

DESIRED LEARNER OUTCOMES

STELLAR 2.0 lessons will:

Empathetic Communicator offer more opportunities
for students to discuss
issues, listen to different
perspectives and develop
their own opinions.

encourage students to <u>read</u>
widely and process information
critically so as to distinguish
fact from falsehoods.

Discerning Reader

Creative Inquirer

encourage students to <u>explore</u> ideas, concepts and areas of interest and promote the joy of learning.

P3 English Language LEVEL FOCUS

Reading

- understand how content can be organised using different text structures depending on the purpose of the text
- features, images and vocabulary choices are used for different effects
- identify literal and implied meaning connecting ideas in different parts of a text

Writing

- develop in some detail experiences, events, information, ideas and characters
- choose vocabulary and punctuation appropriate to the purpose and context of their writing

Speaking & Listening

- Listen to and contribute to conversations and discussions to share information and ideas negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications
- Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume

ANNOTATION

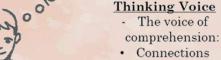
DURING READING

Readers listen to their two 'voices'



Reading Voice

- Simply reads the words on the page.
- It does not make meaning.



- · Predictions
- Questions
- · Summaries
- · Main Idea

An Unexpected Friendship

As I walked into my classroom, I noticed an unfamiliar

face) He was seated quietly at the back of the classroom, observant, curious - Is he nervous?

studying the people around him behind his thick glasses.

"Azri") my best friend (Raju) called out to me. "Hey, buddy!

How was your holiday? You had a good break from me, didn't 5 you?" My friendly banter with Raju made me forget all about the bespeciacled boy at the back of the room.

After singing the national anthem and reciting our pledge, Mr.Koh, our form teacher, gestured to someone at the back. I realised that he was inviting the quiet stranger to the front.

"Students, this is Jia Xin." Mr Koh announced, "He has just transferred from another school. I hope all of you will welcome him with open arms. Would you like to say something,

unfamiliar face - not seen by namator before. Who is this? What's this person doing

short-sighted - maybe he: loves to read?

There was a holiday/ broak before this. Did the characters return from the June school holidays?

Azri - namator Raiu - Azn's best mend Unfamiliar face - the boys' dassmate?

As Xin - new student, transferred from another school, wears thick glasses,

WRITING PROCESS CYCLE



- Class Writing
- Group Writing
- Individual Writing



Other forms of writing
 – journal writing,
 choice board writing,
 poetry

SCHOOL-BASED ASSESSMENT

TERM 1	TERM 2	TERM 3	TERM 4
	TEST 1	TEST 2	END-YEAR EXAM
0%	15%	15%	70%

ASSESSMENT FORMAT (End-of-year)

Component	Content	Item Type
Oral	Reading aloud Stimulus-based Conversation	Open-ended (via SLS in Term 4)
Listening Comprehension	Picture-matching Note-taking	MCQ Blank Filling

ASSESSMENT FORMAT (End-of-year)

Component	Content	Item Type
Language Use and Comprehension	Vocabulary Grammar Visual Text Comprehension Editing for Spelling and Grammar Sentence Combining Comprehension	MCQ Cloze Fill-in-the Blanks Sequencing Open-ended
Composition	Guided Writing with picture prompts and helping words	Open-ended

School-based Programmes



School-based Dyslexia Remediation / Reading Remediation Programmes

- Intervention programmes to raise reading competency of students whose literacy skills have not reached the benchmark
- Focus on reading fluency and text comprehension



Literature Programme

- ALL students
- Frindle by Andrew Clements
- Reading-and-writing connection
- Writer's craft what writers do intentionally to create an effect on readers



EVERY DAY A READING DAY!

GOAL:

Read at least 30 minutes a day







EVERY DAY A READING DAY!



Visit the public library with your child and show interest in what he or she reads.

Check their homework. Show an interest in what they are learning.

Encourage your child to note down important points of learning in class.

Keep a diary.

Write emails and notes to each other.

How can parents support their children's learning of English?



Mathematics Department

P3 Parents' Engagement Session 28 January 2022



Aim

Every SKGian is a Confident and Effective Problem Solver



Objectives

At the end of Primary 6, students will:

- Acquire the relevant mathematical concepts and skills for everyday use and continuous learning in mathematics;
- Develop creative and critical problem solving skills;
- Cultivate positive attitude towards mathematics;
- Make effective use of various mathematical tools (including ICT tools) in the learning and application of mathematics; and
- Become independent and self-directed learners.



Content Strands in Mathematics Syllabus

Number & Algebra	Measurement & Geometry	Statistics
 Whole Numbers Fractions Decimals Percentage Ratio Rate and Speed Algebra 	 Measurement Length, Mass and Volume (of Liquid) Time Area and Volume Area and Perimeter Volume of Cube and Cuboid Circles Geometry Angles Triangles Quadrilaterals Nets 	 Data Representation and Interpretation Tables, Bar Graphs and Line Graphs Pie Charts Data Analysis Average

P3 Mathematics Topics

3A Topics

Whole Numbers

- Numbers up to 10 000
- Addition and Subtraction
- Multiplication and Division

Money

Measurement

Length, Mass and Volume

3B Topics

Measurement

Time

Fractions

- Equivalent Fractions
- Addition and Subtraction

Geometry

- Angles
- Perpendicular and Parallel Lines

Area and Volume

Area and Perimeter

Data Representation and Interpretation

Bar Graphs

P3 Level Focus

Acquire factual and procedural fluency for multiplication and division

Acquire **procedural fluency** for addition and subtraction of fractions

Acquire the proficiency in using **model method** for problem solving

Apply mathematical reasoning and communication

Concepts	Develop a good understanding of fraction concepts
	Develop a good foundation of geometrical concepts
	Develop a good foundation of concepts of area and perimeter

ts ots

Attitudes

[comparison, unitary, Guess & Check] Develop the **confidence** in solving **2-step problems**

Metacognition

Skills

Processes

Develop from 'Aware' learners to 'Strategic' learners 'Aware' learners know about some of the kinds of thinking that they do – generating ideas, finding evidence, etc. - but thinking is not necessarily deliberate or planned. 'Strategic' learners organise their thinking by using problem solving, grouping and classifying, evidence seeking, decision making, etc. They know and apply the strategies that help them learn.

P3 School-Based Weighted Assessments (2022)

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	• Test 1	• Test 2	 Semestral Assessment
	15%	15%	70%

 To assess students' mastery of the concepts and skills that have been taught

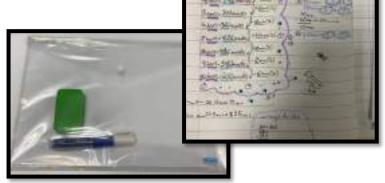


SCHOOL EXAMINATION FORMAT (SEMESTRAL ASSESSMENT)

Component	Item Type	Total marks	Duration
Section A	Multiple-choice		
Section B	Short-answer	80	1 h 45 min
Section C	Long-answer		
Total		80	1 h 45 min

Books and Materials Used

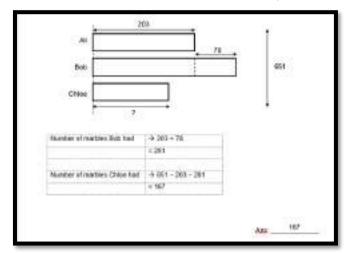
- Targeting Mathematics Textbook and Workbook
- P3 Heuristics Worksheets
- P3 Math Journal
- Math File (Black)
- Mini Whiteboard





How do we support your child...

- Engage your child in meaningful activities to explore and learn mathematical concepts and skills, individually or in groups
- Practise past paper questions
- Teach application of various heuristics to solve problems
- Practise good time management and presentation of solutions
- Consolidate and revise concepts and key topics





How do we support your child...

P3 Mathematics Programmes	Improving Confidence And Achievement In Numeracy (ICAN) Programme	Mathematics Remedial Programme
Objectives	Improve students' confidence ar	nd achievement in Mathematics
Programme Description	 Collaboration between school and MOE Lessons follow the FREMC structure – Factual Fluency, Readiness, Engagement, Mastery and Consolidation to address 4 key issues of learning gaps, language, motivation and memory faced by students 	School-based programme Lessons focus on students' specific areas of weakness to address learning gaps and/or misconceptions and common errors
Target Group	Selected Students	

How can you support your child...

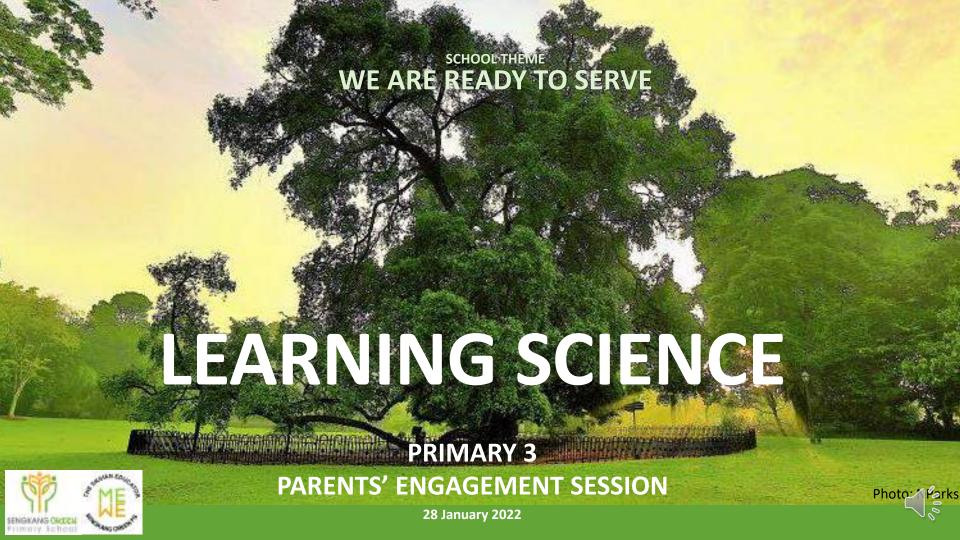
- Work and communicate closely with your child's Maths Teacher.
- Ensure that your child has the necessary writing and mathematical tools, e.g. 2B pencil, ruler and mathematical set.
- Provide a positive environment encourage and praise your child's effort
- Inculcate positive work habits and attitudes, e.g. Create a study timetable with your child. Practise daily. Remind your child to show proper and detailed working steps and to check for accuracy.
- Develop your child's time management skills.
- Follow up on homework. If your child has difficulty with his/her homework, do not be too quick to provide the answers but guide him/her with questions and indicate on the homework 'assisted' or 'guided'.
- Relate Maths to everyday life, e.g. Is the height of the table longer or shorter than one metre?
- Play mathematical games / puzzles.
- Revise previous years' topics to ensure that your child has a firm foundation as the P3 Maths learning builds on the concepts and skills learned in P1-P2.



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Science Department Vision

INQUIRING MINDS, CRITICAL THINKERS

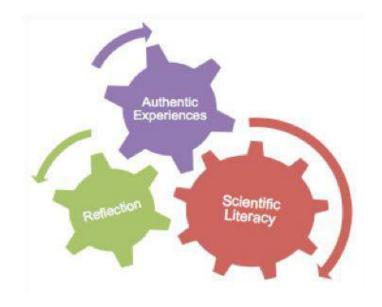
Science Department Mission

To nurture <u>passionate</u>, <u>caring and inquisitive learners</u> who has some <u>appreciation of the beauty and wonders of science</u> and have the <u>skills of a critical and scientifically literate individual</u> to be <u>embrace the future</u>



Science Department aims to

- stimulate child's curiosity and passion for science through meaningful, authentic experiences
- nurture <u>reflective thinkers</u> who ask scientific <u>questions</u> and appreciate how science affects their lives, the society and the environment
- develop <u>scientific literacy</u> in learners to face challenges of the future





Aims of the Primary Science Education (MOE)

The Primary Science Education aims to:

- Provide students with experiences which build on their interest in and stimulate their curiosity about their environment
- Provide students with basic scientific terms and concepts to help them understand themselves and the world around them
- Provide students with opportunities to develop skills, habits and mind and attitudes necessary for scientific inquiry
- Prepare students towards using scientific knowledge and methods in making personal decisions
- Help students appreciate how science influences people and the environment



Science Department aims to

At the end of Primary 3,

The processes expected of the students are:

- Investigation Devising fair methods (Fair Test) and carrying out those methods to find out answers and verify hypothesis
- Decision-Making Process of applying criteria to select from alternatives
- Creative-Problem Solving Process of analysing problem and choosing an innovating and relevant solution

Skills expected of the students are:

- Observing and using apparatus (Observing, Classifying, Comparing, Interpreting)
- Reasoning and making meaning of information and evidence through comparing, classifying, inferring, analysing, evaluating
- COMMUNICATING presenting information in written, verbal, pictorial, tabular, graphical forms



Primary Science Syllabus

THEME	LIFE SCIENCE	
DIVERSITY	DIVERSITY OF LIVING THINGS (Term 1)	
CYCLES	LIFE CYCLES OF PLANTS AND ANIMALS (Terms 1 and 2) CYCLES IN PLANTS AND ANIMALS (REPRODUCTION)	
SYSTEMS	PLANT SYSTEM (Term 2) HUMAN SYSTEM PLANT & HUMAN SYSTEM (RESPIRATORY & CIRCULATORY SYSTEMS) CELL SYSTEM	
INTERACTIONS	*ENVIRONMENT	
ENERGY	*PHOTOSYNTHESIS	

P3 TopicsP6 Topics

P4 Topics P5 Topics P5 Topics (not included for Foundation)

<u>P6 Topics</u> (not included for Foundation)



Primary Science Syllabus

THEME	PHYSICAL SCIENCE
DIVERSITY	DIVERSITY OF NON-LIVING THINGS (MATERIALS) (Term 3)
CYCLES	WATER
SYSTEMS	MATTER ELECTRICAL SYSTEM
INTERACTIONS	FORCES (MAGNETS) (Term 4) *INTERACTION OF FORCES (FRICTIONAL FORCE, GRAVITATIONAL FORCE, FORCE IN SPRINGS)
ENERGY	LIGHT HEAT *ENERGY CONVERSION

P3 TopicsP6 Topics

P4 Topics P5 Topics <u>P5 Topics</u> (not included for Foundation) P6 Topics (not included for Foundation)



Primary 3 Level Focus

Domains	Learning Outcomes			
Skills and Processes	 Using or Identify concept Groupin	o conceptual knowledge and integrate skills and processes to ngs and phenomena: our senses to gather information about objects or events ying similarities and differences between two or more objects, ots or processes ng objects or events based on common characteristics reting or explaining observations or pieces of data or ation		
Ethics and Attitudes	question • To show	develop the desire for curiosity to explore the environment and uestion what they find a show care and concern for living things and awareness of the esponsibility they have for the quality of the environment		
ProgrammesP3 Hydroponics Programme		 P3 iDiscovery Day (T3) 	P3 Experiential Project Work	

(EPW)

School-based Weighted Assessment

Rationale: To assess pupils' mastery of the concepts and skills that have been taught.

No T1 WA No Mid-Year Examination

	TERM 1	TERM 2	TERM 3	TERM 4
(D	erformance Task Diversity of Living Things, nimal Classification, Life cycle of Animals)	Test 1 (No Mid-Year Examinations)	Performance Task 2 (Materials and their functions)	End of the Year Examinations (EYE)
	0%	15%	15%	70%

Other forms of assessments (Non-weighted)

•Reviews

•Use of Science notebook / Concept Mapping/Cartoons / Drawing / Reflections



Assessment Format (Standard) - EYE

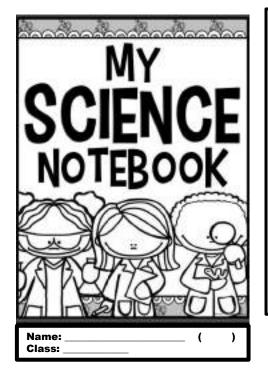
Booklet	Item Type	Number of questions	Number of marks per question	Weighting (%)
А	Multiple-choice	24	2	48
В	Open-ended	9-11	2-5	32
				80

- (a) Booklet A consists of **24 multiple-choice questions with 4 options**. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of **9-11 open-ended questions**. Each open-ended question carries 2,3,4 or 5 marks.

Students are required to answer all the questions in the 2 booklets. Duration of the paper is <u>1 hour</u>.



Reminders pasted in students' science notebook





WE ARE READY TO SERVE

Expectations of a Science Learner

- Bring your textbook, science notebook, booklet and be ready for lesson.
- While waiting for lesson to start, ensure all your textbook, notebook, booklet and pencil case are on the table; story book and handbook under the table.
 Read either your textbook, notebook or storybook. Remain seated.
- Write down the WALT in your Science Notebook for the day/week.
- During lesson, take down notes in your notebook. <u>THINK!</u>
 <u>Ask questions</u>. You may write down your questions in your notebook.
- · After lesson, reflect on what you have learnt.
- For your safety, follow all instructions of your teacher.
- Homework <u>must</u> be done after lesson and completed by the next lesson.
- · Put in your best effort in all you do.
- Do any other assignments given by your teacher on time. (e.g. SLS, activity, worksheets)









In school, we will be adopting a few strategies to support students' learning to make their thinking visible;

MAKING MEANINGFUL CONCEPTUAL

READ, READ, READ





Engage in discussion - TALK, WRITE

Encourage questioning and researching

Explore and **Experiment**

R

Revise early

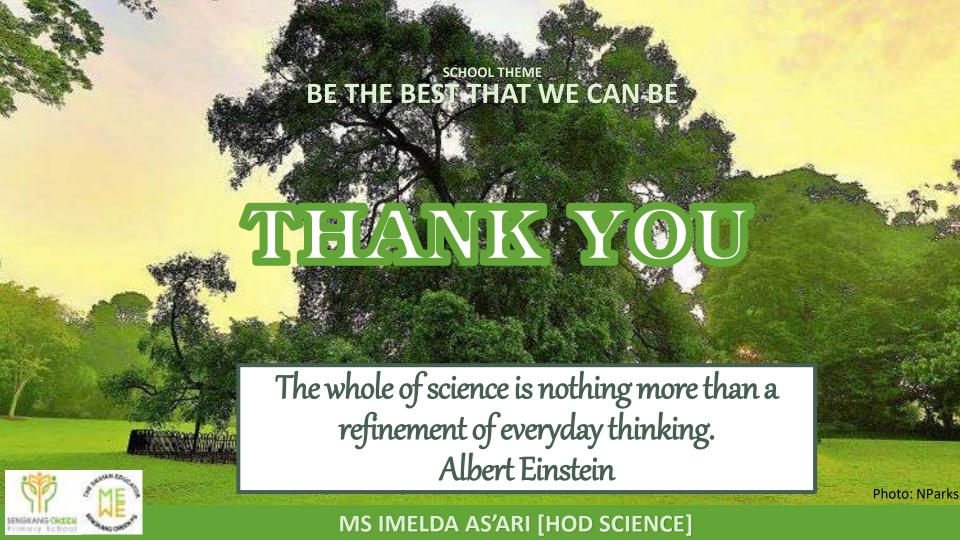
- Teach explicit process skills to analyse problems
- Apply answering techniques
- Work and communicate closely with your child's Science Teacher
- Support you child by planning a timetable and creating a positive learning environment

- Quiz your child on scientific facts and knowledge. Get them to explain the concepts. They can also use drawings and concept maps to elaborate on their ideas. Encourage them to use their <u>Science Notebook</u>!
- Get them to talk and make connections with the different themes and topics, especially the earlier topics to ensure they are able to articulate their thoughts.
 This helps them to remember these concepts better!
- Get them to reflect, analyse everyday phenomenon and interpret data and information.

For example:

- Tell me about the different groups of animals. What is the difference in the characteristics between reptiles and birds?
- Tell me about plants. How is the life cycle of plants different from animals?







曾思薇 母语部主任

学习母语容易及有趣

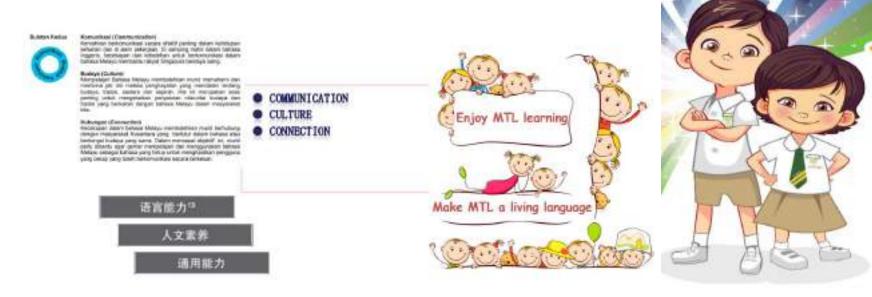
Learning Mother Tongue is joyful and easy

内容

- 乐学善用: 营造有利于母语应用与学习的环境
 - 学内活动与计划
 - 华文学习资源的信息
- 三年级课程要求
- 评估
- 如何帮助孩子学习华文

母语学习的目标

培养学生成为自信和有能力的母语使用者,让他们更深刻 地体会我们的文化根源,培养核心价值观



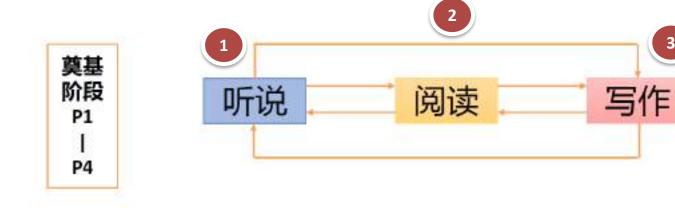


三年级课程要求

三年级课程有哪些要求?

从"听说带动"到"阅读促进"





三年级华文水平

阅读 能体会不同的语调:根据说话者的语气、 • 发音标准、吐字清晰 • 能发表看法, 并对他人的看法作出适当的 • 能有条理地说话 听出故事中的时间、地点、时间、事件、 能通过讨论完成话语任务

书面互 写作

> • 能提出问题,并对他人的提问作出适当的 书面回应

- 能使用适当的语气: 运用适当的陈述、疑 问、感叹和祈使的语气
- -语调自然, 语速适当: 说话时, 能使当地

- 能按照正确的格式 (如段落开头空两格) 进行写作
 - 能清楚、完整地叙述:根据图意和提示写
 - 能进行简单的描写:描写人物外表、动作、

• 能辨别不同的观点

语调变化理解华语的意思

评估项目



Level	Term 1	Term 2	Term 3	Term 4
Р3	_	测试 1	测试 2	年终考试
		Test 1	Test 2	EOY Exam
		15%	15%	70%

年终考试

试卷/时间	考査项目	考查方式
试卷一	看图写段 (Composition)	
	看图写段	开放式
	(字数不少于50)	
试卷二	语文理解与阅读理解 (Language Use)	•
	一、辨字测验	多项选择/填充
	二、词语选择	多项选择/填充
	三、看图选词	多项选择/填充
	四、词语搭配	多项选择/填充
	五、组句成段	多项选择
	六、仿写句子+ 扩写句子	开放式
	七、阅读理解(一)	多项选择
	八、阅读理解(二)	开放式
试卷三	听力 (Listening)	
	听力理解	多项选择
	(包括2-3题的听音选音节)	
试卷四	口试(Oral)	•
	朗读篇章	朗读
	看图说话	描述图意
02	会话 (与图片相关)	对话

14/2/2022



乐学善用

营造有利于母语应用与学习的环境

营造有利于母语应用与学习的环境





学内活动与计划

▶ 阅读计划 (第一至第四学段)

通过有系统的阅读计划(学生报刊、儿童文学、绘本以及班级图书)激发学生的阅读兴趣,让学生养成博览群书的好习惯。(每两周一次)

>母语双周 (第一至第四学段)

为了促进母语学习,希望学生多接触、了解华族文化,感受文化之美(例:戏剧欣赏、剪纸、书法等)。

学习资源





- 欢乐伙伴活动本
- 欢乐伙伴习字本
- 笔记
- 听写表
- 听写单



欢乐伙伴数码资源学习平台

- 新加坡学生学习平台 Singapore Student Learning Space
 - MOE Library





欢乐伙伴数码资源学习平台

- 新加坡学生学习平台 Singapore Student Learning Space
 - MOE Library



华文学习资源的信息



学生报刊

《新天地》



适合小学三年级至四年级学生阅读的报纸。

培养学生看报习惯的理想资源。内容配合学生的语文程度和阅读趣味, 印刷版包括缩写的新闻、活泼的漫画。

《新天地》- 与课文同步辅助教学的双周刊,配合老师课堂教学,学生课后强化辅助学习。

https://www.ezhishi.net/

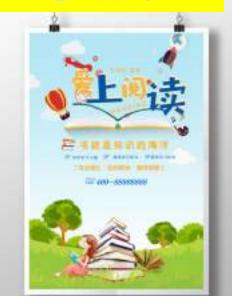
阅读材料类型



- 故事
- 童话故事
- 寓言故事
- 传说
- 图表
- 菜单

阅读是很重要的!







家长在孩子学习华文的过程中扮演什么角色?

一、成为孩子的学习动力

积极的态度

回应孩子

给予精神上 的支持 启动孩子学 习的动力

在欢乐中学习



二、成为孩子的好榜样



使用华文华 语

与孩子一同 学习



三、成为孩子学习的支援

提供学习 语文的资 源

从小处做 起

借助外来支援



如何帮助孩子学习华文

- 让孩子多识字,要在家里多阅读,增加阅读量。
- 家长多跟孩子用华语沟通,例如:谈谈在学校发生的事,谈谈对事件的感受。
- 让孩子多观看华文节目,如卡通片或电视剧。
- 培养孩子拿出课本来温习的好习惯。
- 家长可监督孩子完成作业,养成良好学习的习惯。



教师的要求

- 听写两周一次(星期二)
- 定期分发文件夹让学生带回家温习
- 准时提交作业
- · 每天在母语课利用5分钟时间阅读华文故事书
- 每个星期四和星期五在升旗礼前阅读华文故事书

P4 Higher Mother Tongue Languages

- Information Session for Parents
- 28 January 2022
- Sengkang Green Primary School



This presentation will cover

- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Rationale of Offering HMTL at P4
- Transition from existing programme
- Selection criteria
- Key features of P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P4 and other related issues

What is the Purpose of Offering HMTL?

Higher Mother Tongue Language (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, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

Sengkang Green will be offering HMTL from P4 onwards starting 2023

What is the Purpose of Offering HMTL?

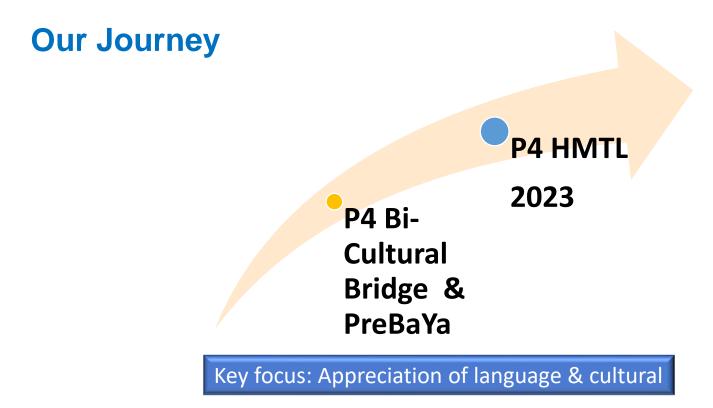
 This will allow more students to deepen their knowledge and appreciation for these languages and their cultures from an early age.

 "expose students to ethnic literature, help them develop higher-order thinking skills, and learn grammar and syntax through creative activities and games." (Second Minister for Education, Dr Mohamad Maliki Osman)



Rationale of Offering HMTL at P4

 To allow our P3 students to transit from P2 level, adjusting to having a new subject, Science and CCA.



• Transition from existing programme P4 Bi-Cultural Bridge and PreBaYa to P4 HMTL officially in 2023.

What is P4 Higher HMTLs?

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

It is not about taking HMTL to ace the MTL exam.

Evidence of students' performance throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

For P4 entry:

Students offering HMTL at P4 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.

Schools could consider using a set of qualitative descriptors (QDs) based on the Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency in addition to P3 end of year exam results.

Key Features of 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

<u>Literary-based text.</u> 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.

<u>Creative and fun-filled activities and games to teach language and cultural knowledge.</u> To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P4 level?

MOE recommends 2 additional periods per week

For HCL	For HCL, the textbook includes literary-based texts which would require two additional periods per week on every Fridays, 2.00pm to 3.00pm, to provide an enjoyable early experience to ethnic literature and cultural knowledge.
For HML or HTL	For HML and HTL at P4, school will adopt Banded class/ differentiated instruction in a mixed ability class/ after school.

How would assessment look like for HMTL at P4 level for my child?

HMTL at P4 will be reflected as a <u>non-weighted</u> <u>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.

The schools would also indicate your child' progress in HMTL in the Holistic Development Profile.

How will my child benefit from the offering of HMTL?

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.

Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. The offering of HMTL from P4-P5 is a parental option whereas the offering of HMTL at P6 is a school-based decision. You are strongly encouraged to discuss with the school which course best suits the need of your child.

If my child decides to discontinue with HMTL during P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P4, he/she should take HMTL for a whole year.

We will instil our students to demonstrate commitment so that they are able to benefit fully from the HMTL curriculum.

Partnering You

We will:

- Inform you of your child's progress regularly
- Provide ideas and suggestions to support your child's learning, where necessary
- Share strategies to engage your child in MTL learning at home in a fun and meaningful manner

Thank You



NFIDENTIAL 82

P3 Parent Engagement Session Malay Language

Kindly ensure that your audio is muted and your video is enabled to allow us to identify you throughout the session.

Recording of whole or any part of the engagement session using any form or medium is strictly not allowed.





Terkini Singapura Dunia Komentar Nadi Kampus Jelajah Gaya Hidup Hiburan Sukan Tonton Dengar -

SINGAPURA

Inggeris terus jadi bahasa utama pentadbiran, pengajaran, tapi Melayu kunci bagi dalami warisan, identiti

Walaupun bahasa Inggeris akan terus menjadi bahasa utama bagi pentadbiran, pengajaran dan perdagangan, bahasa-bahasa ibunda seperti Bahasa Melayu menjadi kunci untuk rakyat Singapura memahami dengan lebih mendalam lagi diri mereka sendiri serta warisan dan identiti mereka.



IRA MUSFIRAH

Diserbition: 06 Nov 2021 10:12FM Diservativani: 06 Nov 2021 10:12FM



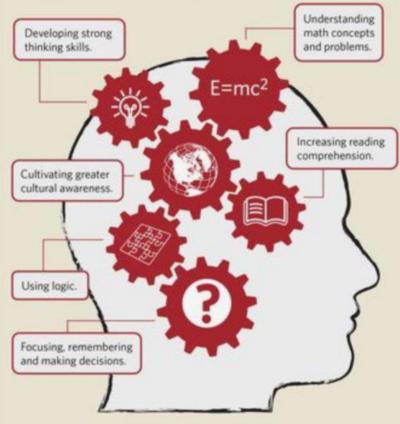








Research shows that bilingual people have an easier time with these key brain functions:



Mental Health

A multilingual brain is quicker, nimbler and more resistant to Alzheimer's and other forms of dementia.

Academic Performance

Students in dual language programs consistently outperform monolingual peers on state-mandated tests, regardless of demographic.

Preparation for the Future

Bilingual adults have several advantages over monolingual adults, including higher average salaries and greater career opportunities.

Language in the Brain

Research also shows that the brains of bilingual people are more developed in areas that organize and process speech.

Visi

Pengguna bahasa Melayu yang:

-cekap dan berkeyakinan

-menghargai budaya dan nilai





Pendekatan

Untuk menjadi pengguna bahasa Melayu yang cekap, murid perlu menguasai keenam-enam kemahiran bahasa, iaitu;

- Mendengar
- Bertutur
- Membaca
- Menulis
- Interaksi lisan
- Interaksi penulisan



Fokus Pelajaran

Level Focus P3					
Listening Skills	Mendengar dan membuat ramalan & kesimpulan.				
Speaking & Interactive Speaking Skills	 Menceritakan sesuatu perkara dengan jelas dan yakin dengan sebutan, intonasi dan gaya yang sesuai. Bertutur dengan menggunakan kosa kata dan ayat yang sesuai. Mengemukakan pendapat tentang sesuatu perkara dengan memberikan contoh yang sesuai. 				
Reading Skills	Membaca, memahami teks dan mengenal pasti idea utama.				
Writing & Interactive Writing Skills	 Menghasilkan sekurang-kurangnya 4 perenggan (P3 60pp) / (P4 100pp). Berutusan tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai (P4). 				
Attitudes	 Murid mempunyai sikap ingin membaca pelbagai genre teks. Murid dapat menilai hasil kerja kendiri. 				
Culture	Murid memahami dan berkongsi tentang adat budaya Melayu di dalam konteks sekolah.				



Rutin & Amalan Harian

- 1. Membaca secara kendiri selama 5 minit di awal kelas setiap hari
- 2. Latihan Ejaan/Imlak setiap Selasa
- Membaca Buku Teks & mengulang kaji Buku Nota



Penilaian

Term 1	Term 2	Term 3	Term 4
-	WA 15%	WA 15%	EYE 70%

WA = Weighted Assessment EYE= End of Year Examination



Penilaian-Penggal 4

Kertas	Komponen	Jenis Item	Jumlah Soalan	Markah
2	Penggunaan Bahasa dan Kefahaman			
	Imbuhan Peribahasa Melengkapkan Teks Kefahaman 1	MCQ MCQ FIB MCQ	5 4 5 4	10m 8m 10m 8m
	Kefahaman 2	Respons bebas	5	9m
	Jumlah			45m



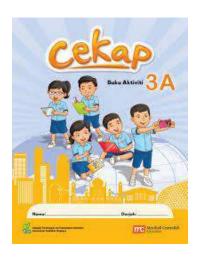
Penilaian-Penggal 4

Kertas	Komponen	Markah
3	Lisan	
	Bacaan Lantang	10m
	Penerangan Berdasarkan gambar	10m
	Perbualan berdasarkan gambar	10m
	Kefahaman Mendengar 10 soalan MCQ	10m



Bahan Pengajaran

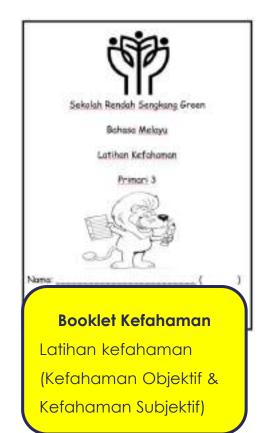
















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Sokongan Ibu Bapa





Gunakan bahasa Melayu

Mungkin penguasaan bahasa Melayu anda kurang balk. Namun, anda masih dapat membantu anak anda mempelajari bahasa Melayu. Gunakan bahasa Melayu ketika bertutur dengan anak anda.

Belajar bersama-sama anak anda

Jadilah contoh pengguna bahasa yang balk kepada anak anda. Tunjukkan kepada anak anda bahawa anda juga berminat untuk mempelajari bahasa Melayu.



Sediakan bahan-bahan untuk pembelajaran

Terdapat banyak bahan yang boleh digunakan untuk membantu anak anda mempelajari bahasa Melayu. Buku cerita dan mainan dalam bahasa Melayu tersedia di pasaran. Media massa seperti televisyen, radio, surat khabar dan maklumat di Internet juga dapat membantu anak anda mempelajari bahasa. Kebanyakannya dapat diakses melalui telefon bijak atau alat-alat yang boleh melayari Internet.

Mulakan dengan yang mudah dahulu

Galakkan anak anda bertutur dalam bahasa Melayu. Mulakan dengan langkah-langkah mudah seperti menetapkan masa selama sejam setlap hari untuk bertutur dalam bahasa Melayu. Secara beransur-ansur, tingkatkan masa dan penggunaan bahasa Melayu.



Teroka program yang dikelolakan

Libatkan anak-anak anda dengan program-program bahasa Melayu yang dianjurkan oleh kelab masyarakat. Pendedahan dalam acara-acara ini dapat membantu anak-anak anda meningkatkan minat dan penguasaan bahasa Melayu.

Lelaman web yang menggalakkan penggunaan bahasa dan budaya Melayu

https://www.mtl.moe.edu.sg/ecekap/

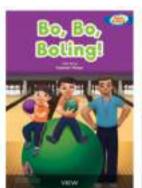
A website to access the ICT resources used in the teaching and learning of Malay Language in school.

https://mllpc.sg/

A website that shares various suggested activities to encourage use of Malay Language.











Markeys Hatima

Ho, Str. Switzer

Tenierra Rosella

App yang terdapat di telefon bijak

- 1. Aplikasi Pintar Peribahasa Aplikasi yang memberikan peluang kepada murid untuk mempelajari peribahasa.
- 2. Aplikasi Pintar Kata Aplikasi yang memberikan peluang kepada pelajar untuk belajar sambil bermain kekata.
- 3. Aplikasi Legenda Singapura Aplikasi yang memberikan peluang kepada pelajar untuk belajar



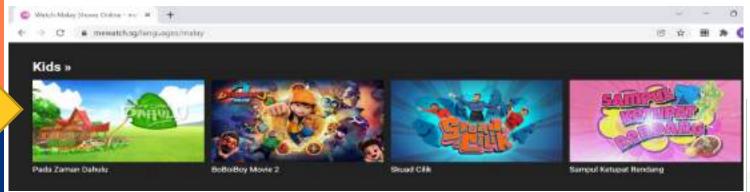






Rancangan untuk pelajar







National Library Board

Bacaan Pilihan Untuk Kanak-Kanak Berumur 7 - 12 Tahun



Selamat Pagi Cikgu! Didik 01

Penulis: Tadatada

Penerbit: Kuala Lumpur: Gaya Unggul Resources, 2014

Nombor Panggilan: J 500 TAD

Ringkasan: Apabila cuaca cerah, kita mendongak memandang langit biru yang luas terbentang. Namun, cahaya matahari terik membuatkan kita berpeluh. Langit biru? Peluh? Situasi biasa yang sering terjadi. Tahukah adik-adik kenapa kejadian sedemikian berlaku?

National Library Board

Bacaan Pilihan Untuk Kanak-Kanak Berumur 7 – 12 Tahun



Si Pencuri Ketawa : Kisah di Dalam Taman di Persisiran

Penulis: Rilla Melati Bahri

Penerbit: Singapura: Mini Monsters Nombor Panggilan: J SING RIL

Ringkasan: Selamat datang ke dunia Mini Moni Makhluk-makhluk comel yang hanya setinggi tiga biji jambu bertingkat. Mereka tinggal di tempat yang sangat istimewa dalam Taman di Persisiran. Mereka berlima gemar berkawan dan bermain dengan kanak-kanak. Kali ini, ada sesuatu yang berlaku di taman permainan. Semua kanak-kanak yang sedang riang gembira tiba-tiba berhenti ketawal Siapa pencuri ketawa? Apa akan terjadi jika semua kanak-kanak ini tidak boleh ketawa lagi?

Kegiatan anjuran pertubuhan lain



Follow us on:







P4 Higher Mother Tongue Languages

- Information Session for Parents
- 28 January 2022
- Sengkang Green Primary School



This presentation will cover

- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Rationale of Offering HMTL at P4
- Transition from existing programme
- Selection criteria
- Key features of P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P4 and other related issues

What is the Purpose of Offering HMTL?

Higher Mother Tongue Language (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, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

Sengkang Green will be offering HMTL from P4 onwards starting 2023

Rationale of Offering HMTL at P4

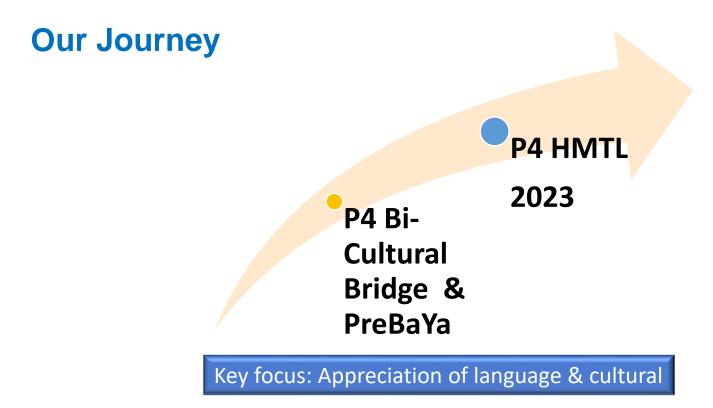
 To allow our P3 students to transit from P2 level, adjusting to having a new subject, Science and CCA.

What is the Purpose of Offering HMTL?

 This will allow more students to deepen their knowledge and appreciation for these languages and their cultures from an early age.

• "expose students to ethnic literature, help them develop higher-order thinking skills, and learn grammar and syntax through creative activities and games." (Second Minister for Education, Dr Mohamad Maliki Osman)





• Transition from existing programme P4 Bi-Cultural Bridge and PreBaYa to P4 HMTL officially in 2023.

What is P4 Higher HMTLs?

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

It is not about taking HMTL to ace the MTL exam.

Evidence of students' performance throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

For P4 entry:

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3

Key Features of 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

<u>Literary-based text.</u> 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.

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How are lessons carried out for HMTL at P4 level?

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Q&A





Head of Department, Mother Tongue	Mdm Claire Chan	chan_si_wei@moe.edu.sg
Subject Head,	Mdm Norashikin	norashikin_abdul_hamid@
Malay Language	Bte Abdul Hamid	moe.edu.sg







PARENT ENGAGEMENT SESSION

Kindly ensure that your audio is muted and your video is enabled to allow us to identify you throughout the whole session.

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திருவாட்டி சுகுணா கோபிநாதன் தமிழ்மொழி ஒருகிணைப்பாளர்

Learning Mother Tongue is joyful and easy

தாய்மொழி கற்றல் **இன்பமாகவும்** சுலபமாகவும் உள்ளது.

தாய்மொழி கற்பதற்கும் அதைப் பயன்படுத்துவதற்கும் ஏற்ற வகுப்பு சூழல் அமைத்துள்ளோம்.

தாய்மொழி கற்றலின் இலக்குகள்

தன்னம்பிக்கையும் மற்றவருடன் தயக்கமின்றிக் கருத்தைப் பரிமாறிக்கொள்ளும் திறனையும் கொண்டிருப்பவராக இருத்தல்.

தமிழர் கலை, பண்பாடு மற்றும் விமுமியங்களைப் பாராட்டுபவராக இருத்தல்.





தாய்மொழியை வாழும் மொழியாக்குவோம்!

பாட நோக்கம்

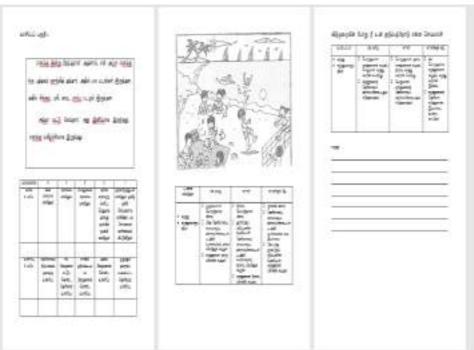
Level Focus P3

Listening Skills	பனுவல்களைக் கேட்டுத் தங்கள் புரிந்துணர்வை மெய்ப்பாடு வழியாகவும், பேச்சுத்தமிழ் வழியாகவும், எழுத்து வழியாகவும் வெளிப்படுத்துவர்.		
Speaking & Interactive Speaking Skills	 தன்னம்பிக்கையுடன் தெளிவாகவும், சரளமாகவும் பொருத்தமான தொனியில் பேசுவர். ஏற்ற சொல்லாட்சி மற்றும் முழுமையான வாக்கியங்களில் பேசுவர். சொந்த கருத்துகளை உதாரணங்களுடன் பதிலுரைப்பர். 		
Reading Skills	பொருள் விளங்குமாறு படித்து, முக்கிய கருத்துகளை அடையாளங் காணுவர்.		
Writing & Interactive Writing Skills	 3 அல்லது 4 பத்திகள் (P3 40 சொல்லளவு) மற்றவருடன் முறையாகப் பரிமாறிக்கொள்ள ஏற்ற சொற்களைப் பயன்படுத்துதல். 		
Attitude	 பல்வகை நூல்களைப் படிக்க வேண்டும். மாணவர்கள் சுயமதிப்பீடு செய்வர். 		
Culture	மாணவர்கள் தமிழர் பண்பாட்டைப் புரிந்துகொண்டு பள்ளி சூழலில் பகிர்ந்துகொள்வர்.		

கற்றல் கற்பித்தலுக்காகப் பயன்படும் நூல்கள் மற்றும் வளங்கள்







பள்ளி சார்ந்த நடவடிக்கைகள்

🗲 வாசிப்பு (வருடம் முழுவதும்)

பாடத்திட்டத்தில் புகுத்தியுள்ளோம். இரண்டு வாரத்திற்கு ஒருமுறை நடவடிக்கைகள் இடம்பெறும். எ.டு. ஜிக்ஸா, குறுக்குப்புதிர், நாடகம் நடித்தல்.

பள்ளி சார்ந்த நடவடிக்கைகள்

இருவாரத் தாய்மொழி நடவடிக்கைகள் — MT Fortnight ஒவ்வொரு நிலையிலும் மாணவர்கள் பாரம்பரியம் அல்லது கலாச்சாரத்தையொட்டிய நடவடிக்கைகளில் ஈடுபடுவார்கள்.

மதிப்பீடு



Level	Term 1	Term 2	Term 3	Term 4
Р3	_	Test 1	Test 1	EOY Exam
		15%	15%	70%

மதிப்பீடு

நேரம்	தலைப்பு	வினா வகை	வினா எண்ணிக்கை
40 நி	கட்டுரை - 4 படங்களுக்கு 40 சொற்களுக்குக் குறையாமல்	சுயவிடை	1
1 மணி	மொழி பயன்பாடும் கருத்தறிதலும்		
	மூவிடப்பெயரும் வினையும்	MCQ	5
	செய்யுள்	MCQ	4
	காலங்கள்	MCQ	5
	முன்னுணர்வு	FIB	4
	கருத்தறிதல் 2	சுயவிடை	5

மதிப்பீடு

தாள்	தலைப்பு	வினா வகை	வினா எண்ணிக்கை
3	கேட்டல்		
	2-3 பனுவல்கள்	MCQ	10
4	வாய்விட்டு வாசித்தல்		10
	பட உரையாடல்	சுயவிடை	
	- படத்தைப் பற்றி விவரித்தல்		10
	- படத்தையொட்டி		10
	உரையாடல்		

எங்கள் எதிர்பார்ப்பும் வேண்டுகோளும்...

- ஒவ்வொரு நாளும் வகுப்பின் தொடக்கத்தில் 5 நிமிடங்கள் சுயமாக வாசிப்பார்கள்.
- வியாழன், வெள்ளிக்கிழமைகளில், கொடியேற்றத்திற்கு முன் மாணவர்கள் தாய்மொழி கதைப்புத்தகம் வாசிப்பார்கள்.

எங்கள் எதிர்பார்ப்பும் வேண்டுகோளும்...

- பாடப்புத்தகத்தையும் குறிப்பேட்டையும் கொண்டுவரவேண்டும்.
- வீட்டில் அவர்கள் பாடநூல், குறிப்பேடு, செய்யுள், சொல்வதெழுதுதல் எடுத்துப் படித்த ஊக்குவியுங்கள்.
- வீட்டுப்பாடம் மாணவர்
 கையேட்டைப் பார்க்கவும்.

பெற்றோருக்கான குறிப்பு

மகிழ்ச்சியான சூழலை உருவாக்குங்கள்.

பிள்ளைகளுடன் தமிழில் பேசுங்கள். தமிழ்ப்பால் உள்ள ஆர்வத்தை பிள்ளைகளுடன் பகிர்ந்துகொள்ளுங்கள்

ஊக்கம் அளிப்பவர்

பெற்றோருக்கான குறிப்பு

தமிழ் கதைப் புத்தகங்களை வாசியுங்கள்.

பிள்ளைகள் உங்களைக் கவனிக்கிறார்கள்.

இரவில் பிள்ளைகளுக்கு வாசியுங்கள்

முன்மாதிரி

பெற்றோருக்கான குறிப்பு

நூலகம், அரும்பொருளகம், இந்திய மரபுடைமை மன்றம்

கற்றல் சூழலை அமைத்துக் கொடுங்கள் நிகழ்ச்சி/போட்டியில் பங்கெடுங்கள் ஊக்கமளியுங்கள்

வழிநடத்து னர்

P4 Higher Mother Tongue Languages



This presentation will cover

- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Rationale of Offering HMTL at P4
- Selection criteria
- Key features of P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P4 and other related issues

What is the Purpose of Offering HMTL?

Higher Mother Tongue Language (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, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

Sengkang Green will be offering HMTL from P4 onwards starting 2023

What is the Purpose of Offering HMTL?

- This will allow more students to deepen their knowledge and appreciation for these languages and their cultures from an early age.
- "expose students to ethnic literature, help them develop higher-order thinking skills, and learn grammar and syntax through creative activities and games." (Second Minister for Education, Dr Mohamad Maliki Osman)



Rationale of Offering HMTL at P4

 To allow our P3 students to transit from P2 level, adjusting to having a new subject, Science and CCA.

What is P4 Higher HMTLs?



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

It is not about taking HMTL to ace the MTL exam.

Evidence of students' performance throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

For P4 entry:

Students offering HMTL at P4 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.

Schools could consider using a set of qualitative descriptors (QDs) based on the Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency in addition to P3 end of year exam results.

Key Features of 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

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

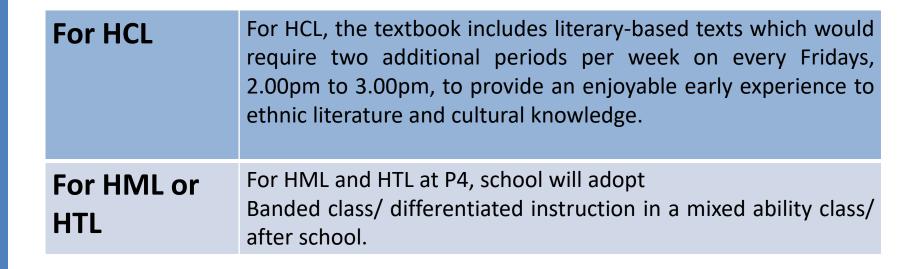
Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

<u>Creative and fun-filled activities and games to teach language and cultural knowledge.</u> To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P4 level?

MOE recommends 2 additional periods per week



How would assessment look like for HMTL at P4 level for my child?

HMTL at P4 will be reflected as a <u>non-weighted</u> <u>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.

The schools would also indicate your child' progress in HMTL in the Holistic Development Profile.

How will my child benefit from the offering of HMTL?

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.

Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. The offering of HMTL from P4-P5 is a parental option whereas the offering of HMTL at P6 is a school-based decision. You are strongly encouraged to discuss with the school which course best suits the need of your child.

If my child decides to discontinue with HMTL during P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P4, he/she should take HMTL for a whole year.

We will instil our students to demonstrate commitment so that they are able to benefit fully from the HMTL curriculum.

Partnering You



We will:

- Inform you of your child's progress regularly
- Provide ideas and suggestions to support your child's learning, where necessary
- Share strategies to engage your child in MTL learning at home in a fun and meaningful manner



Thank You



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