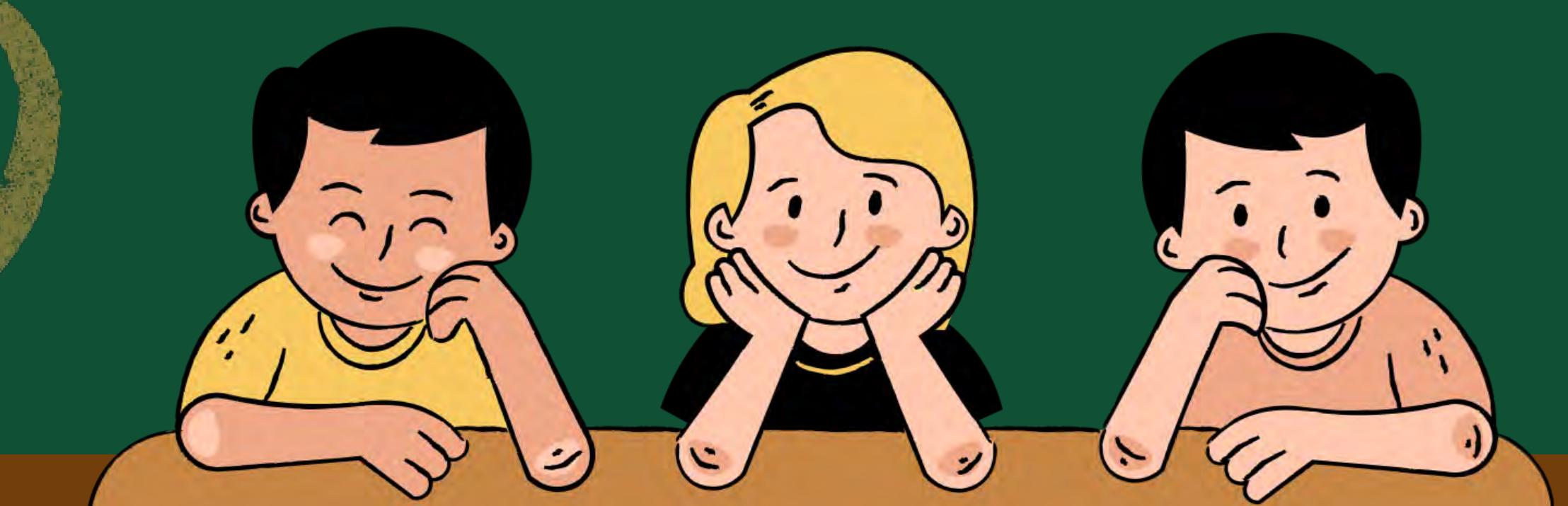


Talk on P4 Subject-Based Banding and Other School Matters

30 Jan 2026



what we will cover:

- 螺旋 What's new for students
- 螺旋 Implications for P5 and P6
- 螺旋 Implications for Sec Sch
- 螺旋 2025 PSLE Results
- 螺旋 How we can work together
- 螺旋 Followed by Curriculum Sharing by Subject Heads



Subject-Based Banding

SUBJECT-BASED BANDING

- To provide more flexibility to students with strengths and abilities that vary across subjects.
- Every child will be encouraged to do the subjects at the levels that best meet his abilities.

SQPS SUBJECT COMBINATIONS

We offer **6 subject combinations** that meet the needs of our students :

4S:	4 Standard subjects
4S1H:	4 Standard subjects + 1 Higher Mother Tongue Language
3S1FMA:	3 Standard subjects + 1 Foundation Mathematics
3S1FMTL:	3 Standard subjects + 1 Foundation Mother Tongue Language
2S2F:	2 Standard Subjects (EL&MT) + 2 Foundation Subjects (FMA&FSC)
4F:	4 Foundation Subjects



Implications for P5 and P6

OFFERING HMT

- The school would offer 4S1H if we have found the student suitable for this course. (85 marks and above for CL, TL or ML and at least 80 marks for the other subjects)
- Student taking 4S1H must ensure that he/she is able to meet the demands of a rigorous Pri 5 and P6 curriculum.
- Students are expected to sit for the HMTL paper in PSLE.

OFFERING HMT

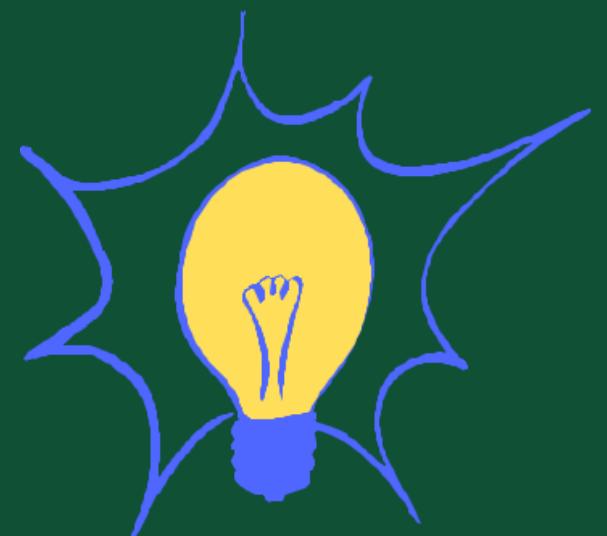
Although HCL results do not count towards the PSLE Score, if students with the same PSLE Score are vying for limited places in the same SAP school, those with better HCL grades will be allocated a place ahead of other students. This applies before the tie-breakers for S1 posting.

But students do not have to offer HCL at PSLE to qualify for a SAP school.

Only for application to SAP schools



SAP Schools



Anglican High School
Chung Cheng High School (Main)
Nan Hua High School
Nanyang Girls' High School
Catholic High School

CHIJ (St Nicholas Girls' School)
Maris Stella High School
Dunman High School
Hwa Chong Institution
River Valley High School
Nan Chiau High School

MOVEMENT AFTER P5

Pupil takes a subject combination determined by the school

End of P5

Pupils who do very well*

upgrade or continue with the same subject combination

Pupils who do not meet expectations

switch some subjects to foundation level

All other pupils

continue with the same subject combination

Primary School Leaving Examination (PSLE)

End of P6

MOVEMENT AFTER P5

At the end of P5, if child scores Band 1 in his foundation subjects, he can opt to do the subject at standard level. However, he may have to repeat the level at P5 so as to catch up with the rest of the subjects.

SUBJECT-BASED BANDING (PRI) & SECONDARY SCHOOL ADMISSION

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

SUBJECT-BASED BANDING (PRI) & SECONDARY SCHOOL ADMISSION

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

PSLE SCORE

Each subject will be scored using 8 bands known as Achievement Levels (AL), with **AL1 being the best score** and **AL8 being the lowest score**. The ALs reflect the student's level of achievement in the subject.

The student's **PSLE Score** will be the **sum of the four subject scores**.

AL Scores

The scores
can also be
found in the
Shuqunite
Diary
on page 35

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

SCORING FOR FOUNDATION SUBJECTS

If your child is taking Foundation subject, that subject will be graded A to C:

- mapped to Standard level subject to derive a student's overall PSLE score (see below)
- is based on the learning and assessment load of the subjects and informs students of their readiness at secondary level

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

EXEMPTION FROM MOTHER TONGUE LANGUAGE

Students who are **exempted from Mother Tongue** will receive an AL score between 6 - 8 as their Mother Tongue Language

The **score is decided by MOE**, depending on how well the student has done in English, Math and Science.

A cartoon illustration of a teacher with dark hair tied back, wearing a light yellow dress over an orange vest. She is standing in front of a chalkboard, pointing her right index finger upwards. In her left arm, she holds an open orange book with a black zipper. The background is a dark green chalkboard.

Implications for Secondary School

WITH FULL SUBJECT-BASED BANDING:

PSLE Score	Posting Groups	Indicative level for most subjects at start of Secondary 1
4 - 20	PG3	G3
21 and 22	PG2 or PG3	G2 or G3
23 and 24	PG2	G2
25	PG1 or PG2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	PG1	G1

Offering subjects at a more demanding level

Indicative Level of Most Subjects at Start of S1	PSLE Grade (Standard MTL)	PSLE Grade (Foundation Mother Tongue Language)	Option to offer MTL at
G3	AL 6	ALA	G2
	AL 7-8	AL B-C	G1 or G2
G2	AL 7-8	AL B-C	G1



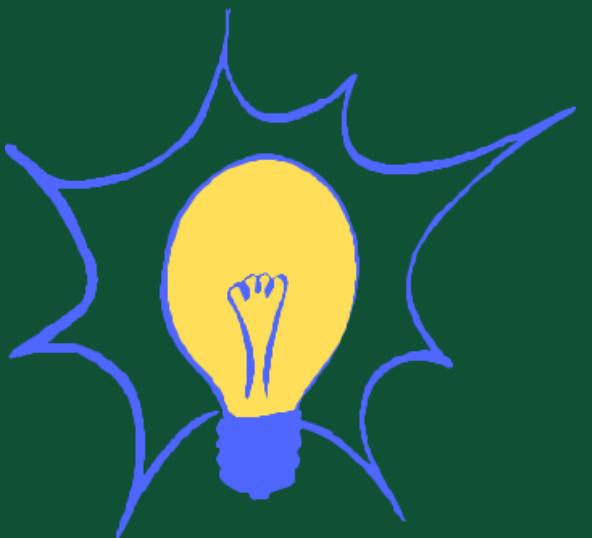
2025 PSLE Performance

PSLE Outcomes

Number of Candidates	194
Eligible for Secondary School	100%
Eligible for G3 Posting	66.5%
Eligible for G2 Posting	16.0%
Eligible for G1 Posting	17.5%



DSA Schools



Hillgrove Secondary School (1)

Hua Yi Secondary School (2)

Jurong West Secondary School (2)

NUS High School (1)

Raffles Girls' School (Secondary) (1)

River Valley High School (3)

School of Science and Technology, Singapore (2)

School of the Arts Singapore (1)

St Andrew's School (Secondary) (2)

Yuhua Secondary School (1)

Offered: 19

Accepted: 16



How we can
work together

Be a Caring and
Enabling Parent



By practising the 3 Rs:

Respectful

Communication

Role Modelling

Establishing Real

Connections



Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another



Respectful Communication

Listen, understand, and foster kind words and actions between you and your child



Have regular and genuine conversations with your child

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

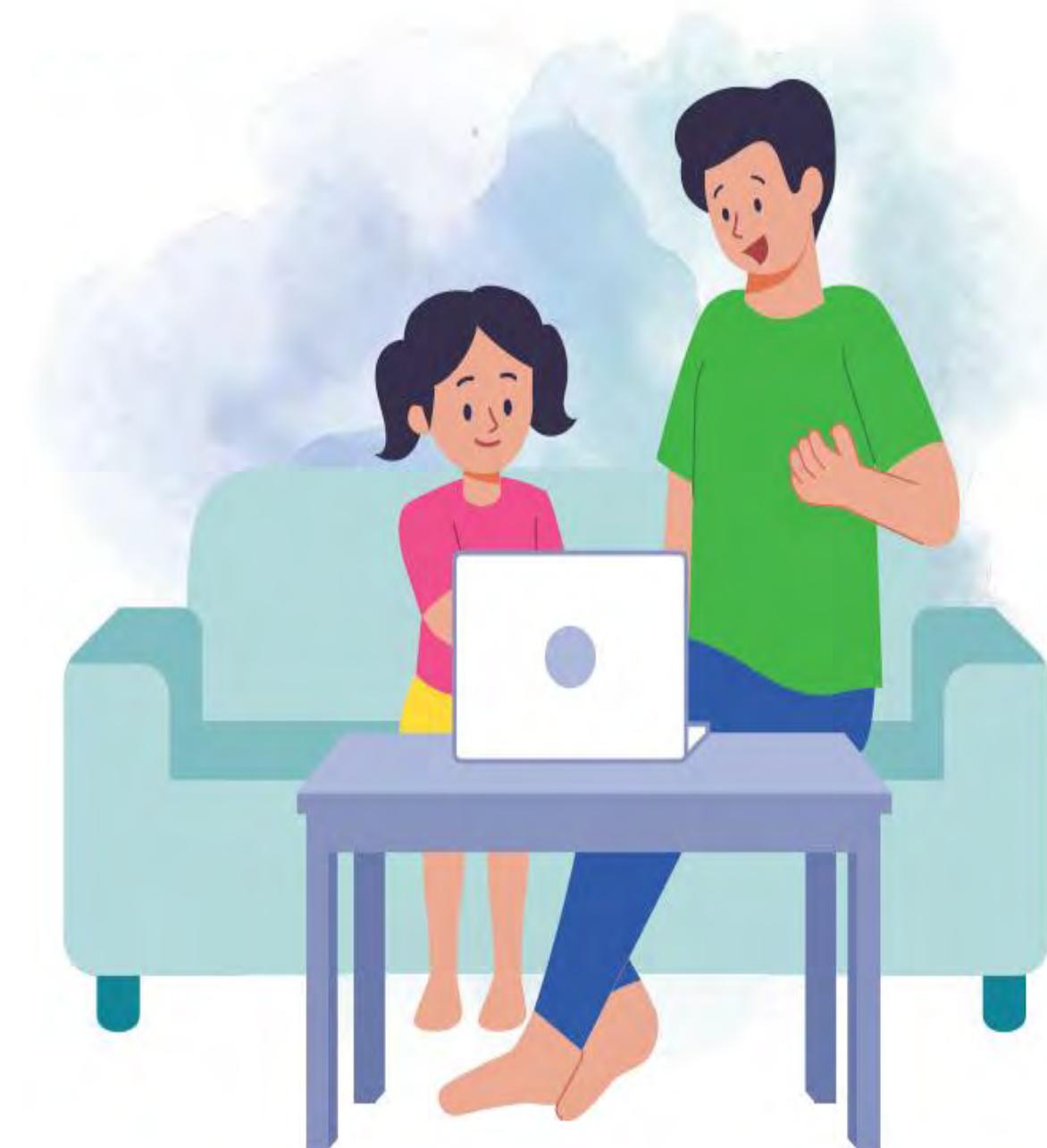


Communicate your actions and rationale.

- Let your child know you care for them and want them to be safe online.



Discuss with your child as you set parental controls to manage device use and stay safe online.



Role Models

Model the skills and values our children need for their mental well-being



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



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

Role Models

As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.



Role model healthy use of devices and social media and good online behaviour for your child/ward

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



Role modelling respectful conversations –

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



Real Connections

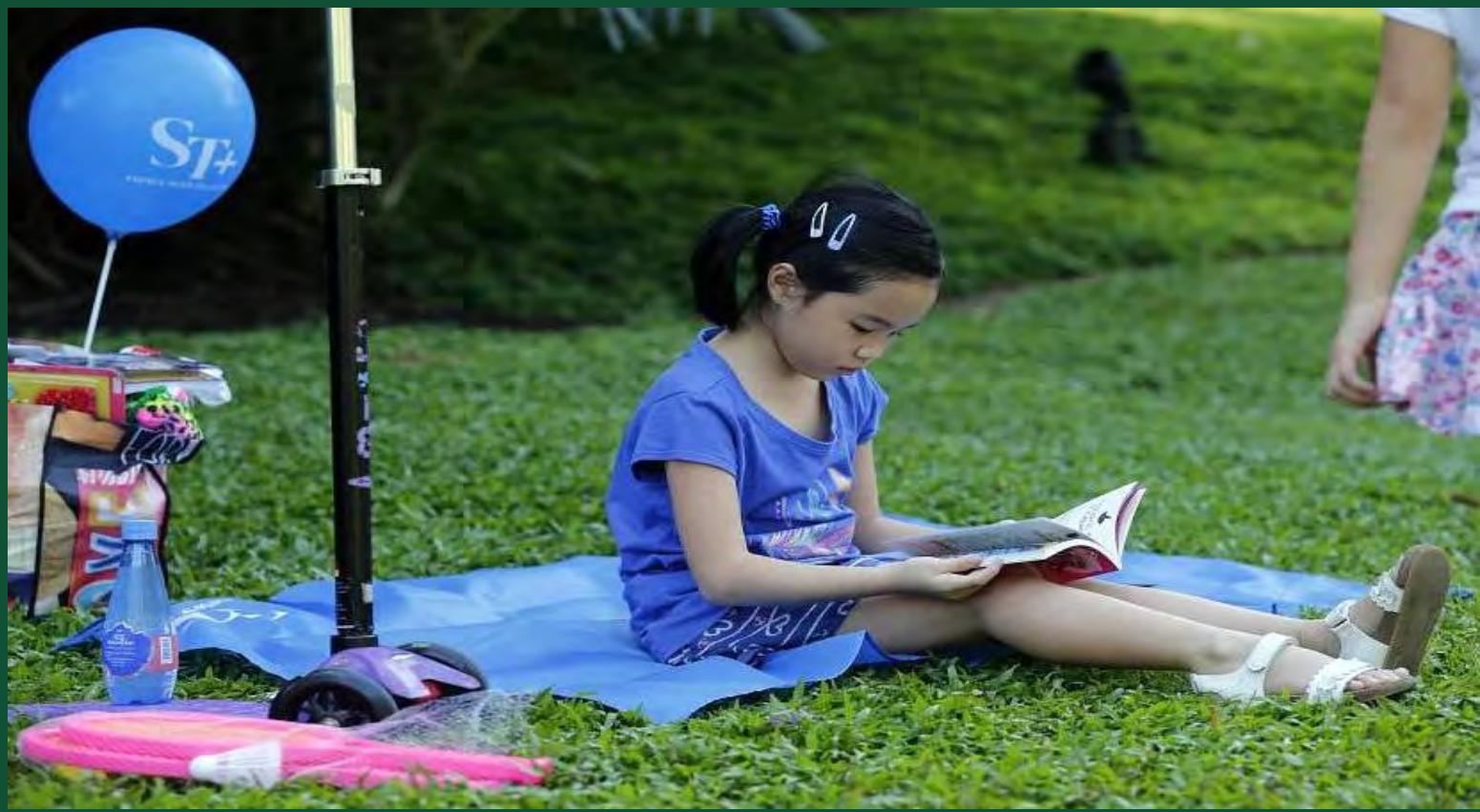
Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)





Parents want well-read kids, but are they themselves reading?

<https://www.straitstimes.com/opinion/parents-want-well-read-kids-but-are-they-themselves-reading>

[Parent Kit] Journeying Together, Growing Together - The Primary School Edition

PARENT KIT

Journeying Together, Growing Together The Primary School Edition



31 Jan 2025

As our children progress to Upper Primary, they will have new experiences both at school and home. These experiences may change how they wish to be supported. Let's give them the space to grow as they:

- ✿ discover new strengths and interests
- ✿ perform tasks more independently
- ✿ experience academic demands
- ✿ develop new friendships and expand their social circles



Our presence will be reassuring, and our words of encouragement will boost their self-confidence.

Be our children's cheerleaders.

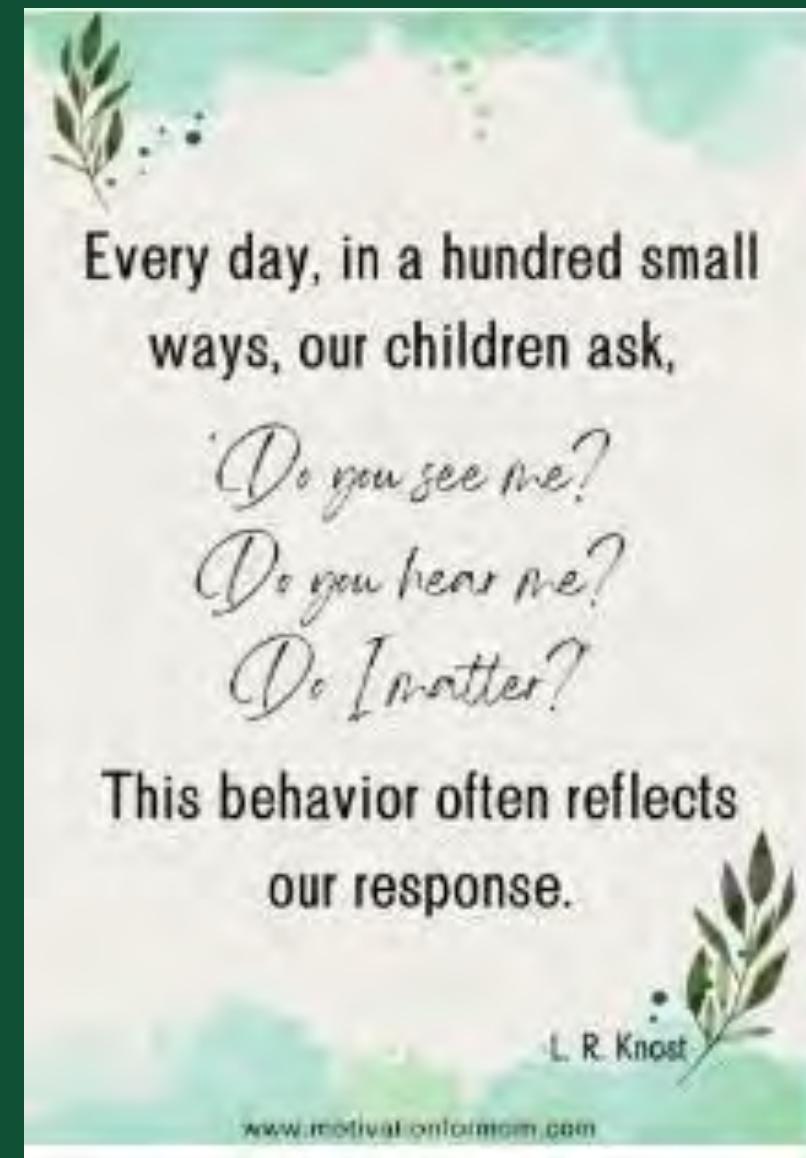
There may be more demands on their time as they learn to manage their studies, CCAs, social activities and friendships. We can offer support as they go through these changes.



<https://go.gov.sg/pk-journeyingtogether-growingtogether-upperpri-pg>



Parenting a ‘tween’



We look forward to partnering you to nurture the stars within your children!

Weighted Assessment

	Term 1	Term 2	Term 3	Term 4
2025	WA1 (15%)	WA2 (15%)	WA3 (15%)	End of Year Exam (55%)
2026		WA1 (15%)	WA2 (15%)	End of Year Exam (70%)

Rationale for Change

- Enhanced focus on deep learning rather than frequent testing
- More time for skill consolidation between assessments
- Reduced assessment anxiety from constant assessment cycles
- Alignment with best practices in educational assessment



Curriculum sharing by Subject Heads



ENGLISH LANGUAGE DEPARTMENT

Primary 4

Briefing on Subject Based Banding

Outline

1.EL Outcomes

2.Examination Format

3.How You Can Strengthen Your Child's

Use of EL

EL Learner Outcomes

1. Empathetic Communicators

- Possess the values, dispositions and skills to listen actively to different perspectives
- Communicate confidently and effectively

2. Creative Inquirers

- Explore and evaluate real-world issues and multiple perspectives
- Gather and synthesise information from print, non-print and digital resources

Skills for Writing

1. Plan and generate appropriate and interesting ideas
2. Develop, organise and express ideas coherently and cohesively
3. Use techniques that sustain readers' interest
4. Use the right words at the right time
5. Review, revise, proofread and edit to improve the story

Skills for Language Use & Comprehension

1) Language items

- Understand and use the **different grammar items** learnt
- Know the **meanings of words** and how words make meaning when put into sentences
- Understand the **meanings of sentences** based on structure and words used
- Use **contextual clues** to derive the answers
- Know the **spelling of a wide range of words**

2) Comprehension

- Understand the **text** using the recommended strategy of **annotation**
- Identify main details and **sequence of events**
- Know what is true and what is false in the text and justifying with reasons
- Know word meaning in context
- Predict before and after a particular event/thought/action

Skills for Listening

1. Listen and view **attentively with empathy and respect** and for a sustained period and **respond appropriately**
2. Use appropriate **skills and strategies** to process meaning from texts (e.g. identify details, make predictions, make inferences)
3. Use appropriate **skills and strategies** to evaluate texts (e.g. distinguish between fact & opinion, draw conclusions)
4. Listen to and view a **variety** of literary selections and informational/functional texts for enjoyment & understanding

Skills for Oral Communication

1. Read aloud level-appropriate texts with accuracy, fluency, comprehension and appropriate expression, pacing and intonation
2. Use appropriate skills, strategies and language to convey and construct meaning during interactions (e.g. speak clearly, ask questions, respond to questions, present views confidently)
3. Speak accurately, fluently and coherently

English Language Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	DURATION
1	Writing	OE	20	50min
2	Language Use and Comprehension	OE / MCQ	50	1h 15min
3	Listening Comprehension	MCQ	14	About 20min
4	Oral Communication	OE	16	About 5min examination time
Total			100	

Note: The requirements for the different components are taught in class

Paper 1: Writing

Composition

Students will be required to write a composition of at least 120 words on a given topic.

- **Three pictures** will be provided on the topic offering different angles of interpretation.
- Students may come up with their own interpretation of the topic.
- **Helping words** are provided.

Composition (Example)

Topic

Write a composition of at least 120 words about **an unexpected incident**.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- What event was it?
- How did the event go?
- What did the people do during the event?
- What happened in the end?

Include all
the points

You may use the points in any order and include other relevant points as well.

Helping Words:

- *ecstatic*
- *beautifully wrapped*
- *decorated with streamers and balloons*
- *uneasy*
- *crouched down*
- *threw up*



Paper 3: Listening Comprehension

Part 1: Picture Matching & Sequencing (6 marks)

- Select the picture that matches the sentence read.
- Order the pictures to match the sequence read.

Part 2: Note-Taking (5 marks)

- Based on a passage read, identify required information and fill in the blanks.

Part 3: Comprehension (3 marks)

- Based on a passage read, answer multiple-choice questions.

Part 1: Picture Matching (Example)

- Select the picture that matches the sentence read



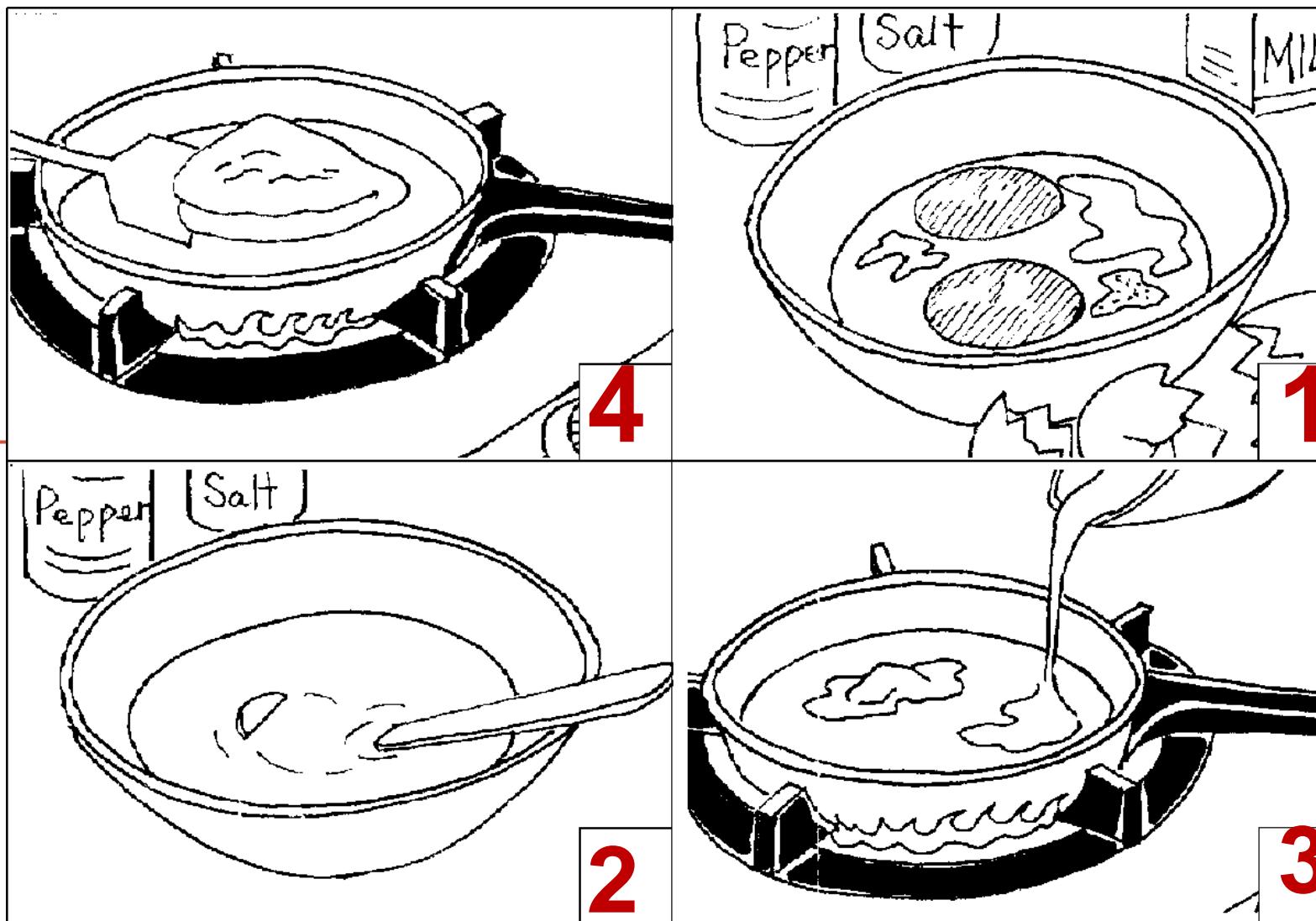
Sentence

Mark was perspiring profusely despite using a battery-operated handheld fan to cool himself.

Answer: Picture (4)

Part 1: Sequencing (Example)

- Order the pictures to match the sequence read



To make fried eggs, break 2 eggs in a bowl. Add salt and pepper to the eggs. Beat the mixture. Melt butter in a pan. Pour in the egg mixture. When cooked, fold in half.

Part 2: Note-Taking (Example)

Students listen to a text read by the teacher & fill in each blank with a word/words.

Hello, I am Paul Lee. I went on a six-day canoe trip in the wild last month. I was very excited as it was my first time attempting such a trip. I knew there were no shops on the river, so I had to fit a lot of necessary gear like warm clothes, bags of food, pots and pans into my tiny canoe ...

Examples of questions

Q1) Length of trip: **Six / 6** days

Q2) Type of clothes: **Warm** clothes

Part 3: Comprehension (Example)

Students listen to a text read by the teacher and answer the questions that follow.

Peter loves to play tricks on others. He put toothpaste into his sister's glass of milk. When she had a stomachache from drinking the milk, Peter had a good laugh.

"You must not be such a mischievous boy!" his mother scolded him. That did not stop Peter from playing more tricks on others...

Why was everyone in the family upset with Peter?

- (1) He laughed at his sister.
- (2) He played tricks on others.
- (3) He kept all kinds of animals.

(2)

Paper 4: Oral Communication

Part 1: Reading Aloud (6 marks)

- Pronounce and articulate words clearly
- Read fluently with appropriate expression and rhythm

Part 2: Stimulus-Based Conversation (10 marks)

- Give a personal response to a visual stimulus
- Engage in a conversation on a relevant topic

Stimulus-Based Conversation (Example)



The poster features a central banner with the text "CCA DAY" in large, bold, black letters, flanked by two large black chevrons pointing outwards. Below the banner, there is a message: "Want to know more about our CCAs? Come to our booths to find out more. Choose the right one to join!" To the left, under the heading "Performing Arts", is a list of activities: Band, Contemporary Dance, Choir, Indian Dance, Malay Dance, and String Ensemble. In the middle, under the heading "Sports", is a list of activities: Fun & Fitness Club, Netball, Soccer, Basketball, Sepak Takraw, and Golf. To the right, under the heading "Clubs", is a list of activities: Art, Chinese Calligraphy, Robotics, and Green. Below these sections, under the heading "Uniform Groups", is a list of groups: The Boys' Brigade, The Girls' Brigade, Brownies, and Scouts. At the bottom left, there is a cartoon illustration of a boy with brown hair, wearing a green t-shirt and red pants, smiling and pointing towards the right. A speech bubble originates from his hand, containing the event details: Date: Friday 11 January 2013, Time: 1.30 p.m. to 4.30 p.m., and Venue: School Hall.

CCA DAY

Want to know more about our CCAs?
Come to our booths to find out more.
Choose the right one to join!

Performing Arts

- Band
- Contemporary Dance
- Choir
- Indian Dance
- Malay Dance
- String Ensemble

Sports

- Fun & Fitness Club
- Netball
- Soccer
- Basketball
- Sepak Takraw
- Golf

Clubs

- Art
- Chinese Calligraphy
- Robotics
- Green

Uniform Groups

- The Boys' Brigade
- The Girls' Brigade
- Brownies
- Scouts

Date: Friday 11 January 2013
Time: 1.30 p.m. to 4.30 p.m.
Venue: School Hall

Students will be given some prompts:

- Look at the picture. Do you think this event would help you in choosing your CCA? Tell me why.
- Have you taken part in a CCA? Tell me about it.
- Do you think it is important to join a CCA? Why/why not?

Paper 2: Language Use & Comprehension

	Components	Total Qns	Basic Qns
Booklet A	Vocabulary MCQ	6	4
	Grammar MCQ	10	10
Booklet B	Grammar Cloze – 2 passages: Synthesis & Transformation Editing for Spelling & Grammar Editing for Punctuation Comprehension – 2 passages: • Selected response • Open-ended item • Sequencing item	8 2 3 3 16	8 8
Total		50 marks	30 marks

Vocabulary MCQ

Example:

Before the race,
the _____ did some
warm-up exercises.

- (1) witnesses
- (2) onlookers
- (3) spectators
- (4) Competitors

Grammar MCQ

Example:

James and I followed the
instructions and made the lantern
_____.

- (1) myself
- (2) himself
- (3) ourselves
- (4) Themselves

Grammar Cloze

(Personal Pronouns and/or Possessive Determiners)

Example:

Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank.

USE A WORD ONCE ONLY.

- (A) me (B) I (C) us (D) them (E) her (F) we

Hi Sally,

School has just re-opened. We like our teacher, Mrs Hoon, because she spends time to explain lessons that F find difficult. When _____ grow up, I would like to be a teacher just like Jane...

Grammar Cloze (Subject-Verb Agreement)

Example:

Read the passage carefully. Underline the correct word from the words given in the brackets.

Mrs Tan is a nurse. She (1) [enjoy / enjoys] looking after those who (2) [is / are] sick. Sometimes, she has to work long hours but she (3) [do / does] not mind as she is very responsible...

Synthesis and Transformation

Example:

Rewrite the given sentences as one sentence. The meaning of your sentence must be the same as the meaning of the given sentences.

James went home. James slept till dinner time.

and

Ans: James went home and slept till dinner time.

Editing for Spelling and Grammar

Example:

Correct each word in **BOLD** for spelling and each underlined word for grammar. Write the correct word in the relevant box.

Grandpa always advises us to **led** a healthy lifestyle. Whenever he is

lead

free, he would share with us stories of his youth and the unhealthy

lifestyle he used to lead. “We did

importance

not know the **impourtans** of nutrition then and we were too poor to buy

good food,” he recalled.

Editing for Punctuation

Example:

Fill in the correct punctuation marks in the boxes provided.

“Oh no! I think I have lost my watch again,” I cried out loud.

I have looked in the hall , in my room and in the

kitchen. I even looked in the bathroom! No watch !

Comprehension – Selected Response

Example 1

Which word has the same meaning as ‘friendly’?
Circle either (A) or (B).

I have made more friends because I am now more
sociable and confident.

(A)

(B)

Comprehension – Selected Response

Example 2

Read each statement and tick ✓ “True” or ‘False’. Refer to paragraph 2 to help you. The first example has been done for you.

	Statement	True	False
Example	Mary leads a healthy lifestyle.		
Question	Mary chooses her food wisely.	✓	

Comprehension – Open-Ended Item

Example 1

Name one activity that Mary likes to do during her free time.

Example 2

What two things does Mary tell her sister to do?

(1) _____

(2) _____

Comprehension – Sequencing Item

Example

Write 1, 2 and 3 in the blanks below to show what Mary did first, next and last in paragraph 4.

_____ Mary thanked the sales assistant.

_____ The sales assistant helped Mary to choose a gift.

_____ Mary entered the gift shop.

Common Observations

1) Stimulus-Based Conversation

- Mainly one-word response with little elaboration (not able to share more ideas to support the response)

2) Weak in grammar

- Unclear of the difference between singular & plural
- Not able to differentiate the different forms of a verb (i.e. present / past / past participle) e.g. write, wrote, written
- Poor understanding of subject-verb agreement
e.g. The boy is ... vs The boys are

3) Did not check answers by reading and identifying clues from the text e.g. cloze passage

4) Not able to identify the right reason(s) from the text to support answers for comprehension e.g True/False questions requiring reason

Spelling Strategy

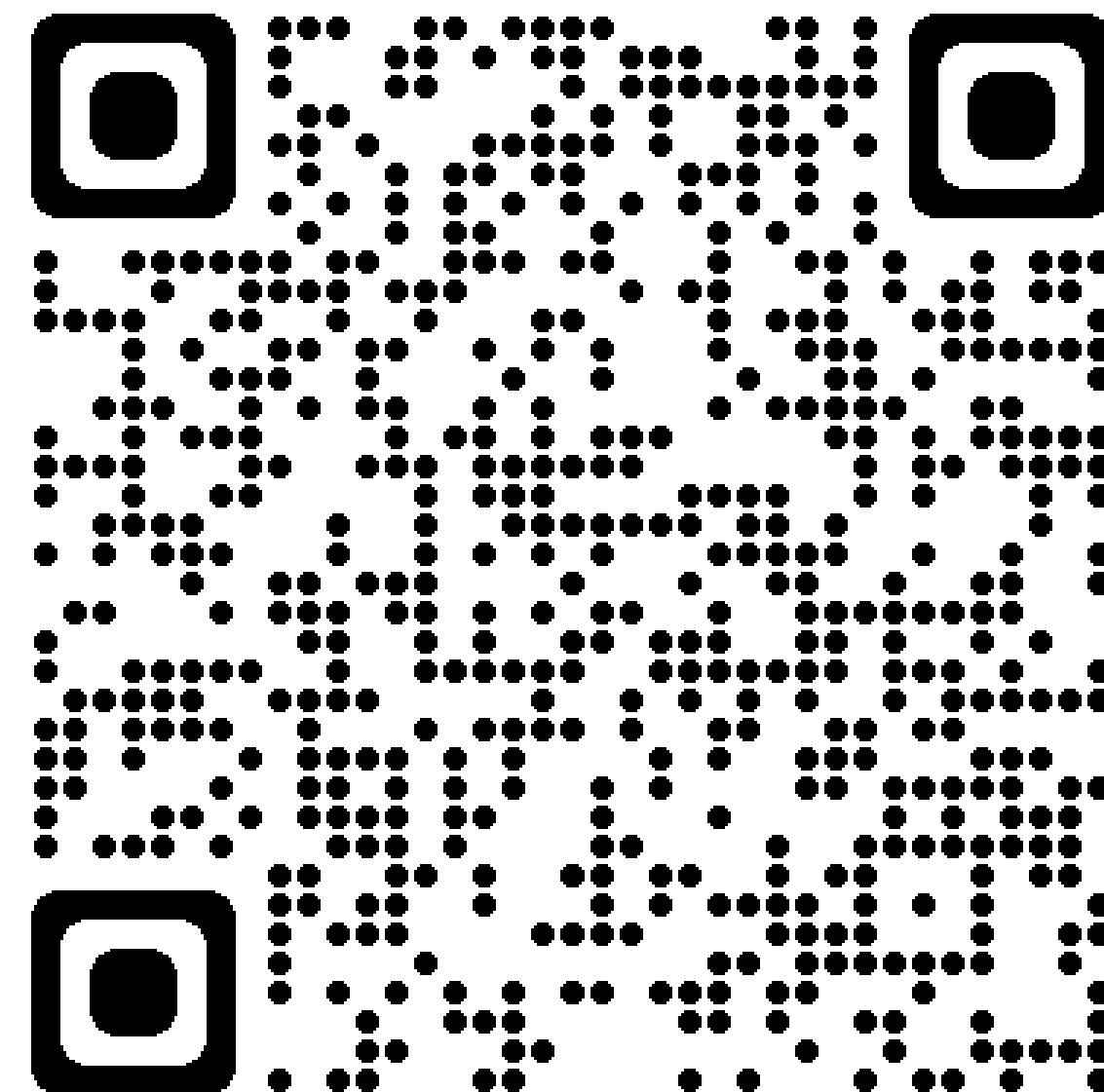
‘Look Say Cover Write Check’ is one common method that you may use to help your child practise spelling. With this method, your child will start with a list of words written down on paper.

- 1. Look at the word carefully.** Pay attention not just to the letters and their order, but also to the shape the word makes on the page.
- 2. Say it aloud.** Say the word both as you would usually say it, and then again enunciating any silent letters, e.g. Tues – day.
- 3. Cover the word** with a piece of paper or your hand.
- 4. Write the word** down from memory.
- 5. Check** your answer letter by letter. If you’ve got it wrong, write it out again correctly.

*Children are usually encouraged to repeat this once a day.

Link to other Spelling strategies

[9 strategies for learning primary school spellings | TheSchoolRun](#)



How You Can Strengthen Your Child's Use of EL

Reading

- Encourage your child to read storybooks, magazines & newspapers.
- As your child becomes an independent reader, encourage him/her to select books and texts which are more challenging.
- As your child reads, he/she will pick up vocabulary. He/she could build a list of vocabulary that describes feelings & actions which could be used for writing.
- Find opportunities to have conversations about the books your child has been reading.

How You Can Strengthen Your Child's Use of EL

Speaking, Listening & Writing

- Discuss the latest news with your child. Encourage him/her to share his/her opinions on current affairs.
- Encourage your child to listen to a wide variety of spoken & audio texts (e.g. radio broadcasts, live presentations & performances).
- Encourage your child to read model compositions and highlight useful words & phrases. Your child has to make a conscious effort to use these phrases in his /her writing e.g. compositions, journals.
- Provide opportunities for your child to practise writing (regardless of the length of writing) e.g. 10 minutes daily.

Language Skills Cannot Be Learnt Overnight

We love
to read!

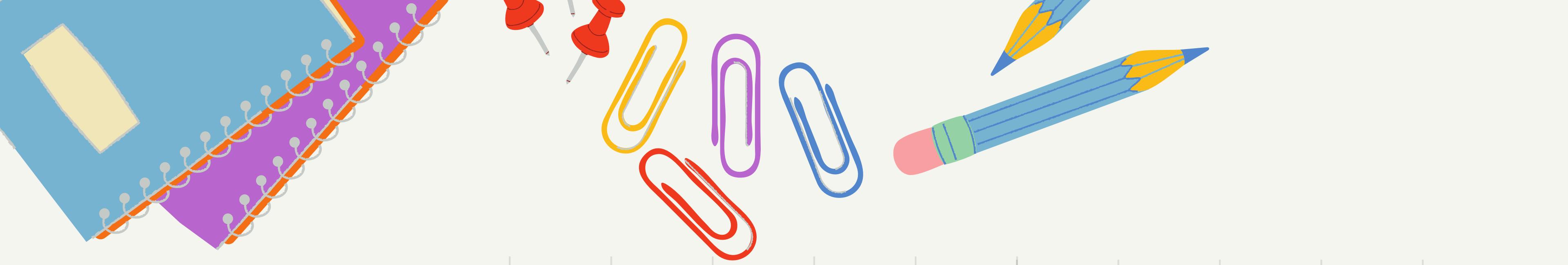


We love the
English
language!



Thank You

For further queries, you may consult
your child's EL teacher



A collection of school supplies is scattered across the top of the page. It includes a blue folder with a yellow sticky note, several pushpins, a red paperclip, and a blue pencil with a pink eraser.

MATHEMATICS SUBJECT-BASED BANDING BRIEFING

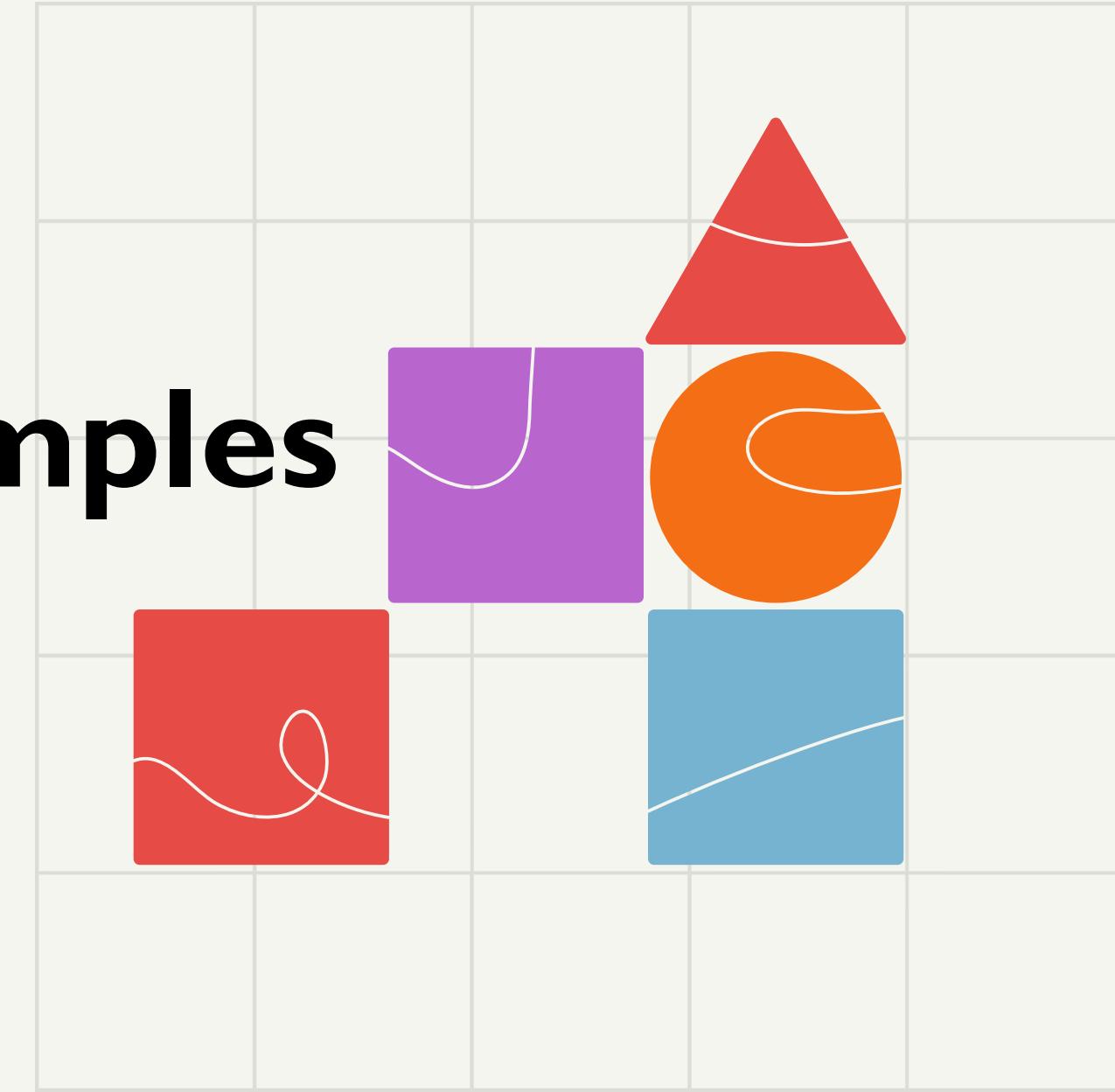
2026

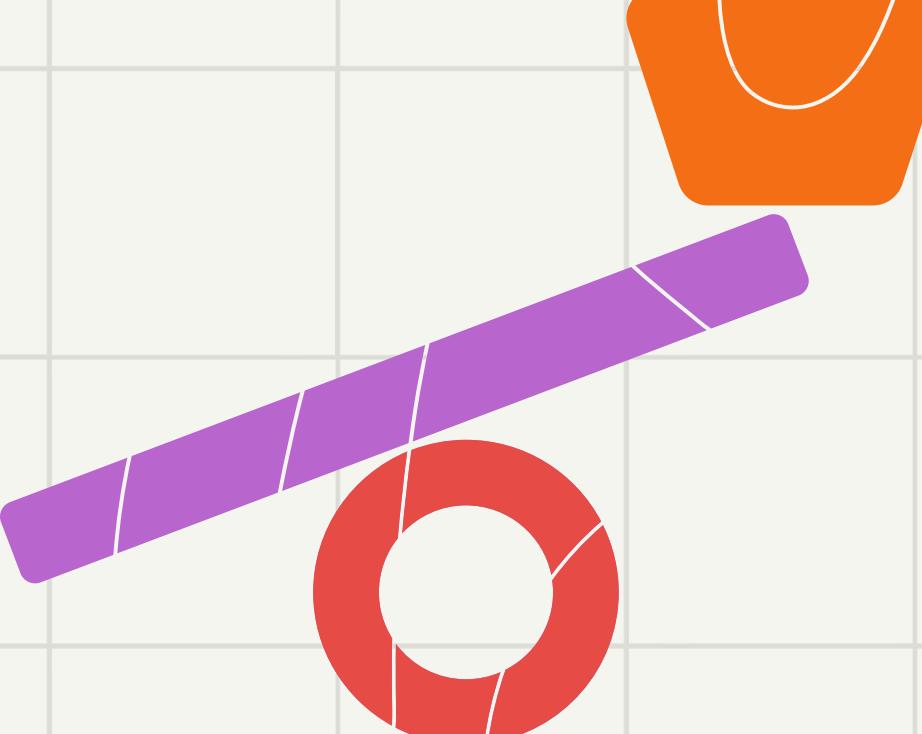


On the right side of the text, there is a vertical arrangement of geometric shapes. From top to bottom, it includes a blue hexagon, a purple rectangle, an orange triangle, and a yellow square. Each shape has a thin white outline.

Outline

- P4 Topics
- Math can be fun!
- STAR approach
- SBB Math exam format
- STAR Approach
- Question Item types and examples
- Students' common mistakes
- Study tips





P4

Math

Topics

- Numbers To 100 000
- Factors And Multiples
- Four Operations Of Whole Numbers
- Tables And Line Graphs
- Fractions
- Angles
- Squares And Rectangles
- Decimals
- Four Operations Of Decimals
- Pie Charts
- Area And Perimeter
- Nets
- Symmetry



Have you ever
seen your
child look like
this while
doing math?

Why Does Math Feel Like This?

- Pressure to achieve
- Lack of enjoyment

**Math can be enjoyable
with the right approach!**

"...on rather than
concepts."





"Without mathematics, there's nothing you can do. Everything around you is mathematics.
Everything around you is numbers."

– Shakuntala Devi

• LittleYellowStar



How Math can be made fun to learn at home

1. Play Math-Based Games

- Games:
 - ✓ Monopoly,
 - ✓ UNO ONO 99
 - ✓ Sudoku
 - ✓ Tangram
- Apps/websites:
 - ✓ Koobits
 - ✓ mathplayground.com





Playing **Monopoly** provides a rich and engaging opportunity for children to practice a variety of math concepts in a fun and interactive way.

Geometry

1. Board Layout and Movement

- Navigating the board using spatial awareness and counting spaces based on dice rolls.

How Math can be made fun to learn at home

2. Incorporate Math in Everyday Life

- Shopping
- Cooking





A shopping trip to the supermarket offers numerous opportunities for children to explore and learn a variety of math concepts in a real-world context.

Time Management

1. Estimating Time

Predicting how long it will take to shop.

2. Speed Calculations

Calculating how fast they need to move to finish by a specific time.

- 
- ## **4. Be a Supportive Guide**
- Encourage positive self-talk:**
Instead of saying "I'm bad at math," encourage phrases like "I can get better with practice."
 - Praise effort, not just results:**
Focus on the process and hard work rather than just the correct answer.
 - Model perseverance:**
Show your child that it's okay to make mistakes and that persistence leads to improvement.



SBB Matters

SBB Math Exam Format

Duration: 1 hour 45 minutes

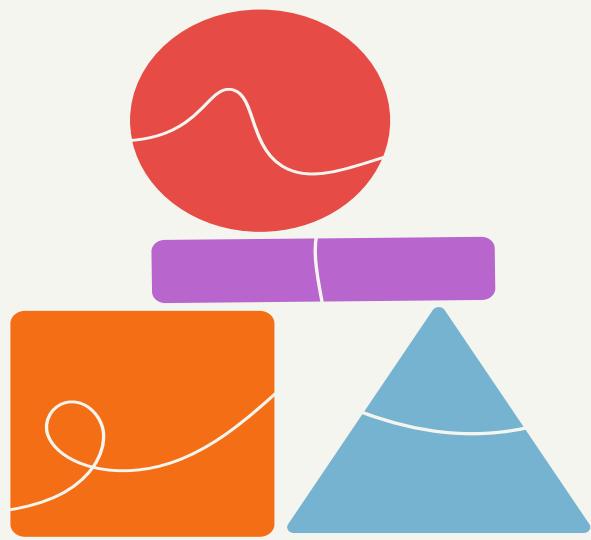
Booklet	Item type	No. of questions	Mark per question
A	MCQ (Multiple Choice)	15	2m
B	SAQ (Short-Answer)	22	2m
	LAQ (Long-Answer)	8	3m, 4m
Total		100	-

70% of the overall marks for P4 SBB

STAR approach in Problem Solving

How do you solve a
Mathematics problem?

- S**tudy the problem carefully
- T**hink of a strategy
- A**ct on the solution
- R**eflect on the final answer



Types of the questions

1. Recall and perform computation

Recall mathematical facts, concepts, rules and formulae; perform straightforward computations

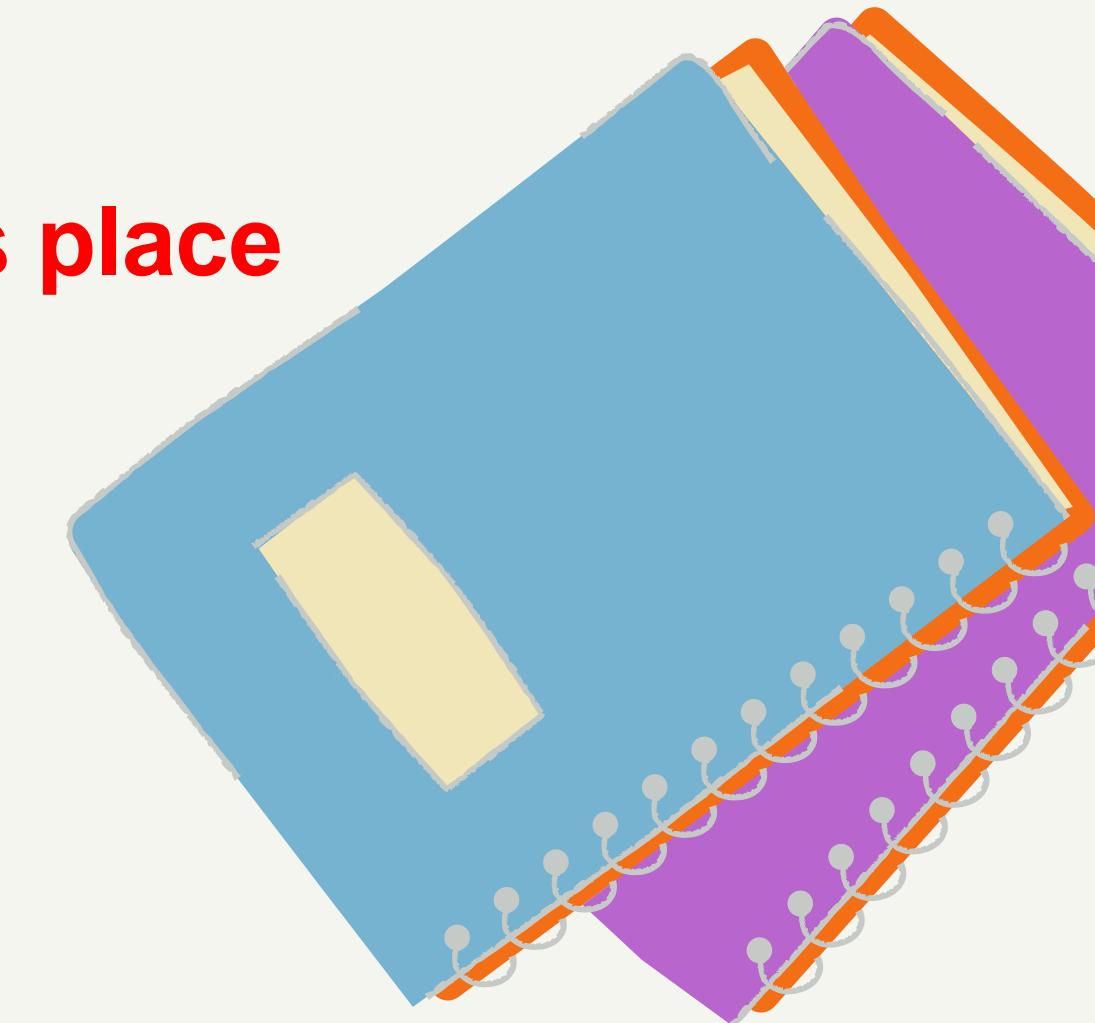
Recall and perform computation

Example 1

Digit 2 is in ten thousands place

What is the value of digit 2 in 23 576?

- (1) 20
- (2) 200
- (3) 2000
- (4) 20 000



Skills required:

- Recall whole numbers place value

Recall and perform computation

Example 2

Number of groups

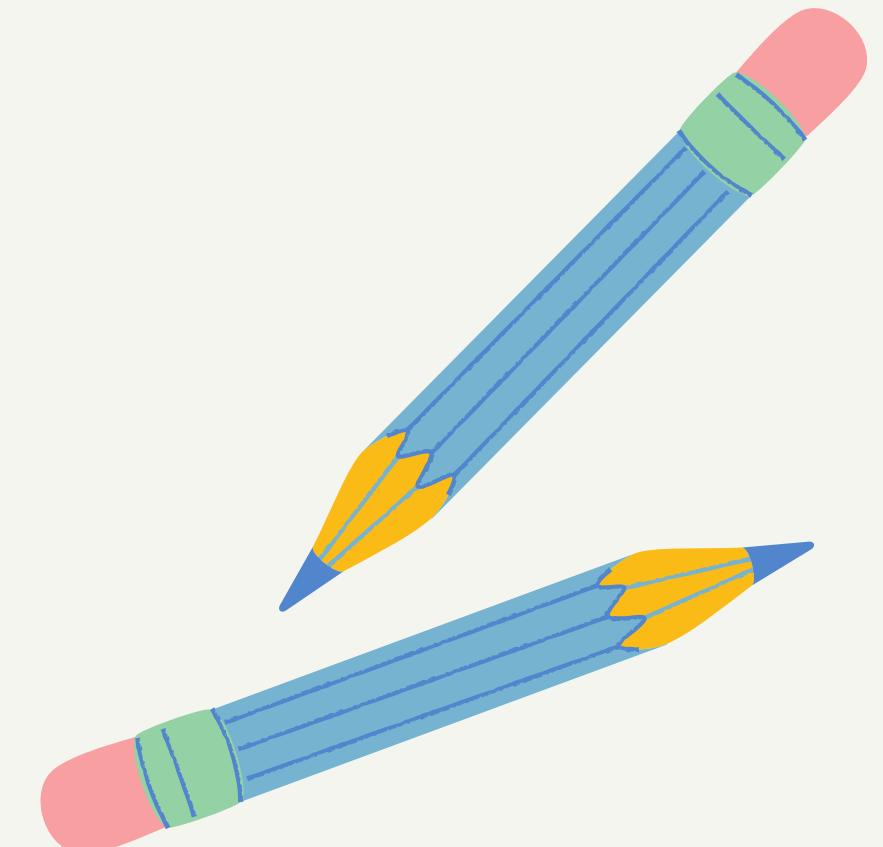
There are 318 boxes of pencils.

Each box has 16 pencils. **Number of items in each group**

How many pencils are there altogether?

Skills required:

- Recall concept of grouping



Types of the questions

1. Recall and perform computation

Recall mathematical facts, concepts, rules and formulae; perform straightforward computations

2. Understand and apply

Interpret information; understand and apply mathematical concepts and skills in a variety of contexts.

Understand and apply

Example 3

Alex spent \$24 on food and saved the remaining \$6.

What fraction of his total money did he save?

- (1) $\frac{1}{4}$
- (2) $\frac{1}{5}$
- (3) $\frac{4}{5}$
- (4) $\frac{3}{4}$

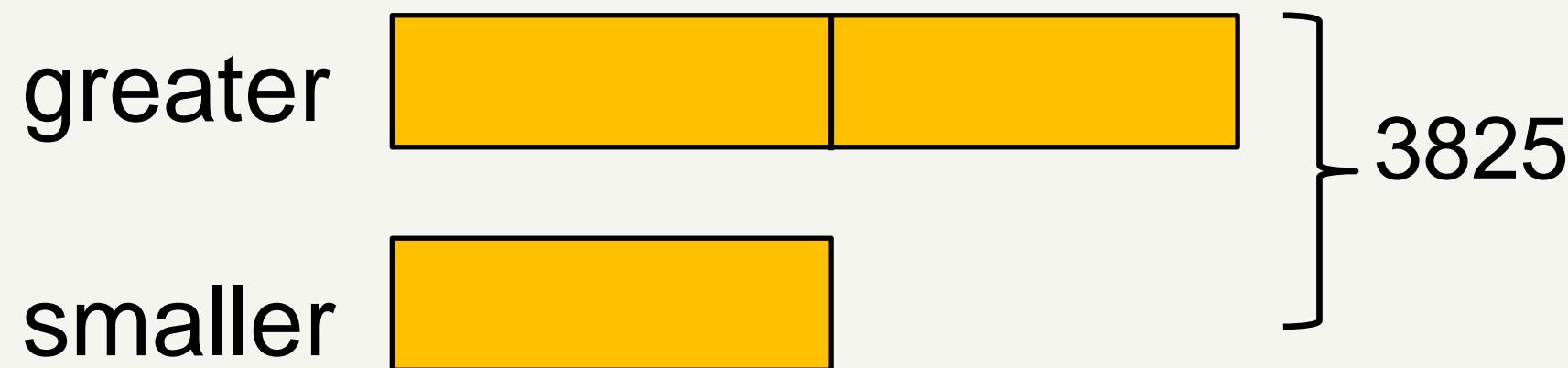
Skills required:

- Recall concept of
whole = part + whole
- Recall on $\frac{\text{part}}{\text{whole}}$

Understand and apply

Example 4

The sum of two numbers is 3825. The greater number is twice
as much as the smaller number. What is the greater number?



Skills required:

- Recall concept of units

Types of the questions

1. Recall and perform computation

Recall mathematical facts, concepts, rules and formulae; perform straightforward computations

2. Understand and apply

Interpret information; understand and apply mathematical concepts and skills in a variety of contexts.

3. Reason and analyse

Reason mathematically; analyse information and make inferences; select appropriate strategies to solve problems

Reason and analyse

Example 5

Skills required:

- Recall concept of multiples

Mr Tan shared some coins with a group of children.

If he gave 8 coins to each child, he would have 3 coins left.

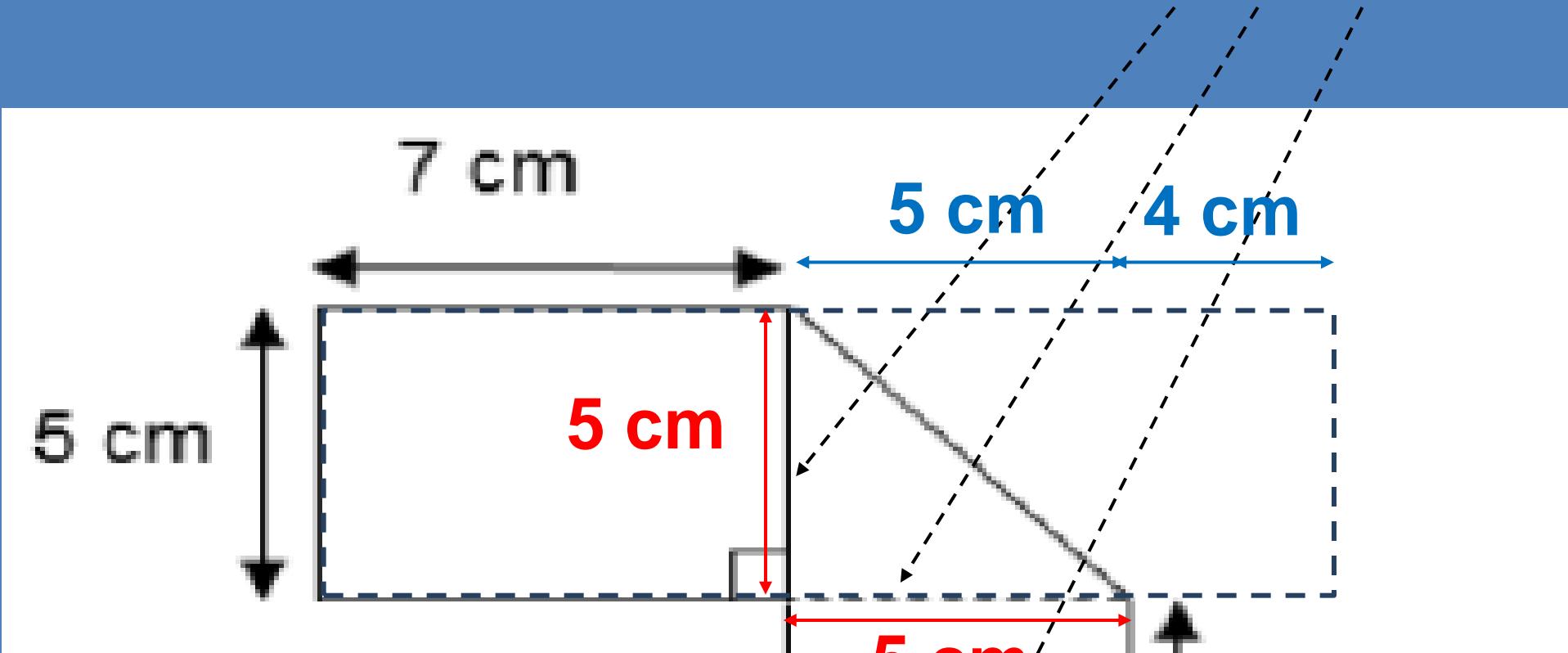
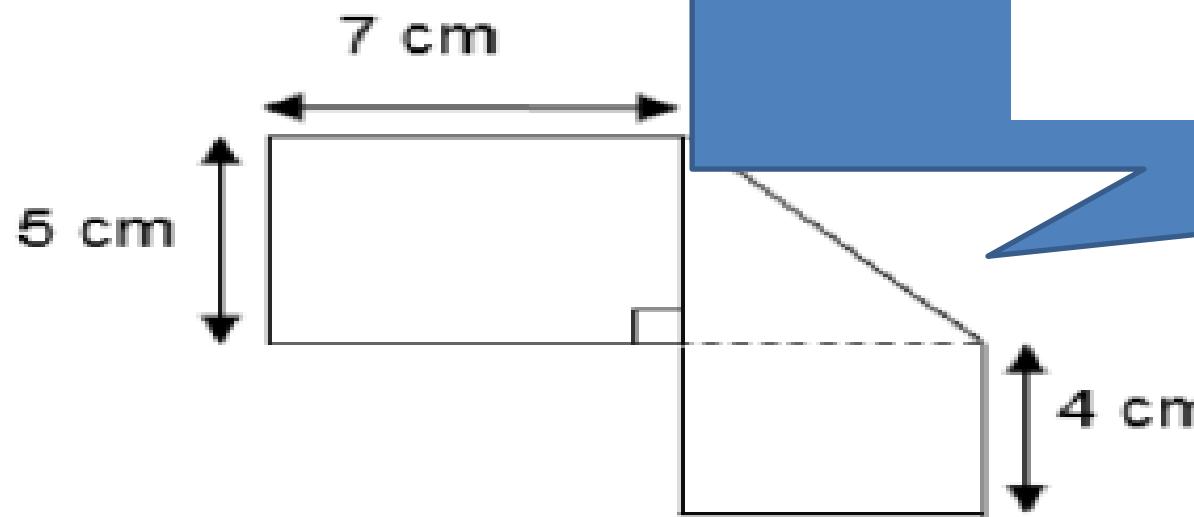
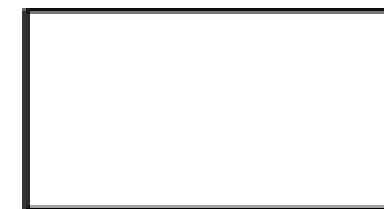
If he gave 9 coins to each child, he needed 2 more coins.

How many coins did Mr Tan have?

	1	2	3	4	5	
Multiples of 8	8	16	24	32	40
3 coins left (+3):	11	19	27	36	43
Multiples of 9	9	18	27	36	45
Need 2 coins (-2):	7	16	25	34	43

Reasoning Example

A rectangular piece of paper is shown below. What was it like before it was folded?



Reasoning: these sides have the same length

Skills required:

- Recall area of rectangles
- Spatial Visualisation

1. Transfer error

Example: $9 \times \$12 = \108

$$\$180 \div 2 = \$90$$

Mr Ali has \$9.

Student's Common Mistakes



2. Omission or incorrect units of measurement

Example:

- ✓ $1 \text{ km} = 100 \text{ m}$
(Wrong fact)
- ✓ The volume of the water
is 200. *(Missing unit)*

Student's Common Mistakes



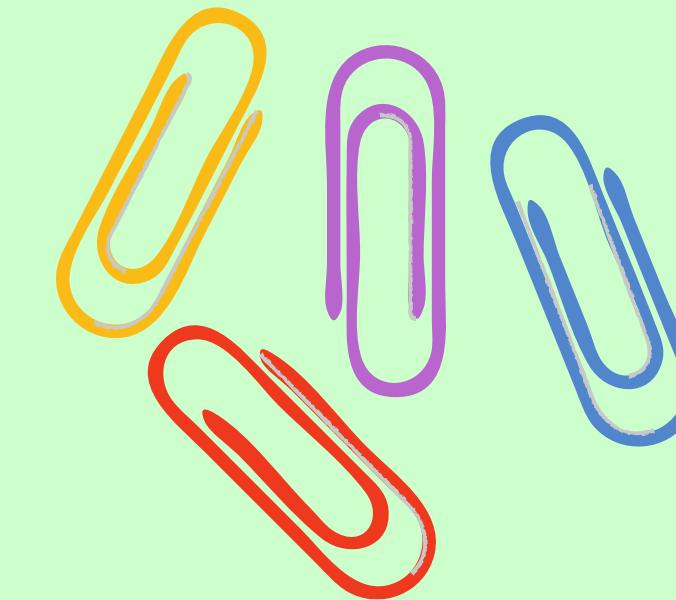
3. Writing incorrect Math equations

Example: $\underline{20 + 10} = 30 + 5 = \underline{35}$

not equal

(Wrong equations as the 2 steps
are combined into one)

Student's Common Mistakes



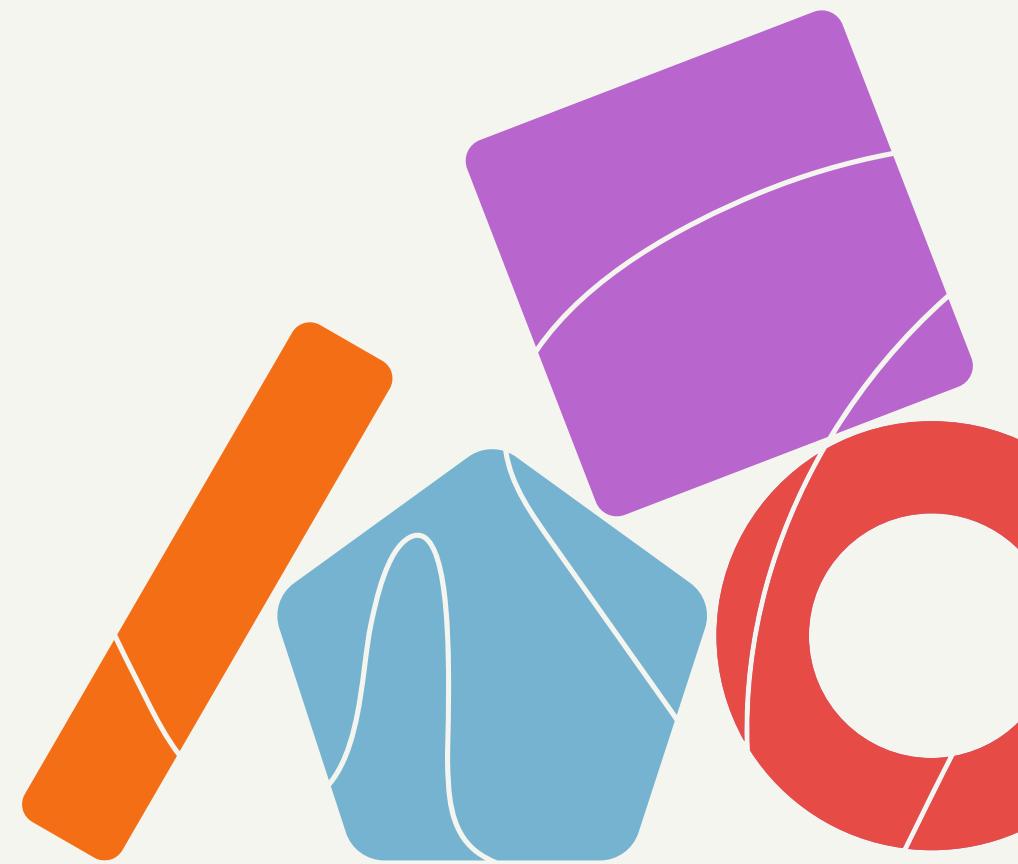
How To Do Well in Examination

- ✓ Underline and annotate important information in word problems.
- ✓ Do not dwell too long on a question. Skip questions when unsure of the approach to solve the question and return to complete them later.
- ✓ Attempt all questions.
- ✓ Show all the Math equations and workings.
- ✓ Check the accuracy of the calculations.



It is important to take note that

- An AL8 in PSLE Math is why our Shuquunites need to repeat P6. (They are able to clear EL).
- Math is the foundation of many courses in Secondary School, Polytechnic, JC and beyond.

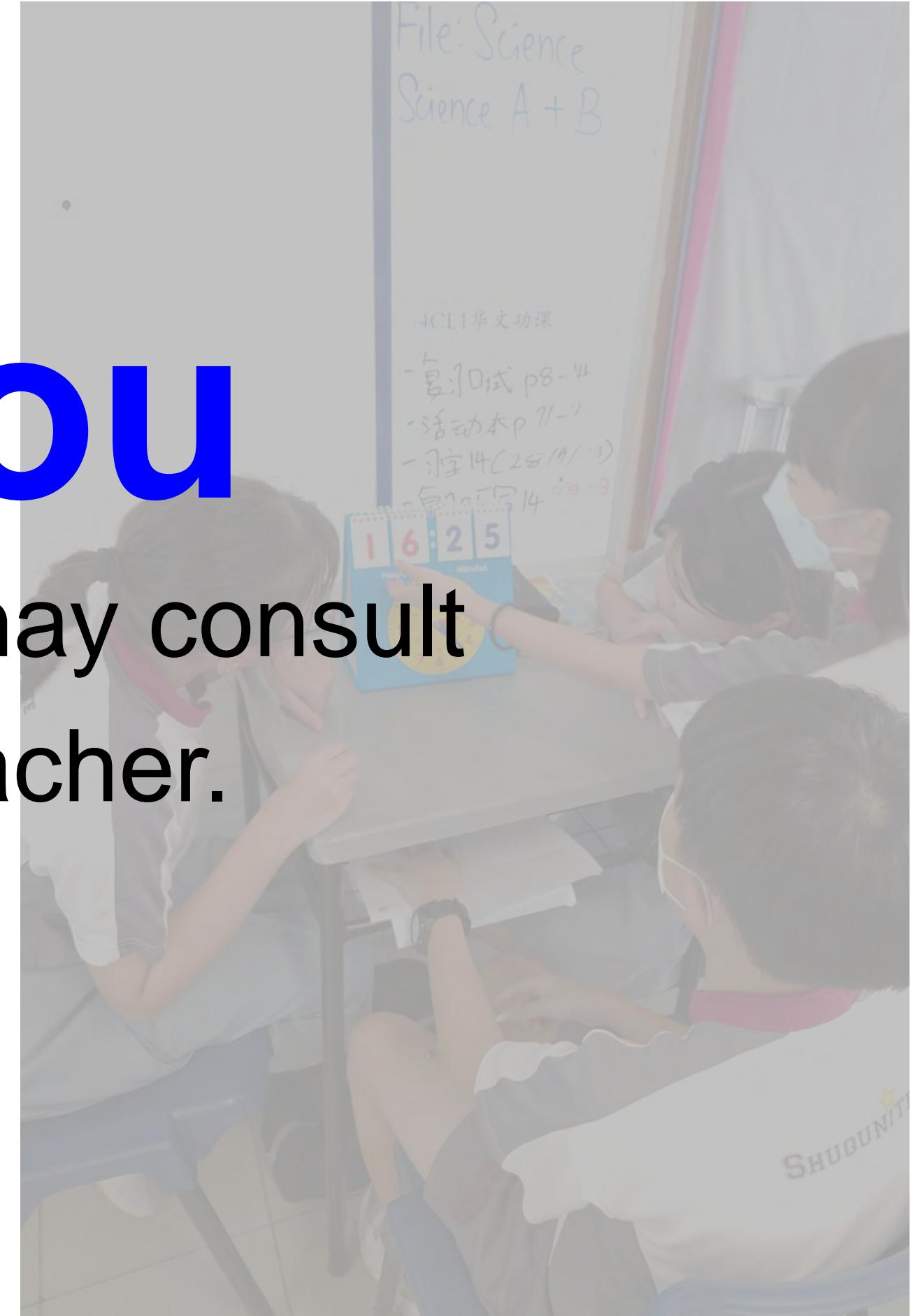


MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston

Thank you

For further queries, you may consult
your child's Math teacher.





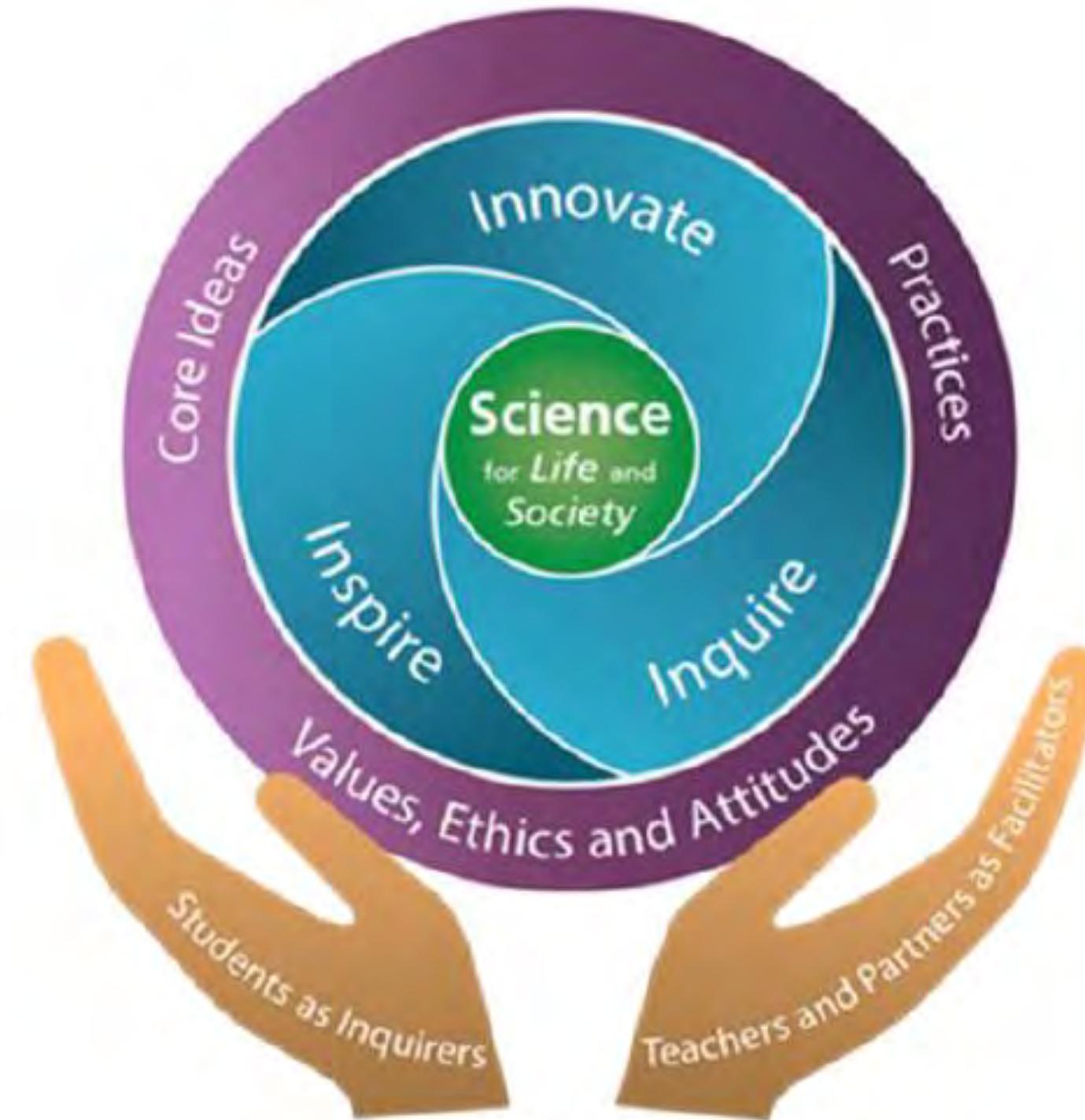
SCIENCE DEPARTMENT

Primary 4
Briefing on Subject Based Banding

Outline

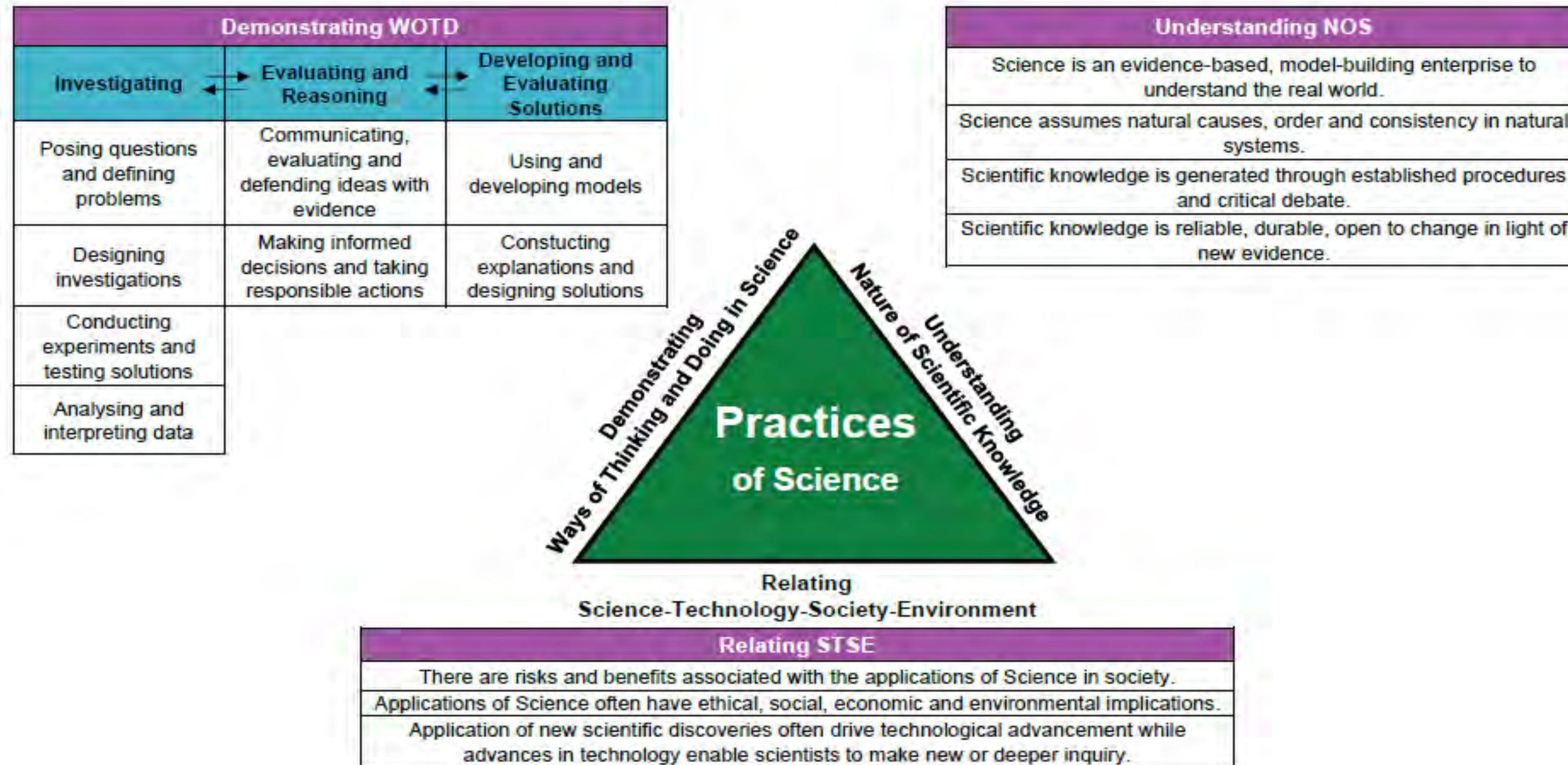
- Overview of Primary Science Syllabus
- Assessment Objectives
- How you can support your child's learning

Science Curriculum Framework



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

Science Curriculum Framework

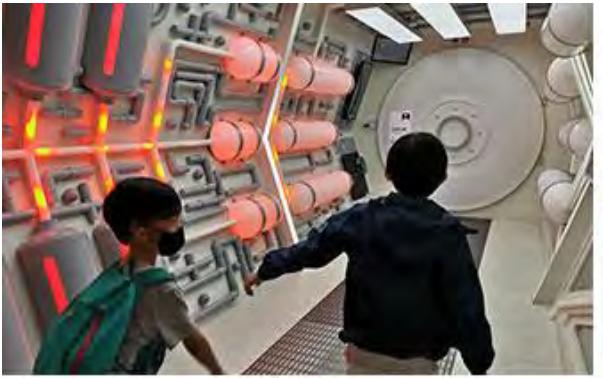


<https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.pdf>

Inspiring Children....Joy of Learning

- **Develop the love for science in your child**
 - encourage their questions
 - bring them outdoors to appreciate nature & Science
 - Bring them to Science Centre
 - relate science concepts to daily phenomenon

Basically Explore Together!



In Shuqun We have.....



SQ Garden



Farming Zone



Imaginarium

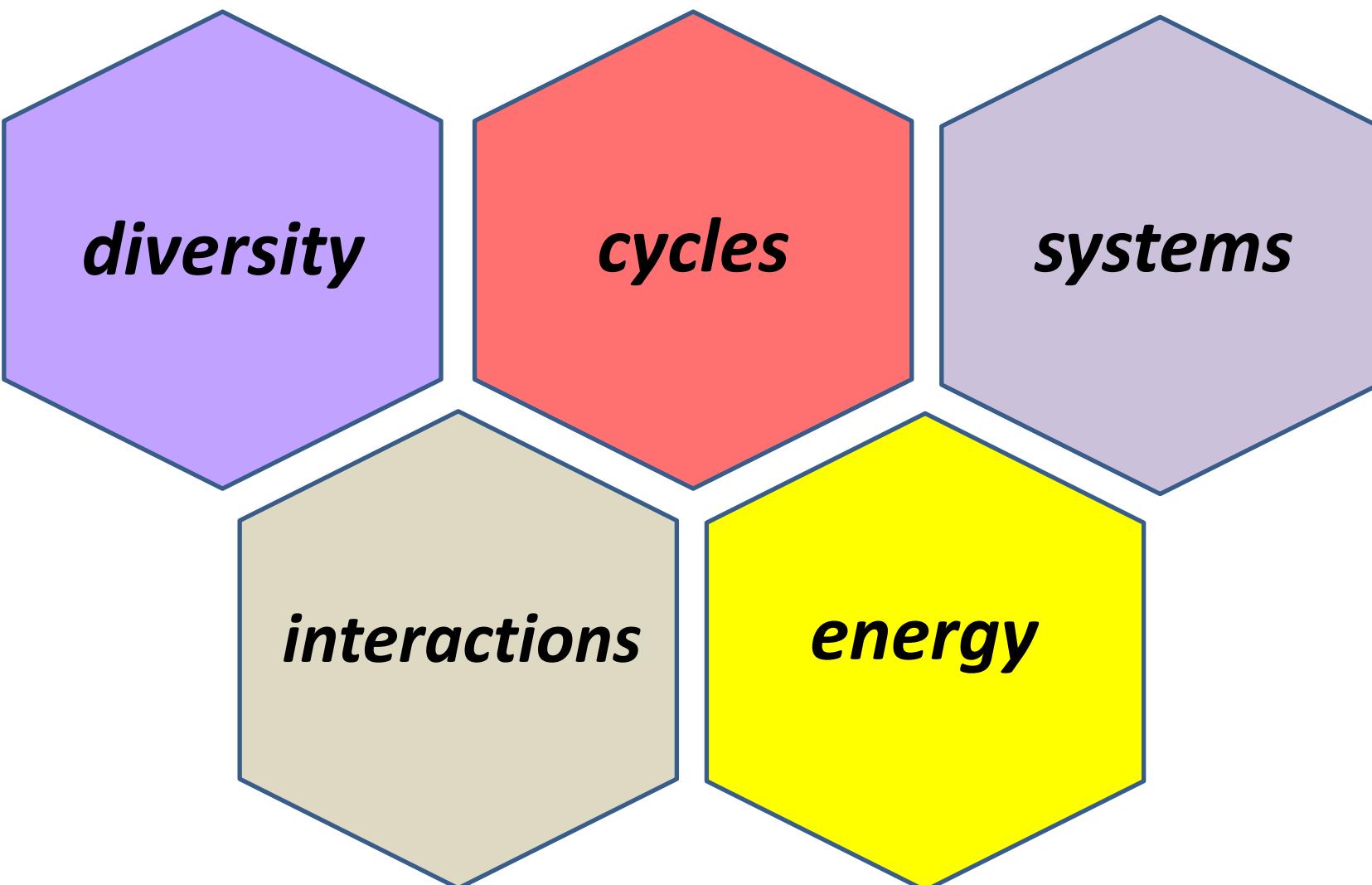


Stemtopia

PRIMARY SCIENCE SYLLABUS



Themes in Primary Science



Life Science

Physical Science



SYLLABUS COVERAGE (P3 – P4)

Levels	P3	P4
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">Plant system (Plant parts and functions)Human system (Digestive system)Cycles in matter and water (Matter)Energy forms and uses (Light)Energy forms and uses (Heat)

ASSESSMENT FORMAT



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

Booklet	Item Type	Number of Questions	Number of marks per question	Marks
A	Multiple-choice	30	2	60
B	Structured Questions	11	2 - 4	40
Total: 100 marks				

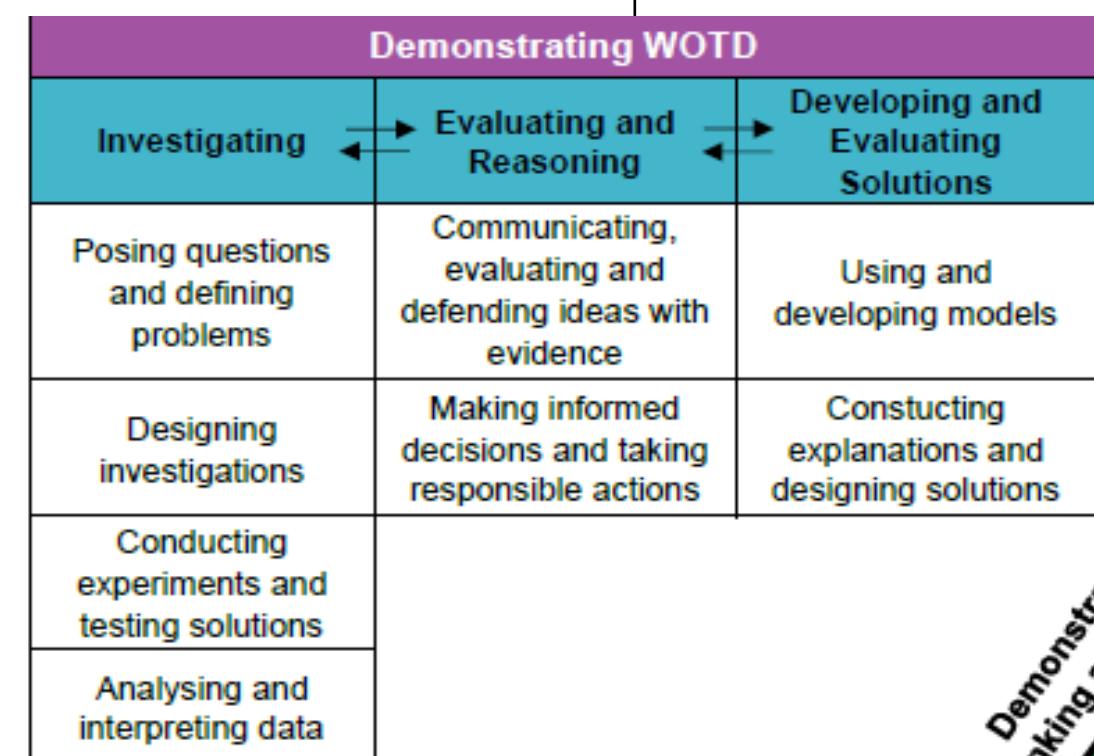
Duration of Paper: 1 hour and 45 minutes

Students can attempt any of the booklets first.



ASSESSMENT OBJECTIVES

Assessment Objectives	Weighting
Basic Questions (MCQ & Structured Questions)	30%
Knowledge with Understanding (AOI) Candidates should be able to demonstrate knowledge and understanding of scientific facts, concepts and principles	20%
Application of Knowledge and Scientific Inquiry (AOII) Candidates should be able to (in words, or by using diagrams, tables and graphs): <ul style="list-style-type: none"> a. apply scientific facts, concepts and principles b. apply scientific inquiry which includes <ul style="list-style-type: none"> •making predictions and formulating hypotheses •interpreting and analysing information •evaluating observations, information and methods •communicating explanations with reasoning 	50%



Demonstrating
Thinking and



ITEM TYPE: MULTIPLE-CHOICE QUESTION

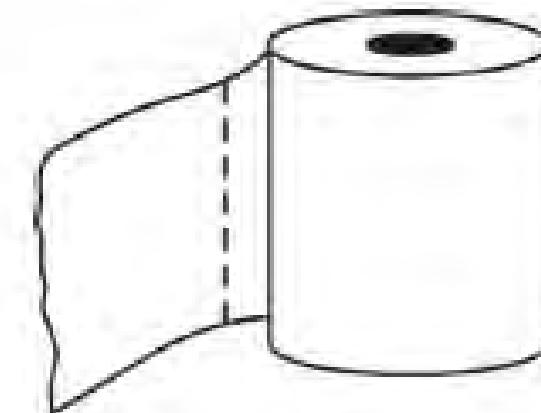
Which of the following objects is not made of waterproof material?

(1)



plastic umbrella

(2)*



toilet paper

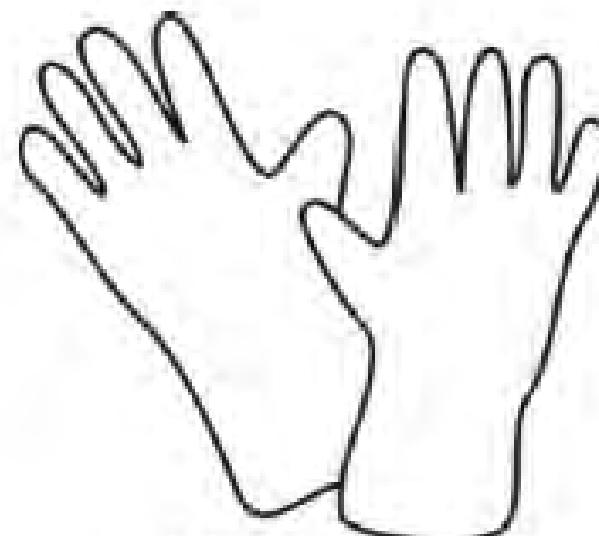
Basic Question

(3)



metal fork

(4)



rubber gloves

ITEM TYPE: STRUCTURED QUESTION

M and N are stages in the life cycle of a butterfly.



M



N

Basic Question

Choose the correct words from the box to answer the questions below.

larva

eats

pupa

reproduces

(a) Name stages M and N.

[2]

M: _____

N: _____

(b) At stage M, it _____ a lot.

[1]

ITEM TYPE: MULTIPLE-CHOICE QUESTION

Study the two groups of objects below.

group A	group B
 ceramic teapot	 rope
 metal fork	 blanket

AOI:
Knowledge with Understanding

Which headings correctly describe groups A and B?

	group A	group B
(1)	floats on water	sinks in water
(2)	allows light to pass through	does not allow light to pass through
(3)	not flexible	flexible
(4)	breaks easily	does not break easily

ITEM TYPE: Open-ended questions

Tom saw animal G as shown below.

AOI:
Knowledge with Understanding



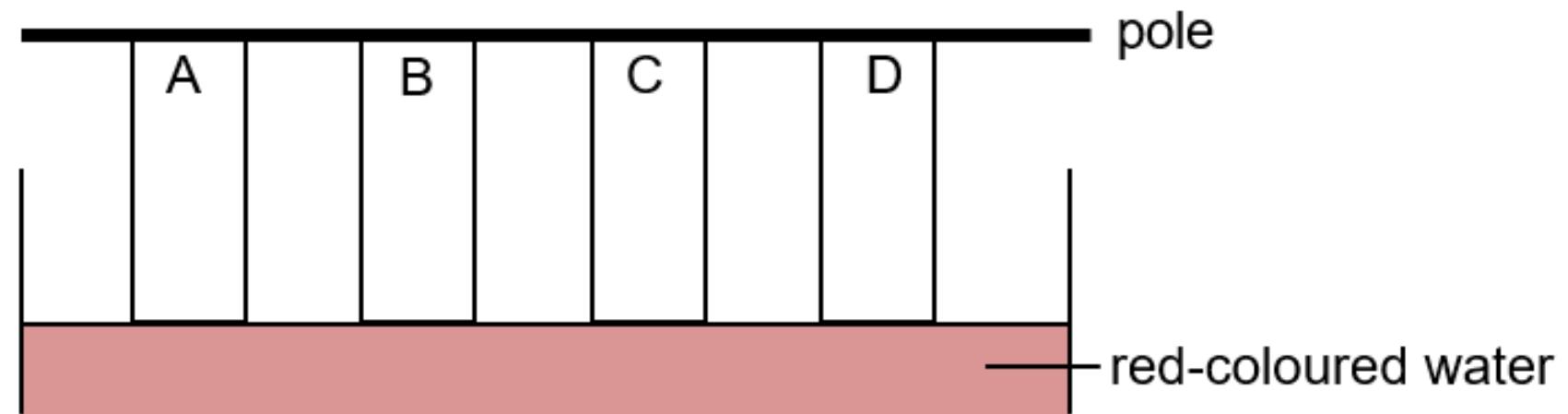
Which animal group does G belong to? State one characteristic of animal G.

[1]

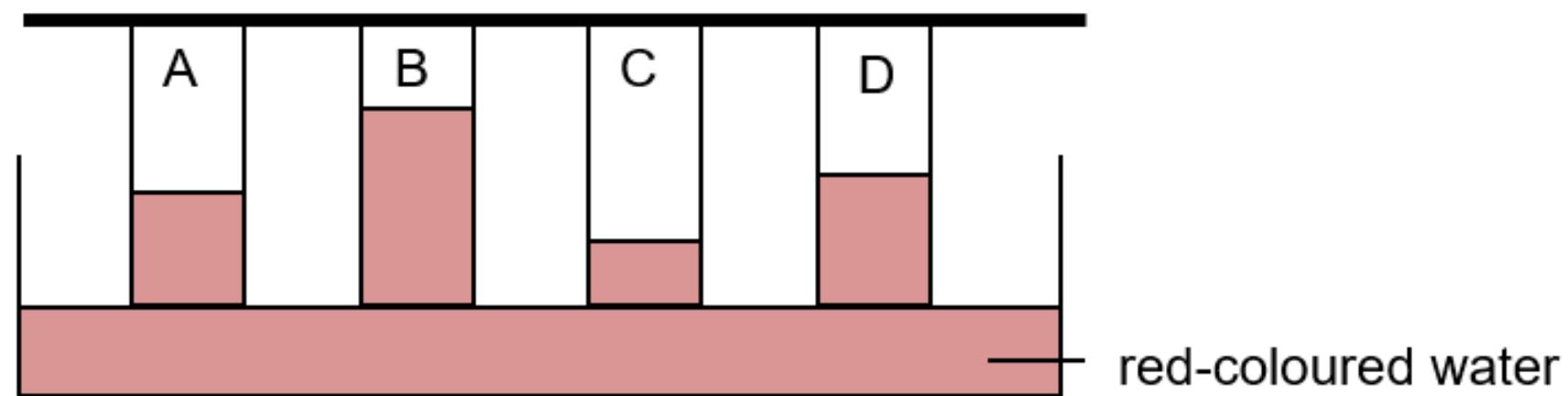
ITEM TYPE: MULTIPLE-CHOICE QUESTION



Alan wanted to measure the absorbency of four materials, A, B, C and D. He hung the materials in a container of red-coloured water, as shown below. The materials are of identical size and thickness.



He observed the amount of water absorbed by each material after five minutes, as shown below.



ITEM TYPE: MULTIPLE-CHOICE QUESTION



Based on his observation above, which material is most suitable for making part X of a mop?



- (1) A
- (2) B
- (3) C
- (4) D

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

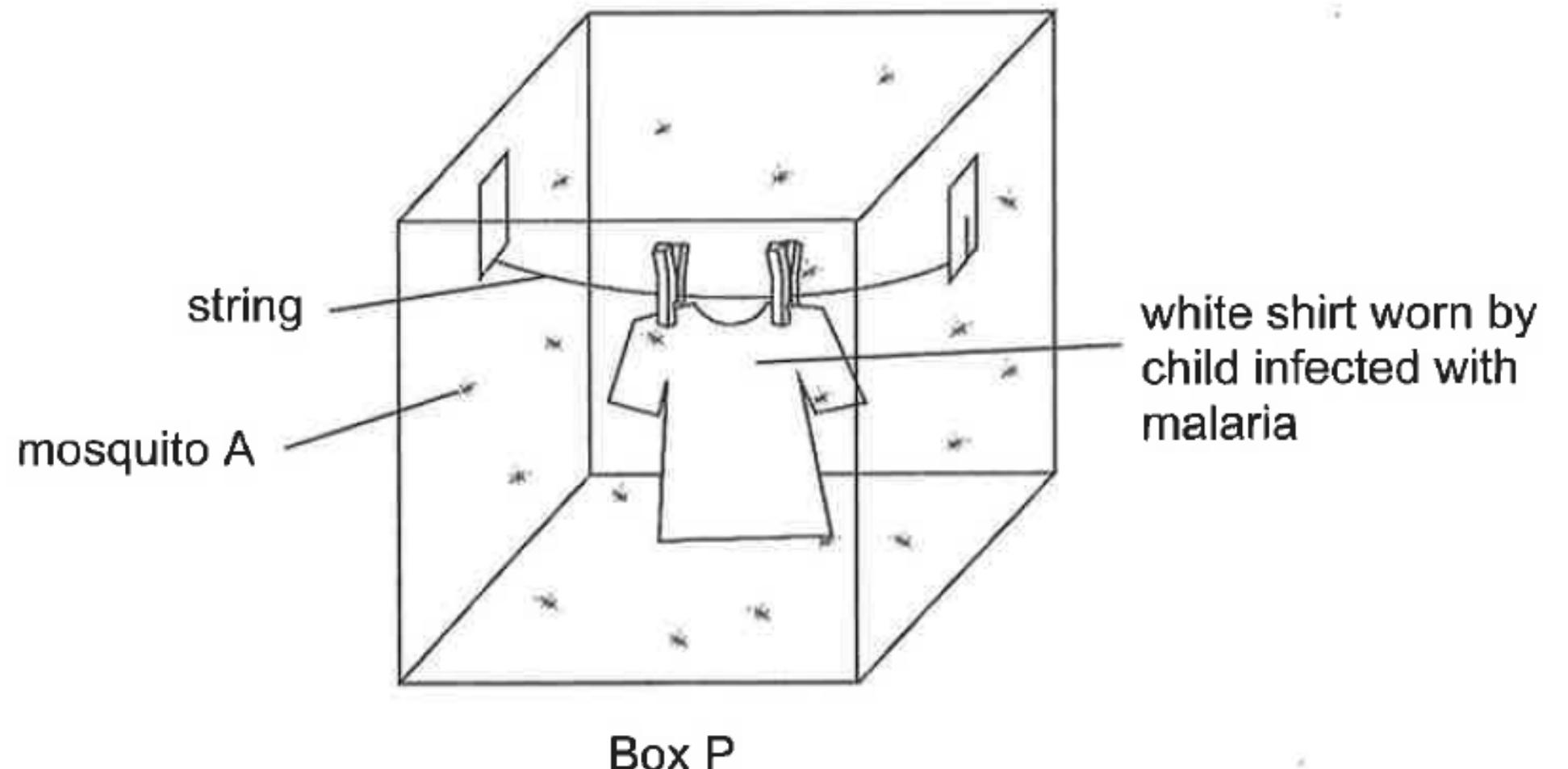
Demonstrating
Thinking and
Problem Solving

AOII:
Application of knowledge with
Process Skills

ITEM TYPE: OPEN-ENDED QUESTION

Malaria is a disease spread by mosquito A. Children infected with malaria are found to be bitten more often by mosquito A.

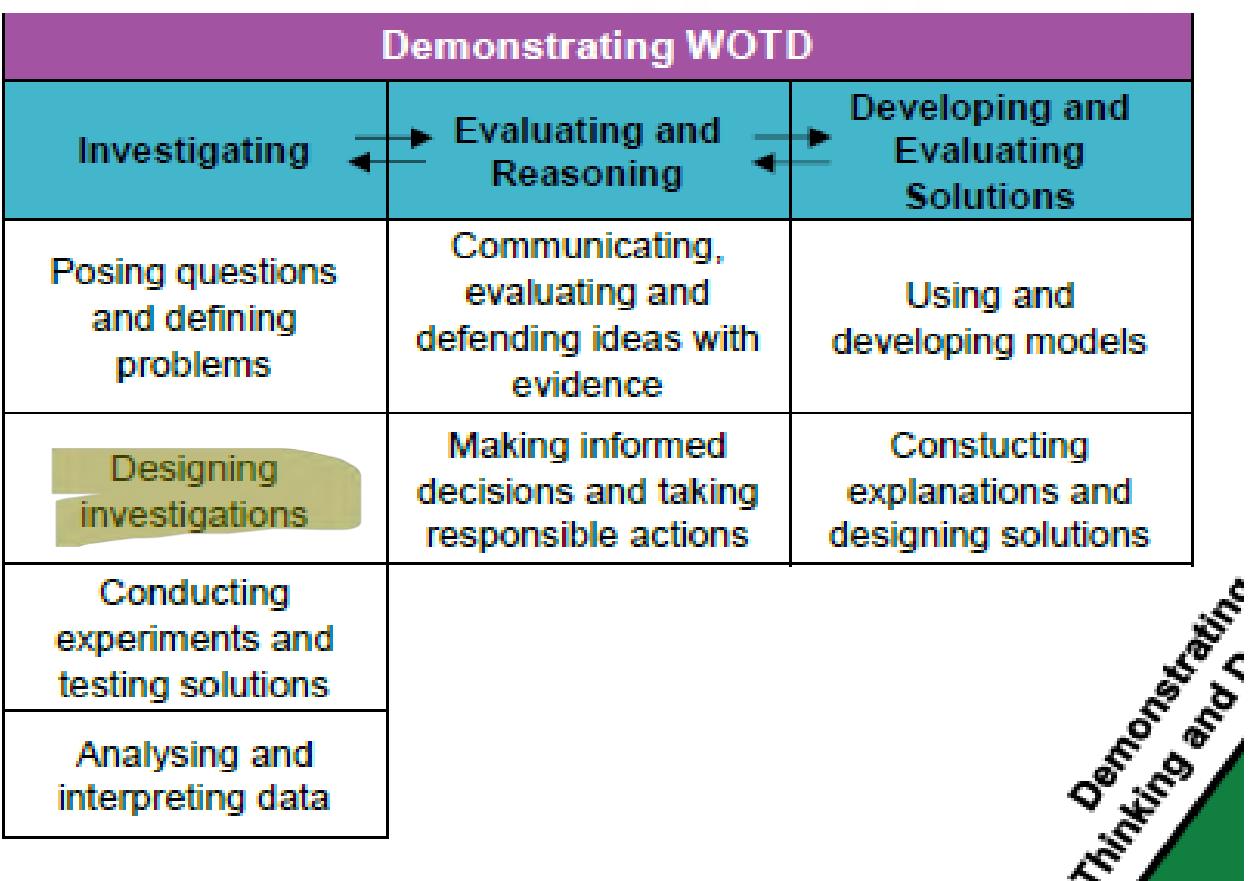
Joel wanted to find out if children infected with malaria are more attractive to mosquito A due to a certain smell that they produce. He used the set-up shown with 20 of mosquito A in box P.



Joel counted the number of times mosquitoes landed on the shirt for 3 minutes. He repeated the experiment using another shirt worn by an uninfected child in box Q.

ITEM TYPE: OPEN-ENDED QUESTION

- (i) State a hypothesis on how the smell on a shirt affects its attractiveness to mosquito A. [1]
- (ii) Joel used a white shirt instead of a black shirt for the experiment.
Suggest why using a white shirt allows him to obtain more accurate results. [1]



AOII:
Application of knowledge with
Process Skills



Answering Techniques for MCQ

- Read questions carefully and study the given diagrams, tables or graphs.
- Underline key words.
- Study all the options carefully.
- Eliminate wrong options to arrive at the best possible answer.
- Do not spend too much time on one question!

Answering techniques for Structured Questions



- Read questions carefully and study the given diagrams, tables or graphs.
- Underline key words.
- Check mark allocation and answer to the point.
- Write in short sentences and clear sentences to express and explain your answer. Do not write stories.

STRATEGIES IN ANSWERING OPEN-ENDED QUESTIONS



- Questions with the following terms:

State , Identify, List, Name, Give an example

Requires short and direct answer. No explanation is needed.

- Questions with the following terms:

Explain, Why, Describe, Infer, Conclude

**Longer answers that require more details and keywords.
Involve scientific reasoning and reference to science concepts.**

DO NOT give one or two word answers.

Claim-Evidence-Reasoning (CER) Answering Technique

CLAIM

- A statement or a choice that answers the question.

EVIDENCE

- The scientific data (tables, graphs) or observations (diagrams) that supports the claim.

REASONING

- The scientific concepts that connects evidence to the claim. Explains how the evidence supports the claim.

STRATEGIES IN ANSWERING OPEN-ENDED QUESTIONS:

C E R



- C: Material X
- E: The temperature of water is lower after 15 minutes.
- R: Therefore, Heat would flow from the surroundings to the water faster (as X is a better/good conductor of heat).

She recorded her results in the table below.

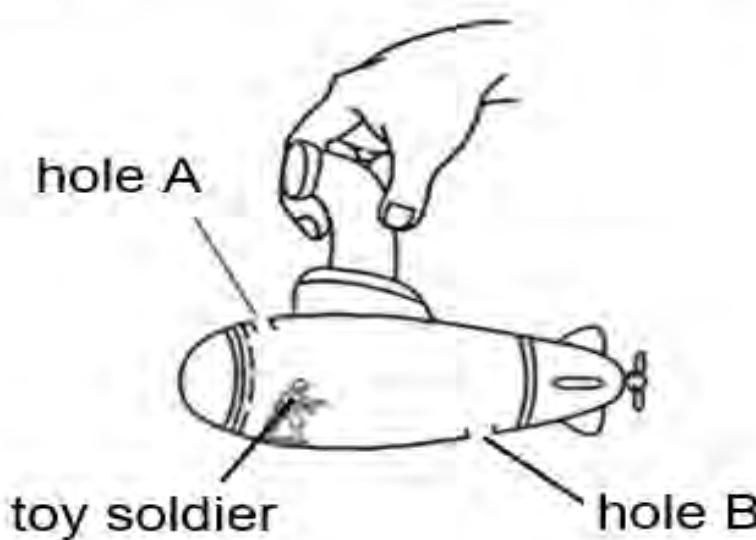
Material of container	Temperature of water in container after 15 minutes ($^{\circ}\text{C}$)
X	70
Y	85

- (c) Which material, X or Y, should Ziyah pick to make the tube of the water heater to heat the water in beaker B faster? [2]

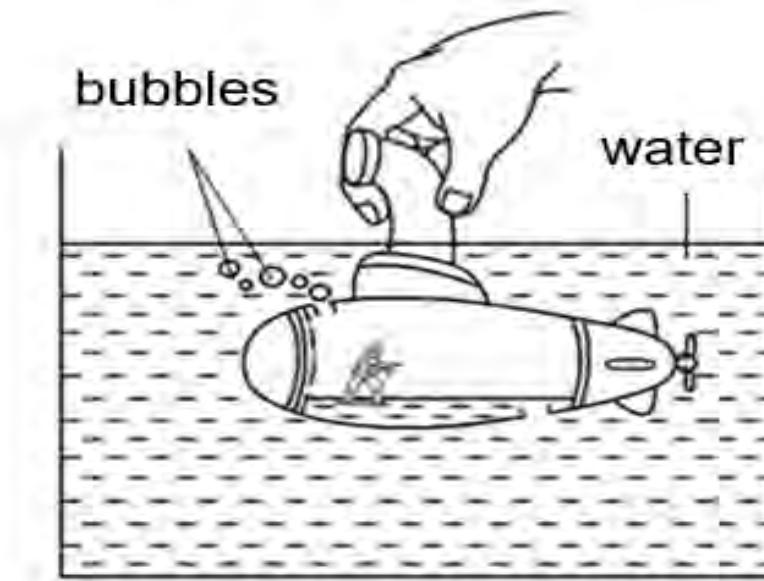
COMMON OBSERVATIONS

Students' answers lack precision and accuracy.

Eric placed a toy soldier in a submarine as shown below. There were two holes, A and B, on the submarine. When he pushed the submarine into a container of water, the toy soldier floated up and bubbles could be seen coming out from hole A.



before putting in the tank



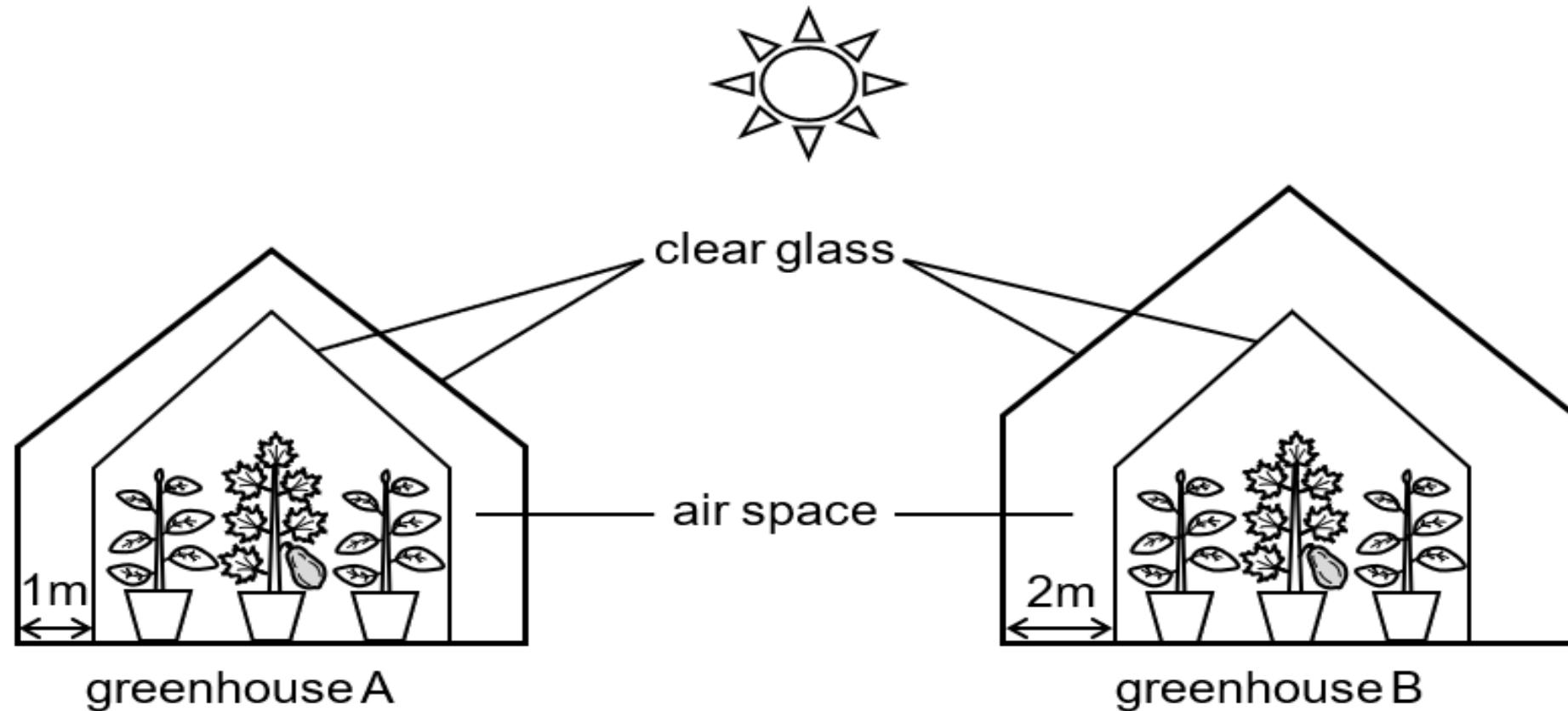
after putting in the tank

Air escapes from **hole A** [1] and then water enters from **hole B** to take the space previously occupied by the air [1].

COMMON OBSERVATIONS

- Students do not show comparison.

The diagram below shows two greenhouses, A and B.



- (b) Based on the diagram above, which greenhouse, A or B, is cooler on a hot day?
Using a property of air, explain why. [2]

- C: Greenhouse B
- E: It has a thicker air space
- R: Air is a poor conductor of heat. Less heat would flow from the surroundings into the greenhouse .

Strengthen your child's conceptual understanding...



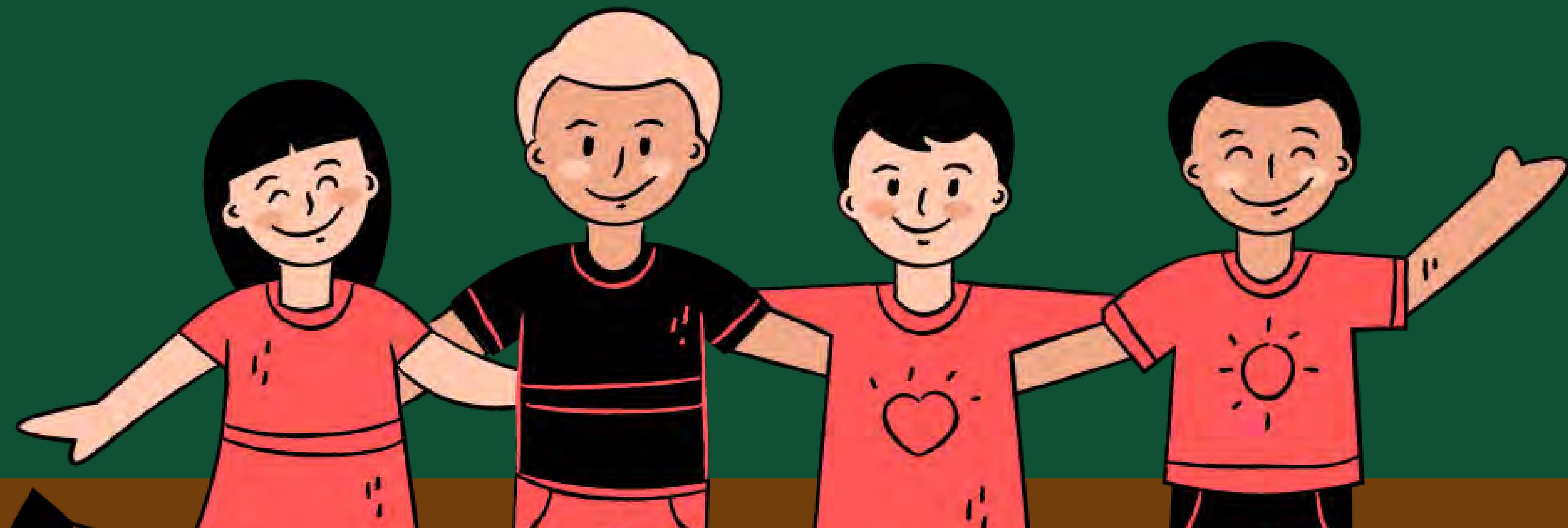
- Revise P3 and 4 topics.
- Organise notes using mindmaps.
- Reflect and learn from mistakes. Avoid making the same mistakes again.
- Create a science vocabulary bank or word wall.
- Complete practice papers within the stipulated time. Good time management is important!
- Complete homework in a timely manner. Do not leave any questions unattempted.
- Do not memorise answers without understanding.
- Allowing them to carry out scientific investigations at home and discuss their results with you.
- Most importantly allow them to explore!

Thank You!

For further queries, you may consult
your child's teacher!



Q & A



HAPPY CHINESE
NEW YEAR
2026
YEAR OF THE HORSE





Please adjourn to :

- CL - Hall
- ML - G2-01
- TL – Conference Room