



EL Workshop for Parents

Primary 5 and Primary 6



WAYS YOU CAN SUPPORT
YOUR CHILD'S
ENGLISH
LANGUAGE LEARNING





OBJECTIVES

- ▶ revisit components for EL & FEL (PSLE)
- ▶ understand the importance of meaningfulness and context in learning a language
- ▶ pick up at least three strategies to help support and reinforce the learning of English language at home



Enrichment & Tuition “Shopping”

stitched from Lion Mums@Mediacorp



Let's take a quick poll.

HOW HAVE YOU BEEN SUPPORTING YOUR CHILD'S LEARNING?



MAKE IT MEANINGFUL

- Research shows that words and phrases need to be learned in context in order to avoid the dreaded fate of “Systematic Forgetting”.
- Avoid teaching your child through phrase books, random lists, and vocabulary drills.
- Place new words in context with known words such as making sentences.
- Leverage available platforms in our daily lives so that learning English becomes more meaningful.

PSLE FORMAT (EL)

Paper	Component	Sub-components	Weighting
Paper 1	Writing (OE)	Situational Writing (15 marks) Continuous Writing (40 marks)	27.5%
Paper 2	Language Use & Comprehension (MCQ & OE)	Grammar, Vocabulary, Visual Text Comprehension, Comprehension, Synthesis, Spelling & Editing, Cloze Passage (95 marks)	47.5%
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension (20 marks)	10%
Paper 4	Oral Communication (OE)	Reading Aloud (10 marks) Stimulus-based Conversation (20 marks)	15%

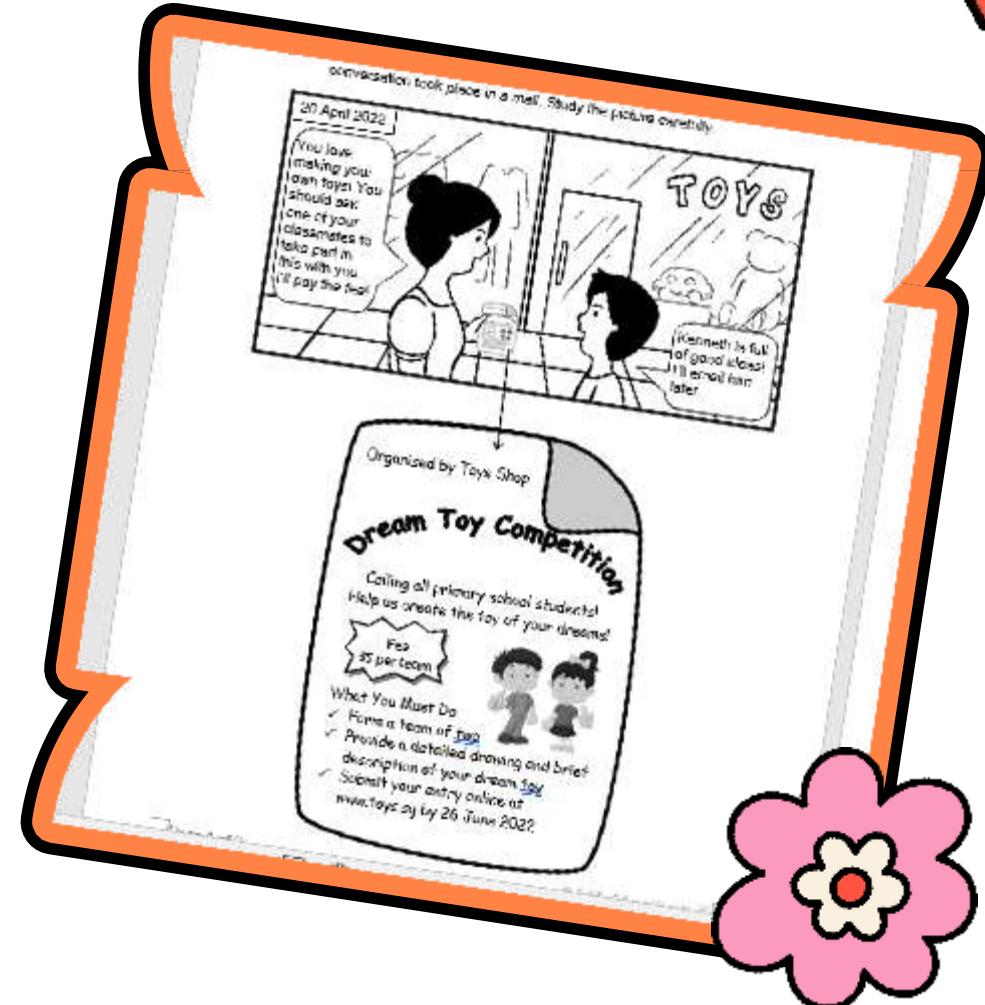
PSLE FORMAT (FEL)

Paper	Component	Sub-components	Weighting
Paper 1	Writing (OE)	Situational Writing (10 marks) Continuous Writing (30 marks)	26.7%
Paper 2	Language Use & Comprehension (MCQ & OE)	Grammar, Vocabulary, Visual Text Synthesis, Spelling, Form-filling, Editing, Cloze Passage, Comprehension (60 marks)	40%
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension (20 marks)	13.3%
Paper 4	Oral Communication (OE)	Reading Aloud (10 marks) Stimulus-based Conversation (20 marks)	20%

Paper	Component	Sub-components
Paper 1	Writing (OE)	Situational Writing Continuous Writing
Paper 2	Language Use & Comprehension (MCQ & OE)	Language Use & Comprehension
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension
Paper 4	Oral Communication (OE)	Reading Aloud Stimulus-based Conversation

SITUATIONAL WRITING

Write a short functional piece
(e.g. letter or an email) to suit the
purpose, audience and context of a
given situation



SITUATIONAL WRITING

What they have been/will be taught

- Formal & informal emails /letters , reports
- Determine the **P.A.C**

Purpose

Audience

Context

- Structure response using **S.O.C.C.S**

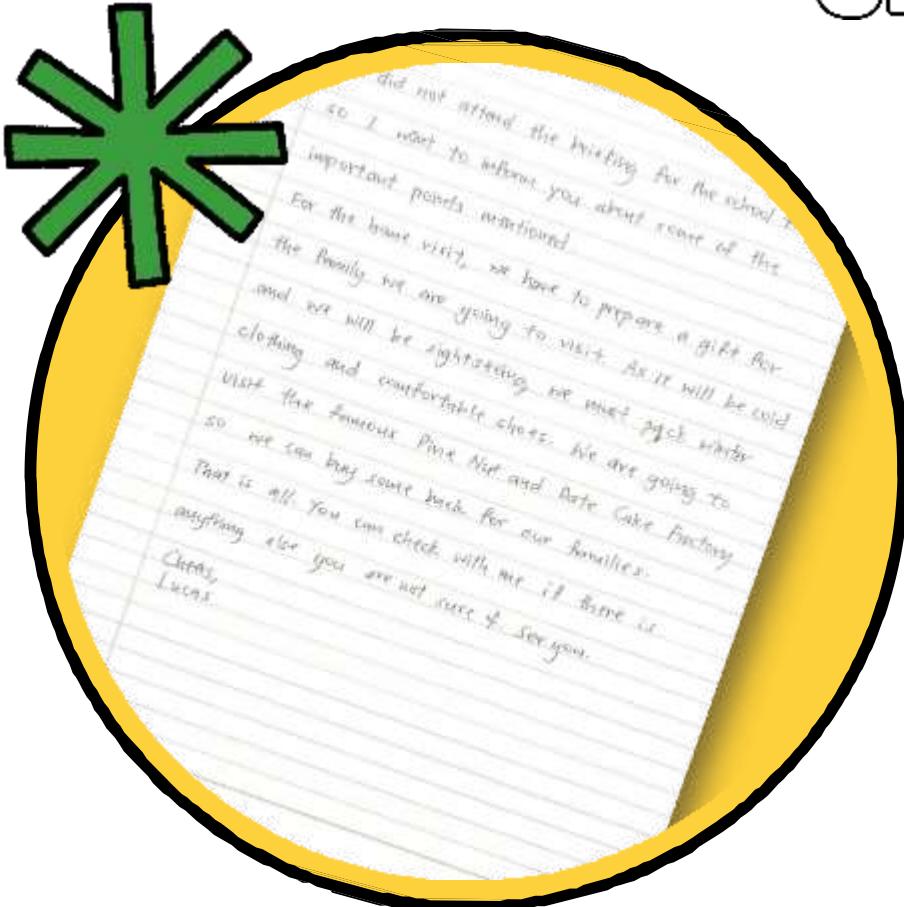
Salutation

Opening statement

Content

Concluding Statement

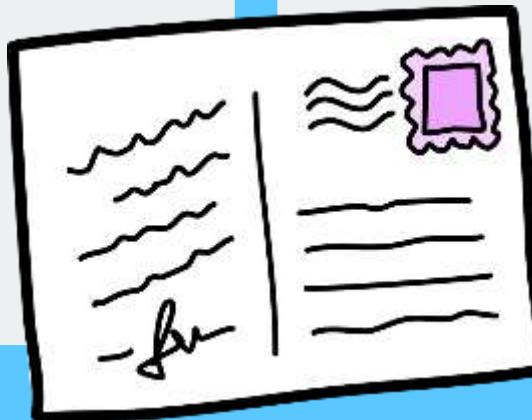
Sign off



TEACHABLE Moments

IntentionAL

- ▶ Write emails to your child
- ▶ Send them cards, letters, etc
- ▶ Encourage your child to write letters, cards and postcards to friends and relatives while travelling, during festive seasons & birthday celebrations.



- ▶ Travelling
- ▶ Online enquiries
(competitions, purchases, etc)
- ▶ Making reports



LOST & FOUND

► Write an email to SBS Transit/SMRT/
Go-Ahead about an item/items left on a
bus/MRT:

- Why
- What
- When
- Where
- How





All folders



Reply | ↘

Delete

Archive

Junk ↘

...



Lost and found item . 19 April 2018

MN

Fri 4/20/2018 6:43 AM

You; lost&found@sbstransit.com.sg ↘

↶ ↲ → ...

Dear Sir/Mdm,

I took bus number 67 from geylang serai at about 3pm , I alighted at geylang lorong 23.

In my rush to go down I left behind my water bottle and my orange and blue striped jacket . I was sitting on the top deck at the front seat. Could you please assist to check that whether these two items have been returned to your lost and found department . It would be greatly appreciated if you could reply to me as soon as possible by your email or through a text message at

Thank you .

Yours sincerely,

Sent from my Samsung device

Paper	Component	Sub-components
Paper 1	Writing (OE)	Situational Writing Continuous Writing
Paper 2	Language Use & Comprehension (MCQ & OE)	Grammar, Vocabulary, Synthesis, Spelling, Form-filling , Editing, Cloze Passage, Visual Text Comprehension , Comprehension
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension
Paper 4	Oral Communication (OE)	Reading Aloud Stimulus-based Conversation

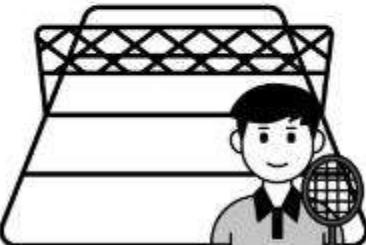
VISUAL TEXT COMPREHENSION

Have Fun and Get Fit

By Vincent Cheong

Although we know that we should adopt healthier lifestyles, many of us drag our feet over taking up a sport. Some are too difficult, and some are too strenuous. Why not give badminton a try? No matter what your level of skill or fitness is or how old you are, it is a physical activity that everyone can enjoy! To get started, all you and a partner need are the basic tools of the game: shuttlecocks and rackets. Just hit a shuttlecock to each other for as long as possible without letting it touch the ground!

- Why choose badminton?
- ✓ Strengthens your heart, bones and muscles
- ✓ Stimulates mental activity
- ✓ Creates opportunities for interaction and bonding
- ✓ Does not require complicated or expensive equipment



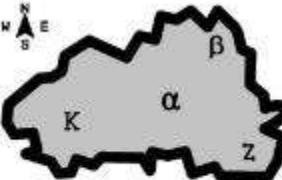
"Last year, my best friend, Alvin, was keen to attend the badminton lessons provided by Ace Mobile Badminton School and persuaded me to join him. I was hesitant at first because I had never been good at sports. Thankfully, our coach was patient, and I grew confident after learning to take different kinds of shots, especially smashes and drops.

When I was selected for my school badminton team this year, I was astonished. Alvin told our coach the news, and we had a little celebration after our lesson that day. I could see that she was very proud of me. I'm glad he had talked me into signing up!"

- Jason Lim, a Primary 5 student

Ace Mobile Badminton School

Want to learn how to play badminton, but have a busy schedule that you need to keep to? Our experienced coaches can cater to three skill levels and help you master the right techniques. With 1-hour lessons being offered in different time slots at four venues, you can choose the time and place most convenient for you!



Pay \$10 per lesson or pay for 5 lessons at a time to get a 10% discount. Get your friend to also sign up for 5 lessons, and both of you will receive an additional 10% discount!

Weekday Classes	α Alpha Sports Hall	β Beta Community Club	κ Kappa Fitness Hub	ζ Zeta Indoor Stadium
9.00 a.m.	Introductory	Introductory	Introductory	Advanced
10.30 a.m.	Intermediate	Intermediate	Intermediate	Intermediate
6.30 p.m.		Intermediate		Intermediate
8.00 p.m.	Advanced		Introductory	

Weekend Classes	α Alpha Sports Hall	β Beta Community Club	κ Kappa Fitness Hub	ζ Zeta Indoor Stadium
9.00 a.m.	Advanced	Introductory	Advanced	Advanced
10.30 a.m.	Intermediate	Intermediate	Intermediate	Intermediate
1.00 p.m.	Introductory	Introductory	Introductory	Introductory
2.30 p.m.	Intermediate	Advanced	Advanced	Advanced
4.00 p.m.		Intermediate	Intermediate	Intermediate
6.30 p.m.			Introductory	Introductory
8.00 p.m.	Intermediate		Advanced	

Use language correctly and to comprehend visual and textual information.

The poster features a vibrant blue and red background with a purple ribbon banner at the top containing the text "SHOW YOU CAN!" and three cartoon children. Below the banner, the text "By KidsSTOP™ @ Science Centre Singapore" is displayed. The main title "Little Planet Protectors" is written in large, bold, pink letters. To the left of the title is a yellow sun icon with a bird, and to the right is a butterfly icon. Below the title, there is a call to action: "Join forces with our fellow Earth protectors to make Earth a better place to live in! Unleash your creativity and passion to present ways to protect our environment through a 5-minute performance!" To the left of this text is a cartoon character of a girl with glasses and a striped shirt sitting on a cloud. To the right is a cartoon character of a boy in a red cap holding a cardboard box with a recycling symbol. At the bottom left, there is a section titled "Prizes" with icons for a gift box, educational toys, and a free play session. At the bottom right, there is a QR code with the text "Register by 10 Apr 2023". The bottom of the poster features a decorative border with green leaves and small cartoon characters.

The image shows the 'Book Bugs' logo at the top left, featuring a blue book with wings and the text 'BOOK BUGS' in red and blue. To the right is a large title banner with the text 'How to Earn Points for Book Bugs' in white and gold. Below the banner is a speech bubble containing the text 'For ALB, you can make journeys to become the Book Bugs'. A small green tree icon is on the left side of the banner.

March Holiday Workshops 2023

artgrain

The Colour of Possibility

13-17
MARCH.
2023

Art is a powerful tool that can help us tap into our imagination and explore the world beyond what we can see. From fantastical painted scenes to digital illustrations to clay sculptures of never-before-seen creatures, each of our holiday workshops offers the chance for imagination, self exploration and learning artistic skills. Whether your child is a budding artist or simply wants to try something new, this is the perfect place to start. Book your child a slot today and step into a colourful world of new possibilities!

Fantastic Canvas Painting



Use your creativity with a blank canvas! Create your own favourite subject matter and let your imagination run wild as you paint your masterpiece.

Through the Window Painting



Create a whimsical painting of a view through a window to a fantastical world. Add your own touch of magic as you wield your paintbrush to create your own canvas painting.

4-12 yrs | 3 days \$240 | 2 days \$175

Pocket Monsters Watercolour



Paint your favorite watercolor! Create cute and playful characters in this workshop.

5-12 yrs | 3 days \$220 | 2 days \$160

[Click To Read More](#)

Dates & Times

DURATION:

2-3 days
(3 hours per day)

SCHEDULE:

13-15th March (Mon-Wed)
15th-17th March (Wed-Fri)

TIMESLOTS:

10 am - 1 pm
2.15 pm - 5.15 pm



Transform ordinary clay into a whimsical bonsai creature blending plant and animal forms in its potted home. Create something truly one-of-a-kind as you learn hand-building techniques.

4-12 yrs | 3 days \$240 | 2 days \$175

Spring Impressionist Painting



Celebrate the arrival of spring by creating a colorful painterly landscape. Experience the joy of this fun and playful painting technique and bring a burst of life to your canvas.

4-12 yrs | 3 days \$240 | 2 days \$175



Starry Night Painting



Get inspired by the iconic painting 'Starry Night' and create your own swirling night sky scene. Explore color mixing and expressive brushwork with acrylic on canvas.

4-12 yrs | 3 days \$240 | 2 days \$175

Space Rocket in Clay



Let's build clay sculptures of orbiting celestial bodies.

4-12 yrs | 3 days \$240

EXAMPLE

A SHOT IN THE ARM

Clara Chong looks at the steps involved for those getting the vaccine.



The patient fills up an information sheet and screening form before getting vaccinated.

Personal particulars, medical information and consent are obtained.



When it's time for vaccination, the patient is asked about **pregnancy status, history of severe allergies and the health of her immune system** – such as recently receiving a transplant or cancer treatment.



If the patient is eligible, the deep-frozen vaccine is thawed and diluted. It can then be kept at room temperature for a few hours. Each Pfizer-BioNTech vial contains **five doses of vaccine**.



The vaccinator draws out a sodium chloride solution to **dilute the vaccine**.



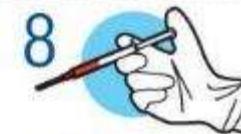
The vaccine vial stopper is cleansed with **a single-use antiseptic swab**, before the sodium chloride solution is added.



The vial is then inverted gently, and the vaccine becomes **an off-white suspension**.



The date and time of dilution are recorded. The vaccine vial, once opened, must be discarded **after six hours**.



The vaccine is administered into the arm, using the smallest needle.

The volume injected is 0.3ml.



After receiving the vaccine, the patient gets a vaccination card and is **observed for 30 minutes** to ensure that the vaccine is well tolerated. The patient can then return to work.



The patient will return for the second dose **21 days after the first jab**.



Sources: MINISTRY OF HEALTH, NATIONAL CENTRE FOR INFECTIOUS DISEASES ST PHOTOS: KEVIN LIM STRAITSTimes

EXAMPLE

OTHER EXAMPLES

- ▶ Web pages
- ▶ Flyers
- ▶ Posters
- ▶ Advertisements
- ▶ Brochures
- ▶ Newsletters



WHAT YOU CAN DO

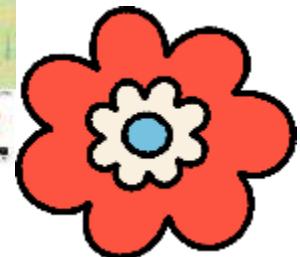
Talk about the content

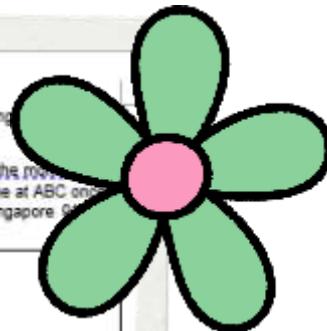
Purpose of the text

Question them for details and/or further information

Review technical terms

used, for example,
annual, biannual, alternative,
anniversary, compulsory,
inaugural, mandatory,
organiser , sponsor, purpose





Read the following information and complete the application form by answering numbered 21 to 25.

Your cousin, Emily Tan, is interested to be a friend of ABC. She is overseas at the moment and needs your help to complete the registration form. She can only volunteer her time at ABC once a month. She is XX years old and lives at Block 123, XYZ Road, #04-567, Singapore 999999.

ABC
Registration Form

21 Full Name (in BLOCK LETTERS): _____

22 Age: _____

23 Gender: Male / Female*

24 Address: _____
Singapore (_____)

25 Please indicate your frequency of visit by putting a tick in one of the boxes:

Frequency of Visit
<input type="checkbox"/> Once a week
<input type="checkbox"/> Once a month
<input type="checkbox"/> Once a year

*Please delete accordingly.

FORM FILLING

Use language correctly and to comprehend visual and textual information.





EZ-link Season Pass Card Application Form

Yes, I want to apply for the EZ-Link Season Pass Card

Please attach passport-sized photograph

SECTION 1: APPLICANT PARTICULARS

Full Name (as it appears in your Identity Card): _____

Address: _____

ID Type: Please select (✓) one

NRIC Passport Work Permit

ID Number: _____

Contact Number: (H) _____
(O) _____
(M) _____

Email: _____ D.O.B.: _____

Name to be printed on EZ-Link Season Pass Card (Maximum 25 Characters): _____

Please issue cheque of \$11 payable to "EZ-Link Pte Ltd."

Payment Details - Bank Name: _____

Cheque No: _____
(Alternatively, you can submit in cash at any TransitLink Ticket Office.)

Signature of Applicant: _____ Date: _____

Enhanced (unlimited trains and buses trip*)

Weekly (7 days)	\$30	<input type="checkbox"/>	\$45	<input type="checkbox"/>
Monthly**	\$130	<input type="checkbox"/>	\$170	<input type="checkbox"/>

* Please tick (✓) Basic or Enhanced
** Pass can be purchased up to 7 days in advance
Please maintain a minimum stored value of \$3 on your EZ-Link Season Pass Card
Remember to tap in and tap out for every bus journey even if you have an active pass to the end of your ez-link purse
E.g.: If activated on 1 Jan 09, a monthly season pass will be valid to 11 Feb 09

SECTION 2: COLLECTION POINT

Please select (✓) your choice of collection point:

Ang Mo Kio Bus Interchange Choa Chu Kang Bus Interchange
 Hougang Bus Interchange Jurong East Bus Interchange
 Pasir Ris Bus Interchange Tiong Bahru MRT Station

SECTION 3: FOR OFFICIAL USE

Accept: Reject:

Application submission through:
() TO/PSC () Mail in () Other:

Application Acknowledgement & Completeness Check

Application Registered	Payment Complete
Card Production	Confirmation call for collection/rejected application

EZ-Link Pte Ltd (Co. Reg. No. 200200069M)
9 Maxwell Road #03-01 Annex A MND Complex Singapore 069112
For enquiries, please contact EZ-Link Call Centre at 6496-8300.
Operating Hours from 8am to 8pm, Monday to Sunday, excluding Public Holidays.
Alternatively, you may email us at customerservice@ezlink.com.sg.

* All the fields in Sections 1 and 2 MUST be completed.

** Proof of postage is not proof of delivery. EZ-Link Pte Ltd will not be held liable if application does not reach us.

*** For Terms and Conditions, please refer to www.ezlink.com.sg/seasonpass

ezlink

Integrity, Resilience, Responsibility, Creativity

FILL OUT
AN APPLICATION FORM

HARDCOPY

Step 1



Step 2



Step 3



Business, Integrity, Resilience, Responsibility, Creativity

FILL OUT
AN APPLICATION FORM

Googleplex

Posting publicly



Share details of your own experience at this place

Cancel

Post

← Rate Product Submit

Enjoy up to 7 coins for your valued review.



Validation Red

Product Quality ★★★★☆

Take photo or video. With location tag! From:



Add Photos Add Video

Assessments

Material Colour

Show more through scroll to view all 100 reviews

Overall Fit

Fit to size

Small

Large

Show your username on your review

Your last name will be shown as first name

Better Service ★★★★☆

Delivery Service ★★★★☆

ONLINE

WHAT YOU CAN DO

Fill out a form together:

- contests
- lucky draw coupons
- registration forms
- feedback forms

Fill out an online form:

- [lost of item\(s\) in public transport](#)
- [lost of card](#)
- [library Card](#) (require Singpass)
- [lost of EZ-link card](#) (require SingPass)
- reviews (Google, Lazada, Shopee)

Paper	Component	Sub-components	Weighting
Paper 1	Writing (OE)	Situational Writing (15 marks) Continuous Writing (40 marks)	27.5%
Paper 2	Language Use & Comprehension (MCQ & OE)	Grammar, Vocabulary, Visual Text Comprehension, Comprehension, Synthesis, Spelling & Editing, Cloze Passage (95 marks)	47.5%
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension (20 marks)	10%
Paper 4	Oral Communication (OE)	Reading Aloud (10 marks) Stimulus-based Conversation (20 marks)	15%

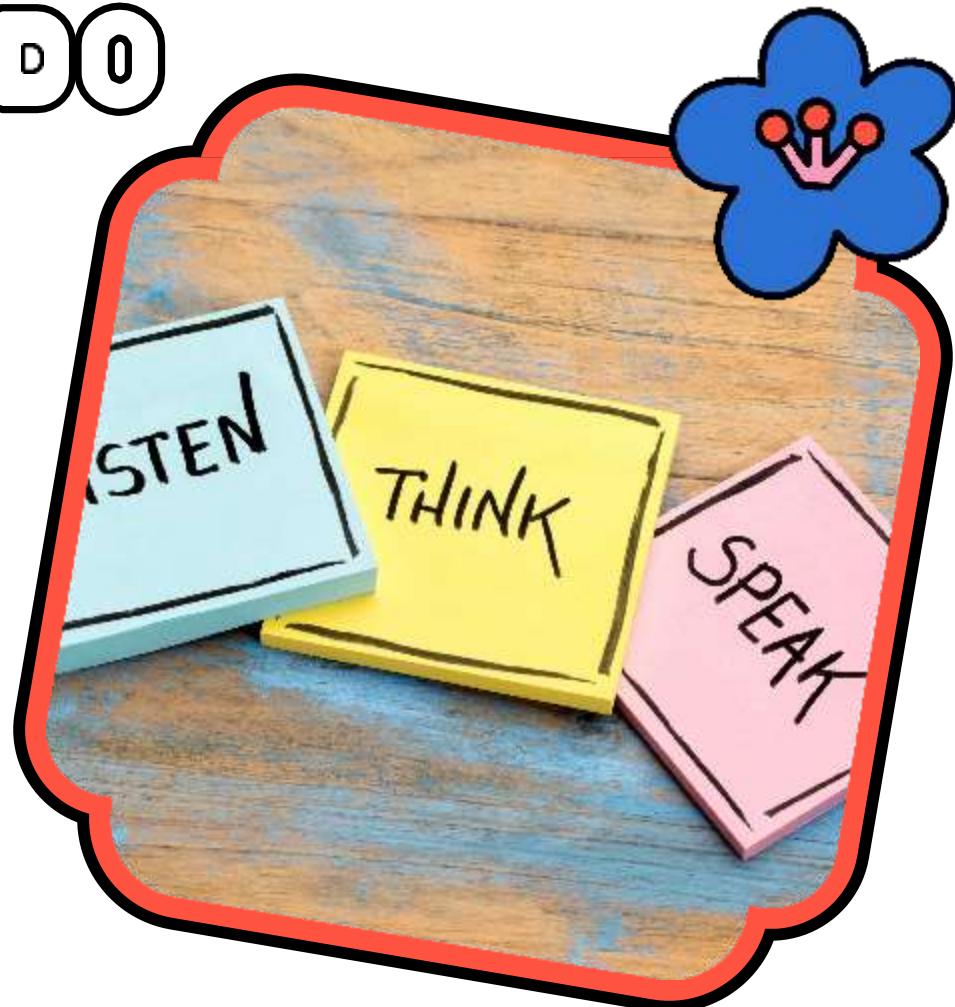


LISTENING COMPREHENSION

Ability to understand graphic representations and texts:
announcements , advertisements ,
instructions , explanations ,
conversations , speeches & stories)

WHAT YOU CAN DO

- ▶ Listen to radio advertisements
- ▶ Announcements at shopping centres, MRT stations, SCDF announcements
- ▶ Involve them in conversations or tell them stories.
- ▶ Give directions and instructions. For example, how to retrieve or collect something, make a muffin, set-up a new toy, etc

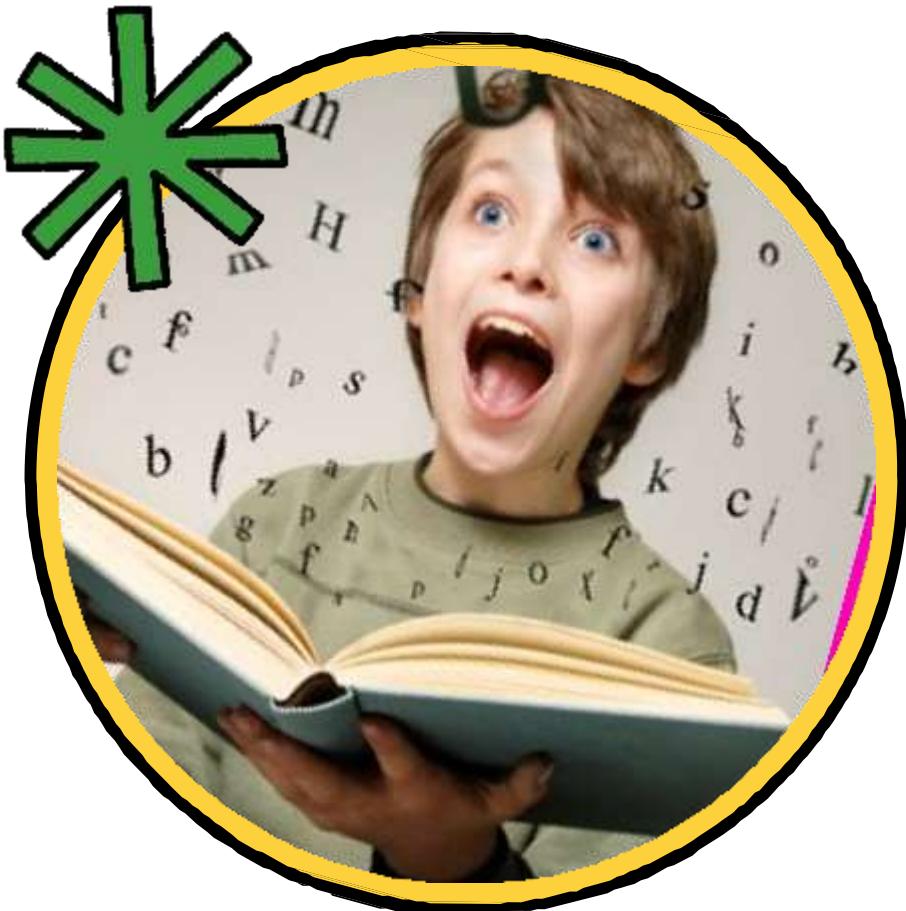


Paper	Component	Sub-components
Paper 1	Writing (OE)	Situational Writing Continuous Writing
Paper 2	Language Use & Comprehension (MCQ & OE)	Language Use & Comprehension
Paper 3	Listening Comprehension (MCQ)	Listening Comprehension
Paper 4	Oral Communication (OE)	Reading Aloud Stimulus-based Conversation



READING ALOUD

Ability to pronounce and articulate words clearly, as well as their ability to read fluently with appropriate expression & rhythm.



WHAT SHOULD THEY READ?

- ▶ Newspapers
- ▶ Magazines
- ▶ Books
 - variety of genres
 - books , e-books
- ▶ Articles (Hard copies /social media)

WHAT YOU CAN DO

- get them to watch news, movies, sitcoms (with subtitles) read to your children (role-modelling)
- leverage on technology
- make them read to you or other family members. Listen out for:
 - (a) pronunciation / articulation
 - (b) pace and fluency
 - (c) tone and pitch (expression)

STIMULUS-BASED CONVERSATION

Ability to give a personal response to a visual stimulus and engage in a conversation on a relevant topic

You can play a part!

Make train rides smooth and pleasant!



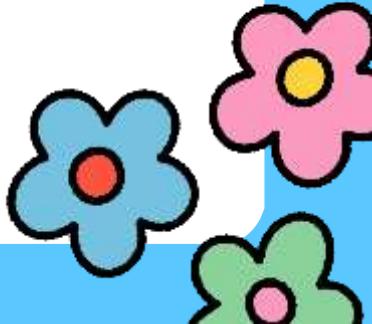
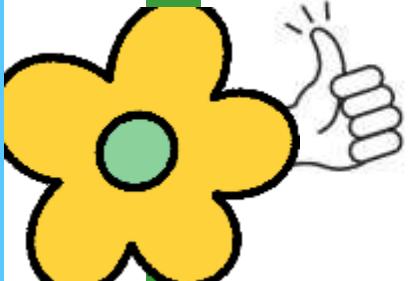
Allow others to alight before you board



Move in to make space for others



Give your seat up to others who need it more





A.W.E

What they have been taught

A - ANSWER THE QUESTION

W - WHY / WHY NOT (REASONS)

E - EXPERIENCE / EXAMPLES

WHAT CAN YOU DO?

- Read newspapers
 - Discuss characters
 - Elicit their feelings and thoughts
- Have conversations using real objects , experiences:
 - Read packages , labels
 - Ask for their opinions
- Use trending topics on social media
- Use See.Think.Wonder strategy

SMRT makes police report after boy allegedly causes train delay



The boy allegedly caused a train delay by deliberately preventing a platform screen door at Jurong East MRT station from closing. [\[Read more\]](#)

KFC Thailand promotes fried chicken incense sticks for CNY, gets flak for being inappropriate

Erm.

⌚ January 14, 2023, 01:28 PM



Red Tampines BTO block walls & ceiling repainted white to make vibe less scary

Still red but not as red.

⌚ March 03, 12:46 PM



Boy, 10, says he threw Boon Lay cat from 22nd floor as he 'did not receive love & care from his family'



Gojek driver lost for 2 hours before driving into Upper Bukit Timah condo pool

The passenger and driver ran away from the car.

⌚ March 03, 07:49 PM

BREAKING NEWS

SEE .THInk .WOnDER



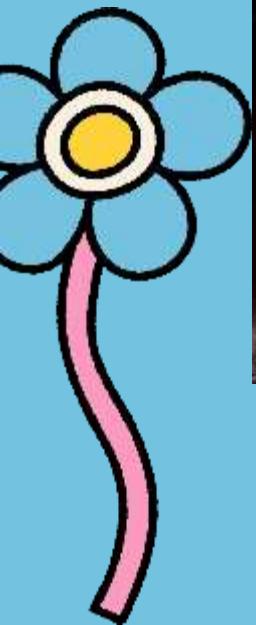
SEE .THIn k .W On DER



What do you see?

What do you think is
going on?

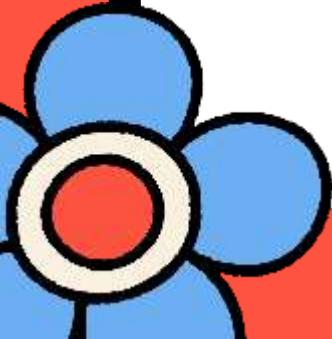
What does it make you
wonder?

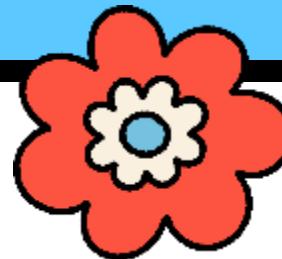




IN SUMMARY, WE HAVE..

- revisited the components for EL & FEL (PSLE);
- learnt to appreciate the importance of meaningfulness and context in learning a language;
- picked up some strategies to help support and reinforce the learning of English language at home.





FINAL TIPS

- Read books in English with your child
- Encourage your child to watch English-language movies or TV shows
- Play games and do activities in English
- Find a language exchange partner
- Practice speaking English with your child
- Use online resources
- Celebrate your child's progress

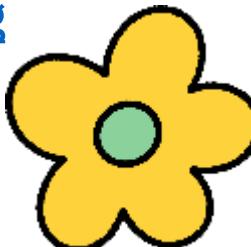
THANK YOU

M s RACHEL KoH .M Dm NAnI .M Dm AnITA .

koh_xiuli_rachel@moe.edu.sg

nani_rhiani_mohd_taib@moe.edu.sg

anita_abdul_gani@moe.edu.sg



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



**WHEN PARENTS AND
EDUCATORS WORK TOGETHER,
THE POSSIBILITIES FOR
CHILDREN ARE ENDLESS.**



Math Workshop for Parents

Primary 5 and Primary 6



Content

- MOE Primary Mathematics curriculum and key focus areas
- P5 and P6 Syllabus and Topics
- Math Lessons in Cedar Primary
- Supporting your child in learning Math
- End of Year Assessment Format

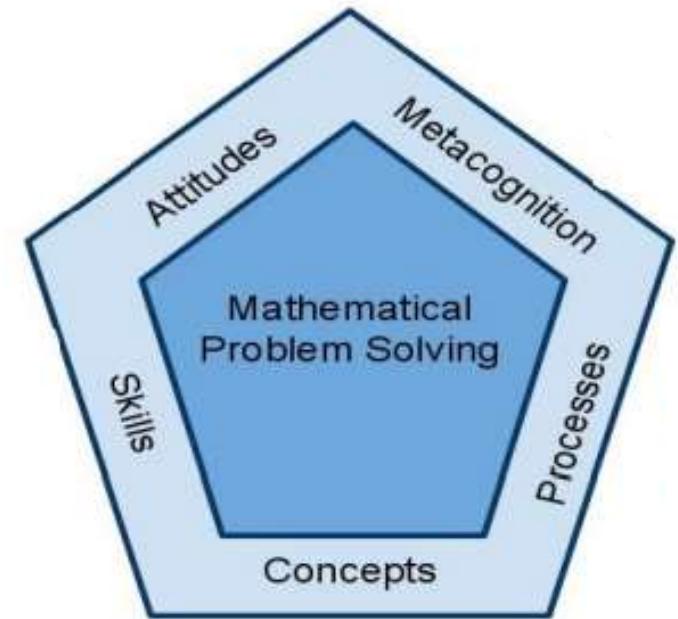


Primary Mathematics Curriculum

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

Primary education is a stage where students:

- acquire **basic numeracy**
- develop **logical reasoning and problem-solving skills**
- are equipped with a tool for **everyday life**
- build their **confidence** and **interest** in the subject which will shape their **attitude** towards the subject



Mathematics curriculum
framework



Key Focus Areas of the Syllabus

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

1. Develop critical mathematical processes that support the development of **21st century competencies**.
2. Develop **metacognition** to promote self-directed learning and reflection.

MOE Primary Mathematics 2013 syllabus

https://www.moe.gov.sg/-/media/files/primary/mathematics_syllabus_primary_1_to_6.ashx



21st Century Competencies

Needed to prepare the students for the future and thrive in the fast-changing world

- Critical and Inventive Thinking
- Communication, Collaboration and Information Skills
- Civic Literacy, Global Awareness and Cross-Cultural Skills



21st CC Reference [article](#)

<https://www.moe.gov.sg/education-in-sg/21st-century-competencies>



Metacognition

- is thinking about thinking.
- think about why a chosen approach is used to solve a problem.
- make thinking audible or visible by communicating what is being thought or how the problem is approached.



Topics in the P5 Standard Math Syllabus

P5 Math Topics

Numbers up 10 million

Fraction and Division

Mixed Fractions

Decimals

Percentage

Ratio

Rate

Mathematics Syllabus

P5 Math Topics

Area of Triangle

Volume of Cube and Cuboid

Angles

Triangles

Parallelogram,
Rhombus and
Trapezium

Average of a Set of Data



Spiral Curriculum

Topics in the P6 Standard Math Syllabus

P6 Math Topics

Algebra

Fractions

Ratio

Percentage

Area and
Circumference of
Circles

P6 Math Topics

Volume of Cube and
Cuboid

Angles in Geometric
Figures

Pie Charts

Speed

Nets

Mathematics Syllabus



Spiral Curriculum

Topics in the P5 Foundation Math Syllabus

P5 Foundation Math Topics

Numbers up 10 million

Factors and Multiples

Fractions

Mixed Numbers

Decimals

Rate and Speed

Time

Mathematics Syllabus

P5 Foundation Math Topics

Area and Perimeter

Volume of Cube and Cuboid

Perpendicular and Parallel Lines

Angles

Rectangle and Square

Tables, Bar Graphs and Line Graphs



Spiral Curriculum

Topics in the P6 Foundation Math Syllabus

P6 Foundation Math Topics

Fraction and Division

Decimals

Percentage

Area and Perimeter

Average of a Set of Data

Pie-Charts

Volume of Cube and Cuboid

Rectangle, Square and
Triangle

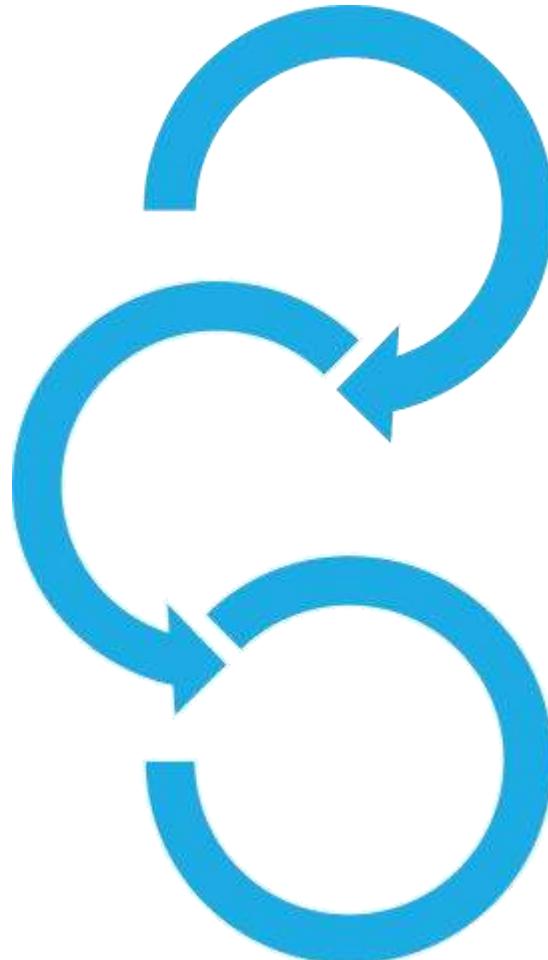
Mathematics Syllabus



Spiral Curriculum

Math Lessons in Cedar

Gradual Release of Responsibility



Teacher Demonstrates

Teacher/Students Do Together

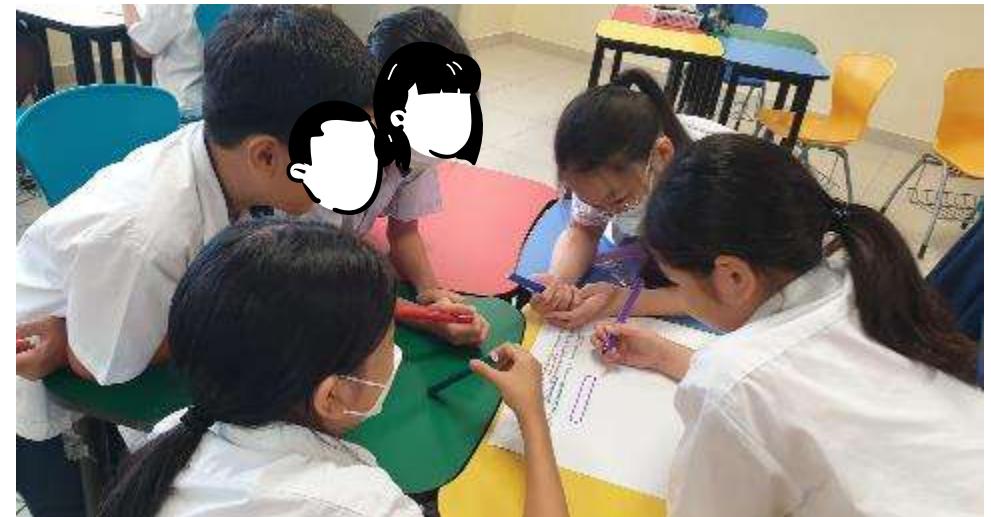
Students Do Together

Students Try on Their Own (Apply)



Skills & Concepts – Learning Experiences

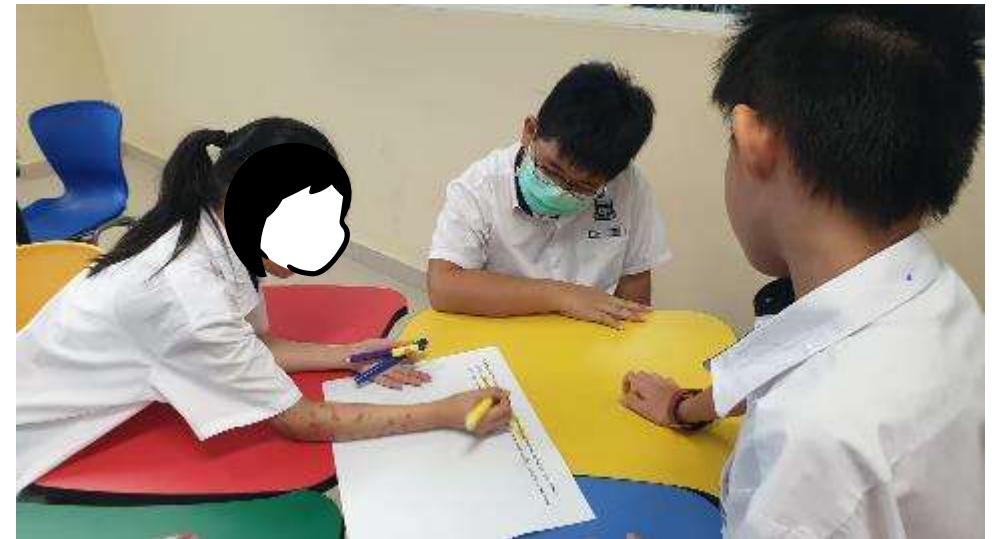
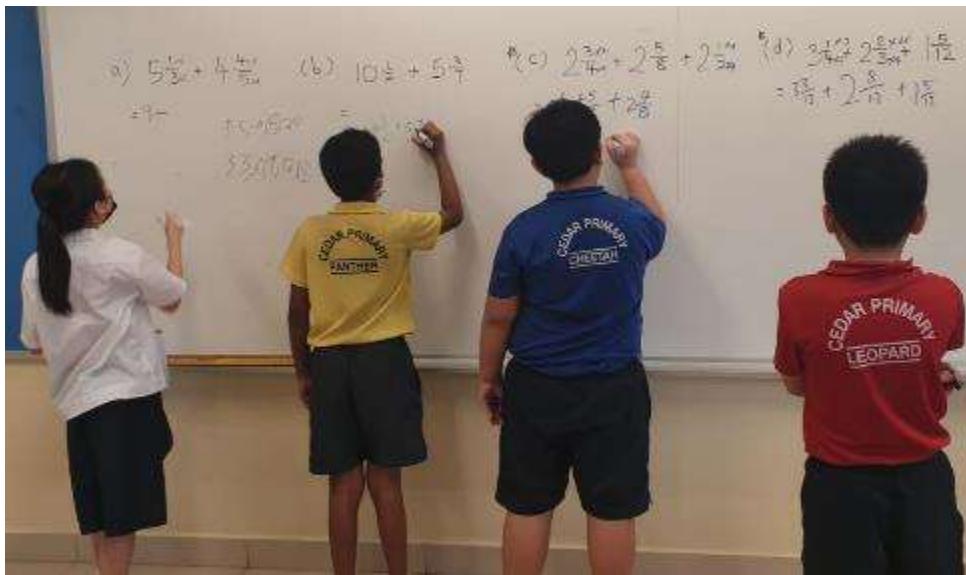
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Skills & Concepts – Learning Experiences

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

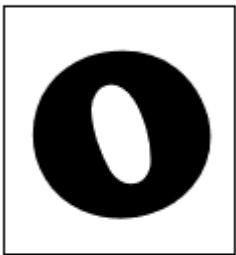


4 Steps to Problem Solving



STUDY the problem

- Read the problem and underline the key information
- What do I know? What do I need to find?
Can I retell the problem in my own words?



ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations clearly and systematically written? Is there another way to solve the problem if my plan does not work?



REFLECT on your solution

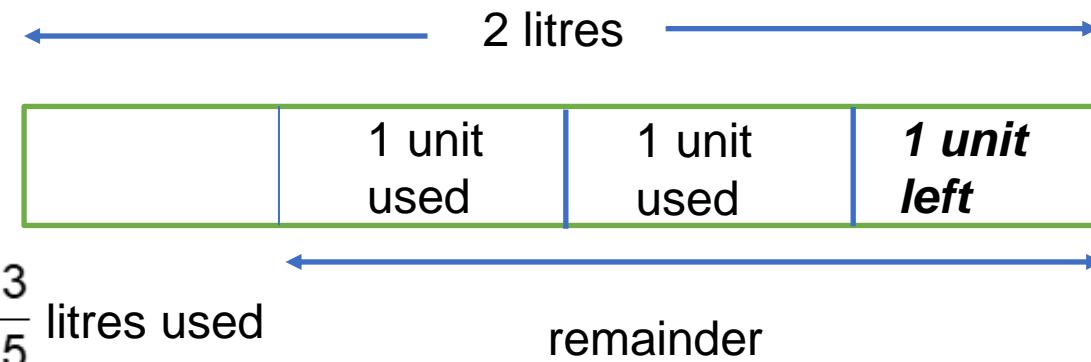
- Check my work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?

Method 1

4 Steps to Problem Solving

Mdm Ong bought 2 litres of washing liquid and used $\frac{3}{5}$ litres in the first week.

Then she used $\frac{2}{3}$ of the remainder in the second week. How much of the washing liquid was left?



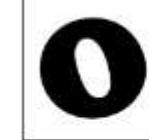
$$2 - \frac{3}{5} = \frac{7}{5} \text{ litres (remainder)}$$

$$\frac{1}{3} \times \frac{7}{5} = \frac{7}{15} \text{ litres (Ans)}$$



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?



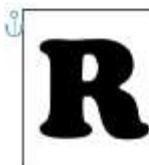
ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

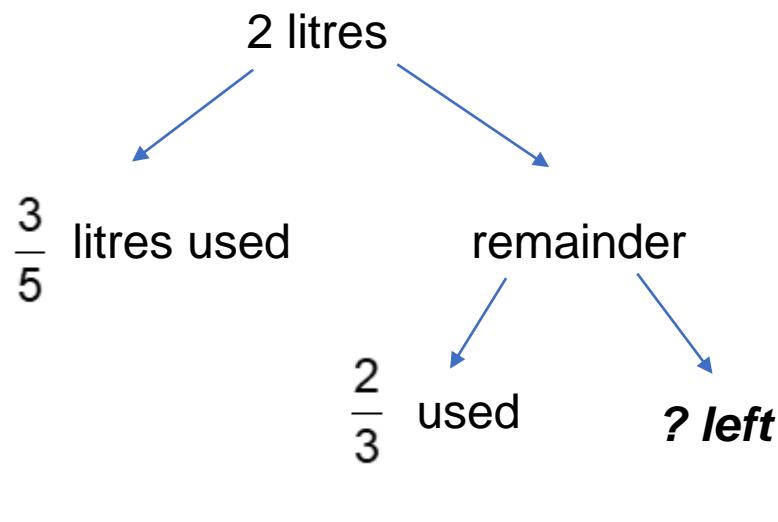
- Check my work
- Does my answer make sense? Is my answer reasonable?
Are the correct units written? Is there an alternative method?

Method 2

4 Steps to Problem Solving

Mdm Ong bought 2 litres of washing liquid and used $\frac{3}{5}$ litres in the first week.

Then she used $\frac{2}{3}$ of the remainder in the second week. How much of the washing liquid was left?

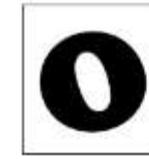


$$2 - \frac{3}{5} = \frac{7}{5} \text{ litres (remainder)}$$

$$\frac{1}{3} \times \frac{7}{5} = \frac{7}{15} \text{ litres (Ans)}$$

**STUDY the problem**

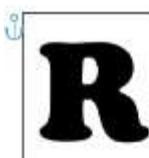
- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?

**ORGANISE details and think of a plan**

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?

**ACT out the plan**

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?

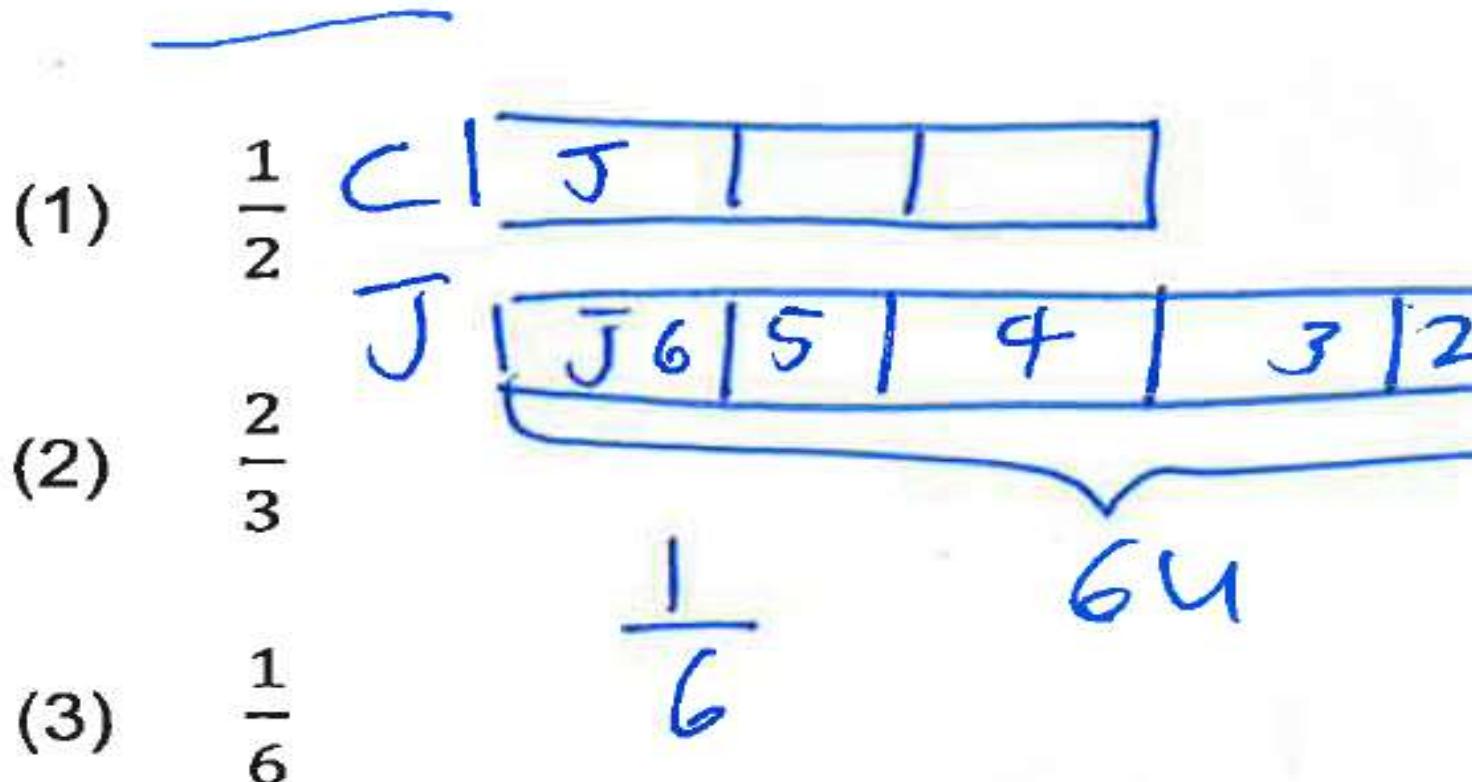
**REFLECT on your solution**

- Check my work
- Does my answer make sense? Is my answer reasonable?
Are the correct units written? Is there an alternative method?

Which stage of SOAR can be observed in the student's work?

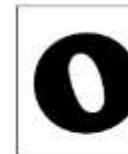
up is $\frac{1}{3}$ full of juice. The juice is then poured into an empty

cup twice that of the cup. What fraction of the cup is filled



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?



ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

- Check my work
- Does my answer make sense? Is my answer reasonable?
Are the correct units written? Is there an alternative method?

Which stage of SOAR can be observed in the student's work?

A library had 570 books when it first opened. A year later, the number of books increased by 30%. How many books were there in the library a year later?

+ 30%.

<i>Before (last year)</i>	<i>After (this year)</i>
570	$100\% + 30\%$ $= 130\%$ $(?)$
\downarrow	
100% .	

$$100\% \rightarrow 570$$

$$1\% \rightarrow 570 \div 100$$
$$= 5.7$$

$$130\% \rightarrow 5.7 \times 130$$
$$= 741$$

Check

$$30\% \rightarrow 5.7 \times 30$$
$$= 171$$

$$130\% \rightarrow 570 + 171$$
$$= 741$$

Ans: 741



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out? Can I retell the problem in my own words?



ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

- Check my work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?

Which stage of SOAR should the student have demonstrated?

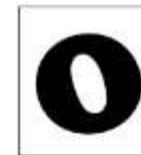
boys share 2 pizzas equally. How much pizza does each boy get?

$$\textcircled{S} \div 2 = \frac{5}{2}$$
$$= 2 \frac{1}{2}$$



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?



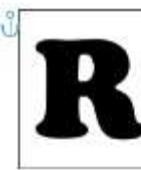
ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

- Check my work
- Does my answer make sense? Is my answer reasonable?
Are the correct units written? Is there an alternative method?

Which stage of SOAR should the student have demonstrated?

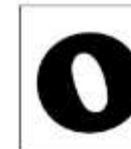
14. Alicia had $\frac{4}{5}$ kg of sugar in a container. She used $\frac{1}{3}$ of the sugar to bake a cake. How much sugar was left in the container?

$$\begin{array}{r} 4 \times 3 \\ \hline 5 \times 3 \end{array} \quad \begin{array}{r} 1 \times 5 \\ \hline 3 \times 5 \end{array}$$
$$\frac{12}{15} - \frac{5}{15} = \frac{7}{16}$$



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?



ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use? Have I come across a similar problem before?



ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

- Check my work
- Does my answer make sense? Is my answer reasonable?
Are the correct units written? Is there an alternative method?



Supporting Your Child in Learning Math

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

Attendance

Active Participation

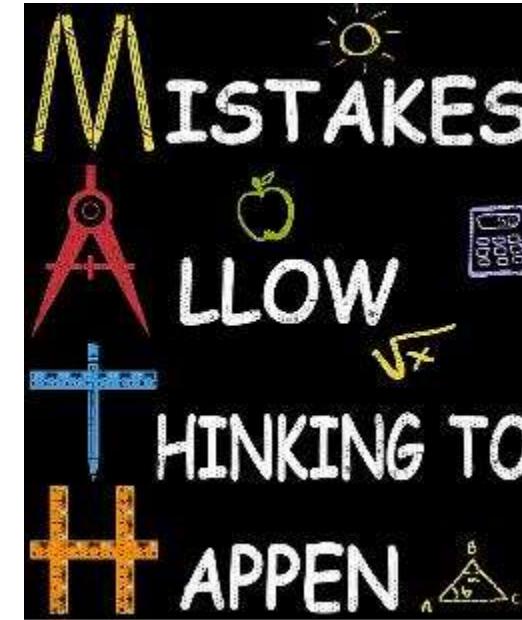
Attitude

Sense of Urgency. Focus. Self-Discipline. Effort Determines Success

Achievement

B is for Belief

*Every child can learn,
given time and space*



Create routines

Communicate & Encourage

Celebrate improvement



Supporting Your Child in Learning Math

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

Do you think practice makes perfect?



Supporting Your Child in Learning Math

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

Practice makes permanence.



YOUR WORDS AS A
PARENT HAVE GREAT
POWER. USE THEM TO
SUPPORT
— & —
INSPIRE



Positive Parenting Quotes via Gecko&Fly



End of Year Examination - Format

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

**Primary 5/6
Standard
Math**

Paper 1 (45%) ***without use of a calculator***
Booklet A – 15 Multiple Choice Questions (20%)
Booklet B – 15 Short Answer Questions (25%)

Paper 2 (55%) ***with use of a calculator***
5 Short Answer Questions (10%)
12 Long Answer Questions (45%)



End of Year Examination - Format

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

**Primary 5/6
Foundation
Math**

Paper 1 (50 marks) ***without use of a calculator***
Booklet A – 20 Multiple Choice Questions (30)
Booklet B – 10 Short Answer Questions (20)

Paper 2 (40 marks) ***with use of a calculator***
10 Short Answer Questions (20)
6 Long Answer Questions (20)



MOTHER TONGUE LANGUAGES

Primary 5 & 6



PURPOSE & GOALS OF MTL LEARNING

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

- To support and enable every student to learn MTL to as high a level as each student is able to.
 - **Communication** – proficiency and ability to communicate in MTL for the competitive edge
 - **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.
 - **Connection** – to connect with communities across Asia and the people who speak that language and share that culture.



PURPOSE & GOALS OF MTL LEARNING

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

- **Active and Interactive teaching and learning environment** - Help students to like, learn and use their MTL as a living language, and produce proficient users who can communicate effectively in a variety of real-life settings.



P5 STANDARD MOTHER TONGUE

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

- Paper 1: Composition Writing (40 marks, 20%)
 - Duration: 50 min
 - Choose to do either 1 – Topical composition OR Picture composition
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (90 marks, 45%)
 - Duration – 1 h 40 min
 - Booklets A and B
 - Dictionaries are not allowed during exam
- Paper 3: Listening Comprehension (20 marks, 10%)
- Paper 4: Oral (50 marks, 25%)
 - Read Aloud and Video Conversation



P5 HIGHER MOTHER TONGUE

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

- Paper 1: Composition Writing (40 marks, 40%)
 - Duration: 50min
 - Choose to do either 1 – Topical composition OR Continuous Writing
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (60 marks, 60%)
 - Duration: 1 h 20 min
- Grading
 - Distinction: 80 – 100 marks
 - Merit: 65 – 79 marks
 - Pass: 50 – 64 marks
 - Ungraded – below 50 marks



P5 HIGHER MOTHER TONGUE

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

- Current P5 higher MT students who fail to meet either of the requirements below, will NOT be offered Higher Mother Tongue at P6 next year:
 - Achieve at least AL4 for standard MT at P5 End-Year Examination
 - Achieve at least 60 marks for higher MT at P5 End-Year Examination



P5 FOUNDATION MOTHER TONGUE

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

- Paper 1: Language Use and Comprehension (15 marks, 15%)
 - Duration – 40 min
 - Dictionaries are not allowed during exam
- Paper 2: Oral (55 marks, 55%)
 - Reading Aloud and Video Conversation
- Paper 3: Listening Comprehension (30 marks, 30%)



P6 STANDARD MOTHER TONGUE

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

- Paper 1: Composition Writing (40 marks, 20%)
 - Duration: 50 min
 - Choose to do either 1 – Topical composition OR Picture composition
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (90 marks, 45%)
 - Duration – 1 h 40 min
 - Booklets A and B
 - Dictionaries are not allowed during exam
- Paper 3: Listening Comprehension (20 marks, 10%)
- Paper 4: Oral (50 marks, 25%)
 - Read Aloud and Video Conversation



P6 HIGHER MOTHER TONGUE

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

- Paper 1: Composition Writing (40 marks, 40%)
 - Duration: 50min
 - Choose to do either 1 – Topical composition OR Continuous Writing
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (60 marks, 60%)
 - Duration: 1 h 20 min
- Grading
 - Distinction: 80 – 100 marks
 - Merit: 65 – 79 marks
 - Pass: 50 – 64 marks
 - Ungraded – below 50 marks



P6 FOUNDATION MOTHER TONGUE

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

- Paper 1: Language Use and Comprehension (15 marks, 15%)
 - Duration – 40 min
 - Dictionaries are not allowed during exam
- Paper 2: Oral (55 marks, 55%)
 - Reading Aloud and Video Conversation
- Paper 3: Listening Comprehension (30 marks, 30%)



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

- We will:
 - Inform you of your child's/ward's progress
 - Provide ideas and suggestions to support your child's/ward's learning, where necessary
 - Share strategies to engage your child/ward in MTL learning at home in a fun and meaningful manner.



Partnering Parent/Guardian to Support the Child/Ward

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

Do	Avoid
<ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Encourage your child to learn MTL• Praise your child for his/her good effort and progress• Set incremental and achievable goals with your child• Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement• Doing school work for your child• Giving impression that MTL is not important



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home

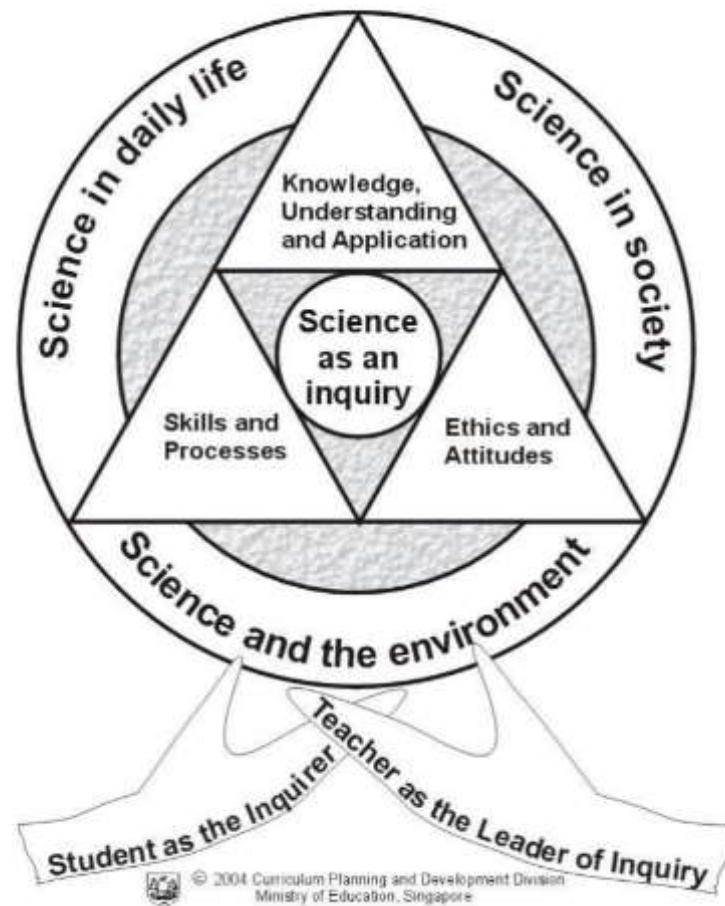


Science



Science Curriculum Framework

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





Science Syllabus – An Overview

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

Syllabus Requirement			White Space
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)	
Diversity	<ul style="list-style-type: none">Diversity of living and non-living things (General characteristics and classification)Diversity of materials		The freed up curriculum time is to enable teachers to use more engaging teaching and learning approaches, and/or to implement customised school-based programmes as long as the aims of the syllabus are met. This enables teachers to make learning more meaningful and enjoyable for their students.
Cycles	<ul style="list-style-type: none">Cycles in plants and animals (Life cycles)Cycles in matter and water (Matter)	<ul style="list-style-type: none">Cycles in plants and animals (Reproduction)Cycles in matter and water (Water)	
Systems	<ul style="list-style-type: none">Plant system (Plant parts and functions)Human system (Digestive system)	<ul style="list-style-type: none">Plant system (Respiratory and circulatory systems)Human system (Respiratory and circulatory systems)<u>Cell system</u>Electrical system	
Interactions	<ul style="list-style-type: none">Interaction of forces (Magnets)	<ul style="list-style-type: none">Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>)Interaction within the environment	
Energy	<ul style="list-style-type: none">Energy forms and uses (Light and heat)	<ul style="list-style-type: none">Energy forms and uses (Photosynthesis) https://www.moe.gov.sg/primary/curriculum/syllabus<u>Energy conversion</u>	



P5 Standard Topics

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

Theme	Topics
System	Plant Transport System Air & Respiratory System The Circulatory System The Unit of Life Electrical System Using Electricity
Cycles	Reproduction in Plants Reproduction in Humans Water & Changes of State The Water Cycle



P5 Foundation Topics

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

Theme	Topics
System	Plant Transport System Air & Respiratory System The Circulatory System Electrical System Using Electricity
Cycles	Reproduction in Plants Reproduction in Humans Water & Changes of State The Water Cycle



P6 Standard Topics

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

Theme	Topics
Energy	Energy in Food Forms and Uses of Energy Sources of Energy
Interaction	Forces Living Together Food Chains and Web Adaptations Man's Impact on his Environment



P6 Foundation Topics

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

Theme	Topics
Energy	Energy from the Food
Interaction	Forces Living Together Food Chains Adaptations Man's Impact on his Environment



Examination Format - Standard

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

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple –choice	28	2	56
B	Open-ended	12 - 13	2-5	44

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



Examination Format - Foundation

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

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple –choice	18	2	36
B	Structured	6 – 7	2 – 3	14
	Open-ended	5 – 6	2 – 4	20

- a) Booklet A consists of 18 multiple-choice questions with three options. Each multiple-choice question carries 2 marks.
- b) Booklet B consists of two parts.
 - First part consists of 6 – 7 structured questions e.g. ‘Fill in the blanks’, ‘matching’, etc
 - Second part consists of 5 – 6 open-ended questions
- Candidates are required to answer all the questions in the two booklets.
- The duration of the paper is 1 hour 15 minutes.
- Provision of Word List



Answering Open-Ended Questions

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

- Read and identify the key information given in the question
- Take note how the questions are phrased
- Identify the topic(s) that is/are tested
- What are the concept(s) assessed under the topic(s)



Conceptual Understanding in Science

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

- Students learn Science through understanding and applying concepts and skills in different contexts in an age-appropriate manner.
- The focus of learning Science is not on giving "standard answers" or keywords. Students can show their understanding by using their own words to explain clearly in the context of the question.
- To develop their conceptual understanding and love for the subject:
 - Explore Nature
 - Read Non-Fiction Books
 - Do Simple Science Experiments



Thank You