



Ngee Ann
Primary School
-義安小学-

Primary 4 Parents Engagement

A Vibrant School to Learn with Passion and Serve with Pride

● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge



Ngee Ann
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Welcome Address



A Vibrant School to Learn with Passion and Serve with Pride

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Grow Well SG emphasises early intervention in four key areas:

Eat Well - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

Sleep Well - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

Learn Well - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

Exercise Well - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Grow Well SG

to Support Families
in Building Healthy Habits in Children

3 Initiatives:

Purposeful screen use;
A Health Plan for every child; and
Enhanced support for schools.



Bleeding Heart

Associated with love, friendship, and warmth at home

An inclusive education system with opportunities for all

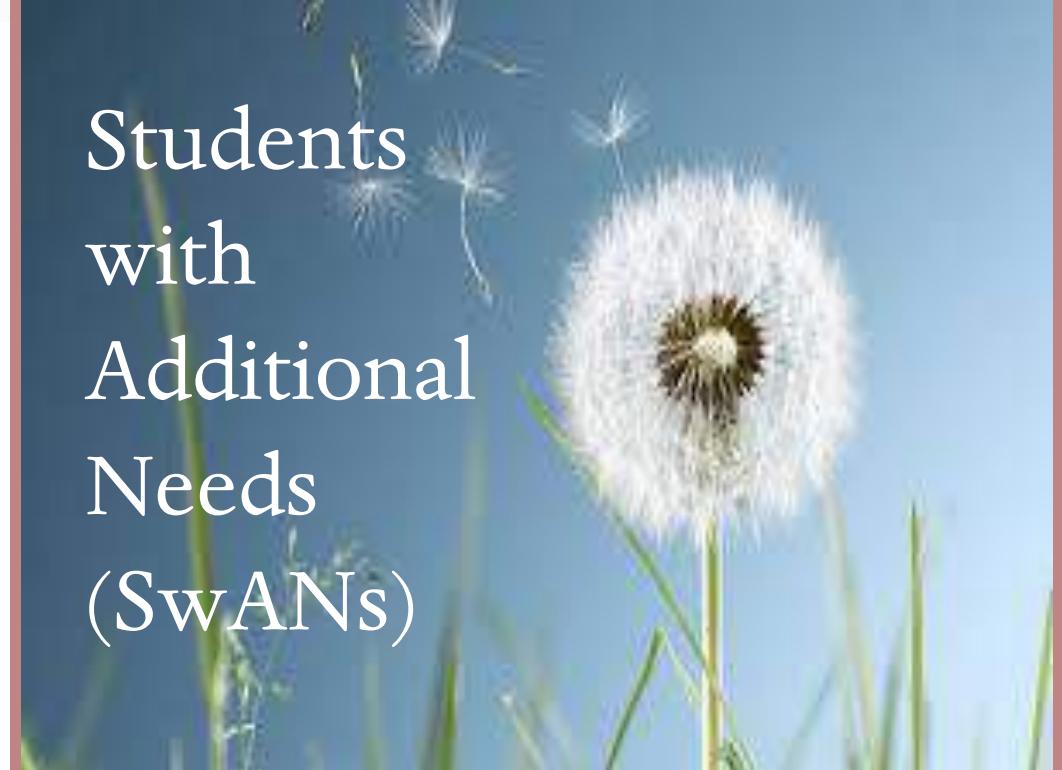
Every Child is provided with Timely and Appropriate Support to learn and achieve his/her potential

Every Teacher can help diverse learners to achieve their potential by cultivating an inclusive learning environment

Every Parent is understanding and caring to every child and others' children for their growth

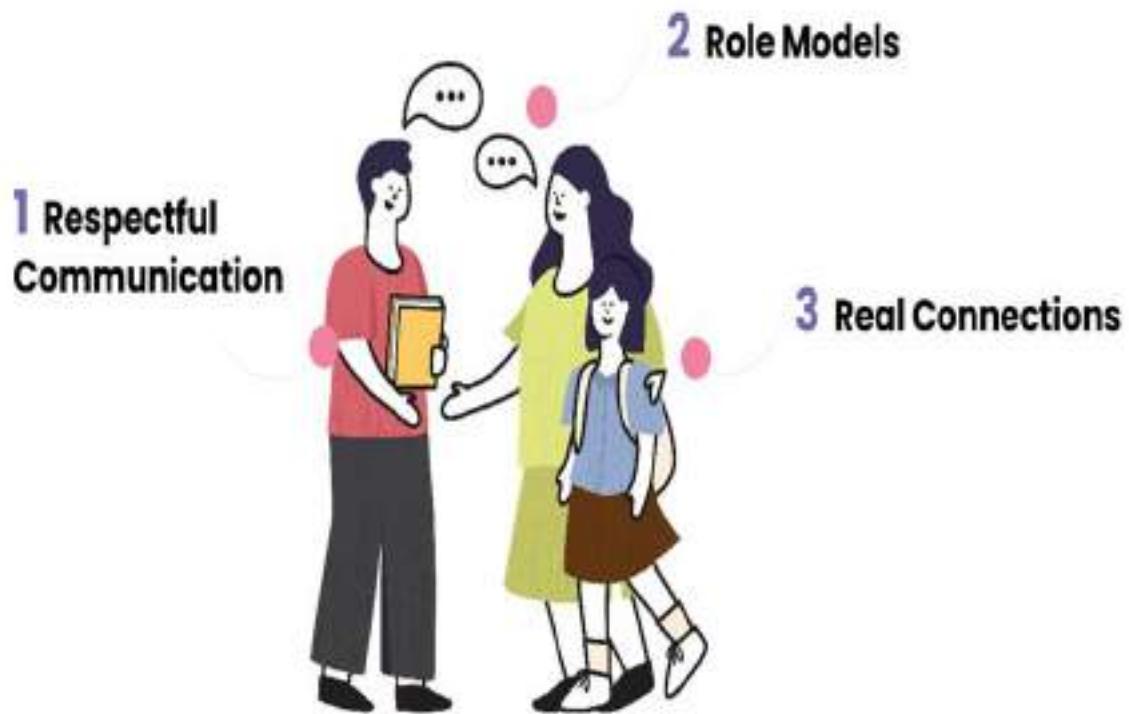
Every School is committed to a culture that embraces and values students with diverse needs

Students
with
Additional
Needs
(SwANs)



Dandelions
hope, healing, resilience, transformation

3 areas we can work together on to foster School-Home Partnership



Parenting for Wellness



Our children do best when schools and parents work hand in hand to support them.

Lotus flower
peace, inner calmness, and wholeness

Respectful Communication

Foster kind words and actions between schools and educators



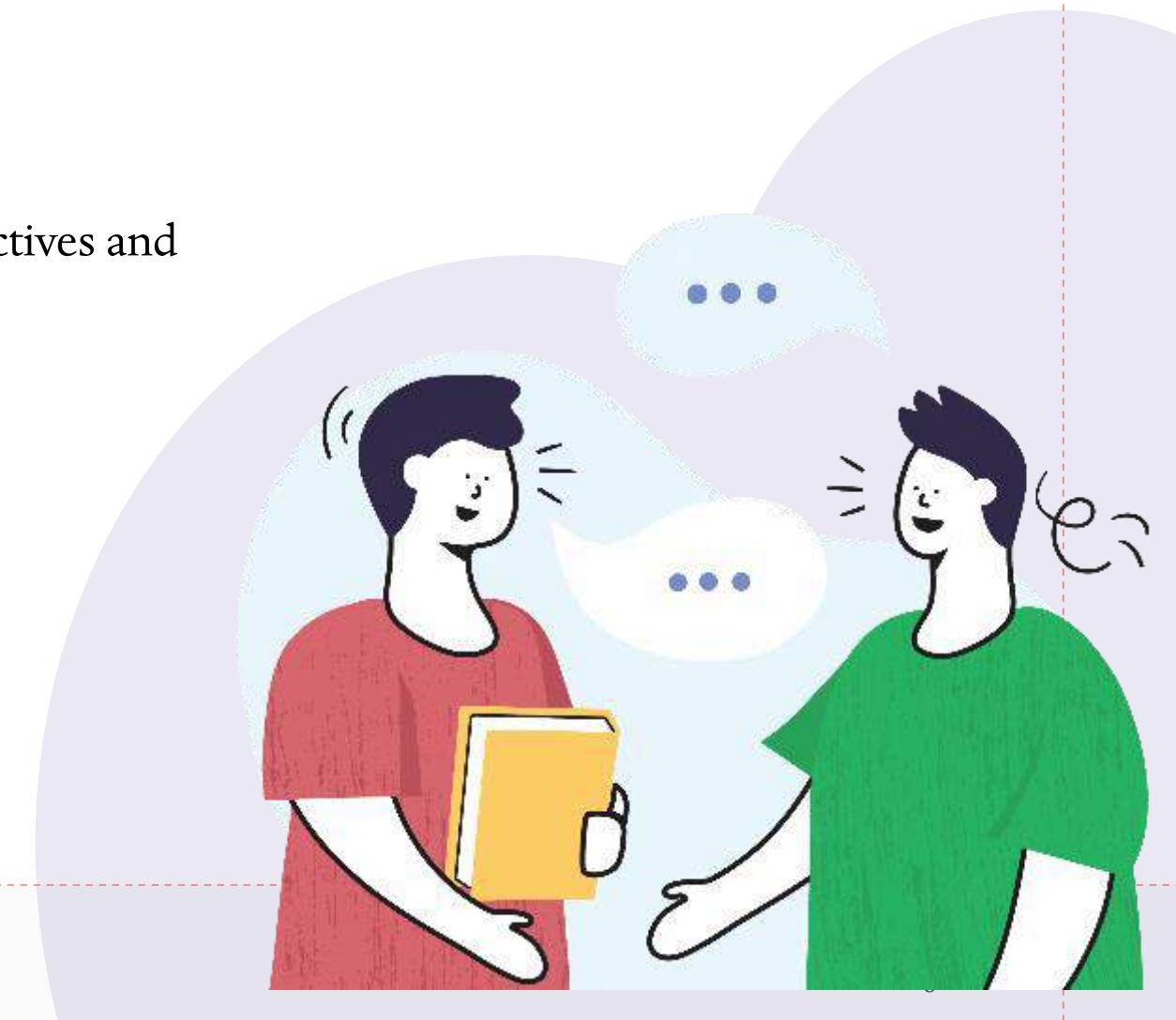
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home

Two screenshots of the 'Parenting for Wellness Toolbox' website. The left screenshot shows the 'Helping Your Child Build Healthy Relationships' page, which includes a section on 'Things You Can Do' and 'Things You Can Say'. The right screenshot shows the 'Helping Your Child Thrive in the Online Space' page, featuring a shield icon and a laptop with a person on it.



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

STAY POSITIVE
WORK HARD
make it happen



Love and affection
Consistency and boundaries
Communication and listening
Encouragement and support





Thank you,

from the bottom
of my heart ❤



Our children
make our hearts
smile every day.

Primary 4

Curriculum

Briefing



Agenda



01

**P4 Subject Based
Banding**

02

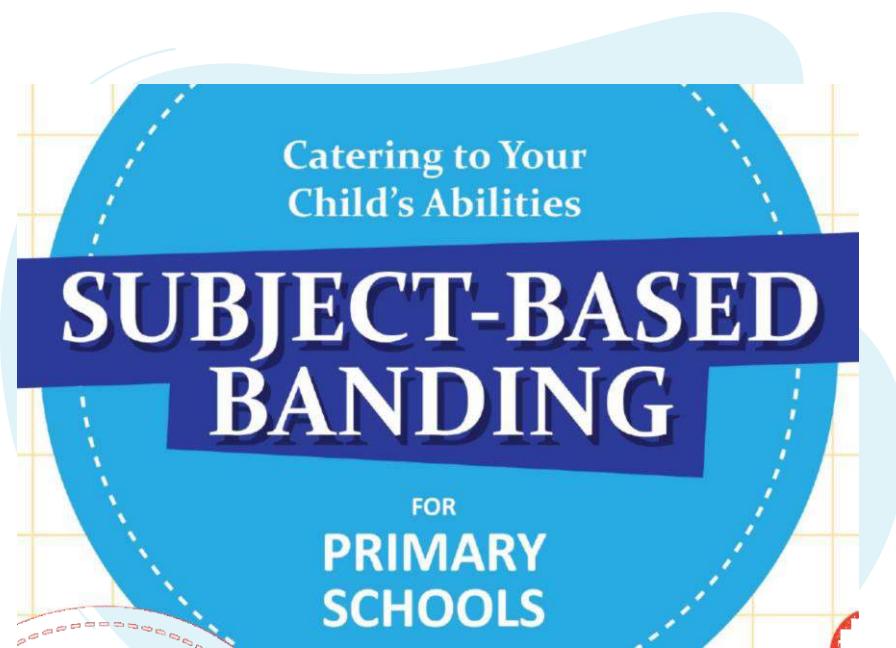
**Implications for
PSLE & Secondary
School Admission**

03

**P5 Class
allocation**

01

P4 Subject Based Banding



P4 Subject Based Banding

- A refinement to the streaming process to help each child realise his potential, based on his strengths
- Provides greater flexibility for your child by offering him/her the option of a combination of **standard** and **foundation** subjects, depending on his aptitudes and abilities
- Subject combinations instead of streams in Primary 5 and 6

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

Achievement & Band Grades at P3-4

Band 1 (85% & above)	Band 2 (70 – 84%)	Band 3 (50 – 69%)	Band 4 (<50%)
Is very good in the subject	Is good in the subject	Has adequate grasp of the subject	Has elementary grasp of the subject

Subject Combinations in P5

If your child (for P4 exams)	Your child may be recommended to
Passes all 4 subjects and performs very well in Mother Tongue Language	4 Standard + Higher Mother Tongue Language (4S1H)
Passes all 4 subjects or passes 3 subjects	4 Standard (4S)
Passes 2 subjects or less	4 Standard (4S) 3 Standard & 1 Foundation (3S1F) 2 Standard & 2 Foundation (2S2F) 4 Foundation (4F) 3 Foundation & 1 Standard – MT (3F1S(MT))

Higher Mother Tongue

Consider carefully if your child should take HMT

- ❖ Does she have an interest in and flair for the Mother Tongue language?
- ❖ Is she coping well for the Standard subjects – English, Maths, Science and Mother Tongue? Or should she be spending more time on them, rather than HMT?
- ❖ Students who obtained Distinction/Merit/Pass in HCL and a PSLE Score of 14 or better at PSLE will be eligible for posting advantage to **SAP schools.**

How does P4 SBB work?

@ end of P4

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

Parent exercise option

@ Primary 5

Student takes subject combination chosen by parents

@ Primary 6

Student takes subject combination decided by his school based on performance at P5



02

**Implications for
PSLE & Secondary
School Admission**

PSLE Scores using Achievement Levels

- Each PSLE subject will be scored using Achievement Levels (AL).
- PSLE Score will be the sum of the Achievement Levels of their four PSLE subjects (English, Math, Science and Mother Tongue). PSLE Scores can range from 4 to 32, with 4 being the best possible total score.

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

Standard Subjects

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

Holistic Development Profile

Page: 1 of 1
Date: 29 Nov 2020

Name : Joyce
Age on 1st Jan : 10
Class : 5 Challenge S/N : 5
Form Teacher : Miss Tan
Co-Form teacher : Miss Low

Identification No: T09XXXXXF
Subject Combination: 3S1F(FSC)

SUBJECT	TERM 3: WA		END OF YEAR EXAM		OVERALL		
	Mark	AL	Mark	AL	Mark	AL	
ENGLISH LANGUAGE	85	2	88	2	86	2	
MATHEMATICS	74	5	76	4	75	4	
FOUNDATION SCIENCE	65	B	74	B	70	B	
CHINESE LANGUAGE	87	2	88	2	88	2	
Grade		Grade		Grade			
SOCIAL STUDIES	-		-		A		
ART	-		-		A		
MUSIC	-		-		B		
PHYSICAL EDUCATION	-		-		B		

OVERALL

Total Achievement Level (AL) Score : 15
Attendance : 95/95
Class for Next Year : P6-CH
Subject Combination for Next Year : 3S1F(FSC)

Conduct (OVERALL) : VERY GOOD

Comments (OVERALL) : Joyce shows respect towards her teachers and friends and has a strong sense of responsibility in fulfilling the tasks given to her. In class, she participates actively in group discussions, while keeping an open mind and accepting alternative views from her classmates. She is able to organise and present information confidently in front of her classmates.

Example of HDP in P5/6

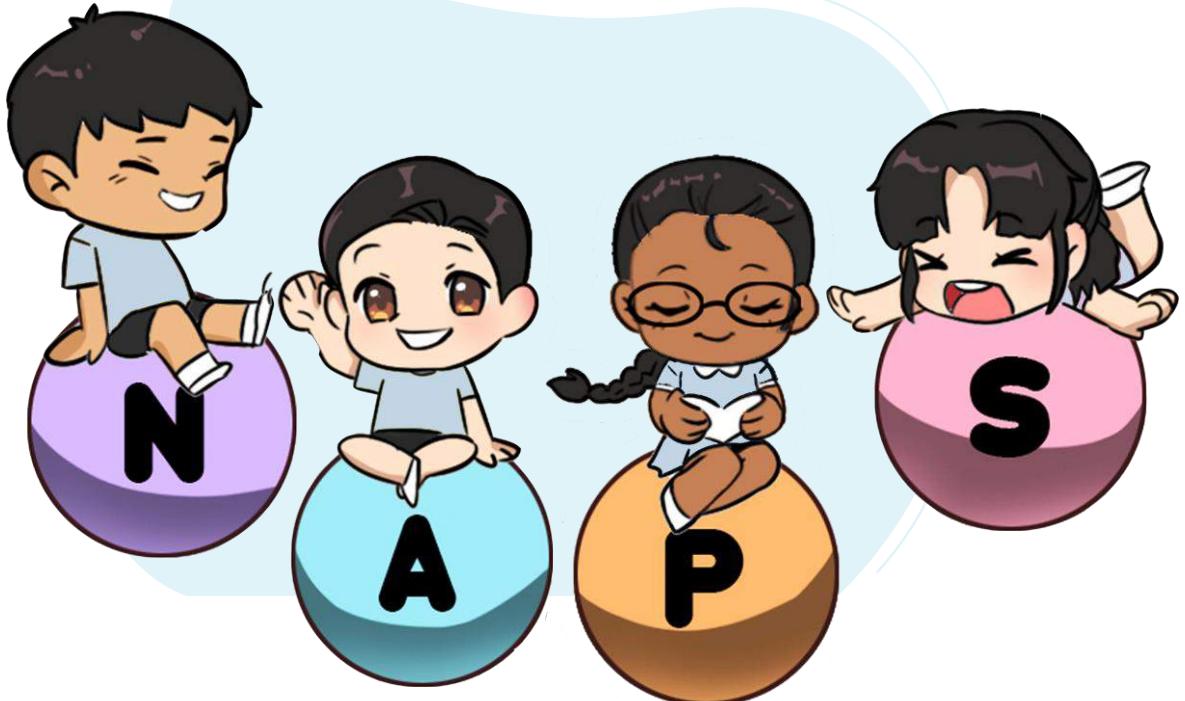
EL	2
MA	4
FSc	7
CL	2
Total AL Score	15

Posting to Secondary School

- Full Subject Based Banding in Secondary Schools since 2024
- Removal of Express, Normal(Academic) [N(A)] and Normal(Technical) [N(T)] streams

PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1

- From 2027, graduating students will sit for the **Singapore-Cambridge Secondary Education Certificate (SEC)** examinations, at their respective subject levels (i.e. G1, G2, G3).



O

03

P5 class allocation



P5 class allocation

01

All classes are of mixed ability.

02

Students are banded according to their results at the end of Primary 4 and allocated classes best suited to their pace of learning.

03

Socio-dynamics of the classes are also a key consideration.

Resources are set aside to support low progress learners with smaller sized classes.

English Language



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What is STELLAR?

Strategies for

English Language Learning And Reading

It aims to nurture students who are confident communicators, critical thinkers, and effective users of English.

It is designed to develop students' language skills through a rich and engaging literacy experience – to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

P4 Assessment Plan

TERM 1	TERM 2	TERM 3	TERM 4
Weighted Assessment (Bite-size)	Weighted Assessment (Performance Task)	Weighted Assessment (Bite-size)	End-of-Year Examination
15%	15%	15%	55%

P4 EXAM FORMAT

Components	Marks
Paper 1 (Writing) - 3 pictures given as a stimulus to guide students to write about the given topic.	20
Paper 2 (Language Use)	50
Paper 3 (Listening Comprehension) - Picture Matching, Picture Sequencing, Note-Taking and Listening to Text	14
Paper 4 (Oral Communication) - Reading Aloud - Stimulus-Based Conversation	16
	Total : 100

P4 EL PAPER 2

Components	Question Type
<u>Grammar</u> - 18 marks	MCQ 2 Grammar Cloze Texts
<u>Vocabulary</u> - 6 marks	MCQ
<u>Synthesis and Transformation</u> - 4 marks	Open-ended Questions
<u>Editing for Spelling and Grammar</u> - 4 marks	Open-ended Questions
<u>Comprehension</u> - 2 Texts 18 marks	MCQ, FIB, Sequencing, Open-ended etc

For EYE, 30% of the paper will be based on Basic Items as directed by MOE.

P5 EXAM FORMAT

Components	Marks (EL)	Marks (FEL)
Paper 1 (Writing) <ul style="list-style-type: none">• Situational Writing• Continuous Writing	50	25
Paper 2 (Language Use and Comprehension)	90	40
Paper 3 (Listening Comprehension) Picture Matching and Listening to Text (MCQ)	20	15
Paper 4 (Oral Communication) Reading Aloud Stimulus-based Conversation	40	20
Total	200	100

P5 EL PAPER 2

Booklet A	Marks	Booklet B	Marks
Grammar	10	Grammar Cloze	10
Vocabulary	5	Editing for Spelling and Grammar	10
Vocabulary Cloze	5	Comprehension Cloze	15
Visual Text Comprehension	5	Synthesis / Transformation	10
		Comprehension OE	20
Total	25	Total	65
Total for Booklets A and B			90

P5 FEL PAPER 2

Booklet A	Marks	Booklet B	Marks
Grammar	5	Form Filling	3
Punctuation	2	Editing for Grammar	3
Vocabulary	3	Editing for Spelling	3
Visual Text Comprehension	5	Synthesis	3
		Comprehension Cloze	3
		Comprehension (Passages A and B)	10
Total	15	Total	25
Total for Booklets A and B			40

NAPS Reading Programme

❖ Reading infused in all EL lessons

- Writing Process
- Oracy lessons
- Sustained Silent Reading at the start of EL lessons every day

❖ Fortnight Library Visits

❖ Class Library Books

❖ Free Access Books

❖ Pre-Assembly Sharing on books and authors

❖ Use of authentic materials

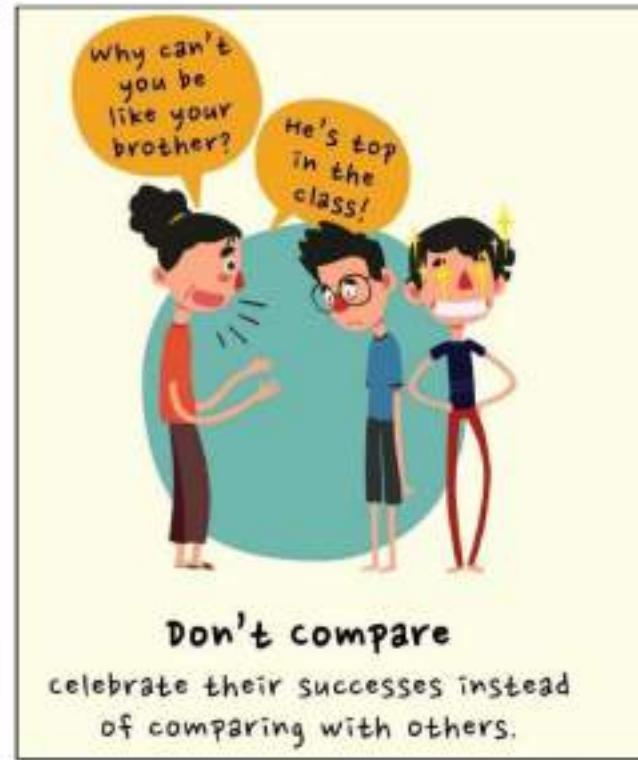
- Newspaper articles
- Subscription to Little Red Dot

School-Home Partnership

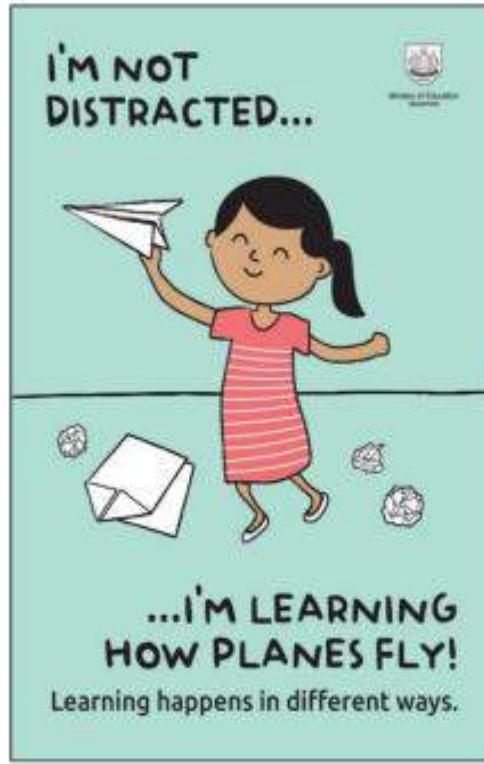


Encourage Joy of Learning by ...

- not over-emphasising academic performance
- focussing on your child's/ward's learning journey, rather than compare them to others



Give your child/ ward the time and space to deepen learning

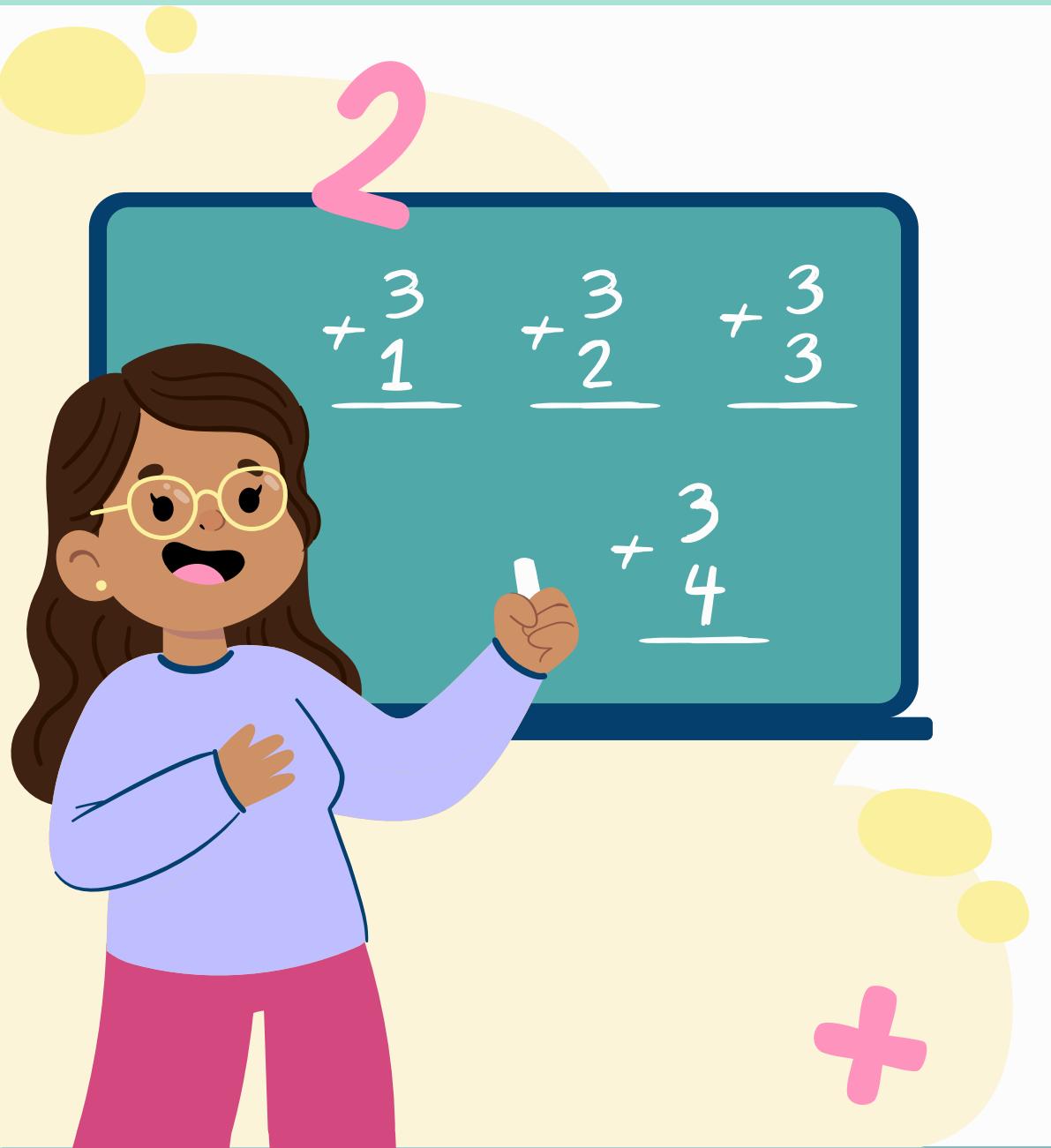


PARENTS' SUPPORT

- ❖ Encourage your child to read
 - ❖ Help your child to choose a book he/she likes
 - ❖ Ensure that your child has a good book to read in school
 - ❖ Introduce your child to varied genres of books
 - ❖ Bring your child to the library or bookstore
 - ❖ Be a Role Model



A Vibrant School to Learn with Passion and Serve with Pride



Learning of Mathematics

at Primary 4

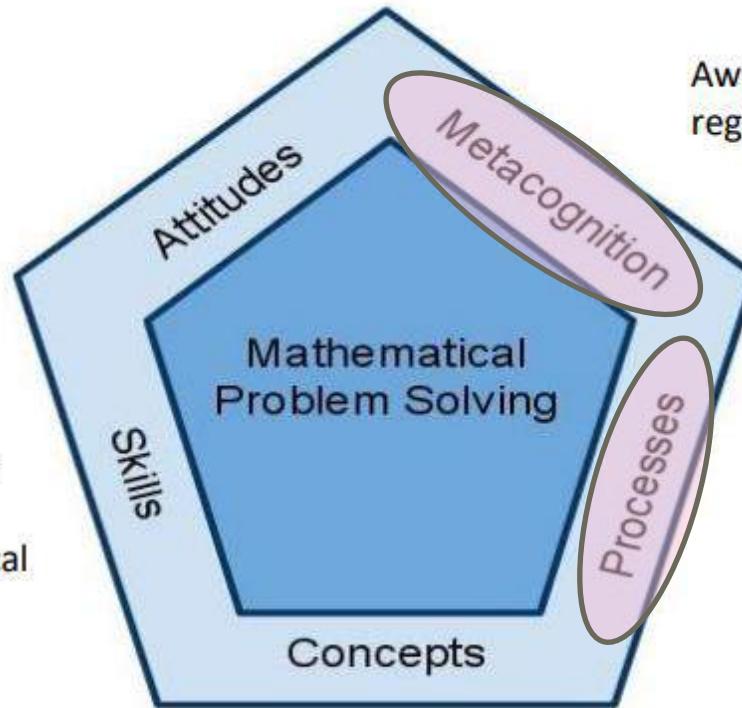
1

Curriculum Framework

Build numeracy and conceptual understanding

Belief, appreciation, confidence, motivation, interest and perseverance

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



Understanding of the properties and relationships, operations and algorithms

Awareness, monitoring and regulation of thought processes

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

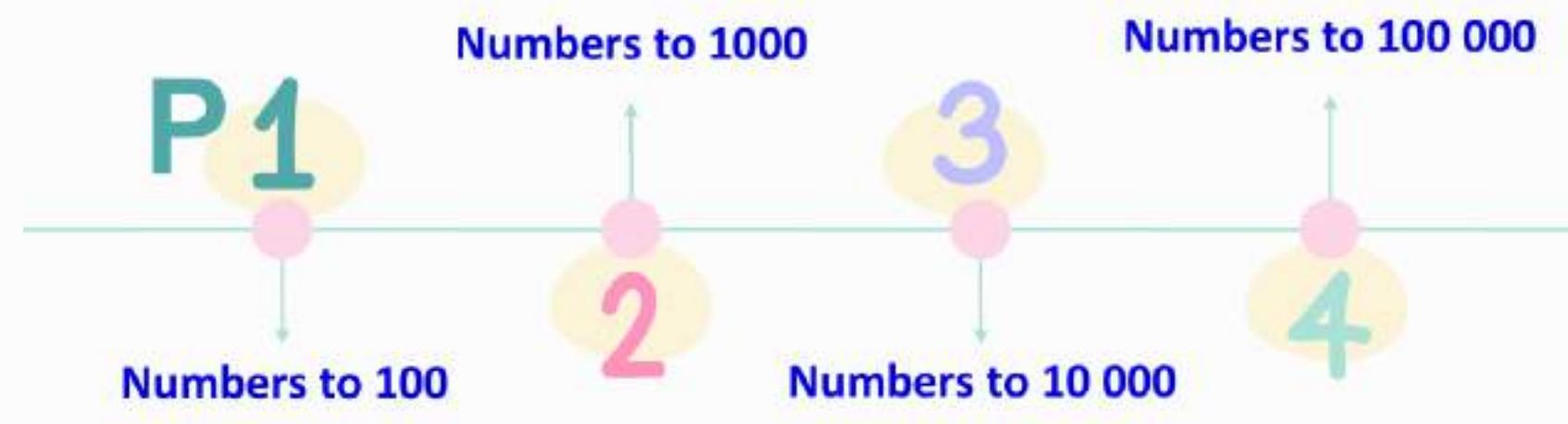


Learning Outcomes

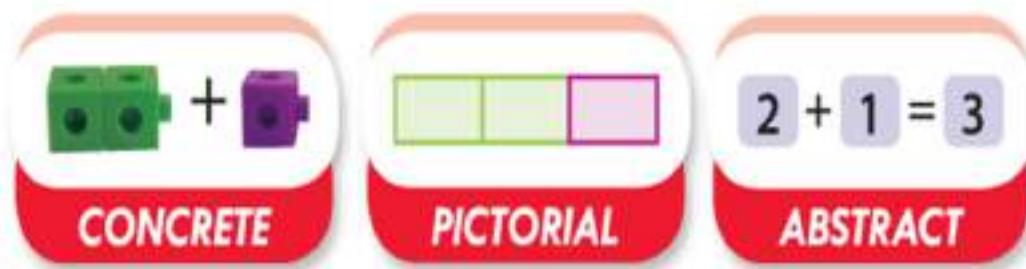


The central focus of the mathematics curriculum is the development of mathematical problem-solving competency. Supporting this focus are five inter-related components — concepts, skills, processes, metacognition and attitudes.

Learning Process



Introduce concepts in a spiral progression over the years



Use of CPA approach to promote conceptual understanding

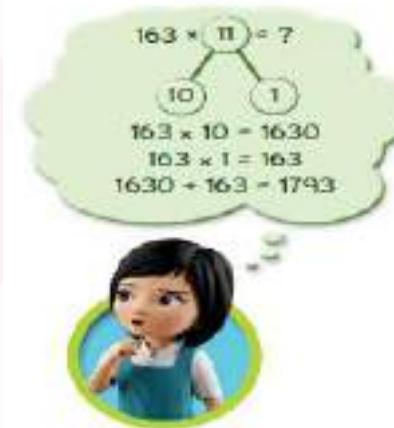
Learning Process



Ask questions to promote critical thinking and deepen conceptual understanding

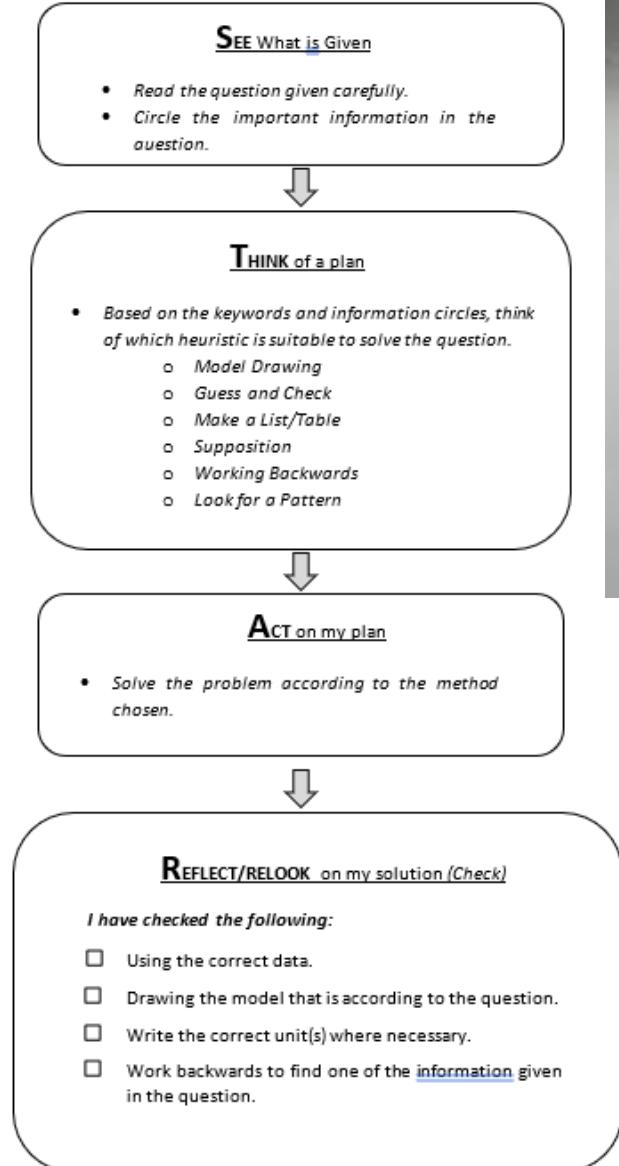


Use a blended approach to enhance learning and sustain interest



2

NAPS STAR APPROACH TOWARDS PROBLEM SOLVING



Worksheet 1:
Whole Numbers (Model Drawing): Repeated Identity (II)

Date: ..

Q1.1

Alan and Bernard saved \$75 altogether.
Alan and Clara saved \$145 altogether.
Clara saved thrice as much as Bernard.

How much money did Alan save?

$\begin{array}{c} \$75 \\ \text{A+B} \\ \text{A+C} \\ \$175 \\ \hline \end{array}$

$\begin{array}{c} \text{A} \quad \text{I} \text{U} \\ \text{A} \quad \text{I} \text{V} \quad \text{I} \text{V} \text{I} \text{V} \\ \hline \end{array}$

$\begin{array}{c} \text{ZU:100} \\ \text{IU:50} \\ \hline \end{array}$

Worksheet 2:
Whole Numbers (Model Drawing): After/Before Model

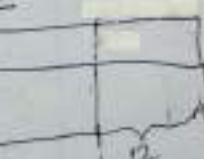
Date: 5

Q2.1

Mindy had 12 more ribbons than Jess.
After Jess sold 5 ribbons, Mindy had four times as many ribbons as Jess.

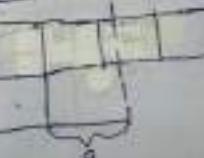
How many ribbons did Mindy have?

Before

Mindy 

Jess 

After

Mindy 

Jess 

$2 \times 6 - 5 = 7$

Math around us

Authenticate
learning experiences



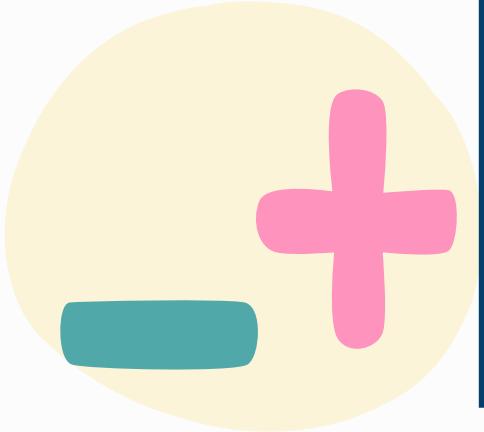
Mathematics AROUND US

Two families would like to visit the Zoo on a weekend.
Mr Lee's family consists of 2 adults, 1 senior citizen and 2 children.
Mr Adam's family consists of 2 adults and 3 children.
How much would the tickets cost for each family?



Reasoning and communication

Encourage use of
Math language to
reason ideas



Thinking Aloud



Leila

When I divide a
number by 4, the
remainder is 3.



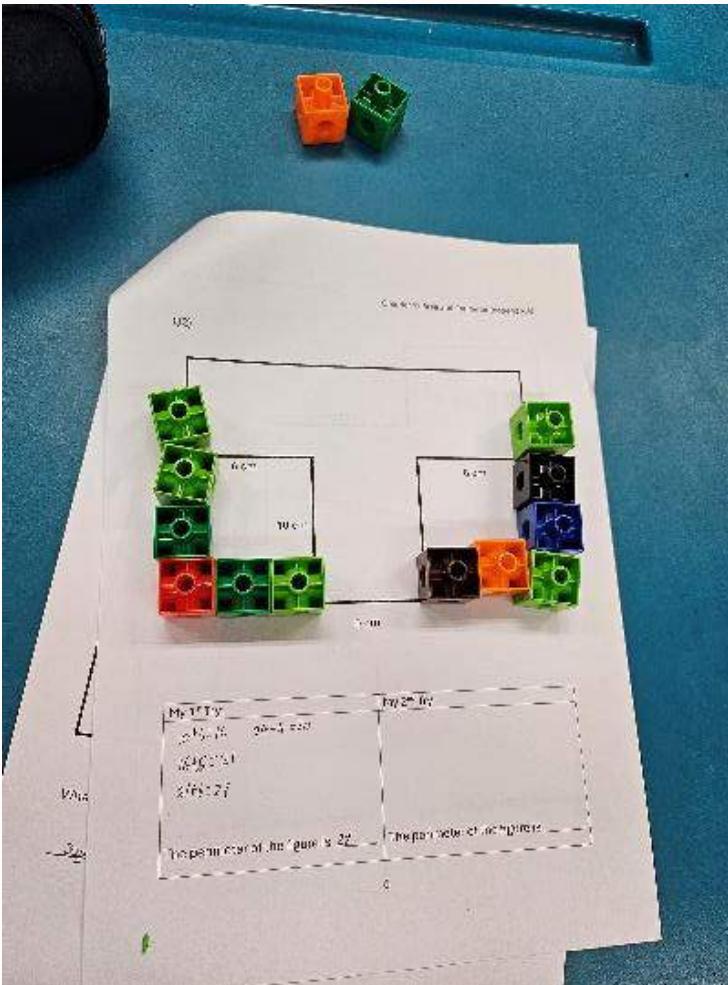
Xinyi

When I divide my
number by 3 the
remainder is 4.

Who is correct?

Hands-on approach

Concretise learning
using manipulatives



3

Math Programmes

To support and
strengthen learners



NAPS Math Week to add excitement using games and puzzles



**Learning Support for Mathematics (LSM)
to support learning and instil confidence**



4

Moving Forward

Difference between Foundation and Standard Mathematics

Foundation Mathematics

Revisit concepts learnt to ensure basic foundation on numeracy are strengthen
+
New topics such as percentage, rate

Standard Mathematics

Continuation with the spiral progression of concepts
+
Introduction of new concepts

5

Partnership

Home and school to bring out joy of learning



ZESPRI
New Zealand
Organic Green
Kiwifruit
4 units

Save \$0.55
Now
\$3.95
U.P. \$4.50
19/1 - 12/1/20



Relate the learning of Math to daily routines

$$\begin{array}{r} 713 \\ - 19 \\ \hline 64 \end{array}$$

Renaming

$$\begin{aligned} (1460 - 750) \times 12 &= 8520 \\ 1460 - 750 &= 710 \\ 710 \times 12 &= 8520 \end{aligned}$$

VS

A photograph of handwritten math work on a piece of paper. It includes several columns of numbers and operations, including addition and subtraction. A large portion of the work is crossed out with a red marker, indicating a process or error.

Use common Math vocabulary consistently

Clear evidence of Math process when presenting work solutions



Thanks!

Do you have any questions?

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Ngee Ann
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2025 P4 Mother Tongue Languages

A Vibrant School to Learn with Passion and Serve with Pride

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OBJECTIVES

- To nurture & mould students into individuals of strong character with good communication skills and a love for mother tongue
- To promote ethnic culture & inculcate good moral values in all our students
- Our students can connect with wider communities across Asia and the world.

OVERVIEW OF MTL TEACHING & LEARNING



Reading & Oral Communication Skill

- Supplementary Reading Materials (Class Library books, 《新天地》 , e-tutor)
- Comprehensive Oral Resources to help develop students' oracy skills.

After-School Remediation Programme

- Language Skill-based Focus (for selected pupils with concerns)



Department Programmes & Activities

- Festival Celebrations: Chinese New Year, Hari Raya Puasa and Deepavali
- Overseas Learning Trip: Penang
- Reading Programme
- Mother Tongue Fortnight
- Primary 4 Cultural Camp
- Level competition

P4 Assessment Plan



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Term 1	Term 2	Term 3	Term 4
Weighted Assessment (Listening Comprehension)	Weighted Assessment (Bite-size/Paper 2)	Weighted Assessment (Writing)	End-of-Year-Examination (EYE)
15%	15%	15%	55 %



P4 EYE EXAM FORMAT



Ngee Ann
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-義安小学-
Established 1940

Components	Marks
Paper 1 (Writing) - 4 Pictures Essay (CL: not less than 80 words; ML: not less than 100 words; TL: not less than 70 words)	15
Paper 2 (Language Use & Comprehension)	45
Paper 3 (Listening Comprehension)	10
Paper 4 (Oral Communication) - Reading Aloud - Picture Description - Conversation (related to the picture)	30
	Total : 100

P4 MTL PAPER 2



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Chinese	Malay	Tamil
<ul style="list-style-type: none">Choose the correct characterChoose the correct wordWord matchingCloze PassageComprehension (MCQ & Written interaction)Comprehension (Open-ended)	<ul style="list-style-type: none">Suffixes and AffixesProverbsCompleting a textComprehension (MCQ & Written interaction)Comprehension (Open-ended)	<ul style="list-style-type: none">Case MarkerProverbsCloze PassageComprehension (MCQ & Written interaction)Comprehension (Open-ended)

Language Use and Comprehension

Duration: 60 minutes

Marks: 45 marks

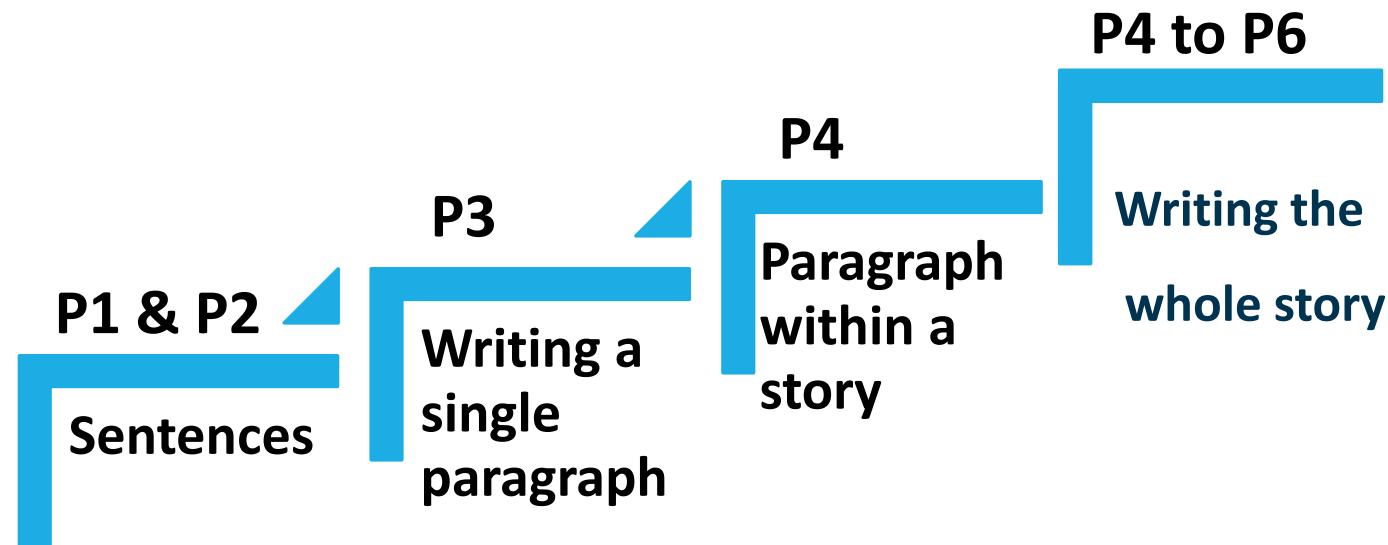
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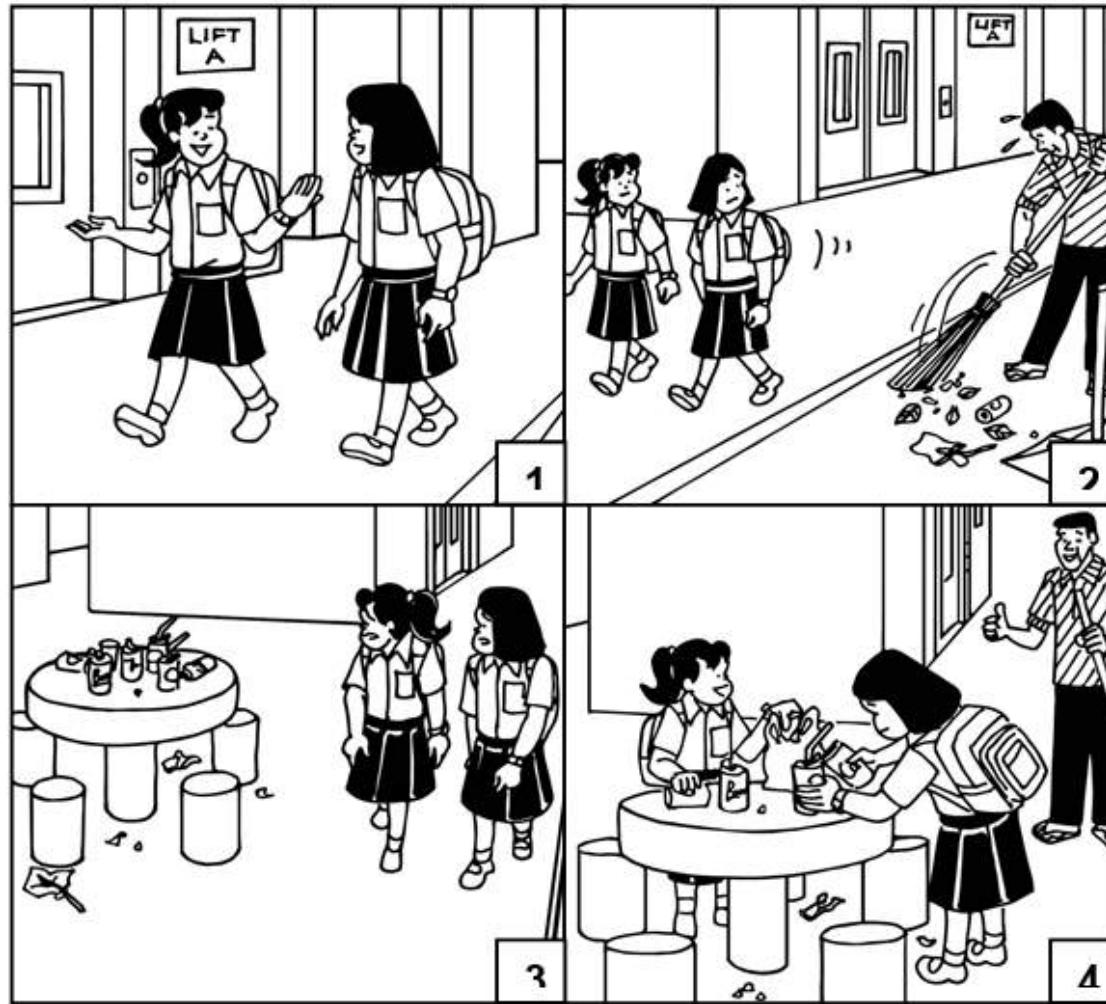


OVERVIEW OF MTL TEACHING & LEARNING

Writing Skill

- Writing Package to develop students' writing skills (Progressive development of Writing Skills)





- 8 helping words
- SEAB Approved dictionaries
- Content:7marks;
Language:8marks

欢乐伙伴

写作小练笔

- 教师在批改作文时，可使用批改符号。学生可通过教师的批改，了解批改符号的用法。

批改符号	意思
○	错别字/标点错误
×	
^	遗漏
○○	多余

批改符号	意思
— —	位置颠倒
~~~~~	用词不当/文句不通
—— ✓	好词好句

# 2025 Approved Dictionaries

LIST OF APPROVED DICTIONARIES FOR USE IN 2025 PSLE, GCE NAL/NIT, O & A-LEVEL EXAMINATIONS

APPROVED CHINESE DICTIONARIES

S/N	TITLE	PUBLISHER	ISBN NUMBER	APPROVED PERIOD
1	新嘉坡华语词典（第七版增订本）	新嘉坡出版社	981-255-911-6 979-881-255-911-1	2004 - 2028
2	新嘉坡小学华语词典	新嘉坡出版社	981-274-954-3 979-881-274-954-3	2004 - 2028
3	新嘉坡华语词典·新华词典·词海词典	新嘉坡出版社	976-981-623-75-8	2021 - 2028

APPROVED CHINESE E-DICTIONARIES*

S/N	NAME and MODEL	PUBLISHER	APPROVED PERIOD
1	Besta All Pass S3	Elite Enterprise Pte Ltd	2004 - 2029
2	Besta All Pass S	Elite Enterprise Pte Ltd	2004 - 2029
3	Besta All Pass S1	Elite Enterprise Pte Ltd	2022 - 2026
4	Besta All Pass 3	iKnow Pte Ltd Elite Enterprise Pte Ltd	2022 - 2026
5	Besta All Pass S	Elite Enterprise Pte Ltd	2022 - 2026
6	Besta All Pass 2	iKnow Pte Ltd Elite Enterprise Pte Ltd	2022 - 2026
7	HoneyVision PK2131	Creative Knowledge Labs Pte Ltd	2004 - 2029
8	HoneyVision PK2161	Creative Knowledge Labs Pte Ltd	2023 - 2027
9	HanWaless PK2231	Creative Knowledge Labs Pte Ltd	2004 - 2029
10	HanWaless PK2261	Creative Knowledge Labs Pte Ltd	2004 - 2029
11	HanWaless PK2291	Creative Knowledge Labs Pte Ltd	2023 - 2027
12	HanWaless PK2321	Creative Knowledge Labs Pte Ltd	2023 - 2029
13	manavoice PK2131	Creative Technology Ltd Creative Knowledge Labs Pte Ltd	2021 - 2025
14	manavoice PK2231	Creative Technology Ltd Creative Knowledge Labs Pte Ltd	2021 - 2025
15	EE New A+	Jato International Pte Ltd	2025 - 2029

PREVIOUSLY APPROVED CHINESE DICTIONARIES**

S/N	TITLE	PUBLISHER	ISBN NUMBER
1	华语词典字典	华树出版私人有限公司	9871-81-989-8
2	华语词典词典	华树出版私人有限公司	981-257-067-8
3	现代汉语词典	陕西出版集团有限公司	983-820-627-X
4	时代潮流留学华语词典	新加坡汉太学许教育出版社	978-881-271-770-2
5	新汉语字典	新秀出版社有限公司	9758850102160 97988501096919
6	新华现代汉语词典	恩达出版有限公司 西藏中开国际有限公司	981-4170-11-7
7	新嘉坡学生新词典	怡学出版社·商务印书馆	981-4133-55-8 979-881-4133-55-8
8	新嘉坡商通双语词典	怡学出版社·商务印书馆	981-4070-38X 981-4133-40X 979-881-4133-40-1
9	现代汉语词典(第五版)	商务印书馆	7-100-04385-9 978-7100-04385-4
10	最新通用双语词典	陕西出版集团有限公司	983-820-885-5 9798850109002
11	新嘉坡汉大词典(世纪版)	新秀出版社有限公司	983-820-625-3 983-820-626-1
12	通用双语词典	胜利书局	9871-81-513-4
13	时代潮流双语词典	联邦出版社·华语教学出版社	981-01-8-729-3
14	现代汉语词典	商务印书馆	981-009-280X 978-881-009-280-4
15	现代汉语小词典(增补本)	浙江出版集团有限公司·商务印书馆	978912475343
16	现代华语词典	上海世纪(私人)有限公司	9871-806-01-0

*All previously approved dictionaries, including those that no longer appear on the current approved list, can continue to be used for the national examinations unless there is a change in policy, syllabus or examination format. Under any of these situations, the Singapore Examinations and Assessment Board (SEAB) may withdraw the approval for use of these dictionaries in the examinations.

**Some may comes with these approved e-dictionaries can be used in examinations.

OFFICIAL (OPEN)

LIST OF APPROVED DICTIONARIES FOR USE IN 2025 PSLE, GCE NAL/NIT, O & A-LEVEL EXAMINATIONS

APPROVED MALAY DICTIONARY

S/N	NAME and MODEL	PUBLISHER	APPROVED PERIOD
1	Global Translator I Model M168 e-dictionary (Kamus Bimbi Elektronik Rang Raya)	EDN-Media Consultant Pte Ltd	2025 - 2029

PREVIOUSLY APPROVED MALAY DICTIONARIES**

S/N	TITLE	PUBLISHER
1	Kamus Dewan (Edisi Kedua)	Dewan Bahasa dan Pustaka
2	Kamus Dewan (Edisi Ketiga)	Dewan Bahasa dan Pustaka
3	Kamus Dewan (Edisi Keempat)	Dewan Bahasa dan Pustaka
4	Kamus Pelajar (Terbitan KBSM)	Dewan Bahasa dan Pustaka
5	Kamus Pelajar (Terbitan Khas KBSM)	Dewan Bahasa dan Pustaka
6	Kamus Pelajar Bahasa Malaysia (Edisi Ketujuh)	Dewan Bahasa dan Pustaka
7	Kamus Pelajar Bahasa Malaysia (Terbitan Khas KBSM)	Dewan Bahasa dan Pustaka
8	Kamus Pelajar Bahasa Melayu Dewan (Edisi Kedua)	Dewan Bahasa dan Pustaka
9	Kamus Komprehensif Bahasa Melayu	Oxford Fajar Sdn. Bhd.

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*Stylet that comes with these approved e-dictionaries can be used in examinations.



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# P4 Language Use & Comprehension

## Skills needed for Written Interaction

- Able to identify key information from the graphic stimulus provided.
- Present this information in the form of a note, an email, a letter etc.

如果你是立明，你已经报名参加学校的中秋节制作比赛了。请你写一个电邮给你的表弟小文，告诉他今年的灯笼制作比赛和去年的有什么不同。（4分）



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收件人：立明<liming@kgoomail.com>  
发件人：小文<xiaowen@kgoomail.com>  
日期：2020年9月8日  
主题：中秋节灯笼制作比赛

明白题目的要求，  
根据资料中所提供的  
信息，做出书面的  
回应。

小文：

你好！学校又举办中秋节灯笼制作比赛了我已经报了名。今年的比

- 没根据题目要求 → 0分
- 多答不相关的内容 → 扣分
- 没有换代词 → 扣分
- 照抄整段，表示不理解 → 0分

祝  
身体健康  
立明



# CONSIDERATION FOR P5 HMT (4S1H)

- Extra 1 hour Curriculum time after lunch (Tuesdays), manage additional homework and sit for an additional paper (HMT) at P5, P6 and PSLE
- Should not take HMT if your child is **unable to cope with MT or EMS**
- Students who does not take HMT at P5 **will not be able to offer HMT at P6**

# P5 EXAM FORMAT - MTL



Components	Marks (MT)
<p>Paper 1 (Writing)</p> <ul style="list-style-type: none"><li>- Topic Essay</li><li>- Picture Essay(6 pictures with the last being blank ) 2 questions choose 1 (CL: not less than 100 words; ML: not less than 100 words TL: not less than 90 words</li></ul>	40
Paper 2 (Language Use)	90
Paper 3 (Listening Comprehension) <ul style="list-style-type: none"><li>- Picture Matching and Listening to Text MCQ</li></ul>	20
Paper 4 (Oral Communication) <ul style="list-style-type: none"><li>- Reading Aloud (20 marks)</li><li>- Video-Based Conversation (30 marks)</li></ul>	50
Total:	200

# Pri 5 MTL Exam Format – Paper 2



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	Content	Marks
<b>Paper 2 (1hr 40 min)</b>	<b>Chinese Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>• Language application</li> <li>• Cloze Passage</li> <li>• Reading Comprehension 1</li> </ul> <u>Booklet B</u> <ul style="list-style-type: none"> <li>• Complete the dialogue</li> <li>• Reading Comprehension 2 (2 passages)</li> </ul>	90m
	<b>Malay Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>• Language application</li> <li>• Reading Comprehension 1</li> </ul> <u>Booklet B</u> <ul style="list-style-type: none"> <li>• To complete text with appropriate phrases (FIB)</li> <li>• Reading Comprehension 2 (2 passages)</li> </ul>	
	<b>Tamil Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>• Language application</li> <li>• Cloze Comprehension</li> <li>• Reading Comprehension 1</li> </ul> <u>Booklet B</u> <ul style="list-style-type: none"> <li>• Sound differentiation (FIB)</li> <li>• Reading Comprehension 2 (2 passages)</li> </ul>	

# P5 EXAM FORMAT-HMT

Components	Marks
<p>Paper 1 (Writing)</p> <ul style="list-style-type: none"><li>- Topic Essay              OE</li><li>- Complete the Essay    OE</li></ul> <p>2 questions choose 1 (CL: not less than 200 words; ML: not less than 180 words TL: not less than 120 words</p>	40
Paper 2 (Language Use)	60
Total:	100



# Pri 5 HMTL Exam Format-Paper 2



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Chinese	Malay	Tamil
<ul style="list-style-type: none"><li>• Cloze Passage (MCQ)</li><li>• Character/Word Correction (Open-ended)</li><li>• Reading Comprehension 1 (Open-ended)</li><li>• Reading Comprehension 2 (Open-ended)</li></ul>	<ul style="list-style-type: none"><li>• Proverbs</li><li>• Editing text (Open-ended)</li><li>• Reading Comprehension 1 (Open-ended)</li><li>• Reading Comprehension 2 (Open-ended)</li></ul>	<ul style="list-style-type: none"><li>• Language editing</li><li>• Completion of sentences</li><li>• Reading Comprehension 1 (Open-ended)</li><li>• Reading Comprehension 2 (Open-ended)</li></ul>

## Language Use and Comprehension

Duration: 1 hour 20 minutes

Marks: 60 marks

# Pri 5 FMTL Exam Format



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	<b>Content</b>	<b>Marks</b>
<b>Paper 1 (40 min)</b>	<ul style="list-style-type: none"><li>• Language Application (MCQ)</li><li>• Reading Comprehension (MCQ / FIB)</li></ul>	15m
<b>Paper 2 (approx. 10 min)</b>	<u>Oral</u> <ul style="list-style-type: none"><li>• Reading aloud (15m)</li><li>• Conversation (related to the theme of the picture) (40m)</li></ul>	55m
<b>Paper 3 (approx. 20 min)</b>	<u>Listening Comprehension</u> <ul style="list-style-type: none"><li>• 15 questions</li></ul>	30m



# PARENTS' SUPPORT

## Creating a conducive environment for learning MTL

- ❖ Structured time for MTL revision and learning at home
- ❖ Place equal emphasis on MTL so as to encourage and promote excellence in your child when it comes to the learning of MTL
- ❖ Encourage your child to speak in MTL especially to family members
- ❖ Check your child's progress regularly. Take time to read MTL books with your child
- ❖ Bring your child to the library or bookstore
- ❖ Remind your child to bring their MTL Storybook for Silent Reading on Thursday and Fridays



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# 2025 P4 Science Briefing

A Vibrant School to Learn with Passion and Serve with Pride

● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge



# Mission

Develop a life-long interest in learning  
Science through a curriculum that  
includes **inquiry**, **investigation** and  
**experimentation**



## Inquiry-based Approach

1. Hands-on practical sessions & Thematic learning stations
2. Self-exploration
3. Outdoor Experiential Learning



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# At the end of the P4 syllabus, our students should be able to:

- ❖ Demonstrate knowledge and understanding of scientific facts, concepts and principles
- ❖ Apply scientific facts and concepts to new situations
- ❖ Apply skills and processes such as observing, classifying, comparing, measuring, using apparatus and equipment and generating possibilities.

# Science Learning Resources



1. Inspiring Science Textbook & Activity Book
2. Science Topical and Revision Worksheets & Notes
3. Student Learning Space (SLS)

# P4 Science Assessment Plan



Term 1	Term 2	Term 3	Term 4
<b>Weighted Assessment (Bite-size)</b>	<b>Weighted Assessment (Bite-size)</b>	<b>Weighted Assessment (Bite-size)</b>	<b>End-of-Year-Examination (EYE)</b>
15%	15%	15%	55 %



# P4 SCIENCE EXAM FORMAT

## (based on 2023 Pri Sci Syllabus)



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Booklet	Item Type	No. of questions	Marks per question	Weighting (Marks)
A	MCQ	30	2	60
B	Structured	10-11	2 / 3 / 4	40
Total				100

Note:

P3 topics will be included.

# PARENTS' SUPPORT

- ❖ Do keep the P3 and P4 Science Textbooks, science files and Workbooks as reference.
- ❖ Encourage your child to revise concepts learned in P3 and P4.
- ❖ Encourage your child to be curious, inquisitive and persevere in the learning of Science.

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# Claim-Evidence-Reasoning



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## SCIENTIFIC EXPLANATION

### CLAIM

Your answer to the question

- Usually 1 sentence long
- (Sometimes the claim is stated in the question stem)

### EVIDENCE

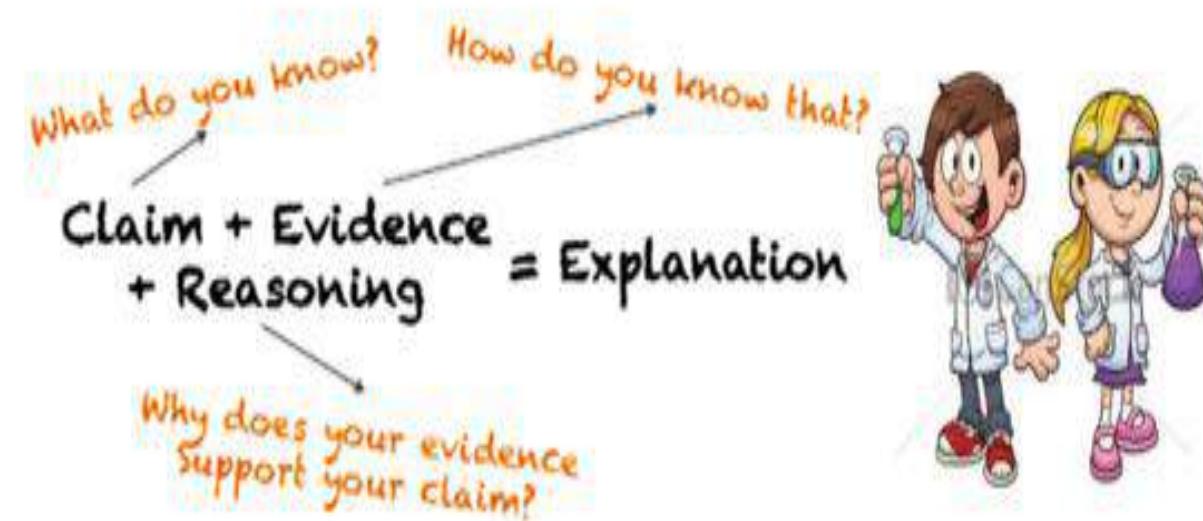
Information given in the question

It may come in the following forms:

- Table
- Graphs
- Diagrams
- Observations given in the question

### REASONING

Scientific explanation for why the evidence supports your answer





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# Upcoming Events for P4

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● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge

# P4 Swim Safer Programme in Term 2

- Swimsafer 2.0 programme for all P4 students in line with MOE's directive regarding water safety and survival.
- Conducted during curriculum time (8 weeks starting in Week 1 Term 2) as part of the school's PE programme at the Katong Swimming Complex.
- Qualified instructors engaged by MOE will conduct the lessons ending with an assessment at the end of the programme.

# P4 Swim Safer Programme



# P4 Camp in Term 3

- 1-day non-residential camp (7.30 a.m to 5.30 p.m.) MOE Outdoor Adventure Learning Centre (Changi Coast or Dairy Farm).
- To allow students to experience physical and outdoor pursuits in a safe and controlled environment.
- Preparatory programme for the more challenging and rigorous 3-days residential camp which the students will encounter in P5 next year.

# P4 Camp 2024



# P4 Music Learning Journey

## Esplanade in Term 3 (After School)

- As part of the school's Learning for Life Programme and to support a holistic educational journey at Ngee Ann Primary School.
- To learn about the history and important features of a local arts house.
- Experience and enjoy a live performance/concert

# Learning Journey to The Singtel Waterfront Theatre at The Esplanade



Thank you!

