Unity Primary School

UNITY PRIMARY SCHOOL
In Unity, We Achieve

Parents Information Booklet 2026

Primary 3

SCHOOL

PREFACE

Dear Parents

We would like to welcome you and your child to Primary 3 in Unity Primary School. It is our privilege to partner you in nurturing your child as he/she grows and develops as a confident and independent learner.

Our Department Heads and Primary 3 subject teachers have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes for the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More specific information on the weighted assessment items will be given at the beginning of each term.

We hope that this booklet will be helpful to you and enable you to support your child better.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. Learning and growth at Unity Primary goes beyond just the academics to include the holistic development; striking a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

We look forward to a fruitful partnership with you as we commit to the nurturing of each child and maximising his/her potential.

Yours sincerely,
Mrs Finella Goh
Principal

CONTENT PAGE

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.
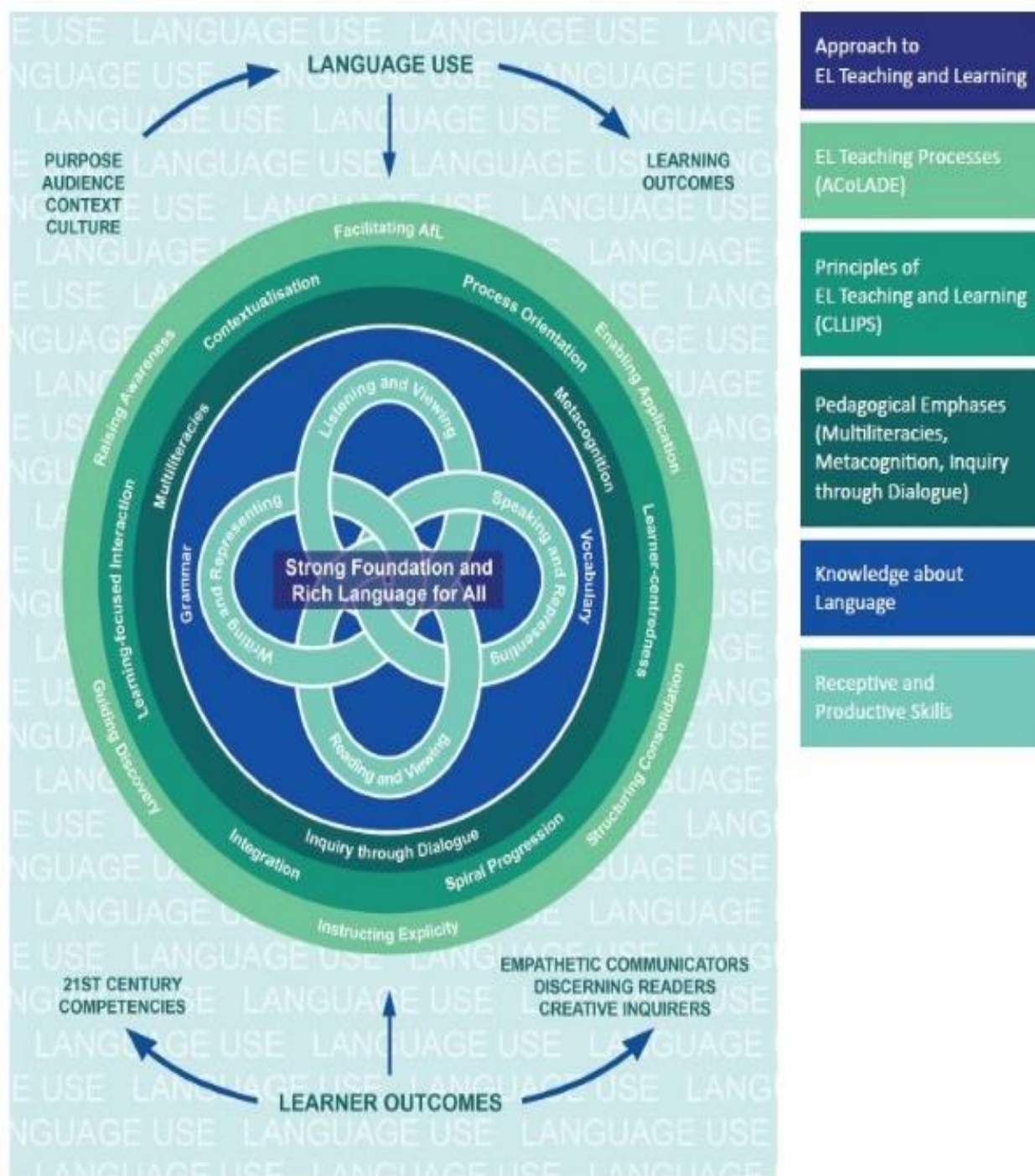
ENGLISH LANGUAGE FRAMEWORK

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

LANGUAGE USE

PURPOSE
AUDIENCE
CONTEXT
CULTURE

LEARNING
OUTCOMES

Facilitating AfL

Contextualisation

Process Orientation

Raising Awareness

Enabling Application

Multiliteracies

Listening and Viewing

Metacognition

Learning-focused Interaction

Grammar

Writing and Representing

Speaking and Representing

Vocabulary

Learner-centredness

Strong Foundation and Rich Language for All

Guiding Discovery

Reading and Viewing

Listening

Structuring Consolidation

Integration

Inquiry through Dialogue

Spiral Progression

Instructing Explicitly

21ST CENTURY
COMPETENCIES

EMPATHETIC COMMUNICATORS
DISCERNING READERS
CREATIVE INQUIRERS

LEARNER OUTCOMES

Approach to
EL Teaching and Learning

EL Teaching Processes
(ACoLADE)

Principles of
EL Teaching and Learning
(CLLIPS)

Pedagogical Emphases
(Multiliteracies,
Metacognition, Inquiry
through Dialogue)

Knowledge about
Language

Receptive and
Productive Skills

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.

Language Skills	Components / Tasks
Listening & Viewing	**Picture Matching** Students will have to listen and pick the correct pictures that best match the given statements. **Note-taking** Students will have to listen to a short text and write down words or short phrases to complete the note-taking task.
Reading & Viewing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Stimulus Based Conversation** Students will demonstrate their ability to provide a response to a given stimulus by sharing their views and reasons for thinking so. **Readers Theatre** Students will be required to present a performance item after going through 8 weeks of Readers Theatre workshop. **Reading and Recording using Moo-O** Students will be required to do a recording of a story with their group members using Moo-O.
Writing & Representing	**Composition Writing** 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.
Language Use	**Explicit Skills Instruction** Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use: - Vocabulary - Grammar MCQ - Grammar Cloze - Sentence Combining - Editing for Punctuation and Spelling - Visual Text Comprehension - Comprehension

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.

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. School Based Packages
3. Moo-O Application
4. Extensive Reading
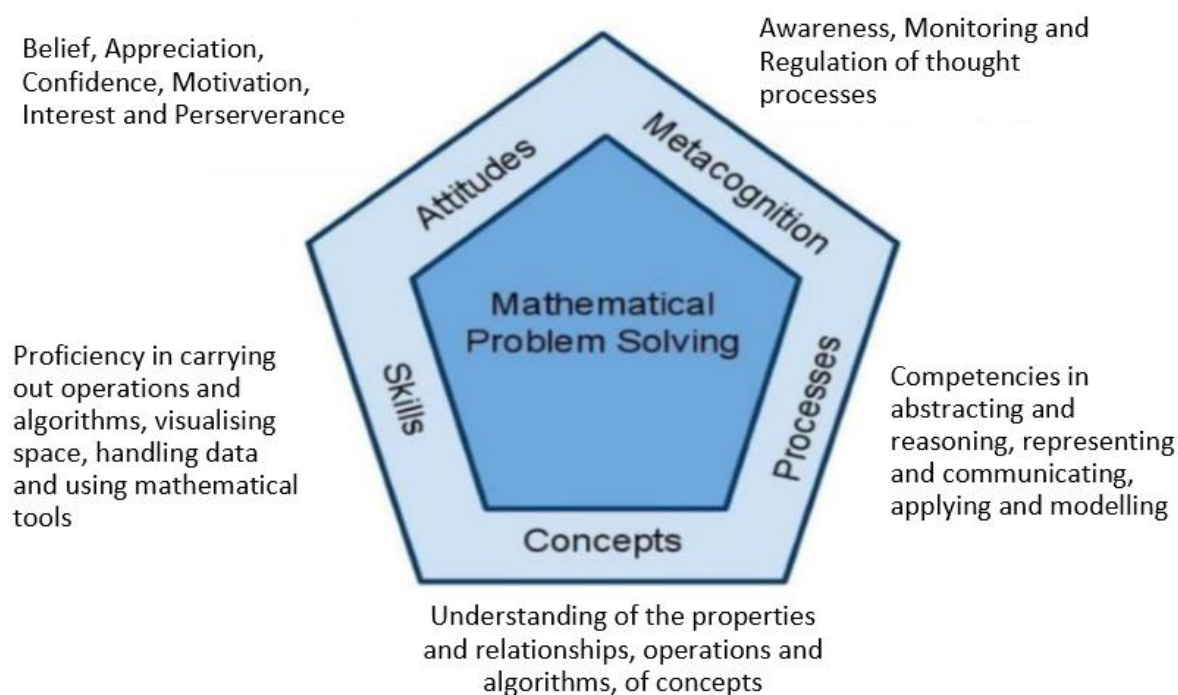5. Class Library Books

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. Advance cognitive and metacognitive skills through a mathematical problem-solving approach
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. It advocates for a well-rounded and practical approach to mathematics education. It values not only the acquisition of knowledge but also the development of positive attitudes towards Mathematics, as well as application of mathematical principles in real-world situations.

Belief, Appreciation, Confidence, Motivation, Interest and Perserverance

Awareness, Monitoring and Regulation of thought processes

Attitudes

Metacognition

Mathematical Problem Solving

Skills

Processes

Concepts

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

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

Understanding of the properties and relationships, operations and algorithms, of concepts

Scope Of Learning

Content Chart	Component/ Tasks
(A) Numbers to 10 000	1. Counting in hundreds / thousands 2. Number notation, representation and place values (thousands, hundreds, tens, ones) 3. Reading and writing numbers in numerals and in words 4. Comparing and ordering numbers 5. Patterns in number sequences

(B) Addition & Subtraction	1. Adding and subtracting using algorithms (up to 4 digits) 2. Mental calculation involving addition and subtraction of two 2-digit numbers
(C) Multiplication & Division	1. Multiplication tables of 6, 7, 8 and 9 2. Multiplying and dividing within the multiplication tables 3. Division with remainder 4. Multiplication and division algorithms (up to 3 digits by 1 digit) 5. Mental calculation involving multiplication and division within the multiplication tables
(D) Fractions	1. Equivalent fractions 2. Expressing a fraction in its simplest form 3. Comparing and ordering unlike fractions with denominators of given fractions not exceeding 12 4. Writing the equivalent fraction of a fraction given the denominator or the numerator 5. Adding and subtracting two related fractions within one whole with denominators of given fractions not exceeding 12
(E) Money	1. Adding and subtracting money in decimal notation
(F) Length, Mass & Volume	1. Measuring • length in kilometres (km) • volume of liquid in millilitres (mℓ) 2. Measuring length / mass / volume of liquid in compound units 3. Converting a measurement in compound units to the smaller unit, and vice versa • km and m • m and cm • kg and g • ℓ and mℓ
(G) Time	1. Measuring time in seconds 2. Finding the starting time, finishing time and duration given the other two quantities 3. 24-hour clock
(H) Shapes	1. Making / completing patterns with 2D shapes according to one or two of the following attributes – size, shape, colour or orientation 2. Identifying, naming, describing and classifying 3D shapes – cube, cuboid, cone, cylinder and sphere

| (I) Area & Perimeter | 1. Concepts of area & perimeter of a plane figure |
	2. Measuring area in square units, cm^2 / m^2, excluding conversion between cm^2 & m^2
	3. Perimeter of
	• rectilinear figure
	• rectangle
	• square
	4. Area of rectangle / square
(J) Angles	1. Concepts of angles
	2. Right angles, angles greater / smaller than a right angle
	3. Drawing of perpendicular & parallel lines on square grid
(K) Bar Graphs	1. Reading and interpreting data from bar graphs
	2. Using different scales on axis

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.
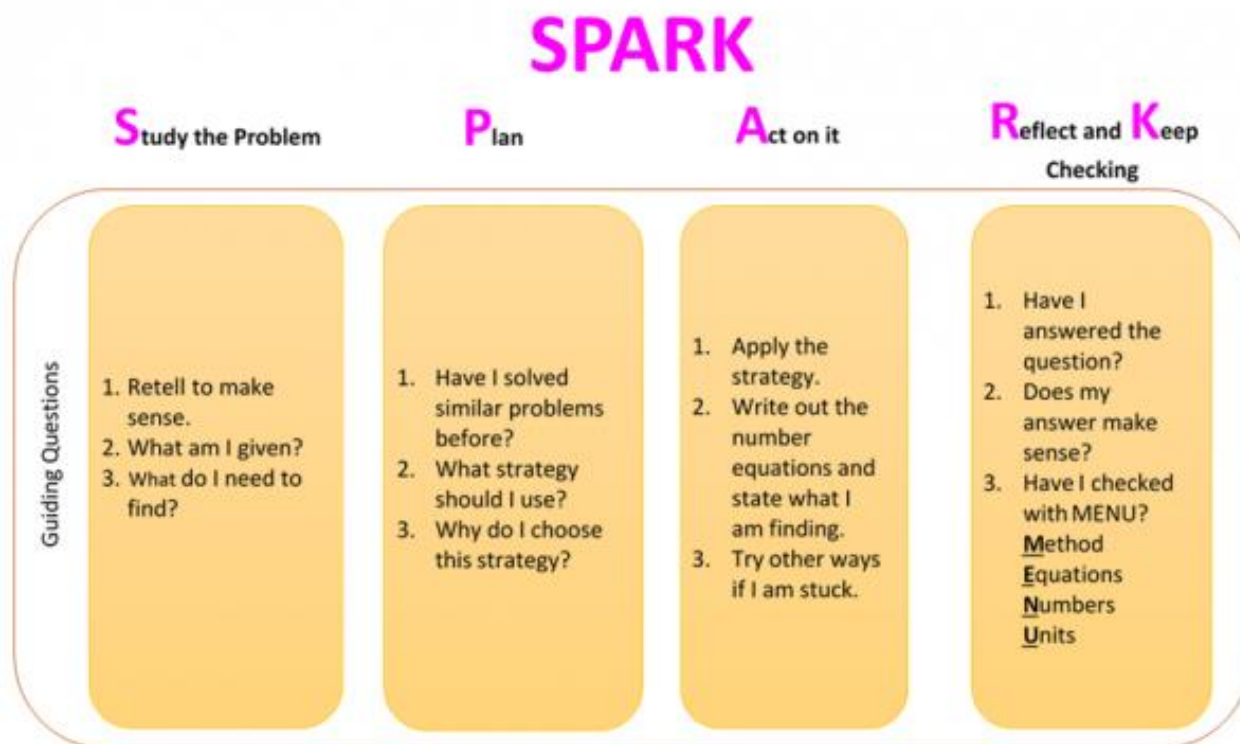
Heuristics Package

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.

RESOURCES USED
1. Primary Mathematics Textbooks & Practice Books 3A & 3B
2. Topical Learning Sheets
3. Heuristics Booklet

SCIENCE

Science Curriculum Framework

The revised Science Curriculum Framework (see Figure 1) encapsulates the thrust of Science education in Singapore to provide students with a strong foundation in Science for life, learning, citizenry, and work.

Science for Life and Society in the centre circle captures the essence of the goals of Science education.

Figure 1: The Science Curriculum Framework

Our students are diverse, with different needs, interests, and aptitudes for Science. Given the diversity of our students and the needs of our country, the twin goals of
Science education are to:

• Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives; and
• Provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work. Surrounding the centre circle are the three "IN"s — Inspire, Inquire and Innovate—which represents the vision for Science Education and encapsulates the overall experience of our students in Science education:

(a) INspired by Science. Students enjoy learning Science and are fascinated by how everyday phenomena have scientific connections and how Science helps solve many of our global challenges. They regard Science as relevant and meaningful, appreciating how Science and Technology have transformed the world, and improved our lives. Students are open to the possibility of pursuing Science-related careers as a viable profession to serve the good of society.

(b) INquire like Scientists. Students have strong fundamentals in Science and possess the spirit of scientific inquiry. They are able to engage confidently in the Practices of Science, grounded in the knowledge, issues and questions that relate to the roles played by Science in daily life, society and the environment. They can discern, weigh alternatives, and evaluate claims and

ideas critically, based on logical scientific evidence and arguments, and yet be able to suspend judgement where there is lack of evidence.

(c) INnovate using Science. Students apply Science to generate creative solutions to solve real-world problems, ranging from those affecting everyday lives to complex problems affecting humanity. It is envisaged that there will be a strong pipeline of students who can contribute towards STEM research, innovation, and enterprise.

The outer ring represents the domains that make up the strong science fundamentals: Core Ideas of Science, Practices of Science and the Values, Ethics & Attitudes in Science.

- **Core Ideas of Science**. The Core Ideas are the distilled ideas central to Science. The Core Ideas help students see the coherence and conceptual links within and across the different sub-disciplines of Science (i.e., Biology, Chemistry, and Physics). The Core Ideas also provide a framework to make visible students' progression in Science understanding across the different levels of education.

- Practices of Science. The Practices consist of three components:
  (a) Demonstrating Ways of Thinking and Doing in Science (WOTD);
  (b) Understanding the Nature of Scientific Knowledge (NOS); and
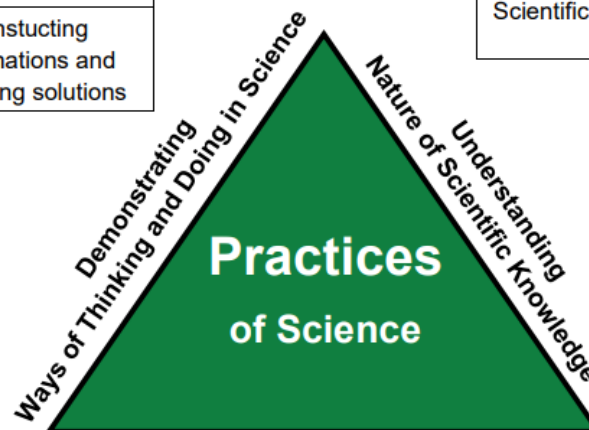 (c) Relating Science, Technology, Society and Environment (STSE).

They represent the set of established procedures and processes associated with scientific inquiry, what scientific knowledge is and how it is generated and established, and how Science is applied in society respectively. The Practices serve to highlight that the discipline of Science is more than the acquisition of a body of knowledge (e.g., scientific facts, concepts, laws, and theories); it is also a way of thinking and doing. It is important to appreciate that the three components representing the cognitive, epistemic, and social aspects of the Practices are intricately related (see Figure 2).

- Values, Ethics and Attitudes in Science. Although Science uses objective methods to arrive at evidence-based conclusions, it is in fact a human enterprise conducted in particular social contexts which involves consideration of values and ethics. The intent of fostering an awareness and appreciation of values in the curriculum is to sensitise our students to the ethical implications of the application of Science in society. Thus, Science education needs to equip students with the ability to articulate their ethical stance as they participate in discussions about socioscientific issues that involve ethical dilemmas, with no single right answer.

The pair of hands represents the roles of students as inquirers , supported by teachers and partners as facilitators of the students' learning experiences. The partnership of learning and teaching goes beyond the students and teachers to include other partners who can facilitate learning in various contexts to help students appreciate the application of Science in their daily lives, society, and the environment.

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	Constucting explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS

Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.

Practices of Science

Demonstrating Ways of Thinking and Doing in Science

Understanding Nature of Scientific Knowledge

Relating Science-Technology-Society-Environment

Relating STSE

There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Figure 2: The Practices of Science

Syllabus Framework

The Primary Science Syllabus comprises the Core Ideas, Practices and Values, Ethics and Attitudes.

Core Ideas

The Core Ideas in this syllabus are organised as themes, which 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**. These themes encompass a core body of concepts in both the life and physical Sciences. This body of concepts has been chosen because it provides a broad-based understanding of the environment, and it will help build a foundation upon which students can rely on for further study.

Although the content of the syllabus is organised into five themes, the topics under each theme are not to be viewed as compartmentalised blocks of knowledge. In general, there are no clear boundaries between these themes. There may be topics common to different themes. Hence, a conscious effort is needed to demonstrate the relationship between themes whenever possible. To help teachers and students appreciate and understand the themes, essential takeaways and key inquiry questions are included for each theme. These essential takeaways and questions can guide teachers and engage students in uncovering the important ideas at the heart of each theme. They can also use these questions to raise more specific questions for the respective topics under each theme.

Another feature of the syllabus is the spiral approach. This is characterised by the revisiting of concepts and skills at different levels and with increasing depth. The spiral approach allows the learning of scientific concepts and skills to match students' cognitive development. It therefore helps students build upon their existing understanding of concepts and facilitates the gradual mastery of skills. The focus of each theme is given below.

Diversity

There is a great variety of living and non-living things around us. Organising this diversity of things helps us better understand the world in which we live. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help us classify them. This theme helps us appreciate the importance of maintaining diversity. The essential takeaways and key inquiry questions for "Diversity" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• There is a great variety of living and non-living things around us.	• What can we observe around us?
• We classify living and non-living things based on their similarities and differences.	• How can we classify the great variety of living and non-living things?
• Maintaining the diversity of living and non-living things is important for survival.	• Why is it important to maintain diversity?

Cycles

There are cycles or repeated patterns of change in nature. Understanding cycles, such as life cycles and the water cycle, helps us predict events and processes and to appreciate the Earth as a self-sustaining system that supports life. The essential takeaways and key inquiry questions for "Cycles" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• There are repeated patterns of change around us. • Understanding cycles helps us to make predictions about events and processes around us.	• What makes a cycle? • How does a cycle help us predict events and processes? • Why are cycles important to life?

Systems

A system is a whole consisting of parts that work together to perform function(s). There are systems in nature such as plant and human systems; as well as man-made systems such as electrical systems. Understanding these systems allows us to appreciate how parts influence and work together to perform function(s). The essential takeaways and key inquiry questions for "Systems" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• A system is made of different parts. Each part has its own unique function. • Different parts of a system influence and work together to perform function(s).	• What is a system? • How do different parts / systems work together to perform function(s)? • Why is it important to understand how parts/ systems work together?

Interactions

Interactions are the actions between and within living and non-living systems in the environment. Understanding these interactions helps us see relationships between the factors/variables in the environment. We can also appreciate the consequences of our actions and play our part in conservation. The essential takeaways and key inquiry questions for "Interactions" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• There are interactions among us, living and non-living things in the environment.	• What are the types of interactions around us?

• Interactions within the environment can have positive or negative impacts.	• How do interactions affect the environment and us?
• Conservation is important to ensure continuity of life and availability of resources.	• Why is it important for us to conserve the environment?

Energy

Energy is required for things to work in everyday life. We use various forms of energy for many different purposes. All living things obtain energy and use it to carry out life processes. Understanding this theme allows us to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways and key inquiry questions for "Energy" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
• Energy is required for things to work.	• What are the different forms of energy around us?
• There are various forms of energy and they can be converted from one form to another.	• How is energy used in everyday life?
• Some sources of energy can be depleted and we play an important role in energy conservation.	• Why is it important to conserve energy?

Practices

Teachers are encouraged to engage students in the Practices of Science and help them understand how scientific knowledge is developed through inquiry. One of the components of Practices of Science is the Ways of Thinking and Doing. It supports students in learning Science as inquirers and involves various skills and processes. For example, the skill of generating possibilities can be used when students are engaged in posing questions and defining problem or when they are constructing explanations and designing solutions.

There is no one definite sequence of priority among the Ways of Thinking and Doing. For instance, posing questions and defining problems may arise when one is analysing and interpreting data or conducting investigations.

Table 1 below describes each Way of Thinking and Doing and its progression for students by the end of Primary 4 and Primary 6. The progression provides a coherent and systematic development of skills and processes across levels.

Ways of thinking and doing		**By the end of P4, students should be able to:**	**By the end of P6, students should be able to:**
Posing questions and defining problems	This involves asking questions to make sense of the world (students	• Ask questions out of curiosity or to deepen understanding. • Ask questions which can be investigated.	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
	themselves and the environment) around them.		
Designing investigations	This involves formulating questions or hypotheses and designing fair tests to find out answers to the questions or to verify the hypotheses.	• Recognise a fair test (changed/ unchanged variables).	• Design a fair test (changed/ unchanged variables).
Conducting investigations and testing solutions	This involves conducting investigations to gather data through making observations using our senses or instruments. This also involves knowing the functions and limitations of various apparatus, developing the ability to select and handle them appropriately for various tasks.	• Use senses, apparatus, and equipment to gather data. • Investigate to find out answers to questions (guided investigations). • Record and/or compare observations/ data with suggested scaffolding.	• Use and select appropriate apparatus and equipment to gather data. • Investigate to find out answers to questions (guided and open investigations). • Record and/or compare observations/ data using a variety of forms e.g., notes, drawings, and charts.
Analysing and interpreting data	This involves identifying and explaining the parts of objects, information (presented in different forms), as well as the patterns and relationships between these parts.	• Simple analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings.	• Analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings.
Communicating, evaluating and defending ideas with evidence	This involves receiving and presenting information and ideas in various forms. This also involves assessing the reasonableness,	• Communicate (e.g., written, verbal, pictorial, tabular or graphical) clear explanation and reasoning. • Seek clarification to deepen understanding.	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
	accuracy and quality of information and ideas.		
Making informed decisions and taking responsible actions	This involves establishing and applying criteria to select from among seemingly equal alternatives. The process of establishing criteria involves consideration of the consequences and values.	• State or select options based on appropriate criteria with reasons.	
Using and developing models	This involves using multiple representations to describe, explain and predict phenomena.	• Use multiple representations (e.g., pictures, charts, diagrams, tables, graphs) to explain concepts, describe and predict phenomena.	
Constructing explanations and designing solutions	This involves generating ideas and justifying them to remedy or alter a problem situation.	• Construct possible explanations and generate ideas.	

Table 1: Ways of Thinking and Doing

<u>Values, Ethics and Attitudes</u>

In learning Science, the adoption of certain mental attitudes such as Curiosity, Creativity, Integrity, Objectivity, Open-mindedness, Resilience, Responsibility and Healthy Scepticism is advocated.

- Curiosity
  Desiring to explore the environment and question what is found.

- Creativity
  Seeking innovative and relevant ways to solve problems.

- Integrity
  Handling and communicating data and information with honesty.

- Objectivity
  Seeking data and information to validate observations and explanations without bias.

- Open-mindedness

Accepting all knowledge as tentative and suspending judgement. Tolerance for ambiguity. Willingness to change views if the evidence is convincing.

- Resilience
Not giving up on the pursuit for answers/ solutions. Willingness to take risks and embrace failure as part of the learning process.

- Responsibility
Showing care and concern for living things and awareness of our responsibility for the quality of the environment.

- Healthy Scepticism
Questioning the observations, methods, processes, and data, as well as trying to review one's own ideas.

SCOPE OF LEARNING
The focus for P3 is given below.

Term	Theme	Topic	Core Ideas / Practices

1 & 2	Diversity	Diversity of Living and Non-living Things (General Characteristics and Classification)	• Describe the characteristics of living things.
			  • Need water, food and air to survive.
			  • Grow, respond and reproduce
			• Recognise some broad groups of living things based on similarities and differences.
			  • Plants (flowering, non-flowering)
			  • Animals (amphibians, birds, fish, Insects, mammals, reptiles)
			  • Fungi (mould, mushroom, yeast)
			  • Bacteria
			• Observe a variety of living and non-living things and infer differences between them.
			• Classify living things into broad groups (in plants and animals) based on similarities and differences of common observable characteristics.

		Diversity of Materials	• Relate the use of various types of materials (wood, metal, ceramic, rubber, glass, plastic, fabric) to their physical properties.
			• Compare physical properties of materials.
			  • Strength
			  • Flexibility
			  • Ability to float/sink in water
			  • Waterproof
			  • Transparency

3 & 4	Cycles	Cycles in Plants and Animals (Life Cycles)	• Show an understanding that different living things have different life cycles.
			  • Plants
			  • Animals
			• Observe and compare the life cycles of plants grown from seeds over a period of time.

Term	Theme	Topic	Core Ideas / Practices
			• Observe and compare the life cycles of animals over a period of time (chicken, cockroach, frog, grasshopper, beetle, butterfly, mosquito)

	Interactions	Interaction of Forces (Magnets)	• Recognise that a magnet can exert a push or a pull.
			• Identify the characteristics of magnets.
			   • Magnets can be made of iron or steel.
			   • Magnets attract magnetic materials.
			   • Magnets have two poles. A freely suspended bar magnet comes to rest pointing in a North-South direction.
			   • Unlike poles attract and like poles repel.
			• Recognise uses of magnets in everyday objects.
			• Compare magnets, non-magnetic materials and magnetic materials.
			• Make a magnet by the stroke method and the electrical method.

RESOURCES USED

1. P3 Inspiring Science Text Book & Activity Book
2. Topical Worksheets
3. I do-We do-You do (IWY*) Packages for the following topics:
   • Diversity of Living and Non-living Things (General Characteristics and Classification)
   • Diversity of Materials
   • Cycles in Plants and Animals (Life Cycles)
   • Interaction of Forces (Magnets)

IWY packages are designed to help students answer the open-ended questions using the C^3 (Concept, Connection, Conclusion) 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 Seed
P3 students will participate in a mass planting activity in the school hall using the NParks planting kit provided. After the planting activity, the students will bring their plant kits home, observe and chart the growth of their plants. Science teachers will monitor and get the students to bring their plants to school for class discussions and reflection sessions during Science lessons.

Through this activity, we instil a sense of care and responsibility in our students towards growing a plant and charting its growth. They will also learn to be resilient should they face any setbacks when their plants are not able to grow well.

• 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
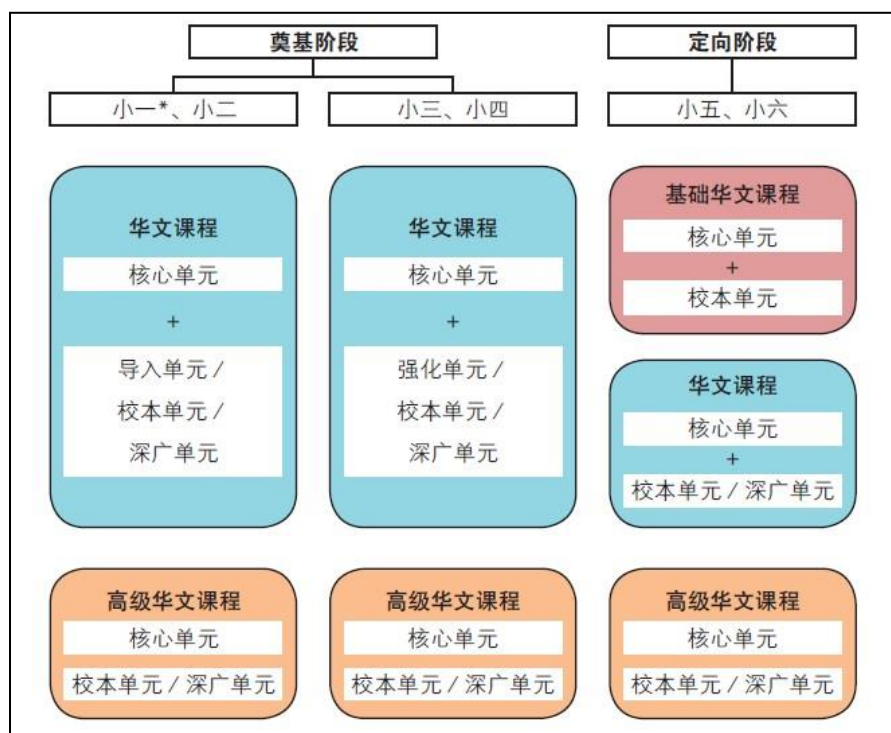2) 培养人文素养
3) 培养通用能力

课程总目标图示如下：
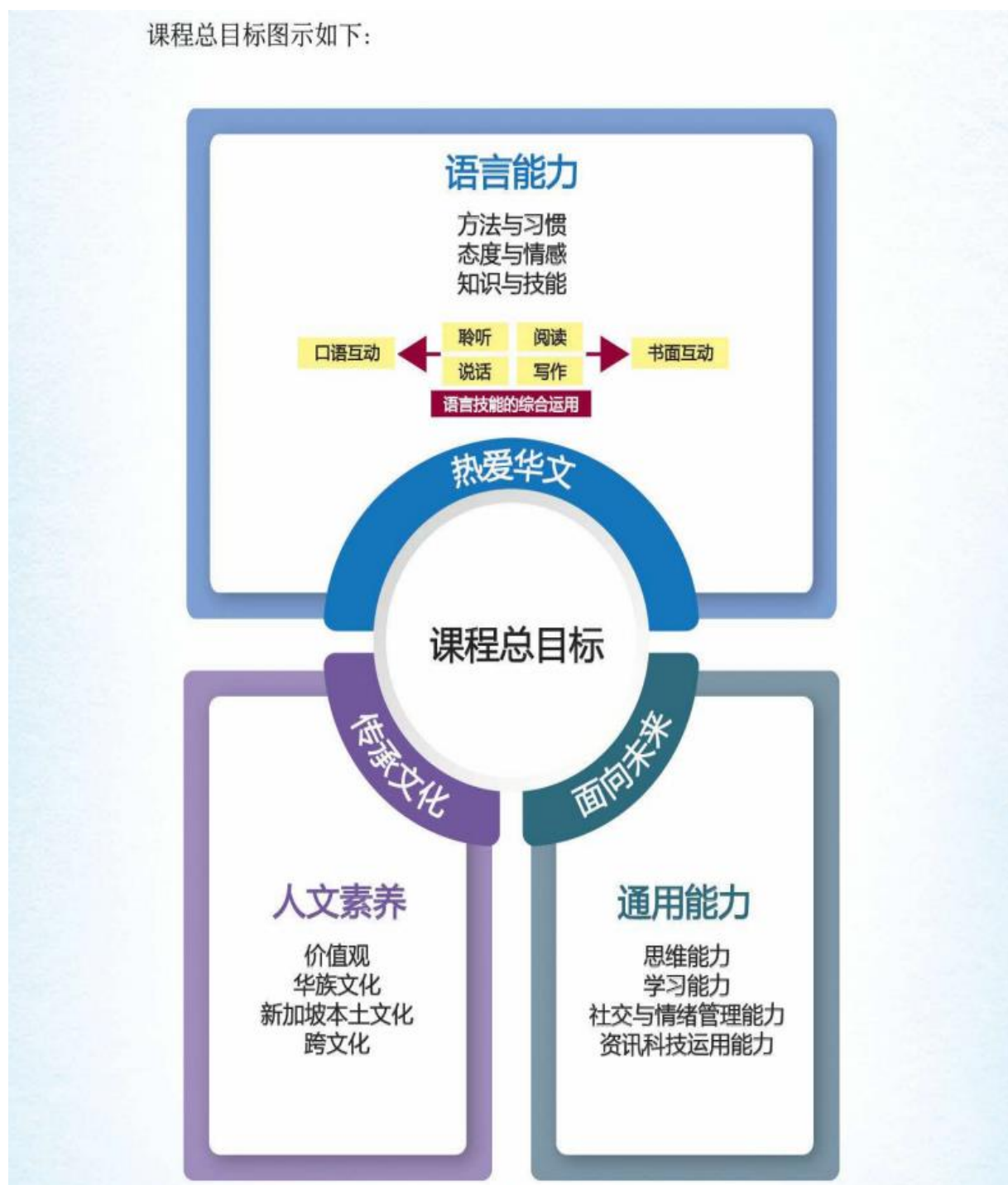
课程架构

- 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三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、习字本、校本配套
数码资源	SLS 平台、易知识平台

课本体例
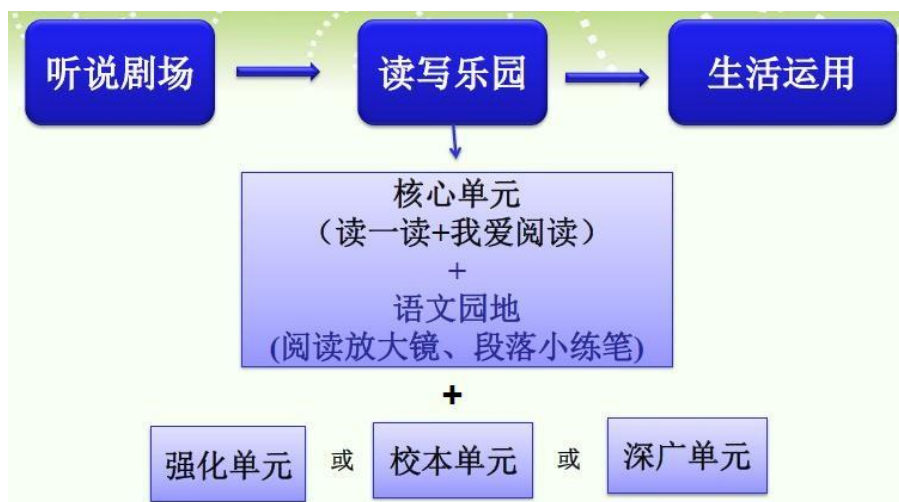
班级阅读与批判性思维发展计划（第一至第四学段）
通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。
阅读短篇故事，配合《和书一起飞》里的提问，激发学生培养和发挥批判性思维。

三年级文化营（第二学段）
通过这特别为三年级学生举办的活动，让学生认识华族文化。

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。

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。

MALAY LANGUAGE

TUJUAN PEMBELAJARAN BAHASA MELAYU

Kurikulum Bahasa Melayu Sekolah Rendah bertujuan untuk membolehkan murid:

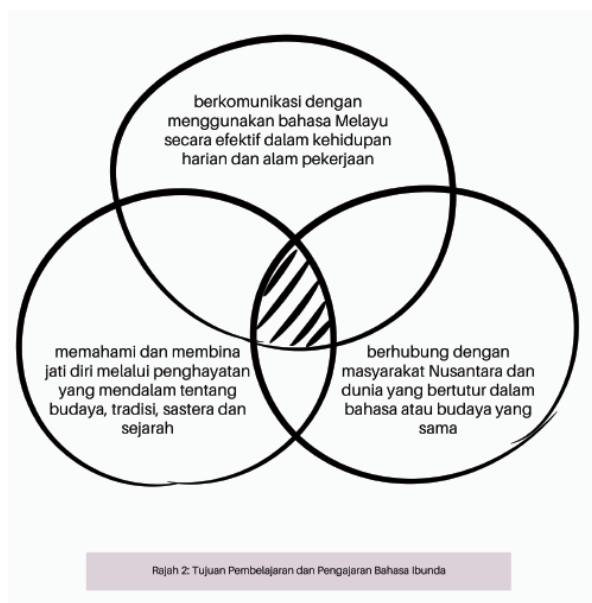Rajah 2: Tujuan Pembelajaran dan Pengajaran Bahasa Ibunda

OBJEKTIF PEMBELAJARAN BAHASA MELAYU

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

- mendengar dan memahami teks pertuturan dengan teliti dalam situasi formal dan tidak formal dengan memberikan tindak balas atau respons yang wajar,
- bertutur dengan petah berdasarkan konteks yang berkaitan dengan diri dan sekitarnya,
- membaca pelbagai bahan bercetak dan bahan media elektronik dan digital dengan menggunakan teknik membaca yang sesuai dan berkesan untuk memperoleh maklumat, idea dan pengetahuan serta memberikan respons yang sesuai,
- menulis pelbagai jenis teks tentang pelbagai tajuk yang sesuai berdasarkan tujuan, khalayak dan situasi,
- berinteraksi secara lisan dan bertulis dengan berkesan tentang perkara-perkara yang berkaitan dengan diri dan sekitarnya, mengenai pelbagai tajuk yang sesuai berdasarkan tujuan, khalayak dan situasi,
- berfikir secara kreatif, kritis dan adaptif untuk menguasai, meneroka, mereka cipta, menyelesaikan masalah, mencapai persetujuan bersama dan membuat keputusan tentang sesuatu perkara melalui penggunaan bahasa,
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu serta budaya dan nilai negara dan kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

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.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Mendengar	Kefahaman Mendengar • Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	Bacaan Lantang • 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 kendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengecam kekuatan atau kelemahan mereka. Kefahaman Membaca • Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai Program Membaca • Untuk menanam minat membaca buku-buku Bahasa Melayu, program membaca secara berstruktur, SOAR (**S**park interest, **O**pen minds, **A**ppreciate cultural roots, **R**ise as a bilingual reader atau Terbang Tinggi Bersayapkan Buku) akan dijalankan. Setiap minggu, satu masa pelajaran selama 30 minit diperuntukkan untuk guru dan murid-murid melakukan pelbagai aktiviti yang berkaitan dengan membaca. • Dalam Penggal 1 dan 2, murid membaca kompilasi cerita yang terdapat dalam Buku CAPtivate. Aktiviti susulan yang menarik akan dijalankan untuk mengasah kemahiran berfikir murid. • Selain itu, 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.
Bertutur	Bertutur • Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	Menulis • Murid menulis karangan untuk menjadikan sebuah cerita berdasarkan rangsangan.
Interaksi Penulisan	Interaksi Penulisan • Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Interaksi Lisan	Pembelajaran Kolaboratif Lisan • Murid akan melakukan tugasan secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Bahasa dan Budaya	Minggu Dwibahasa Ibunda • 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. Perkhemahan Budaya • Dalam Semester 1, murid akan mengikuti bengkel yang akan memperkenalkan serta meningkatkan pemahaman murid tentang budaya Melayu. Di samping itu, murid juga diharapkan dapat menggunakan Bahasa Melayu di luar bilik darjah dan dalam suasana yang autentik.

KANDUNGAN SKOP TATABAHASA

Berikut adalah aspek tatabahasa yang akan dipelajari:

• Kata Berimbuhan (meN-,beR-,teR-,peN-,di-,ke-, -an,-kan, menN-…-kan, di-…-kan) • Kata Ganda (penuh/separa) • Kata Majmuk • Kata Nama • Kata Kerja • Kata Adjektif (warna, ukuran, bentuk)	• Kata Tugas • Frasa • Bentuk, Ragam, Jenis Ayat • Penjodoh Bilangan • Kata Seerti/Seiras • Kata Berlawan/Berpasang • Bandingan Semacam • Tanda Baca

Peribahasa

Senarai Peribahasa Darjah 3 dan 4

No	Peribahasa	Maksud
**SENARAI (A) - UMUM**
1	ambil berat	• memberikan perhatian dengan sungguh-sungguh
2	alas perut	• makan supaya tidak lapar
3	berat mulut	• tidak gemar bercakap atau pendiam
4	kaki ayam	• tidak berkasut
5	besar hati	• bangga atau gembira
6	buah fikiran	• idea atau pendapat
7	buah mulut	• perkara yang menjadi perbualan ramai orang
8	buah tangan	• barang yang dibawa sebagai hadiah
9	buruk siku	• mengambil semula sesuatu yang pernah diberikan
10	cakar ayam	• tulisan yang buruk dan sukar dibaca

SENARAI (A) - UMUM		
No	Peribahasa	Maksud
11	campur tangan	• melibatkan diri dalam hal orang lain
12	cari akal	• berusaha untuk mencapai sesuatu atau berfikir
13	kecil hati	• tersinggung
14	keras kepala	• degil atau tidak mahu mengalah/menurut
15	langkah seribu	• melarikan diri secepat-cepatnya
16	makan angin	• bersiar-siar
17	murah hati	• suka memberikan bantuan
18	ringan tulang	• rajin bekerja
19	tajam akal	• cerdik atau pandai
20	tangan kosong	• tidak mendapat atau membawa apa-apa
SENARAI (B) - PENGAYAAN		
1	anak angkat	• anak yang diambil dan dianggap sebagai anak sendiri
2	berat tulang	• malas
3	dalam tangan	• sudah tentu dapat atau akan diperoleh
4	pasang telinga	• mendengar dengan penuh perhatian
5	muka tembok	• tidak tahu malu

BAHAN PEMBELAJARAN
1. Buku Teks Cita 3A & 3B
2. Buku Aktiviti Cita 3A & 3B
3. Buku Kecil (4 siri) 3A & 2B
4. Lembaran Kerja Darjah 3
5. Ruang Belajar Pelajar (SLS)

TAMIL LANGUAGE

தமிழ்மொழிக் கற்றல் நோக்கங்கள்

தொடக்கநிலை தமிழ்மொழிப் பாடத்திட்டம், மொழியின் அடிப்படை மொழித்திறன்களில் முறையாகப் பயிற்சி பெறுவதையும் கருத்துப்பரிமாற்றத் திறன்களை வளர்த்தலையும் நாட்டு உருவாக்கத்திற்குத் தேவையான பண்பாட்டையும் விழுமியங்களையும் உள்ளுணர்ந்து கற்பதையும் கற்றல் நோக்கங்களாகக் கொண்டுள்ளது.

தொடக்கநிலை 3 மாணவர்கள் நான்கு அடிப்படை மொழித்திறன்களிலும் இருவழிக் கருத்துப்பரிமாற்றத் திறன்களிலும் திடமான ஆதாரம் பெறும் வகையில், பாடத்திட்டம் அமைந்துள்ளது.

கேட்டல்

- பல்வகையான கேட்டல்/நோக்கல் வளங்களைக் கேட்டும் பார்த்தும் தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

- எளிய பேச்சுரைகளையும் பாடல்களையும் கதைகளையும் பகுதிகளையும் கேட்டுத் தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

- முக்கியக் கருத்துக்களையும் சில விவரங்களையும் அடையாளம் காண்பார்கள்.

- காரண காரியத்தோடு தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

- முடிவெடுக்கும் தம் திறனைத் தக்க வகையில் வெளிப்படுத்துவார்கள்.

பேசுதல்

- பல்வேறு சூழல்களுக்கேற்பப் பேச்சுத்தமிழிலும் எழுத்துத்தமிழிலும் தெளிவாகவும் சரளமாகவும் தன்னம்பிக்கையுடன் பேசுவார்கள்.

- சரியான உச்சரிப்புடனும் சொல்லழுத்தத்துடனும் கலந்துரையாடல்களில் ஈடுபடுவார்கள்.

- கலந்துரையாடலில் ஈடுபட்டுத் தங்கள் கருத்துகளையும் விருப்பங்களையும் உணர்வுகளையும் சிந்தனைகளையும் பயன்முனைப்புமிக்க வகையில் வெளிப்படுத்திப் பேசுவார்கள்.

- எளிய பாடலைப் பாடுவார்கள்; கதையைக் கூறுவார்கள்.

- கேட்டும் பார்த்தும் படித்தும் தமது புரிந்துணர்வை பொருள்படவும் நிரல்படவும் விளக்குவார்கள்.

- குறிப்பிட்டக் கருப்பொருளை ஒட்டிய தமது கருத்துக்களை முறையாகத் தொடங்கி, தொடர்ந்து தேவையான இடங்களில் முக்கியமானவற்றை வலியுறுத்தி, நிறைவுசெய்து பேசுவார்கள்.

படித்தல்

- வயதிற்கும் அனுபவத்திற்கும் உட்பட்ட பலவகையான பனுவல்களைப் பொருள் உணர்ந்து படித்துப் புரிந்துகொள்வர்.

- எளிய கதைகளையும் பாடல்களையும் வாய்விட்டுப் படித்து விவரங்களை அடையாளம் காண்பார்கள்.
- அடிப்படை நிறுத்தற்குறிகளின் பயன்பாட்டை உணர்ந்து பொருத்தமான இடங்களில் நிறுத்திப் படிப்பார்கள்.
- வேகம், தொனி, ஒலி அளவு முதலான கூறுகளை உணர்ந்து சரியான உச்சரிப்புடன் சரளமாகப் படிப்பார்கள்.
- பலவகையான பனுவல்களை ஆழமாகப் படித்துத் தமது புரிந்துணர்வை வெளிப்படுத்துவார்கள்.

எழுதுதல்
- சொற்களுக்கு இடையே சரியான இடைவெளிவிட்டு எழுதுவார்கள்.
- பனுவலில் இடம்பெறும் சொற்களையும் சொற்றொடர்களையும் பிழையின்றி எழுதுவார்கள்.
- இலக்கணக்கூறுகளையும் மொழிக்கூறுகளையும் சரியாகப் பயன்படுத்தி எளிய வாக்கியங்களை எழுதுவார்கள்.
- படம், படத்தொடர், தலைப்பு, சூழல் முதலியவற்று ஒட்டிய கருத்துகளைத் திரட்டியும் ஒழுங்குபடுத்தியும் திட்டமிட்டும் கதை அல்லது கட்டுரையை எழுதுவர்.

இருவழிக் கருத்துப்பரிமாற்றத் திறன்கள்
- சூழல்களுக்கேற்பப் பொருத்தமான முறையில் பேச்சுவழியிலும் எழுத்துவழியிலும் கருத்துப்பரிமாற்றத்தில் ஈடுபடுவார்கள்.
- பயன்முனைப்புமிக்க வகையில் இணக்கமாகக் கருத்துப்பரிமாற்றத்தை நிகழ்த்துவார்கள்.
    - தம் கருத்துகளை சரியான முறையில் எடுத்துரைத்தல்
    - காரணத்துடன் பொருந்தாத கருத்துக்களை மறுத்துரைத்தல்
    - பிறர் கருத்துக்களைத் தெளிவுபடுத்த, பொருத்தமான வினாக்கள் எழுப்புதல், பிறர் கேள்விகளுக்கு பொருத்தமான முறையில் பதிலுரைத்தல்
- பொருத்தமான மொழி அமைப்பையும் வடிவத்தையும் பயன்படுத்தி எழுத்துவழியே கருத்துப்பரிமாறிக்கொள்வர்.
- தேவைக்கும் சூழலுக்கும் ஏற்ப மறுமொழி எழுதுவார்கள்.

இலக்கணக் கூறுகள்
தொடக்கநிலை மூன்று மாணவர்களுக்கு, அவர்களின் வயதுக்கும் அனுபவத்திற்கும் ஏற்ப இலக்கணக் கூறுகள் எளிய நிலையில், பயன்பாட்டு முறையில் அறிமுகப்படுத்தப்படும்.

- குறில் நெடில்

- மூவிடப்பெயர் *(தன்மை, முன்னிலை, படர்க்கை)*
- பதிலிடுபெயர்கள்
- கிரந்த எழுத்துக்கள் *(ஐ, ஸ, ஷ, ஹ, ஸ்ரீ)*
- பெயர்ச்சொல், வினைச்சொல்
- உயர்திணை, அஃறிணை
- ஒருமை பன்மை
- எழுவாய் பயனிலை இயைபு
- வினாப்பெயர்
- காலங்கள்
- நிறுத்தற்குறிகள்
- வேற்றுமை உருபுகள்
- அடைமொழி, எச்சம்
- இணைப்புச் சொற்கள்
- மொழி மரபுகள்
- சொல் பயன்பாடு
- சொற்புணர்ச்சி

சிறுவர் கதைநூல்

மாணவர்கள் தமிழ்மொழியை மகிழ்வுறக் கற்றுத் தன்னம்பிக்கையுடன் பயன்படுத்தவும், அவர்களுடைய அனுபவத்திற்கு உட்பட்ட சொல்வளத்தைப் பெருக்கவும் இளம்வயதிலேயே வாசிப்பில் ஈடுபாட்டை வளர்க்கவும் சிறுவர் கதைநூல்கள் அறிமுகப்படுத்தப்பட்டுள்ளன. மாணவர்கள், கதையின் நடையைப் பற்றியும் முடிவு அல்லது தலைப்பை ஒட்டியும் கலந்துரையாடல்களில் ஈடுபடுவார்கள். இது, பின்னாளில் அவர்களது சிந்தனை வளர்ச்சியை ஆழப்படுத்துவதோடு சுயமாக வாசிக்கும் பழக்கத்தை நிலைநாட்டவும் உதவும்.

பள்ளி சார்ந்த நிகழ்ச்சிகளும் நடவடிக்கைகளும்

மாணவர்களுடைய தேவைகளுக்கும் கற்றல் முறைகளுக்கு ஏற்பவும், கற்பித்தல் முறை, பாடப்பொருள் மற்றும் கற்பித்தல் வளங்கள் தயாரிக்கப்படுகின்றன. மேலும், மாணவர்களின் சிந்தனைத் திறனை ஆழப்படுத்த, பல்வேறு கலந்துரையாடல்களும் நடவடிக்கைகளும் மேற்கொள்ளப்படுகின்றன.

'CAPtivate' நடவடிக்கை

பருவம் 1-இல் மாணவர்களுக்கு *CAPtivate* என்னும் கதைகள் தொகுப்பு அறிமுகப்படுத்தப்படும். மாணவர்கள் கதைகளின் சாரத்தை ஊகித்தும், வகையைக் கண்டறிந்தும், பனுவலைத் தமது முன்னறிவோடு தொடர்புப்படுத்தியும் நடவடிக்கைகளில் ஈடுபடுவார்கள்.

தாய்மொழிகளுக்கான இரு வார நடவடிக்கைகள் (Mother Tongue Fortnight)

தமிழ் மொழியையும் மரபையும் கலாசாரத்தையும் கற்பிக்கும் நோக்கத்தோடு, வகுப்பு சூழலிலும் வகுப்புக்கு அப்பாற்பட்ட சூழலிலும் மாணவர்களுக்குப் பல்வேறு நடவடிக்கைகள் நடத்தப்படும்.

PHYSICAL & HEALTH EDUCATION

PHYSICAL EDUCATION (PE) IN SCHOOLS

Physical Education is an integral component of Singapore's school curriculum to develop students holistically. By emphasising the importance of movement, and an individual's interaction with the environment, Physical Education seeks to develop the whole child to bring about a nation of physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.
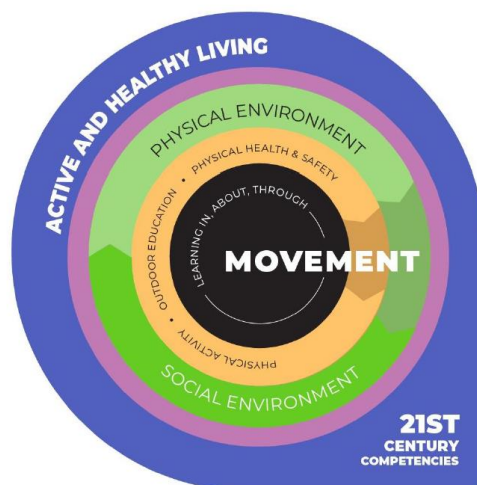

Figure 2. Physical Education Curriculum Framework

The three learning areas of Physical Activity, Outdoor Education, and Physical Health and Safety are pivotal in providing the content for design and enactment of students' meaningful learning experiences in, about and through movement. These areas leverage the physical and social environment to provide real-life contexts that strengthen students' learning. A balanced and well-designed Physical Education curriculum, delivered through effective pedagogies and purposeful assessment can enable students to apply the skills, knowledge, practices and values to lead an active and healthy lifestyle. Additionally, it can help them acquire the 21st century competencies to thrive in the fast changing and complex world.

PURPOSE AND GOALS OF PE

The purpose of Physical Education is to develop physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.

Goal 1: Movement Competence. Students are competent and confident to participate in a range of physical and outdoor activities.

Goal 2: Healthy Lifestyle Practices. Students have a personal commitment to healthy lifestyle practices in physical activity, nutrition, sleep, outdoor time and hygiene.

Goal 3: Safety Mindset. Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.

Goal 4: Core Values. Students make informed and responsible decisions with regard to personal behaviour and social interactions based on sound values-based judgements.

Goal 5: Enjoyment. Students enjoy and value physical activities and healthy living in a sustainable way.

ASSESSMENT

Physical Education Primary 3 Assessment Plan 2026

Topics	Term 1	Term 2	Term 3	Term 4
1. **Physical Activity** 2. **Physical Health and Safety**	(Wk 5) <u>Dance</u> Students will be able to perform a set of pre-designed movement to the music "In Appreciation" (Wk 10) <u>Gymnastics</u> Students will be able to perform a gymnastic routine (individual) that includes one roll and one balance.	NIL *Swimsafer Programme	(Wk 9) <u>Games and Sports</u> Students will be able to perform an overhead throw with a small ball using their dominant hand to a large target 3m away.	(Wk 4) <u>PE Conduct</u> Students will be assessed in 4 areas, namely Sportsmanship, Safety, Personal Hygiene and E21CC – Collaboration

ART EDUCATION

AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:
- enjoy art,
- communicate visually, and
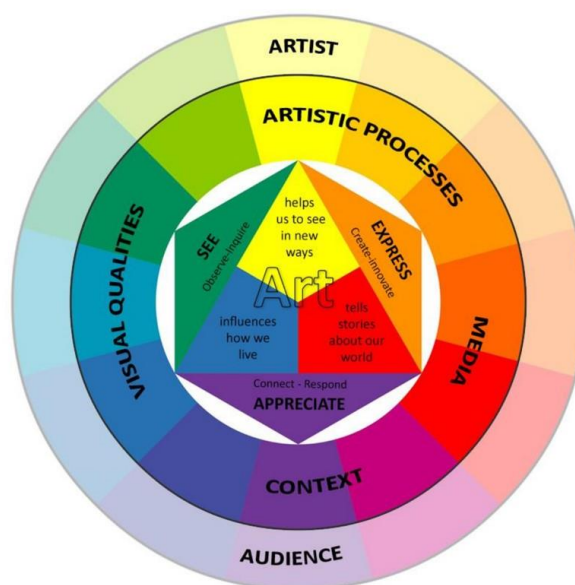- make meaning through connecting with society and culture.

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

See	Express	Appreciate
In *Seeing art,* our students observe their surrounding closely, and analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing students' observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and lived experiences.	In *Expressing* art, our students generate ideas from what they see and explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, qualities of materials, tools and six artistic processes in order to meet an artistic intention. To promote metacognition and deepen the dispositions as artist and audience, students get to present choices and voices within their art processes, progress and products through portfolio process and display platforms in tandem with their developmental capacities and interest.	In *Appreciating* art, our students acquire skills and use appropriate vocabulary to discuss and interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other cultures and context to make connections and understand the values of art in their lives and society.

PROGRAMMES

The schools' art programmes for Primary 3:

Table 2: Learning and Assessment Areas in Primary 3, 2026

	Term 1	Term 2	Term 3	Term 4
Learning Outcomes	**LO1:** Distinguish the visual qualities in what they see **LO2:** Draw to record information, discoveries and reflections **LO3:** Explore and discover different ways to use materials and tools to make art individually and collaboratively **LO4:** Analyse and show understanding of art concepts, techniques and approaches through their art making **LO5:** Select artefacts/learning evidence for portfolio and display and explain why they were chosen **LO6:** Discuss and reflect with peers about the ideas, intentions and artistic processes in creating artworks **LO7:** Compare and contrast the ways in which time, traditions, resources and cultures are presented in Singapore artworks			
Topic	**Topic:** Save Our Earth	**Topic:** Honesty Starts with Me!	**Topic:** Shows, Movies and Performances	**Topic: Drawing**
Learning and Assessment Areas	Mixed Media: Collecting and arranging different materials to create a three-dimensional installation artwork.	Painting in Pop Art style: Use of bold, contrasting colours, patterns, and strong contrast.	New Media: Use of digital apps to create Digital Art and record sounds to create a soundscape	Expanding Drawing Vocabularies: Use of multiple representations, action and motion, drawing from descriptions, visual-verbal translation, familiar environments, basic perspective.

RESOURCES USED

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Canva, Sketchbook App, CapCut)
- 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

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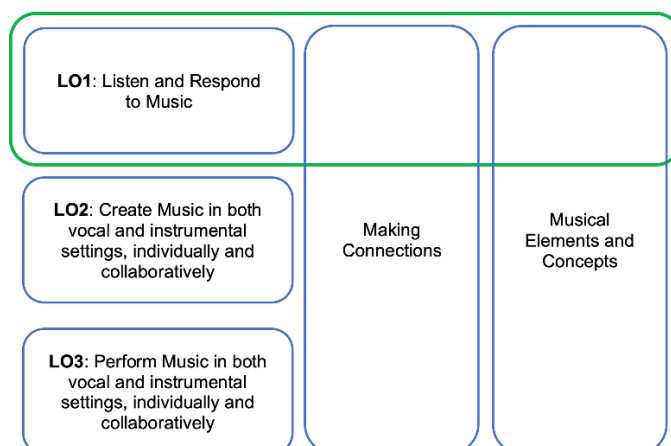
The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

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 3):

1.	Listening & Responding to Music
	a. Imitating rhythmic & melodic patterns using voice & body percussion.
	b. Responding to elements of music & moods in a variety of ways.
	c. Describing sound produced by instrument from ethnic music cultures in Singapore & Western Orchestra & how they are played.
	d. Describing how 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 1 bar or equivalent.
	b. Creating & performing 2-part rhythmic phrases of at least 2 bars or equivalent.
	c. Creating with voice & instrument melodic phrases of at least 2 bars or equivalent based on the C-pentatonic scale.
	d. Using graphic or standard notation & technology to record music ideas.
3.	Performing Music
	a. Singing a variety of 2-part canon songs as an ensemble.
	b. Reading & singing scores in solfege in pentatonic scale.
	c. Playing rhythmic & melodic patterns on pitched & non-pitched instruments.
	d. Playing melodic 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
- P3 Recorder performance during school events [T3] - to encourage appreciation of music played by peers.
- Learning of Ukulele for targeted students [T1] – 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 3 Assessment Plan 2026

Term 1 (25%)	Term 2 (25%)	Term 3 (25%)	Term 4 (25%)
Weighted Assessment 1 **(Wk 7)** **Topic**	**Weighted Assessment 2** **(Wk 8)** **Topic**	**Weighted Assessment 3** **(Wk 8)** **Topic**	**Weighted Assessment 4** **(Wk 6)** **Topic**
Play *Merrily We Roll Along* on the recorder with precise timing, steady tempo, and consistent rhythm, ensuring clear beginning and ending while synchronising with piano or guitar accompaniment.	Sing the song and play *Lightly Row* on recorder, demonstrating proper intonation, breath control, articulation, and steady beat while being accompanied by piano/guitar, both individually and in a group.	Compose melody using rhythm and words of the rhyme Rain on the Green Grass using F-pentatonic scale.	Play *Ode to Joy* on recorder, demonstrating proper intonation, breath control, articulation, and steady beat while being accompanied by piano or guitar, both individually and in a group.
LO1: Listen and Respond to Music LO3B: Perform Music - Play Instruments	LO1: Listen and Respond to Music LO3A: Perform Music - Sing LO3B: Perform Music - Play Instruments	LO2: Create Music LO3B: Perform Music - Play Instruments	LO1: Listen and Respond to Music LO3B: Perform Music - Play Instruments

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

AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

CCE 2021 aims to develop in our students:

a) Good character: Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;

b) Resilience and social-emotional well-being: Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;

c) Future readiness: Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and

d) Active citizenship: Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

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

a) CCE Lessons

These lessons, which include CCE Form Teacher Guidance Period (FTGP), CCE Mother Tongue Languages (MTL) and Programme for Active Learning (PAL), provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

(i) explicit teaching of values, and social and emotional skills, which addresses the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, and developing skills for responsible decision-making and deepening moral values and one's cultural identity in CCE (MTL).

(ii) equipping students with knowledge and skills to better understand and navigate the real-world, e.g. understand mental health issues, navigate cyberspace responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and

(iii) providing opportunities for contribution to family, school and community through Values in Action (VIA) projects. Time will be given to identify the needs and establish the intent of project, planning the activities and reflecting on learning.

b) Key Student Development Experiences

Student development experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral and social domains.
Key SDEs are programmes and activities that all Singapore schools provide for all their students. These comprise the following:

- Co-Curricular Activities (CCA);
- Cohort Learning Journeys (LJs);
- Education and Career Guidance (ECG) Experiences;
- National Education (NE) Commemorative Days;
- Outdoor Adventure Learning (OAL) Cohort Camps;
- Student Leadership Development (SLD) Programmes; and
- Values in Action (VIA), including Everyday Responsibilities.

For each of these programmes and activities, specific CCE learning outcomes are articulated, and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

c) School-based Initiatives

As every school context is different, and the needs, interests and abilities of students vary within each context, schools design and implement programmes and activities for CCE that cater to the profile of their students. These school-based initiatives also take reference from the CCE learning outcomes and apply the guiding principles of student-centricity, intentionality and coherence to ensure that the students' learning experiences meaningfully blend in with the overall whole-school approach to CCE.

d) Other Subjects

In primary school, CCE complements other learning platforms and subjects in the development of students. Social Studies, Music and Art are subjects with natural opportunities to explore national identity, contemporary issues, as well as Singapore's constraints and vulnerabilities. The teaching of English and Mother Tongue Languages also provides opportunities to hone students' sensitivity towards others and learn communication skills for relationship building. Physical Education (PE) allows for students to learn sportsmanship and take responsibility for a healthy lifestyle.
Besides linking CCE learning outcomes to content knowledge in other subject areas, the learning of values and social-emotional competencies can also occur through teachable moments. As students interact with one another through group activities, they learn the skills of working together harmoniously, appreciating diversity and active listening. They also learn how to demonstrate values such as respect, integrity and responsibility as they are encouraged to do their best in various learning tasks and relate to their teachers and fellow classmates. They demonstrate care as they look out for and support their classmates and friends in times of need.

e) Personal Application

For CCE to be meaningful for students, they should be taught to reflect on their character growth as a lifelong process. There are many authentic learning opportunities within and beyond school for our students to develop the habit of self-reflection and gratitude. As they practise thinking back on positive and negative life experiences, they consider what

can be learnt from these experiences and commit to working towards better versions of themselves. The time they spend in school after lessons, during recess and lunch break with their school mates, as well as after school with their families, friends in the community and other social groups, online and offline, have a great influence on who they are and who they choose to become. CCE provides the knowledge and skills to help our students make sense of their life experiences and the language to express their learning and development.

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	Practices/ Examples of what I can do.
Respect Believe in my own self-worth & the intrinsic worth of people.	Show genuine consideration for boundaries & rules.	✓ Follow instructions given promptly. ✓ Maintain cleanliness in shared areas by tidying up.
	Demonstrate respect in all interactions, communicate with courtesy.	✓ Greet teachers & peers. ✓ Use polite words like "please", "thank you" & "excuse me". ✓ Listen attentively during conversations & wait patiently for my turn to speak.
Resilience Demonstrate emotional strength & persevere in the face of challenges. Show courage, optimism, adaptability & resourcefulness.	Demonstrate resilience & perseverance when facing challenges.	✓ Learn from mistakes & try again. ✓ Stay focused & complete a task even when it requires more time & effort. ✓ Try different ways to solve a problem or respond to an issue.
	Demonstrate intellectual curiosity through thoughtful questioning, exploration & experimentation.	✓ Ask questions to clarify. ✓ Strive to improve by learning from others to achieve the highest standards. ✓ Express opinions & offer suggestions for improvement.

School Values	Desired Behaviours	Practices/ Examples of what I can do.
Responsibility Recognise I have a duty to myself, my family, community, nation & the world & fulfill my responsibilities with love & commitment.	Do things to the best of my ability.	✓ Am punctual for school & class activities. ✓ Take care of personal belongings, space & grooming. ✓ Act in a considerate manner.
	Keep to my words & promises.	✓ Keep up with the deadlines of all assigned tasks, e.g., homework, projects, duties, etc. ✓ Participate actively in school & class activities. ✓ Am aware that choices have consequences & I am accountable for the decisions I make.
Integrity Uphold ethical principles & have the moral courage to stand up for what is right.	Be honest & sincere in both words & actions.	✓ Complete work & tasks to the best of my ability. ✓ Own up to my mistakes & not blame others. ✓ Speak the truth with tact.
	Do the right thing even when it is difficult to do so.	✓ Return item that do not belong to me. ✓ Follow rules at home, in school or on digital platforms even when no one is watching. ✓ Speak up against what is wrong.
Care Act with kindness & compassion & contribute to the betterment of the community & the world.	Value self & others.	✓ Am sensitive to the feelings of others. ✓ Listen attentively to peers in need. ✓ Consider how my actions & words affect others in both digital & in-person interactions.
	Show care for others & the environment.	✓ Use school & public property with care. ✓ Contribute actively to conservation efforts, e.g., reducing waste, recycling, etc.
Harmony Promote social cohesion & appreciate the unity & diversity of a multicultural society.	Foster harmony through positive contributions.	✓ Ensure everyone's voice is heard. ✓ Appreciate different perspectives while interacting with others. ✓ Volunteer to help others. ✓ Lead peers by setting a positive example through exemplary actions.
	Be inclusive.	✓ Appreciate & respect people from different social, cultural & religious backgrounds. ✓ Get along well with friends from different races & cultures. ✓ Work with others to contribute to shared goals.

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.

	Cluster of study	Inquiry focus
Cluster 1: Discovering self and Immediate Environment		
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?
Cluster 2: Understanding Singapore in the Past and Present		
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?
Cluster 3: Appreciating the World and Region We Live In		
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 3, students will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Students will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, students will come to appreciate Singapore, the country they live in.

RESOURCES USED

1. Social Studies Big Books
2. Social Studies: Inquiring Into Our World Activity Book 3
3. NE Passports

ASSESSMENT

SS is a non-examinable subject but assessment is important to help monitor students' progress in their learning. Primary 3 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 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.

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 and Google Doc.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using Google Slides.
5. Perform simple computations with data using Google Sheets.
6. Collaborate with others using Google Doc, Google Slides and Google Sheets.
7. Perform core computation and coding concepts through simple visual programming-based lessons.
8. Apply Generative AI for content creation.

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
▪ Create a short presentation with texts and pictures using Google Slides ▪ Learning with searches	▪ Gather relevant curriculum content for their presentation. ▪ Create a set of presentation slides with text and pictures from the web or clipart. ▪ Collaborate with peers to complete their presentation slides with the use of transition, animation and inserting of hyperlink, if there is any.

ASSESSMENT

Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. For P3, 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

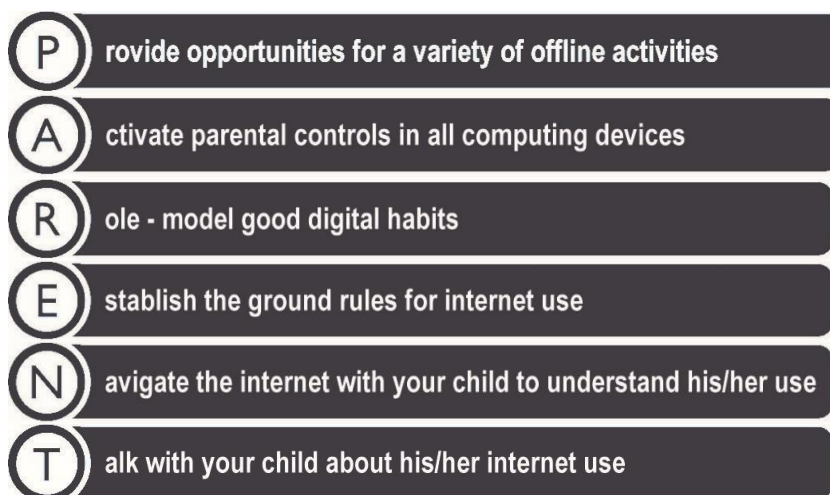At the end of P6, the following topics will be covered:
1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright

6. Handling Inappropriate Content – Scams & Spam

For P3 students, a level Assembly Talk will be conducted on the topic of 'Danger with Cyber Contacts' 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:

(P) rovide opportunities for a variety of offline activities

(A) ctivate parental controls in all computing devices

(R) ole - model good digital habits

(E) stablish the ground rules for internet use

(N) avigate the internet with your child to understand his/her use

(T) alk with your child about his/her internet use

HOME-BASED LEARNING (HBL)

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

The school will keep parents informed of the HBL schedule for each exercise via the school website. This allows parents to play a complementary role by helping to monitor their children's learning progress and work completion.

Students will receive their HBL schedule through the Student Learning Space (SLS) and can also access it via the school website. This encourages them to take responsibility for their own learning and develop as 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. It serves to empower 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 with 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.

HOLISTICS ASSESSMENTS

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
6. Tamil 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 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 8 / 30 min / 25 m)** **Component:** Language Use **Format of Paper:** 1) Vocabulary MCQ: 6m 2) Grammar MCQ: 6m 3) Grammar Cloze: 8m 4) Comprehension (Literal, Referencing and Sequencing skills): 5m **Scope of Testing:** 1. Term 1 STELLAR Units 2. Term 1 School-based Packages	**Weighted Assessment 2** **(Wk 6 / 5 min / 16 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 6m (carried out via SLS) 2. Stimulus-based Conversation: 10m (F2F)	**Weighted Assessment 3** **(Wk 8 / 50 min / 20 m)** **Component:** Writing and Representing **Format of Paper:** 1. Guided Writing **Scope of Testing:** 1. Term 3 School-based Packages	**EYE** **(Wk 4 / 6 min / 16 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 6m 2. Stimulus-based Conversation: 10m **(Wk 5 / 30 min / 14 m)** **Component:** Listening and Viewing **Format of Paper:** Picture Matching and Note-Taking **(Wk 5 / 50 min / 20 m)** **Component:** Writing and Representing **Format of Paper:** 1. Guided Writing **(Wk 7 / 1h 15 min / 50 m)** **Component:** Language Use **Format of Paper:** 1) Vocabulary MCQ: 6m 2) Grammar MCQ: 8m 3) Visual Text Comprehension MCQ: 5m 4) Grammar Cloze: 8m 5) Sentence Combining: 3m 6) Editing for Punctuation & Spelling: 4m 7) Comprehension: 16m **Scope of Testing:** 1. Term 1 to Term 4 STELLAR Units 2. Term 1 to Term 4 School-based Packages

Mathematics Primary 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 8 / 50 min/ 40 m)** **Format of Paper:** 5 MCQ 7 SAQ 4 LAQ **Topics** 1. Numbers to 10 000 2. Addition & Subtraction within 10 000 3. Multiplication Tables (2 to 10) 4. Money	**Weighted Assessment 2** **Performance Task** **(Wk 7/ 40 min/ 15 m)**	**Weighted Assessment 3** **(Wk 8/ 50 min/ 40 m)** **Format of Paper:** 5 MCQ 7 SAQ 4 LAQ **Topics** 1. Fractions 2. Length 3. Mass 4. Volume	**End-of-Year Examinations** **(Wk 7/ 1 h 30 min/ 80 m)** **Format of Paper:** 15 MCQ 15 SAQ 5 LAQ **Topics** All Semester 1 & 2 topics

Science Primary 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(25 min/ 20 m)** **Format of Paper:** 6 MCQ (12m) & 2 OEQ (8m) **Topics** 1. Diversity of Living and Non-Living Things (General Characteristics and Classification)	**Weighted Assessment 2** **(45 min/ 40 m)** **Format of Paper:** 12 MCQ (24m) & 4 OEQ (16m) **Topics** 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials	**Weighted Assessment 3** **(15 m)** **Format of Paper:** 3 Tasks from Young Scientist Card (3 Tasks x 5 m each) **Topics** 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials Cycles in Plants and Animals (Life Cycles)	**End-of-Year Examination** **(1 h 30 min/ 80 m)** **Format of Paper:** 24 MCQ (48m) & 8 OEQ (32m) **Topics** 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials 3. Cycles in Plants and Animals (Life Cycles) 4. Interaction of Forces (Magnets)

Chinese Language Primary 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9 / 50 min / 35 m)** **Component:** Language Use **Format of Paper:** 1. 辨字测验(4 x 1m) 2. 词语选择(3 x 1m) 3. 短文填空 (3 x 2m) 4. 填写词语 (3 x 2m) 5. 词语搭配 (3 x 2m) 6. 阅读理解 (3 MCQ + 2OE Qn, 10m) **Scope of Testing:** 1. CL Curriculum Units 1-4 2. Term 1 School-based Comprehension Package	**Weighted Assessment 2** **(Wk 6 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m **Scope of Testing:** 1. Term 1 - 2 School-based Oral Package	**Weighted Assessment 3** **(Wk 9 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition: 15 m **Scope of Testing:** 1. Term 1- 3 CL Curriculum Units 2. Term 1- 3 School-based Composition Package	**EYE** **(Wk 4 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 10 m 2. Picture Conversation: 20 m **(Wk 5 / 30 min / 10 m)** **Component:** Listening **Format of Paper:** 1. Picture Matching and Response to Narratives: 10 m **(Wk 5 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition: 15 m **(Wk 7 / 1h / 45 m)** **Component:** Language Use **Format of Paper:** 1. 辨字测验(4 x 1m) 2. 词语选择(3 x 1m) 3. 短文填空 (4 x 2m) 4. 填写词语 (3 x 2m) 5. 词语搭配 (3 x 2m) 6. 理解问答 A (3 Qns, 7m) 7. 理解问答 B (2MCQ, 3OE Qns, 11m) **Scope of Testing:** 1. CL Curriculum Units 1-16

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
			2. Term 1 - 4 School-based Packages

Malay Language Primary 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9 / 50 min / 35 m)** **Component:** Language Use **Format of Paper:** 1. Golongan Kata (10m) 2. Peribahasa (8m) 3. Kosa Kata (8m) 4. Kefahaman (9 m) **Scope of Testing:** 1. Term 1 ML Curriculum Unit 1 & Unit 1 Bah 1 & 2 2. Term 1 School-based Learning Sheets	**Weighted Assessment 2** **(Wk 5 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Description (10m) 3. Conversation: related to theme of the picture (10m) **Scope of Testing:** 4. Term 1 - 2 School-based Oral Learning Sheets	**Weighted Assessment 3** **(Wk 9 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition (15m) **Scope of Testing:** 1. Term 1-3 School-based Composition Learning Sheets	**EYE** **(Wk 4 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Conversation (20m) **(Wk 5 / 30 min / 10 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Picture Matching and Response to Narratives (10m) **(Wk 5 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 2. Picture Composition (15m) **(Wk 7 / 1 h / 45 m)** **Component:** Language Use **Format of Paper:** 5. *Imbuhan (*10m) 6. *Peribahasa (*8m) 7. *Melengkapkan Teks (*10m) 8. *Kefahaman MCQ (*8m) 9. *Kefahaman OE & Kosa kata*: (9m) **Scope of Testing:** 1. Term 1 - 4 ML Curriculum Units

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
			2. Term 1 - 4 School-based Learning Sheets

Tamil Language Primary 3 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (15%)	Term 4 (55%)
Weighted Assessment 1 **(Wk 9 / 50min / 35 m)** **Component:** Language Use **Format of Paper:** 1. Grammar (20m) 2. Proverbs (10m) 3. Cloze passage (5m) **Scope of Testing**: 1. Term 1 TL Curriculum Units 2. Term 1 School-based Learning Sheets	**Weighted Assessment 2** **(Wk 5 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Conversation (20m) **Scope of Testing**: 3. Term 1 - 2 School-based Oral Learning Sheets	**Weighted Assessment 3** **(Wk 9 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition **Scope of Testing**: 1. Term 3 School-based Composition Learning Sheets	**EYE** **(Wk 4 / 5 min / 30 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (10m) 2. Picture Conversation (20m) **(Wk 5 / 30 min / 10 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Picture Matching 2. Response to Narratives **(Wk 5 / 40 min / 15 m)** **Component:** Writing **Format of Paper:** 1. Picture Composition **(Wk 7 / 1 h / 45 m)** **Component:** Language Use **Format of Paper:** 4. Grammar (20m) 5. Proverbs (10m) 6. Cloze passage (5m) 7. Open-ended comprehension (10m) **Scope of Testing**: 1. Term 1 - 4 TL Curriculum Units 2. Term 1 - 4 School-based Learning Sheets