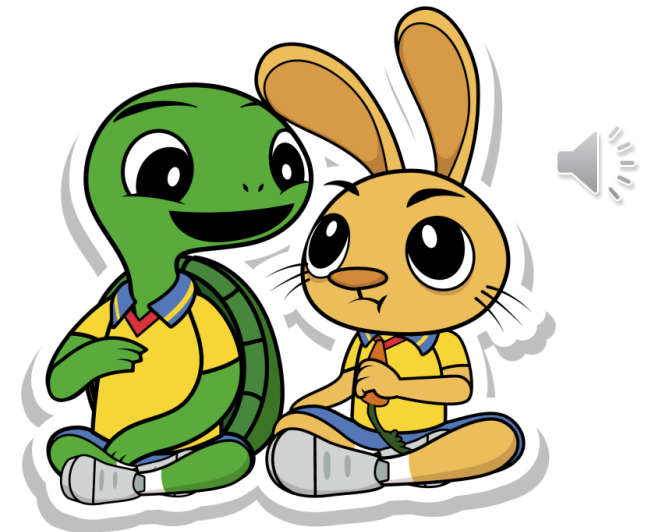




# **Primary 4**

# **Year Head Session**

30 January 2026



# **P3 & P4 Year Head Team**



**Mdm Fahizah**  
Year Head C (P4)

[norfahizah\\_abdul\\_majid@moe.edu.sg](mailto:norfahizah_abdul_majid@moe.edu.sg)



**Ms Thiviya**  
Assistant Year Head (P3)

[thiviya\\_thulasidharan@moe.edu.sg](mailto:thiviya_thulasidharan@moe.edu.sg)



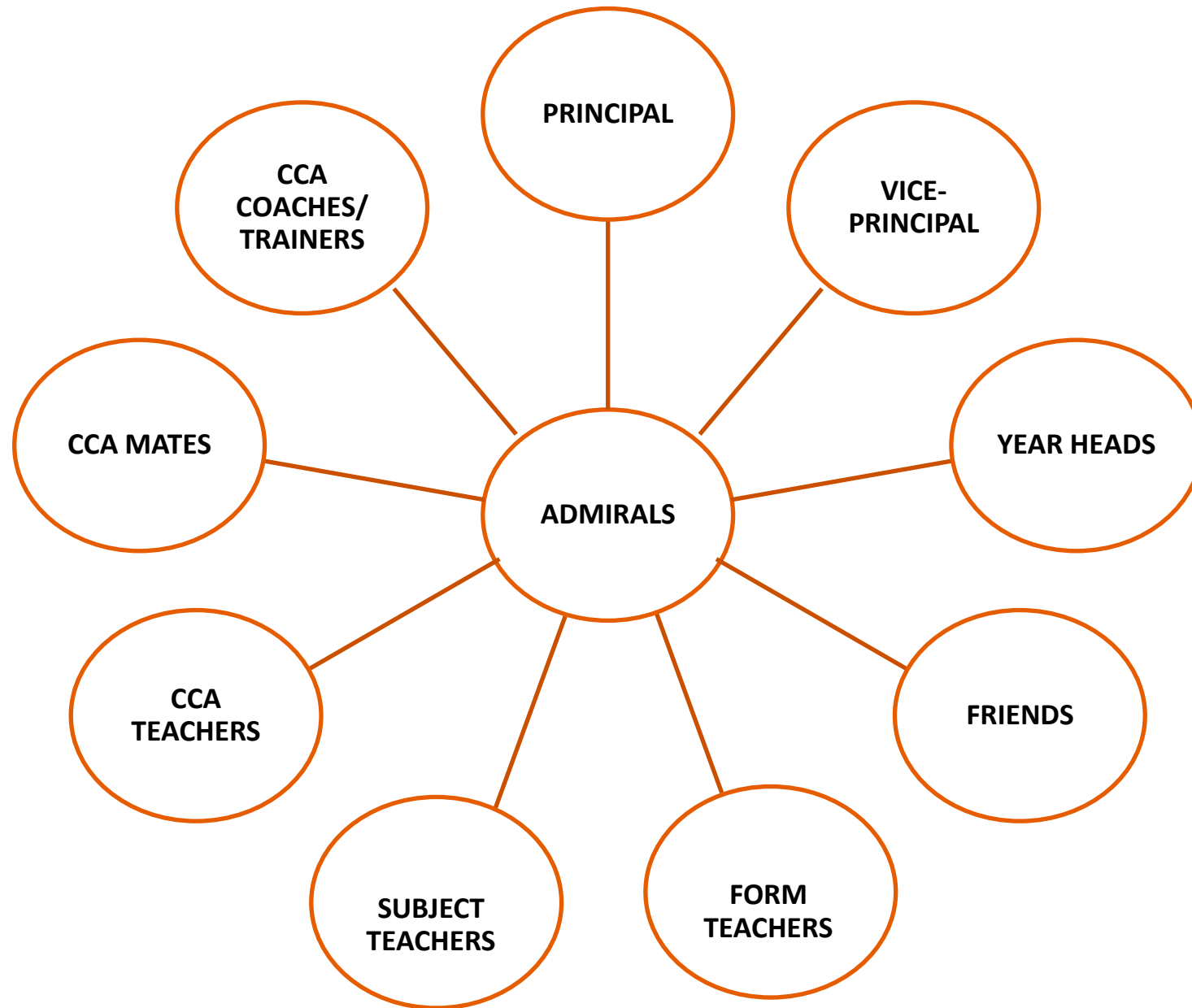
# Presentation outline

1. P4 Student Learning Experiences
2. School Assessment Weighting Plan
3. Partnering with Parents



# **Student Development Ecosystem**







# Key Changes in Primary 4

- Increased academic expectations
- Greater emphasis on independent learning
- Stronger focus on skills and dispositions
- Social and emotional development
- Continued support from the school

# **STUDENT LEARNING EXPERIENCES**





## Level-Wide Programmes and Student Activities

- 1.Executive Functioning Workshop
- 2.ICT structured Programme
- 3.Conversational Chinese / Malay
- 4.Learning journeys
- 5.ALP/LLP/ACT
- 6.Cyberwellness programme





# Executive Functioning Workshop

- Planning and Prioritization
- Time Awareness
- Self-Monitoring Skills





# **P4 ICT Structured Programme**

The structured ICT programme starts our pupils on their IT learning journey from Primary One to give our pupils a head-start as they continue their journey beyond Admiralty Primary School.

- Video editing
- Term 2
- Two lessons -2.15 p.m. to 4.45 p.m.



# **Conversational Chinese / Malay (CCM)**

- The CCM Programme aims to strengthen Singapore's multiracial compact and to equip students with a foundational grasp in the respective languages which enables them to engage their counterparts in the region.
- It will also help students to enhance rapport with their friends of different races in the community.

Term 2

5 lessons

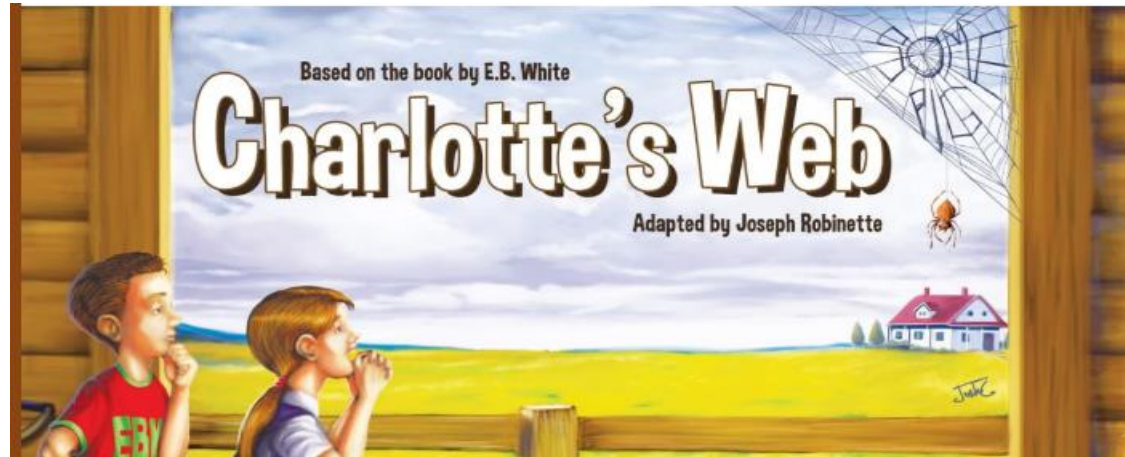
- 2hrs per week
- every Mondays – 2.15pm to 4.15pm



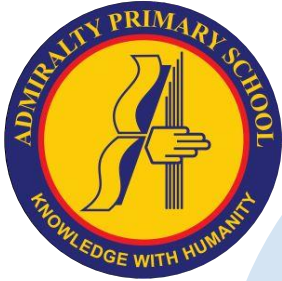
# Learning Journeys

- A Charlotte's Web Theatre Experience -Term 2
- Honey Farm – Term 3
- Museum Based Learning to National Gallery – Term 3

Out-of-school learning journeys provide **authentic, real-world experiences** that deepen and extend classroom learning. They help students make meaningful connections between what they learn in school and how it applies in life.







ESP

**Nurturing Stewards of the Environment**

Participate in **sustainability** initiatives, such as environmental campaigns, school recycling projects, and waste reduction drives, while learning about the global impact of climate change.



ALP

Learn to approach problems like designers, using empathy, ideation, prototyping, and testing to **create solutions** to school and community challenges.

ACT



LLP

Developing **growth mindset** and **performance character traits** that foster personal growth, resilience and responsibility to drive change.

**School Vision:**

Inspiring and empathetic leaders with a strong global outlook

**ACT Purpose:**

Empowering Admirals to take ownership of their actions to positively impact their future and community.

## ACT (Admirals Create a Better Tomorrow)

To merge the core components of our **Learning for Life**, **Applied Learning**, and **Eco-Stewardship** programmes into a comprehensive, interdisciplinary approach. Instead of learning these competencies in isolation, students will engage in projects where eco-consciousness, innovation, and resilience converge.

For example, students tackling a sustainability issue might use design thinking principles to innovate and apply growth mindset and character development to persevere through failures.





# Admirals

# Spreading



# SMILES!



Values-in-Action in ADPS

- Values-in-Action [VIA] is a Key Student Development Experience (SDE)
- Builds social responsibility, ownership and initiative
- Admirals apply values, knowledge and skills in real-life contexts
- Admirals spread smiles through kind deeds
- Kindness starts in school and extends to the wider community
- Different levels will embark on different VIA projects

**SCHOOL-WIDE:**  
**Project Hongbao**  
**Collaboration with**  
**TTSH**

**LEVEL-BASED:**  
**An Attitude of**  
**Gratitude to our**  
**Unsung Heroes!**



# Cyber Wellness

**Cyber Wellness** is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
- maintain a **positive presence in cyberspace;** and
- be **safe and responsible users of ICT.**

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

## Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

# Primary 3 and 4

During  
CCE(FTGP)  
lessons,  
students will  
be taught:

## Balanced use of digital devices

- Time management and spending time on screen-free activities

## Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

## Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

## How to stay safe online

- Steps to take to determine if an online friend is trustworthy

**My Healthy Screen Time Pledge**

I, \_\_\_\_\_, (my name) pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- ☐ set aside time to complete my homework, rest, exercise and spend time with my family.
- ☐ stop my screen time when having my meals and practise the 20-20-20 rule\*.
- ☐ put my devices away at least 60 minutes before bedtime.
- ☐ stop my screen time when I have reached the time limit my parents/guardians have set for me.
- ☐ set the alarm for 30 minutes and stop my screen time when it goes off.
- ☐ stop my screen time when I am feeling tired.
- ☐ seek help from my family when I need support/reminders to manage my screen time responsibly.
- ☐ Other(s): \_\_\_\_\_

**REMINDER TO SELF!**

Paste this pledge at a place where I can see it every day.

\* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



Discuss your child's healthy screen time pledge at home and cultivate accountability.





# Cyber Wellness Activities in 2026

Group	Focus	Key Activities
<b>Students (masses)</b>	Foundational literacy for all students.	"Cyber-clips" screened during HSB & lunch break, assembly talks, FTGP lessons in class, SLS lessons, workshops such as virtual escape room etc.
<b>Parents</b>	Support for students	Resources (videos, newspaper articles, workshops) shared with parents via PG,
<b>Identified students</b> (eg Cyber-Wellness Ambassadors/digital leaders/at-risk students)	Crisis intervention and recovery.	Workshops, One-on-one counseling for at-risk students of cyberbullying, game addiction and screen addiction



# Assembly talk on internet security



Neighbours first, bankers second

What should you do if you receive a message from someone you don't know online?

A

Reply them and give them your personal information.

B

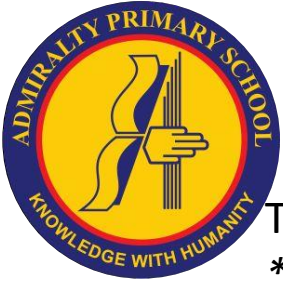
Ignore the message and delete it.

C

Message them back and meet them in person.

D

Share the message with all your friends online.



# School Rules on Digital Device Use

The school **DOES NOT** allow students to use \*unauthorized electronic devices in school.

*\*Mobile phones, smartwatches, headphones, earbuds etc., that are capable of capturing, storing, displaying and/or transmitting visual, audio or verbal information*

## 1. Reasons for Not Allowing

- Examination guidelines state that students are not to be found in possession of unauthorized electronic devices during examinations.
- Mobile phone and smart watch with calling and messaging functions are disruptive to teaching and learning in the classroom, as students can be distracted by calls, messages, or using the social media, multimedia and internet functions of these devices.

## 2. Learning Device Usage

- All students are not required to bring learning devices to school
- Students can access computing devices for in-class use while supervised by teachers
- *All P4 students in the 1-to-1 computing programme will continue to bring iPad to school daily.*

**Parents can refer to Admiral's Companion Book and School Website for Unauthorised Electronic Device Policy.**

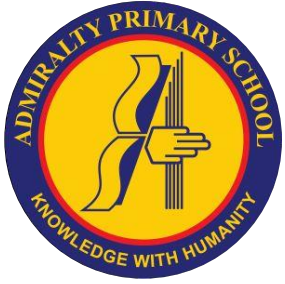


# Parents'/Guardians' role

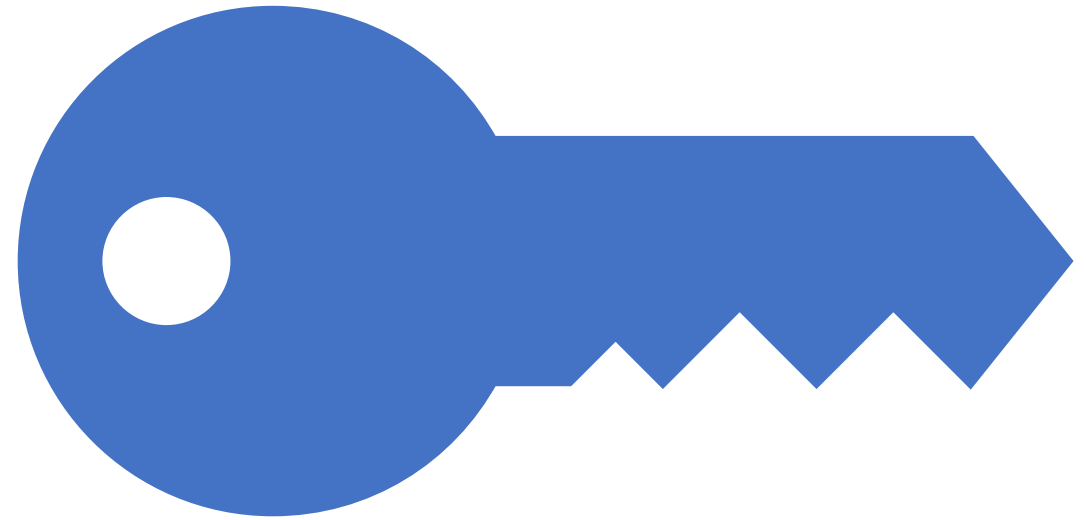
- As parents and guardians, you can help in the following ways:
- Model good digital habits for our child/ward
- Have conversation with your child about safe and responsible use of technology
- Monitor, set ground rules for internet and device usage at home







# **Key Information**





# P4 Subject-Based Banding

- Subject-Based Banding (Pri) was introduced as a refinement to the streaming process to help our students realize their potential, based on their strengths and needs.
- All P4 students will be promoted to P5 classes with the option to take standard and foundation subjects.
- Higher Mother Tongue at P5 & P6



# How does Subject-based Banding work?

## Primary 4

Student sits for **EOY school-based examination**.

**School recommends** a Subject combination based on the student's results.

**Parents** complete an option form indicating the preferred combination.

## Primary 5

Student takes Subject combination chosen by parents.

**School assesses student's ability** to cope with the current Subject combination at the end of the year.

Adjustment to the number of Standard and Foundation Subjects can be made, if necessary.

## Primary 6

Student takes Subject **combination decided by the school** and sits for the PSLE at the end of Primary 6.

# Assessments







01

NWA

Non-Weighted  
Assessment

02

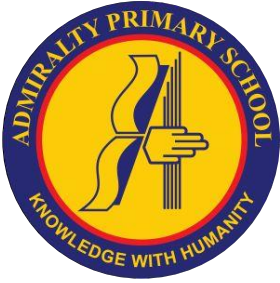
WA

Weighted  
Assessment

03

EOY

End of Year  
Exam



# Assessment Matters



Homework Policy

School Bag Policy

Unauthorized Electronic  
Device Policy

School Library Policy

Learning Devices Policy

MOE Financial Assistance  
Scheme

Student Care

School Canteen

School Vendors



## b) Cheating

Possession of any prohibited items or unauthorized notes during an assessment will be considered an act of cheating. Cheating is treated as a serious offense. Students found cheating or attempting to cheat in any manner may be disqualified from the assessment and awarded a **zero** mark for the paper in addition to other discipline consequences as determined by the school.

## c) Non-Disclosure of Assessment Content

Students are not allowed to share or disclose any questions or possible solutions with peers who have not sat for the assessment. This ensures fairness and integrity for all students taking the assessment. Failure to do so may be considered an act of cheating.

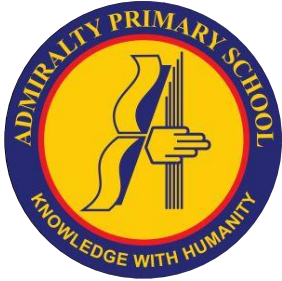
The detailed key assessment information can be found in this attachment:

 [Key Assessment Information 2026](#)

## Assessment Details

 [2026 Term 1 Weighted Assessment Details](#)

<https://www.admiraltypri.moe.edu.sg/general-information/assessment-matters/>



**Table 1: Overview of Assessment Structure 2026**

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
<b>P1</b>	X	X	X	X
<b>P2</b>	X	X	X	X
<b>P3</b>	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
<b>P4</b>	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
<b>P5</b>	WA (15%)	WA (15%)	WA (15%)	EOY (55%)
<b>P6</b>	WA (15%)	WA (15%)	Prelims (70%)	PSLE



# P4 Term 1 Assessment Details

Level	English	Mathematics	Science	Mother Tongue (Chinese, Malay, Tamil)
P4	<p>Paper 1 (25 February)</p> <p>Duration: 50 min</p> <p>Total: 20 marks</p> <p>Continuous Writing</p>	<p>Partial paper (4 March)</p> <p>Duration: 45 min</p> <p>Total: 45 marks</p> <p>Topics:</p> <ul style="list-style-type: none"><li>• Number to 100 000 (P4)</li><li>• Factors and Multiples (P4)</li><li>• Four Operations of Whole Numbers (P4)</li><li>• Tables and Bar Graphs (P3)</li><li>• Fractions (P3)</li></ul>	<p>Partial paper (27 February)</p> <p>Duration: 35 min</p> <p>Total: 30 marks</p> <p>Topics:</p> <ul style="list-style-type: none"><li>• Plant System (Including Plant Transport System)</li><li>• Human System</li><li>• Magnets (P3)</li></ul>	<p>Listening Comprehension (3 March)</p> <p>Duration: 30 min</p> <p>Total: 10 marks</p>



We have the same GOAL!

**Bringing Out The Best in Our Admirals**



Every Parent a  
**Supportive**  
Partner





# Communication



Monday to Friday



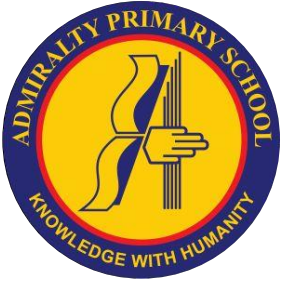
7.00 a.m. to 6.00 p.m.



You can send us WhatsApp messages or email during non-working hours (Weekends/after 6 p.m. ) but we seek your understanding if we do not reply during this period.



We can serve you better when we take good care of ourselves and our loved ones.



# Partnership with Parents

- ★ Every Admiral has something valuable to contribute
- 👁️ Monitor your child **and** discuss their school experiences
- ✉️ Contact teachers if there are concerns or suggestions
- 🗣️ Share feedback and allow us to understand
- 🎯 Encourage your child to take responsibility for their learning
- 🔗 Strengthen the partnership between parents, students, and school



# Forms of hurtful behaviours/ bullying

## Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours

It can extend from offline to online platforms, amplifying its visibility

## Cyber

Hurtful behaviours/ bullying that occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

## Social

Leaving someone out of a group or things on purpose

Multiple forms of bullying could be experienced by the same student at the same time or sequentially.

## Verbal

Name-calling, spreading rumours or making threats

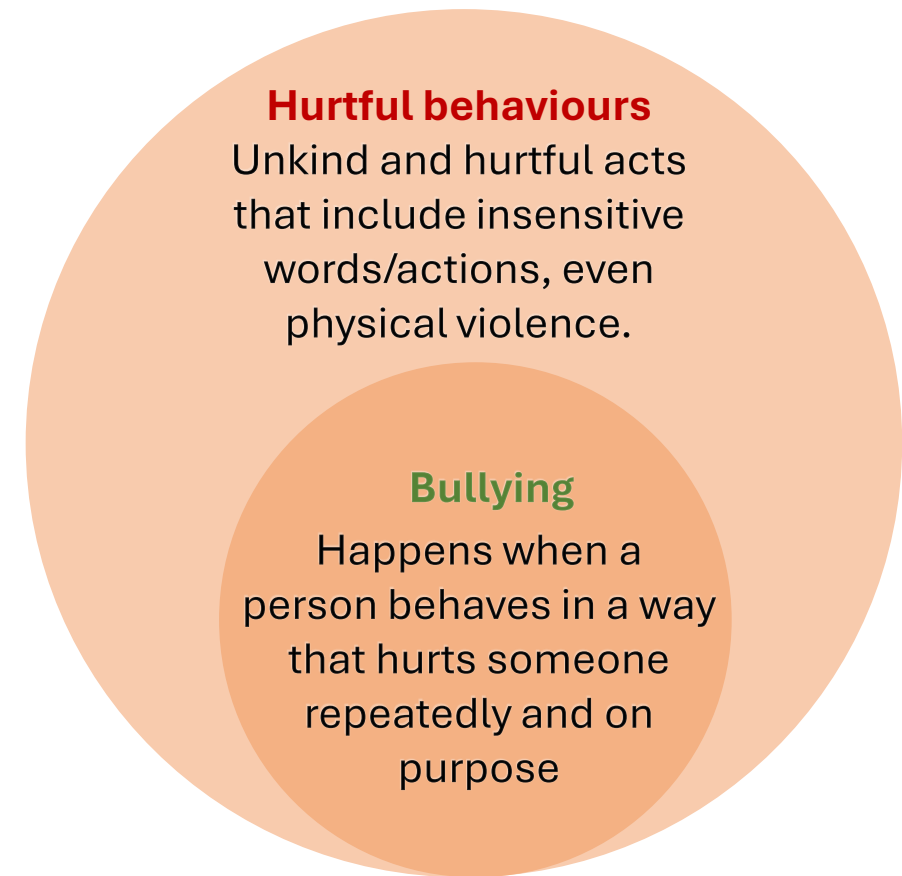
Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

# What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.



# Cyber Bullying

## Did you know?

A 2025 Digital Parenting Survey (MDDI) found that **more than 50%** of parents are concerned about cyberbullying.

MOE supports parents with resources related to children's mental well-being, cyber wellness, and strengthening parent-child relationships.

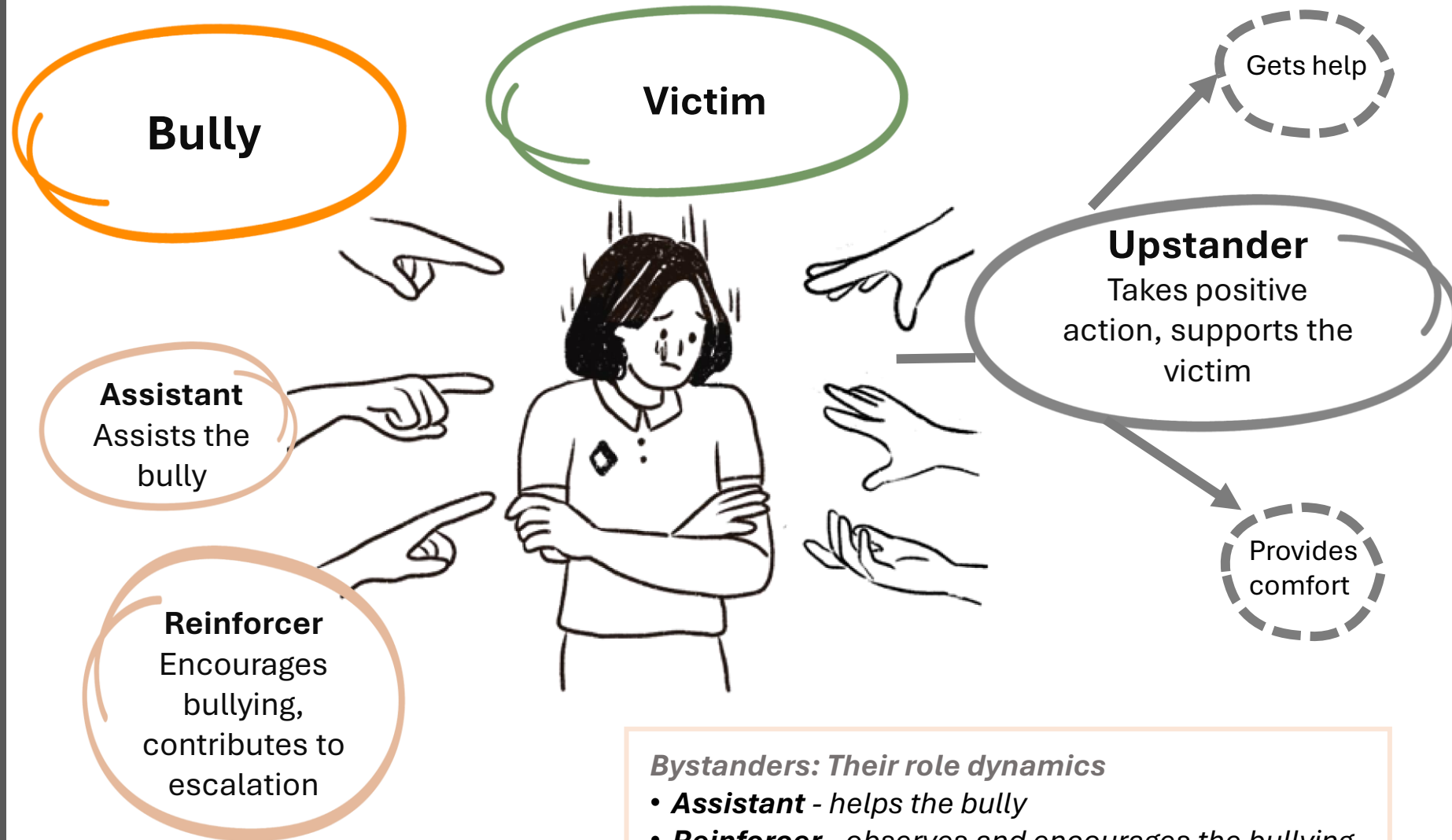
Through **CCE lessons**, students understand that bullying and cyberbullying is wrong, and acquire skills to:

- cultivate empathy and be kind
- manage differences and resolve disagreements respectfully
- be assertive, manage negative influences and seek help
- stand up against bullying and support peers affected as upstanders and peer supporters,

Source: [Channel News Asia](#) (12 Sep 2025)



## Do you know the different roles\* in bullying?



### *Bystanders: Their role dynamics*

- **Assistant** - helps the bully
- **Reinforcer** - observes and encourages the bullying
- **Upstander** - stands up against the hurtful behaviour, comforts the victim or gets help
- **Outsider** - avoids acting or taking sides

\*The terms used here are meant to provide a simplistic description and are not meant to label students.

## How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



### IS IT TRUE?

Is this a fact or just an opinion or feeling?



### IS IT HELPFUL?

Does it help you, them, or the situation?



### IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



### IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?

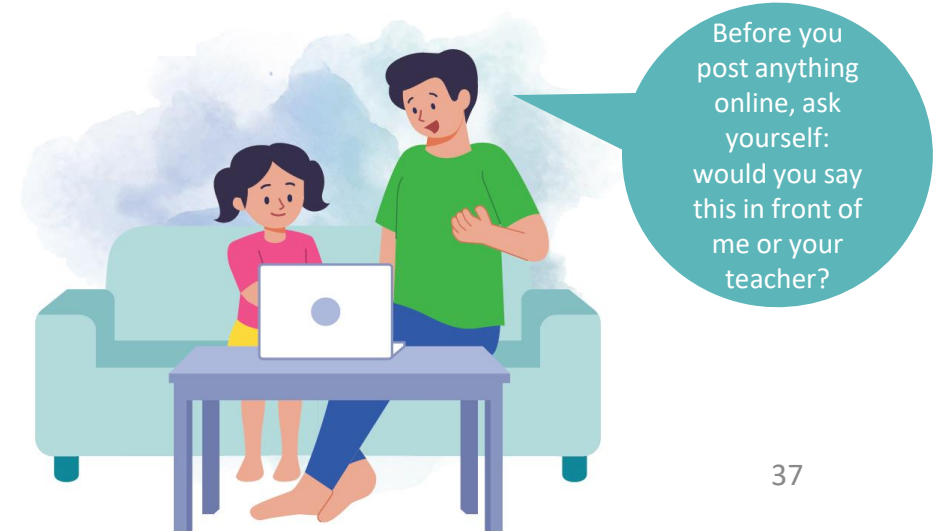


### IS IT KIND?

Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is “No”, they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.



## How can I help if my child is the bully?

If you suspect that your child is cyberbullying others, remain calm. You can:

- Ask questions to understand what happened.
- Let them know that bullying is unacceptable. Encourage them to apologise sincerely and make amends to repair relationships.
- Monitor their online activities e.g. their social media posts
- Reach out for extra support from school.



Parents, your child's **behaviour change takes time** and requires consistent effort. You can build their character by **setting clear expectations** about treating others respectfully and **role-modelling** positive behaviours in your interactions.

That action was hurtful, but you're capable of being kind.



**#15 Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.





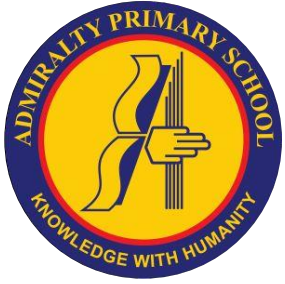
Every Parent a  
**Supportive**  
Partner





# Thank You

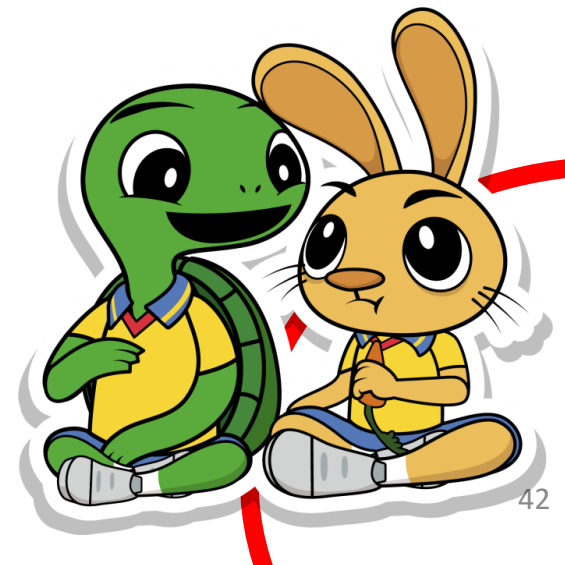




# Q&A



# Additional Resources





# Additional Resources:

## *Parenting.for.Wellness*



For more bite-sized, practical tips and strategies on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

You can also access the **Parenting for Wellness website** on Parent Hub (hosted by HPB) for personalised access to the full content!

Scan here to  
access the PFW  
Toolbox for Parents:



## *Positive Use Guide on Technology and Social Media*

Scan here to access  
the Positive Use Guide:



The **Positive Use Guide on Technology and Social Media** draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

### Positive Use Guide

Evidence-Based Insights on the Impact of Digital Devices  
on Child and Adolescent Wellbeing





# Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here](#)! *Send this link via PG to your parents too for their easy access.*

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG

**#15 Resources** on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.



<https://go.gov.sg/cwresources-parents>





# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

