



# Parents Information Booklet 2023 (Primary 4)



## **PREFACE**

Dear Parents

It is our privilege to have your child be a part of the Unity Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

As such, we have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes of the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More information on the weighted assessment items will be given at the beginning of each term.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely,  
Mrs Lee-Koh SC  
Principal

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## ENGLISH LANGUAGE

### AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

The Primary English Language Syllabus aims to enable all students to:

1. **Listen, read and view** critically and with accuracy, show understanding and appreciation of a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

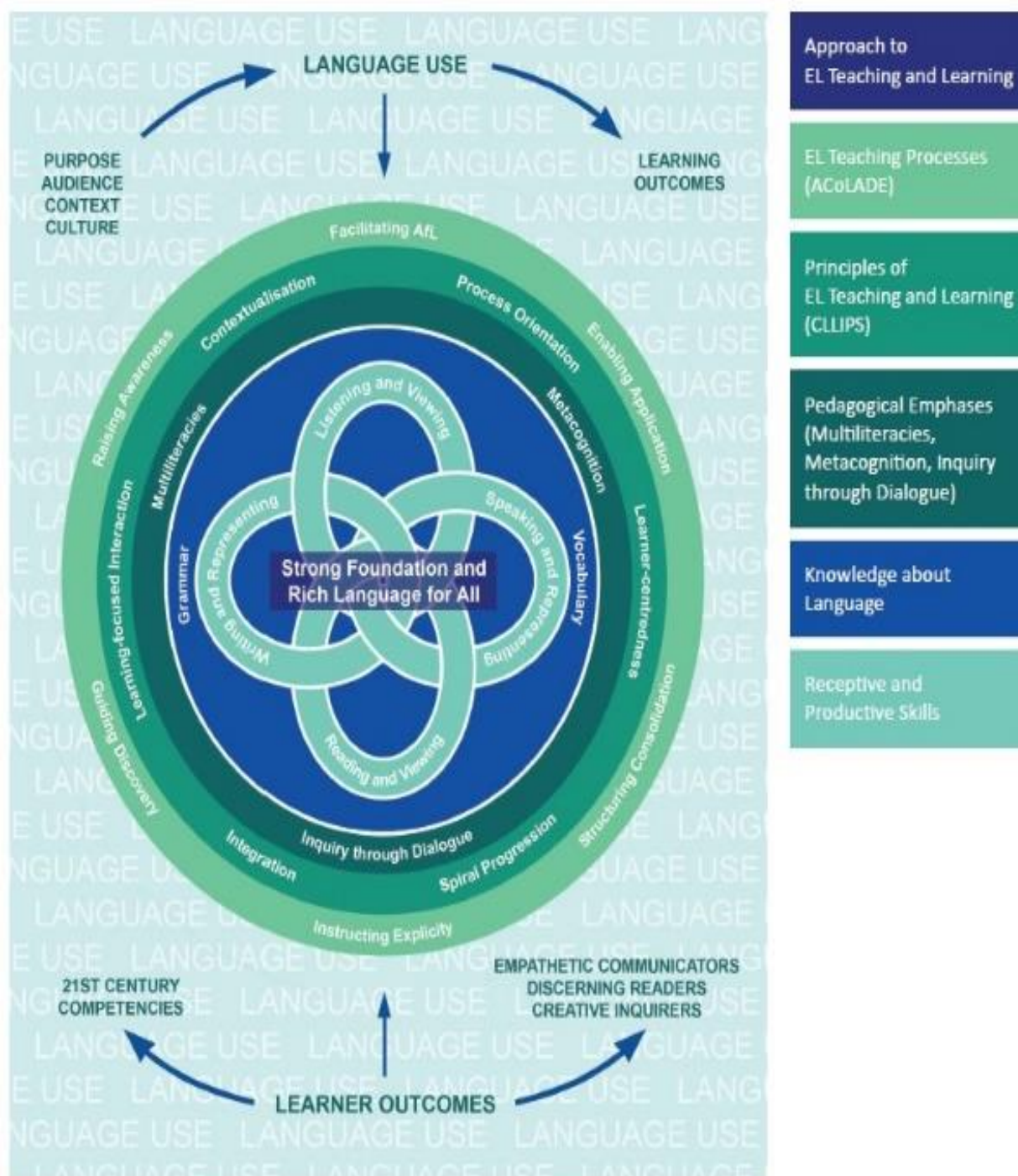
### ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2020* is to develop effective language use. Besides developing in children, the love for reading and a strong foundation in the English Language, STELLAR 2.0 aims to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

They will learn to communicate confidently, effectively and sensitively while working towards shared goals. As they distinguish between fact and falsehood, they will be able to process information more critically and with discernment.

Students' language use is reflected in the following areas of language learning:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



## **SCOPE OF LEARNING**

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

<b>Language Skills</b>	<b>Components / Tasks</b>
Listening & Viewing	<p><b>Picture Matching</b> Students will have to listen and pick the correct pictures that best match the given statements.</p> <p><b>Note-taking</b> Students will have to listen to a short text and write down words or short phrases to complete the note-taking task.</p>
Reading & Viewing	<p><b>Reading Aloud</b> Students will read a short passage to demonstrate their ability to read accurately and fluently.</p> <p><b>Stimulus Based Conversation</b> Students will demonstrate their ability to provide a response to a given stimulus by sharing their views and reasons for thinking so.</p> <p><b>CAPtivate Booklet</b> Students will be taught critical thinking skills through the book "Matilda" written by Roald Dahl.</p>
Writing & Representing	<p><b>Composition Writing</b> Students will demonstrate their grasp of the narrative genre (orientation, development, problem and resolution) and ability to organise their ideas coherently by writing a story of at least 3 paragraphs.</p>
Language Use	<p><b>Explicit Skills Instruction</b> Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use:</p> <ul style="list-style-type: none"><li>- Vocabulary MCQ</li><li>- Grammar MCQ</li><li>- Grammar Cloze</li><li>- Sentence Combining</li><li>- Editing for Punctuation and Spelling</li><li>- Visual Text Comprehension</li><li>- Comprehension</li></ul>

## **PROGRAMMES**

### **STELLAR**

The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. Besides using the key strategies meant for lower primary classrooms, students will be exposed to the following strategies for the upper primary classrooms.

#### **Supported Reading (SR)**

Students will be given opportunities to make predictions, read assigned section silently before discussing the text and difficult words as a whole class. This strategy is usually carried out for narrative and information texts.

#### **Know - Want to know - Learnt (KWL)**

Students will use this strategy to extract information and relate it to what they already know about a topic. They will be guided to organise, access and remember information. This enables students to understand and follow the logic of information presented in a text, recognise information that is repeated and distinguish between main ideas and details. The teacher's support is gradually reduced when the students learn to be more independent in extracting information from what they read.

#### **Retelling (RT)**

Students will use retelling as a reading comprehension strategy to engage with the text at different levels: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. They will be given opportunities to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features.

### **School-based Dyslexia Remediation programme (SDR)**

This is a two-year intervention programme for Primary 3 and 4 students. These students are identified for support through a systematic screening process for dyslexia conducted at the end of Primary 2. The programme is conducted in small groups by trained school personnel using a remediation curriculum designed by MOE Reading Specialists.

### **Reading Remediation Programme (RRP)**

The Reading Remediation Programme (RRP) aims to provide support for P3 and P4 students who still face consistent difficulty in reading in the English Language despite having completed the Learning Support Programme in P1 and P2. The programme exposes students to a range of coping strategies for reading comprehension which will enable them to better manage their learning in the regular classroom.

### **Applied Learning Programme (ALP)**

Learning comes alive when students are involved in hands-on and experiential learning. This programme embeds the critical thinking elements that build on learning in the classroom, and takes it forward to enrich students' overall learning.

## **RESOURCES USED**

1. STELLAR Learning Sheets
2. Marshall Cavendish Listening Comprehension and Oral Book
3. Synthesis & Transformation Book
4. School Based Packages
5. Class Library Books
6. Captivate Booklet (Critical Thinking Package)

# MATHEMATICS

## AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

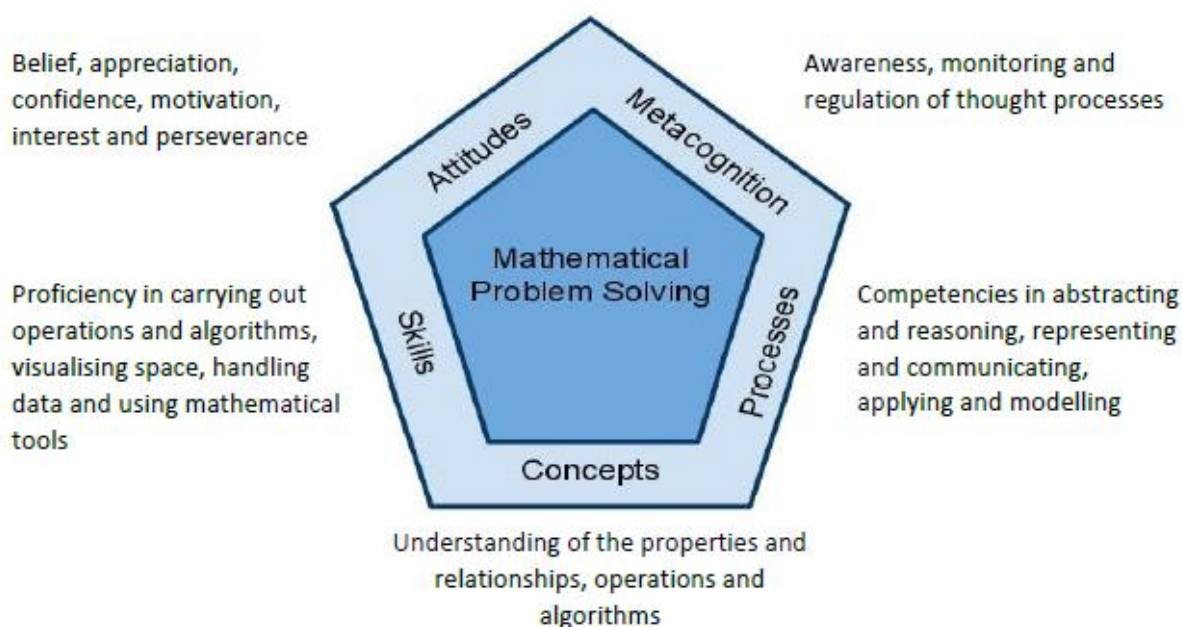
The primary mathematics syllabus aims to enable all students to:

1. Acquire and apply mathematical concepts and skills
2. Develop cognitive and metacognitive skills through a mathematical approach to problem-solving.
3. Develop positive attitudes towards mathematics.

## MATHEMATICS FRAMEWORK

The central focus of the framework is mathematical problem-solving that is, using mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of mathematics at all levels, from primary to tertiary. The framework stresses conceptual understanding, skills proficiency and mathematical processes, and gives due emphasis to attitudes and metacognition.

### Mathematics Curriculum Framework



### Scope Of Learning

Content Chart	Component/ Tasks
(A)Numbers to 100 000	<ol style="list-style-type: none"><li>1. Place Values</li><li>2. Comparing &amp; Ordering Numbers</li><li>3. Number Patterns</li><li>4. Rounding &amp; Estimation</li></ol>
(B) Factors & Multiples	<ol style="list-style-type: none"><li>1. Understanding factors &amp; multiples</li><li>2. Determine if a 1-digit whole number is a factor/multiple of another whole number by division.</li><li>3. Identify common factors of two whole numbers.</li><li>4. Identify the common multiples of two or three 1-digit whole numbers</li></ol>



Content Chart	Component/ Tasks
(C) Multiplication & Division	<ol style="list-style-type: none"> <li>1. Multiplying by a 1-Digit Number</li> <li>2. Multiplying by a 2-Digit Number</li> <li>3. Dividing by a 1-Digit Number</li> </ol>
(D) Word Problems: 4 Operations	<ol style="list-style-type: none"> <li>1. Use models to solve multi-part and multi-step word problems involving the four operations.</li> </ol>
(E) Angles	<ol style="list-style-type: none"> <li>1. Understanding and Measuring Angles</li> <li>2. Drawing Angles to <math>180^\circ</math></li> <li>3. Turns and 8-Point Compass</li> </ol>
(F) Rectangles & Squares	<ol style="list-style-type: none"> <li>1. Properties of Squares and Rectangles</li> <li>2. Drawing Squares and Rectangles</li> </ol>
(G) Symmetry	<ol style="list-style-type: none"> <li>1. Identify symmetric figures.</li> <li>2. Identify line of symmetry in a figure.</li> <li>3. Making Symmetric Figures and Patterns</li> </ol>
(H) Fractions	<ol style="list-style-type: none"> <li>1. Understand &amp; write Mixed Numbers</li> <li>2. Understand &amp; write Improper Fractions</li> <li>3. Convert Improper Fractions to Mixed Numbers &amp; vice versa</li> <li>4. Comparing and Ordering mixed numbers and/or improper fractions</li> <li>5. Fraction of a Set</li> </ol>
(I) Addition & Subtraction of Fractions	<ol style="list-style-type: none"> <li>1. Adding and Subtracting Fractions</li> <li>2. Word Problems</li> </ol>
(J) Decimals	<ol style="list-style-type: none"> <li>1. Understanding Tenths, Hundredths &amp; Thousandths.</li> <li>2. Read &amp; write decimals up to 3 decimal places.</li> <li>3. Represent and interpret tenths, hundredths &amp; thousandths using fraction discs, fraction bars, number line &amp; place value models.</li> <li>4. Comparing and Ordering Decimals</li> <li>5. Rounding Decimals</li> <li>6. Expressing fractions as decimals &amp; vice versa.</li> </ol>
(K) 4 Operations of Decimals	<ol style="list-style-type: none"> <li>1. 4 Operations of Decimals</li> <li>2. Estimate the sum, difference, product &amp; quotient of decimals up to 2 decimal places.</li> </ol>

Content Chart	Component/ Tasks
(L) Word Problems: Decimals	<ol style="list-style-type: none"> <li>1. Solve one-step word problems involving the four operations of decimals.</li> <li>2. Use models to solve multi-part and multi-step word problems involving the four operations of decimals.</li> </ol>
(M) Area & Perimeter	<ol style="list-style-type: none"> <li>1. Area &amp; Perimeter of Rectangles and Squares</li> <li>2. Area &amp; Perimeter of Composite Figures</li> <li>3. Word Problems</li> </ol>
(N) Graphs	<ol style="list-style-type: none"> <li>1. Collect data and present the data in a table.</li> <li>2. Use tally to collect data using a table.</li> <li>3. Read and interpret &amp; complete data presented in a table.</li> <li>4. Read and interpret line graphs.</li> <li>5. Transfer data from a table to a line graph.</li> <li>6. Read and interpret line graphs with different scales.</li> </ol>
(O) Time	<ol style="list-style-type: none"> <li>1. Use seconds to measure time.</li> <li>2. Write &amp; convert time using the 24-hour clock.</li> <li>3. Find the duration between two given times using the 24-hour clock.</li> <li>4. Find starting/ending time given the duration and the ending/starting time.</li> </ol>

## **PROGRAMMES**

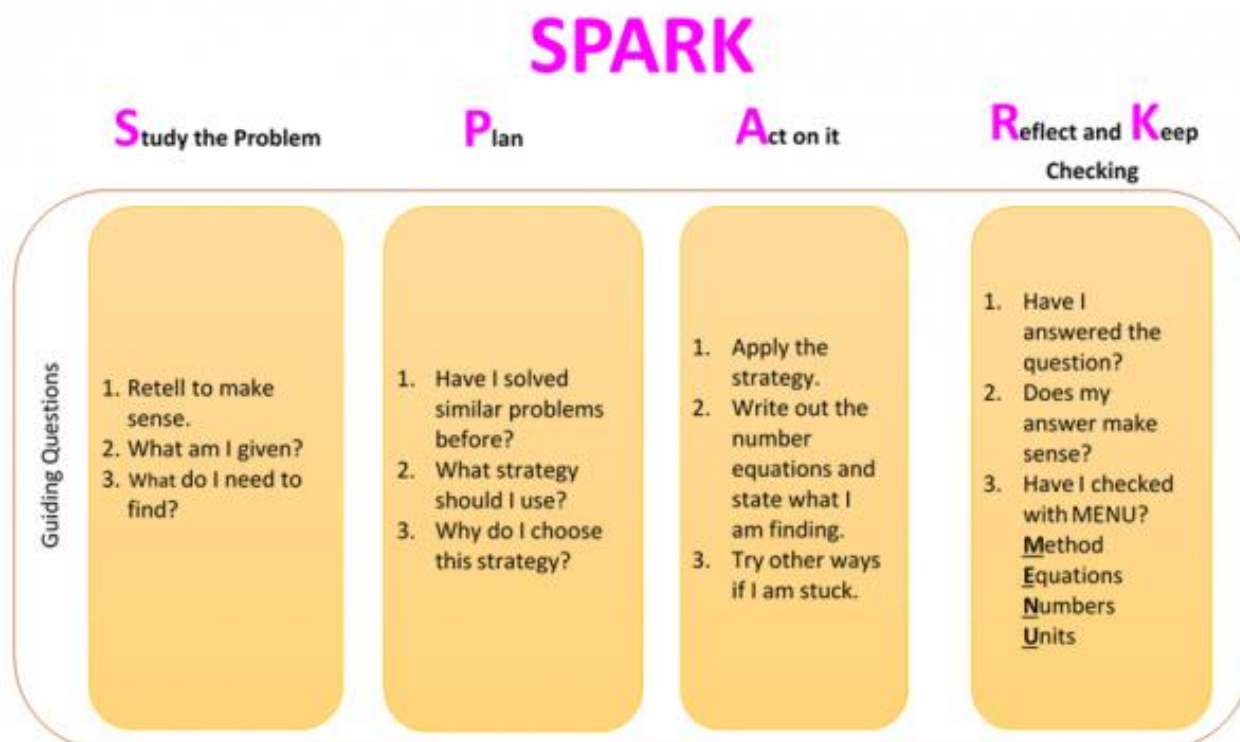
### **Engagement**

Students are engaged in a series of learning activities to explore and learn mathematical concepts and skills. From concrete manipulatives and experiences, scaffolding is provided to help students uncover abstract mathematical concepts and deepen conceptual understanding. Students are also given opportunities to apply concepts and skills learnt to achieve mastery.

## **Problem-Solving**

### **SPARK Framework**

We infused Polya's steps in problem solving into our problem-solving framework – SPARK. Effective questioning is used to guide students in their thought processes to scaffold and aid problem-solving.



### **Heuristics Package**

Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving and these strategies are cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

### **Mental Sums**

At the foundational levels, fluency in basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.

### **RESOURCES USED**

1. My Pals Are Here! 4A & 4B Textbook
2. My Pals Are Here! 4A & 4B Workbook
3. Topical Learning Sheets
4. Heuristics Booklet
5. Mental Sums Booklet

## SCIENCE

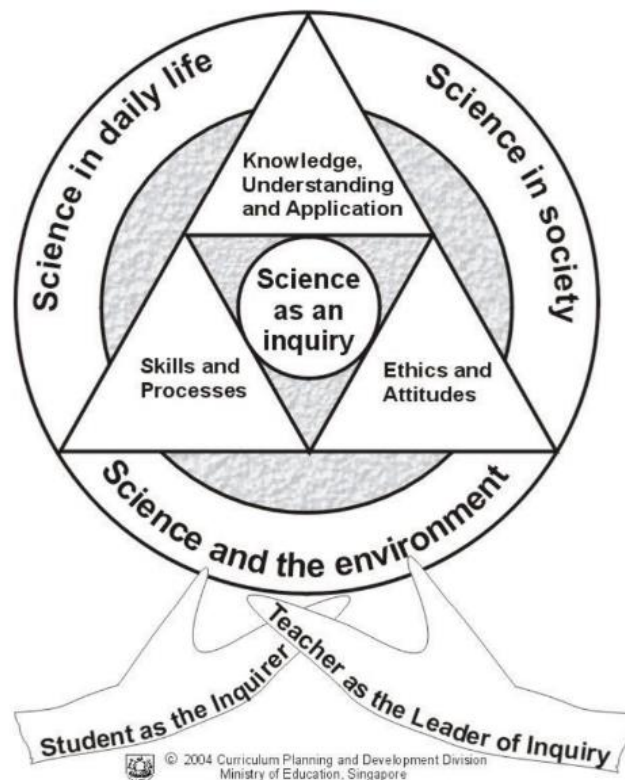
### **AIMS OF SCIENCE EDUCATION IN SCHOOLS**

The Primary Science Syllabus aims to:

1. provide students with experiences which build on their interest and stimulate their curiosity about their environment;
2. provide students with basic scientific terms and concepts to help them understand the world around them;
3. provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry;
4. prepare students towards using scientific knowledge and methods in making personal decisions;
5. help students appreciate how science influences people and the environment.

### **SCIENCE CURRICULUM FRAMEWORK**

Central to the curriculum framework is the inculcation of the spirit of scientific inquiry. The conduct of inquiry is founded on three integral domains of (a) Knowledge, Understanding and Application, (b) Skills and Processes and (c) Ethics and Attitudes. These domains are essential to the practice of science. The curriculum design seeks to enable students to view the pursuit of science as meaningful and useful. Inquiry is thus grounded in knowledge, issues and questions that relate to the roles played by science in daily life, society and the environment.



The approach towards the learning of science is based on themes that students can relate to in their everyday experiences, and to the commonly observed phenomena in nature. The aim is to enable students to appreciate the links between different themes/topics and thus allow the integration of scientific ideas. The five themes chosen are: Diversity, Cycles, Systems, Energy and Interactions.

The focus for each theme is given below:

### **Diversity**

There is a great variety of living and non-living things in the world. Man seeks to organise this great variety of living and non-living things to better understand the world in which he lives. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help Man to classify them. This theme brings across the importance of maintaining diversity. The essential takeaways for “Diversity” are:

- There is a great variety of living and non-living things around us.
- Man can classify living and non-living things based on their similarities and differences to better understand them.
- Maintaining the diversity of living things around us ensures their continual survival.

### **Cycles**

There are repeated patterns of change in nature. Examples of these cycles are the life cycles of living things and the water cycle. Understanding these cycles helps Man to predict events and processes and to appreciate the Earth as a self-sustaining system. The essential takeaways are:

- There are repeated patterns of change around us.
- Observing cycles helps us to make predictions and understand things around us.

### **Systems**

A system is a whole consisting of parts that work together to perform a function(s). There are systems in nature as well as man-made systems. Examples of systems in nature are the digestive and respiratory systems. Examples of man-made systems are electrical systems. Understanding these systems allows Man to understand how they operate and how parts influence and interact with one another to perform a function. The essential takeaways are:

- A system is made of different parts. Each part has its own unique function.
- Different parts / systems interact to perform function(s).

### **Interactions**

Studying the interactions between and within systems enhances understanding of the environment and Man’s role in it. Interactions occur within an organism, between organisms as well as between organisms and the environment. The interaction of Man with the environment drives the development of Science and Technology. At the same time, Science and Technology influences the way Man interacts with the environment. By understanding the interactions between Man and the environment, students can better appreciate the consequences of their actions and be responsible for their actions. The essential takeaways are:

- There are interactions among Man, living and non-living things in the environment.
- Man can interact with the environment and make positive or negative impacts.
- Man plays an important role in conservation to ensure continuity of life and availability of resources.

## **Energy**

Energy makes changes and movement possible in everyday life. Man uses various forms of energy for many different purposes. Man is not the only animal that needs energy; all living things obtain energy and use it to carry out life processes. Understanding this theme will allow students to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways are:

- Energy is required to enable things to work or move.
- There are different forms of energy and they can be converted from one form to another.
- Some sources of energy can be depleted and Man plays an important role in energy conservation

## **SKILLS AND PROCESSES**

There are opportunities for students to use concepts and integrate skills and processes to inquire things and phenomena around them. The skill sets aligned are shown in the table below:

<b>Skills and Processes</b>	<b>Engaging with an event, phenomenon or problem through:</b>	<b>Collecting and presenting evidence through:</b>	<b>Reasoning; making meaning of information and evidence through:</b>
Skills	<ul style="list-style-type: none"><li>• Formulating hypothesis</li><li>• Generating possibilities</li><li>• Predicting</li></ul>	<ul style="list-style-type: none"><li>• Observing</li><li>• Using apparatus and equipment</li></ul>	<ul style="list-style-type: none"><li>• Comparing</li><li>• Classifying</li><li>• Inferring</li><li>• Analysing</li><li>• Evaluating</li></ul>
	Communicating		
Processes	Creative problem-solving, Investigation and Decision-making		

## **SCOPE OF LEARNING**

The focus for P4 is given below.

<b>Term</b>	<b>Theme</b>	<b>Topic</b>	<b>Learning Objectives</b>
1	Cycles	Matter	<b>Recognise</b> that matter is anything that has mass and occupies space. <b>Recognise</b> that things around us are made of matter. <b>Define</b> mass and volume. <b>Identify</b> the three states of matter – solid, liquid and gas. <b>Understand</b> that a solid has a definite shape, a definite volume and it cannot be compressed. <b>Understand</b> that a liquid has no definite shape, a definite volume and it cannot be compressed. <b>Understand</b> that a gas has no definite shape, no definite volume and it can be compressed. <b>Measure</b> the mass of a solid using a lever balance and an electronic balance. <b>Measure</b> the mass of a liquid using an electronic balance. <b>Measure</b> the volume of a liquid using a measuring cylinder and a syringe.
1, 2	Systems	Your Amazing Body as a System	<b>Describe</b> what a system is. <b>Recognise</b> that each part of a system has a certain function. <b>Recognise</b> that some systems are man-made, while some are found in nature.

Term	Theme	Topic	Learning Objectives
			<p><b>Recognise</b> that a living thing is a system made up of many parts that work together to keep the living thing alive.</p> <p><b>List</b> some organ systems in the human body and <b>state</b> their functions.</p> <p><b>State</b> the major parts in each organ system.</p> <p><b>Recognise</b> that for the body to function well, all the organ systems in the body must work together.</p> <p><b>Recognise</b> that the food we eat has to be broken down to simple substances for the body to use.</p> <p><b>Recognise</b> that digestion is the process where food is chewed then broken down into simple substances by the organs in the digestive system.</p> <p><b>List</b> the five major organs in the digestive system (mouth, gullet, stomach, small intestine and large intestine) and describe their functions.</p>
2	Systems	Plants and their Parts	<p><b>Recognise</b> that a plant is a system.</p> <p><b>Appreciate</b> that most plants have the same basic parts.</p> <p><b>Identify</b> the parts of a plant (leaves, stem and roots).</p> <p><b>State</b> the functions of leaves, stem and roots.</p> <p><b>Appreciate</b> that plant parts work together for the plant to grow well.</p>
3	Energy	Light and Shadows	<p><b>Recognise</b> that light is a form of energy.</p> <p><b>Identify</b> sources of light.</p> <p><b>Recognise</b> that the sun is our main source of light during the day.</p> <p><b>State</b> that we need light in order to see.</p> <p><b>Infer</b> that objects can be seen if they can reflect light.</p> <p><b>Identify</b> and <b>differentiate</b> between materials that: allow light to pass through; allow some light to pass through; allow no light to pass through.</p> <p><b>Measure</b> light using a light sensor that is connected to a data logger.</p> <p><b>Explain</b> how a shadow is formed.</p> <p><b>Relate</b> the shapes and sizes of shadows to the positions of the object and the light source.</p>
3, 4		Heat and Temperature	<p><b>State</b> that heat is a form of energy that makes things hot.</p> <p><b>Identify</b> and list some common sources of heat.</p> <p><b>Recognise</b> that the sun is our main source of heat.</p> <p><b>State</b> that temperature is a measure of how hot something is.</p> <p><b>State</b> that the unit of temperature is degree Celsius (°C).</p> <p><b>Recognise</b> that a thermometer is used to measure temperature and different types of thermometers are used for different purposes.</p> <p><b>Describe</b> the steps to follow in reading a thermometer.</p> <p><b>Measure</b> temperature using a thermometer or a heat sensor connected to a data logger.</p>

Term	Theme	Topic	Learning Objectives
			<b>Differentiate</b> between heat and temperature.

### **RESOURCES USED**

1. My Pals are Here! Science 3 & 4 Cycles Text Book
2. My Pals are Here! Science 3 & 4 Systems Text Book
3. My Pals are Here! Science 3 & 4 Energy Text Book
4. Cycles Inquiry-based learning (IBL\*) Booklet
5. Systems Inquiry-based learning (IBL\*) Booklet
6. Energy Inquiry-based learning (IBL\*) Booklet
7. I do-We do-You do (IWY\*) Packages for the following topics:
  - Matter
  - Light and Shadow
  - Plant and Human Systems

*\*IBL packages are designed to help students learn scientific concepts and process skills through inquiry-based learning and experiments.*

*IWY packages are designed to help students answer the open-ended questions using the C<sup>3</sup> answering technique through parallel questions.*

### **PROGRAMMES**

Experiential learning catered across the level through learning packages and activities to promote self-directed learning and cultivate a passion for Science through inquiry includes:

- Every Child a Gardener  
P4 students will grow a variety of plants at the nursery in the school eco-garden. In groups, they make a decision on the type of vegetable they would like to plant from the given list & do their research on the best conditions, e.g. amount of water, sunlight, etc. to grow the vegetable. The students will take care of the plants till it is suitable to be harvested and proceed to the next growing cycle. Simple reflections leading to better decision-making for the next crop will be done periodically. Students are eventually allowed to bring the crops home for consumption.
- PET Rocket  
P4 students will make a rocket from PET bottles and propel it through the air with water and compressed air. Through the activity, student will learn about the forces affecting the flight of the rocket and the variables such as angle of elevation, amount of water, etc. that will determine the distance travelled by the rocket.
- Learning Science through Student Learning Space (SLS)  
With the SLS, students will be able to learn Science better through the use of technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers. Teachers will also be able to use the SLS to complement their classroom teaching, further enriching students' learning experience.

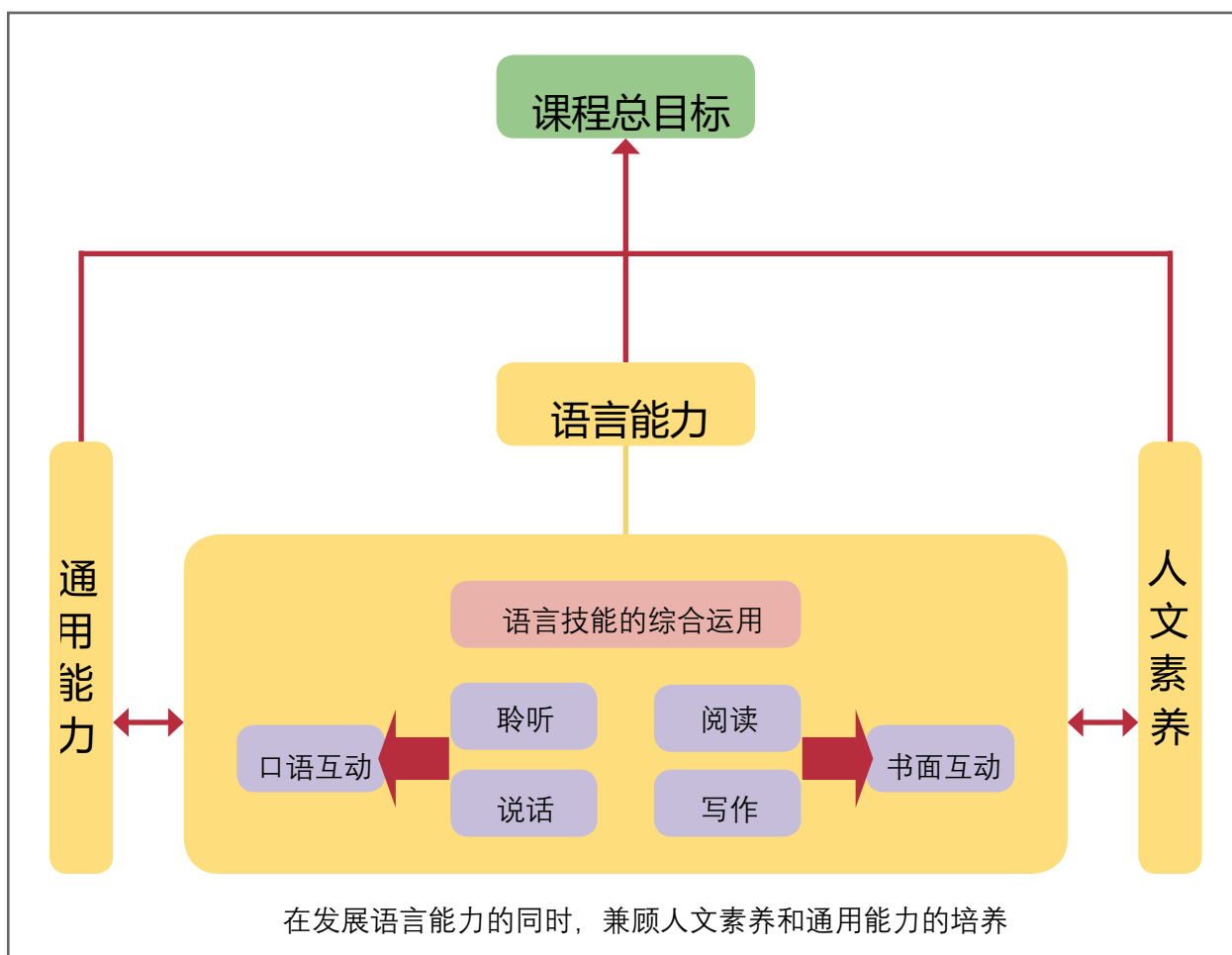


## 华文

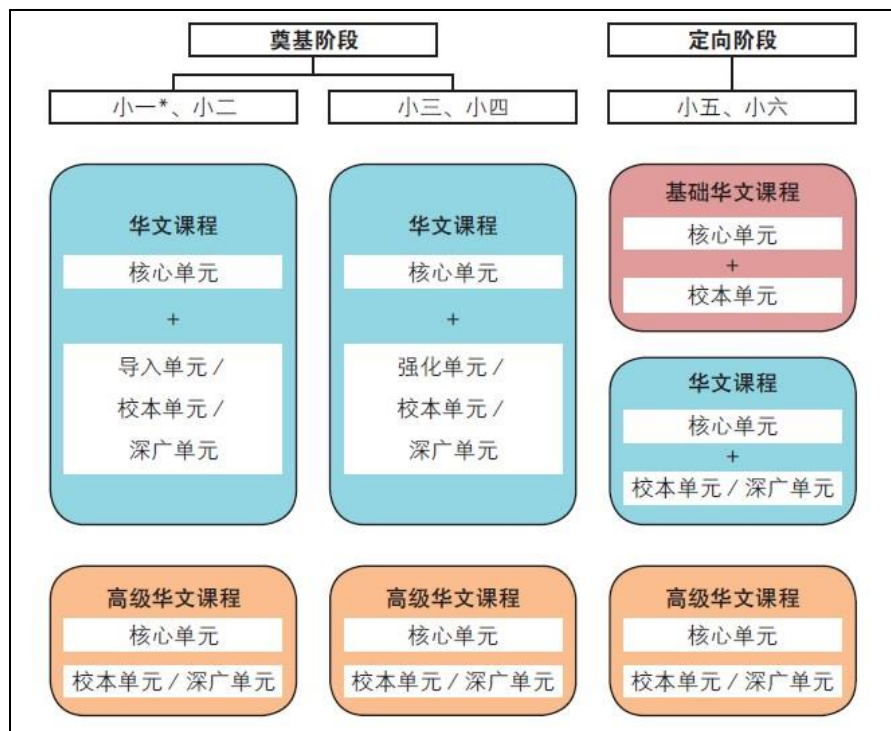
### 小学华文课程的总目标

- 1) 培养语言能力
- 2) 培养人文素养
- 3) 培养通用能力

课程目标图示如下：



## 课程架构



- 小学各课程采用单元模式，以照顾学生家庭语言背景的不同和学生能力的差异，使华文教学更具灵活性。
- 修读华文课程的学生都必须学习核心单元。
- 需要额外帮助的学生将学习导入单元；能力较强的学生将学习深广单元。
- 导入单元的教学会安排在核心单元教学之前；深广单元的教学则在核心单元教学之后。
- 学校在开学时就会为四年级的学生进行单元分班（导入、核心或深广班）。教师将通过以下几方面来评估：
  - 学生的课堂表现
  - 学生的学习态度
  - 学生的学习成绩

单元模式的主旨不在于将学生分流，而是为了让不同能力的学生能以最适合他学习的进度来学习华文。

## 教材特点

- 听说、读写分流并进
- 围绕六大范畴，按照主题组织教学内容
- 系统地培养语言知识与技能
- 重视资源开发，综合的教学配套

课堂教学	
纸本教材	课本、活动本、校本配套
数码资源	SLS 平台、易知识平台

### **班级阅读计划（第一至第四学段）**

通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。

### **母语双周活动（第三学段）**

为了让学生有多点机会接触母语和认识华族的传统文化，学校安排各级学生参与并体验不同主题的文化活动。

### **“我是小编导” 创意写作活动（第一至第二学段）**

让学生参与作文创作和编写故事的活动，培养学生的互动与写作能力。

### **文化随意门计划（第三学段-暂定）**

安排学生观赏校外的文化表演，让学生通过戏剧欣赏中华文化，培养学生学习华文的兴趣。

### **学习马来语会话（Conversational Chinese/Malay, CCM）（第四学段）**

安排学生学习简单的马来语会话。

### **评价**

评价的形式多元，除了考查学生的学习成果，老师们也会对学生在不同方面的学习能力、兴趣和需要进行更全面的了解。

### **全面性评价**

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，在“德、智、体、群、美”五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

## BAHASA MELAYU

### **MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH**

Matlamat pendidikan Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. berkomunikasi secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang budaya, tradisi, sastera dan sejarah; dan
3. berhubung dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.

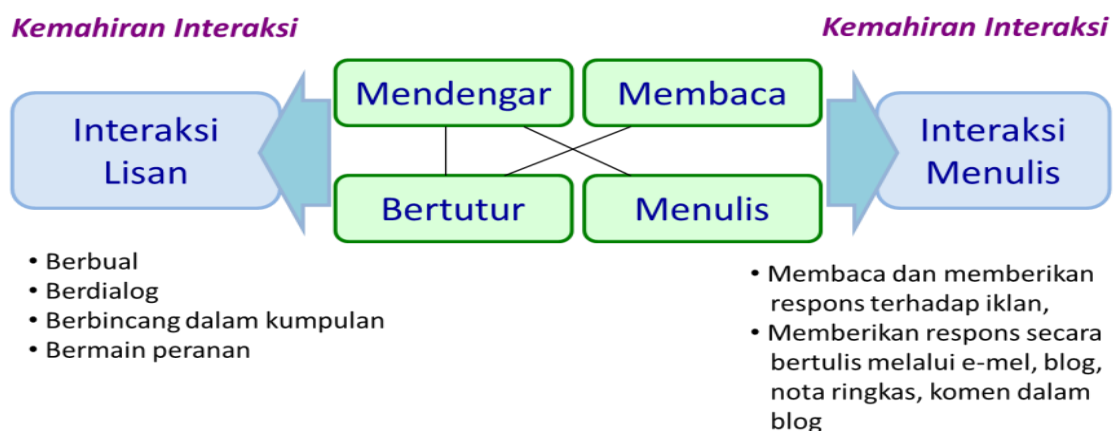
### **OBJEKTIF KURIKULUM BAHASA MELAYU**

Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:

- mendengar dan memahami pengucapan dengan teliti;
- bertutur dengan petah menggunakan sebutan baku dan intonasi yang betul;
- membaca pelbagai bahan bercetak dan bahan media elektronik dan memberikan respons yang sesuai;
- menulis pelbagai jenis teks berdasarkan pelbagai tajuk yang sesuai;
- berinteraksi secara lisan dengan menggunakan sebutan baku;
- berinteraksi secara bertulis mengenai pelbagai tajuk yang sesuai;
- berfikir secara kreatif, kritis dan kritikal untuk mereka cipta, menyelesaikan masalah dan membuat keputusan melalui penggunaan bahasa;
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu dan kaum-kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

### **KEMAHIRAN BAHASA**

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugas bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merangkumi kemahiran mendengar, membaca, bertutur, menulis interaksi lisan dan interaksi penulisan, seperti yang tertera dalam rajah di bawah ini.



Model Kemahiran Teras Bahasa

## **PROGRAM DAN AKTIVITI PEMBELAJARAN**

Program dan aktiviti pembelajaran Bahasa Melayu di sekolah ini disesuaikan dari segi pendekatan, kaedah, isi kandungan serta bahan pengajaran mengikut keperluan, keupayaan dan gaya belajar setiap murid. Pembelajaran berpusatkan murid ini dapat meningkatkan pelibatan koperatif dan kolaboratif di dalam dan di luar bilik darjah. Selain itu, murid juga melibatkan diri secara aktif dalam pembelajaran untuk meningkatkan kemahiran berfikir kerana mereka diberi peluang untuk menyoal, menghasilkan idea dan mengemukakan serta berkongsi pendapat serta menyampaikan hasil perbincangan.

<b>Kemahiran/Pengetahuan</b>	<b>Program dan Aktiviti Pembelajaran</b>
<b>Mendengar</b>	<u>Kefahaman Mendengar</u> <ul style="list-style-type: none"><li>• Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.</li></ul>
<b>Membaca</b>	<u>Bacaan Lantang</u> <ul style="list-style-type: none"><li>• Murid membaca pelbagai jenis teks dengan sebutan baku, intonasi, jeda dan kelancaran yang betul serta memahami bahan yang dibaca. Mereka juga diberi peluang untuk menilai bacaan mereka secara sendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengecam kekuatan atau kelemahan mereka.</li></ul> <u>Kefahaman Membaca</u> <ul style="list-style-type: none"><li>• Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai.</li></ul> <u>Baca Ria</u> <ul style="list-style-type: none"><li>• Untuk memupuk minat membaca, masa selama lebih kurang 10 minit setiap hari diperuntukkan untuk murid membaca buku cerita atau bahan bacaan lain dalam Bahasa Melayu. Kemudian, murid merekodkan buku yang telah mereka baca dalam rekod bacaan mereka.</li><li>• Majalah 'Mari Membaca' yang mengandungi cerita-cerita menarik, puisi serta aktiviti bahasa dilanggan oleh murid. Guru menggunakan artikel-artikel dalam majalah ini untuk merangsang minat membaca di samping mengasah kemahiran bahasa murid.</li></ul>

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
<b>Bertutur</b>	<p><u>Bertutur</u></p> <ul style="list-style-type: none"> <li>Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.</li> </ul> <p><u>Bengkel Pengacaraan</u></p> <ul style="list-style-type: none"> <li>Bengkel Pengacaraan ini bertujuan untuk mengasah kemahiran komunikasi serta membina keyakinan murid bertutur di hadapan khalayak. Bengkel ini akan dijalankan dalam Penggal 1 dan 2, selama 8 sesi.</li> </ul> <p><u>Program Pertuturan Bahasa Mandarin dan Bahasa Melayu</u></p> <ul style="list-style-type: none"> <li>Semua murid yang mengambil Bahasa Melayu akan mengikuti Bengkel Pertuturan dalam Bahasa Mandarin. Program ini bertujuan untuk mengeratkan hubungan dalam kalangan murid-murid yang berlainan bangsa. Selain itu, murid diharapkan dapat memperoleh kemahiran berbahasa yang membolehkan mereka berinteraksi dengan selesa di nusantara ini. Program ini akan dijalankan sendiri oleh guru-guru Bahasa Ibunda sekolah ini dalam Penggal 4.</li> </ul>
<b>Menulis</b>	<p><u>Menulis</u></p> <ul style="list-style-type: none"> <li>Murid menulis karangan untuk menjadikan sebuah cerita berdasarkan rangsangan.</li> </ul>
<b>Interaksi Penulisan</b>	<p><u>Interaksi Penulisan</u></p> <ul style="list-style-type: none"> <li>Murid melengkapi teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.</li> </ul>
<b>Interaksi Lisan</b>	<p><u>Pembelajaran Kolaboratif Lisan!</u></p> <ul style="list-style-type: none"> <li>Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.</li> </ul>
<b>Budaya</b>	<p><u>Minggu Dwibahasa Ibunda</u></p> <ul style="list-style-type: none"> <li>Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz dan bengkel untuk membolehkan murid menggunakan Bahasa Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan.</li> </ul> <p><u>Program Pendedahan Budaya dan Seni Persembahan</u></p> <ul style="list-style-type: none"> <li>Murid akan dibawa untuk menonton persembahan drama yang bertujuan untuk mendedahkan mereka pada budaya dan seni persembahan Melayu di samping membolehkan mereka mempelajari Bahasa Melayu dalam suasana yang autentik.</li> </ul>

## **SISTEM BAHASA**

Berikut adalah aspek tatabahasa yang akan dipelajari:

### 1. Tatabahasa

<ul style="list-style-type: none"><li>• Kata Tunggal</li><li>• Kata Terbitan</li><li>• Kata Ganda Penuh, Separa</li><li>• Kata Majmuk</li><li>• Kata Berimbuhan (meN-, beR-, teR-, peN-, di-, se-, pe-, ke-, -an, -kan, meN-...-kan, di-...-kan, beR-...-kan, beR-...-an, ke-...an, peN-...an, pe-...-an)</li><li>• Kata Nama</li><li>• Kata Kerja</li></ul>	<ul style="list-style-type: none"><li>• Kata Adjektif</li><li>• Kata Tugas</li><li>• Frasa</li><li>• Pola Ayat</li><li>• Bentuk Ayat</li><li>• Susunan Ayat</li><li>• Ragam Ayat</li><li>• Jenis Ayat</li></ul>
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### 2. Kosa Kata

- berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

### 3. Penjodoh Bilangan

### 4. Tanda Baca

- tanda noktah ( . ) , koma ( , ) , soal ( ? ) , sempang ( - ) , seru ( ! )

### 5. Kata Seerti, Kata Berlawan, Kata Kumpulan

### 6. Bandingan Semacam

### 7. Peribahasa

Senarai Peribahasa Darjah 3 dan 4

No	Peribahasa	Maksud
1	ambil berat	• memberikan perhatian
2	anak angkat	• anak yang diambil dan dijadikan anak sendiri
3	anak emas	• orang yang sangat disayangi
4	bawa nasib	• mencari penghidupan di tempat lain
5	berat sebelah	• tidak adil
6	besar hati	• bangga atau gembira
7	buah tangan	• barang yang dibawa sebagai hadiah
8	buruk siku	• mengambil semula sesuatu yang pernah diberikan kepada seseorang
9	cakar ayam	• tulisan yang buruk dan sukar dibaca
10	campur tangan	• melibatkan diri dalam hal orang lain
11	cari jalan	• berusaha untuk mencapai sesuatu perkara
12	fasih lidah	• lancar berbicara dan betul sebutannya
13	hidung tinggi	• sombong
14	jalan tengah	• tidak berat sebelah atau tidak memihak kepada sesiapa
15	kaki ayam	• tidak memakai alas kaki atau kasut
16	kaki bangku	• tidak pandai bermain bola

No	Peribahasa	Maksud
17	kecil hati	• tersinggung
18	keras kepala	• degil
19	lepas tangan	• tidak masuk campur dalam sesuatu hal
20	lurus akal	• jujur
21	manis mulut	• bercakap dengan lemah lembut
22	mati akal	• tidak tahu apa yang hendak dilakukan
23	muka tembok	• tidak tahu malu
24	murah hati	• suka memberikan bantuan
25	rendah hati	• tidak sombong
26	ringan mulut	• peramah / mudah menyatakan pendapat
27	ringan tulang	• rajin bekerja
28	tajam akal	• cepat menerima pelajaran
29	tanda mata	• hadiah yang diberikan sebagai kenang-kenangan
30	otak udang	• bodoh

### **BAHAN PEMBELAJARAN**

1. Buku Teks CEKAP 4A & 4B
2. Buku Aktiviti CEKAP 4A & 4B
3. Buku Kecil (4 siri) 4A & 4B
4. Lembaran Kerja Darjah 4
5. Majalah 'Marilah Membaca'
6. Ruang Belajar Pelajar (SLS)

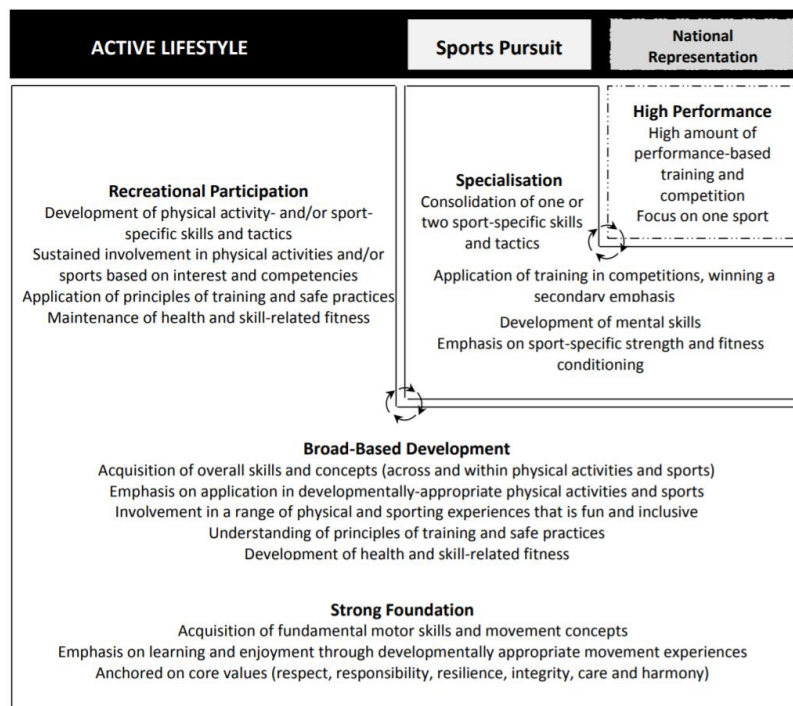


# PHYSICAL EDUCATION

## AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS

The purpose of Physical Education is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.

## PE AND SPORTS DEVELOPMENT FRAMEWORK



\*Figure: MOE PE Syllabus (2014)

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be it for recreation, personal challenge and achievement or national honours. A strong foundation anchored on fundamental motor skills and core values forms the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad based physical competencies which provide opportunities for exploration of interest. From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

## GOALS OF PE

The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.

PE seeks to develop in each student the ability to:

**Goal 1:** Acquire a range of motor skills to participate in a variety of physical activities.

**Goal 2:** Understand and apply movement concepts, principles and strategies in a range of physical activities.

**Goal 3:** Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

**Goal 4:** Display positive personal and social behaviour across different experiences.

**Goal 5:** Acquire and maintain health-enhancing fitness through regular participation in physical activities.

**Goal 6:** Enjoy and value the benefits of living a physically active and healthy life.

### **SCOPE OF LEARNING**

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

### **ASSESSMENT**

#### **PE Primary 4 Assessment Plan 2023**

<b>Topics</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>1. Gymnastics</b> <b>2. Territorial/ Invasion Games</b> <b>3. Games Concept Quiz</b> <b>4. PE Conduct</b>	<u>Territorial/ Invasion Games</u> <u>Attacking the Goal</u> (Wk 8) Students will be able to display individual attacking skills in a modified Territorial/Invasion Game	<u>Gymnastics</u> (Wk 9) Students will be able to perform a gymnastic routine which includes one roll, one balance and one cartwheel. (Individual)	Games Concept Quiz (Wk 5)	<u>PE Conduct</u> (Wk 2) Students will be assessed in 4 areas namely; Sportsmanship, Teamwork, Safety and Personal Hygiene

# ART EDUCATION

## AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:

- enjoy art,
- communicate visually, and
- make meaning through connecting with society and culture.

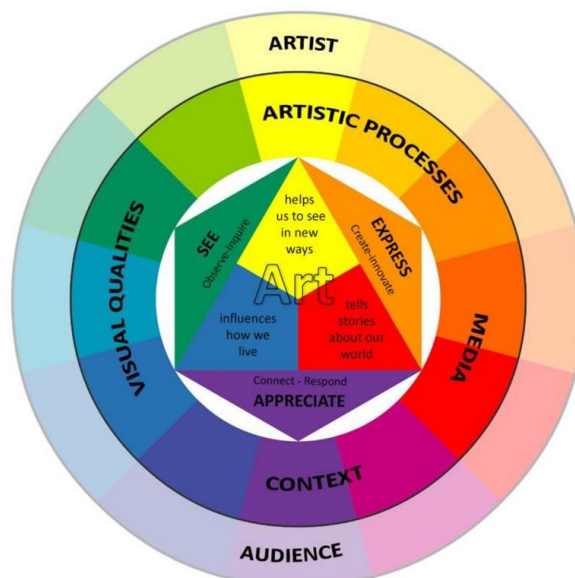


Figure: Primary Art Syllabus Framework 2018

## ART SYLLABUS FRAMEWORK

The art syllabus framework is presented in the form of a colour wheel. It shows the dynamic relationship between the various key features of the syllabus as an integrated concept for the learning of art to be holistic and enduring.

The three key ideas at the heart of the framework form the enduring understandings that provide focus for the teaching and learning of art. The key ideas frame the three Learning Domains of *See*, *Express* and *Appreciate* that present learning opportunities for students to develop the Key Competencies of observe, inquire, create-innovate, and connect-respond. Our students learn to *see*, *express* and *appreciate* through the four key components of the Learning Content - *context*, *artistic processes*, *media* and *visual qualities*. In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

## SCOPE OF LEARNING ART

The learning outcomes of our school's art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of *See*, *Express* and *Appreciate*. The three behavioural domains of *seeing*, *expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

The school's art curriculum includes well-designed learning experiences to provide engaging and meaningful ways for students to encounter learning content through two areas:

- *Core Learning Experiences* and
- *Dynamic Learning Experiences*.

For Core Learning Experiences, students will experience drawing as a tool to develop their language, cognitive and executive function. In Primary 4 museum learning experience provides students with authentic context for the learning of local art as part of students' understanding of Singapore's history and heritage. Art exhibitions experience deepen students' understanding of the aesthetics and is an important part of their artistic learning cycle. For Dynamic Learning Experiences, the school extend students' experiences through engagement in community art and competitions.

Table 1: Domain and Key Competencies

<b>See</b>	<b>Express</b>	<b>Appreciate</b>
In <i>Seeing</i> art, our students observe their surroundings & respond to what they see by asking questions & creating artworks. This heightens students' sensory awareness, arouses curiosity & encourages imagination & generation of ideas.	In <i>Expressing</i> art, our students generate ideas from what they see & explore ways to communicate their ideas, feelings & experiences. Students communicate through the various art forms & media as well as orally & in written text. This cultivates students' spirit of innovation & experimentation.	In <i>Appreciating</i> art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. They understand why & how artworks are made & value art in their lives & society. This heightens students' aesthetics & cultural awareness & raises the value of art among them.

## **PROGRAMMES**

The schools' art programmes for Primary 4 focus on the following areas:

Table 2: Focus Areas In Art Learning in Primary 4, 2023

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Topic</b>	<b>Topic: Cubism</b>	<b>Topic: Show Me The Money</b>	<b>Topic: Land Art</b>	<b>Topic: Drawing</b>
<b>Learning Objectives</b>  <i>Students will be able to:</i>	<ul style="list-style-type: none"> <li>• Observe characteristic of Cubism</li> <li>• Multi viewpoints used to create unique perspective seen in artwork</li> <li>• Compare &amp; contrast cubism done by Pioneer artist &amp; Western Artist</li> </ul>	<ul style="list-style-type: none"> <li>• All featured artworks are paintings of Pioneer artists &amp; related to the themes in our money notes</li> <li>• One of the painting is featured in our 50\$ dollar note</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different kinds of Land Art</li> <li>• Observe how nature can interact with elements to create art</li> </ul>	<ul style="list-style-type: none"> <li>• Translating words into images</li> <li>• Relating words to feelings</li> </ul>

## **RESOURCES USED**

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Artrage)
- National Gallery Art Reference
- Thinking Routines Charts
- Singapore Teachers' Academy for the Arts (STAR) Resources
- Reflection Checklist
- Assessment Rubrics
- Art Books (Reference)
- Student Development Curriculum Division (MOE) Resources

## **ASSESSMENT**

Table 3: Art Education Primary 4 Assessment Plan 2023

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Topic: Cubism (Wk 9)</b>	<b>Topic: Show Me The Money (Wk 9)</b>	<b>Topic: Land Art (Wk 9)</b>	<b>Topic: Drawing (Wk 7)</b>
Use musical instrument of their choice to create cubism inspired artwork	Decide on the theme & redesign the 50\$ dollar note with their buddy	Explore use of things found in the garden to create their own artwork  Take a photo with simple write-up & document it online	Create their own images when given drawing prompts

## MUSIC EDUCATION

### AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing**.
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts.

Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives.

Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural, and historical awareness.

### SCOPE OF LEARNING

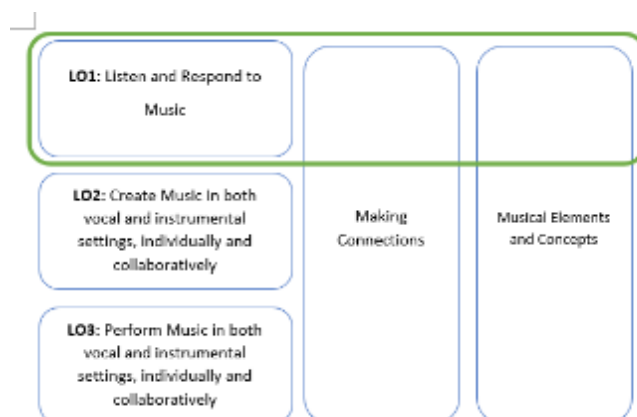
To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

LO1: Listen and Respond to Music

LO2: Create Music in both vocal and instrumental settings, individually and collaboratively

LO3: Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively sing and play instruments.

Students also acquire a set of Knowledge, Skills, and Values (KSVs) in listening, creating and performing with the corresponding musical elements and concepts as well as musical cultures described under "Making Connections". The figure below illustrates how the different KSVs can be acquired in an integrated way at each stage.



The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

On the other hand, the KSVs for “**Making Connections**” highlight the connections students can make when they listen, create and perform music in and from a variety of contexts. This includes providing students with authentic musical tasks and raising their awareness of how social, cultural and historical contexts have shaped music, as well as the music and musicians from various genres, traditions and styles in our communities. The use of core and dynamic repertoire from our local cultures and inclusion of authentic learning opportunities outside the classroom are important ways for “Making Connections”.

Below are the general skills and knowledge to be acquired for Music in Stage 2 (Primary 4):

1. Listening & Responding to Music
a. Imitating rhythmic & melodic patterns using instruments &/or sound materials.
b. Responding to elements of music & moods in a variety of ways.
c. Describing sound produced by instrument from ethnic music cultures in Singapore & Southeast Asian cultures & how they are played.
d. Describing ways in which the elements of music are used for different purposes in the music they listen to, create & perform.
2. Creating Music
a. Improvising with voice & instruments, pentatonic melodic & rhythmic responses of at least 2 bars or equivalent.
b. Creating & perform 2-part rhythmic phrases of at least 4 bars or equivalent.
c. Creating with voice & instrument melodic phrases of at least 4 bars or equivalent based on the C-pentatonic & C major scales.
d. Creating & perform soundscapes to a given stimulus.
e. Using digital tools to create music, e.g. soundscapes, rhythmic &/or melodic compositions.
3. Performing Music
a. Singing a variety of 2- or 3-part canon songs as an ensemble.
b. Reading & singing scores in solfege in pentatonic & major scales.
c. Playing rhythmic, melodic & harmonic patterns on pitched & non-pitched instruments.
d. Playing chordal instrument to the basic proficiency appropriate for the instrument.

## **PROGRAMMES**

In their musical journey at UPS, students are given opportunities to perform and showcase what they learn in class. Below are some of the programmes the students experience throughout the year.

### **Classroom-Based**

- Singing of songs from local and global cultures [T1-T4]
- Playing pitched and non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

### **Level-Based**

- P4 Ukulele playing during school events, e.g. National Day. [T3] - to encourage appreciation of music played by peers.
- Learning of Ukulele for targeted students [T2] – to provide opportunities to selected students to learn & master ukulele

### **School-Based**

- National Day Singing [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert

- Teachers' Day & Unity's Got Talent [T3] - to encourage appreciation for teachers & showcase individual talent as well as communal singing during the concert.
- Children's Day [T3] – to encourage joy of learning and living through mass singing of Semogia Bahagia (May You Achieve Happiness) at the end of the concert.

## **ASSESSMENT**

Assessment is an integral part of the teaching and learning process and helps our students become self-directed learners. It enables the teachers to monitor students' progress and to give feedback to students regularly throughout the year based on the musical activities done inside the classroom.

As a holistic part of music education, students will be exposed to the musical skills of **Listening and Responding, Creating, and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

### **Music Primary 4 Assessment Plan 2023**

<b>Term 1 (25%)</b>	<b>Term 2 (25%)</b>	<b>Term 3 (25%)</b>	<b>Term 4 (25%)</b>
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 7)</u></b> <b>Topic</b> Listen and Respond to Music ( <b>LO1</b> ) - Create graphical score that reflects appropriate musical elements of classical music excerpts.	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 8)</u></b> <b>Topic</b> Listen and Respond to Music ( <b>LO1</b> ) - Imitate strumming patterns of varying complexities using the ukulele on C, Am and F chords with accuracy, clarity, and appropriate technique.	<b><u>Weighted Assessment 3</u></b> <b><u>(Wk 7)</u></b> <b>Topic</b> Create Music ( <b>LO2</b> ) - Create a four-bar chord progression using C, Am, F, G chords and play them on the ukulele with accuracy, clarity, and appropriate technique.	<b><u>Weighted Assessment 4</u></b> <b><u>(Wk 6)</u></b> <b>Topic</b> Perform Music ( <b>LO3</b> ) – Sing and play ukulele with accuracy, clarity, and appropriate technique the song "Somewhere Over the Rainbow".

## **RESOURCES USED**

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR).



## □ CHARACTER AND CITIZENSHIP EDUCATION (CCE)

### **AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS**

Character and Citizenship Education (CCE) aims to inculcate values and builds competencies in our students to develop them into good individuals and useful citizens. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

- LO1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO2: Act with integrity and make responsible decisions that uphold moral principles
- LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO4: Be resilient and have the ability to turn challenges into opportunities
- LO5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO6: Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony
- LO7: Care for others and contribute actively to the progress of our community and nation
- LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

### **SCOPE OF LEARNING**

The components in CCE comprise CCE lessons, Form Teacher in Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

#### **1. CCE lessons**

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world

#### **2. Form Teacher Guidance Period (FTGP)**

The central idea, and purpose, behind FTGP is to provide protected time within the curriculum:

- to provide quality interaction time between form/co-form teachers and students
- for form/co-form teachers to build positive relationships with their students, and
- to equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Explicit teaching of social and emotional competencies
- Lessons on leadership competencies guided by Kouzes' The Leadership Challenge
- Lessons on Cyber Wellness and Education and Career Guidance

- Game and play-based activities between form/co-form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form/co-form teacher and students

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

### **3. School-based CCE Programme**

This includes activities that complement CCE lessons, and could include assembly programme, value-education talks and commemoration of National Education (NE) events and major festive celebrations.

### **4. CCE Guidance Module**

The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

### **5. Values-in-action (VIA)**

This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Through VIA, our students are encouraged to identify & understand community issues, initiate action among their peers to make a difference & improve the lives of others. Throughout the process, students reflect on what they have learnt & how they can continue to make a difference to others.

In UPS, caring for the school environment and school clean-up activities would constitute VIA for the P3 & P4 students.

### **6. Education and Career Guidance (ECG)**

Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, social emotional competencies and qualities of proactivity, adaptability and resilience are developed to prepare students for the 21st Century.

The purpose of ECG is to:

- nurture student's self-awareness, self-directedness and life skills for continuous learning and training; (Skills)
- enable students to explore viable education and career options through the provision of accurate and comprehensive information; (Knowledge)
- inculcate an appreciation for the value of all occupations and how they contribute to the well-functioning of society; (Mindsets)
- equip students with skills and means to positively engage their parents and other career influencers (Engaging the community).

ECG has different emphasis at different levels:

#### **• Primary School Emphasis: Awareness**

Awareness of interests, abilities and career aspirations

1. Relation of self to others and work
2. Initial preferences in occupational roles assumed in play

- **Secondary School Emphasis: Exploration**  
Exploring the world of work
  1. Awareness of relevant courses of study and educational pathways
  2. Awareness of skills, interests and values
- **Upper/Post-Secondary Emphasis: Planning**  
Clarification of career self-concept
  1. Developing skills in gathering information
  2. Development of decision-making skills

At the primary school level, ECG lessons for P3-P6 levels have been incorporated into the FTGP lesson and will be delivered during FTGP.

### **RESOURCES USED**

1. CCE Textbooks and Journals
2. FTGP Journals
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

### **Assessment**

Assessment will be formative and include:

- **Teacher's assessment**  
Teacher provides feedback and words of encouragement to motivate students to learn and improve □
- **Self-assessment**  
Students reflect on their own learning through reflections and self-checklists
- **Peer assessment**  
Students give feedback to one another for improvement
- **Parents' feedback**  
Parents affirm students' effort through positive comments

### **School Values**

School Values	Desired Behaviours	Level	Practices
<b>Respect</b>	• Treats others with dignity & courtesy.	All	• Greets teachers & peers. • Works & plays with friends of different races.
		P3 onwards	• Helps others in need. • Seeks permission before taking/ using someone else's belongings.
	• Obeys school rules and class rules.	All	• Follows school & class rules.
<b>Resilience</b>	• To question, explore & experiment.	All	• Asks questions to clarify. • Strives to improve in learning from self or others.
		P3 onwards	• Expresses opinions & makes suggestions. • Participates actively in class discussions.
		P5 onwards	• Is engaged in learning & strives for highest standards. • Exhibits initiative to come up with ideas & suggestions for school improvement.

School Values	Desired Behaviours	Level	Practices
	<ul style="list-style-type: none"> <li>To be persistent &amp; not give up easily.</li> </ul>	All	<ul style="list-style-type: none"> <li>Perseveres in the face of defeat or obstacles.</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Follows up on one's words &amp; promises.</li> </ul>	All	<ul style="list-style-type: none"> <li>Keeps up with the deadlines of all schoolwork.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Manages own emotions &amp; acts in a considerate manner.</li> </ul>
	<ul style="list-style-type: none"> <li>Does things to the best of one's ability.</li> </ul>	All	<ul style="list-style-type: none"> <li>Is punctual for class &amp; school activities.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Participates actively in class or school improvement projects.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Is aware that choices have consequences &amp; is accountable for decisions made.</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>Is honest &amp; sincere in both words &amp; actions.</li> </ul>	All	<ul style="list-style-type: none"> <li>Is sincere &amp; honest in words &amp; actions.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Completes work on his/her own.</li> </ul>
	<ul style="list-style-type: none"> <li>Does the right thing even when it is a difficult thing to do.</li> </ul>	All	<ul style="list-style-type: none"> <li>Returns items that do not belong to them.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Stands up for what is right.</li> </ul>
Care	<ul style="list-style-type: none"> <li>Shows care for self, others &amp; the environment.</li> </ul>	All	<ul style="list-style-type: none"> <li>Takes care of own grooming &amp; attire.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Takes care of personal space &amp; cleanliness.</li> <li>Shows care for school &amp; public property.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.</li> </ul>
	<ul style="list-style-type: none"> <li>Values self and others.</li> </ul>	All	<ul style="list-style-type: none"> <li>Shows acts of kindness to peers &amp; community.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Is sensitive to the feelings of others.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Reflects on impact of own actions on others.</li> </ul>
Harmony	<ul style="list-style-type: none"> <li>Contributes to the group one belongs to.</li> </ul>	All	<ul style="list-style-type: none"> <li>Is a good team player.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Volunteers to render help to others.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Leads peers in their actions.</li> </ul>
	<ul style="list-style-type: none"> <li>Shows inclusivity with peers.</li> </ul>	All	<ul style="list-style-type: none"> <li>Gets along well with friends from different races and cultures.</li> <li>Respects others' point of view.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Appreciates the diversity of Singapore.</li> </ul>

## SOCIAL STUDIES

### AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an **informed** citizen, the student would:

- understand his/her own identity vis-à-vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a **concerned** citizen, the student would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a **participative** citizen, the student would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

### THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.



## **SCOPE OF LEARNING**

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

<b>Cluster of study</b>		<b>Inquiry focus</b>
<b>Cluster 1: Discovering self and Immediate Environment</b>		
Primary 1	Knowing Myself, Others & My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
<b>Cluster 2: Understanding Singapore in the Past and Present</b>		
Primary 3	Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
Primary 4	Valuing our Past	How is life in Singapore today shaped by what happened in the past?
<b>Cluster 3: Appreciating the World and Region We Live In</b>		
Primary 5	Part 1: Understanding Singapore's Development as a Nation	How has Singapore developed as a nation since its independence?
	Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	What makes up Southeast Asia and how are the countries interconnected?
Primary 6	Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

At Primary 4, students will study about the early migrants and leaders who contributed to Singapore's early growth and its later development as a nation. Students will learn that different people come together to build a country. Students will also appreciate the contributions of Singapore's early migrants, our first generation political leaders, our Prime Ministers and Presidents. Such an appreciation will help students understand how life in Singapore today is shaped by what happened in the past

## **RESOURCES USED**

1. Social Studies Inquiry into Our World Textbooks 4A & 4B
2. Social Studies: Inquiring Into Our World Activity Book 4A & 4B
3. NE Passports

## **ASSESSMENT**

SS is a non-examinable subject but assessment is important to help monitor students' progress in their learning. Primary 4 students will be assessed based on the performance tasks in the NE passport, reflections after NE events and their participation level in class. The SS activity book will also provide teachers with qualitative information on the progress of student's learning throughout the year. A grade of A, B or C will be awarded accordingly at the end of the year.

<b>Concepts</b>	<b>Term 1 (25%)</b>	<b>Term 2 (25%)</b>	<b>Term 3 (25%)</b>	<b>Term 4 (25%)</b>
<b>1. Change and Continuity</b> <b>2. Contributions</b> <b>3. Racial Harmony</b> <b>4. Qualities</b> <b>5. Merger &amp; Separation</b> <b>6. National symbols</b> <b>7. Defence</b>	<b>1. Stories of the early Singapore</b> <b>2. The Early Settlers</b>  <u>Tasks</u> ✓ Activity book ✓ NE passport task 1 & 2 ✓ TDD reflections	<b>1. The Lives and Contributions of the Early Settlers</b> <b>2. Remembering the Early Settlers</b>  <u>Tasks</u> ✓ Activity book ✓ NE passport task 3 & 4 ✓ IFD reflections	<b>1. Singapore's journey towards independence</b> <b>2. Singapore's identity as a country</b>  <u>Tasks</u> ✓ Activity book ✓ NE passport task 5 ✓ RHD reflections ✓ ND reflections	<b>1. Defending a new country</b> <b>2. Coming together as one country</b>  <u>Tasks</u> ✓ Activity book ✓ NE passport task 6

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### AIM OF ICT EDUCATION IN SCHOOLS

The aim of ICT education in schools is to equip students with the skills to navigate, curate, collaborate and connect in the digital world. At the end of their P6 education in UPS, it is our goal that our students would have acquired a set of Baseline ICT skills and knowledge as listed below:

1. Operate computers and applications in an ICT-enabled learning environment.
2. Create short documents using MS Word.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using MS PPT.
5. Perform core computation and coding concepts through simple visual programming-based lessons.
6. Perform simple computations with data using Google Sheets, including the application of formula.
7. Collaborate with others using Google Doc, Google Slides and Google Sheets.

In addition to the mastery of technical ICT skills, the school will also focus on nurturing our students with the appropriate dispositions to harness ICT for lifelong learning.

### SCOPE OF LEARNING

ICT Focus	Skills & Knowledge
<ul style="list-style-type: none"><li>▪ Create a short presentation with texts and pictures using Google Slides</li><li>▪ Learning with searches</li></ul>	<ul style="list-style-type: none"><li>▪ Gather relevant curriculum content for their presentation.</li><li>▪ Create a set of presentation slides with text and pictures from the web or clipart.</li><li>▪ Collaborate with peers to complete their presentation slides with the use of transition, animation and inserting of hyperlink, if there is any.</li></ul>

### ASSESSMENT

Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. For P4, students will assess their own learning by completing a self-checklist on ICT Baseline Competencies.

### CYBER WELLNESS (CW)

Our Cyber Wellness (CW) programme, guided by MOE CW Framework, focuses on developing students' instincts to protect and empower themselves to take responsibility for their own well-being in cyberspace.

The three guiding principles of CW are:

1. Respect for Self & Others
2. Safe & Responsible Use
3. Positive Peer Influence

At the end of P6, the following topics will be covered:

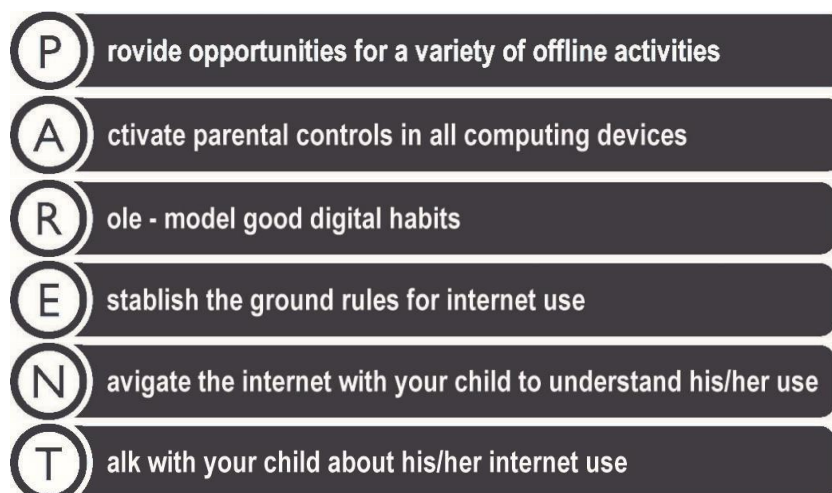
1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright
6. Handling Inappropriate Content – Scams & Spam





For P4 students, a level Assembly Talk will be conducted on the topic of 'Addiction – Managing Screen Time' and lessons will also be delivered via Form Teacher Guidance Period (FTGP).

To complement the CW Curriculum in schools, parents can set a good example at home in the use of technology and to play an active role in guiding the students on how to navigate in cyberspace. To ensure that our students are safe and have positive online experiences, parents can do the following:



### **HOME-BASED LEARNING (HBL)**

Home-Based Learning (HBL) exercises will be conducted in every academic year. For each HBL exercise, students will be assigned with both online and offline assignments.

School will keep parents informed of the HBL schedule for each exercise via Parents Gateway (PG). This will allow parents to play a complementary role by helping to monitor the progress of their children's learning in terms of work completion.

As for the students, the HBL schedule will be shared with them via Student Learning Space (SLS) to encourage them to exercise responsibility for their own learning and to be self-directed learners.

### **STUDENT LEARNING SPACE (SLS)**

SLS is an online learning portal rolled out by MOE to all primary schools. This online platform, containing curriculum-aligned resources and learning tools, will support teaching and learning in school. In particular, it empowers our students to drive their own learning and to be able to learn anytime, anywhere and at their own pace, both independently and with their peers.

As part of our effort to engage our students to learn through the use of ICT, Home-Based Learning (HBL) exercises will be conducted for our students to complete their online assignments via SLS. Moving forward, with Blending Learning as a feature of school experiences, school will be equipping students with basic ICT skills, for example, how to do voice recording, how to do uploading of audio clips and/or videos up to SLS. This is to ease students' submission of work while having HBL exercises. Teachers will also use SLS to complement their classroom teaching and to set additional work or learning resources to aid students in their learning.

## **HOLISTIC ASSESSMENT**

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans appended in the following pages for your reference are:

1. English Language
2. Mathematics
3. Science
4. Chinese Language
5. Malay Language

The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

### English Language Primary 4 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
<b><u>Weighted Assessment 1</u></b>  <b><u>(Wk 8 / 30 min / 20 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. Vocabulary MCQ: 6m 2. Grammar MCQ: 6m 3. Grammar Cloze: 8m  <b>Scope of Testing:</b> 1. Term 1 STELLAR Units 2. Term 1 School-based Packages	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 4 / 6 min / 16 m)</u></b> <b>Component:</b> Reading and Viewing <b>Format of Paper:</b> 1. Reading Aloud: 6m 2. Stimulus-based Conversation: 10m	<b><u>Weighted Assessment 3</u></b>  <b><u>(Wk 8 / 50 min / 20 m)</u></b> <b>Component:</b> Writing and Representing <b>Format of Paper:</b> 1. Guided Writing	<b><u>EYE</u></b>  <b><u>(Wk 3 / 6 min / 16 m)</u></b> <b>Component:</b> Reading and Viewing <b>Format of Paper:</b> 1. Reading Aloud: 6m 2. Stimulus-based Conversation: 10m  <b><u>(Wk 5 / 30 min / 14 m)</u></b> <b>Component:</b> Listening and Viewing <b>Format of Paper:</b> 1. Picture Matching and Note Taking  <b><u>(Wk 5 / 50 min / 20 m)</u></b> <b>Component:</b> Writing and Representing <b>Format of Paper:</b> 1. Guided Writing  <b><u>(Wk 7 / 1h 15 min / 50 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. Vocabulary MCQ: 6m 2. Grammar MCQ: 10m 3. Grammar Cloze: 8m 4. Sentence Combining: 3m 5. Visual Text Comprehension: 5m 6. Comprehension: 18m  <b>Scope of Testing:</b> 1. Term 1 to Term 4 STELLAR Units 2. Term 1 to Term 4 School-based Packages

### Mathematics Primary 4 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (70%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 8/ 50 min/ 40 m)</u></b> <b>Format of Paper:</b> 5 MCQ 7 SAQ 4 LAQ  <b>Topics</b> 1. Numbers to 100 000 2. Factors & Multiples 3. Multiplication & Division of Whole Numbers 4. Whole Numbers Word Problems	<b><u>Weighted Assessment 2</u></b> <b><u>Performance Task</u></b> <b><u>(Wk 8/ 40 min/ 15 m)</u></b>	<b><u>Weighted Assessment 3</u></b> <b><u>(Wk 8/ 50 min/ 40 m)</u></b> <b>Format of Paper:</b> 5 MCQ 7 SAQ 4 LAQ  <b>Topics</b> 1. Numbers to 100 000 2. Whole Numbers Word Problems 3. Decimals 4. 4 Operations of Decimals 5. Decimals Word Problems	<b><u>End-of-Year Examinations</u></b> <b><u>(Wk 7/ 1 h 45 min/ 100 m)</u></b> <b>Format of Paper:</b> 20 MCQ 16 SAQ 7 LAQ  <b>Topics</b> All Semester 1 & 2 topics

### Science Primary 4 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 9/ 35 min/ 30 m)</u></b> <b>Format of Paper:</b> 8 MCQ (16m) & 4 OEQ (14m) <b>Topics</b> <ol style="list-style-type: none"> <li>Interactions – Magnets and their Characteristics</li> <li>Interactions – Making Magnets</li> <li>Cycles – Matter</li> <li>Systems – Your Body as an Amazing System</li> </ol>	<b><u>Practical Test</u></b> <b><u>(Wk 8/ 40 min/ 15 m)</u></b> <b>Format of Paper:</b> 3 Stations x 5 m each	<b><u>Weighted Assessment 3</u></b> <b><u>(Wk 9/ 55 min/ 40 m)</u></b> <b>Format of Paper:</b> 12 MCQ (24 m) & 6 OEQ (16 m) <b>Topics</b> <ol style="list-style-type: none"> <li>Diversity – Exploring Materials</li> <li>Cycles – Matter</li> <li>Cycles – Life Cycles of Plants</li> <li>Systems – Your Body as an Amazing System</li> <li>Systems – Plant &amp; their Parts</li> <li>Energy – Light &amp; Shadows</li> <li>Energy – Heat &amp; Temperature</li> </ol>	<b><u>End-of-Year Examination</u></b> <b><u>(Wk 8/ 1 h 45 min/ 100 m)</u></b> <b>Format of Paper:</b> 28 MCQ (56m) & 13 OEQ (44m) <b>Topics</b> <ol style="list-style-type: none"> <li>Diversity – 5 Topics</li> <li>Cycles – 3 Topics</li> <li>Interactions – 2 Topics</li> <li>Systems – 2 Topics</li> <li>Energy – 2 Topics</li> </ol>

### Chinese Language Primary 4 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
<b><u>Weighted Assessment 1</u></b>  <b><u>(Wk 9 / 1 h / 45 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. 语文应用 (5 x 1m) 2. 短文填空 (4 x 1m) 3. 理解测验 (4 x 1m) 4. 填写词语 (3 x 2m) 5. 词语搭配 (3 x 1m) 6. 改写句子 (2 x 2m) 7. 完成对话 (3 x 1m) 8. 理解问答 A (3 Qns, 7m) 9. 理解问答 B (4 Qns, 9m)  <b>Scope of Testing:</b> 1. CL Curriculum Units 1-4 2. Term 1 School-based Comprehension Package	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 4 / 5 min / 30 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m  <b>Scope of Testing:</b> 1. Term 1 - 2 School-based Oral Package	<b><u>Weighted Assessment 3</u></b>  <b><u>(Wk 9 / 40 min / 15 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Picture Composition: 15 m  <b>Scope of Testing:</b> 1. Term 1-3 CL Curriculum Units 2. Term 1-3 School-based Composition Package	<b><u>EYE</u></b>  <b><u>(Wk 3 / 5 min / 30 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m  <b><u>(Wk 5 / 30 min / 10 m)</u></b> <b>Component:</b> Listening <b>Format of Paper:</b> 1. Picture Matching and Response to Narratives: 10 m  <b><u>(Wk 5 / 40 min / 15 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Picture Composition: 15 m  <b><u>(Wk 7 / 1h / 45 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. 辨字测验 (2 x 2m) 2. 词语选择 (4 x 2m) 3. 词语搭配 (4 x 2m) 4. 短文填空 (4 x 2m) 5. 理解问答 A (3 Qns, 8m) 6. 理解问答 B (5 Qns, 9m)  <b>Scope of Testing:</b> 1. CL Curriculum Units 1-15 2. Term 1 to Term 4 School-based Packages

### Malay Language Primary 4 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
<b><u>Weighted Assessment 1</u></b>  <b><u>Wk 9 / 1 h / 45 m</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. <i>Imbuhan MCQ</i> (10m) 2. <i>Peribahasa MCQ</i> (8m) 3. <i>Melengkapkan Teks</i> (10m) 4. <i>Kefahaman MCQ</i> (8m) 5. <i>Kefahaman OE &amp; Kosa kata:</i> (9m)  <b>Scope of Testing:</b> 1. Term 1 ML Curriculum Units 2. Term 1 School-based Learning Sheets	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 4 / 5 min / 30 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud (10m) 2. Picture Conversation (20m)  <b>Scope of Testing:</b> 1. Term 1 – 2 School-based Oral Learning Sheets	<b><u>Weighted Assessment 3</u></b>  <b><u>(Wk 9 / 40 min / 15 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Picture Composition (15m)  <b>Scope of Testing:</b> 1. Term 1-3 School-based Composition Learning Sheets	<b><u>EYE</u></b>  <b><u>(Wk 3 / 5 min / 30 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud (10m) 2. Picture Conversation (20m)  <b><u>(Wk 5 / 30 min / 10 m)</u></b> <b>Component:</b> Listening Comprehension <b>Format of Paper:</b> 1. Picture Matching and Response to Narratives (10 m)  <b><u>(Wk 5 / 40 min / 15 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 2. Picture Composition (15m)  <b><u>(Wk 7 / 1 h / 45 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. <i>Imbuhan</i> (10m) 2. <i>Peribahasa</i> (8m) 3. <i>Melengkapkan Teks</i> (10m) 4. <i>Kefahaman MCQ</i> (8m) 5. <i>Kefahaman OE &amp; Kosa kata:</i> (9m)  <b>Scope of Testing:</b> 1. Term 1 – 4 ML Curriculum Units 2. Term 1 – 4 School-based Learning Sheets