Exam Performance	Possible Courses Offered
Passes all 4 subjects well and performs very well in Mother Tongue language	4 Standard Subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 Standard Subjects
Passes all 3 subjects	4 Standard Subjects
Passes all 2 subjects or less	4 Standard Subjects; or
	3 Standard Subjects + 1 other Foundation Subject; or
	2 Standard Subjects + 2 other Foundation Subjects; or
	1 Standard Subject + 3 other Foundation Subjects; or
4 Foundation Subjects	

Higher Mother Tongue (HMT)

Consider carefully if your child should take HMT

Does he/she have an interest in and a flair for the Mother Tongue Language?

Is he/she coping well in English, Mathematics, Science and Mother Tongue?

Should he/she be spending more time on these subjects?

Higher Mother Tongue (HMT)

- ▶ An **additional hour per week outside curriculum** is required to complete the HMT syllabus.
- ▶ If your child opts to do HMT at P5, he/she **must continue to take HMT for the whole year**. This is also to teach your child to honour their decisions.
- ▶ Even if he/she does not take HMT in primary school, he/she may still be offered HMT in secondary school.

Eligibility For HMT In Secondary Schools

The **eligibility criteria for taking HMT** is intended to ensure that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMT

- (i) PSLE Score of **8 or better**
OR
- (ii) PSLE Score of 9 to 14 inclusive; **and** attain
AL1 / AL2 in MTL **or**
Distinction / Merit in HMT

For students who do not meet the above criteria, **secondary schools** will continue to **have the flexibility** to offer HMT to students.

English Language

Key Strategies

Reading and Viewing Skills







- ▶ Use of annotation to help understand comprehension text better

Writing and Representing Skills

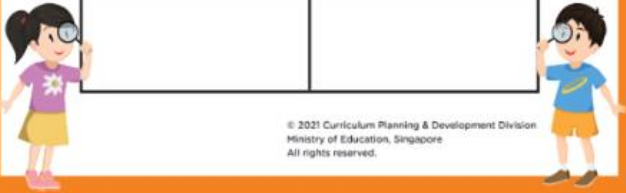
- ▶ Writing Process Cycle
 - ▶ Class Writing, Group Writing and Individual Writing

ANNOTATING A NARRATIVE TEXT (P3)

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Characters (who)	
Setting (where/when)	
Problem (what)	
Solution (what)	
Words we do not understand	
Referents (who /what it refers to)	




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Key Strategies

Speaking and Representing Skills

- ▶ **PEAR** (Punctuation & phrasing, Expression, Accuracy, Rhythm & smoothness)
- ▶ **CLEAR**
 - ▶ Choose a stand
 - ▶ Link ideas
 - ▶ Elaborate ideas
 - ▶ Add personal experiences
 - ▶ Round up ideas

	C.L.E.A.R.	Phrases/ Words you can use	Remarks
Introduction 	C – Choose a stand based on the picture (which is your preferred one, WHY?)	<u>I think</u> <u>I feel</u> <u>I like</u>	Greet the teacher before you begin.
Development 	L – Link your ideas with connectors	The first reason The second reason Firstly Secondly	Be enthusiastic! 😊😊 Take the initiative to share new ideas!
	E – Elaborate your ideas	Explain your ideas	Ideas that are well developed will help you score more points!
Conclusion 	A – Add personal opinions / share <u>personal experiences</u>	There was once... I have... <u>OR</u> I have never.... I remember... In my opinion	You can link your personal opinions to: 1. School values 2. Environment (only when possible)
	R – Round up conversation	In conclusion Finally,	

School-Wide Programme

Extensive Reading Programme

- ▶ aims to promote a love of reading
 - ▶ school library visits
 - ▶ reading periods
 - ▶ Read Every Day (RED)





**Primary School Book
Recommendations for
P3s (NLB)**



**Primary School Book
Recommendations for
P4s (NLB)**

Mother Tongue Language

Key Strategies

Listening and Speaking

- ▶ 5W1H (strategy for teaching oral skills)
- ▶ Build oracy skills by sharing stories (Star Reading Activity Card)
- ▶ Listen actively by rating their peers' sharing using peer assessment rubrics

Key Strategies

Reading

- Reading of MT books on Friday for Silent Reading
- Star Reading Activity Card
- Subscription of educational magazines for P1 to P6 students
- Apply **C.U.B strategy** for reading comprehension (Circle, Underline, Box)

Key Strategies

Writing

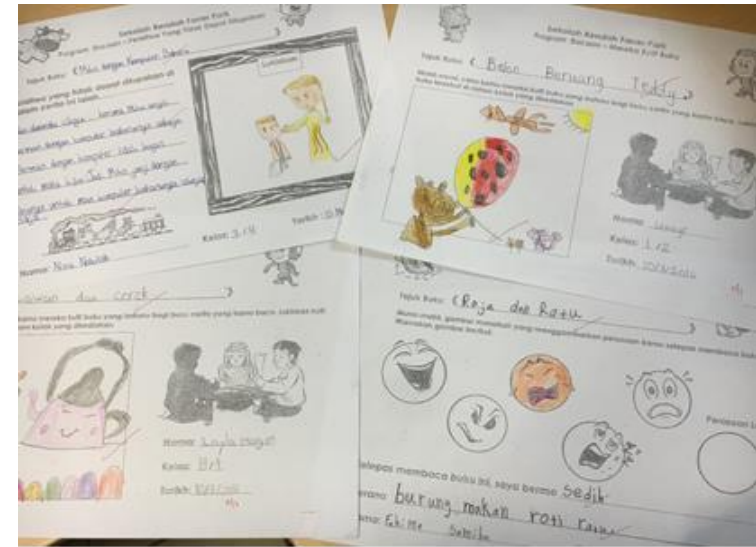
- ▶ 6 Traits of Writing, Using 5Ws and 1H, F.A.S.T
- ▶ Introduction → Elucidation of the Theme → Climate
→ Summing Up
- ▶ Journal Writing

Key Programmes

Reading Programme

STAR Reading Card

- ▶ Hands-on activities (such as design a book jacket, draw favourite part of the story, act out your favourite character, create hand puppets, share moral of the story etc



Key Programmes

MTL Fortnight

- ▶ Students are exposed to cultural activities to deepen understanding of cultural heritage

Science

Learning Outcomes of Science

Core Ideas	Practices of Science	Values, Ethics & Attitudes
Coherence and conceptual links within and across different sub-disciplines eg. Life Science and Physical Science	Demonstrating Ways of Thinking and Doing in Science Understanding Nature of Scientific Knowledge Relating Science-Technology-Society-Environment	Equip students with ability to articulate ethical stance during discussions

Primary Science Syllabus

	Primary 3 & 4
Goals	Science for Life and Society
Vision	Inspired by Science Inquire like Scientists Innovate using Science
Fundamentals	Core Ideas of Science Practices of Science Values, Ethics and Attitudes in Science
Emphasis	Practitioner

4 Knowledge Domains

Factual Knowledge	Conceptual Knowledge
Procedural Knowledge	Metacognitive Knowledge

4 Knowledge Domains

**Factual
Knowledge**
(Head Knowledge)

Learning and memorising
facts

Be accurate and fluent

Building onto prior
knowledge

“At your fingertips”

4 Knowledge Domains

Conceptual Knowledge

Big ideas in Science

Reading for understanding

Organising facts and ideas

Example: The main source of energy is the Sun

4 Knowledge Domains

Procedural
Knowledge

Skills and Processes

Observe

Classify

Compare

Using apparatus &
measuring instruments

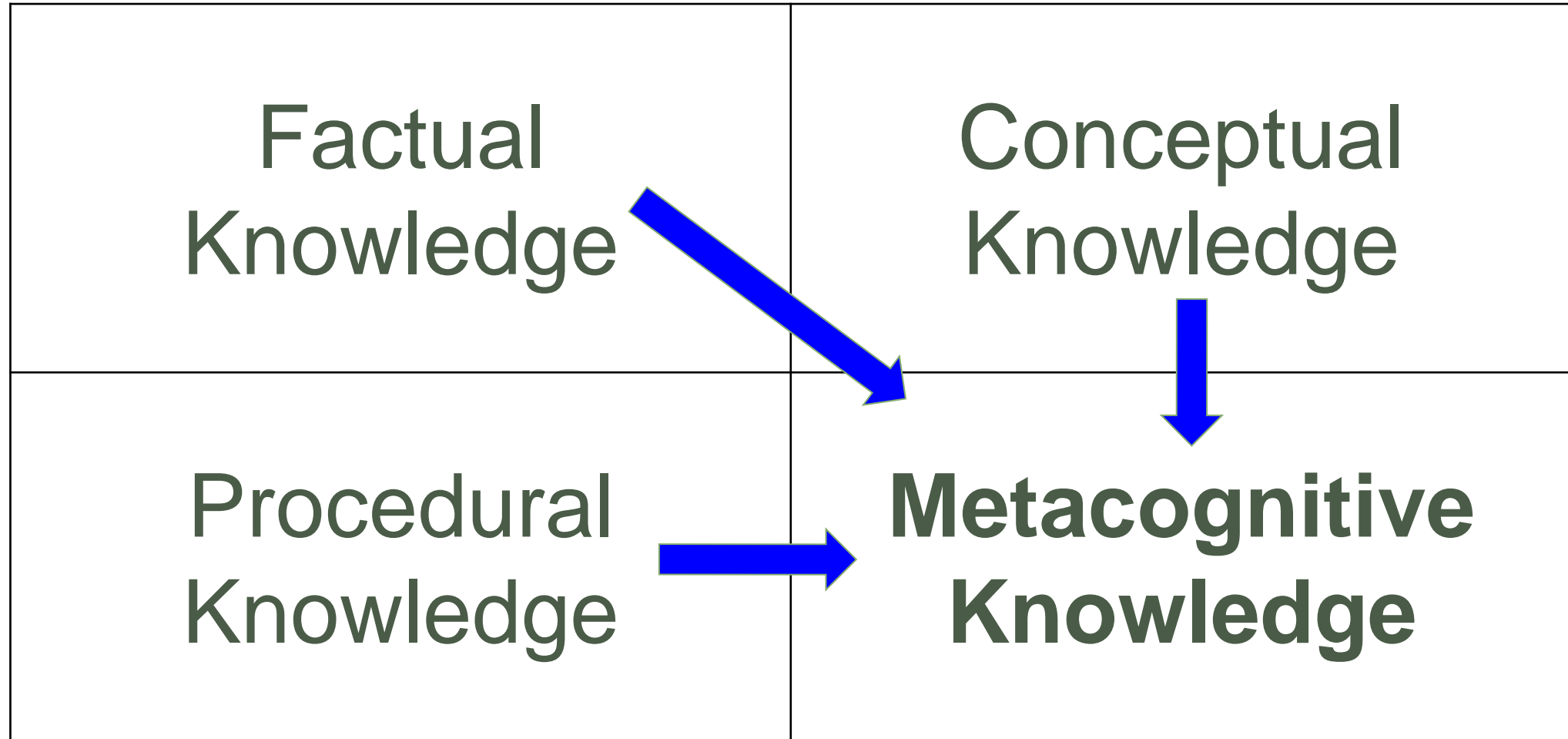
Communicate

4 Knowledge Domains

**Metacognitive
Knowledge**
(Critical, Adaptive &
Inventive Thinking)

Thinking individual
Reflecting on own learning
Making connections and meaning
Copying Vs Note-taking

4 Knowledge Domains



Key Programmes

Primary 3	Primary 4
<ul style="list-style-type: none">● Using apparatus and measuring instruments● Keeping Pet Mealworms● Hydroponics● Every Child A Seed	<ul style="list-style-type: none">● Using apparatus and measuring instruments● Design & Make Food Delivery Box



On Homework
Timely Submission
and Quality Work



Just do it!

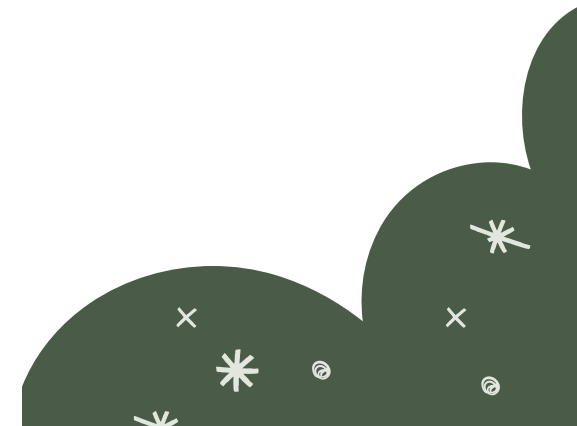
- ✓ Revision
- ✓ Confident topics

**Refer to textbook
& notes**

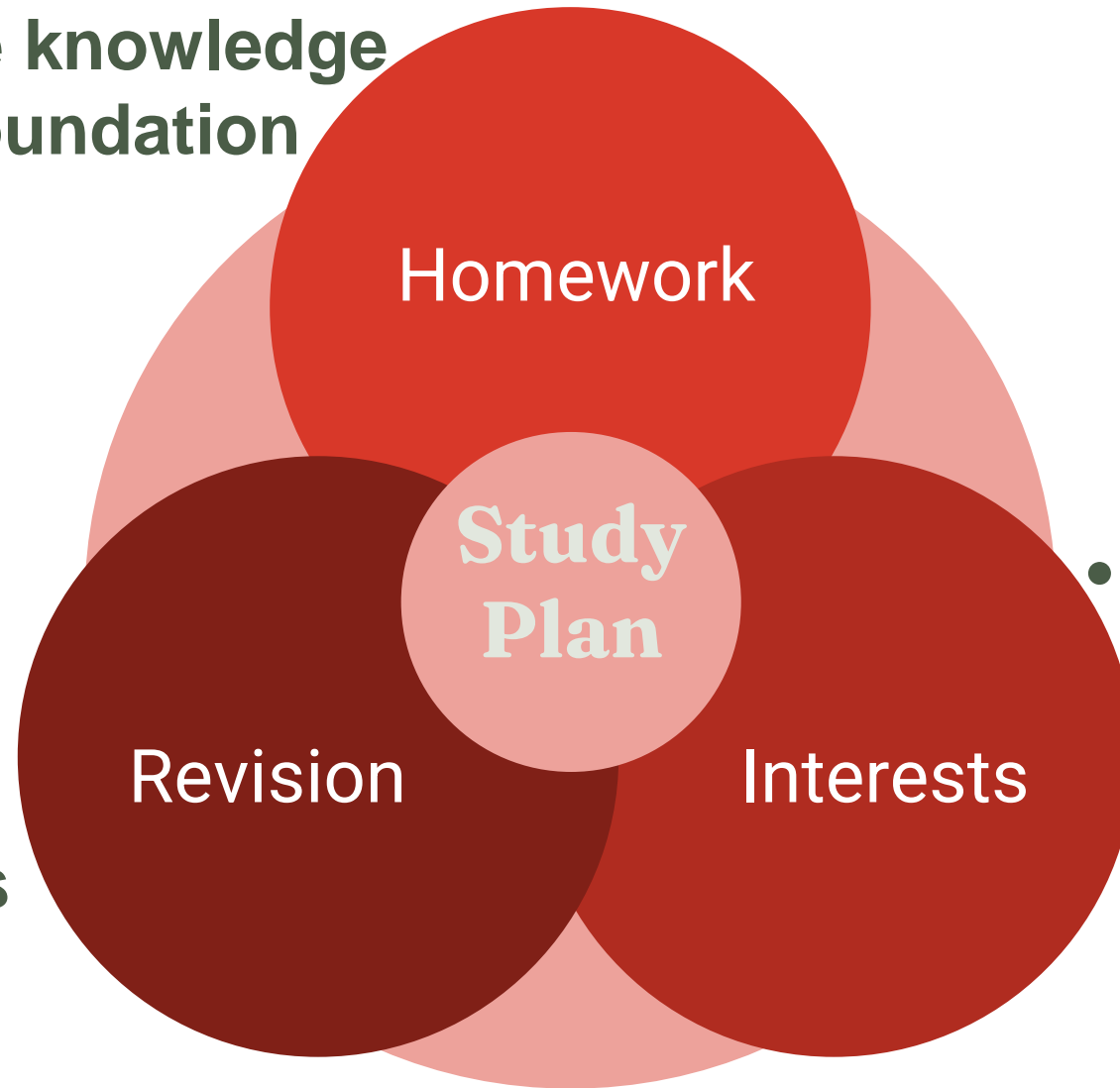
- ✓ New topics
- ✓ Building confidence

Revise then do

- ✓ Self-assessment
- ✓ Regular revision



- **Acquire knowledge**
- **Build foundation**



- **Deepen understanding**
- **Clarify misconceptions**

- **Connect with society and environment**

Parent Support Group (PSG)



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PRIMARY SCHOOL

Please scan the respective QR Code to join the Parents WhatsApp Group



2024 FPPS* P3 Batch Parents

WhatsApp group



FPPS P4 Parents 2024

WhatsApp group



Thank You