

Primary 5 Curriculum Briefing

- The programme today for parents will be as follows:

TIME	PROGRAMME	VENUE
3 p.m. – 4 p.m.	Curriculum Sharing by Year Head	P5 Classrooms via Zoom
4 p.m. -5 p.m.	Form Teacher Interaction	P5 Classrooms



To Serve To Lead



Punggol Cove Primary School

Primary 5
Curriculum Briefing 2024



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Outline of Briefing

1. Introduction of PCPS School Key Personnel and Staff
2. Introduction of P5 Form Teachers
3. Subject Based Banding (End of Primary 5)
4. Curriculum in Primary 5
5. PSLE Scoring and Secondary 1 Posting
6. Direct School Admission Matters
7. Student Well-Being Matter
8. Breakout/ Concurrent Sessions



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**

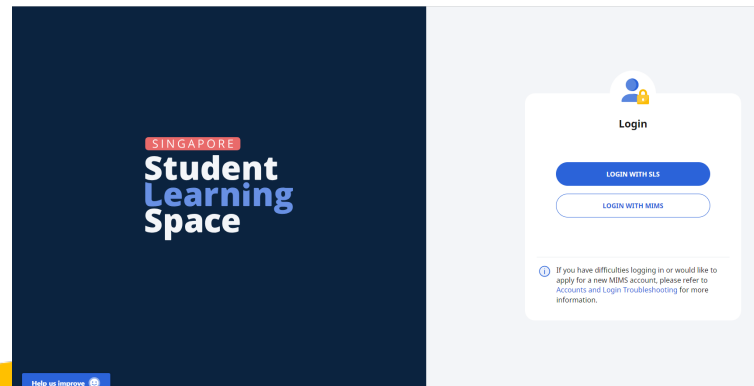


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Expectations at Primary 5

- 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



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Expectations at Primary 5

- 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 to confirmation of Standard and Foundation subject combinations 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.

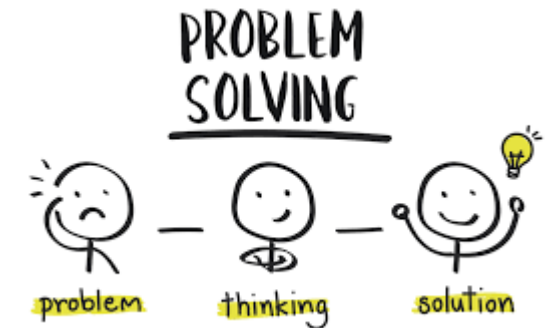
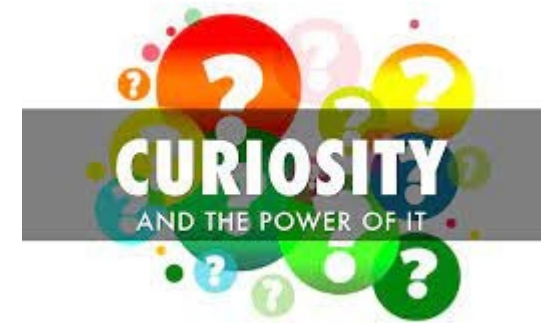
At P6

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



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**



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

- **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.





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.

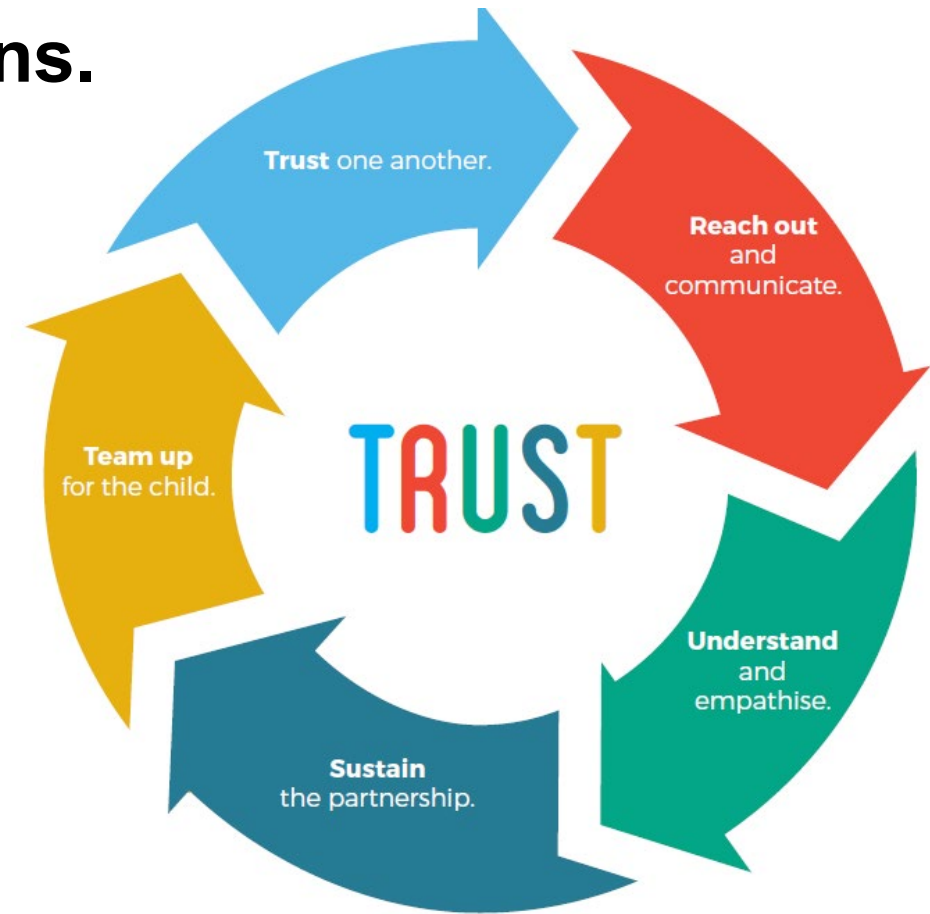
Contact Us

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

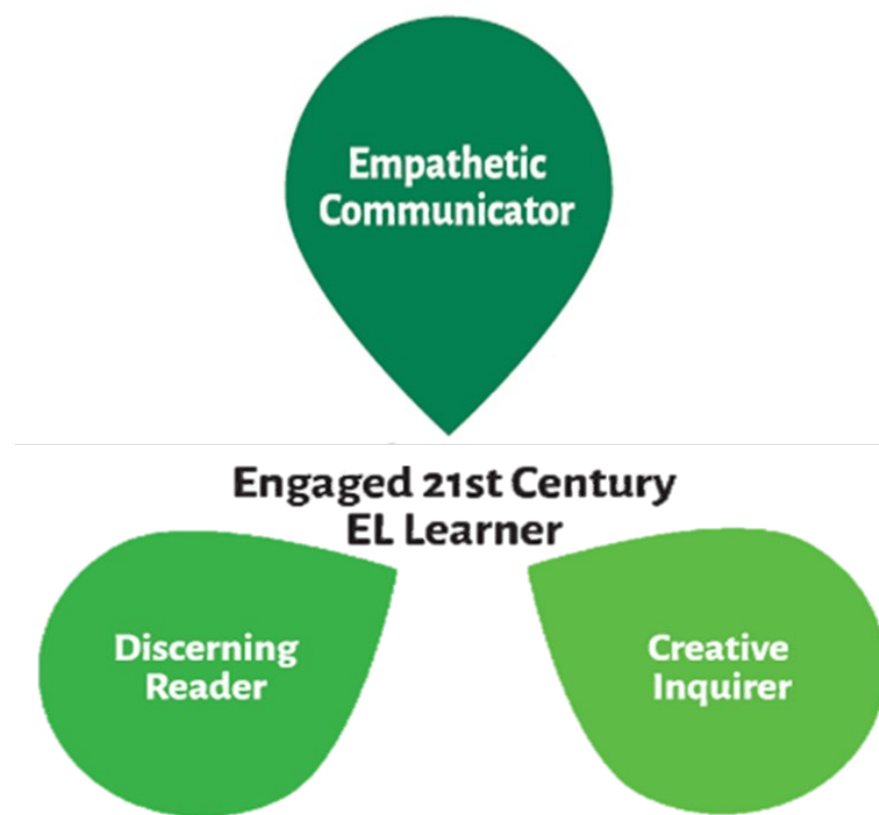


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English Language

EL SYLLABUS 2020



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English Language

SPECIFIC AIMS OF EL SYLLABUS 2020

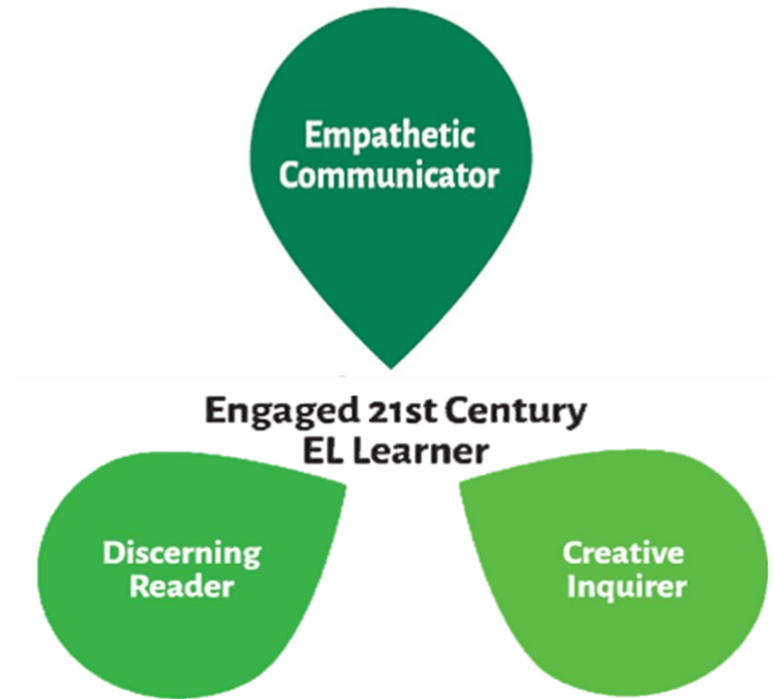
1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English⁷ from print, non-print and digital networked sources.
2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
4. Use English with impact, effect and affect.



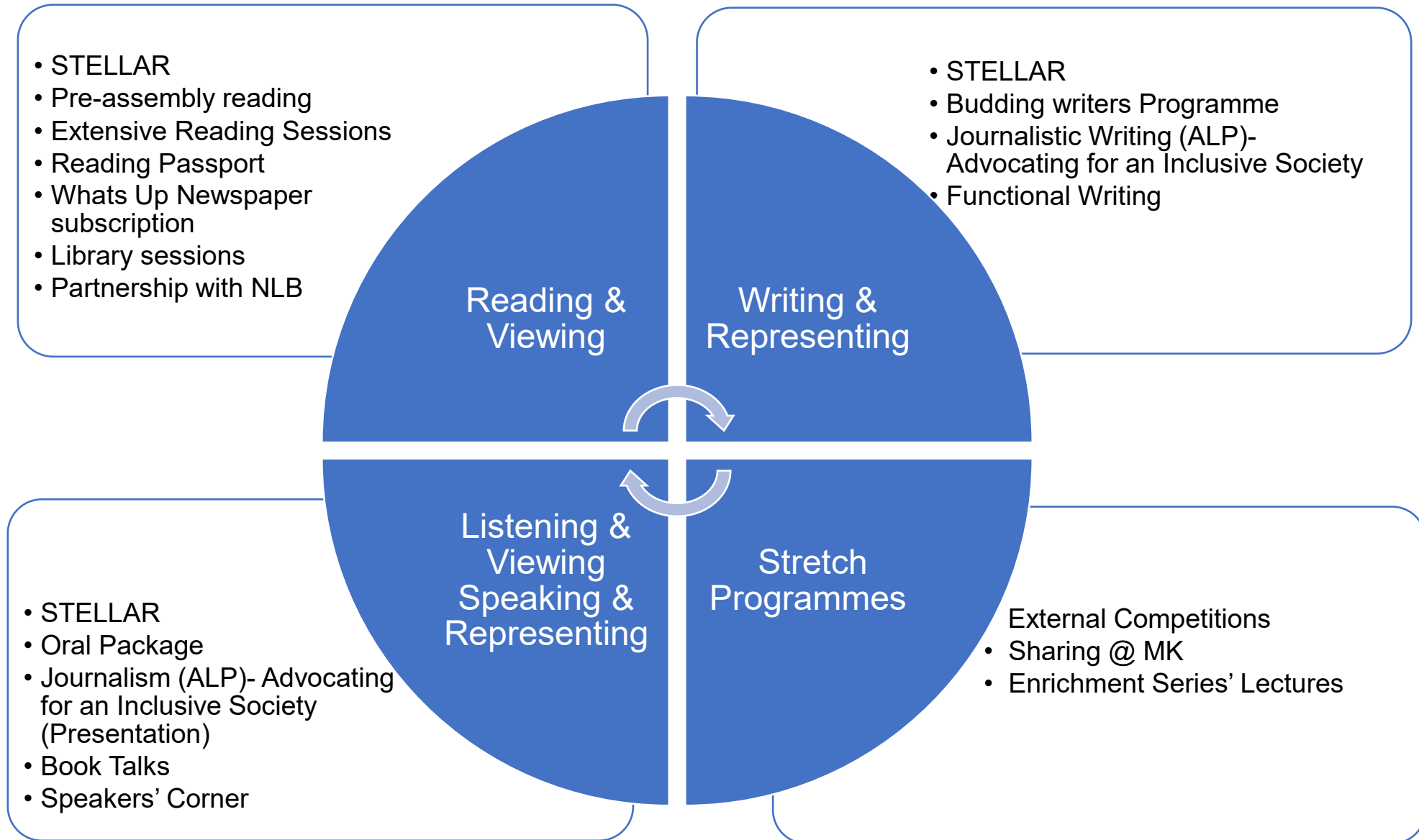
English Language

The school adopts the **STELLAR** programme: **S**trategies 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



English Language Applied Learning Programme (ALP)

Holistic
English
Literacy
Programme

Using English
language skills in
service to others



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Punggol Cove Primary School

Applied Learning Programme

Holistic English Literacy Programme



VISION

EVERY STUDENT AN EDUCATED CHILD AND CONTRIBUTING CITIZEN, READY TO SERVE AND LEAD

MISSION

NURTURING THE WHOLE CHILD, GROWING FUTURE LEADERS

VALUES

EMPATHY, MINDFULNESS, CARE

MOTTO

TO SERVE TO LEAD

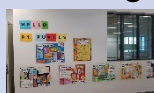
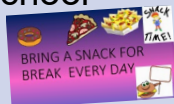
Student Outcomes

- Identify problems in the community (Critical Thinking)
- Communicate effectively using speaking and writing skills (Communication)
- Work well with others in a team (Collaboration)
- Contribute to the betterment of the community (Civic Responsibility)

Tier 1: Self, Peer, School, Community

Lower Primary

- Documenting and Sharing on Animal Conservation
- Giving Advice on Transitioning to Primary School



Middle Primary

- Advocating Cyberwellness
- Creating Digital stories



Upper Primary

- Journalistic Writing
- Song Writing



Cross
Department
Collaboration



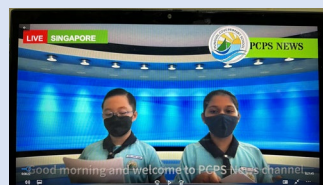
Leveraging
Technology

Tier 2: Talent and Interest Driven Projects

Service Learning with Kindergarten



PCPS News



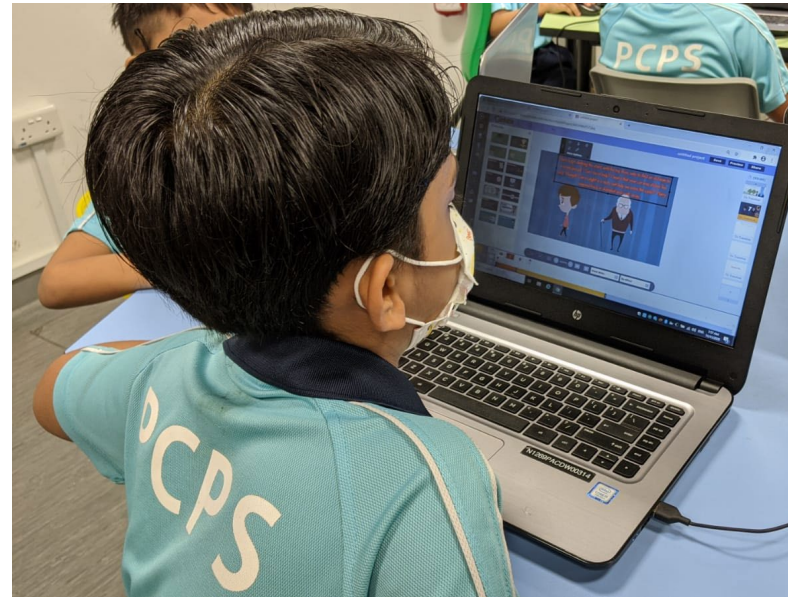
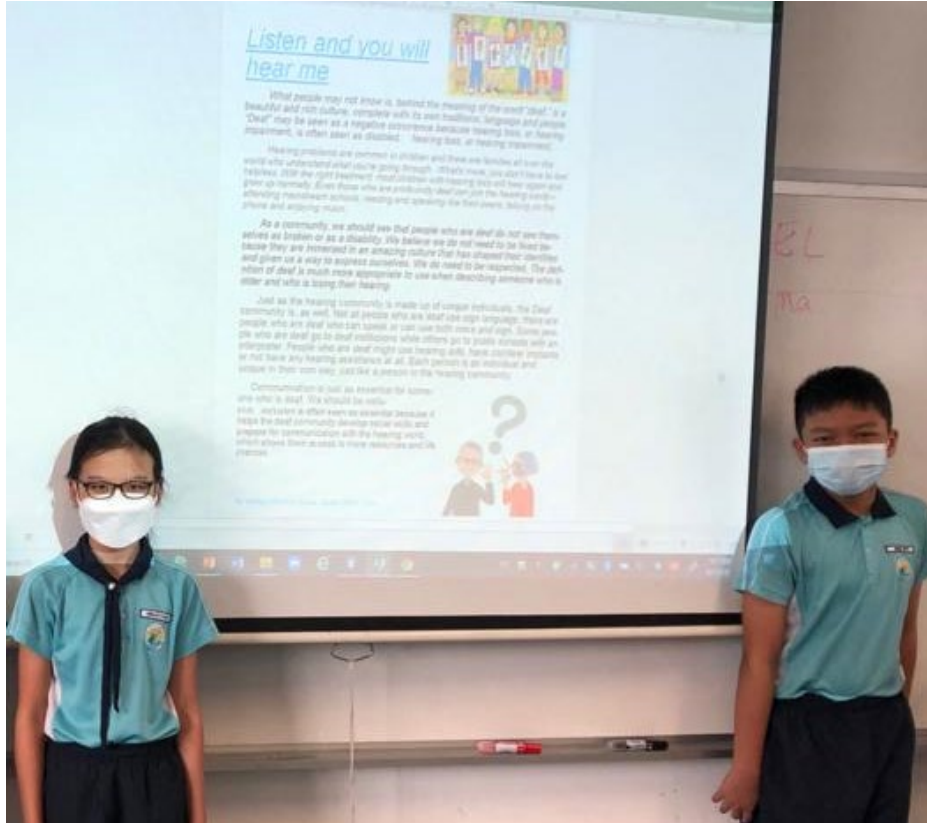
Competitions



Community
Partnership

Journalism

P5



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Maths



MATHEMATICS



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Mathematics

Key Programmes:

- In-Class Learning Experiences via Manipulatives
- Math Assembly Talk
- Speed and Accuracy
- 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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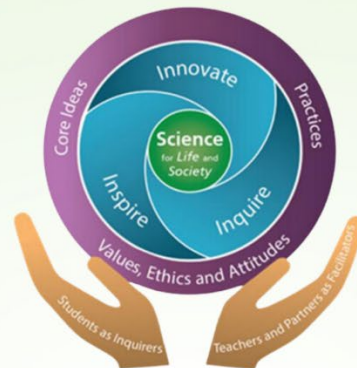




**PUNGGOL COVE
PRIMARY SCHOOL**

Science Department Vision

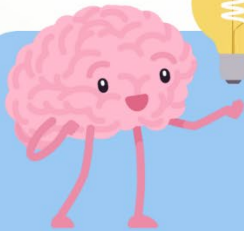
In alignment with the revised Science Curriculum Framework,



and school's mission, vision and values,
PCPS students and teachers



enjoy learning
Science and
are **INspired**
by how
Science helps
solve global
challenges.



INquire like
Scientists by
engaging
confidently in
the Practices
of Science.



apply Science
to **INnovate**
to generate
creative
problems to
solve real-
world
problems.

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INspire, INquire & INnovate @ PCPS

PCPS students:

- Enjoy learning science who see connections between everyday phenomena and Science.
- Are curious and possess the spirit of scientific inquiry like scientists.
- Applies Science to daily life experiences.
- Can generate creative solutions to solve real-world problems.



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Practices of Science@PCPS

Students are engaged in the Practices of Science to:

- Help them understand how scientific knowledge is developed through **inquiry**.
- Demonstrate **Ways of Thinking and Doing** which support their learning of Science as inquirers and involves various skills and processes.



Practices of Science@PCPS

For examples,
students demonstrate Ways of Thinking and Doing through:

- posing questions and defining problems,
- developing models,
- analysing and interpreting data,
- constructing explanations and designing solutions,

when **conducting experiments**, working on **customised SLS Science packages**, **Science journal activities** and **Young Scientists cards selected activities**.



Primary Science Syllabus (for 2024 P5 and P6 cohorts)

Implementation starting with 2014 Primary Three Cohort



<https://www.moe.gov.sg/-/media/files/primary/science-primary-2014.ashx>



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PCPS STEM Challenges

There are opportunities for students to **collaborate with their peers** to apply **Science, Technology, Engineering and Mathematics** when working on STEM challenges during:

- Model-building activities in P5 Cycles and Systems topics
- Recess STEM missions
- Toy – making competition
- Science centre STEM challenges



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PCPS Eco Adventure!

To build an **Eco PCPS Green Culture** to support the

 **GREEN PLAN**, all students and staff will embark on an

Eco Adventure this year to:

- learn the importance of practising sustainability in daily life
- appreciate the nature and biodiversity
- engage the community to reduce carbon footprint and fight climate change



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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.
- Higher Malay for P3 in 2024!
- Conversational Chinese and Malay Program



Students enjoying MT activities, 2018

Mother Tongue

Promoting Love for reading MTL books.

- In class and Library reading festival and events.
- Individual MTL reading record.
- Range of f2f and online activities for students.
- Strongly encourage student to have MT story books with them daily.



Students enjoying MT activities, 2018

ve

Toolbox

Academic Matters



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PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PRIMARY 5	-	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-Year Exams (70%)

Topics and Weighting :

Assessment Letters will be issued at a later date.



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Assessment Matters

- **Absences:**

- Absence from assessment/ examination must be covered by a medical certificate from qualified medical professionals who are registered with the Singapore Medical Council. Students are required to submit their medical certificate(s) to their form teachers on the day they return to school.
- **No marks will be accorded to students who are absent without a valid reason or medical certificate.**

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



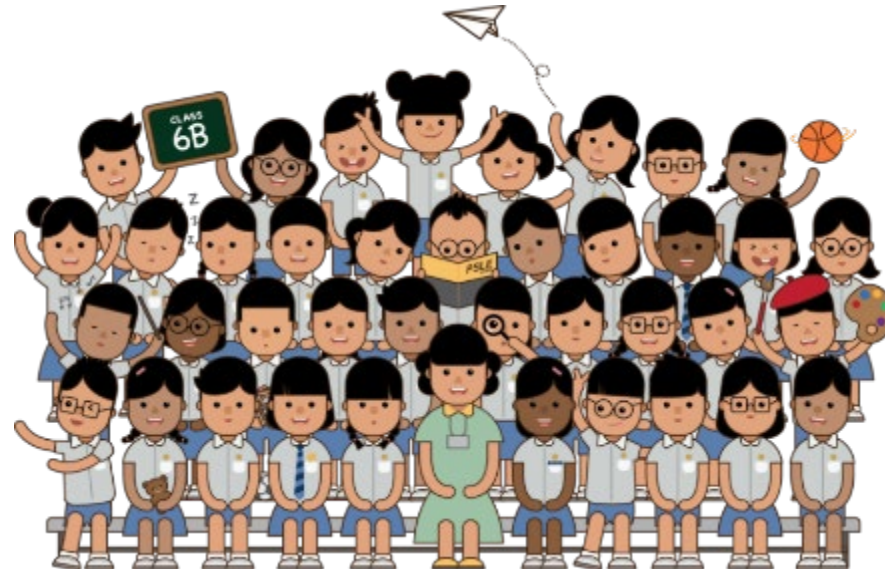
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The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**

Briefing Deck to P5 and P6 Parents

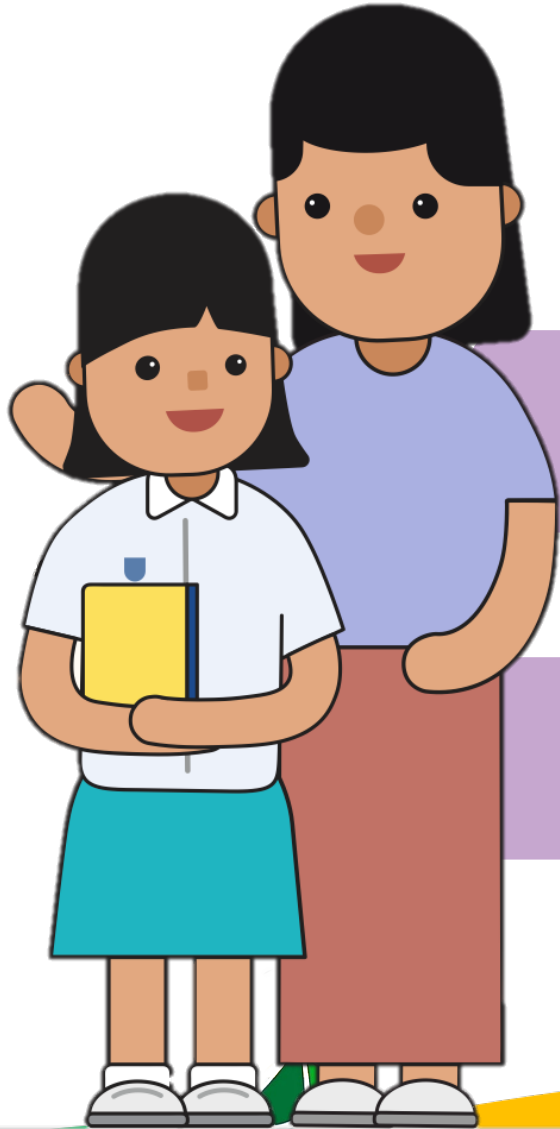


From today's session, you will walk away with...

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school



Sharing About PSLE Matters



How does the PSLE Scoring &
S1 Posting work?

How are students posted to
secondary schools?

WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.



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WHAT ARE ACHIEVEMENT LEVELs (AL)?

WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

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


GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

HOW DOES THE PSLE SCORING SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.




Elena PSLE Score 14	
PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4

SUBJECT-BASED BANDING (SECONDARY)

SBB (SEC) ELIGIBILITY CRITERIA

- A student scores an overall Score of 23 and AL 5 for

Example 1



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

= AL6

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 (with AL 7 or better in EL and MA)	PG1	G1

subjects at more demanding levels based on their in-school performance, to further pursue their interests and develop to their fullest potential.

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

1. Which course does Bryan qualify for?

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 (with AL 7 or better in EL and MA)	PG1	G1

Example 2

ENGLISH	AL6
MOTHER TONGUE	AL4
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 21

PRESENTATION OF RESULTS IN ALs

- Schools will present school-based examination results of P5 and P6 Students in ALs.
- This will help familiarise students and parents with the new AL scoring system.
- The AL reflects the mastery of broader curriculum, rather than for topical or component performance. As such, AL will not be reflected for weighted assessments (WA).

SUBJECT	Weighted Assessment 2	SEMESTER 2		OVERALL	
	Mark	Mark	AL	Mark	AL
English Language	85	87	2	85	2
Mathematics	83	93	1	94	1
Science	90	86	2	86	2
Chinese Language	78	82	3	83	3
Higher Chinese Language	57	71	ME	70	ME
	Grade	Grade		Grade	
Social Studies	-	-		A	

Update from
'Grade' to 'AL'

OVERALL

Total Achievement Level (AL) Score : 8
 Percentage : 87
 Attendance : 88/93
 Class for Next Year : P6-6E
 Subject Combination Next Year : 4S1H

New field to compute
'Total AL Score'

Update from 'Course for Next Year' to
'Subject Combination for Next Year' for P5
going into P6



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

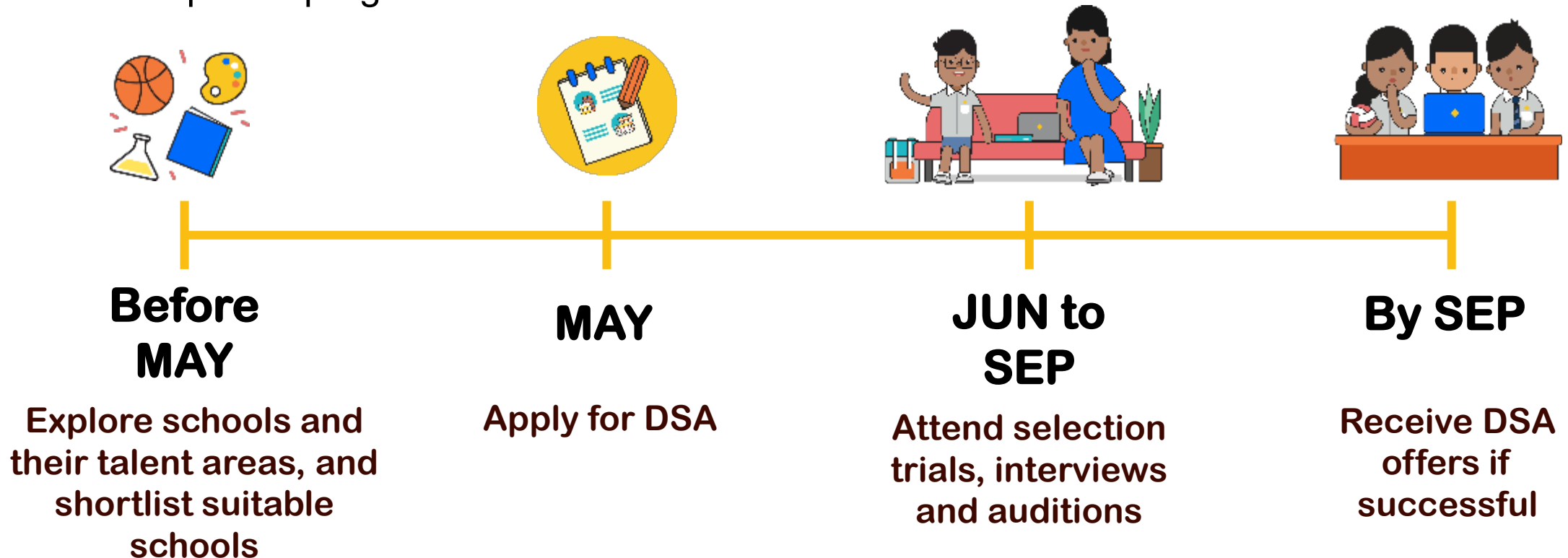
Who can apply

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)

ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



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 or the hall 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.



Attire Decorum - Uniform

Rationale:

- Uniform teaches decorum, inculcate values and help to establish in our children - clear expectations of how they should relate to teachers and peers within the school community.

Expectations:

1. **Students should wear uniform when there is no PE or PAL Lessons.**
2. **P1 and P2** students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days
3. **P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
4. **P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.

Implementation:

- Students will exercise and work towards meeting the attire decorum expectations from **Term 2 onwards**.
- School personnel will be educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.



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Attire Decorum - Uniform

Parents' Support:

- School seeks parents' support in
 - ensuring that their child / ward comes to school in the correct attire and
 - guiding them to be responsible in managing their attire decorum.

Provisions will be made for student councillors serving during recess.



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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.



Let us work together to bring out the best in
our children and realise their dreams!



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Thank You



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