

Upper Primary Parents' Briefing

Key Personnel's Address
23 January 2026



Agenda

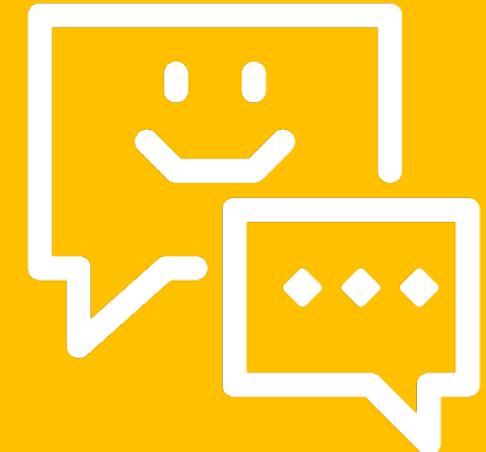
- Home-School Partnership
- PSLE Scoring And Secondary 1 Posting
- DSA-Sec Exercise
- MOE Art and Music Programme
- Assessment Matters
 - Supporting our students' Learning
 - 2026 Academic Year Plan for Upper Primary Students
 - PSLE Calendar (Tentative)
- Revised P6 SC and FSC Syllabuses and format
- Revised P6 MA and FMA Syllabuses and format
- Safety Matters, Q&A

Partnering Parents

1 Respectful
Communication

2 Role Models

3 Real Connections





Home-School Partnership

Supporting Your Child's Attendance and Learning Routine

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's medical certificate must be provided where possible;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.



Home-School Partnership

Compliance with MOE attendance guidelines

- For absences that are festival or religion-related, they will be classified as “Absent without Valid Reason”. However, an exception is made for absences associated with funeral rites, which may be considered as valid on compassionate grounds.
- For absences due to valid reasons and covered by a parent’s letter or email, schools will mark these as “Absent with Valid Reason (Private)”. Please note that the school will accept no more than 10 parents’ letters or emails per year for such cases.



Home-School Partnership

Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - Late coming: arriving after **7.30 a.m.**
 - After the 3rd instance of late coming, parents will be contacted
 - After the 6th instance of late coming, School-Parent conferencing will be arranged
 - After the 10th instance of late coming, a warning letter will be issued. For persistent late coming, conduct grade will be affected.



Home-School Partnership

School Discipline and Tone

- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarities;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow in.



Home-School Partnership

Parents as Key Partners in Your Child's Development

- Monitor usage of screen time by children;
- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!



New MOH guidelines on screen use for children under 12



ST

7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Here's how you can delay and limit screen time for your child:

#1 Set Rules on Screen Time

#2 Use Parental Controls to Limit Screen Time

#3 Keep an Eye On It

#4 Offer Alternative Activities

#5 No Means No



Home-School Partnership

Usage of devices

- All mobile devices, such as handphones and smart wearables (devices capable of advanced functions such as wireless communication - messaging, calling, social media, apps and photo or video capture), are to be switched off and kept in bags during lessons.
- Fitness tracker with only simple functions such as time-telling and fitness tracking (eg. HPB Steps Tracker and POSB Smart Buddy Watch) are allowed.
- Refrain from texting your child during lesson time.
- Contact the General Office if you need to reach your child.
- Set the rules of usage of devices with your child before allowing him/her to own one.



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Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.





Home-School Partnership

Understanding Mental Health and Well-Being

- It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.
- Families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



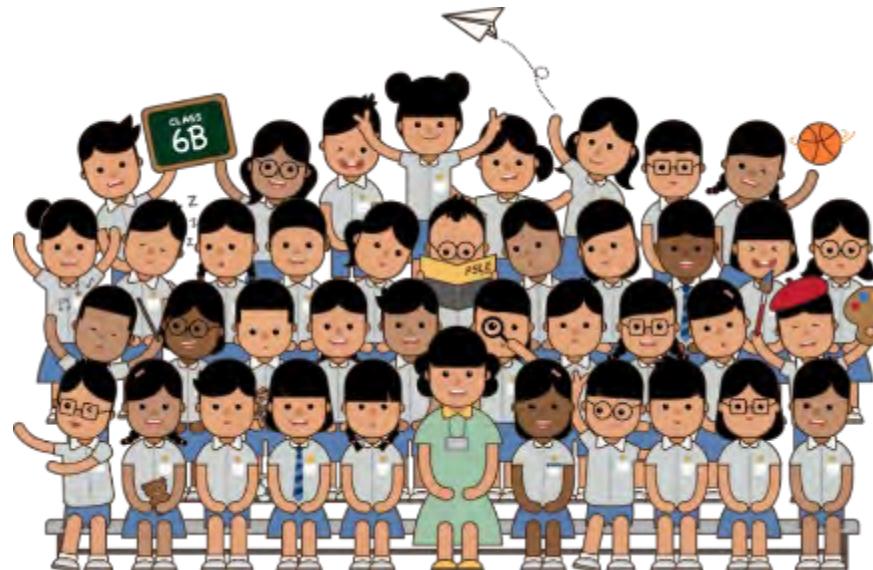


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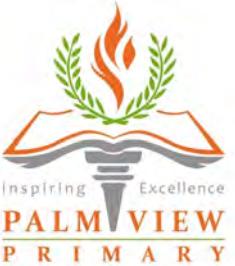
The PSLE SCORING and S1 POSTING

SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE

Briefing Deck to P5 and P6 Parents



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Sharing About PSLE Matters



**How does the PSLE Scoring &
S1 Posting work?**

**How are students posted to
secondary schools?**



WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



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

1

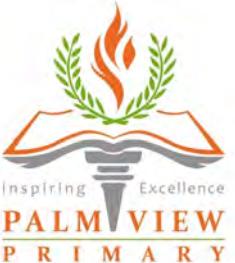
Reducing fine differentiation of students' examination results at a young age.

2

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

3

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



WHAT ARE ACHIEVEMENT LEVELS (AL)? WHY ARE THE BANDS UNEVEN?

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

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

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

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

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



GRADING OF FOUNDATION SUBJECT GRADES

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

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



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.
 - From 2026, they can take up Higher Mother Tongue as a subject in secondary school as long as they obtain AL1/AL2 in their Mother Tongue at the PSLE, or a distinction or merit in Higher Mother Tongue.
- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.



HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS
 3. COMPUTERISED BALLOTING
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers in the new S1 Posting System

5 students are vying for the last places in the schools of their choice.

Jane	SCHOOL CHOICES:
Singapore Citizen 16 pts	1) Sch A 2) Sch ... 3) Sch ... 4) Sch ...

Bryan	SCHOOL CHOICES:
Singapore Citizen 20 pts	1) Sch B 2) Sch ... 3) Sch ... 4) Sch ...

Mary	SCHOOL CHOICES:
Singapore Citizen 20 pts	1) Sch A 2) Sch B 3) Sch C 4) Sch ...

Alan	SCHOOL CHOICES:
Permanent Resident 20 pts	1) Sch A 2) Sch B 3) Sch D 4) Sch ...

Rina	SCHOOL CHOICES:
Permanent Resident 20 pts	1) Sch A 2) Sch B 3) Sch D 4) Sch E

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

Students with better scores will be posted first

Tie-breaker #1:
Citizenship

Tie-breaker #2:
Choice order of schools

Tie-breaker #3:
Computerised balloting

Jane has a better PSLE score. She will be posted first, to **School A**.



Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



Because Bryan ranked School B higher than Mary, he will be posted to **School B**.



Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.



Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Through computerised balloting, Alan is posted to **School D**.



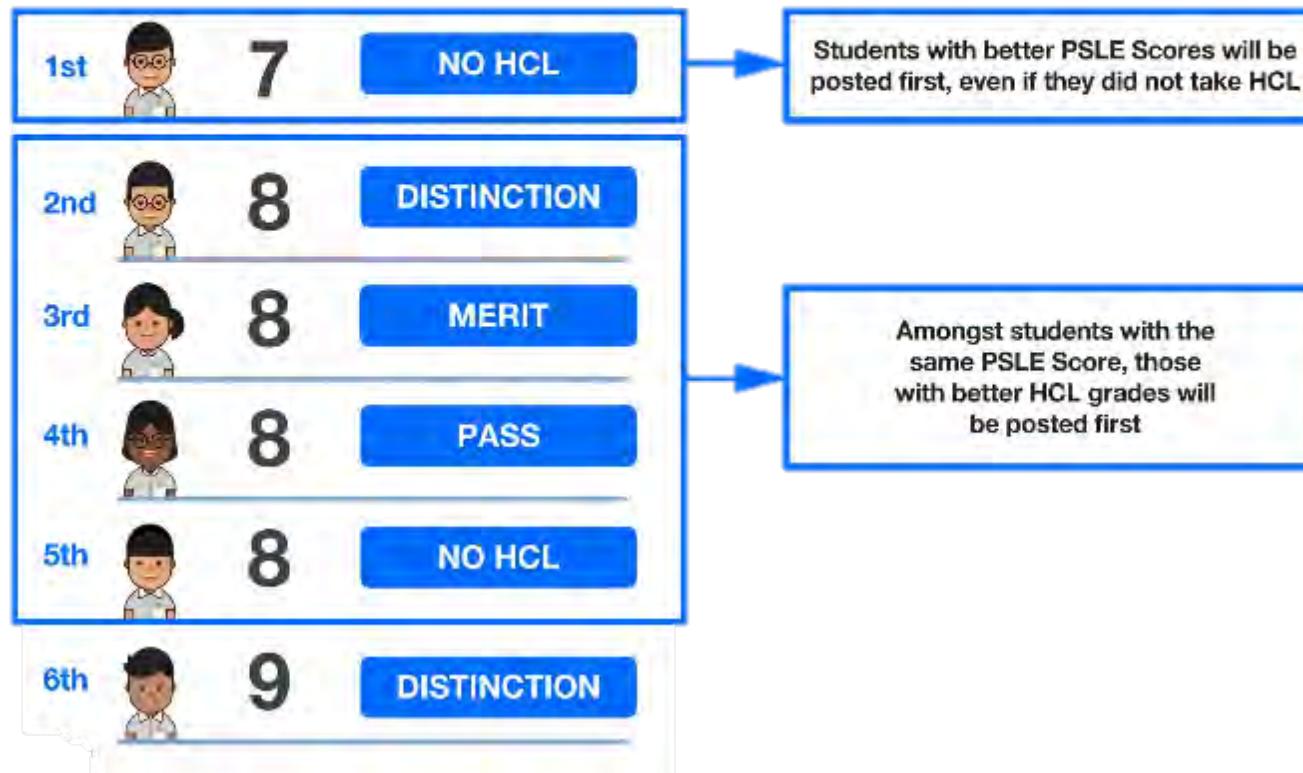
Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



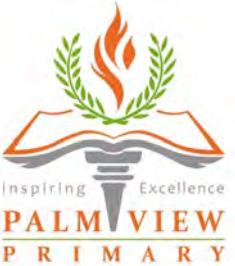
HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.



Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.

Progressive rollout of Full SBB

2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

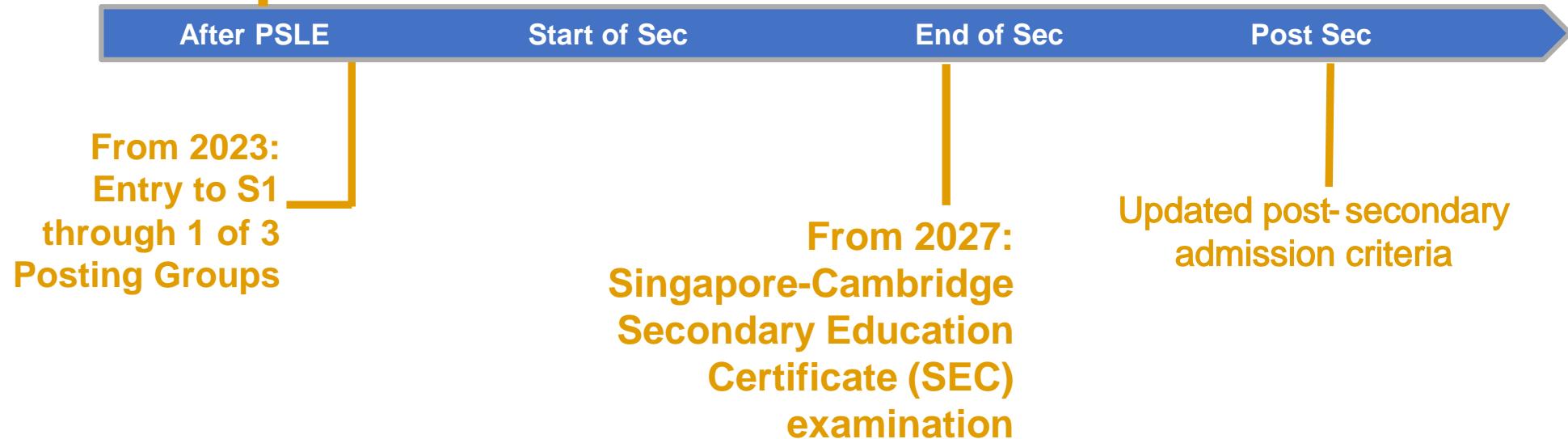


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FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- Mixed form classes and common curriculum subjects at Lower Secondary.
- Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- Greater flexibility to customise students' learning by offering subjects at various subject levels.
- Shift away from stream-based subject offerings.





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: Group 1, 2 and 3.

Objective: Ensures that schools continue to admit 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.

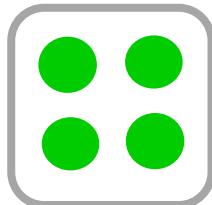
- Posting Groups assigned based on PSLE Scores mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

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 <i>(with AL 7 in EL and MA)</i>	1	G1

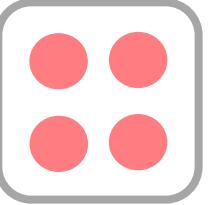


FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

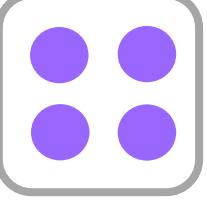
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream

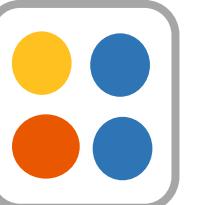
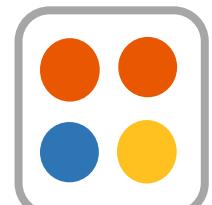


Students in N(A) stream



Students in N(T) stream

With Full SBB:
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
- Provides students with **more opportunities** to interact with other students of different strengths and interests.
- Enables students to **build meaningful friendships and learn to value different perspectives**.



Students posted through PG3



Students posted through PG2



Students posted through PG1



FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects
taken in mixed form classes
(~1/3 curriculum time)

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC

1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2





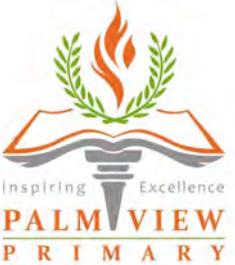
OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL [^]	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

[^]Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.



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Choosing Suitable Secondary Schools



Factors to Consider

Preparing for S1 Posting Exercise



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PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>

MySkillsFuture
Student Portal (Primary)



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



HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)



PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.



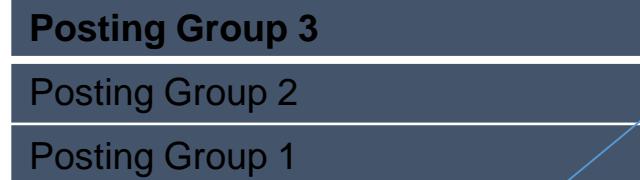
EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

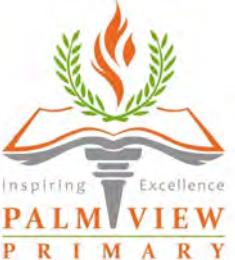
PSLE Score range of 20XX (previous year's S1 Posting Exercise)



5 (D) - 12 (P)

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].



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SCHOOL CHOICE JOURNEY

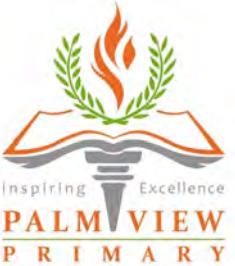
- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.





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Direct School Admission (DSA-Sec Exercise)



Entering a Secondary School

- Based on a student's PSLE score
- Most students enter secondary schools this way
- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognizes
- Allows students to access school programmes to develop their talents



DSA-Sec Categories

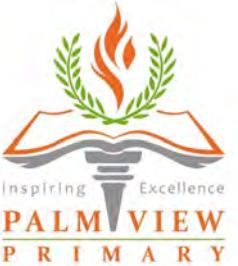
Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

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



Which school should my child apply to?

- Look for a school with **programmes that matches your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** of what each school offers by:
 - Visiting the MOE's DSA - Sec website
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environment and cultures



What is the timeline for DSA-Sec?

Apply for DSA - Sec through [DSA-Sec Application Portal](#).

Rank and submit your offers, if you receive offers from multiple schools

(4 weeks)
May - June

July - September

Late - November

Late October –
early November

Shortlisting and selection by secondary schools through online platforms. Each secondary school has different selection criteria for its categories and programmes. Schools will inform you of the selection outcome **by September**.

You will know whether you have been allocated to a school through the DSA-Sec, at the same time you receive your PSLE results.



What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at student's **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.



Examples of Possible Choice Combinations

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EXAMPLE 1

Talent(s)	School(s)	
Choir	School A	
Choir	School B	
Choir	School C	

Your child can apply to up to three different schools, with no restrictions on the talent areas.

EXAMPLE 2

Talent(s)	School(s)	
Choir	School A	
String Orchestra	School A	
Choir	School B	

If your child chooses two areas in one school, he/she can apply to **two different schools only**.

EXAMPLE 3 (Not allowed)

Talent(s)	School(s)	
Choir	School A	
String Orchestra	School A	
Mathematics	School A	

Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.



What are the possible DSA-Sec outcomes?

- **Confirmed Offer (CO)** - Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a course the school offers.
- **Wait List (WL)** - Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a course the school offers. Allocation will be based on students' rank on the school's Wait List.
- **Unsuccessful** - Your child has not been given a place in the school. If your child still wishes to enter the school he/she has applied for, he/she can apply through the S1 Posting process using his/her PSLE results.



If my child have a DSA-Sec Confirmed Offer, does it mean that his/her PSLE results will not matter?

- Your child's PSLE results will still be **used to determine the secondary school course he/she is eligible** for (i.e. posting group)
- Even if he/she has a Confirmed Offer, he/she **must qualify for a course offered by the school** to be admitted to the DSA

Example: Leo has a Confirmed Offer from Courage Secondary, which offers PG 3 only. However, Leo's PSLE results qualify him for a PG 2 school. Hence, Leo will not be able to go to Courage Secondary through DSA – Sec. If he is not allocated a place in another DSA – Sec school whose CO/ WL offer he had accepted at the School Preference stage, he will participate in the S1 Posting.



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ENTERING SCHOOLS THROUGH DSA-SEC

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



**Before
MAY**

Explore schools and their talent areas, and shortlist suitable schools



MAY

Apply for DSA



**JUN to
SEP**

Attend selection trials, interviews and auditions



By SEP

Receive DSA offers if successful



As you and your child explore secondary school options together, you may wish to consider a school that offers one of MOE's Art / Music programmes if your child shows interest in and passion for Art or Music:

- **Art Elective Programme (AEP)(Sec 1–4)**
- **Music Elective Programme (MEP)(Sec 1–4)**
- **Enhanced Art Programme (EAP)(Sec 3–4)**
- **Enhanced Music Programme (EMP) (Sec 3–4)**



MOE Art and Music Programmes (Secondary)

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



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MOE Art Programmes

Secondary Art Programmes: AEP or EAP?

The **Art Elective Programme (AEP)** and **Enhanced Art Programme (EAP)** aim to nurture students with interest, potential, and passion in art and design.

	AEP	EAP
Programme Aims	To develop students with interest, potential, and passion to pursue an in-depth study of art and design.	
Programme Duration	4 Years (Secondary 1 – 4)	2 Years (Secondary 3 – 4)
Enrolment Period	Beginning of Sec 1	End of Sec 2
Impact on other Subjects	Takes AEP instead of D&T and FCE in lower secondary, hence not eligible for D&T and F&N at upper secondary	Lower secondary subjects are not affected
Subjects Offered	G3 Higher Art	G3 Art*
Option for Centre-Based Learning	Yes (AEP Centre at National Junior College)	No (Students must enrol in schools offering EAP)
Combined Schools Enrichment	Milestone experience and workshops with invited Arts practitioners, designed in collaboration with institutes of higher learning, biennial art festival, etc.	Milestone experience and workshops with invited Arts practitioners, designed in collaboration with institutes of higher learning

*Currently, none of the EAP schools offer G3 Higher Art, but as the situation can change year on year, it would be best to check in with the school of interest directly.



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MOE Art Programmes

Secondary schools offering AEP or EAP



AEP is offered in 7 schools to their own students (in-house):

- Bukit Panjang Govt High School
- CHIJ Secondary (Toa Payoh)
- Hwa Chong Institution
- Nanyang Girls High School
- National Junior College
- Victoria School
- Zhonghua Secondary School

There is one AEP Centre for students from non-AEP / non-EAP schools across Singapore:

National Junior College

EAP is offered in 9 schools to their own students:

- CHIJ Katong Convent
- Jurong West Secondary School
- Meridian Secondary School
- Nan Chiau High School
- Naval Base Secondary School
- New Town Secondary School
- Ngee Ann Secondary School
- Orchid Park Secondary School
- St Andrew's Secondary School



MOE Art Programmes

AEP

Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)



The **AEP** aims to develop students as practitioners, scholars, advocates and leaders in the arts. Students can expect:

- An extended and balanced art curriculum comprising studio practice and art discourse components.
- Exposure to a range of art forms, media and creative processes.
- Access to specialised studio facilities, equipment and resources.
- Collaborative learning experiences with other AEP students through combined schools events and workshops.
- Opportunities to learn and collaborate with AEP students from other schools.
- Opportunities to learn from arts industry professionals, and staff and students from Institutes of Higher Learning.
- Opportunity to offer G3 Higher Art.



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MOE Art Programmes



AEP

Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)



To apply for AEP at Secondary 1

The selection exercise is determined by the AEP school and can involve:

- Short art tasks
- Review of portfolio
- Interview

The exercise typically:

- focuses on evaluating students' suitability based on basic art skills, imagination, expressive and conceptual capacities, artistic dispositions, etc.
- makes fair consideration for students who may have had less access to additional developmental experiences and resources relative to their peers.

Students' portfolios are not expected to be extensive. Portfolios should be assembled to best reflect students' artistic abilities and potential in relation to their own interests and experiences.

Suitable works done in school are perfectly acceptable.



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MOE Art Programmes

AEP

Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)

NJC also operates as an AEP Centre which extends the programme to students from all non-AEP/EAP schools. Students will travel to NJC for their weekly lessons throughout the four-year secondary level programme and enjoy the same specialised and rigorous AEP curriculum in art making and appreciation.

To apply for AEP @ NJC at Secondary 1:

- ✓ Must pass a selection exercise comprising short art tasks and/or a portfolio interview.
- ✓ Requires endorsement from student's own secondary school.
- ✓ Application window in first two weeks of January (More info will be provided upon entering secondary school. Info may also be accessed via <https://moe.gov.sg/aep> from November 2025 onwards).



MOE Art Programmes

AEP

Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)



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AEP School	AEP Schools' website
Bukit Panjang Govt. High School	https://www.bpghs.moe.edu.sg
CHIJ Secondary (Toa Payoh)	https://www.chijsec.edu.sg
Hwa Chong Institution	https://www.hci.edu.sg
Nanyang Girls' High School	https://www.nygh.edu.sg
National Junior College	https://nationaljc.moe.edu.sg
Victoria School	https://victoria.moe.edu.sg
Zhonghua Secondary School	https://www.zhonghuasec.moe.edu.sg

For more information about the Art Elective Programme, visit: <https://moe.gov.sg/aep>



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MOE Art Programmes

EAP

Enhanced Art Programme (EAP) 2-year (Sec 3 – Sec 4)



The **EAP** aims to develop students to further their passion in art, design, media and technology. Students can expect:

- An enriched and balanced upper secondary art curriculum with a focus on applied arts.
- Exposure to specialised art media, equipment and creative processes.
- Collaborative learning experiences with other EAP students through combined schools events and workshops.
- Opportunities to learn from professionals about jobs and practices in the arts and creative industries.
- Opportunity to offer G3 Art or G3 Higher Art.

**Currently, none of the EAP schools offer G3 Higher Art. However, since the situation can change from year to year, it would be best to directly check with the school of interest.*



MOE Art Programmes



EAP

Enhanced Art Programme (EAP) 2-year (Sec 3 – Sec 4)



To apply for EAP at end of Secondary 2

The selection exercise is determined by the EAP school and usually involves short art tasks and/or a portfolio review or interview. The exercise:

- focuses on evaluating students' suitability across a spectrum including fundamental art skills, imagination, expressive and conceptual capacities, artistic dispositions, etc.
- Interest, artistic aptitude and potential are taken into consideration.

More information can be found through each school's Art department.



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MOE Art Programmes

EAP

Enhanced Art Programme (EAP) 2-year (Sec 3 – Sec 4)

EAP School	EAP schools' websites
CHIJ Katong Convent	https://www.chijkatongconvent.moe.edu.sg/
Jurong West Secondary School	https://jurongwestsec.moe.edu.sg/
Meridian Secondary School	https://meridiansec.moe.edu.sg/
Nan Chiau High School	https://www.nanchiauhigh.moe.edu.sg/
Naval Base Secondary School	https://navalbasesec.moe.edu.sg/
New Town Secondary School	https://newtownsec.moe.edu.sg/
Ngee Ann Secondary School	https://ngeeannsec.moe.edu.sg/
Orchid Park Secondary School	https://www.orchidparksec.moe.edu.sg/
St Andrew's Secondary School	https://www.standrewssec.moe.edu.sg/

For more information about the Enhanced Art Programme, visit: <https://moe.gov.sg/eap>



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MOE Music Programmes

Secondary Music Programmes: MEP or EMP?

The **Music Elective Programme (MEP)** and **Enhanced Music Programme (EMP)** aim to nurture students with interest, potential and passion in music.

	MEP	EMP
Programme Aims	To develop students with interest, potential, and passion to pursue an in-depth study of music.	
Programme Duration	4 Years (Secondary 1 – 4)	2 Years (Secondary 3 – 4)
Enrolment Period	Beginning of Sec 1	End of Sec 2
Impact on other Subjects	Takes MEP instead of D&T and FCE in lower secondary, hence not eligible for D&T and F&N at upper secondary	Lower secondary subjects are not affected
Subjects Offered	G3 Higher Music	G3 Music / Higher Music*
Option for Centre-Based Learning	Yes (Anglo-Chinese School (Independent), Dunman High School)	No (Students must enrol in schools offering EMP)
Combined Schools Enrichment	Annual Combined MEP & EMP Camp for Secondary 3 Students (including workshops with invited Music practitioners) Biennial Combined Music Schools' Concert	

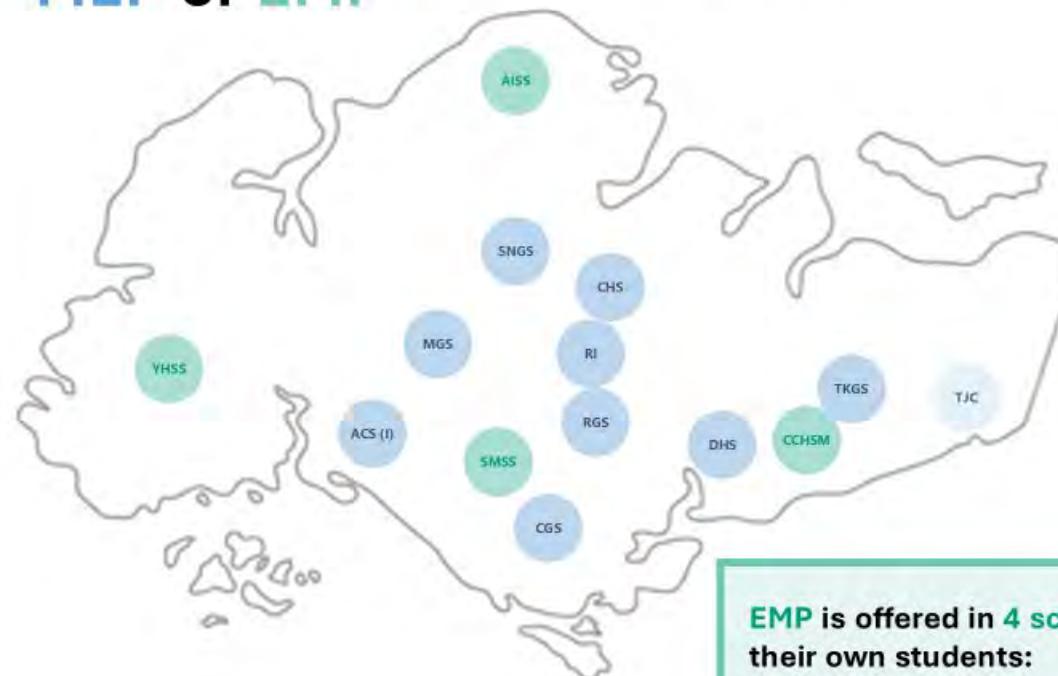
*Teachers may recommend students to offer G3 Higher Music depending on students' interest and readiness.



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MOE Music Programmes

Secondary schools offering MEP or EMP



EMP is offered in 4 schools to their own students:

- Ahmad Ibrahim Secondary School
- Chung Cheng High School (Main)
- St. Margaret's School (Secondary)
- Yuhua Secondary School

MEP is offered in 10 schools to their own students ('in-house'):

- Anglo-Chinese School (Independent)
- Catholic High School
- CHIJ St. Nicolas Girls' School
- Crescent Girls' School
- Dunman High School
- Methodist Girls' School
- Raffles Girls' School
- Raffles Institution
- Tanjong Katong Girls' School
- Temasek Junior College

There are 2 MEP centres for students from non-MEP / non-EMP schools across Singapore:

- Anglo-Chinese School (Independent)
- Dunman High School



MOE Music Programmes



MEP

Music Elective Programme (MEP)

4-year (Sec 1 – Sec 4)

The **MEP** aims to develop students as practitioners, scholars, advocates and leaders in the arts. Students can expect:

- An extended and balanced music curriculum that develops skills in Listening, Creating, Performing and Research
- An in-depth study of Asian, Classical, Jazz, Popular and Multimedia genres
- Access to specialised facilities such as practice studios, music technology equipment and other resources (e.g. scores and audio-visual materials)
- Opportunities to learn and collaborate with MEP, EMP, and G3 Music students from other schools
- Opportunities to learn from music industry professionals through masterclasses and studio sessions
- Opportunity to offer G3 Higher Music.



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MOE Music Programmes



MEP

Music Elective Programme (MEP)

4-year (Sec 1 – Sec 4)



To apply for MEP at Secondary 1

The selection exercise usually involves an audition, listening test and interview to assess students' potential and interest.

- i. Audition: Perform 2 contrasting solo pieces on an instrument (e.g. piano, trumpet, gambus, erhu, sitar) or voice, lasting no longer than 5 minutes in total.
- ii. Listening Test: Listen to 8–10 short musical extracts, taken from a range of musical traditions, and respond to 25 MCQ questions.
- iii. Interview: Share musical aspirations and interests with a panel of music teachers. Applicants who have composed music could upload their scores and/or recordings as part of their online application.



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MOE Music Programmes



Music Elective Programme (MEP)

4-year (Sec 1 – Sec 4)

MEP Centres:

Anglo-Chinese School (Independent) and Dunman High School also operate as **MEP Centres** which extend the programme to students from all non-MEP/EMP schools. Students will travel to ACS (Indep) or DHS for their weekly lessons throughout the four-year secondary level programme and enjoy the same specialised and rigorous MEP curriculum in Listening, Creating, Performing and Research.

To apply for MEP Centres at Secondary 1:

- ✓ Must pass a selection exercise comprising an e-Audition, e-Listening Test and Interview.
- ✓ Requires endorsement from student's own secondary school.
- ✓ Application window in first two weeks of January (More info will be provided upon entering secondary school. Info may also be accessed via <https://moe.gov.sg/mep> from November 2025 onwards.)





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MOE Music Programmes

MEP

Music Elective Programme (MEP) 4-year (Sec 1 – Sec 4)



MEP School	MEP Schools' website
Anglo-Chinese School (Independent)	https://www.acsindep.moe.edu.sg/
Catholic High School (Secondary)	https://catholichigh.moe.edu.sg/
CHIJ St. Nicholas Girls' School (Secondary)	https://chijstnicholasgirls.moe.edu.sg/
Crescent Girls' School	https://www.crescent.edu.sg/
Dunman High School	https://dunmanhigh.moe.edu.sg/
Methodist Girls' School	https://www.mgs.moe.edu.sg/
Raffles Girls' School	https://www.rgs.edu.sg/
Raffles Institution	http://www.ri.edu.sg/
Tanjong Katong Girls' School	https://tkgs.moe.edu.sg/
Temasek Junior College	https://www.temasekjc.moe.edu.sg/

For more information about the Music Elective Programme, visit: <https://moe.gov.sg/mep>



MOE Music Programmes



EMP

Enhanced Music Programme (EMP)

2-year (Sec 3 – Sec 4)

The **EMP develops students' musical understanding in different music traditions, theory and practices in the creative industries. Students can expect:**

- A holistic curriculum which develops understanding and skills in different fields of music, such as Asian, Classical, Jazz, Popular and Multimedia genres, with exposure to arts production and management for music events.
- Access to specialised facilities such as practice studios, music technology equipment and other resources (e.g., scores and audio-visual materials)
- Opportunities to collaborate and learn with EMP, MEP and O-Level Music students from other schools
- Opportunities to learn from music industry professionals through masterclasses and studio sessions
- Opportunity to offer G3 Music or G3 Higher Music.



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MOE Music Programmes



EMP

Enhanced Music Programme (EMP) 2-year (Sec 3 – Sec 4)



To apply for EMP at end of Secondary 2

The school-based selection exercise usually involves an audition, listening test and interview to assess students' potential and interest.

- i. Audition: Perform 2 contrasting solo pieces on an instrument (e.g., piano, trumpet, gambus, erhu, sitar) or voice, lasting no longer than 5 minutes in total.
- ii. Listening Test: Listen to 8–10 short musical extracts, taken from a range of musical traditions, and respond to 25 MCQ questions.
- iii. Interview: Share musical aspirations and interests with a panel of music teachers. Applicants who have composed music could upload their scores and/or recordings as part of their online application.



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MOE Music Programmes

EMP

Enhanced Music Programme (EMP) 2-year (Sec 3 – Sec 4)



EMP School	EMP schools' websites
Ahmad Ibrahim Secondary School	https://ahmadibrahimsec.moe.edu.sg/
Chung Cheng High School (Main)	https://chungchenghighmain.moe.edu.sg/
St. Margaret's School (Secondary)	https://stmargaretssec.moe.edu.sg/
Yuhua Secondary School	https://yuhuasec.moe.edu.sg/

For more information about the Enhanced Music Programme, visit: <https://moe.gov.sg/emp>



I'm interested!

What do I need to do next?

	AEP/MEP 4-Year In-House Programme	AEP/MEP 4-Year Centre Programme	EAP/EMP 2-Year Upper Sec In-House Programme
1. Application	<p>Select schools that offer the AEP/MEP as top choice(s) in the Sec 1 Posting Exercise if PSLE score meets school cut-off points.</p> <p>[Visit the school's website and check in with the AEP/MEP teachers on application details]</p>	<p>If choice school does not offer special programme, apply for centres through secondary school at the start of the school term.</p> <p>[Check https://moe.gov.sg/aep or https://moe.gov.sg/mep for application details]</p>	<p>Select schools that offer the EAP/EMP as top choice(s) in the Sec 1 Posting Exercise if PSLE score meets school cut-off points.</p> <p>[Visit the school's website and check in with the EAP/EMP teachers on application details]</p>
2. Selection Exercise	<p>Clear Selection Exercise at the start of Term 1 (or in end Dec). Check in with the school for details.</p>	<p>Clear Selection Exercise in Sec 1, Term 1.</p>	<p>Clear Selection Exercise at end of Sec 2.</p>
3. Commencement of Lessons	<p>Begin AEP/MEP lessons from Sec 1, Term 1.</p>	<p>Begin AEP/MEP lessons from Sec 1, Term 2.</p>	<p>Begin EAP/EMP lessons from Sec 3, Term 1.</p>



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Find out more!

Programme	Weblinks
AEP	https://moe.gov.sg/aep
EAP	https://moe.gov.sg/eap
MEP	https://moe.gov.sg/mep
EMP	https://moe.gov.sg/emp





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Academic Matters - Upper Primary



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Supporting our Students' Learning: Typical Week for P5 & P6 students

Monday	Tuesday	Thursday	Friday
CCA P5-P6 (P5: Badminton & Table Tennis - Tue)	ASAP <u>Curriculum</u> P6: FMA <u>Enrichment</u> P5-P6: EL TD P5: E2K SCI / E2K MA <u>Remediation</u> P5-P6	ASAP <u>Curriculum</u> P5: FMA P5-P6: HMT <u>Remediation</u> P5-P6	

Academic Year Plan for P5 & P6 students (Semester 1)



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P5	T1W3: CCA begins T1W4: ASAP remediation begins		13 Mar: e-PCTC 14 to 22 Mar: School Hols (Hari Raya Puasa: School Holiday on 23 Mar)	Term 2: WA1	Term 2: WA1	30 May to 28 Jun: School Holidays
P6	T1W3: CCA begins T1W3: ASAP remediation begins				T2W5: Oral Practice Term 2: WA	25-26 Jun: P6 ASAP (selected students)

Academic Year Plan for P5 & P6 students (Semester 2)



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P5	Term 3: WA2		5-13 Sep: School Holidays (Teacher's Day: School Holiday on 4 Sep)	T4W2: EYE Oral	T4W4: EYE Paper 1 T4W5: EYE LC T4W7: EYE Written	T4W9: PCTC - Phone call (selected students only)
P6	T3W4: Prelim Oral	T3W7: PSLE Oral (tentative) T3W8-W9: Prelim LC & Written	10-11 Sep: P6 ASAP (ALL students)	T4W1: PSLE LC (tentative) T4W2: PSLE Study Break (tentative) T4W2-W3: PSLE Written (tentative)	T4W4 onwards: Post-PSLE Programme 18 Nov: P6 Graduation	23-25 Nov: Release of PSLE results (tentative)



Inspiring Excellence
PALM VIEW
PRIMARY

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Important dates for Primary School Leaving Examination 2026



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PSLE 2026 Calendar (updated as at 23 January 2026)

PSLE	Dates
Oral Examination	Wed, 12 August and Thu, 13 August
Listening Comprehension	Tue, 15 September
Written Examination	Thu, 24 September – Wed, 30 September
Marking Exercise	Mon, 12 October – Wed, 14 October

Post-PSLE Key Events (tentative)



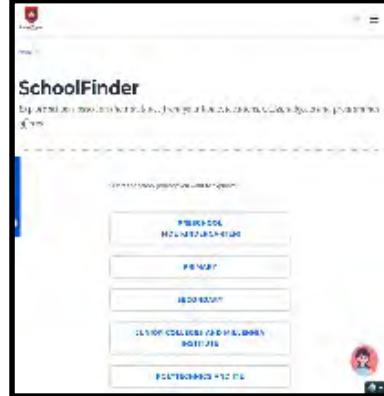
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Stage	Key Events	Tentative Dates
1	Release of PSLE Results	23 - 25 Nov (tentative)
2	Submission of S1 Option Form for secondary school options <i>(S1 Internet System-Online / School)</i>	Usually 7 calendar days starting from release of PSLE results
3	Release of School Posting Results <i>(SMS, Online, Interactive Voice Response System or schools)</i>	Late Dec
4	Report to Secondary Schools for Registration	Check secondary school's website

PREPARING FOR THE S1 POSTING EXERCISE



SCHOOL
FINDER



My SKILLS future



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OCTOBER

NOVEMBER

DECEMBER

- Release of PSLE results
- Online Submission of S1 School Choices and Options



- Release of S1 Posting results





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Implementation of P6 SCI and FSC 2023 Syllabuses and Revised PSLE Exam Format (effective from 2026 PSLE)



Science Curriculum Framework

Science for Life and Society



Personal /
Functional

Cultural /
Civic

Professional /
Economic

Possess scientific mind-sets and practical knowledge of science and its applications to make everyday decisions, solve problems, and improve one's life.

Appreciate science as humanity's intellectual and cultural heritage, the beauty and power of its ideas, as well as participate in socio-scientific issues ethically and in an informed manner.

Apply scientific knowledge and skills, as well as adopt scientific attitudes and mind-sets to innovate and push new frontiers.

**Grounded in strong Science fundamentals:
Scientific Knowledge, Practices and Values**

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work



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Syllabus Organisation

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	<ul style="list-style-type: none">Diversity of living and non-living things (General characteristics and classification)Diversity of materialsCycles in plants and animals (Life cycles)Interaction of forces (Magnets) <ul style="list-style-type: none">Cycles in matter and water (Matter)Human system (Digestive system)Plant system (Plant parts and functions)Energy forms and uses (Light)Energy forms and uses (Heat) <ul style="list-style-type: none">Cycles in matter and water (Water)Cycles in plants and animals (Reproduction)Plant system (Respiratory and circulatory systems)Human system (Respiratory and circulatory systems)Electrical system <ul style="list-style-type: none">Energy forms and uses (Photosynthesis)<u>Energy conversion</u>Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>)Interactions within the environment			

Note: Underlined topics are not required in the Foundation Science Syllabus



Syllabus Content (Addition and Deletion of LOs)

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems	Cycles . Systems . Interactions	Interactions . Energy	
Topics	<ul style="list-style-type: none"> Diversity of living materials Diversity of materials 	<ul style="list-style-type: none"> Cycles in matter and water (Water) Cycles in plants and animals (Reproduction) 	<ul style="list-style-type: none"> Cycles in matter and water (Water) Cycles in plants and animals (Reproduction) 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) Energy conversion Interactions within the environment
<ul style="list-style-type: none"> (-) Remove cell system as a <u>topic</u> (+) Introduce concept of cell as basic unit of life under Cycles in plants and animals (Reproduction) (+) Include property of 'Light travels in straight lines' in a LO under Energy forms and uses (Light) (+) Include concept of 'Heat is a form of energy' in a LO under Energy forms and uses (Heat) 	<ul style="list-style-type: none"> Plant system (Plant parts and functions) Energy forms and uses (Light) Energy forms and uses (Heat) 	<ul style="list-style-type: none"> Human system (Respiratory and circulatory systems) Electrical system 	<ul style="list-style-type: none"> (+) Include concept of respiration, focusing on the release of energy from food, in a LO under Energy forms and uses (Photosynthesis) 	

Note: Underlined topics are not required in the Foundation Science Syllabus



SCIENCE (STANDARD)

EXAMINATION FORMAT

Format of Paper

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

Table 1

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	30	2	60
B	Structured	10 - 11	2 - 5	40

- Booklet A consists of 30 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
- Booklet B consists of 10 - 11 structured questions. Each structured question carries 2, 3, 4 or 5 marks.

Candidates are required to answer all the questions in the two booklets.

Duration of Paper

The duration of the paper is 1 hour 45 minutes.



FOUNDATION SCIENCE

EXAMINATION FORMAT

Format of Paper

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

Table 1

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	20	2	40
B	Short response and Structured Questions	9 - 11	2 - 4	30

- (a) Booklet A consists of 20 multiple-choice questions with *three* options. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of 9 - 11 short response and structured questions. Short response items, e.g. 'Fill in the blanks', 'Matching', etc will carry about 10 marks and may be part of a structured question.

Candidates are required to answer all the questions in the two booklets.

Duration of Paper

The duration of the paper is 1 hour 15 minutes.



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Implementation of P6 MA and FMA 2021 Syllabuses and Revised PSLE Exam Format (effective from 2026 PSLE)

P4 Sequence for 2021 Syllabus

4A

1. Numbers to 100 000
 2. Factors and Multiples
 3. Four Operations of Whole Numbers
 4. Tables and Line Graphs
 5. Fractions (I)
 6. Fractions (II)
 7. Angles
 8. Rectangles and Squares
- 4B**
9. Decimals
 10. Four Operations of Decimals
 11. Pie Charts
 12. Area and Perimeter
 13. Nets
 14. Symmetry

SPIRAL
CURRICULUM

P5 Standard Mathematics

P5 Sequence for 2021 Syllabus (Std MA)

5A

1. Numbers to 10 Million
2. Four Operations of Whole Numbers
3. Fraction and Division
4. Four Operations of Fractions **NEW!**
5. Area of Triangle **NEW!**
6. Volume

5B

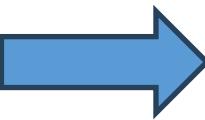
7. Decimals
8. Rate **NEW!**
9. Percentage **NEW!**
10. Angles **NEW!**
11. Properties of Triangles
12. Properties of Parallelogram, Rhombus and Trapezium **NEW!**

Ratio and Average will be learnt in Primary 6.

P5 and P6 Standard Mathematics

P5 Sequence for 2021 Syllabus (Std MA)	
5A	
1.	Numbers to 10 Million
2.	Four Operations of Whole Numbers
3.	Fraction and Division
4.	Four Operations of Fractions
5.	Area of Triangle
6.	Volume
5B	
7.	Decimals
8.	Rate
9.	Percentage
10.	Angles
11.	Properties of Triangles
12.	Properties of Parallelogram, Rhombus and Trapezium

SPIRAL
CURRICULUM



P6 Sequence for 2021 Syllabus (Std MA)	
1.	Fractions
2.	Ratio NEW!
3.	Percentage
4.	Angles in Geometrical Figures
5.	Circles NEW!
6.	Volume of Cube and Cuboid
7.	Average NEW!
8.	Algebra NEW!

P4 Sequence for 2021 Syllabus

4A

1. Numbers to 100 000
 2. Factors and Multiples
 3. Four Operations of Whole Numbers
 4. Tables and Line Graphs
 5. Fractions (I)
 6. Fractions (II)
 7. Angles
 8. Rectangles and Squares
-
- ### 4B
9. Decimals
 10. Four Operations of Decimals
 11. Pie Charts
 12. Area and Perimeter
 13. Nets
 14. Symmetry

P5 Foundation Mathematics

P5 Sequence for 2021 Syllabus (Edn MA)

5A

1. Numbers to 10 Million
2. Four Operations of Whole Numbers
3. Factors and Multiples
4. Fraction as Part of a Whole
5. Time
6. Angles
7. Perpendicular and Parallel Lines
8. Rectangles and Squares

5B

9. Mixed Numbers & Improper Fractions
10. Multiplication of Fractions
11. Decimals
12. Four Operations of Decimals
13. Rate **NEW!**
14. Area and Perimeter
15. Volume **NEW!**
16. Tables and Graphs



P5 and P6 Foundation Mathematics

P5 Sequence for 2021 Syllabus (Fdn MA)	
5A	
1. Numbers to 10 Million	
2. Four Operations of Whole Numbers	
3. Factors and Multiples	
4. Fraction as Part of a Whole	
5. Time	
6. Angles	
7. Perpendicular and Parallel Lines	
8. Rectangles and Squares	
5B	
9. Mixed Numbers & Improper Fractions	
10. Multiplication of Fractions	
11. Decimals	
12. Four Operations of Decimals	
13. Rate	NEW!
14. Area and Perimeter	
15. Volume	NEW!
16. Tables and Graphs	
SPIRAL CURRICULUM	
P6 Sequence for 2021 Syllabus (Fdn MA)	
6A	
1. Fractions	
2. Decimals	
3. Percentage	NEW!
4. Average	NEW!
5. Volume	
6B	
6. Pie Charts	
7. Area of Triangle	NEW!
8. Properties of Triangles	NEW!
9. Angles in Triangles, Squares & Rectangles	NEW!

Revised PSLE Exam Format (Std Math)

The examination consists of two written papers comprising three booklets.



Curious Minds . Caring Hearts . Creative Spirits

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h 10 min
			8	2	16	
	B	Short-answer	12	2	24	1 h 20 min
		Short-answer	5	2	10	
2		Structured/ Long-answer	10	3, 4 or 5	40	2 h 30 min
		Total	45	-	100	

Paper 1
30 Questions
50 marks

Paper 2
15 Questions
50 marks

Notes

1. Both papers will be scheduled on the same day with a break between the two papers.
2. Paper 1 comprises two booklets. The use of calculators is **not allowed**.
3. Paper 2 comprises one booklet. The use of calculators is allowed.

Revised PSLE Exam Format (Fdn Math)



Curious Minds . Caring Hearts . Creative Spirits

The examination consists of two written papers comprising three booklets.

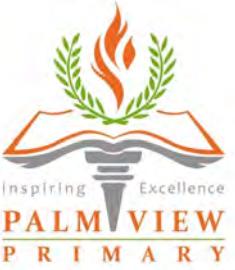
Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	8	2	16	45 min
		Short-answer	10	2	20	
2		Structured	4	3 or 4	14	45 min
Total		42	-	80		

Paper 1
28 Questions
46 marks

Paper 2
14 Questions
34 marks

Notes

1. Both papers will be scheduled on the same day with a break between the two papers.
2. Paper 1 comprises two booklets. The use of calculators is **not allowed**.
3. Paper 2 comprises one booklet. The use of calculators is allowed.



Academic Support

- **Write mathematical equations** to show full solutions clearly
- **Mastery of Multiplication tables (2, 3, 4, 5, 6, 7, 8, 9 times table) is critical**
- Factual fluency = strong foundation
- **Good number sense** is essential for checking - it helps decide if answer arrived at is reasonable
- **Good model drawing skill** helps in solving complex word problems
- **Cultivate good habits of mind**
- **Increase efforts - Persevere and Revise regularly**



What Can I Do As A Parent?

Active involvement in your child's learning

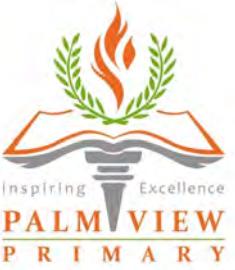
Promote a positive attitude towards Math.
Develop a growth mindset.

Ask your child to talk about and teach you Math.

Ensure that homework is completed neatly and all doubts clarified.

Work closely with and communicate your concerns with your child's teacher.





Curious Minds . Caring Hearts . Creative Spirits

Safety Matters @ PLVPS

School Safety Motto: *Safety Begins With Me*



Curious Minds . Caring Hearts . Creative Spirits



Main Gate/Gate B



To Sengkang Grand Mall

Gate B – Look out for vehicle turning in/ out

School Safety Motto: *Safety Begins With Me*



Safe Cycling

- Ensure your child's bicycle is in good condition.
- Follow safety rules when riding on roads.
- Dismount and push the bicycle when using pedestrian or zebra crossings.
- Inform the Form Teachers if your child is cycling to school



School Safety Motto: *Safety Begins With Me*



Students who come to school by car

- Encourage your child to sit on the left side of the car with the school bags and other belongings.
- Alight safely and quickly

School Safety Motto: *Safety Begins With Me*



Curious Minds . Caring Hearts . Creative Spirits



Students who take the public buses

- Stand behind the yellow line along bus stop.
- Do not stand too close to the road kerb.
- Queue up and wait for the bus to come to a complete stop before boarding.

School Safety Motto: *Safety Begins With Me*



Curious Minds . Caring Hearts . Creative Spirits



Students who take the school bus

- Encourage your child to wear the seat belt at all times
- Unbuckle the seat belt only when the bus comes to a stop
- Remain seated at all times.

*Thank you and have a lovely
weekend ahead!*

