2026
P3 Parent Engagement

Friday, 23rd January 2026
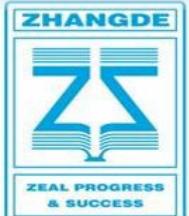
P3 Academic Slides

Mother Tongue & Science

Mother Tongue Languages (MTL)

Curriculum Framework

3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

MOE's educational goal is **to support and enable every student to learn MTL to as high a level as each student is able to**.

Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.
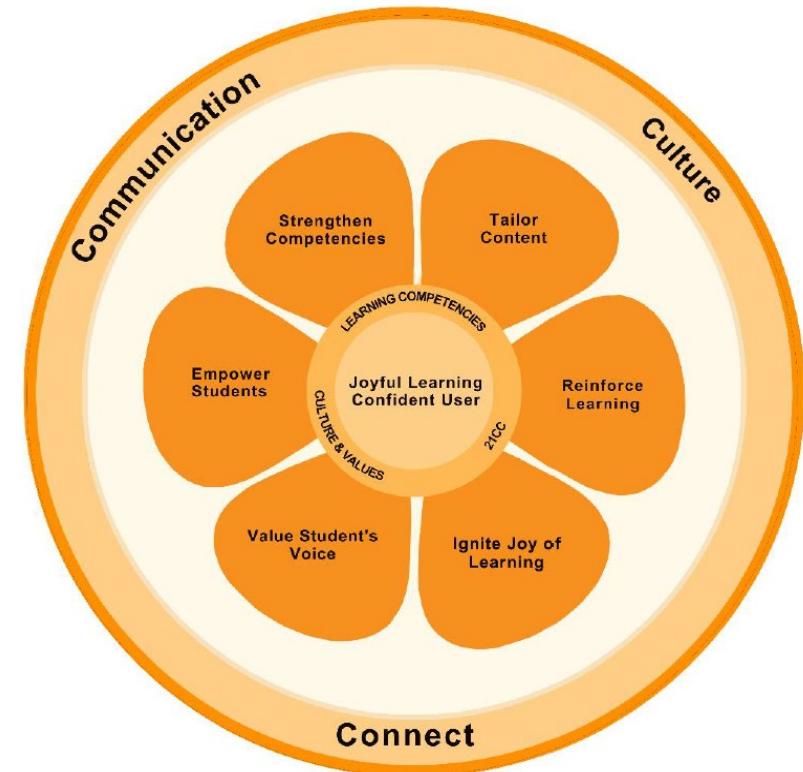
2024 Primary MTL curriculum Framework

- The New Primary MTL Curriculum implemented in 2024 **builds on the strengths of the 2015 curriculum**.
- The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

Our desired student outcomes "Joyful Learning, Confident User" describe our aim for MTL learners to experience **the joy of learning** MTL, help them **become confident users** through three curricular goals:

a. **Language Competence**
b. **Culture & Values**
c. **21CC**

Key Features

Key Feature #1
Greater emphasis on 21st century competencies

Textbook

Big Book

Cross-Cultural Literacy
- Learning about the making of lumpia (Philippines' version of popiah)

Civic and Cross-Cultural Literacy
- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

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Key Feature #2
Support students through visual, auditory and kinesthetic learning methods

TL Digital Resource: Reading Pen
- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences

Printed Resource: Spot the Difference Game
- To learn by playing
- To improve word recognition by associating with pictures/visuals
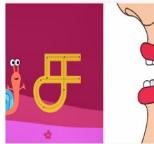
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Key Feature #3
Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.

Textbook

- Students to describe and share their daily routines and good habits with their friends.
- Students to learn about canteen food and vocabulary they can use in conversations.

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Key Feature #3
Support students through visual, auditory and kinesthetic learning methods

Available in SLS

Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

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Key Feature #4
Use of technology to sustain interest and encourage self-directed learning

CL Digital Resource: Hanyu Pinyin Animation

TL Digital Resource: Tongue Placement Videos

CL Digital Resource: Hanyu Pinyin Games

TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos

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2026

Learning School ●

GIVER'S heart

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ZEAL PROGRESS & SUCCESS

Content

4 Language Skills

Receptive Skills

Listening | Reading

Speaking | Writing

Productive Skills

Cultures and Values
Values
Culture
Local Culture
Cross Culture

21st Century Competencies
Thinking Skills
Learning Skills
Social Emotional Learning
Communication, Collaboration &
Information Skills

Strategies

Guide → Learn → Practise → Apply → Assess → Guide

4 Language Skills

General Ability

Civic Literacy & Cultural Awareness

- **Dialogic Teaching**

- **Differentiated Instruction**

- **E-Pedagogy (EdTech)**

- **Making Thinking Visible**

- **Language Specific Pedagogies (Explicit Teaching and Skills integration)**

Learning Resources

Printed Resources

Textbooks, Activity Books, Writing Exercise Books, Big Books, Small Readers

- Supplementary Reading Materials
- Learning Sheets

ICT Resources

Animations, Videos, Audios, Songs and Rhymes, Animated Reading Texts, Interactive Games, etc

Digital Learning Platforms (SLS, Ezhishi) (Games, Learning Tasks, Reading Materials)

Toolkit

Picture cards, Board Games, Letter/Word Cards, Character Cards, Grammar Cards, Letter Manipulatives, Reading Pen, etc

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GIVER'S heart

Learning Experiences Language & Cultural Exposure

Mother Tongue Fortnight

Promotes cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.

SOAR Reading Programme

Cultivate positive reading habits in students from young.

- ✓ Class Reading period- 1 period weekly for reading and related activities
- ✓ Use of Small Readers- in sync with the new primary MTL curriculum.

Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader

MTL SOAR

Conversational Chinese and Malay (CCM)

Promotes cross-cultural understanding, encourages students to develop conversational skills in a third language, prepares young Singaporeans for a globalised future and strengthen Singapore's identity as an open, diverse and cohesive society

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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	Writing	Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication
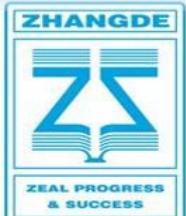
MTL Assessment Format (End-of-Year)

Component	P3 (70%)
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral – Listening Comprehension	30 marks (30%) 10 marks (10%)
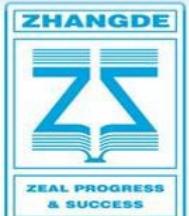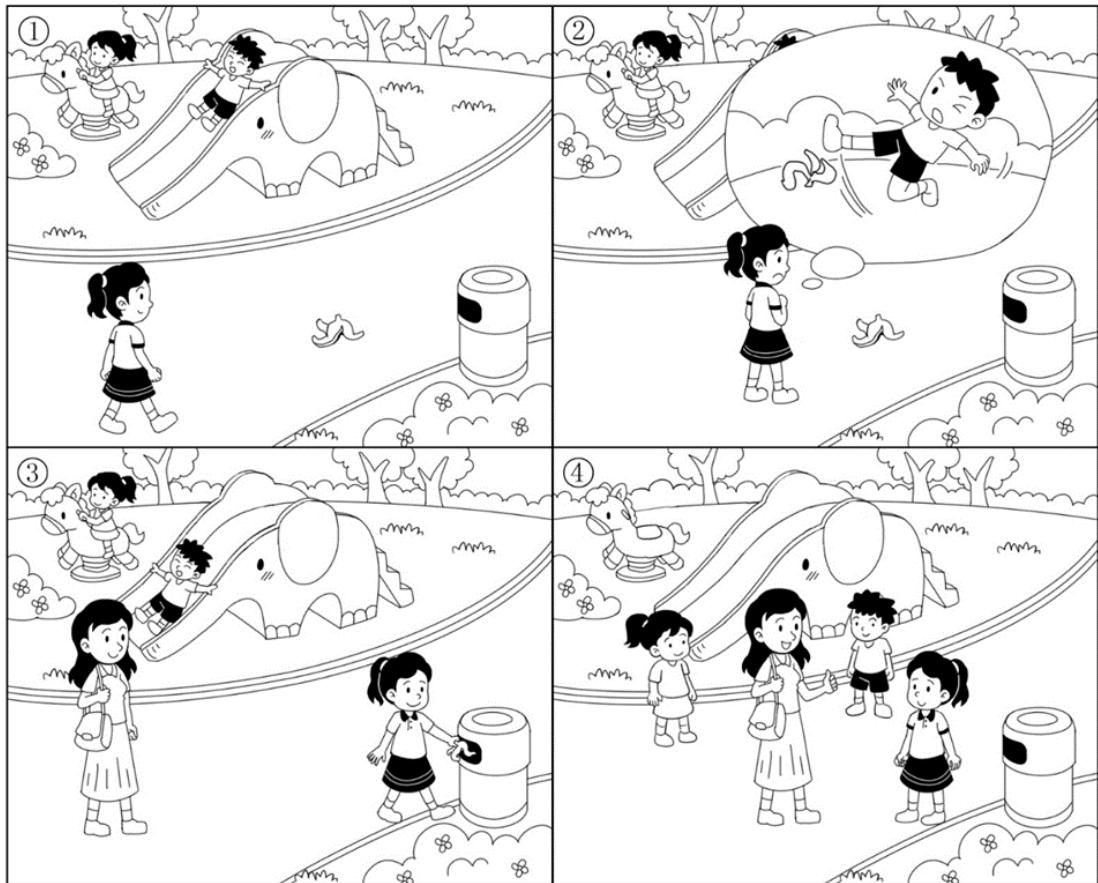
MTL – Paper 1 (Composition)

Picture Composition

(4 pictures)

- Write at least **60-80 words**
- Helping words will be given

MTL – Paper 3 (Oral)

Reading Aloud
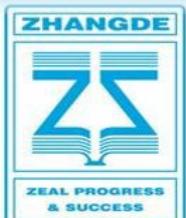
- Short passage

Picture Description and Conversation

- Picture related to a theme – e.g. family

Example:

1. Share with me what you have seen in the picture. (Description)
2. Share one activity that you have done with your family. (Conversation)

MTL – Paper 3 (Listening Comprehension)

Listening Comprehension

❑ Picture matching

❑ Three short text passages

❑ Choosing Hanyu Pinyin(for only CL)

Parental Support

Supporting your child in MTL Learning

Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books

Encourage them to take small steps in learning MTL, e.g. read signs, listen to music

Do fun activities in MTL together, e.g. watch a film or performance

Provide a conducive environment for learning MTL, e.g. access to MTL music and books

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Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:
Sustain students' interest and deepen their knowledge in their MTL
Enhance Reading and Writing skills
Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills b eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultura knowledge. To sustain interest and extend knowledge.

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How would assessment look like for HMTL at P3 and P4 level?

HMTL at P3 and P4 will be reflected as a <u>non-weighted assessment.</u> Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

Student's progress in HMTL will be reflected in the Holistic Development Profile.

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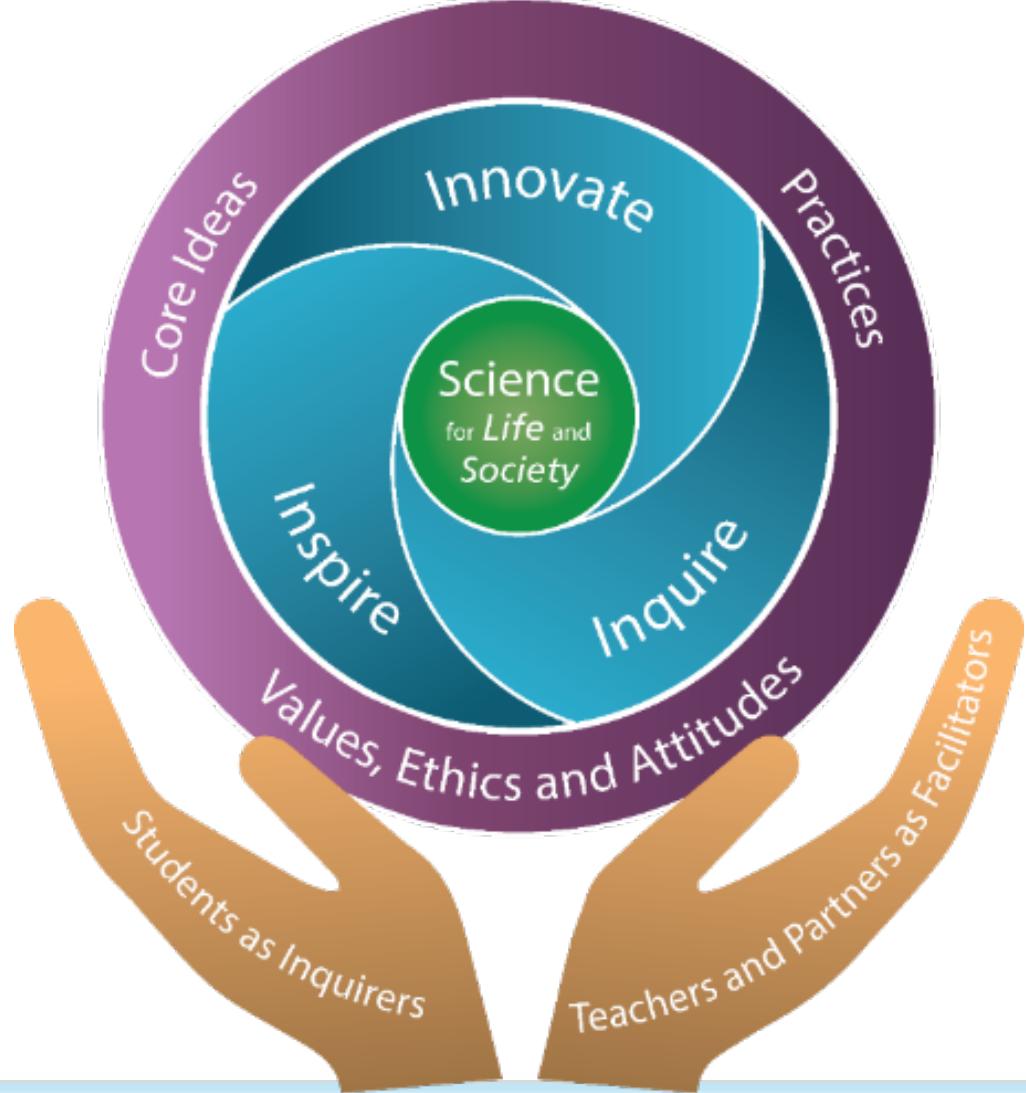
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Science

Science Curriculum Framework - 2023

Goals
Science for Life and Society
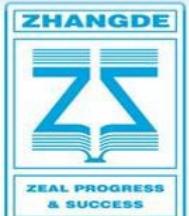
Vision - 3Ins
Inspire
Inquire
Innovate

Three Domains
Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders
Students as Inquirers
Teachers & Partners as Facilitators

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Content

• Topics / Skills

Term 1	Term 2	Term 3	Term 4
Chap 1: Diversity of Living & Non-living Things	Chap 3: Diversity of Materials	Chap 4: Life Cycles of Plants Chapter 5 Life Cycles of Animals	Chapter 7 Making and Using Magnets
Chap 2: Classification of Living Things		Chapter 6 Properties of magnets	Revision

Syllabus Content (Practices)

Practices of Science

Set of established procedures and processes associated with scientific inquiry
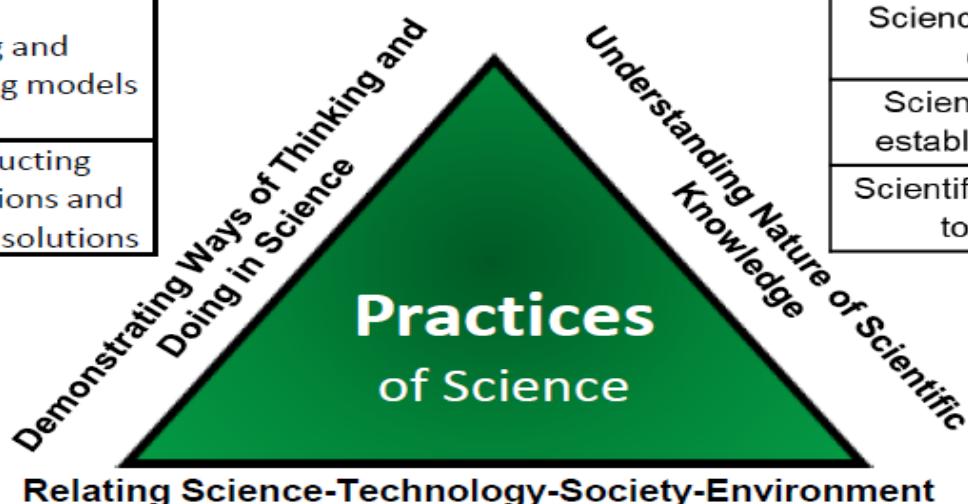
How scientific knowledge is generated and established

Demonstrating WOTD

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

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.

Demonstrating Ways of Thinking and Doing in Science

Understanding Nature of Scientific Knowledge

Practices of Science

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.
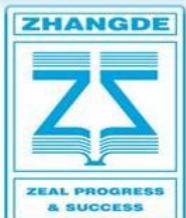
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Application of Science in society

Strategies

Set of established procedures and processes associated with scientific inquiry

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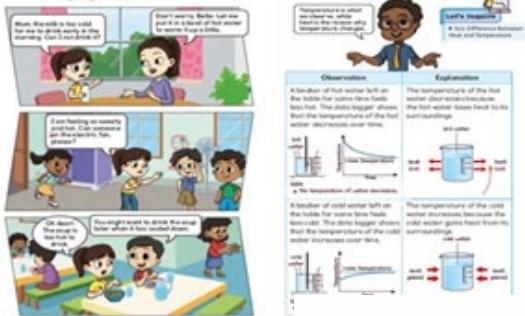
Learning Resources

Textbook
through multimodal representations and applications to daily life

Activity Book
through hands-on learning

SLS
through videos, interactives and quick checks

SPARKLE Kits
through manipulatives and game
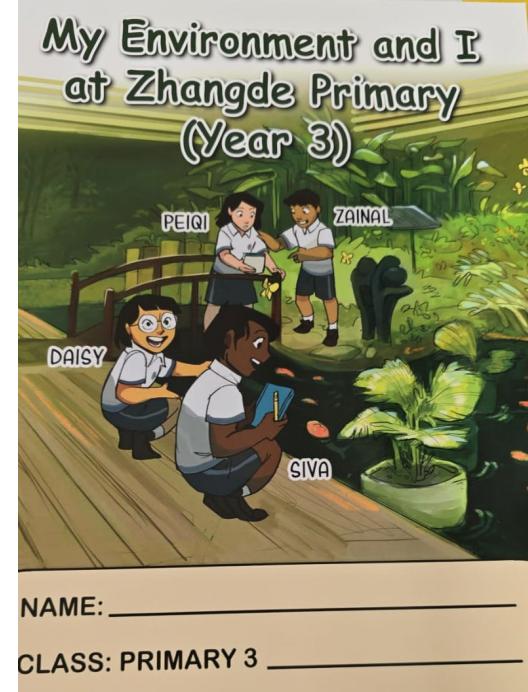
Learning Experiences

P3 My Environment and I Curriculum

Enrichment Programme

Online Garden Trails

Learning School •

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%)
	<u>Format:</u> MCQ and Open-ended Questions		
	Animals Fungi & Bacteria Materials	Materials Lifecycles of Plants & Animals	All topics learnt in P3
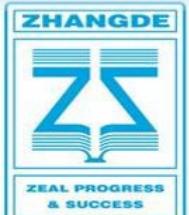
Parental Support

- **Trigger** curiosity in the things around children by **asking them questions**

- Connect/Relate Science to the things around us

- Visit different places to **experience & observe** living & non-living things

- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.

- Encourage children to read Science Books.
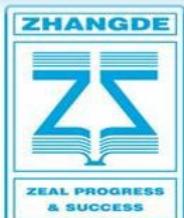
Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights

❖ Setting up an Environment Corner

❖ P3 My Environment and I Curriculum

❖ Practising recycling Paper and Plastic bottles

❖ Commemorating International Biodiversity Day

❖ **We seek our Parents' support in all these initiatives.**

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Stretch Programme
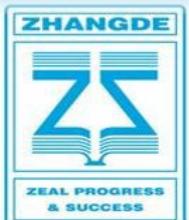
For selected students :

English Language

❖ Literature programme

Mother Tongue Languages

❖ Higher Mother Tongue Programme

Learning Support Programme

For selected students :

English Language

❖ School-based Dyslexia Remediation (SDR)

❖ Reading Remediation Programme (RRP)

Mathematics

❖ Learning Support for Mathematics (LSM) programme

- Specialised early intervention to students who need more support in acquiring basic numeracy skills.

Mother Tongue Languages

❖ Mother Tongue Support Programme (MTSP)

- Specialised early intervention programme to build stronger foundation in students' oracy and literacy skills