



## No Photography or Recording of the Session

Slides will be posted on our school's website.  
Thank you for your understanding and cooperation.

# P4 Parents Engagement Session

Friday, 10<sup>th</sup> January 2025



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# Emergency Evacuation Procedure



**If the fire alarm is sounded in the school, please follow the procedures below:**

- Listen for the announcement over the PA system.
- If there is a need for evacuation, follow the instructions given in the announcement.
- Exit the hall and follow the instructions from the staff. Walk briskly to the assembly area as instructed by the announcement.
- Wait for further instructions at the assembly area.



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# 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.



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# Today's Programme

<b>4:00 – 4:10 PM</b>	<b>Welcome address &amp; Level Matters by Year Head</b>
<b>4:10 – 4:55 PM</b>	<b>Subjects Expectations by EL, Math, Science &amp; Mother Tongue Heads of Departments</b>  <b>P4 Subject-Based Banding</b>
<b>4:55 – 5:00 PM</b>	<b>Movement to respective classrooms @ Level 3</b>
<b>5:00 – 5:30 PM</b>	<b>Address by Form Teachers (in respective classrooms)</b>

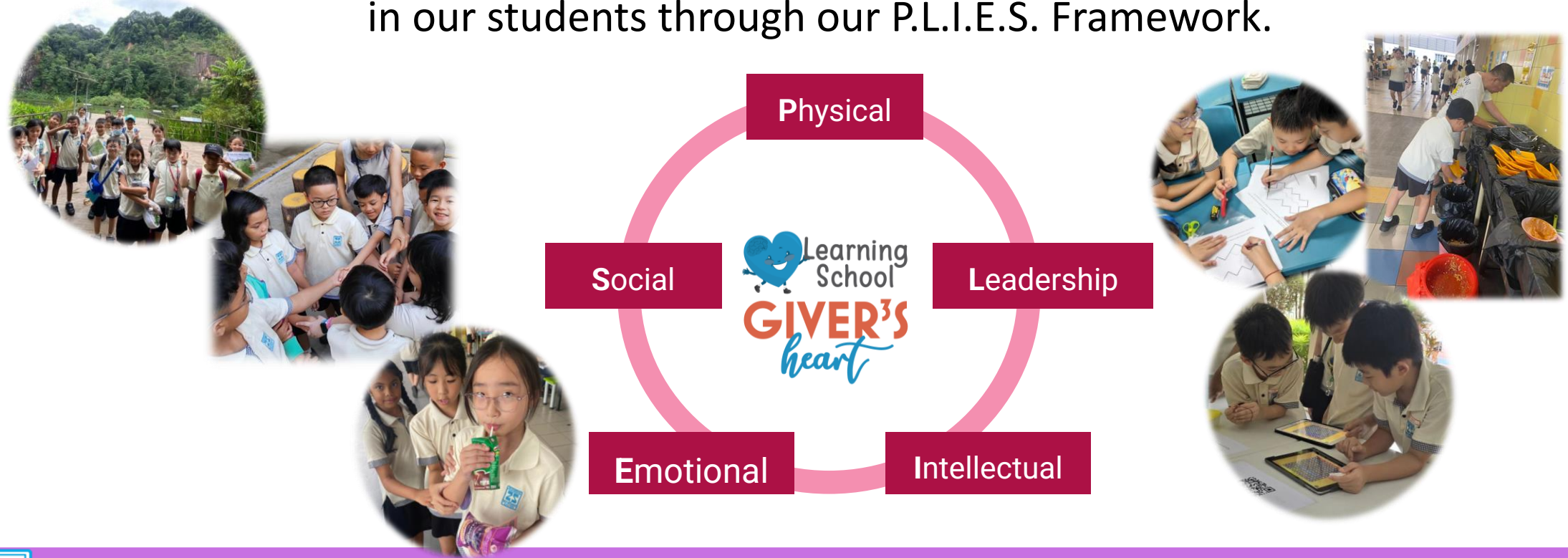


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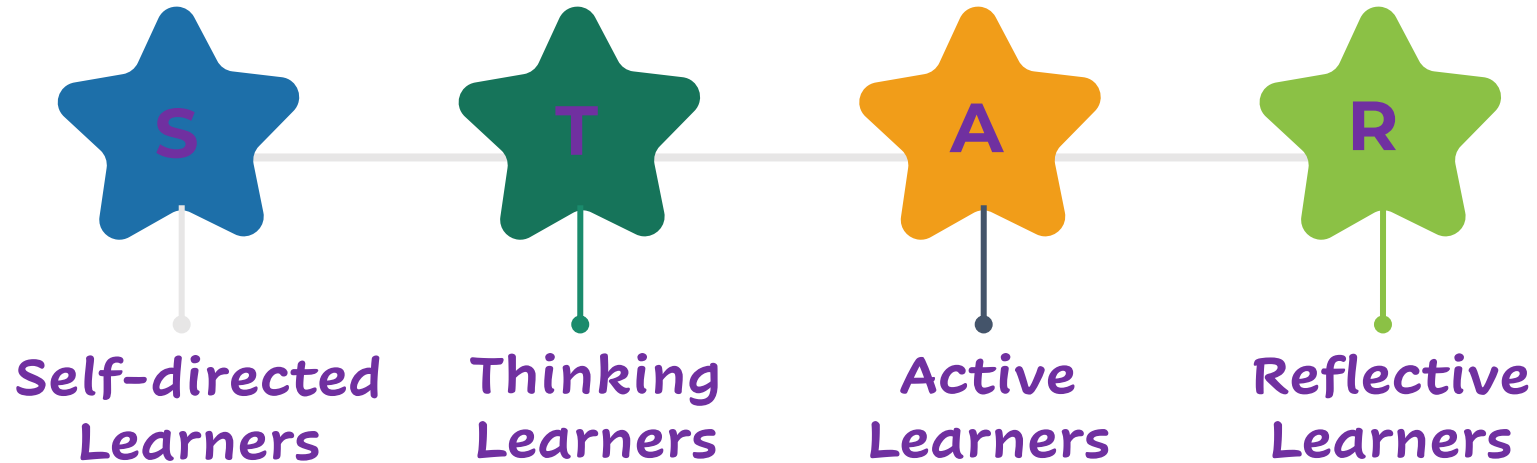


# Holistic Approach to Student Development

We care for our students' holistic well-being and develop strong character, minds and bodies in our students through our P.L.I.E.S. Framework.



# Towards Nurturing Our Zhangde's S.T.A.R. Learners



Our Learning Dispositions



# P4 Matters

- Term 1 : Bridging, Cohort Learning Journeys, Recess Buddies for P1s etc.
- Term 2 : Weighted Assessment, Museum Based Learning, CCM, Environment Day Commemoration etc.
- Term 3 : Weighted Assessment, Home-Based Learning, National Day Celebration, etc.
- Term 4 : Children's Day, End-of-the Exams, Subject-Based Banding Exercise, Post-Exam Programmes, Celebrating Our 2025 Journey, etc.



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# Your Support

- Know your child's strengths, interests, weaknesses – guide and support
- Nurture your child – recognise and praise
- Help your child – monitor and guide, not enforce
- Keep in touch with Form and Subject teachers

END



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# CURRICULUM MATTERS (By Subjects)



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# English Language

Empathetic Communicator,  
Creative Inquirer  
Discerning Reader



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# Language Areas

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

# P4 STELLAR<sup>®</sup> 2.0 Titles

Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet <sup>+</sup>	
	<i>A Nasty Accident (Supplementary)*</i>	
2	The Paralympic Games <sup>+</sup>	Texts that describe and inform
	The World Beyond Us <sup>+</sup>	
3	Ruby's Sunflower	Texts that entertain
	Dinosaurs Exist!	
4	Heartbeats in the Dark	Texts that explain
	All the Buzz About Honey	
	What Happens When You Laugh	
	<i>Rats' Nests (Supplementary)**</i>	Text that entertains

# STrategies for English Language Learning And Reading (STELLAR 2.0)



Language Area	Strategy
Reading & Viewing	<ul style="list-style-type: none"><li>• Sustained Silent Reading (SSR)</li><li>• Supported Reading</li><li>• KWL</li><li>• Retelling</li><li>• Annotation</li><li>• 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</li><li>• Explicit Instruction</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>• Taught in context</li></ul>
Grammar	<ul style="list-style-type: none"><li>• Explicit teaching of language items, structures and skills</li><li>• Sentence Manipulation</li></ul>



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# 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) Literature Programme (For selected students)

## ❖ School-Level Programmes

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



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# Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
<b>No Weighted Assessment</b>	<b>Weighted Assessment 1</b>	<b>Weighted Assessment 2</b>	<b>End-of-year Examination</b>
	Language Use and Comprehension [15%]	Language Use and Comprehension [15%]	Refer to the next slide [70%]

# 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%)



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# 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.**

# What Parents Can Do to Help

- 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**; Form the letters accurately.
- **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)



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# 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

Area & Perimeter

Angles

Squares & Rectangles

**Nets**

Symmetry

### Statistics

Tables & Line Graphs

**Pie Charts**





## Challenges

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

## Strategies

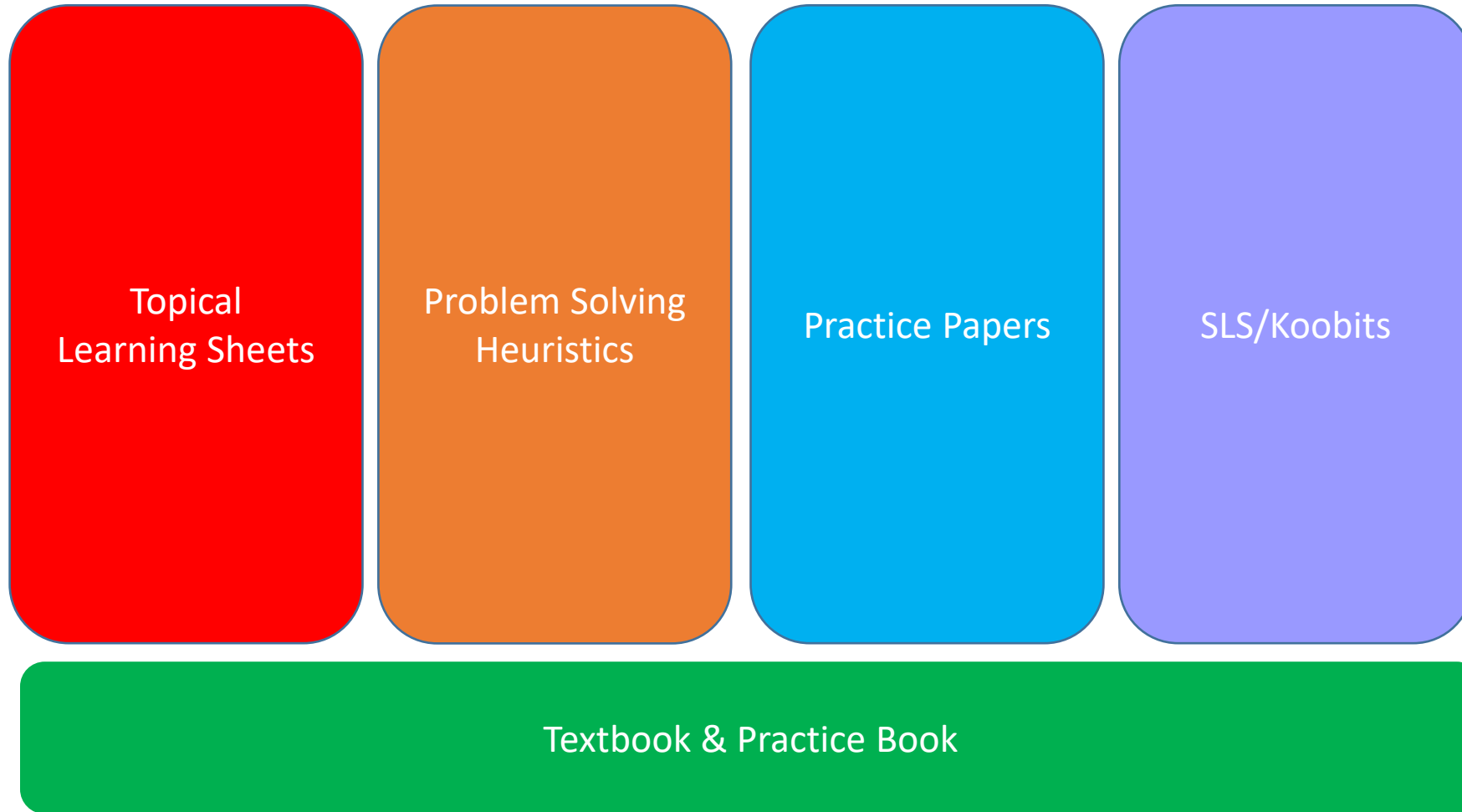
- Have timed-based practice
- Master computational skills
- Have good understanding of skills and concepts
- Develop a range of problem-solving strategies
- Show solutions clearly and systematically
- Inculcate good habits :
  - Strive for accuracy – check your work
  - Persistence – never give up



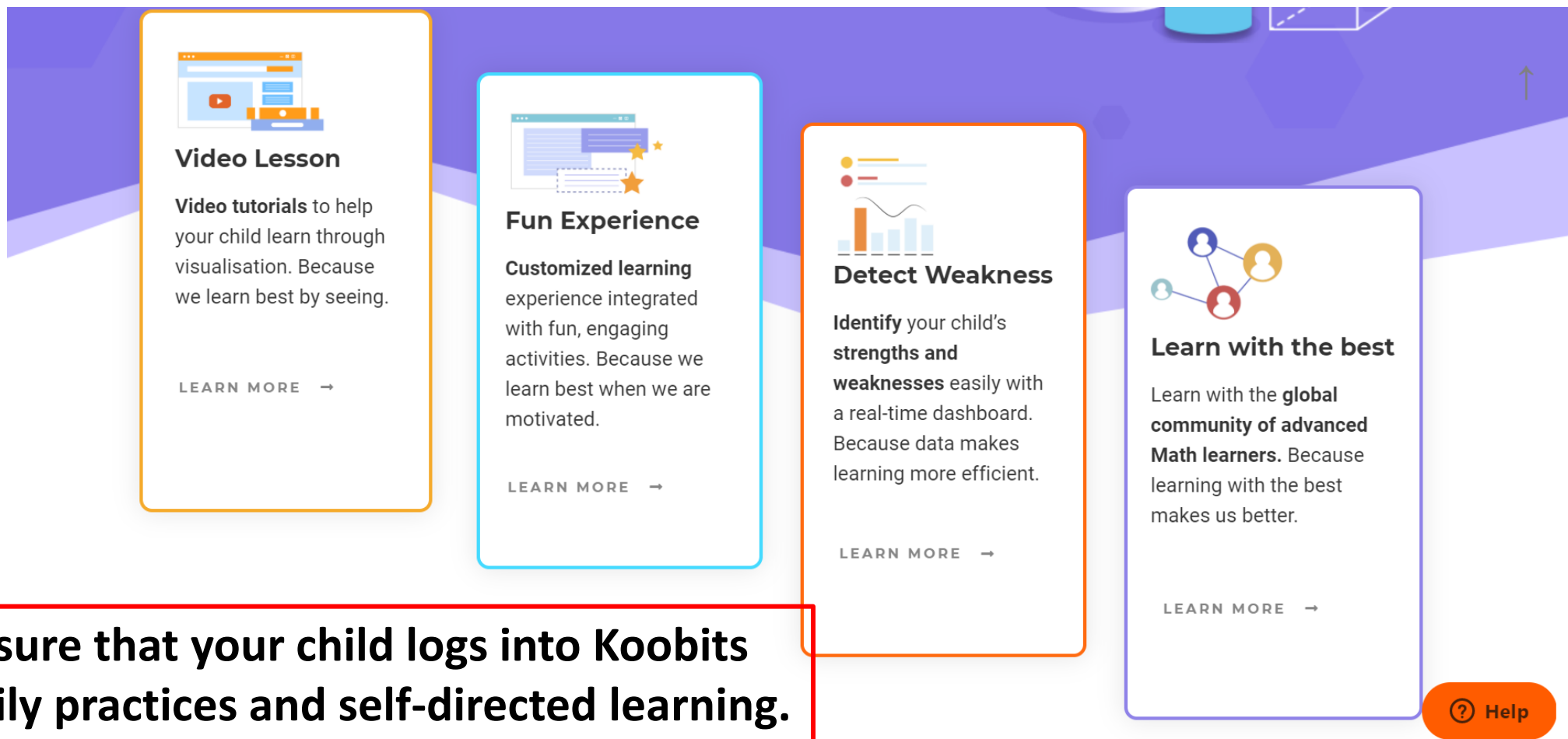
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# Mathematics Teaching & Learning Resources



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



The screenshot shows the Koobits website homepage with four main feature cards:

- Video Lesson**: Video tutorials to help your child learn through visualisation. Because we learn best by seeing. [LEARN MORE →](#)
- Fun Experience**: Customized learning experience integrated with fun, engaging activities. Because we learn best when we are motivated. [LEARN MORE →](#)
- Detect Weakness**: Identify your child's strengths and weaknesses easily with a real-time dashboard. Because data makes learning more efficient. [LEARN MORE →](#)
- Learn with the best**: Learn with the global community of advanced Math learners. Because learning with the best makes us better. [LEARN MORE →](#)

A red-bordered box highlights the text: **Do ensure that your child logs into Koobits for daily practices and self-directed learning.**

There is a "Help" button with a question mark icon in the bottom right corner of the page.

# Differences between P3 and P4 Mathematics Examination Format

Primary 3	Primary 4
Section A : 13 marks Section B : 25 marks Section C : 12 marks	Section A : 30 marks Section B : 50 marks Section C : 20 marks
Total : <u>50 marks</u> Duration: 1 h 15 min	Total : <u>100 marks</u> Duration: 1 h 45 min

# 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.

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

- Marks are deducted for:

- Omission of units or wrong use of units**

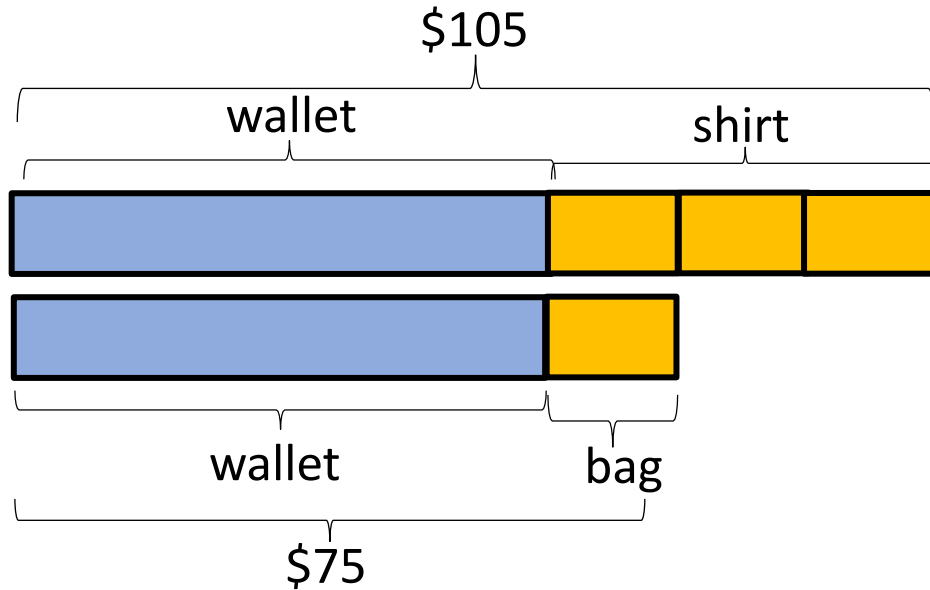
Area of rectangle = 28 <sup>cm<sup>2</sup></sup> cm      5000 <sup>m</sup> = 5 km

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

20 - 5 = 15 + 3 = 18 x 2 = 36      40 + 1.50 = \$1.90

# Example

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



Step 1 : Find the difference between the cost of the shirt and the cost of the bag

$$\$105 - \$75 = \$30 \text{ (Method Mark)}$$

Step 2: Find the cost of the bag.

$$2 \text{ units} = \$30$$

$$1 \text{ unit} = \$30 \div 2 \text{ (Method mark)}$$
$$= \$10 \text{ (wrong answer)}$$

Step 3 : Find the cost of the wallet.

$$\$75 - \$10 \text{ (Method mark)}$$

$$= \$65 \text{ (wrong answer)}$$

$$\text{Ans: } \$65 \text{ (No answer mark)}$$

Important to write **clear**  
and **systematic** solutions

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

# 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
  - Shopping/Budgeting (Estimation/Money)
  - Advertisements/receipts (Whole Numbers/Money)
  - Recipes (Measurement)
  - TV programme schedules (Time/Duration)
- Ask them to explain their thinking and reasoning

## Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (**U**nderstand-**P**lan-**D**o-**C**heck)
- Ensure clear mathematical presentation and notation is used
- 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 Programme
- ❖ Math E2K programme



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# Mother Tongue Languages (MTL)



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# 3 BROAD OBJECTIVES

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

### 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.



The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

**ACTIVE LEARNERS, PROFICIENT USERS**

# Curriculum Overall Goals



## Language Ability



### Civic Literacy & Cultural Awareness

Values  
Culture  
Local Culture  
Cross Culture

### General Ability

Thinking Skills  
Learning Skills  
Social Emotional Learning  
Communication, Collaboration &  
Information Skills

# Teaching and Learning Process



## SUMMATIVE



## FORMATIVE



# MTL 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 the date.**



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# End-of-Year Examination



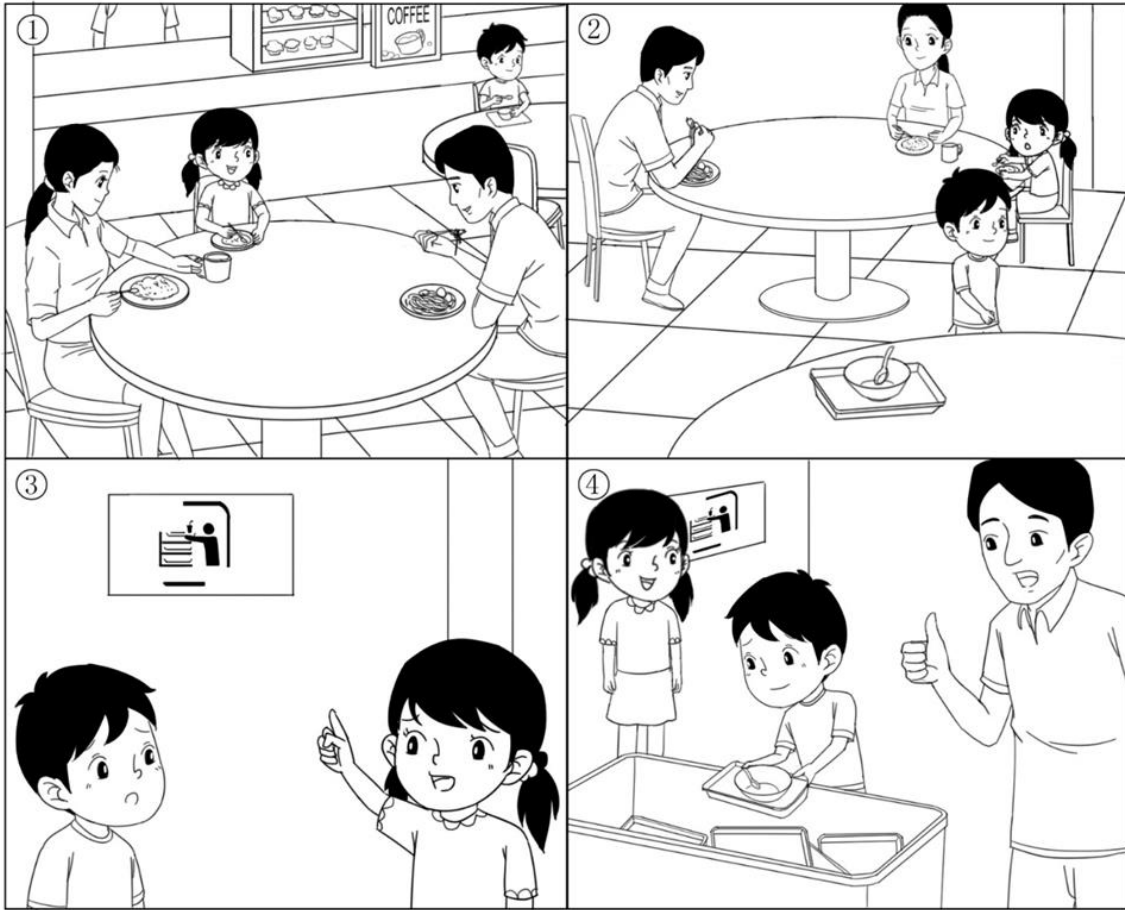
Component	P4
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral	30 marks (30%)
– Listening Comprehension	10 marks (10%)



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# MTL – Paper 1 (Composition)



- Picture Composition  
(4 series of pictures)
- Write at least 80-100 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. 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
  - Complete a dialogue
  - 2-3 short text passages
- Choosing Hanyu Pinyin(for only CL)

# MTL P4 Teaching Resource

Teaching & Learning in classroom	Printed Materials	Textbooks, Activity Books, Reading Cards, Picture Cards, Learning Sheets
	ICT Resources	Video, Audio Songs, Reading Materials, Interactive Games, Interactive Books, Online Task ( SLS, Ezhishi, other ICT platform)
	Games Tool Kit	Board Games, Grammar Cards, 'Values' Cards, Picture Cards
Teaching & Learning at home	Printed Materials	Activity Books, Small Readers, Learning Sheets
	ICT Resources	Interactive Games, Interactive Books, Online Task ( SLS, Ezhishi, other ICT platform)

# Higher Mother Tongue (HMT)



HMTL has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

**To further strengthen the learning of MTL from an early age, Zhangde is offering HMTL across the 3 official MTLs from P3 onwards starting 2022.**

This is to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.



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# Higher Mother Tongue (HMT)



- Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**
- To truly benefit from the P3/P4 HMTL curriculum, student should offer HMTL for at least two years to ascertain his/her ability to cope with it.



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# Offering of Higher Mother Tongue (HMT) at P5/P6 level



- Students who showed strong proficiency and interest in Mother Tongue Language (MTL) will be offered HMT at P5.
- The offering of HMTL at P6 is a school-based decision based on the students' P5 year end results.
- Students who obtained Distinction/Merit/Pass in **HCL** and a PSLE Score of 14 or better (i.e. PSLE Score  $\leq$  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.



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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 by 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 cultural 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 non-weighted assessment. 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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# P4 MTL Programmes

- Reading Programme
  - ✓ Class Reading period
  - ✓ Supplementary Readings
- Conversational Chinese and Conversational Malay (CCM) Programme



# Language & Cultural Exposure

## Mother Tongue Fortnight

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



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# 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



# Tips for Parents

- **Interact** with and **verbalise** your child's thoughts in MTL regularly.
- **Cultivate** a reading habit, read MTL storybooks. Get your child to **READ WIDELY AND EXTENSIVELY**. e.g. story books, magazines, newspaper articles and other materials
- **Play** language games with your child to make learning of MTL fun for him/her.
- **Sing** along with your child or **watch** quality TV programmes together or **listen** to MTL music/radio programme/podcasts
- **Encourage** and support your child to share learning experiences from his/her MTL activities.
- **Expose** your child to MTL culture regularly.





# Science



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# Outline of Presentation

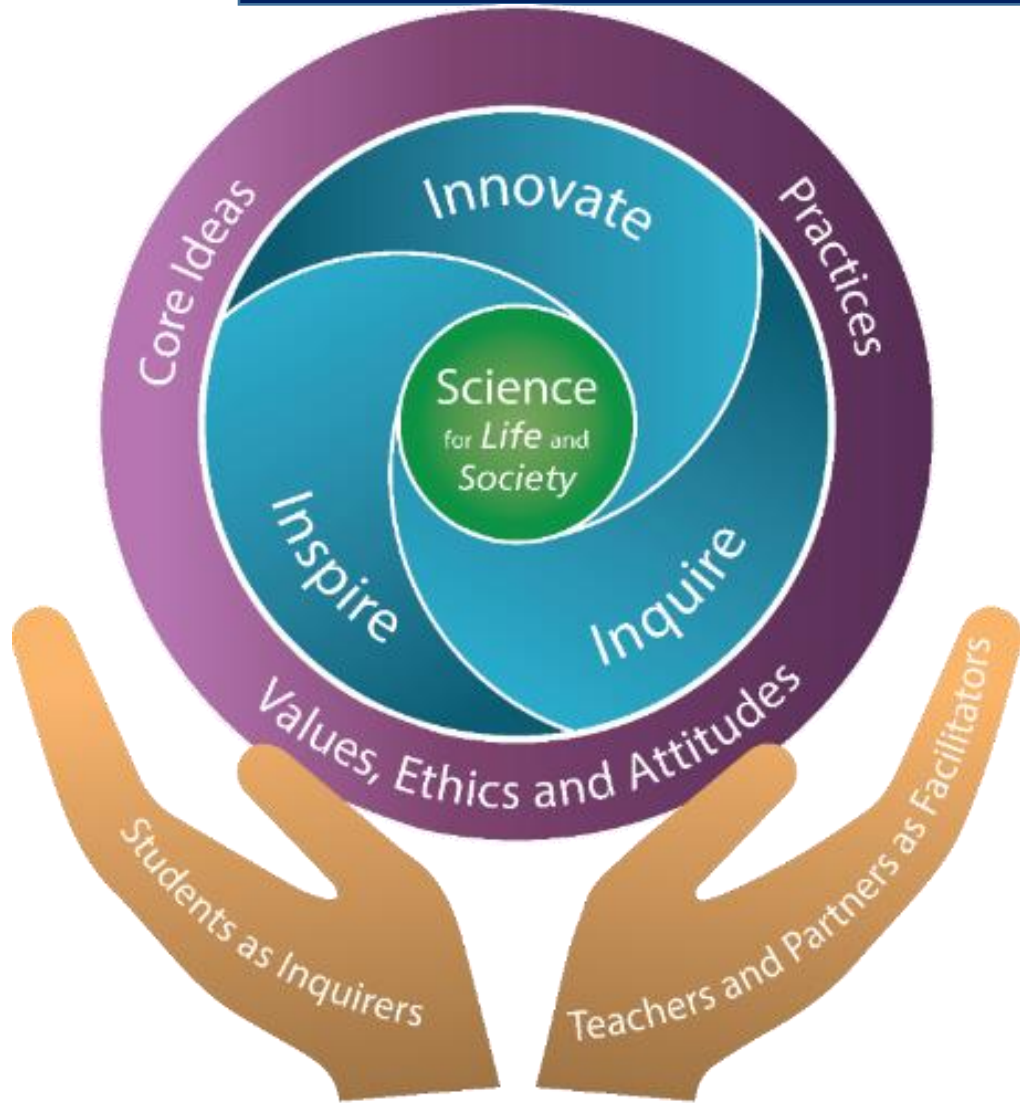
- 2023 Science Syllabus
- Topics covered in P4
- Curriculum Expectations
- Assessment Format in P4 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P4



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# 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

# Topics Covered in P4 Science



Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Plant Systems	<u>Chap 3:</u> Matter	<u>Chap 4:</u> Light	<u>Chap 7</u> Effects of Heat
<u>Chap 2:</u> Human Systems		<u>Chap 5:</u> Shadows	Revision
		<u>Chapter 6:</u> Heat	



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# Science Curriculum & Expectations

- P4 Inspiring Science Textbook
- 1 Activity Book
- 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)	30	2	60	42%
B	OE (open-ended)	9-11	2-5	44	28%
Total				100	70%

A maximum of 2 topics will be tested. Assessment may be in varied modes like using ICT or Practical work.

# Topics covered for Assessments

## Weighted Assessments – WA1 & WA2

- Only a maximum of 2 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.

# Strategies to answer Science questions

1. Which of the following statements about a system is true?
  - (1) A system can work if all its parts are working.
  - (2) 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. (       )

Observe			Infer			Conclude		
Did I highlight the key words?	Self		Did I write the concept tested?	Self		Did I use ticks and crosses to eliminate the wrong options?	Self	
	Peer			Peer			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 (✓) 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
<span style="border: 1px solid red; padding: 2px;">X</span> copper coin	aluminium foil 
iron nail 	wooden block 
steel needle 	gold ring 

**Answer: (2) Copper coin**

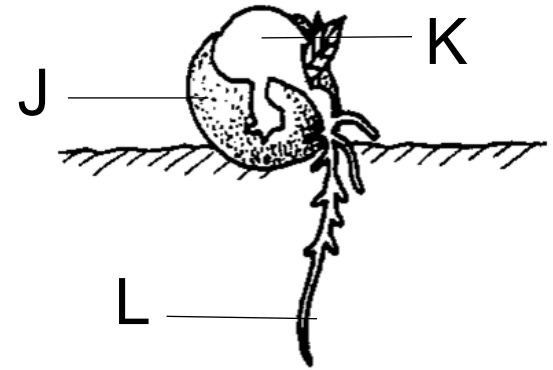


# Open – ended questions

- 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**

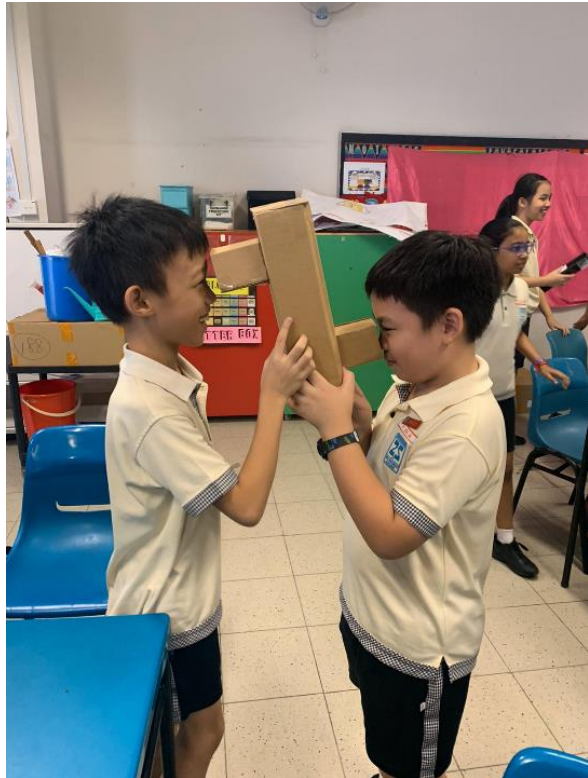
(b) Explain your answer in (a).

**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



## ❖ Hydroponics @ Zhangde

Students learn how to grow plants in a controlled setting



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# Other Science Programmes at P4 level

- ❖ Science Centre Lessons
- ❖ Science Olympiad for Selected Students
- ❖ E2K Science for Selected students.



# 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
  - ❖ P4 My Environment and I Curriculum
  - ❖ Practising Recycling Paper and Plastic bottles
  - ❖ Commemorating Environment Day
  - ❖ **We seek our Parents' support in all these initiatives.**



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# Role of Parents with children



- **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 and Hort Park

END



# P4 Subject Based Banding (SBB)



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# P4 Subject Based Banding (SBB) - MOE

- 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 the child's strengths and needs.
- **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.



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# Year End Student Movement



2025 Primary 4 to 2026 Primary 5  
Criteria / Considerations

Based on 2025 P4 Subject Based Banding (Standard / Foundation Subject Combination).

- Subject combinations – not a choice.
- School's recommendation:  
Students' 2025 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 a few selected classes to allow for better pacing and pitching of the lessons to our students.



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# Zhangde Primary Subject Combination\* Options



1	English Language, Mathematics, Mother Tongue Language and Science [4S]
2	Higher Mother Tongue Language, English Language, Mathematics, Mother Tongue Language and Science [4S1H]
3	English Language, Mother Tongue Language, Science and <b>Foundation Mathematics</b> [3S1F(FMA)]
4	Foundation English Language, Foundation Mathematics, Foundation Mother Tongue Language and Foundation Science [4F]

*\*Not a choice. School recommends the Subject Combination that is best for our 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.



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# Subject-based Banding (SBB)

You can refer to the website for more details.

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>

Thank-You

**Catering to Your Child's Abilities**

## SUBJECT-BASED BANDING

FOR PRIMARY SCHOOLS

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 potential, based on his strengths and needs.

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

**WHAT IS SUBJECT-BASED BANDING (PRI)?**

**SUBJECT-BASED BANDING (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?**

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.

### WHAT ARE SOME CHOICES AVAILABLE?

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects

### HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

**@ PRIMARY 4**

Student sits for school-based examinations

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

Parents fill up an option form indicating the preferred combination.

**@ PRIMARY 5**

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

**@ PRIMARY 6**

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

**WE ARE ALWAYS HERE TO HELP**

Schools will help recommend subject combinations, based on your child's needs and abilities.

If you have any questions on Subject-based Banding (Pri), you should approach your child's school for help.

[www.moe.gov.sg/education/primary/subject-based-banding/primary/](http://www.moe.gov.sg/education/primary/subject-based-banding/primary/)  
[www.facebook.com/moesingsapore](https://www.facebook.com/moesingsapore)  
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Ministry of Education  
 Singapore  
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