

Primary 4 Curriculum Briefing

- The programme today for parents will be as follows:

TIME	PROGRAMME	VENUE
3 p.m. – 4 p.m.	School Leader's Welcome Address Curriculum Sharing by YH	Level 3 School Hall
4.10 p.m. – 5 p.m.	Form Teacher Interaction	P4 Classrooms (Level 5)



To Serve To Lead



Primary 4



Curriculum Briefing

Friday, 2 Feb 2024



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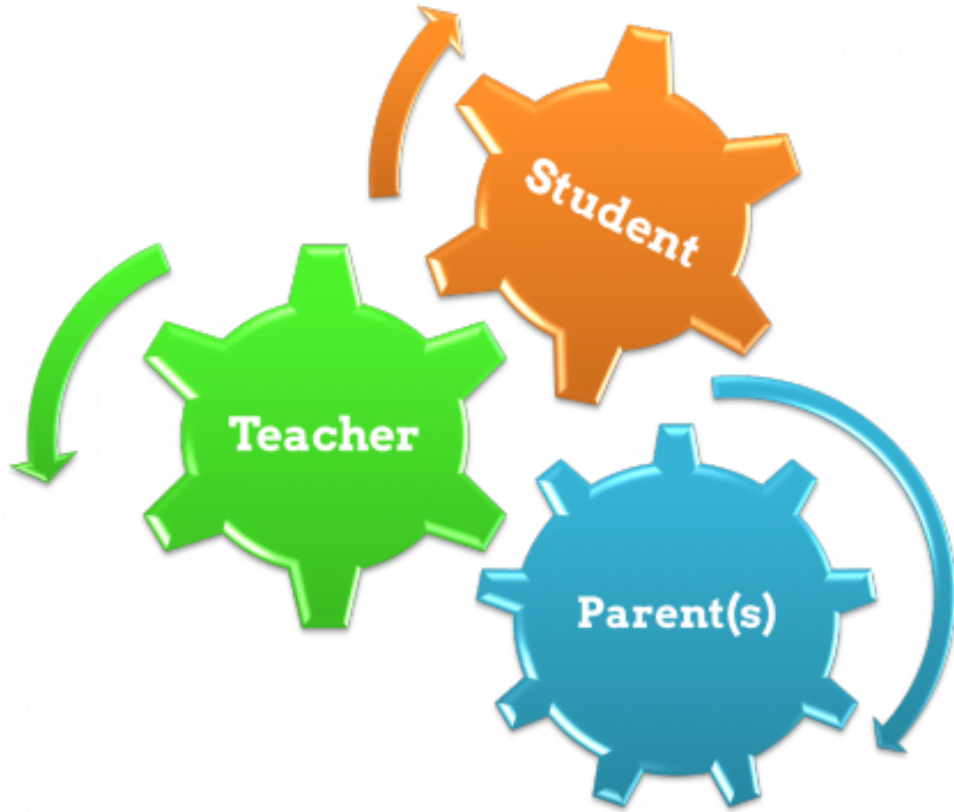


Outline of Briefing

1. School Leader's Address
2. Academic Matters
3. Assessment Matters
4. Subject Based Banding in Primary 4
5. Reminders and Updates for Parents



Welcome, Parents!



P4 Curriculum Briefing (Subject Based Bandings)

cum

Parent-Teacher- Connect session!



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School Vision, Mission and Values

School Vision:

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

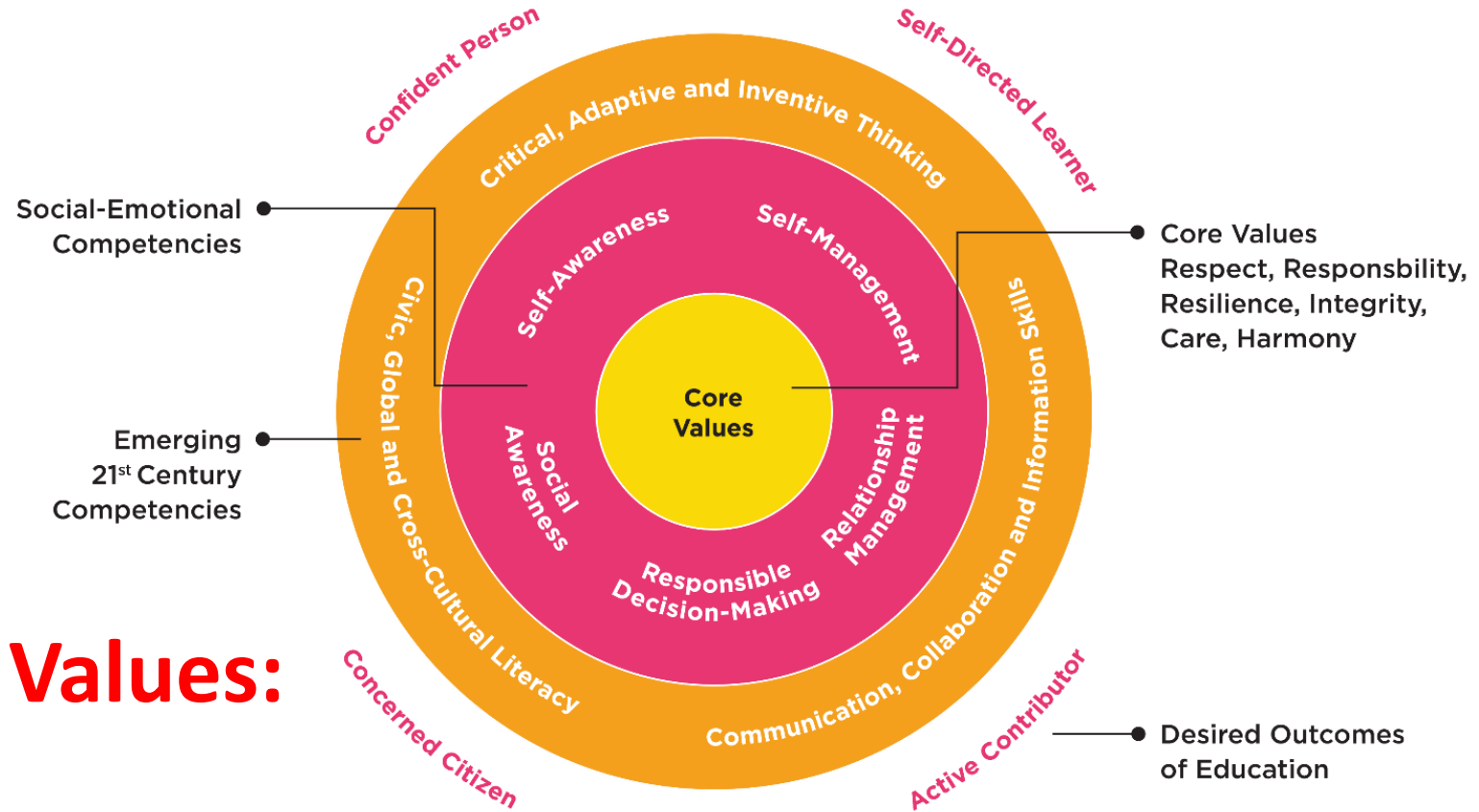
School Mission:

Nurturing the Whole
Child, Growing
Future Leaders



School Values:

Empathy
Mindfulness
Care



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InPsychful

HOW TO BE MORE INVOLVED IN YOUR CHILD'S LEARNING



Supporting Your Child at Primary 4



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Expectations at Primary 4

- Greater demands in learning subjects
 - Strengthen foundation in literacy and numeracy
- More afternoon co-curricular commitments
 - E.g. HMTL, CCAs, NSG, external competitions, enrichments, learning support programmes, LJs, student leadership trainings



Expectations at Primary 4

- Formative assessments (non-weighted)
 - To monitor progress, provide feedback and encourage reflection
 - E.g. quizzes, bite-size class tests, homework, presentations, projects
- Weighted Assessments in Term 2, Term 3 and End-of-Year Examination in Term 4
 - Subject-Based Banding at the end of T4



WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.



SUBJECT-BASED BANDING (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.



How does Subject-Based Banding work?

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

- **be concerned citizens and self-directed in their learning**
 - by nurturing a sense of curiosity to deepen their learning
 - by encouraging problem-solving through critical, adaptive and inventive thinking
 - to develop their strengths, passion and interests
- **be confident persons and active contributors**
 - by looking beyond academic grades and scores as only indicators of success;
 - by broadening definitions of success to look at 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
- Focus on your child's learning journey, his/her effort and improvement rather than compare them to others.



Set goals together

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



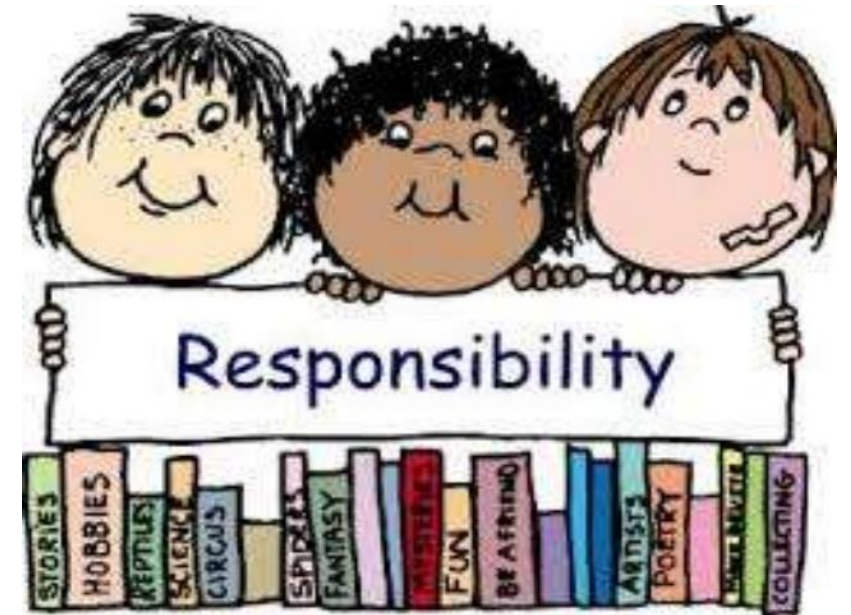
Don't focus only on results

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



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)*
- Build in them the *sense of responsibility* *(remind them to remember to bring their stationeries/assignments, be prepared to accept consequences)*
- Help your child learn self-management *(develop a routine to complete their homework, encourage the habit of reading, manage time for work and play)*
- Limit your child's screen time for gaming and social media



Stay connected with the Teachers/School

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

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 **Parents Gateway**

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

- We welcome your feedback and suggestions. Give us 2 working days to respond to you.



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



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Academic Matters



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Total Curriculum for a Well-Rounded Learning in PCPS	
Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curriculum Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

English



ENGLISH LANGUAGE

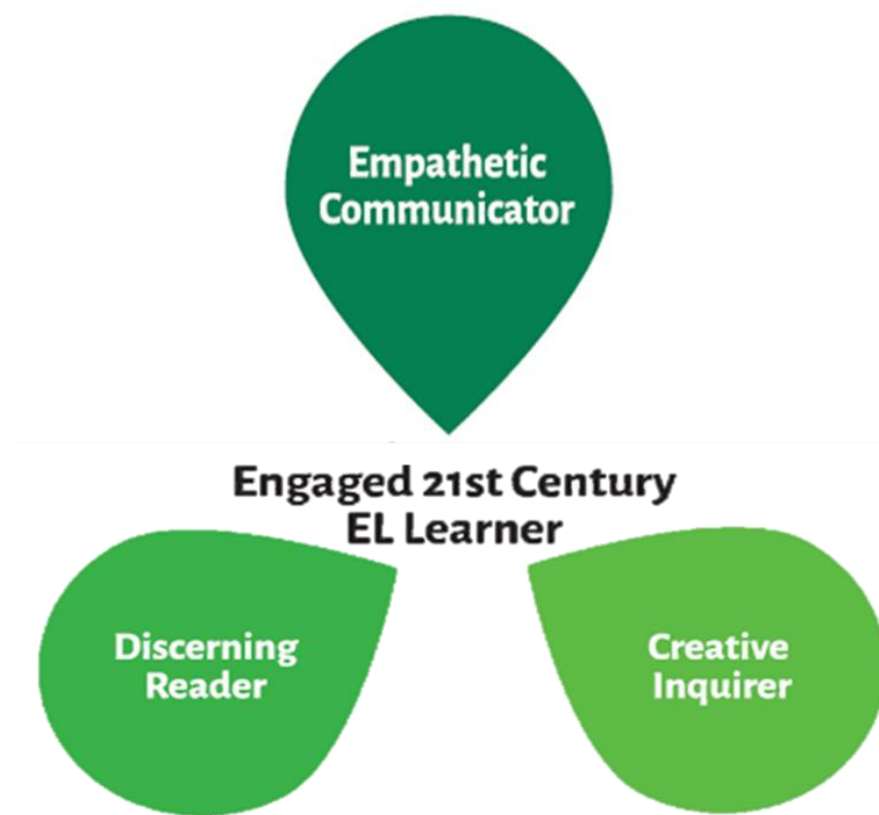


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English Language

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**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 3 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

LISTENING	SPEAKING	READING	WRITING	GRAMMAR	VOCABULARY
<ul style="list-style-type: none"> - Listening to stories (STELLAR) - Listening Comprehension - Library Sessions 	<ul style="list-style-type: none"> - Poetry Recitation - Show and Tell - Dramatisation 	<ul style="list-style-type: none"> - STELLAR Books - Library Sessions - Reading Aloud - Reading Comprehension 	<ul style="list-style-type: none"> - Introduction to Writing - Creative Writing - Narrative Writing 	<ul style="list-style-type: none"> - Stellar-based Grammar components 	<ul style="list-style-type: none"> - Stellar-based Vocabulary - Spelling (from term 2 onwards) - Vocabulary Activities
					



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English Language

Key Programmes:

- School-Based Dyslexic Remediation(SDR)
- Reading Remediation Programme (RRP)
- Applied Learning Programme – Holistic English Literacy Programme (HELP)
- Reader's Theatre
- Reading Passport
- English FIESTA

Reader's Theatre 2022

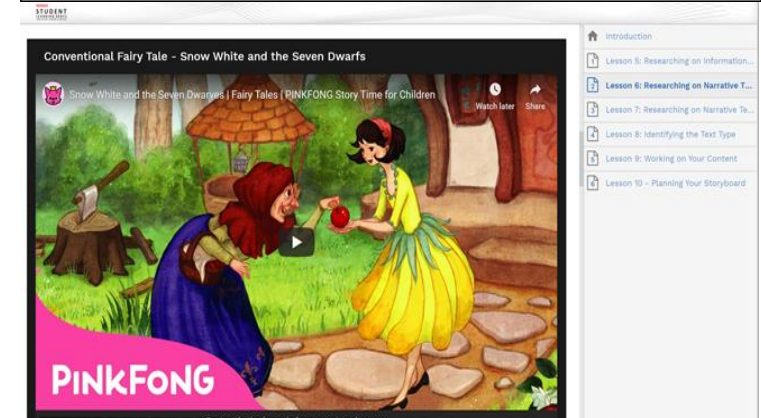


English Language

Key Programmes:

- School-Based Dyslexic Remediation(SDR)
- Reading Remediation Programme (RRP)
- Applied Learning Programme - Digital Storytelling

Students in ALP, 2019



Once upon a time there lived a beast family.They wanted their son to get married but could find a suitable match.

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

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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



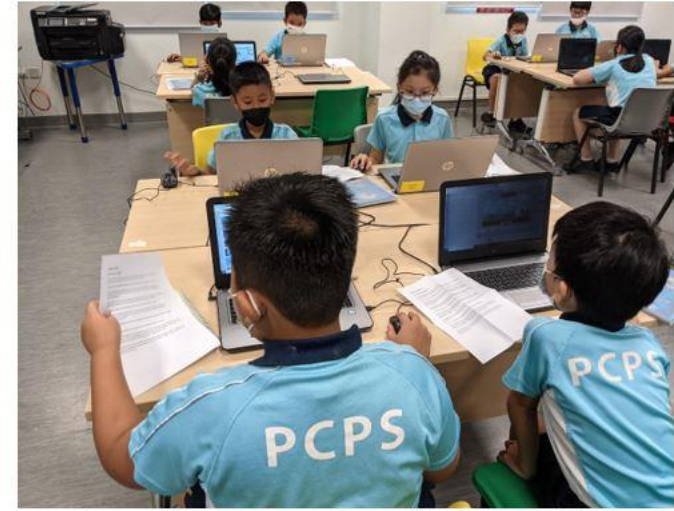
Competitions



Community
Partnership

Applied Learning Programme (ALP)

- Consumer and Creator
 - Basic computing skills
 - Microsoft Office
 - Interactive computer programmes
 - Cyber Wellness



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Applied Learning Programme (ALP)



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Maths



MATHEMATICS



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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
					Speed

Mathematics

- Build interest in numeracy through daily factual fluency.
- Grasp Mathematical concepts through in-class learning experiences.
- Develop good processes in solving Mathematical problems.
- Express thinking logically.



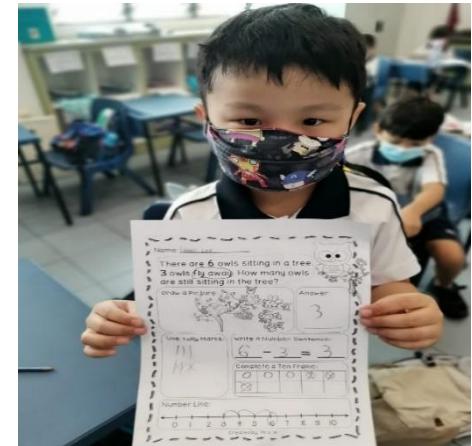
work with numbers



explore patterns



solve problems



express thinking



Mathematics

Key Programmes

- Maths Trail via Student Learning Space
- In-Class Learning Experiences via Manipulatives
- Math Assembly Talks
- Daily Factual Fluency Activities
- Math Games Corner during Recess
- Termly Heuristics Packages



Students exploring Maths Wall, 2018



Mathematics

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

Understand



Plan



Do



Check

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

- Select a strategy

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

- 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



George Pólya
Hungarian
Mathematician
(1887 – 1985)

Understand



Plan



Do



Check

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?

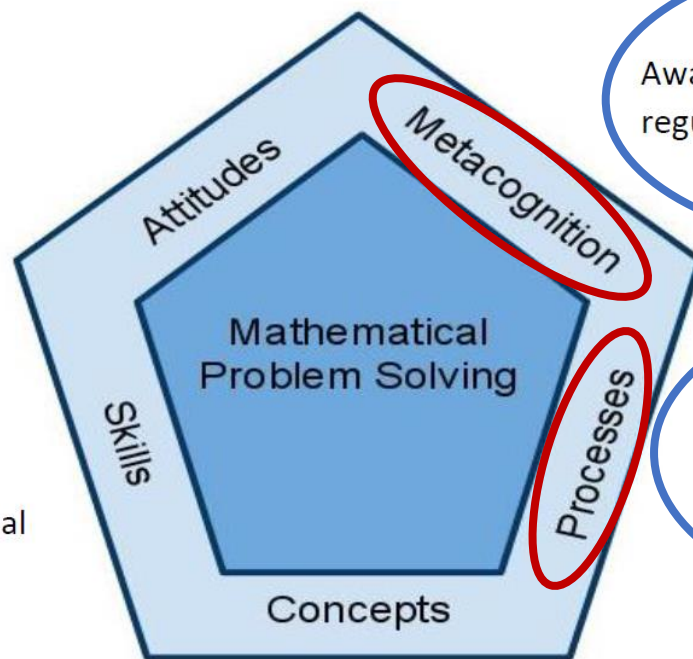
- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?



MATHEMATICS CURRICULUM FRAMEWORK

Belief, appreciation,
confidence, motivation,
interest and perseverance

Proficiency in carrying out
operations and algorithms,
visualising space, handling
data and using mathematical
tools



Awareness, monitoring and
regulation of thought processes

Competencies in abstracting
and reasoning, representing
and communicating,
applying and modelling

Understanding of the properties and
relationships, operations and



REVOICING

TEACHER RESTATES WHAT A STUDENT HAS SAID BY REPEATING, SUMMARIZING OR REPHRASING. STUDENT RESPONDS AND EXPLAINS IF THE TEACHER HAS REVOICED CORRECTLY.



SO, I HEAR YOU SAYING THAT...

YES, BECAUSE...

NO, BECAUSE...

REPEATING

TEACHER ASKS A STUDENT TO REPEAT OR PARAPHRASE WHAT ANOTHER STUDENT HAS SAID.



CAN YOU REPEAT WHAT HE/SHE SAID IN YOUR OWN WORDS?

HE/SHE IS SAYING...

REASONING

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



DO YOU AGREE/ DISAGREE WITH WHAT HE/SHE SAID?

I AGREE/ DISAGREE BECAUSE...

ADDING ON

TEACHER GETS STUDENTS TO BUILD ON ANOTHER STUDENT'S THINKING AND SHARE THEIR COMMENTS AND IDEAS.



WE HAVE 2 DIFFERENT IDEAS. WOULD SOMEONE LIKE TO ADD

___'S RIGHT! I WOULD LIKE TO ADD ON...

WAIT TIME

STUDENT THINKS ABOUT WHAT ANOTHER STUDENT IS SAYING AND AGREES OR DISAGREES WITH THEIR REASONING.



TAKE YOUR TIME. WE'LL GIVE YOU TIME TO THINK ABOUT...

I'D LIKE SOME TIME TO THINK. CAN I HAVE A MOMENT?

REVISE THINKING

STUDENTS REVISE THEIR OWN THINKING BASED ON THE REASONING OF OTHERS. TEACHER ENCOURAGES STUDENTS TO USE THIS STRATEGY BY MODELLING DURING CLASSROOM DISCUSSIONS.



WHAT DO YOU THINK OF YOUR ANSWER?

AFTER LISTENING TO ____, I THINK THE ANSWER SHOULD BE...

Marking Codes

The Mathematics marking codes are used to

- Provide feedback to students on how they can improve their work by allowing them to understand exactly when/where an error occurs.
- Support self-corrections and reflections
- Promote consistency in Math marking throughout their schooling years in PCPS.



MATH MARKING CODES

W	<u>W</u> orkings missing
C	<u>C</u> orrections missing
U	<u>U</u> nits missing
CE	<u>C</u> alculation <u>E</u> rror
EQ	<u>E</u> quations missing
ANS	Missing <u>A</u> nswer
EMS	<u>E</u> rror in <u>M</u> athematical <u>S</u> tatement
MR	<u>M</u> is <u>r</u> ead of question
WM	<u>W</u> rong <u>M</u> ethod
TE	<u>T</u> ransfer <u>E</u> rror
FT	<u>F</u> ollow <u>T</u> hrough

Use this wall poster to understand your teacher's marking.



3

MATH MARKING CODES

W

Workings missing

C

Corrections missing

U

Units missing

CE

Calculation Error

EQ

Equations missing

MR

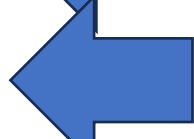
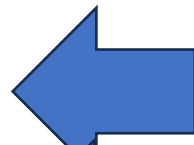
Misread of question

WM

Wrong Method

TE

Transfer Error



Tens Place

Ones Place

1

0

+

5

1

5

$$1 + 2 = 3$$

To Serve To Lead



Linear:

1cm = 10mm

1m = 1,000mm

1m = 100cm

1km = 1,000m

Mass:

1cg = 10mg

1g = 100cg

1g = 1,000mg

1kg = 1,000g

Capacity:

1cl = 10ml

1l = 1,000ml

3



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 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**.



2023 Primary Science Syllabus (for 2024 P3 & P4 cohorts)

Implementation starting with 2023 Primary Three Cohort



<https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.pdf>



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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:

- Science lessons
- 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 CL / ML / TL



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Mother Tongue

- Develop Language skills with a focus in Reading and Writing in Primary 4.
- Authentic real world conversation setting.
- Immerse and appreciate Culture.
- Programmes/Activities
 - Mother Tongue Fortnight

Listening

Speaking

Reading

Writing

Understanding Culture



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Mother Tongue

Key Programmes

- Mother Tongue Fortnight
- Mother Tongue Camp (During Curriculum)
- Higher Chinese Language for selected students
- Mother-Tongue Support Programme (Small class support for students who needs support in MT)
- Various Festive Celebrations

Students enjoying MT activities, 2018



Character and Citizenship Education (CCE)

CCE aims to help our students:

- learn values, social-emotional competencies.
- shape their identities, build relationships and make wise and responsible choices.



make responsible choices



consider others' feelings



share personal experiences



interact with others



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Character and Citizenship Education (CCE)

Highlight for Primary 4:

- Learning Journey for National Education (Term 1 ~ 2)
 - “Tales of the Emporium” – Geylang Serai Heritage Gallery
 - “Cultural Archives” – Kreta Ayer Heritage Gallery



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Physical Education (PE)

In primary schools, through the various activities and lessons, students:

- learn fundamental movement.
- learn creativity in movement.
- develop broad-based physical competencies.



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Physical Education (PE)

Highlights in Primary 4:

- Acquisition of manipulative skills in sports and mini sided games.
- Introduction to games concepts and rules.
- NAPFA (Physical fitness assessment) [Term 2]



NAPFA

Events	Details
5 static stations	After school 8 May 2024 2.00 p.m. – 4.30 p.m.
1.6km walk / run	During curriculum time 13 May 2024 7.30 a.m. – 9.30 a.m.
1.6 km walk / run backup date	17 May 2024 7.30 a.m. – 9.30 a.m.



NAPFA STANDARDS (PRIMARY)

STANDARDS FOR MALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	* 1.6 / 2.4 km Run-Walk time (min : sec)
9	A	5	>35	>168cm	>33cm	>21	<11.3sec	<9:40
	B	4	30-35	159-168	30-33	18-21	11.3-11.8	9:40-10:40
	C	3	25-29	149-158	26-29	13-17	11.9-12.2	10:41-11:40
	D	2	20-24	139-148	21-25	9-12	12.3-12.7	11:41-12:40
	E	1	15-19	130-138	16-20	3-8	12.8-13.1	12:41-13:50
10	A	5	>36	>174cm	>35cm	>22	<11.1sec	<9:30
	B	4	31-36	165-174	32-35	19-22	11.1-11.6	9:30-10:30
	C	3	26-30	156-164	28-31	14-18	11.7-12.0	10:31-11:40
	D	2	21-25	146-155	23-27	9-13	12.1-12.4	11:41-12:40
	E	1	17-20	137-145	18-22	3-8	12.5-12.9	12:41-13:40
11	A	5	>39	>188cm	>37cm	>23	<10.7sec	<8:50
	B	4	34-39	177-188	34-37	20-23	10.7-11.2	8:50-10:00
	C	3	30-33	166-176	30-33	15-19	11.3-11.6	10:01-11:10
	D	2	25-29	155-165	25-29	10-14	11.7-12.0	11:11-12:20
	E	1	20-24	144-154	20-24	4-9	12.1-12.5	12:21-13:30
12	A	5	>41	>202cm	>39cm	>24	<10.4sec	<8:40
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	8:40-9:40
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	9:41-10:40
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	10:41-11:40
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	11:41-12:30

AWARD REQUIREMENTS	
Awards	Minimum Scores
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

***1.6 km Run-Walk time**
(All students between 9 to 13 years old)

2.4 km Run-Walk time
(All students 14 years and above)

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STANDARDS FOR FEMALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	*1.6/ 2.4 km Run-Walk time (min : sec)
9	A	5	>26	>158cm	>33cm	>14	<11.8sec	<10:40
	B	4	22-26	148-158	31-33	12-14	11.8-12.3	10:40-11:40
	C	3	18-21	139-147	28-30	9-11	12.4-12.8	11:41-12:50
	D	2	14-17	129-138	24-27	6-8	12.9-13.3	12:51-13:50
	E	1	10-13	119-128	19-23	2-5	13.4-13.8	13:51-15:00
10	A	5	>27	>161cm	>35cm	>14	<11.7sec	<10:30
	B	4	23-27	152-161	33-35	12-14	11.7-12.2	10:30-11:25
	C	3	19-22	143-151	30-32	9-11	12.3-12.7	11:26-12:30
	D	2	15-18	134-142	26-29	6-8	12.8-13.2	12:31-13:25
	E	1	11-14	125-133	21-25	3-5	13.3-13.7	13:26-14:30
11	A	5	>28	>164cm	>37cm	>15	<11.6sec	<10:20
	B	4	24-28	156-164	35-37	13-15	11.6-12.1	10:20-11:10
	C	3	20-23	147-155	32-34	10-12	12.2-12.5	11:11-12:10
	D	2	16-19	138-146	28-31	7-9	12.6-12.9	12:11-13:00
	E	1	12-15	129-137	23-27	3-6	13.0-13.4	13:01-14:00
12	A	5	>29	>167cm	>39cm	>15	<11.5sec	<10:10
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	10:10-11:00
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	11:01-12:00
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	12:01-12:50
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	12:51-13:50

AWARD REQUIREMENTS	
Awards	Minimum Scores
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

***1.6 km Run-Walk time**
(All students between 9 to 13 years old)

2.4 km Run-Walk time (All students 14 years and above)



Art and Craft

See

Observe the physical surroundings and environment.

Identify colours, lines and shapes through observations.

Explore the use of varied materials in the process of art making.

Share thoughts and opinions through artful thinking routine.

Find joy in looking at varied artworks from artists and peers.

Engage in discussion about artworks.

Express



Appreciate



To Serve To Lead



Artists and Themes – Primary 4

Term	Appreciation of Arts By:	Genre	Materials explored
1	Andy Warhol, Roy Lichtenstein	Pop Art	Oil Pastels
2	Various Artists	Museum Based Learning	Various Medium
3	“A toast to Mr Lee” <i>Students CHIJ Toa Payoh</i>	Positive and Negative Space	Drawing Core (Paper cut)
4	Liu Kang	Nanyang Art Style	Collage using recycled materials and cardboard



Primary 4 Art samples



To Serve To Lead



Music

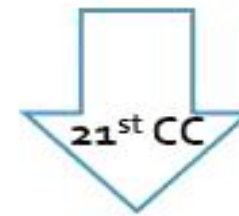
Students in Primary 4 will continue to deepen their music learning:

- Xylophone – Play melodies on the xylophone.
- Ukelele – Strum and sing songs (4 chords)
- Creation of a class song (melody and lyrics) for the Kindergarten 2 students at MOE Kindergarten@PCPS (LLP)
- Learning songs from other cultures (World Arts Term)



Co-Curricular Activities (CCA)

PCPS CCA Framework



Primary 3

Exposure, Understanding & Appreciation

Awareness of opportunities

Understand, appreciate and learn the fundamentals

Primary 4

Development of FUNDamental Skills

Developmentally and age-appropriate activities

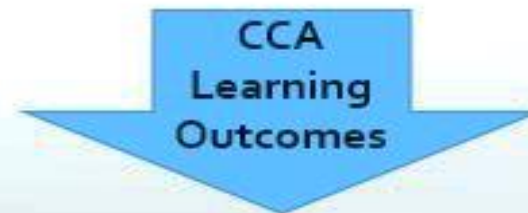
Focus on fun, enjoyment and learn to train

Primary 5 & 6

Participation, Leadership & Service

Train to compete

Champions of area of interest



Co-Curricular Activities (CCA)

CCAs in General:

- CCA is a non-academic activity that all students are encouraged to undertake as part of their education outside of school curriculum hours.
- The activities offer supplementary opportunities for students to explore their interests, talents or develop them into hobbies.
- CCA also allow students to develop their character, learn values, social emotional competencies and skills to prepare them for future challenges.
- CCAs are introduced from Primary 3 onwards and participation is optional.
- Students who took Modular CCA in Primary 3 to explore different sports will be given a choice at Primary 4 to select one of the 4 sports as their main CCAs to commit to.

Co-Curricular Activities (CCA)

CCAs:

- From Primary 4 onwards , we encourage students to develop their interests and talents in their chosen CCAs and build on values such as resilience, discipline and commitment.
- We strongly encourage students to remain committed to the CCAs they have chosen.
- Students selected for school teams may be required to attend additional training sessions. These sessions may start at a later time and end no later than 6 p.m. Consent forms with schedule will be given to students.



CCA Schedule 2024

Pri 4, Pri 5 & Pri 6	Term 1	Term 2
Tuesday Art & Crafts (P4 only), Badminton, Basketball, Infocomm Technology, ELLDS & Modern Dance (P4 only)	16 Jan, 23 Jan, 30 Jan, 6 Feb, 20 Feb, 27 Feb	19 Mar, 26 Mar, 2 Apr, 16 Apr, 23 Apr, 7 May, 14 May, 21 May
No. of Sessions	6	8
Thursday Art & Crafts (P5 & P6), Choir, Env Sci, Floorball, Football, Health & Fitness, Scouts, Modern Dance (P5 & P6)	18 Jan, 25 Jan, 1 Feb, 8 Feb, 15 Feb, 22 Feb, 29 Feb	21 Mar, 28 Mar, 4 Apr, 11 Apr, 18 Apr, 25 Apr, 9 May, 16 May, 23 May
No. of Sessions	7	9

CCA Schedule 2024

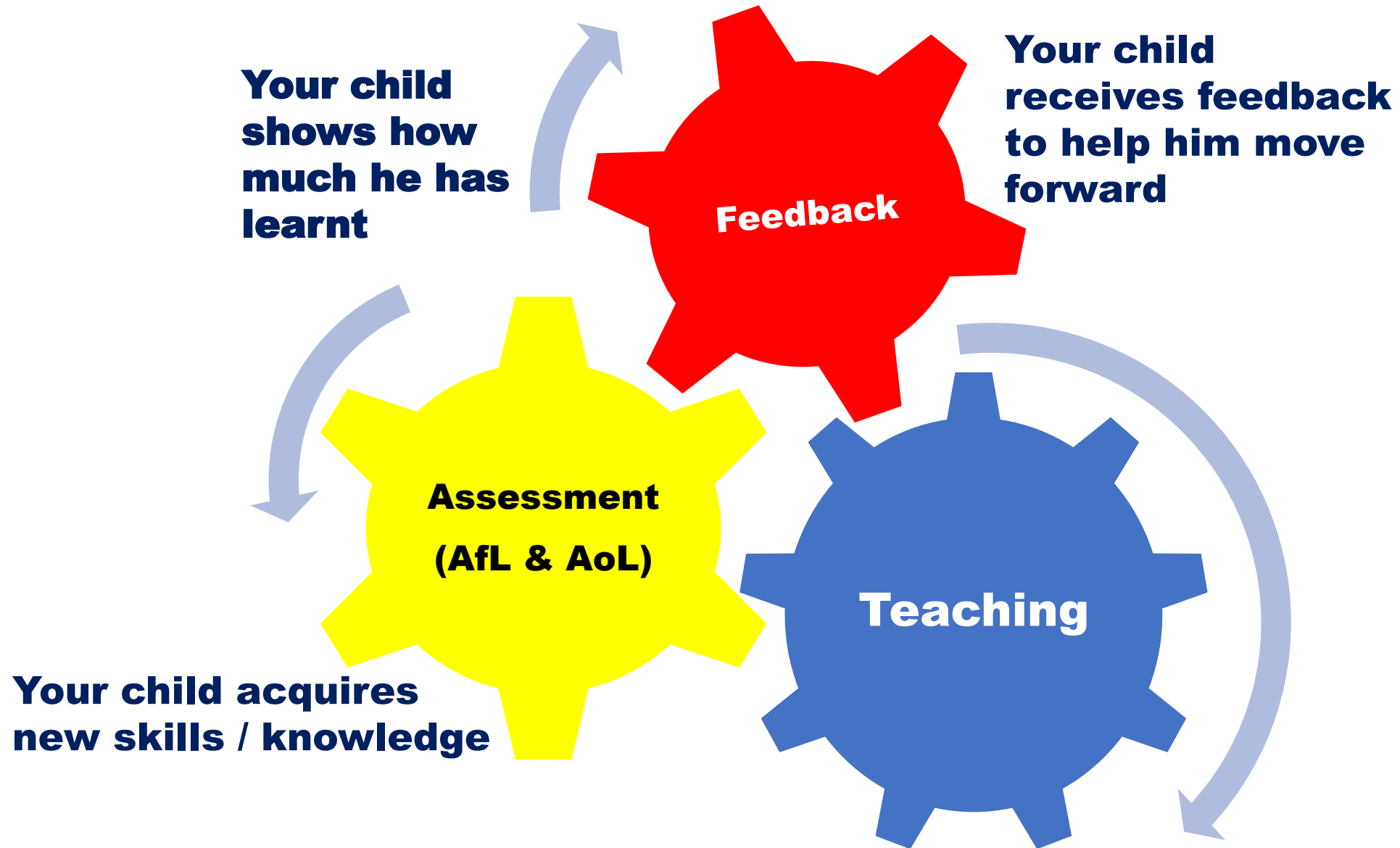
Pri 4, Pri 5 & Pri 6	Term 3	Term 4
Tuesday Art & Crafts (P4 only), Badminton, Basketball, Infocomm Technology, ELLDS & Modern Dance (P4 only)	25 Jun, 2 Jul, 16 Jul, 23 Jul, 30 Jul, 20 Aug, 27 Aug	29 Oct, 5 Nov
No. of Sessions	7	2
Thursday Art & Crafts (P5 & P6), Choir, Env Sci, Floorball, Football, Health & Fitness, Scouts, Modern Dance (P5 & P6)	27 Jun, 4 Jul, 25 Jul, 1 Aug, 22 Aug	17 Oct, 7 Nov
No. of Sessions	5	2

Note: **P6** will stand down CCA after **4 Jul** and resume on **17 Oct**.

Holistic Assessment to Support Learning and Development of the Child



Assessment is Part of Learning



Academic Matters

- There will only be one End-of-Year Examinations for all levels. There will be no MYE. We will have termly weighted assessments to evaluate students' learning.
- There will be formative assessments and non-weighted timed practices put in place throughout the year to help them prepare for weighted assessments and End-Year Examinations.
- The school will continue to communicate with parents / guardians on students' progress through Meet-The-Parent Sessions at the end of Term 2 and Term 4 (needs basis).



PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Primary 4	-	15% Term 2 Weighted Assessment	15% Term 3 Weighted Assessment	70% End-Year Examinations



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Assessment Matters

- **Topics and Weighting :**
 - Refer to Assessment Letter which will be issued on a later date.
- **Absences:**
 - Students are required to be present for all weighted assessments and examinations. Absence from assessment / examinations must be covered by a medical certificate from qualified medical professionals who are registered with Singapore Medical Council. Students are required to submit their medical certificates 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 a medical certificate.**



Assessment Matters

NOTE:-

- If your child/ward is unwell, he/she should see a doctor and rest to recuperate at home.
- The well-being of the child is MOST IMPORTANT.



SUBJECT-BASED BANDING



To Serve To Lead



SUBJECT-BASED BANDING

- Subject-based Banding caters to the different aptitudes, capabilities and talent of each student.
- Subject-based Banding helps each student to realise his/her potential, based on his/her interests and strengths.
- Students will be provided the option of a combination of standard and/or foundation subjects after a year's learning at end of Primary 4.



SUBJECT-BASED BANDING

- School will make recommendations of subject combinations based on the student's academic performance (Term 2 + Term 3 and Term 4).
- Students will be offered Standard subjects they are strong in.
- Students may be recommended to take on foundation subjects which may be more suitable for their learning development.



Subject Combinations

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue language	4 standard subjects + Higher Mother Tongue
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subject; or
	1 standard subjects + 3 other foundation subject; or
	4 foundation subjects



Subject Combinations: HMT

- Students taking Higher Mother Tongue Languages will be using HMT materials in P5.
- Students taking HMT will also be exposed to cultural enrichment and external competitions.
- There will be an additional hour of curriculum time weekly, conducted after school.
- Students taking HMT at Primary 5 will also take an additional paper during the End-of-Year examinations.



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



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SUBJECT-BASED BANDING

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

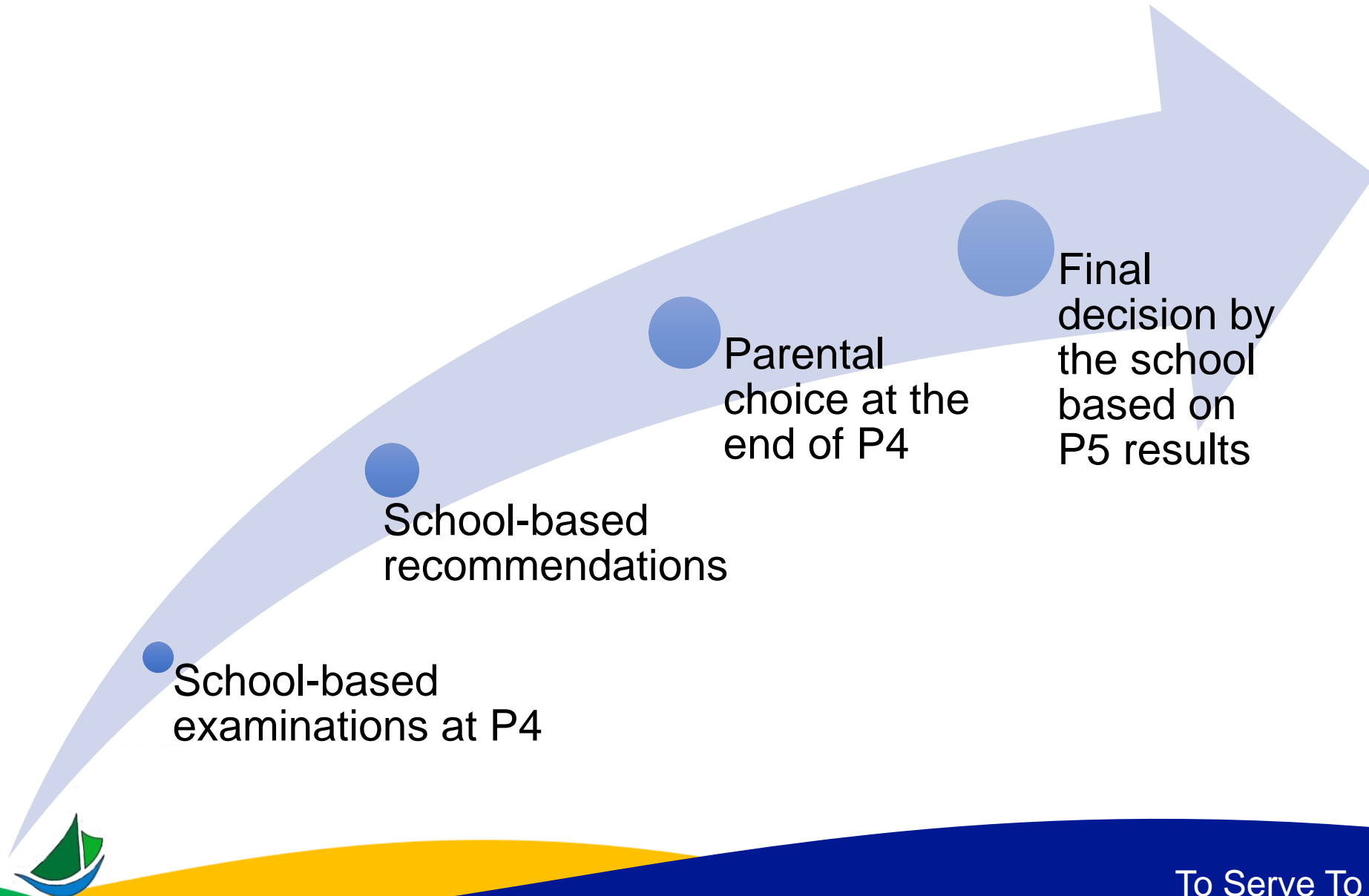
Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

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

SUBJECT-BASED BANDING



To Serve To Lead



P5 AND 6 SCORING SYSTEM



To Serve To Lead



**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)

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

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.



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

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.



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

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1



Reminders and Updates for Parents



To Serve To Lead



Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30 a.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.
- Provisions will be made for student councillors serving during recess.

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.



To Serve To Lead



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: 7.30 a.m. – 4.30 p.m.



School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, check Parent Gateway for notifications
- Build good relationships and trust the teachers to want the best for each student



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):
<http://punggolcovepri.moe.edu.sg/>



THANK YOU



To Serve To Lead

