

P4 Parents Engagement Session

Saturday, 14 January 2023







No Photography or Recording of the Session Slides will be posted at our school's website. Thank you for your cooperation.









- 1. Student Development Matters
- 2. Curriculum Matters
 - English Language
 - Mathematics
 - Mother Tongue Languages
 - Science
- 3. P4 Subject-based Banding







Student Development Matters





School Focus

Student-Centric

Our Students The Focus

Behavioural Management

Values Driven

GIVER³S Values

- 5 Habits
- Growth Mindset
- Restorative Practice
- Servant Leadership

Inclusive

• Each child is unique and we value each child.







Enabling Positive & Enriching Learning Experiences in Zhangde Through P.L.I.E.S. Framework













Emotional

Intellectual





Student Well-Being Matters



Student Development Programmes 2023

- P1 to P6 Back-to-School Orientation
- □ P1 & P6 Walk With Me
- P1 Official Welcome Ceremony by P6s
- ☐ P6 Commitment Day
- ☐ P3 & P4 Financial Literacy
- ☐ P3 to P6 Class Unity Dance
- ☐ Class Connect@ZPS*
- ☐ You've Got Mail!*
- ☐ Growing Mindsets with Our 5 Habits*
- ☐ Circle Time (CCE)
- Restorative Practice (CCE & SM)
- Student Affirmation (CCE)









Consistent Messaging – A.B.C Approach



A.B.C	How can you support your child?
A ware	 Help your child be aware of his feelings, words and actions. Help your child learn how to manage his/her feelings, words and actions.
B ehave	 Help your child see that his/her feelings, words and actions affects himself/herself and others around.
C hoice	 Help your child learn how to make right choices in managing his/her words and actions in school and at home.

* Let us work together to send the same messaging in school and at home.





Important Student Management Matters

Matters	Student Handbook	Parent Handbook
Attendance & Punctuality	• Pg 12	• Pg 18
Zero Tolerance to Bullying & Mobile Phone Policy	• Pg 13	• Pg 17
Items not to be brought to school	• Pg 12	• NA
 School Attire All students need to have their name tags by end Jan 2023. Students are only allowed to wear ear studs or sticks to ensure safety. 	• Pg 22 - 23	• Pg 4

^{*} Let us work together to help our students abide by our school rules.





Student Absence



- Please inform the Form Teachers through the agreed communication mode,
 e.g. telephone, e-mail, Class Dojo.
- Do provide the reason for the child's absence on the day of absence so that it can be recorded.

• Submit the Medical Certificate (MC) or Parent's Letter to the Form Teachers upon returning to school.

* Let us work together to help our students attend school regularly.







Inclusive Education



- All mainstream primary schools are resourced to support students with mild to moderate special educational needs.
- The types of support given to the students would be from
 - > Teachers trained in Special Needs
 - ➤ Special Educational Needs (SEN) Officers
 - ➤ Support programmes such as Learning Support Programme, Learning Support for Mathematics, School-based Dyslexia Remediation Programme
 - ➤ Access Arrangements (Primary 3 onwards)
- To provide understanding of peers with special educational needs, school-based talks are done.
- For students that may need intervention or services provided outside school, the school works with the MOE Educational Psychologist to provide consultation and referrals.

Extract from: https://www.moe.gov.sg/special-educational-needs/understand





Inclusive Education





- All classes will have students with varying abilities and needs.
- Some students may be active and exuberant, some sensitive to sounds and touches, some have difficulties controlling their emotions, thus resulting in outbursts.
- We will guide and support all students to the best of our ability while partnering their parents.
- We need all parents to be understanding and supportive. Setting the right message for the children, who are learning and developing, will help to shape a gracious and inclusive culture.
- Learning is better when there is diversity in the classroom. Being in such classes provide your child with the opportunity to learn about and accept individual differences. It also imparts the importance of empathy and respect.





Photography And Videography Publication Of Students' Work



- We would like to inform you that photographs/ videos of students/ parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time.
- · Please notify the school in writing if you do not wish to grant such permission.







CURRICULUM MATTERS









English Language (EL)





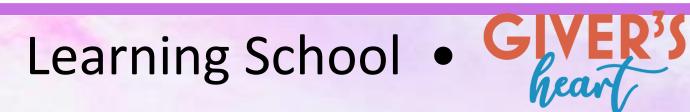


Language Areas

GIVER'S Rear P.S.

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





STrategies for English Language Learning And Reading (STELLAR 2.0)

Language Area	Strategy	
Reading & Viewing	Sustained Silent Reading (SSR)	
	Supported Reading	
	• KWL	
	 Retelling 	
	 Annotation 	
	 Reading for Pleasure (through Extensive Reading) 	
Mairing O. D.	 Writing Process Cycle (expanding repertoire of writer's craft, 	
Writing & Representing	strengthening awareness of PACC)	
Orony	Weaved in areas of language learning	
Oracy	Explicit Instruction	
Vocabulary	Taught in context	
Grammar	 Explicit teaching of language items, structures and skills 	
Grammar	Sentence Manipulation	







English Language



Level Programmes

- a) Read @ ZPS Subscription to Little Red Dot; Provision of Class Library Books, Visit to the School Library, Collaboration with NLB
- b) School-based Dyslexia Remediation (For selected students whole year)
- c) Reading Remediation Programme (For selected students whole year)
- d) Authentic Learning Experiences e.g. Making Ice Cream

School-Level Programmes

Sustained Silent Reading, DEAR, English Language Day, NLB activities







Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	[15%]	[15%]	[70%]





^{*}Topics to be assessed will be announced closer to date.

Assessment Format (End-of-Year Examination)



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%)



Paper 1 (Composition)



Write a composition of at least 120 words about a forgetful person.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- When and where did the incident take place?
- · What did the person do?
- What happened in the end?
- · How did the person feel after the incident?

You may use the points in any order and include other relevant points as well.

Helping words:

- · rang the doorbell
- · checked schoolbag
- left keys behind
- no choice but to wait outside
- sat on doorstep
- neighbour came back







- Write a composition of at least
 120 words on a given topic.
- Helping words will be given

Total Duration: 50 min (20 marks)







Paper 2 (Language Use and Comprehension)



Content

Vocabulary MCQ

Grammar MCQ

Grammar Cloze

Vocabulary Cloze

Synthesis

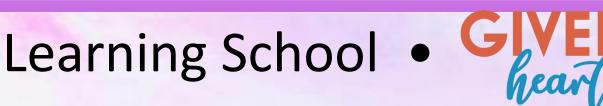
Editing

Comprehension Open-ended

Total Duration: 1 h 15 min

Total Marks: 50 marks







Paper 3 (Listening Comprehension)

P4 LC (approximately 20 min)
Total Marks: 14 marks

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





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.









- Get your child to READ WIDELY AND EXTENSIVELY
 e.g. story books, magazines, newspaper articles and other materials
- Provide exposure to listening, speaking, reading and writing opportunities and activities
- Role models Read with them, write notes and messages to your child using standard English



What Parents Can Do to Help



Encourage your child to:

- use Standard English in both writing and speaking.
- use the EL strategies (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- write neatly and legibly
- use a dictionary to learn meaning and pronunciation of new words and how to use them appropriately in context
- learn spelling / dictation well







Mathematics (MA)





Mathematics Curriculum



Primary 3

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

Area & Perimeter

Angles

Perpendicular & Parallel Lines

Statistics

Bar Graphs

Primary 4

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Measurement & Geometry

Time

Area & Perimeter

Symmetry

Squares & Rectangles

Angles

Statistics

Tables & Line Graphs





Challenges

- Time Management to complete the paper
- Accuracy in calculations
- Understanding the questions
- Checking the solutions and answers
- Persisting when faced with difficulties

Strategies

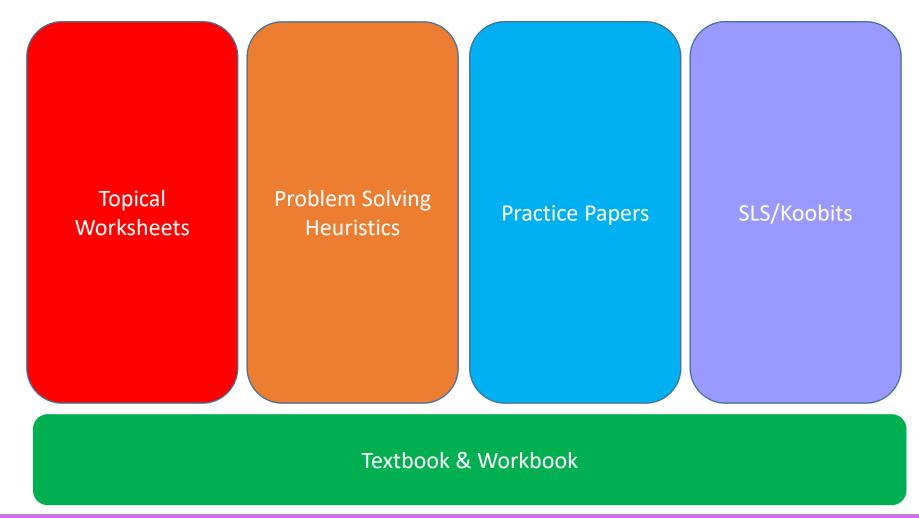
- Have timed-based practice
- Master computational skills
- Have good understanding of skills and concepts
- Develop a range of problem-solving strategies
- Show solutions clearly and systematically
- Inculcate good habits:
 - Strive for accuracy check your work
 - Persistence never give up





Mathematics Teaching & Learning Resources



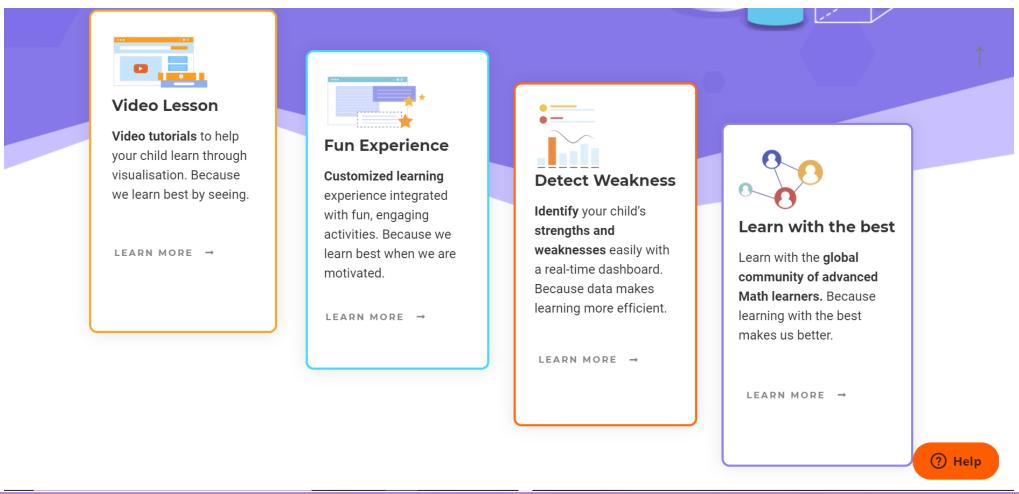






Math online programme - Koobits (https://www.koobits.com/)





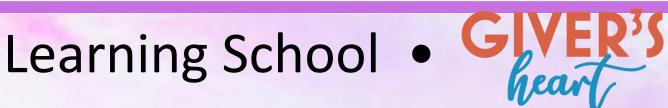




Differences between P3 and P4 Mathematics Paper

Primary 3	Primary 4
Section A: 32 marks	Section A: 30 marks
Section B: 32 marks	Section B: 50 marks
Section C: 16 marks	Section C: 20 marks
Total: <u>80 marks</u>	Total : <u>100 marks</u>
Duration: 1 h 45 min	Duration: 1 h 45 min





Marking Matters

• Marks are awarded for <u>correct and clear method</u> and <u>relevant working</u> 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

$$5000 = 5 \text{ km}$$

Mathematically incorrect statements — e.g. wrong use of equal sign

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



It is important to show

mathematical thinking clearly (by

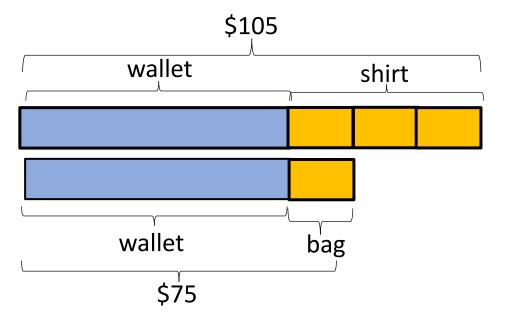
writing equations, diagrams etc)





Example

A wallet and a shirt cost \$105. The wallet and a bag cost \$75. The shirt cost 3 times as much as the bag. How much did the wallet cost?



For a LAQ, a student can still score marks for the correct methods even though his/her final answer is incorrect.

Step 1 : Find the difference between the cost of the shirt and the cost of the bag \$105 - \$75 = \$30 (Method Mark)

Step 2: Find the cost of the bag.

2 units = \$30 1 unit = \$30 ÷ 2 (Method mark) = \$10 (wrong answer)

Step 3: Find the cost of the wallet.

\$75 - **\$10** (Method mark)

= \$65 *(wrong answer)*

Ans: \$65 (No answer mark)

Important to <u>write</u> clear and systematic solutions





How can I help my child?



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
 - Estimation
 - Shopping
 - Budgeting
 - Advertisements/receipts
 - Flight schedules
- 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
- Practise factual fluency





Mathematics Programmes @ Zhangde

- Learn to solve word problems using different heuristics
- Learning Experiences e.g Math Activities, Math Trail

For selected students:

- Math remedial lessons
- Math E2K programme







Mother Tongue Languages (MTL)





Objectives of Learning MTL



Culture

 Understand & develop our unique identity through deeper appreciation of culture, traditions & history

Communication

- Valuable skill for life and work
- Ability to communicate in MTL gives Singaporeans a competitive edge

Connection

 Able to connect with communities across Asia and the people who speak that language



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Examination Format



Component	P4
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral	30 marks (30%)
Listening Comprehension	10 marks (10%)

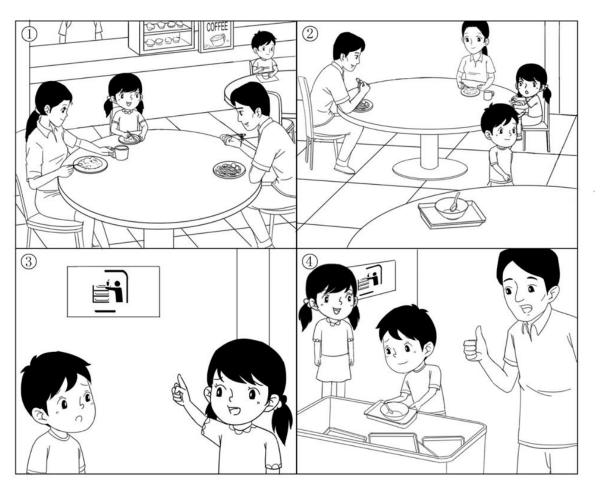


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MTL – Paper 1 (Composition)





Picture Composition

(4 series of pictures)

- write at least 100 words
- helping words will be given





MTL – Paper 3 (Oral)



Reading Aloud

- ☐ short passage
- ☐ about 80 words

Picture Description and Conversation

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

Example:

- 1. Talk about the picture. (Description)
- 2. Share one activity that you have done with your family. (Conversation)







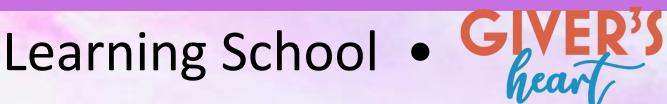
MTL - Paper 3 (Listening Comprehension)



Listening Comprehension

- ☐ Picture matching
- ☐ Complete a dialogue
- ☐ Three short text passages





MTL P4 Teaching Resource



Teaching & Learning in

Printed Materials

Textbook, Activity Book, Reading Card, Picture Card

ICT Resources

Video, Audio, Song, Reading Material, Interactive Game, Interactive Book

Games Tool Kit

Board Game, Grammar Card, 'Values' Card, Picture Card

Teaching & Learning at home

Printed Materials

Small Book, Activity Book

ICT Resources

Interactive Game, Post-Reading



Learning School



Language & Cultural Exposure

Mother Tongue Fortnight

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













Higher Mother Tongue (HMT)



- Students who showed strong proficiency and interest in Mother Tongue Language (MTL) will be offered HMT at P5.
- Students who obtained Distinction/Merit/Pass in HCL and a PSLE Score of 14 or better (i.e. PSLE Score ≤ 14) at PSLE will be eligible for posting advantage to SAP schools.
- If multiple students with the same PSLE Score apply for places in the same SAP school, those with better HCL grades will be allocated a place ahead of other students. This applies before the tie-breakers for S1 posting.







Science





GIVER'S

Outline on Presentation

- Topics covered in P4
- Curriculum Expectations
- Assessment Format in P4 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P4





Topics Covered in P4 Science



Term 1	Term 2	Term 3	Term 4
Systems Chap 1: Your amazing body as a system	Cycles Chap 3: Matter	Energy Chap 1: Light and Shadows	Energy Chap 2: Heat and Temperature (continued)
Cycles Chap 1: Life cycles of some animals		Energy Chap 2: Heat and Temperature	Revision
Cycles Chap 2: Life cycle of plants			









- 3 Workbooks:- 1 for Systems,
 - 1 for Cycles and
 - 1 for Energy
- Assignments can be in the form of:-
 - concept mapping,
 - topical worksheets
 - Science Sketch Book activities)
 - Mini projects by topics (group work)
- Active participate in class discussion and activities.





Assessment Structure for P4 Science



- 2 Weighted Assessments
 - ➤ Term 2 Weighted Assessment 1 (15%)
 - ➤ Term 3 Weighted Assessment 2 (15%)
- 1 End-of Year Examination
 - ➤ Term 4 EOY Examination– (70%)
- Non- Weighted Assessments
- to provide feedback to parents and students on their progress in the learning of Science
- Review Exercise/ Concept Cartoons or Performance tasks





Assessment Format for P4 End-of-Year Examination



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	28	2	56	39.2
В	OE (open-ended)	12-13	2-5	44	30.8
Total				100	70%







Weighted Assessments

Only P4 topics learned will be tested.

During EOY Examination

All P3 and P4 topics taught will be tested.





Expectations in Science Learning



- Students must take all written assignments seriously.
- Science reasoning must be seen.
- highlighting clues,
- > writing concepts
- writing short notes (thinking aloud)
- Hence, students must revise these topics on a regular basis.
- A timetable must be planned to study and revisit previous topics taught.
- Concepts must be memorised for each topic. This is vital in answering questions. Concept maps is a great way to consolidate learning.





Strategies to answer Science questions.



- Using the O-I-C approach to answer questions
- O Observe
- I Infer
- C Conclude

OIC Science Answering Technique



Observe: Read and highlight the key words.



Infer: Write down the concept tested.



Conclude: Eliminate the wrong MCQ options. Apply the Science evidence and concepts in your open-ended explanations.



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Strategies to answer Science questions.



- Which of the following statements about a system is true?
 - (1) A system can work if all its parts are working.
 - A system can work if none of its parts are working.
 - (3) A system can work if some of its parts are missing.
 - (4) A system can work if all of its parts are missing. (

Observ	е	Infer		Conclude			
Did I highlight the key	Self	Did I write the concept tested?	Self		Did I use ticks and crosses to eliminate the wrong	Self	
words?		Peer		options?	Peer		







Strategies to answer Science questions.

• Students tend to rush through MCQ. Parents can encourage students to complete their assignment in the following manner.

Use the Elimination Technique

- Basically means to look at the options and to use logical reasoning to remove obvious distractors.
- Encourage your child to do working by using ticks ($\sqrt{}$) for options that he agrees and (X) for those that he disagree





A Sample



Study the table below.

Which item is classified wrongly?

- (1) gold ring
- (2) copper coin
- (3) steel needle
- (4) aluminium foil

Magnetic	Non-magnetic
X copper coin	aluminium foil 🕢
iron nail	wooden block 🕢
steel needle 🕢	gold ring 🕢

Answer: (2) Copper coin







Open-ended questions



- Must attempt all questions given in the assignment.
- Questions that begin with 'Name', 'State', 'List' and 'What'
 - often require short answers.
- Questions that begin with 'Explain', 'Why', 'How', 'Describe'
 - often require detailed complete answers
 - concepts must be clearly written appropriately in the answers.

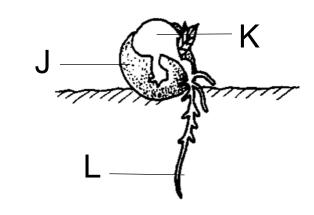






The diagram below shows a seedling.

(a) Which part of the seedling, J, K or L, is the first part to grow when the seed germinates?



Part L

(b) Explain your answer in (a).

Part L is the roots. It absorbs water for the seed to grow





Learning and Applying Science

Students applying light concepts in designing a periscope





Students making simple systems using recycled materials

A Digestive system model made by a student with his parents





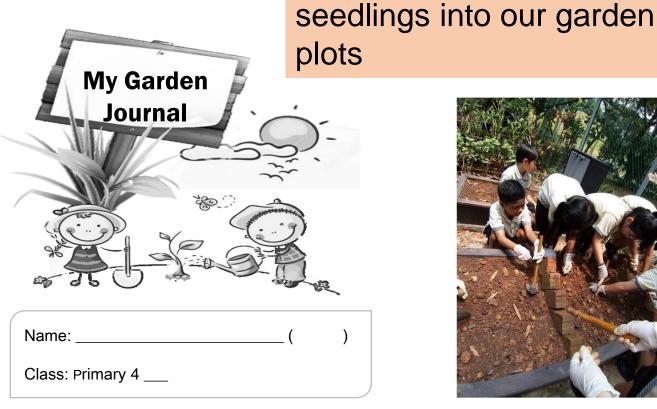
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Science Programmes at P4 level

Garden Curriculum @ Zhangde







Learning about life cycles

of plants by growing





Other Science Programmes at P4 level

GIVERS

- Garden Curriculum Growing plants
- ❖ Science Centre Lessons (Term 3)
- Science Olympiad (Selected Students with very good aptitude in Science)
- ❖ E2K Science for Selected students.





ASSESSMENT MATTERS







Weighting of Termly Assessments and End-of-Year Examinations for Primary 4

	Term 1 Weighted Assessment	Term 2 Weighted Assessment	Term 3 Weighted Assessment	Term 4 End-of-Year Examination
P4	_	15%	15%	70%







P4 Subject Based Banding (SBB)





MOE Direction: Subject Banding



- Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.
- Subject-based Banding (Pri) was introduced as a refinement to the streaming process to help each child realise his/her potential, based on his strengths and needs.







MOE Direction: Subject Banding

•Standard subjects – in Primary schools, the focus is on the mastery of core content and skills.

•Foundation subjects – pitched at a lower level than Standard Subjects to build up their understanding in subjects they need more help with.





Year End Student Movement



Primary 3 to Primary 4
Criteria / Considerations

Enbloc Promotion

2023 Primary 4 to 2024 Primary 5
Criteria / Considerations

Based on 2023 P4 Subject Based Banding (Standard / Foundation Subject Combination).

- Subject combinations not a choice. School's recommendation:
- Students' 2023 P4 total marks in English Language, Mathematics and Science will be taken into consideration in the allocation of classes.
- Students' Mathematics marks will also be the primary factor in distributing students to <u>a few selected classes</u> to allow for better pacing and pitching of the lessons to our students.







Zhangde Primary Subject Combination Options

- GIVER'S
- 1 English Language, Mathematics, Mother Tongue Language and Science [4S]
- Higher Mother Tongue Language, English Language, Mathematics, Mother Tongue Language and Science [4S1H]
- English Language, Mathematics, Science and **Foundation Mother Tongue**Language [3S1F(FMT)]
- 4 English Language, Mother Tongue Language, Science and **Foundation Mathematics** [3S1F(FMA)]
- Foundation English Language, Foundation Mathematics, Foundation Mother Tongue Language and Foundation Science [4F]

NOT A CHOICE – RECOMMENDATION ON ONLY ONE COMBINATION THAT WOULD BE BEST FOR THE STUDENT.



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SBB and Secondary School Admission

- Progression to secondary school depends on your child's PSLE AL score.
- Different expectations of Standard and Foundation subjects will be taken into consideration when your child's PSLE AL score is calculated.
- ❖Offering subjects at the foundation level is not a disadvantage to your child. Your child will be able to focus on building up strong fundamentals in those subjects.
- ❖If he/she excels in the subject, he/she will have the opportunity to pursue higher level options at the secondary school.



Subject-based Banding (SBB)

GIVER'S

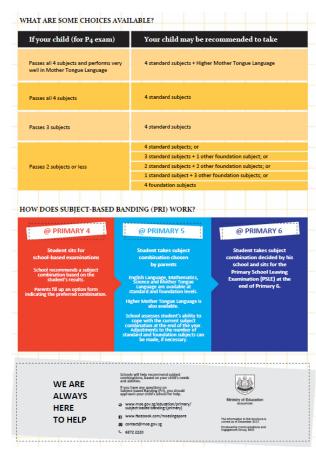
You can refer to the website for more details.

https://www.moe.gov.sg/prima

ry/curriculum/subject-based-

banding







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Thank you!







