

Punggol Cove Primary School

Primary 5
Curriculum Briefing 2023



To Serve To Lead



School Vision, Mission and Values

School Mission:

Nurturing the Whole Child, Growing Future Leaders

School Vision:

Every Student An Educated Child and Contributing Citizen, Ready to Serve and Lead

Purposeful Parental Engagement



Empathy,
Mindfulness, Care

Knowledge
Dispositions
Skills

21st century competencies



Socio-emotional competencies

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InPsychful

HOW TO BE MORE INVOLVED IN YOUR CHILD'S LEARNING



As your child progresses to Primary 5 and 6....



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Your Child in P5-P6 (Upper Block)

A 2-year journey to *build on their foundational learning and strengthen their conceptual understanding in literacy, numeracy and science as well as hone their learning dispositions and self-management skills* in preparation for **PSLE**



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Expectations at Primary 5

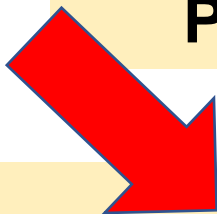
- Greater demands in P5 Standard Subjects than the subjects in P4 - need for greater self discipline, focus and consistency in learning
- SLS and Google Classroom (Student ICON) will complement classroom teaching - need for greater self-directedness
- Removal of Mid Year Exams - provide more time and space for deeper learning and self-discovery
- Formative assessments using alternative modes to monitor students' progress such as non-weighted class tests with timed practice, homework, performance tasks, journals, presentations, projects to provide feedback and encourage reflection
- Weighted Assessments in Terms 2 and 3 and End-of-Year Examination leading confirmation of Standard and Foundation subject combinations to at the end of Term 4



P4 Subject-based Banding

At P4

Student sits for the school-based End-of-Year Examination. **School recommends a subject combination based on student's results.** Parents fill up an option form indicating preferred combination.



At P5

Student takes the subject combination **chosen by parents**

At the end of P5,

School assesses student's ability to cope with the subject combination and make adjustments to the subjects taken at standard and foundation levels.

At P6

Student take a subject combination **determined by the school** and sits for the PSLE at the end of P6



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Scoring Bands for Standard Subjects at P5-6

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

reflect that the curriculum of a Foundation level subject is a subset of the Standard level subject and the learning and assessment load at the Foundation level is also less demanding when compared against the Standard level

Scoring Bands for Foundation Subjects at P5-6

Subject based Banding in Secondary Schools from 2024

- The **Express, N(A) and N(T) courses** will be removed
- Students will be posted into secondary schools through 3 scoring bands, as students' **PSLE Scores remain a good initial gauge of their overall academic ability** and their appropriate subject levels at the beginning of Secondary One
- Students can take subjects at 3 subject levels, known as **G1, G2, G3 (G stands for General)**, mapped from today's N(T), N(A) and Express standards respectively
- Students will have the flexibility to take different subjects at G1, G2 and G3 **based on their strengths, interests and learning needs**
- Students will subsequently access programmes and post-secondary pathways based on their various subjects and subject level combinations



To ready them for the future, we provide opportunities for our students to

- **learn to acquire deep knowledge and skills, such as a sense of curiosity, problem-solving, critical and inventive thinking and collaboration**
- **deepen their learning and develop their strengths, passion and interests**
- **look beyond academic grades and scores as only indicators of success; broaden definitions of success to look at strengths, passion and contributions beyond oneself**
- **acquire dispositions of resilience, grit, courage and confidence**



As Parents, you can:

- Encourage Joy of Learning by not over-emphasising academic performance
- Set goals together with your child. Talk about his/her strengths, abilities and goals and how to achieve them - help your child manage his/her own as well as your expectations of your child
- Focus on your child's learning journey, his/her effort and improvement rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



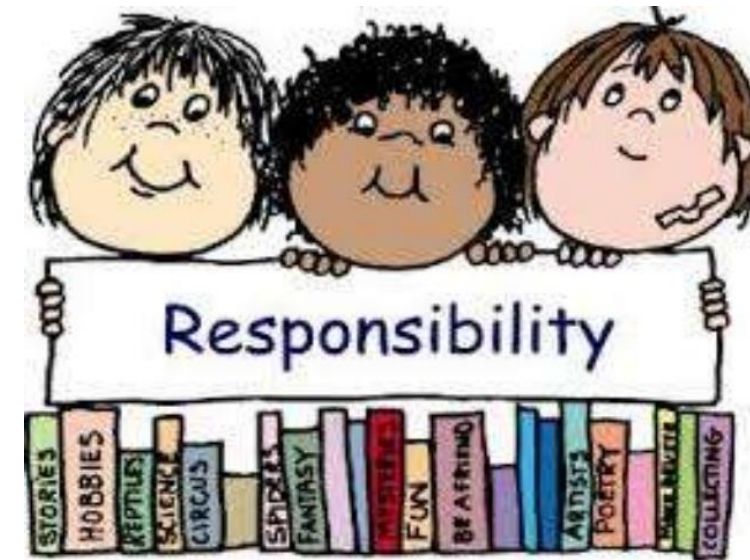
Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Your Support in developing the Mindful Learner ...

- **Ensure that they attend school everyday and be in school by 7.25 am** *(reinforce the value of punctuality and respect for self and others)*
- **Build in them the sense of responsibility** *(co-develop a time-table to do homework and self-revision, encourage them to ask questions to clarify and deepen understanding)*
- **Help your child learn to prioritise and self-management** *(manage time for work and play, school homework come first)*
- **Limit your child's screen time for gaming and social media** *(encourage the habit of reading, exercise, healthy diet and having sufficient sleep)*



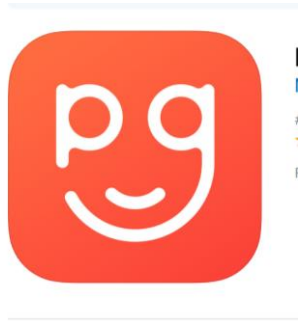
Stay connected with the Teachers

- Collaborate with the Teachers to better support your child. Make appointments to see our Teachers when needed.

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through Parent Gateway

Teachers are not expected to share their personal mobile phone numbers with parents



Partnering with School

We welcome your feedback and suggestions.

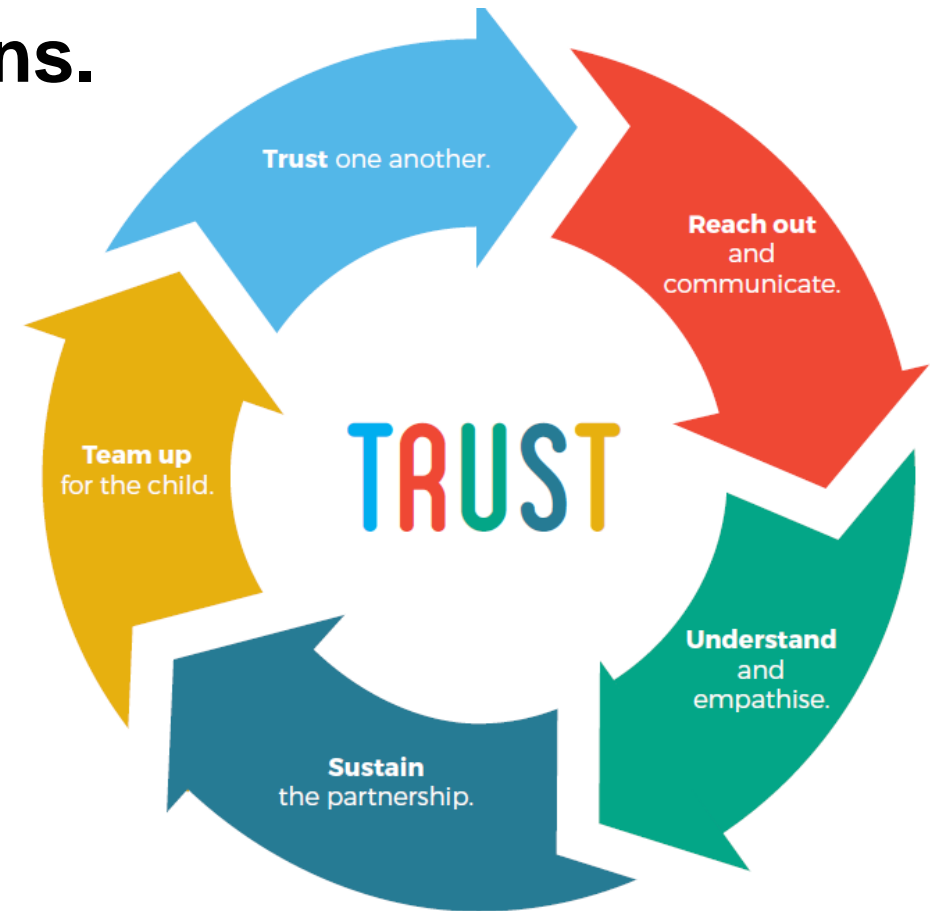
Contact Us

at

punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



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Primary 5 Curriculum



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English



ENGLISH LANGUAGE



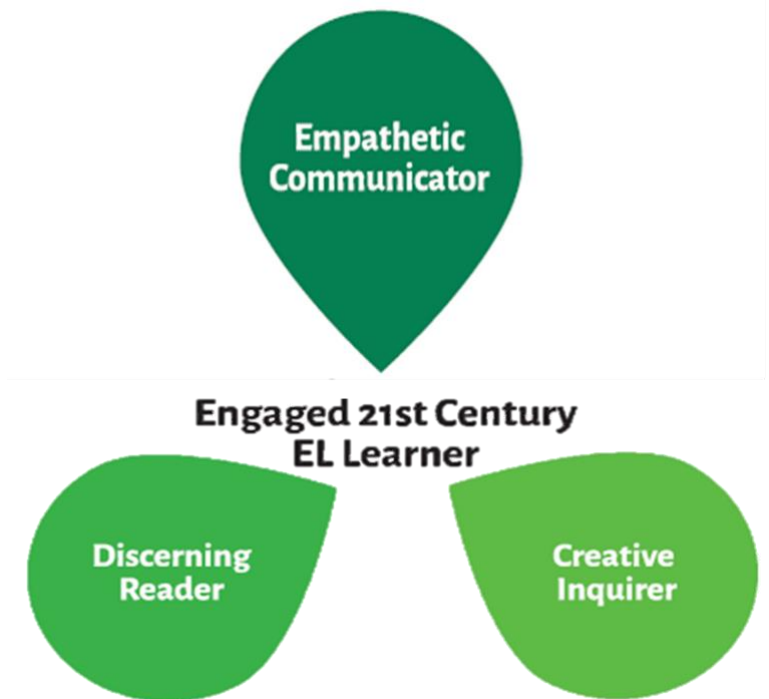
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English Language

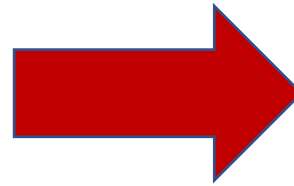
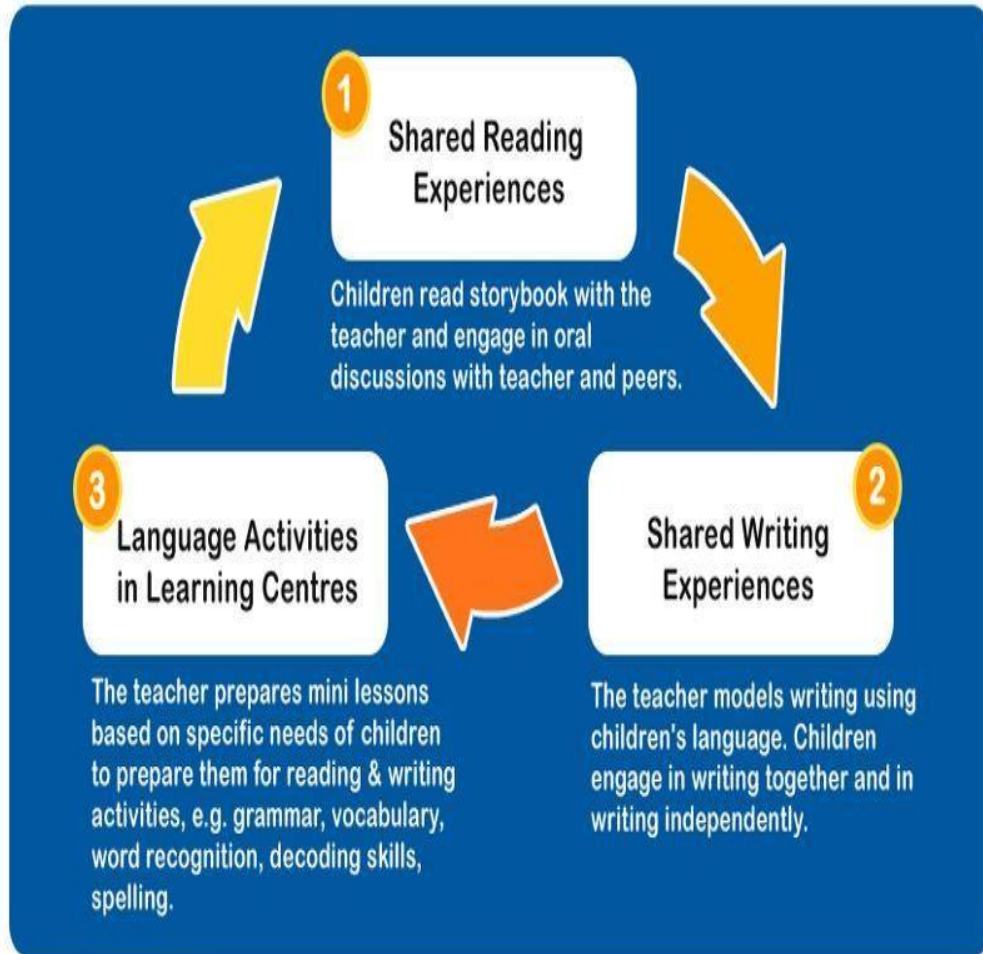
The school adopts the **STELLAR** programme: **S**tategies for **E**nglish **L**anguage **L**earning and **R**eadng

- It focuses on strengthening the foundation in four language areas: grammar, oracy, writing and reading while placing a greater emphasis on the reading-writing connection and reading comprehension skills.
- STELLAR from Primary 4 to Primary 6 involves:
 - Sustained Silent Reading (SSR)
 - Reading Comprehension Strategies
 - Annotation
 - Supported Reading (SR)
 - Know - Want to Know - Learnt (KWL)
 - Retelling (RT)
 - Writing Process Cycle (WPC)

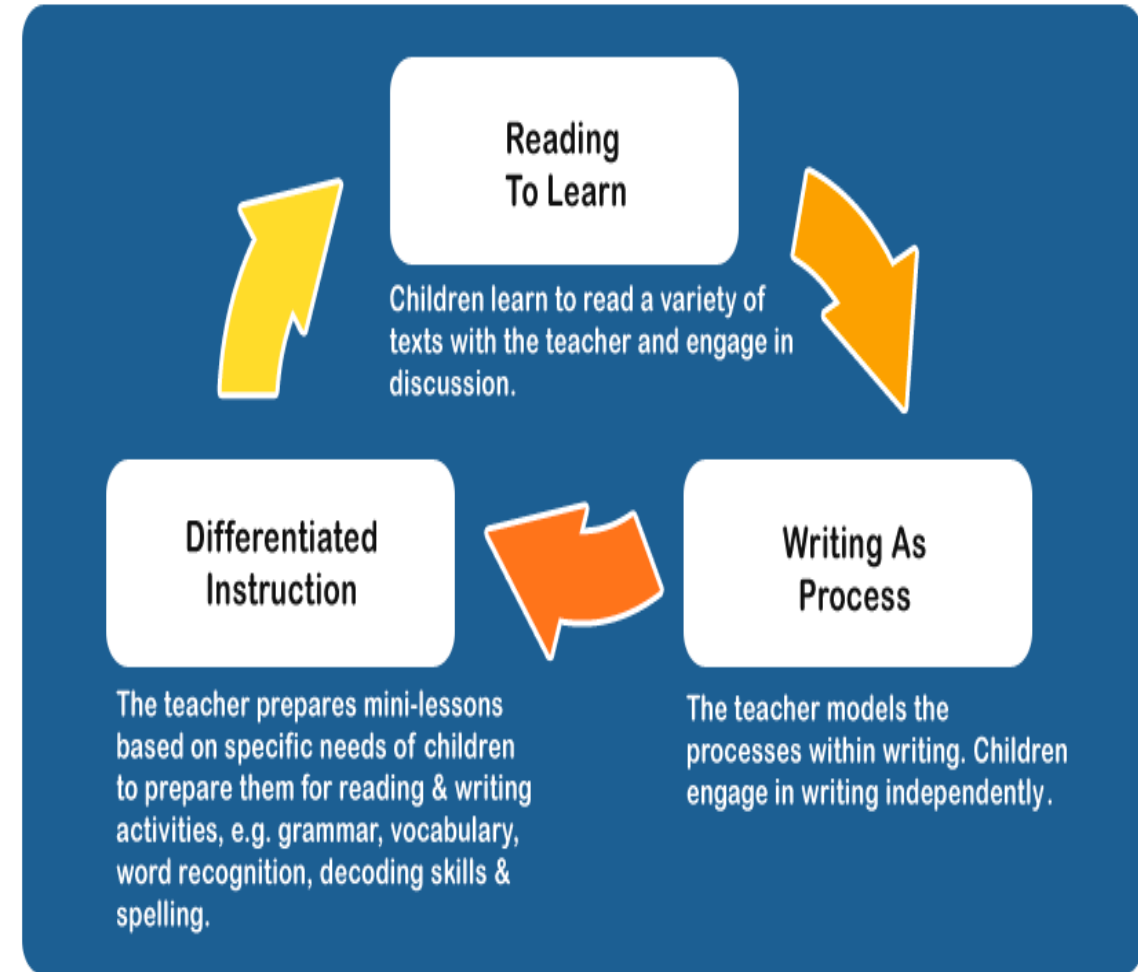


English Language

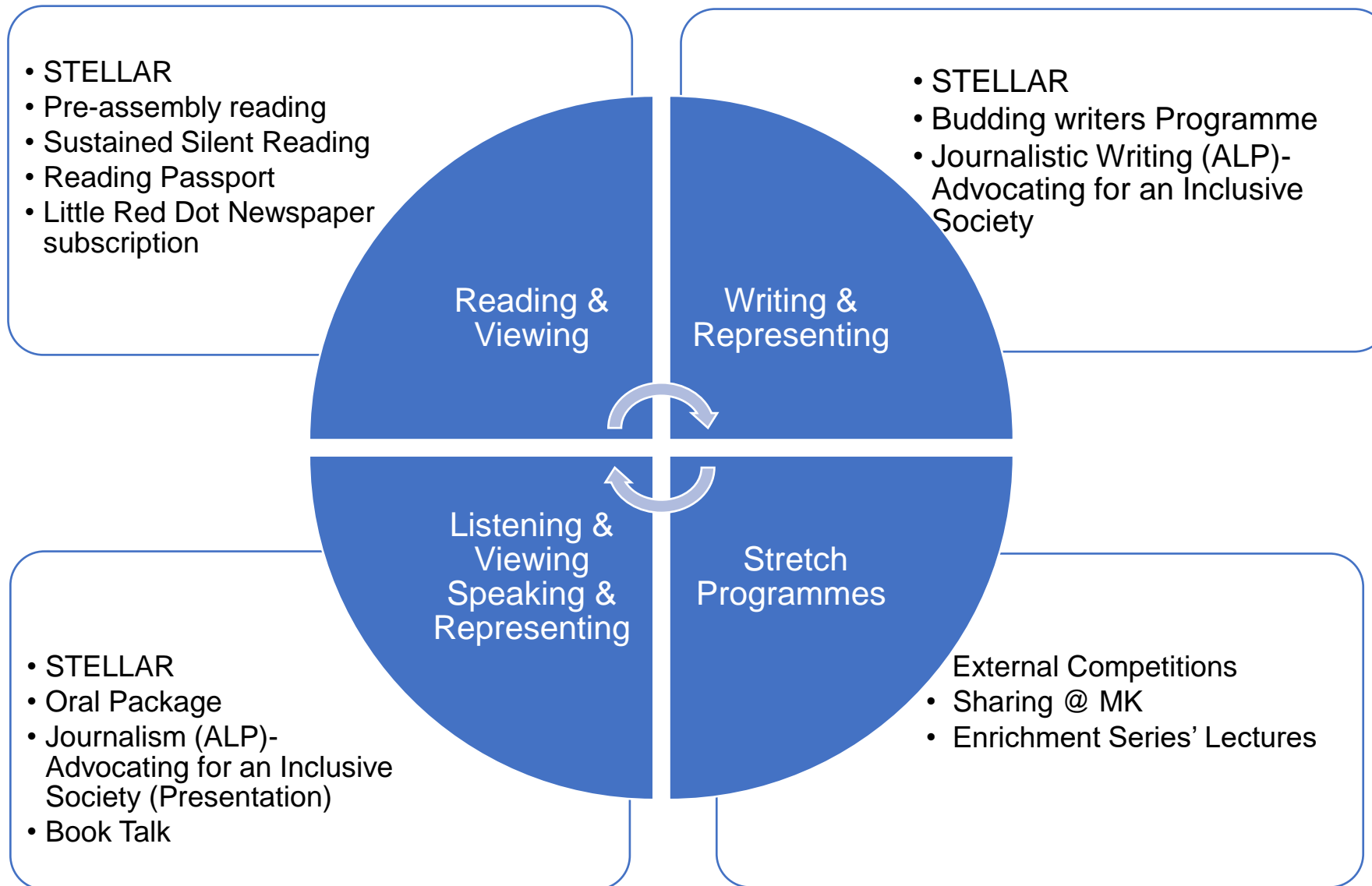
STELLAR at Lower Primary



STELLAR at Upper Primary



English Language



Maths



MATHEMATICS



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Mathematics

Key Programmes:

- In-Class Learning Experiences via Manipulatives
- Math Assembly Talk
- Daily Factual Fluency activities
- Termly Heuristic packages
- Math Trail (SLS-based)
- E2K Math Enrichment Programme (P5 selected students)



Mathematics

Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
				To Serv	Speed

Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine

Understand

- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

Plan

- Select a strategy

Do

- Apply strategy
- Write equations
- Work out the sums carefully

Check

- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards



George Pólya
Hungarian
Mathematician
(1887 – 1985)



Mathematics

PCPS Approach to Problem Solving: POLYA's 4-step Routine

Understand



Plan



Do



Check



George Pólya
Hungarian
Mathematician
(1887 – 1985)

Guiding Questions

- What information is provided in this question?
- What am I asked to find in this question?
- Can I rephrase the question in my own words?
- What is the first thing I can find based on the information given?

- What are the strategies I have learnt?
- Based on past experiences, is this the appropriate strategy? If yes, go ahead. If no, what else is possible?

- Do I know what I am finding when I do every step?
- Does my working make sense?
- If I am stuck, what other strategies can I use?

- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?

Science

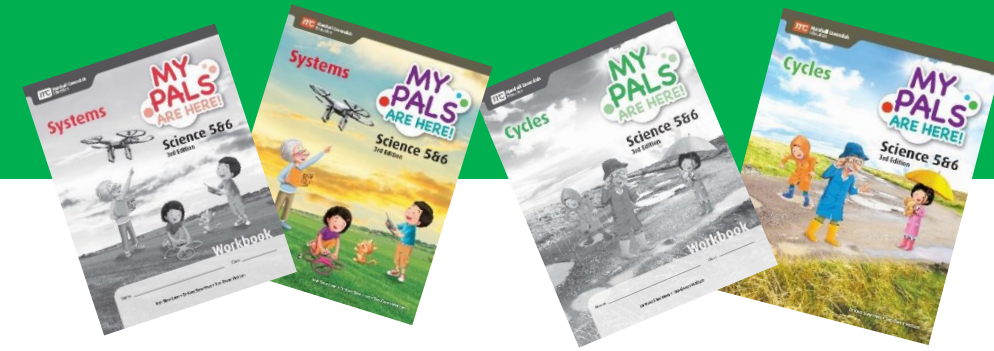


SCIENCE

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Science



Primary Science Syllabus

Provide students with experiences/ opportunities to:

- build on their interest and stimulate their curiosity about themselves and their environment
- acquire basic scientific concepts to help them understand themselves and the world around them
- develop skills, dispositions and attitudes for scientific inquiry
- apply scientific concepts and skills in making responsible decisions
- appreciate how science influences people and the environment



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Science

Belief: Every child can Think, Do, Talk and Write Science

Vision: Inquisitive learners, Inspired Innovators

- Adopted Inquiry Based Learning in our Science curriculum to spark curiosity in pupils and motivate them to explore Science independently.



Key Programmes:

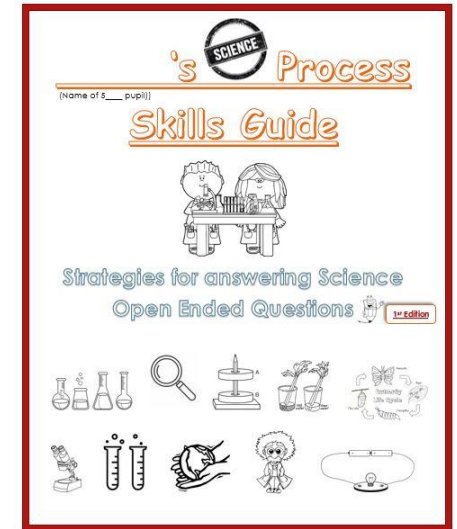
- Science Process Skills Guide
- Science@Play
- P5 level-wide Differentiated Instruction using SLS as a tool for learning



Science

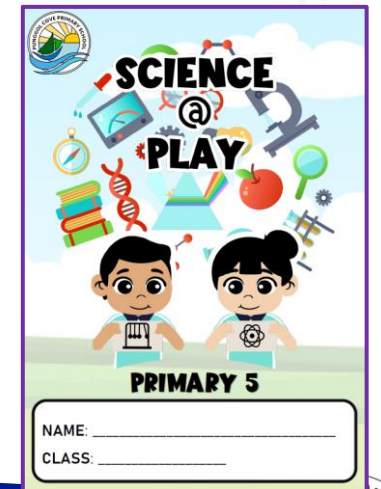
Science Process Skills Guide

- a resource for students and parents.
- a reference tool to help pupils to answer open ended questions.
- breaks down the different types of questions and provide pupils with suggested strategies and tips to answer them accurately.



Science@Play

- programme to encourage students to explore, learn and share new Science knowledge at their own time
- each student will receive an activity card to complete as many activities as possible within the year
- students can redeem up to 3 unique tokens per year





MOTHER TONGUE



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Mother Tongue

Key Programmes:

- Festive Celebrations
- Mother Tongue Fortnight
- Mother Tongue Cultural Day
- Higher Chinese for P3 and P4.
- Conversational Chinese and Malay Programme



Students enjoying MT activities, 2018

ve

Tools

Academic Matters



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PCPS Assessment Plan

LEVEL	TERM 1	TERM 2 (May)	TERM 3 (August)	TERM 4 (October)
PRIMARY 5	-	Weighted Assessment 1	Weighted Assessment 2	End-of-Year Exams



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Assessment Matters

- **Topics and Weighting :**

- Assessment Letters will be issued at a later date.

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor. Letters of excuses are not acceptable.

NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is MOST IMPORTANT.
- The school will continue to communicate with you on students' progress through Meet-The-Parents Sessions at the end of Term 2 or at anytime where necessary.



Academic Matters – Support from School

- P5 Remediation will commence in Term 2
- Every Monday & Friday 2.00 p.m. – 4.00 p.m.
- *Letter will be issued at a later date.*



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Achievement Level Scoring System and PSLE

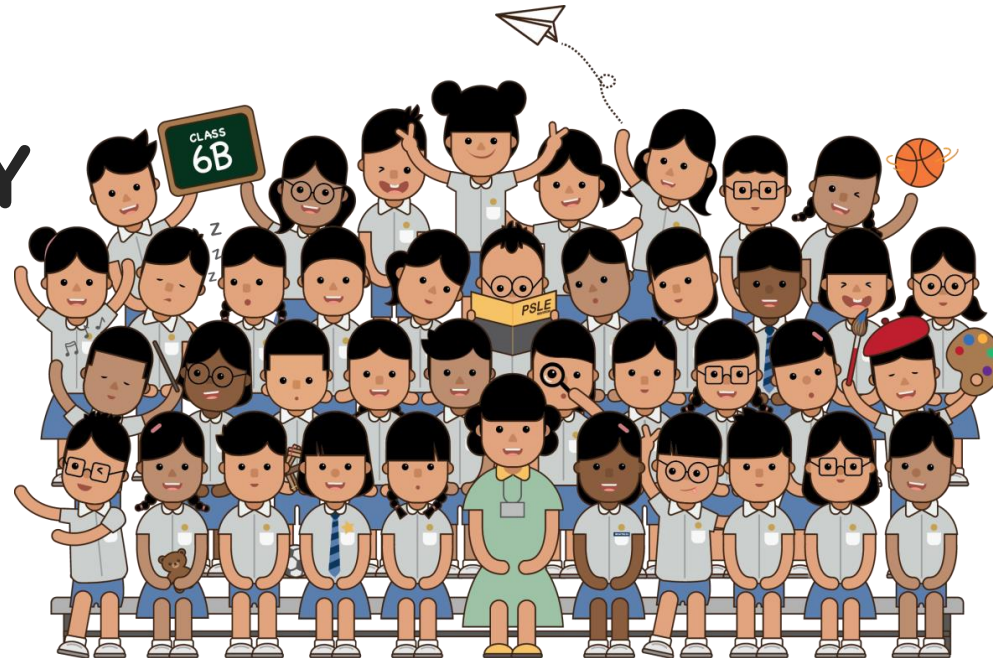


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CHANGES TO THE PSLE SCORING & S1 POSTING

IT'S PART OF
A BIGGER STORY



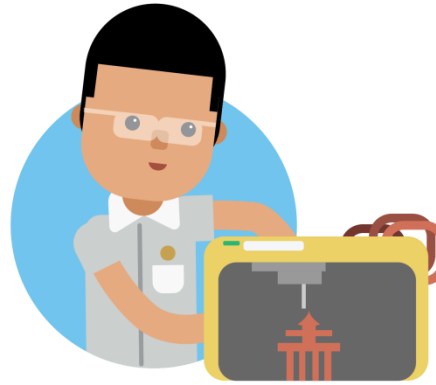
WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



STRONG FOUNDATION

For example:

- Literacy
- Numeracy
- Social-emotional Competencies



21ST CENTURY COMPETENCIES

For example:

- Global awareness
- Critical and Inventive thinking
- Communication and Collaboration



VALUES

For example:

- Resilience
- Integrity
- Care

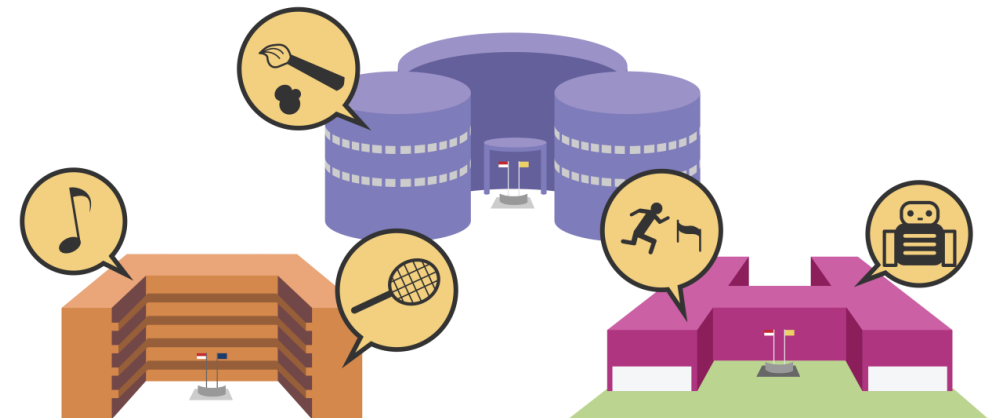
OUR EDUCATION SYSTEM AIMS TO:

NURTURE WELL-ROUNDED INDIVIDUALS

- Develop students holistically in every domain of learning
- Equip students with knowledge, skills, values and competencies for life

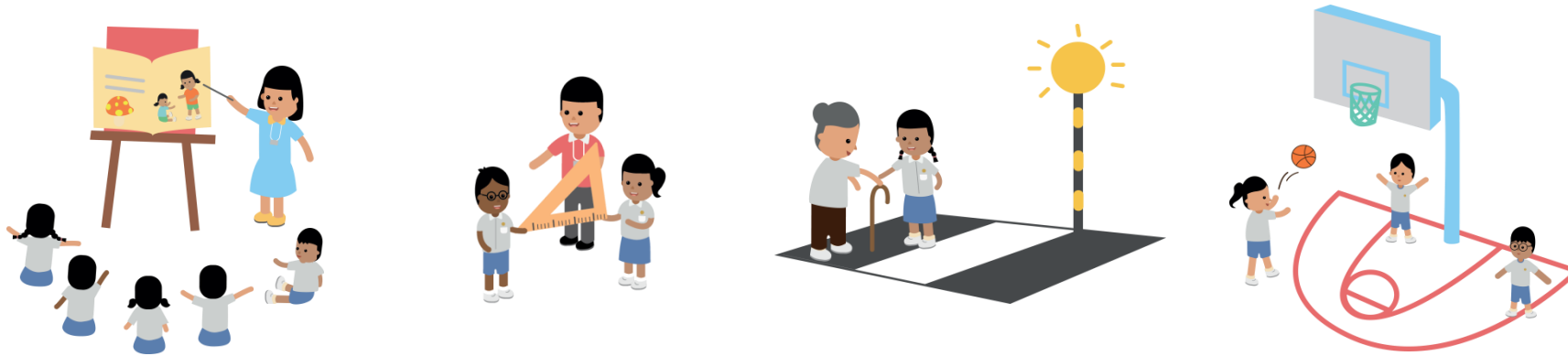
PROVIDE OPPORTUNITIES FOR CHILDREN TO DISCOVER AND DEVELOP THEIR STRENGTHS & INTERESTS

- Diversified school landscape
- Multiple pathways at various stages



THE PSLE CHANGES ARE PART OF A BIGGER STORY

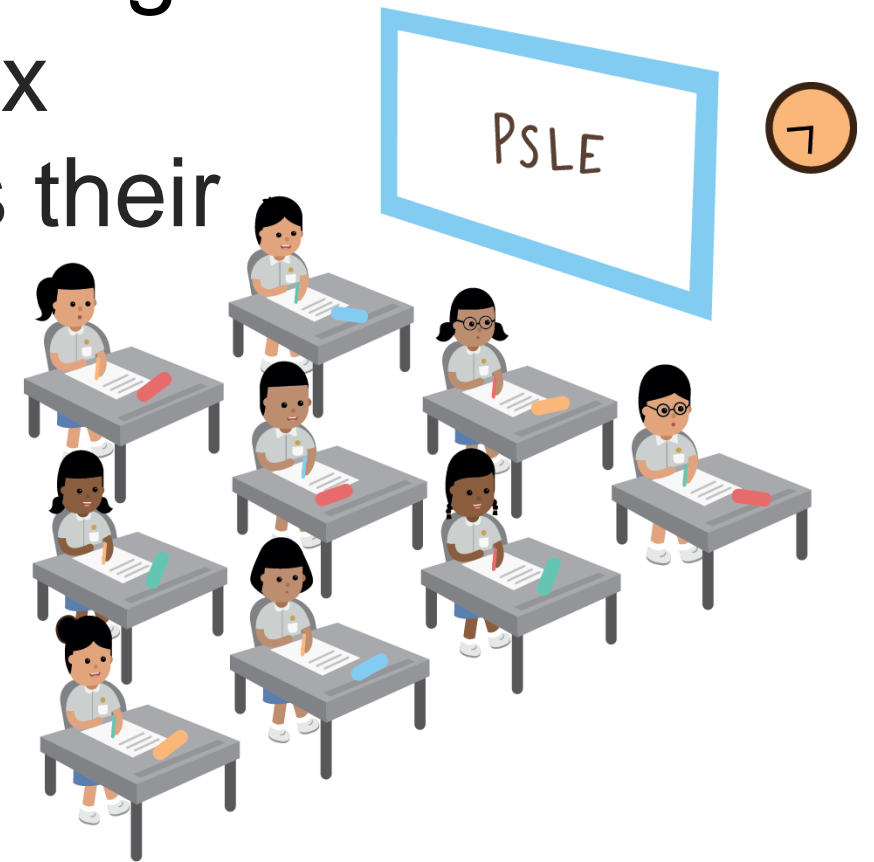
Over the years, MOE have been fine-tuning the education system to help our students discover and develop their strengths and interests while moving away from an over-emphasis on academic results. This will better enable them to lead fulfilling lives.



The changes to the PSLE scoring and S1 posting are another step in this direction.

THE PSLE REMAINS A USEFUL CHECKPOINT

It gauges the level of students' learning in the core subjects at the end of six years of primary school and guides their future choices.



WHAT THE NEW PSLE SCORING SYSTEM AIMS TO DO

- Reduce fine differentiation of students at a young age based on exam scores.
- Recognise a student's level of achievement in each subject, regardless of how his peers have done.



HOW PSLE SCORING WORKS



STUDENTS WITH SIMILAR SCORES IN EACH SUBJECT WILL BE GROUPED INTO THE SAME ACHIEVEMENT LEVEL

- There will be 8 Achievement Levels (ALs), with AL1 being the best.
- A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.

PER SUBJECT

AL 1
(BEST)

AL 2

AL 3

AL 4

AL 5

AL 6

AL 7

AL 8
(UNGRADED)

WHY 8 ACHIEVEMENT LEVELS?

- This offers a good balance.
- It reduces fine differentiation between students while still giving parents and educators a gauge of a student's progress at the end of primary school.
- Students can then be matched to suitable academic programmes in secondary schools.

PER SUBJECT
AL 1 (BEST)
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8 (UNGRADED)

REFERENCE RAW MARK RANGES

- To guide school-based assessments, we will provide reference raw mark ranges for each AL.
- These are based on learning objectives of the curriculum.

Considerations

- To have educationally meaningful differentiation of students.
- At the top ALs, the ranges are narrower as the PSLE is designed to show what students can do – on average, about half of the students will score AL4 or better.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FOUNDATION-LEVEL SUBJECTS WILL ALSO BE SCORED ON ACHIEVEMENT LEVELS

- Foundation-level subjects are designed to support a small number of students who may not be able to cope with Standard-level subjects.
- This enables them to focus on building up strong fundamentals so that they are better prepared for secondary school.
- This way, the student will also build confidence to pursue learning at a level suitable for them.

Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8



FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.
- Students will be placed in secondary school courses based on their overall PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL and MA

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8

ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5

PSLE SCORE: 22

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA

SUBJECT-BASED BANDING (SECONDARY) SBB (SEC) ELIGIBILITY CRITERIA


Under the new PSLE scoring system, the SBB (Sec) eligibility criteria is as follows:

Subjects offered under SBB(Sec)	Eligibility criteria		
	PSLE subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
<ul style="list-style-type: none">English LanguageMother Tongue LanguagesMathematics	Standard	AL 5 or better	G3 or G2 (Express/ NA)
		AL 6	G2 (NA)
	Foundation	AL A	G2 (NA)
<ul style="list-style-type: none">Science			

SUBJECT-BASED BANDING (SECONDARY)

SBB (SEC) ELIGIBILITY CRITERIA

Example 1



ENGLISH LANGUAGE	AL 6
MOTHER TONGUE LANGUAGE	AL 6
MATHEMATICS	AL A
SCIENCE	AL 5
PSLE SCORE: 23	

= AL6

- A student scores an overall Score of 23 and AL 5 for Science will be placed in the N(A) course. He will be eligible **to take Science at a more demanding level (i.e. Express level)** at Secondary 1.
- Taking up Science at a more demanding level would allow him to learn at a level more suited to his pace of learning, aptitudes and passions. It could also motivate him to be more meaningfully engaged.
- **Eligible students can discuss with their parents and teachers to decide whether to accept the offer.**
- As students grow and develop in secondary school, they will continue to have **more opportunities to take subjects at more demanding levels based on their in-school performance**, to further pursue their interests and develop to their fullest potential.

WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- **Subject curriculum** will be continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- A student's AL for each subject **will reflect his own achievement**, rather than how he has performed relative to his peers.

USE OF HCL FOR ADMISSION INTO SAP SCHOOLS









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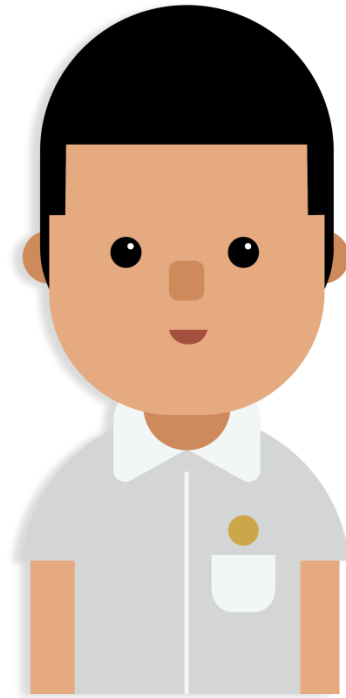


THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

NEW SYSTEM		
1st	 7	NO HCL
2nd	 8	DISTINCTION
3rd	 8	MERIT
4th	 8	PASS
5th	 8	NO HCL
6th	 9	DISTINCTION

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(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 HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

Direct School Admission (DSA-Sec)



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DIRECT SCHOOL ADMISSION- DSA-SEC

What is DSA-Sec?

Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the PSLE.

Students apply based on their talent in sports, CCAs and specific academic areas.

If your child is admitted to a secondary school through DSA-Sec, they are not allowed to:

- Submit school choices during the Secondary 1 (S1) posting process.
- Transfer to another school. They must commit to their chosen school for the duration of the programme.

DIRECT SCHOOL ADMISSION- DSA-SEC

Who can apply

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

DIRECT SCHOOL ADMISSION- DSA-SEC

Apply via DSA microsite.

For Year 2023, dates are not released yet. However, you are encouraged to visit the website to find out more about DSA-Sec.

<https://www.moe.gov.sg/secondary/dsa>



<https://go.gov.sg/09z2us>



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New PSLE Scoring System

The revised PSLE scoring system in 2021 will help your child focus on their learning
instead of how they compare to others.



<https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html>



<https://go.gov.sg/3qfnss>



SchoolFinder

[MOE](#) > [SCHOOLFINDER](#) >

Last Updated: 30 May 2022

[How to use SchoolFinder](#)

SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.

Secondary

Search for a school or keywords e.g. "Admiralty" or "football"

[SEARCH](#)

Criteria

[Clear all](#)

Location

Search for schools near you

Enter your postal code

[Clear](#)

OR

Search for schools by area

Select an area

Admission type

Secondary schools

← 1 of 8 →

Showing 148 Secondary schools

Admiralty Secondary School

Woodlands

31 Woodlands Crescent, S737916

Ahmad Ibrahim Secondary School

Yishun

751 Yishun Avenue 7, S768928



<https://go.gov.sg/y27fnl>

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MySkillsFuture



To Serve To Lead



MySkillsFuture

MySKILLSFuture

Login

MySkillsFuture for Students



Primary



Secondary



Pre-University



<https://go.gov.sg/jvvqv7>



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Student Well-Being Matters



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Attitudes

- Attitudes towards learning / life
 - Punctuality (for school, for lessons and for submission of homework)
 - Accountability (responsible for one's actions and words)
 - Teachability (open to feedback and to learn)
 - Endeavours to give one's best.
 - Resilience (coping and not giving up easily)
 - Growth mindset (aim high, have strategies/ discipline approach to achieve one's targets/ goals)



Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.



Absence from School

- Medical Certificate or a letter from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child/ward Form Teacher.
- For matters pertaining to Covid-19, please reach out to the form teachers or school for clarifications.
- Remind your child/ward to **pass** the MC or letter to their Form Teacher when he/she is back in school.



Communication School and Home

- School Handbook
 - School phone line
 - Email the form teachers or school
 - Face-to-face with school personnel
(By appointments only)
 - **Parents Gateway**
 - Form teachers' alternative platforms
 - FTs will share their preferred mode of communication later in the respective class
- * School hours 7.30am- 4.30pm



Communication with External Stakeholders

- For communication with external stakeholders such as school dental services, school bookshop, school bus service, school uniform and student care centre, please refer to the following for their contact details:
 - Student Handbook
 - School Website (For Parents – Useful Links)



Home-School Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships and trust the teachers to want the best for each student
- Engage in an active and open communication with the children's form and subject teachers. Stay updated and informed.
- Ensure children get sufficient sleep, proper diet and affection.
- Check in regularly with them on how their school day has been and on their learning.



Thank You



To Serve To Lead

