

# 2026

# P3 Parent Engagement

Friday, 23<sup>rd</sup> January 2026

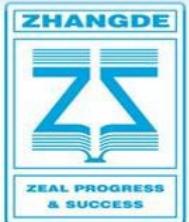


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# Primary 3 Journey to CCA



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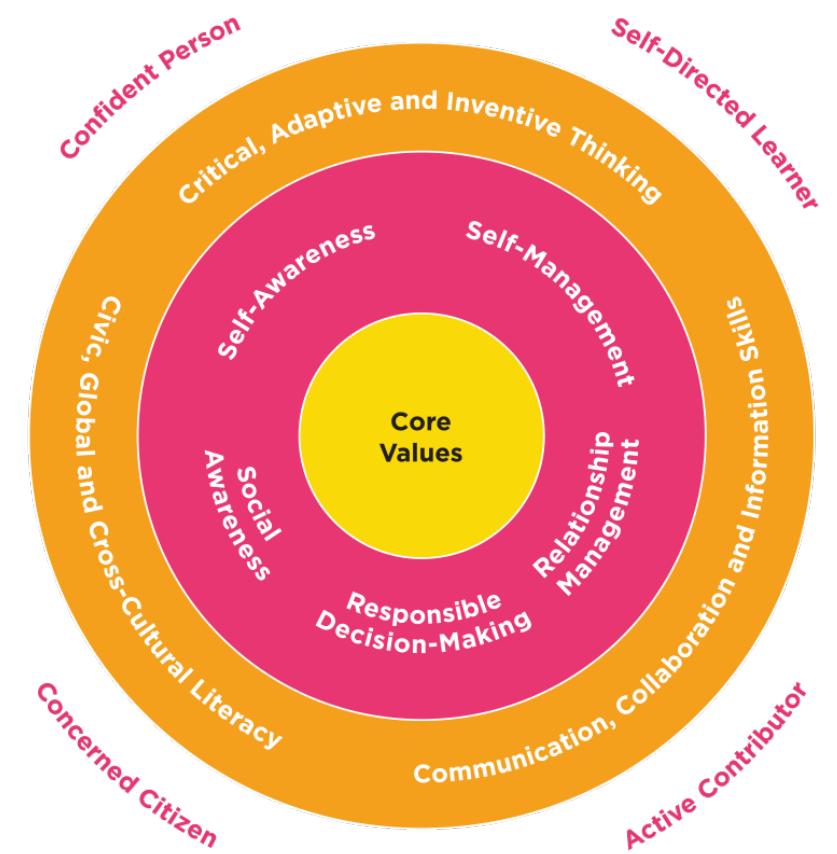
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# CO-CURRICULAR ACTIVITIES

Through CCAs, our children develop and demonstrate:

- **Knowledge, skills and values (KSV)** related to their chosen CCA
- **Leadership and teamwork**
- **Friendship and Belonging**
- Spirit of **service** to the community
- **School Pride**
- Core values, social and emotional competencies and the **emerging 21st century competencies** as articulated in the 21st Century Competencies Framework



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# P3 CCA Experience & CCA Allocation

T1 Weeks  
1 to 4

Modular CCA: Coding (Ongoing)

T1 Week 5

- CCA Walkthrough: Context-setting and CCA Walkthrough
- Choosing CCA Experiences via All Ears Form & PG

T1 Weeks  
6 to 9

CCA Experiences of Students' Choice



T1 Week  
10

Multiple Intelligence Conversations (recap P2 MI 2025) & CCA Selection via All Ears Form & PG

Term 2  
Week 1

CCA Allocation & Official start of CCAs



# @P2 Multiple Intelligence



1. Intelligence is a biological and psychological potential.
2. There are multiple and independent intelligences.
3. Intelligences always interact with one another.
4. Each person has a unique intelligence profile.
5. Intelligences are educable; they change and grow.
6. Intelligences can be learned throughout life.

Howard Gardner's theory of multiple intelligence

[bonvictor.blogspot.com](http://bonvictor.blogspot.com)



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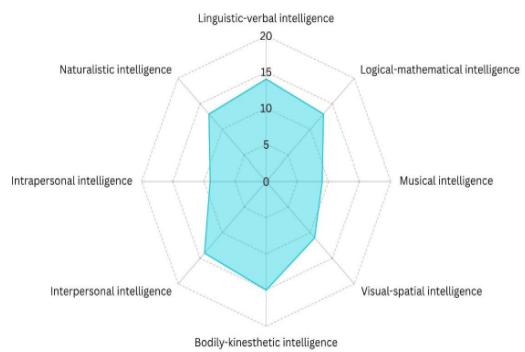
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## Multiple Intelligence Report

Name:

Class:

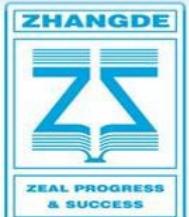


\*All scores are out of 18.

Score	Score	Score	Score
14	13	9	11
Linguistic-Verbal Intelligence	Logical-Mathematical Intelligence	Musical Intelligence	Visual-spatial Intelligence
Score	Score	Score	Score
15	14	9	13
Bodily-Kinesthetic Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence	Naturalistic Intelligence

# P3 Academic Slides

English & Mathematics



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# English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader

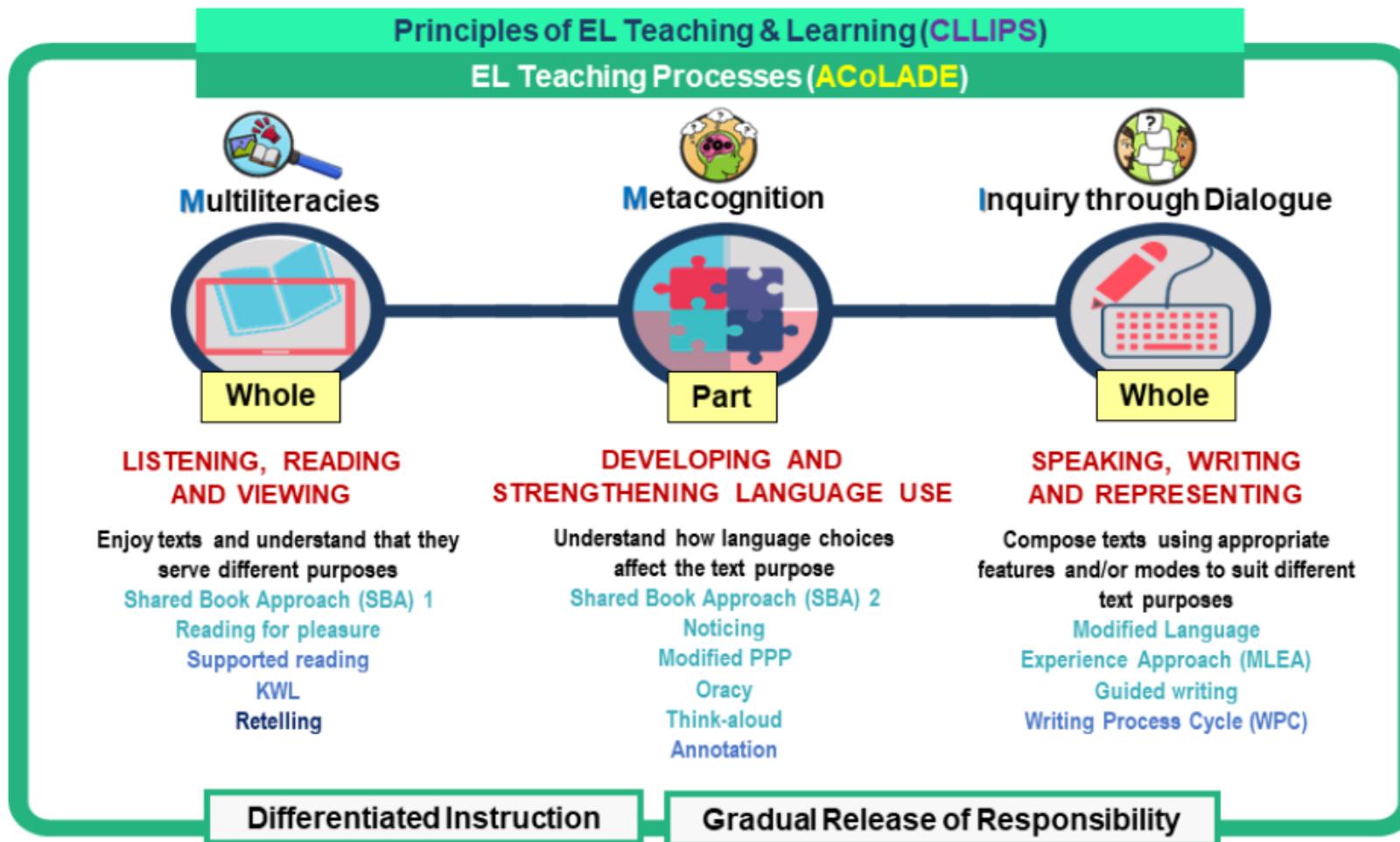


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# Curriculum Framework



Guided by  
ELS 2020:

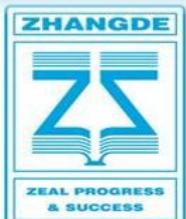
Principles of EL  
Teaching & Learning  
(CLLIPS)

EL Teaching  
Processes  
(ACoLADE)

Pedagogical  
Emphases (MMI)

Strategies first  
introduced at these  
levels:

- Lower Primary
- Middle Primary
- Upper Primary



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# Content

## P3 STELLAR® Titles 2.0

Term	Titles	Provision of Texts	Text Purpose
1	Fearless Phil	Big books and small books	Texts that entertain
	The Gruffalo		
	Camille and the Sunflower		
2	Predators and Prey	<ul style="list-style-type: none"> <li>PDF for instructional support only</li> <li>Readers for students to purchase</li> </ul>	Texts that describe and inform
	The Stars of Chek Jawa		
3	Unusual Plants	<ul style="list-style-type: none"> <li>PDF for instructional support only</li> <li>Readers for students to purchase</li> </ul>	Texts that entertain
	There's a Boy Under the Bed		
4	Prince Zak and the Wise Frog		Texts that entertain
	Spilt Milk		
	<i>The Hidden Treasure*</i>	Big books and small books	<i>*These titles are offered for shared/extensive reading.</i>
	<i>What's Inside the Red Box?*</i>	PDF for teachers and small books	



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# Strategies in STELLAR® 2.0

## LANGUAGE AREA

## STRATEGY

Reading & Viewing	<ul style="list-style-type: none"><li>Shared Book Approach (up to P3 Sem 1), Explicit instruction of Reading Comprehension, Annotation, Supported Reading, KWL, Reading for Pleasure through Extensive Reading</li></ul>	
Writing & Representing	<ul style="list-style-type: none"><li>Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)</li></ul>	
Oracy	<ul style="list-style-type: none"><li>Weaved in areas of language learning , Explicit Instruction</li></ul>	Think Aloud
Vocabulary	<ul style="list-style-type: none"><li>Taught in context</li></ul>	
Grammar	<ul style="list-style-type: none"><li>Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)</li></ul>	



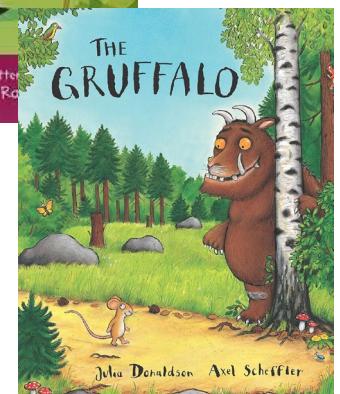
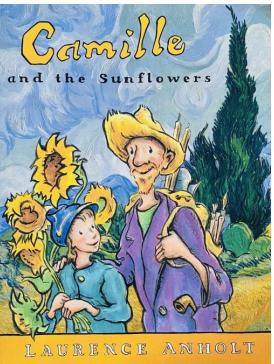
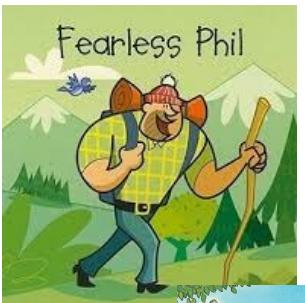
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# Learning Resources

## Big Books



## STELLAR Readers

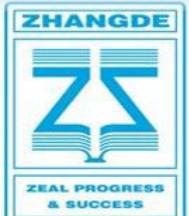
- Learning Sheets (By Unit)
- Supplementary Worksheets
- Online Platforms e.g. SLS, Padlet, Google Classroom etc



# Learning Experiences

## Read @ ZPS

- ❖ Provision of Class Library Books & Extensive Readers
- ❖ Visit to the School Library
- ❖ Sustained Silent Reading during DEAR



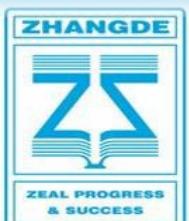
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# Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	Language Use and Comprehension	Language Use and Comprehension	Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication



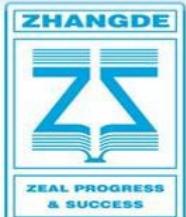
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# EL Assessment Format (End-of-Year)

Component	P4
Paper 1 – Composition	20 marks (20%)
Paper 2 – Language Use & Comprehension	50 marks (50%)
Paper 3 – Listening Comprehension	14 marks (14%)
Paper 4 – Oral Communication	16 marks (16%)



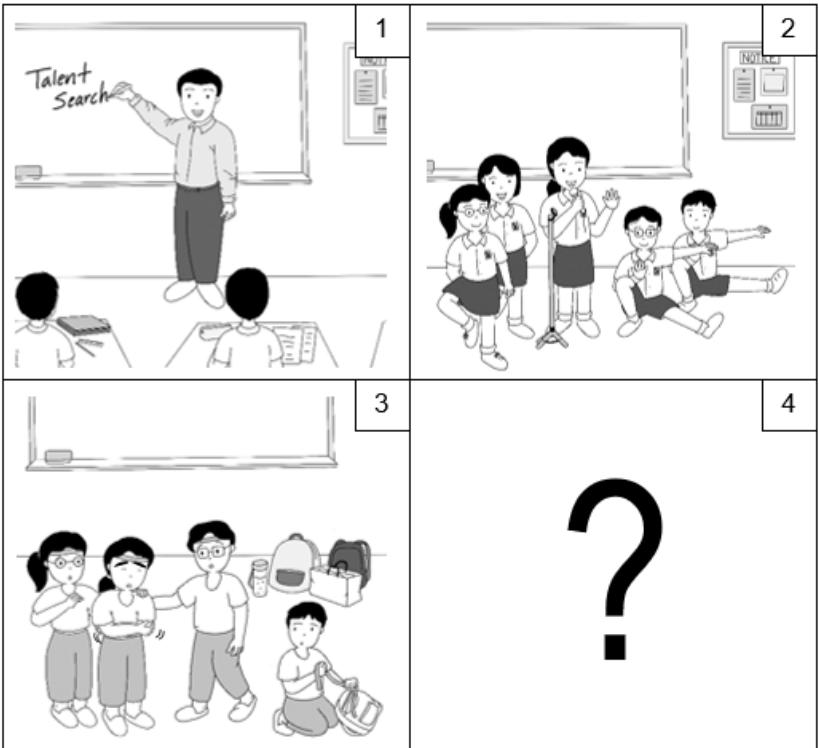
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# Paper 1 (Composition)

Write a story of **at least 100 words** based on the pictures below. Give the story your own ending. You may use the words and phrases in the box. You are encouraged to include other relevant points to make your composition interesting.



?

announced	display talents	formed a group
practised hard	preparing to go onstage	pain in her stomach

# Paper 2 (Language Use and Comprehension)

## Content

Vocabulary MCQ

Grammar MCQ

Grammar Cloze

Vocabulary Cloze

Sentence Combination

Editing for Grammar and Spelling

Comprehension (Open-ended)

**Total Duration: 1h 15 min**  
**Total Marks: 50 marks**



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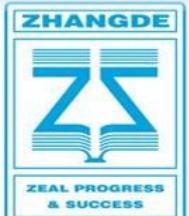
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# Paper 3 (Listening Comprehension)

Duration: approximately 20 min

Total Marks: 14 marks

- Picture Matching & Sequencing (6 marks)
- Note-taking (5 marks)
- Comprehension MCQ (3 marks)



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# Paper 4 (Oral Communication)

## Reading Aloud (6 marks)

- *read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)*

## Stimulus-based Conversation (10 marks)

- *give personal response to a visual stimulus and engage in a conversation on a relevant topic*

**Total marks: 16 marks**

**Both components are linked by a common broad theme.**



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# Parental Support

- Encourage your child to:
  - Read widely and extensively
  - Use standard English in speech and writing.
  - Use the EL strategies
  - Write neatly and legibly
  - Use a dictionary to learn meanings, pronunciation and proper usage of new words
  - Learn spelling / dictation well

**Role models** – Read with them, write notes and messages to your child as much as possible



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# Mathematics



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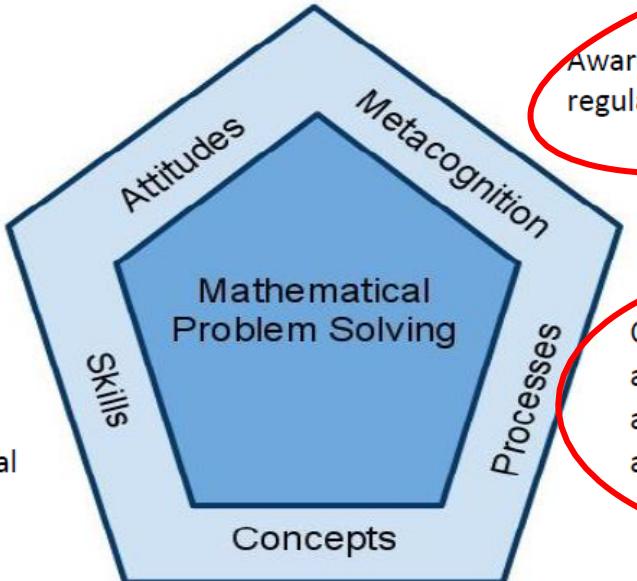
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# Curriculum Framework

## Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

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



Understanding of the properties and relationships, operations and algorithms

Awareness, monitoring and regulation of thought processes

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

## Key Focus Areas of the 2021 Primary Mathematics Syllabus

- Continued emphasis of **mathematical processes** such as reasoning, communication and connections that support the development of 21st century competencies (21CC)
- awareness of the **big ideas in mathematics** that will deepen students' understanding and appreciation of mathematics; and
- Greater attention to development of **metacognition** to promote self-directed learning and reflection



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# Content

## Primary 2

### Numbers & Algebra

Whole Numbers

Fractions

Money

### Measurement & Geometry

Length, Mass & Volume

Time

2D Shapes

3D Shapes

### Statistics

Picture  
Graphs with  
scales

## Primary 3

### Numbers & Algebra

Whole  
Numbers

Fractions

Money

### Measurement & Geometry

Length, Mass &  
Volume

Time

Area &  
Perimeter

Angles

Perpendicular &  
Parallel Lines

### Statistics

Bar  
Graphs

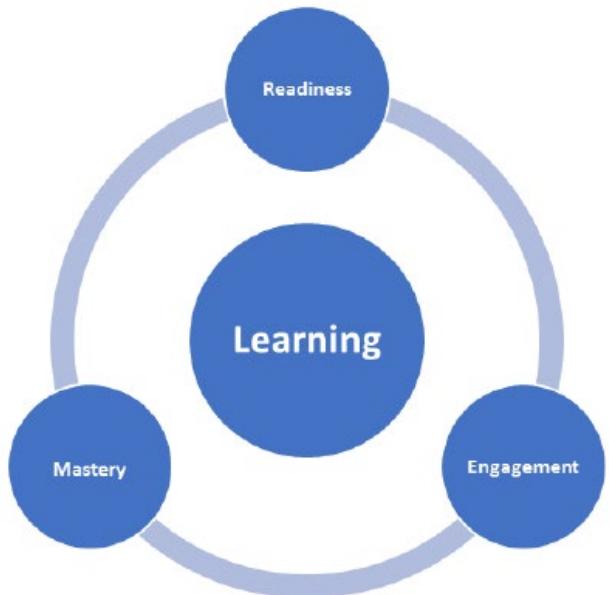


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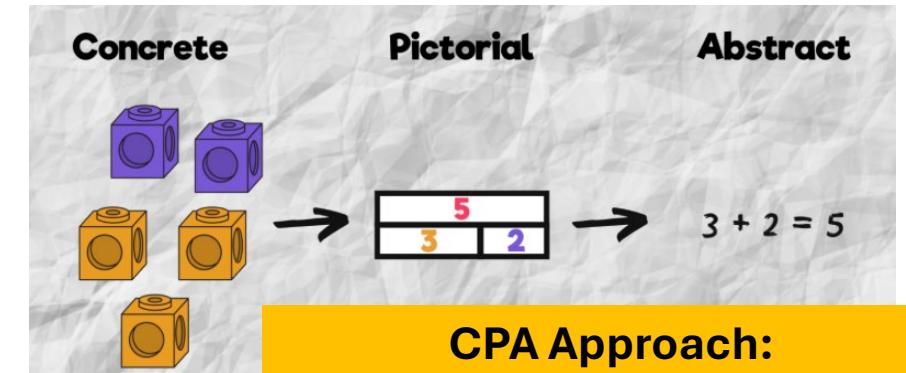
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# Strategies



## Heuristics & UPDC Framework

<b>Understand</b>	Have I highlighted the given information? Have I identified the hidden information? What am I supposed to find in the problem?
<b>Plan</b>	Which heuristic can I use to solve the problem? <input type="checkbox"/> Draw a model/diagram <input type="checkbox"/> Work backwards <input type="checkbox"/> Look for a pattern <input type="checkbox"/> Make a systematic list <input type="checkbox"/> Guess & Check <input type="checkbox"/> Restate the problem What remains the same? <input type="checkbox"/> Difference <input type="checkbox"/> Total <input type="checkbox"/> One Quantity
<b>Do</b>	Did I write my equations? Did I use the "=" correctly?
<b>Check (NT.U.C)</b>	Are the numbers transferred accurately? Did I write the correct unit for the final answer? Did I check my calculations? Does my answer make sense?



**CPA Approach:**  
Direct Instruction &  
Activity Based Learning

- **Making Thinking Visible**
- E.g. What makes you say so
- **Math Talk Moves**
- Revoicing, Adding On...
- **Inquiry Based Learning**
- **EdTech as an Enabler**



# Learning Resources

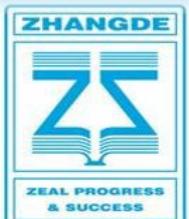
Topical  
Learning  
Materials

Problem  
Solving  
Heuristics

Practice  
Papers

Online  
platforms:  
SLS/  
Koobits  
([https://www.  
koobits.com/](https://www.koobits.com/))

Textbook & Practice Book



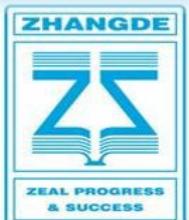
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# Learning Experiences

- ❖ Active and experiential learning e.g. Math Activities, Math Trail
- ❖ Solving word problems using different heuristics
- ❖ Mathematical Reasoning practice



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# Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	<b>Format:</b> Section A: Multiple Choice Questions (MCQ) Section B: Short-Answer Questions (SAQ) Section C: Structured / Long-Answer Questions (SQ/LAQ)		



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# P3 End-of-Year Mathematics Examination Format

## Primary 3

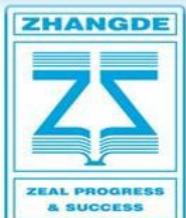
Section A : 9 Multiple Choice Questions (13 marks)

Section B : 15 Short Answer Questions (25 marks)

Section C : 4 Structured Questions/Long Answer Questions (12 marks)

**Total marks : 50**

Duration: 1 h 15 min



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# Marking Matters

- Marks are awarded for relevant method even if the final answer is wrong.
  - **Method Marks**
    - Marks are awarded for correct methods.
    - Marks will be given even if the answers are wrong.
  - **Answer Marks**
    - Marks are awarded for correct answers.
    - Marks will not be given if the method is incorrect.
- Marks are deducted for:
  - **Omission of units or wrong use of units**

It is important to show mathematical thinking clearly  
(by writing equations,  
diagrams etc)

Area of rectangle = 28 cm

$5000 = 5 \text{ km}$

- **Mathematically incorrect statements e.g. wrong use of equal sign**

$$20 - 5 = 15 + 3 = 18 \times 2 = 36$$

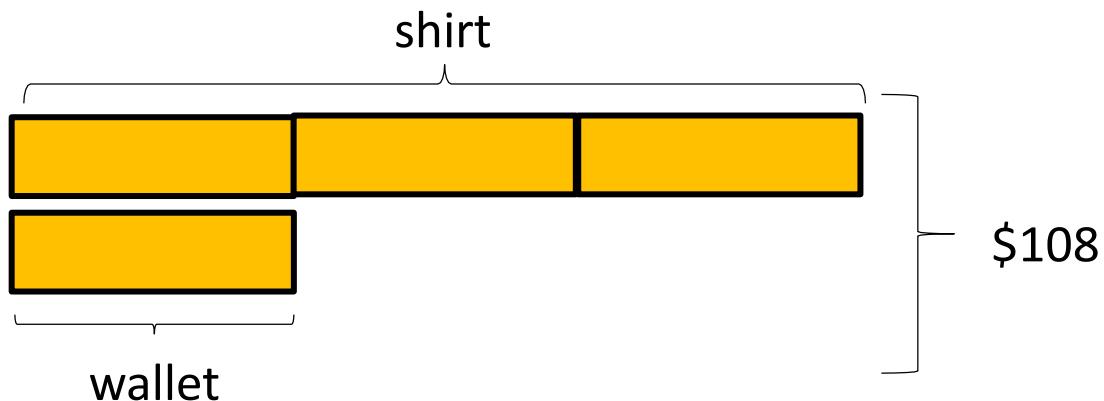


$$40 + 1.50 = \$1.90$$



# Example

The total cost of a wallet and a shirt was \$108. The shirt cost 3 times as much as the wallet. How much did the shirt cost?



Step 1 : Find the cost of the wallet.

$$4 \text{ units} = \$108$$

$$\begin{aligned}1 \text{ unit} &= \$108 \div 4 \text{ (*Method Mark*)} \\&= \$20 \text{ (*wrong answer*)}\end{aligned}$$

Step 2: Find the cost of the shirt.

$$1 \text{ unit} = \$20$$

$$\begin{aligned}3 \text{ units} &= \$20 \times 3 \text{ (*Method mark*)} \\&= \$60 \text{ (*wrong answer*)}\end{aligned}$$

Ans: The shirt cost \$60. (*No answer mark*)

For a SQ/LAQ, a student can still score marks for the **key methods shown** even though the final answer is incorrect.

Important to write clear and **systematic** solutions



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# Parental Support

## Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

## Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
  - Shopping/Budgeting (Estimation/Money)
  - Advertisements/receipts (Whole Numbers/Money)
  - Recipe (Measurement)
  - TV programme schedules (Time/Duration)
- Ask them to explain their thinking

## Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation is used
- Practise factual fluency



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