

P4 English Language, Mathematics & Science Subject Information for Parents



SENGKANG GREEN
Primary School



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English Language Curriculum & Expectations



The English Department aims to develop ***confident*** and ***proficient*** users of the language who have ***strong foundation*** in and ***love*** for the English Language.

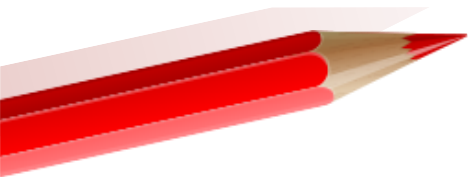
We look forward to working with you to develop your child's interest in learning English.



Aims of Primary English



- Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English from print, non-print and digital networked sources
- Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures



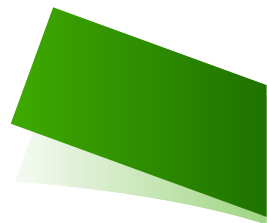
SKILLS

Reading

Writing

Speaking

Listening

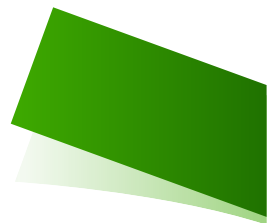
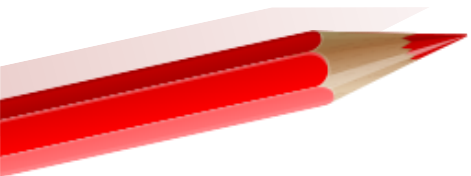


Aims of Primary English



Grammar & Vocabulary

- Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact
- Use English with impact, effect and affect



P3 Level Focus

Reading

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

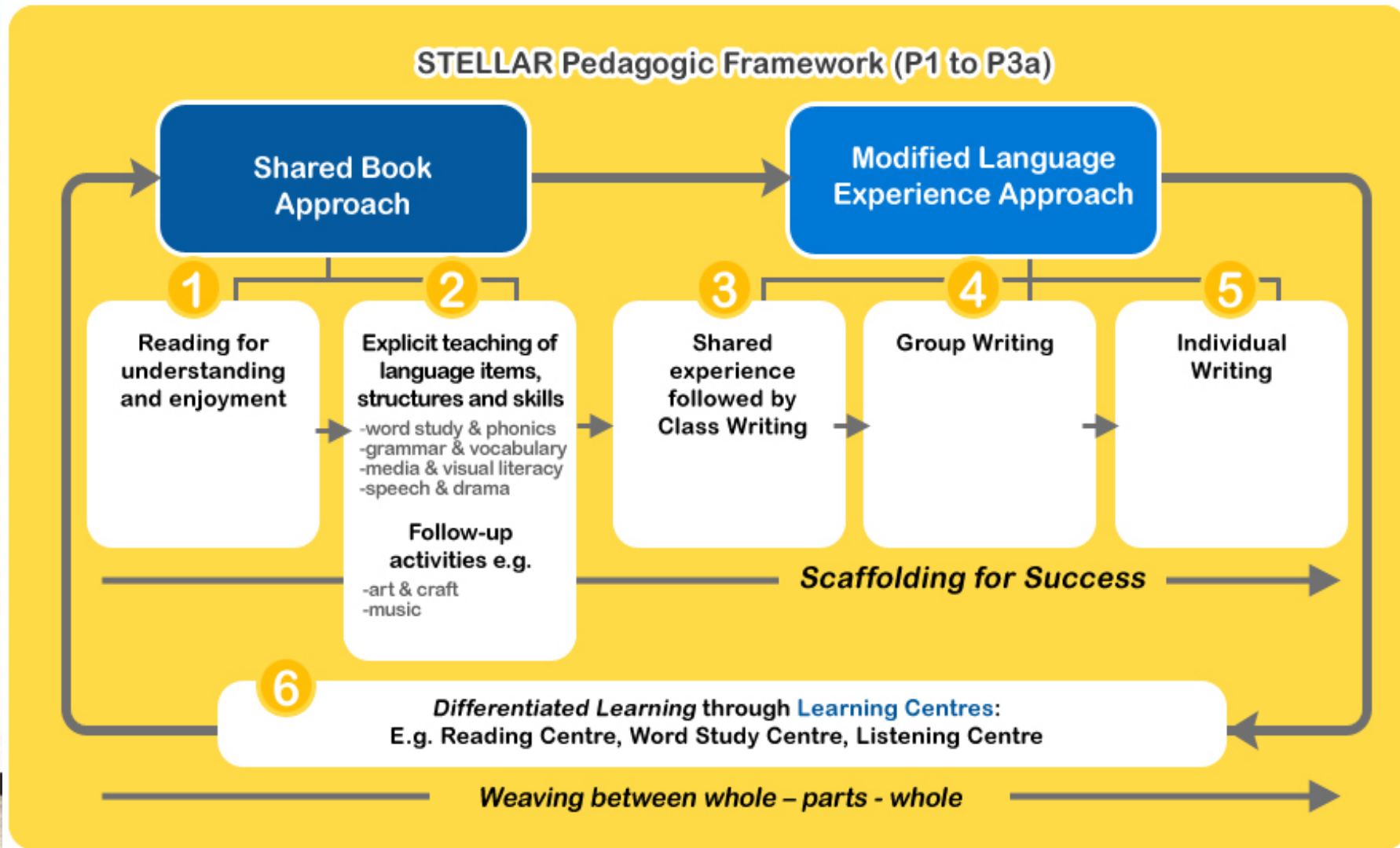
Writing

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

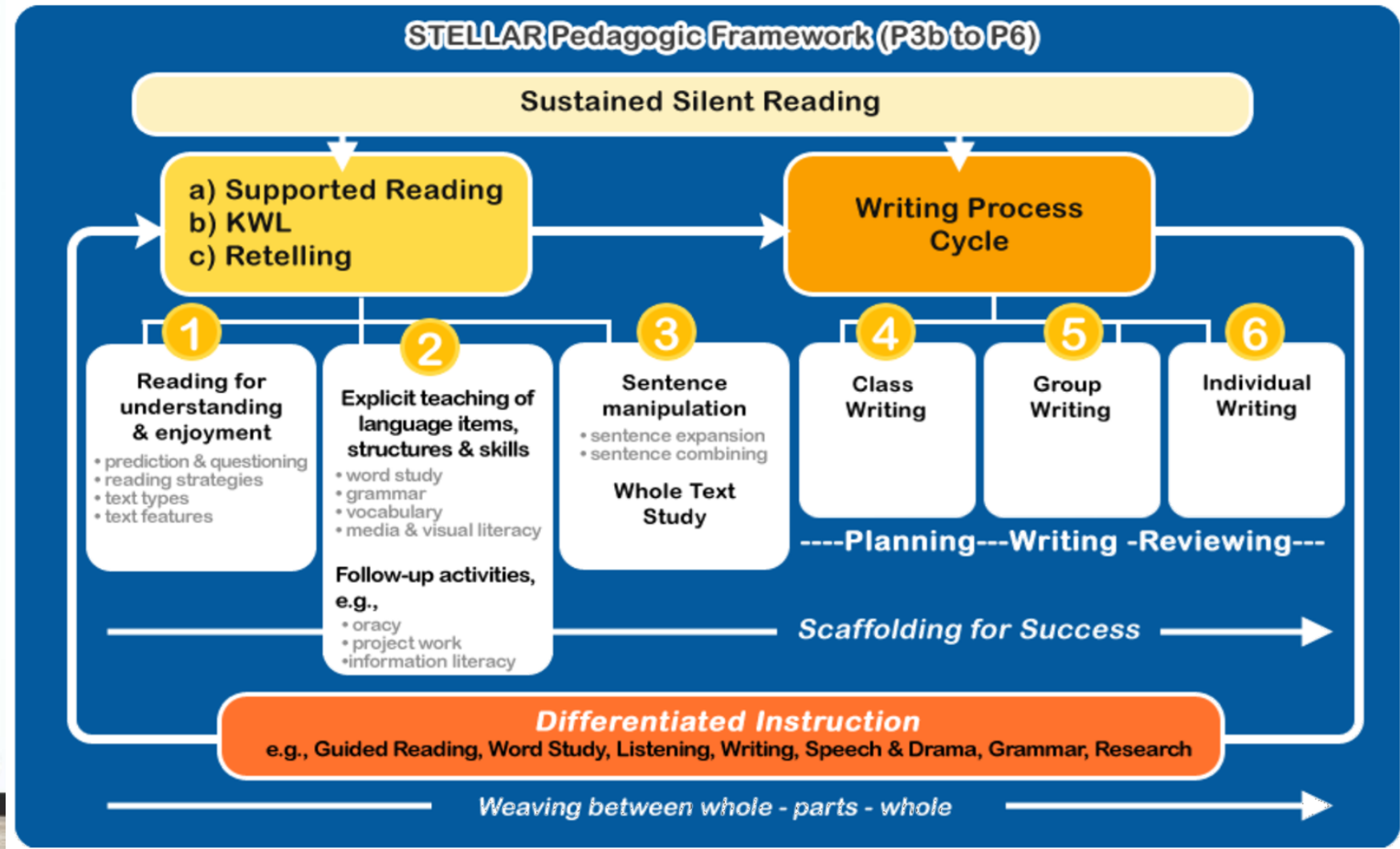
Speaking & Listening

- 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

How We Teach English (Semester 1)

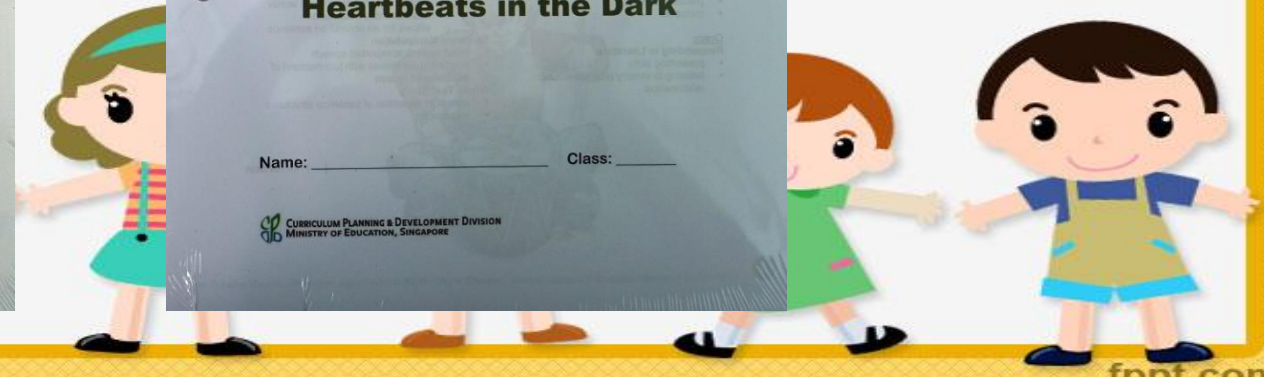
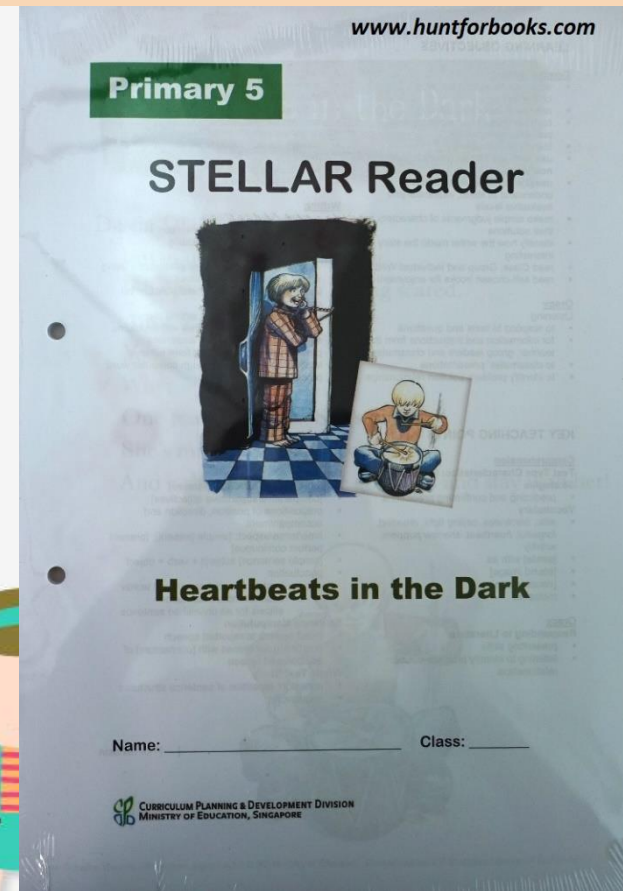
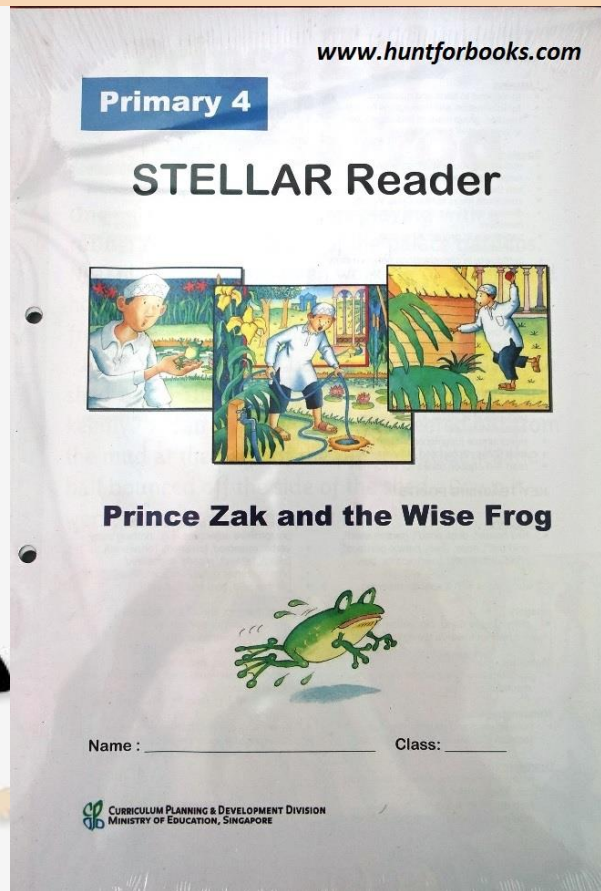


How We Teach English (Semester 2)



STELLAR Programme

Supported Reading (SR)



STELLAR Programme

Retelling (RT)

- ❖ reading comprehension strategy for narrative texts
- ❖ recall of events/information, main points and characters
- ❖ actively make meaning of texts and share their understanding with their peers



STELLAR Programme




Know - Want to know - Learnt (KWL)

- ❖ mainly for non-fiction texts such as information reports
- ❖ helps pupils to extract information and relate it to what they already know about the topic
- ❖ enables pupils to distinguish between main ideas and details



STELLAR Programme

Know - Want to know - Learnt (KWL)

K <small>NOW</small>  Before Reading	W <small>ANT TO KNOW</small>  Before Reading	Name: _____  L <small>EARNED</small> After Reading



STELLAR Programme

Writing Process Cycle (WPC)

Class writing (CW)
Group writing (GW)
Individual writing (IW)

Core Text	CW	GW	IW
Leatherback Turtles (P4 Unit 11) Information text	White Tigers	Endangered Animals	Endangered or Extinct Animals

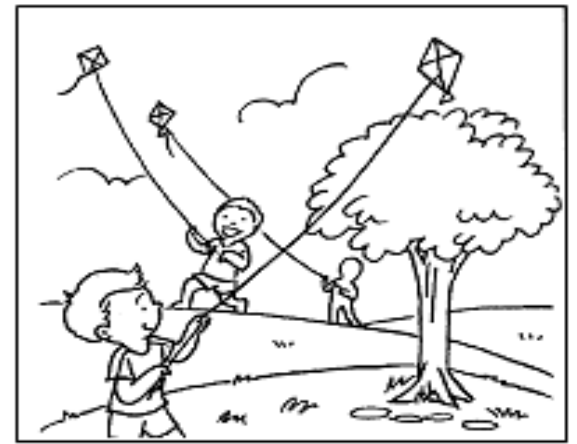


Writing Skills

Writing Task

Look carefully at the pictures below. Write a composition of at least 100 words about a painful experience.

The pictures are provided to help you think about this topic. Your composition should be based on all of these pictures.



STELLAR – Unit Lesson Plan

Part 1

1. **Sustained Silent Reading**
2. **Setting a Purpose, Introducing the text and Reading (K, W)**
3. **Post-reading Activity (L)**
4. **Conclusion**

Part 3

1. **Sustained Silent Reading**
2. **Sentence Manipulation – expanding / combining sentences**
3. **Whole Text Study**

Part 2

1. **Sustained Silent Reading**
2. **-Follow-up Activities
-Information Literacy / Oracy**

Part 4, 5, 6

1. **Sustained Silent Reading**
2. **Writing Process Cycle – CW, GW, IW**



How parents can help to support their children's learning of EL?

Cultivate a reading habit. Go to the library together.

Encourage your child to read in his/her mother tongue language.

Place many books, magazines and newspapers visibly around your home.

Talk to your child about what he/she is reading.

Share what you have read with your child verbally.



How parents can help to support their children's learning of EL?

Revise together
Get him/her to “teach” you
what he has learnt.

Note down important key
points

- ✓ Each night, your child should take out his/her notes and test himself/herself on the topics he/she has learnt for the day.

School-based Weighted Assessment

Term 1	Term 2	Term 3	Term 4
Test 1	SA1	Test 2	SA2
<u>Other forms of assessment (Non-Weighted)</u> Oral Presentation (EPW), Reader's Theatre			



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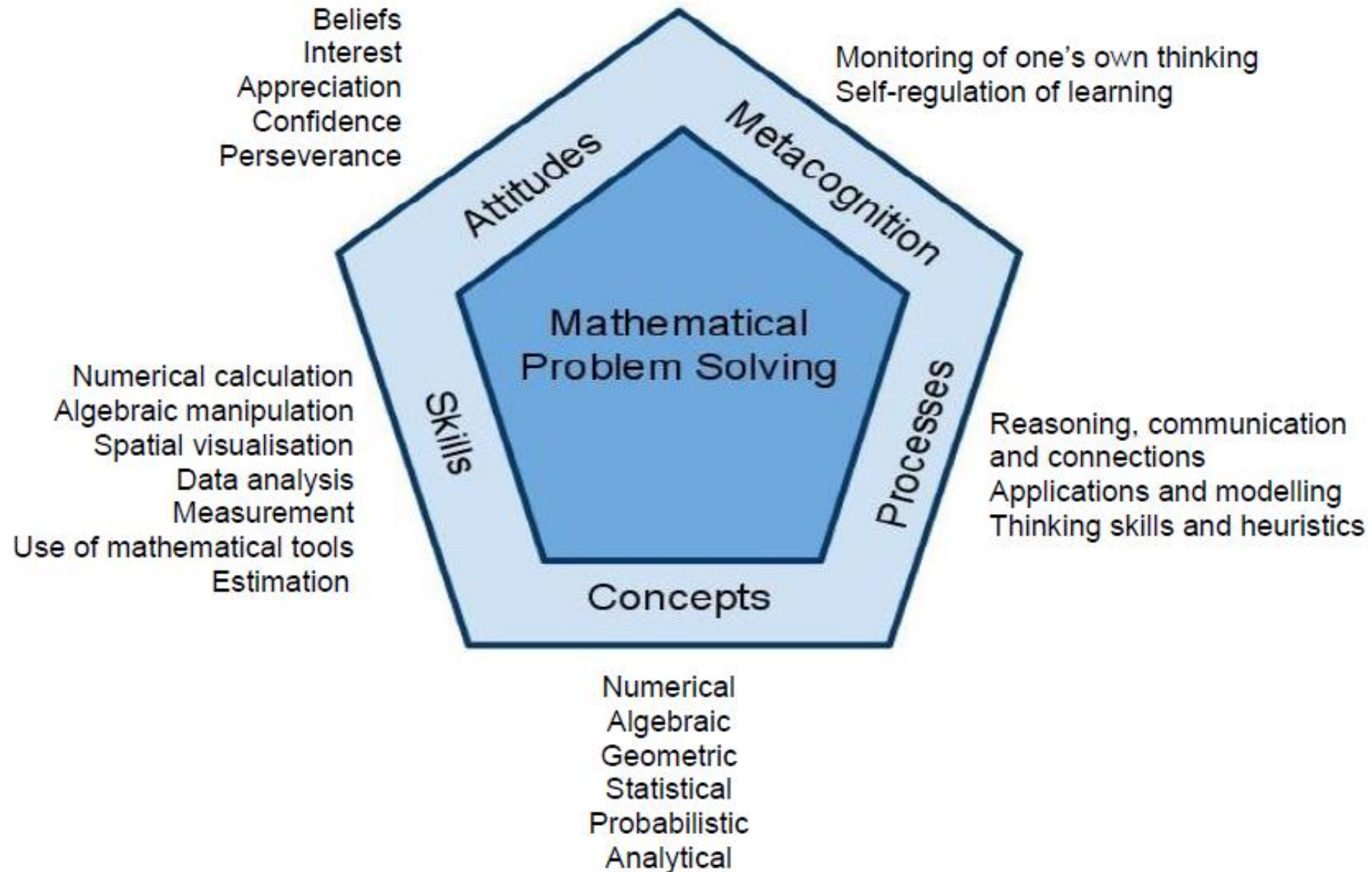
PRIMARY 3 MATHEMATICS

28 February 2020

Vision

Every SKGian is a **Confident** and **Effective Problem Solver**

MOE Mathematics Curriculum Framework



Spiral Mathematics Curriculum

Primary 1

Whole Numbers

Measurement

Geometry

Data
representation &
interpretation

Money

Primary 2 & 3

Whole Numbers

Measurement

Geometry

Data
representation &
interpretation

Money

Fractions

Primary 4

Whole Numbers

Measurement

Geometry

Data
representation &
interpretation

Decimal

Fractions

Primary 5

Whole Numbers

Measurement

Geometry

Data
representation &
interpretation

Decimal

Fractions

Percentage

Ratio

Rate

Primary 6

Whole Numbers

Measurement

Geometry

Data
representation &
interpretation

Decimal

Fractions

Percentage

Ratio

Speed

Algebra

22

22

Aims of Primary Mathematics Education

To enable students to:

- Acquire mathematical concepts and skills for everyday use and continuous learning in mathematics.
- Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving.
- Build confidence and foster interest in mathematics.

Content Strands in Mathematics Syllabus

Number & Algebra	Measurement & Geometry	Statistics
<ul style="list-style-type: none">• Whole Numbers• Fractions• Decimals• Percentage• Ratio• Rate and Speed• Algebra	<ul style="list-style-type: none">• Measurement<ul style="list-style-type: none">○ Length, Mass and Volume (of Liquid)○ Time• Area and Volume<ul style="list-style-type: none">○ Area and Perimeter○ Volume of Cube and Cuboid○ Circles• Geometry<ul style="list-style-type: none">○ Angles○ Triangles○ Quadrilaterals○ Nets	<ul style="list-style-type: none">• Data Representation and Interpretation<ul style="list-style-type: none">○ Tables, Bar Graphs and Line Graphs○ Pie Charts• Data Analysis<ul style="list-style-type: none">○ 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

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
Skills	Acquire factual and procedural fluency for multiplication and division Acquire procedural fluency for addition and subtraction of fractions
Processes	Apply mathematical reasoning and communication Acquire the proficiency in using model method for problem solving [comparison, unitary, Guess & Check]
Attitudes	Develop the confidence in solving 2-step problems
Metacognition	Develop from 'Aware' learners to ' Strategic ' learners <ul style="list-style-type: none">• '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.

Teaching Approach



- Concrete-Pictorial-Abstract (CPA) approach
- Lessons involve **hands-on activities** with the **use of concrete manipulatives** and **pictorial representations** to help students create meaning of **abstract concepts**.

Resources

- Targeting Math Textbook and Workbook
- Math Worksheets
- Process Skills Booklet 1 and 2
- Math Notebook
- Math Black File
- Student Learning Space (SLS)

P3 School-Based Weighted Assessments (2020)

Term 1	Term 2	Term 3	Term 4
• Test 1	• Test 2	• Test 3	• Semestral Assessment
10%	15%	15%	60%

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

SCHOOL EXAMINATION FORMAT

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

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

Parents as partners-in-education

- Work and communicate closely with your child's Maths Teacher
- Inculcate positive work habits and attitudes, e.g. Practise daily. Remind your child to show proper and detailed working steps and to check for accuracy
- Develop your child's time management skills.
- Ensure that your child has the necessary writing and mathematical tools, e.g. 2B pencil and ruler.
- 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'.
- Get your child to explain certain concepts or how he/she is able to solve the problem. Articulating the strategy helps your child to develop clarity in his/her thinking.
- 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.

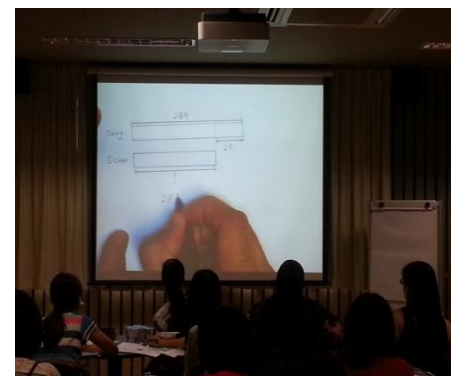
Mini Test / Semestral Assessment

- Pencil and paper tests.
- To assess pupils on the learning objectives that have been taught in class.
- The breadth of assessment will increase as pupils progress further into the year as they master more concepts and skills.



Math Events

- Math Carnival Day (P1, P2, T2W10)
- Math Trail (P3, P4, date TBC)
- Parents Workshop (P1 to P4, T1W6)





SENGKANG GREEN
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PRIMARY 3 SCIENCE

Learning **Science** in Primary School



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



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



Science are expected to ..

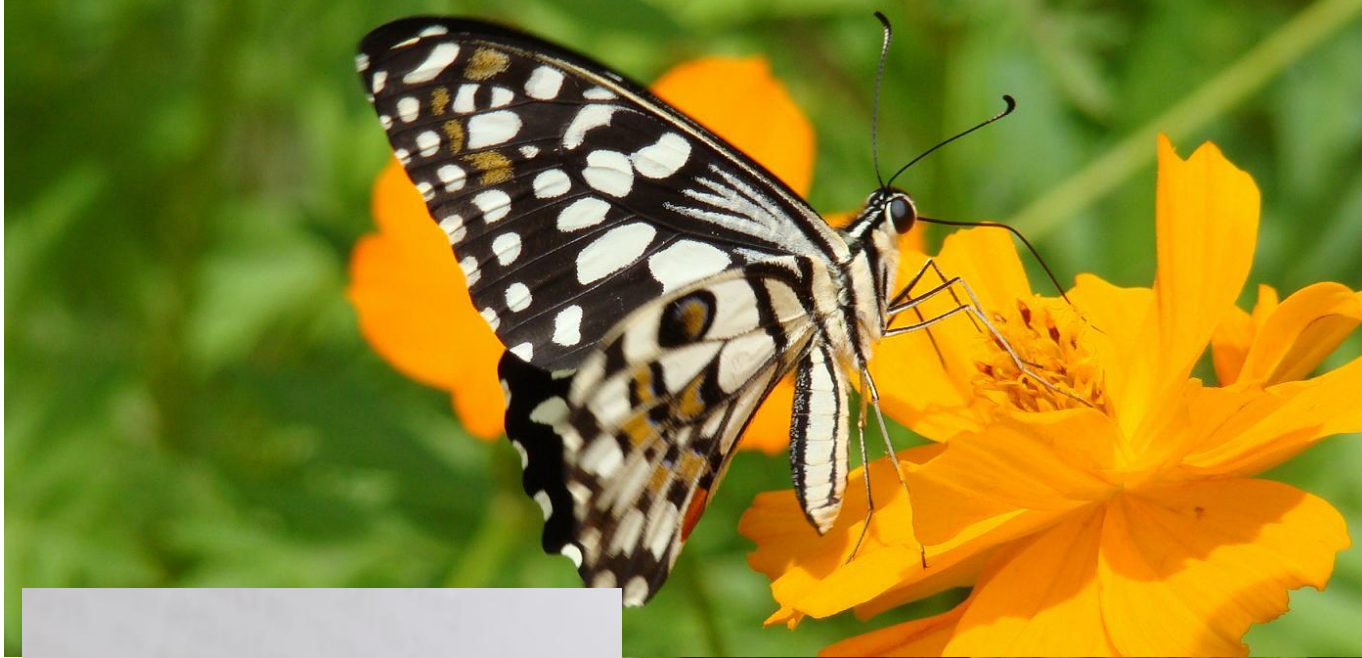
The processes expected of the students are :

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

Skills expected of the students are :

- ✓ **Observing and using apparatus**
- ✓ **Reasoning** and making meaning of information and evidence through – **comparing, classifying, inferring, analysing**, evaluating
- ✓ **COMMUNICATING** – presenting information in written, verbal, pictorial, tabular, graphical forms





How You can **Support Your Child**

- ✓ Get them to **talk and make connections** with every day phenomenon to ensure they are able to articulate their thoughts. **This helps them to remember these concepts better!**
- ✓ Quiz your child on **scientific facts and knowledge** from the textbook. Allow them to explain the concepts. They can also use **drawings and concept maps** to elaborate on their ideas.
- ✓ Encourage them to use the **Science Notebook!**
- ✓ Get them to **analyse every day phenomenon** and **interpret data and information.**
For example:
 - *Look around you and tell me which groups of living things do they belong to.*
 - *Tell me the difference between the life cycle of the plants and animals.*



Primary **Science** Syllabus



	Life Science	Physical Science
Diversity	Diversity of Living Things (Term 1) and Non-Living Things (Materials) (Term 3)	
Cycles	Life Cycles of Plants (Term 2) and Animals (Term 1)	-
Systems	Plant System (Term 2) Digestive System	Matter
Interactions	-	Magnets (Term 4)
Energy	-	Heat Light
P3 Topics P4 Topics		

Primary 3 Level Focus



Domains	Learning Outcomes
Knowledge Understanding Application	To appreciate the links between different themes/topics and allow the integration of scientific ideas: <ul style="list-style-type: none">The importance of maintaining diversity. Organising the great variety of living & non-living things to better understand the world. (Diversity)
Skills and Processes	To develop conceptual knowledge and integrate skills and processes to inquire things and phenomena: <ul style="list-style-type: none">Using our senses to gather information about objects or eventsIdentifying similarities and differences between two or more objects, concepts or processesGrouping objects or events based on common characteristicsInterpreting or explaining observations or pieces of data or information
Ethics and Attitudes	<ul style="list-style-type: none">To develop the desire for curiosity to explore the environment and question what they findTo show care and concern for living things and awareness of the responsibility they have for the quality of the environment
Programmes <ul style="list-style-type: none">P3 Experience Project Work (EPW)P3 iDiscovery Day	

School-Based Weighted Assessment



TERM 1	TERM 2	TERM 3	TERM 4
Performance Task 1	Semestral Assessment 1	Performance Task 2	Semestral Assessment 2
Other forms of assessment (Non-Weighted) Review Exercises, Drawings, Concept Mapping, Reflections			

How You can Support Your Child

4Es

Engage in discussion - TALK, WRITE

Encourage questioning and researching

Explore and Experiment

R

Revise previous P3 topics early



How You can Support Your Child

Encourage their interests in Science

Websites

- National Geographic Kids
(<https://kids.nationalgeographic.com/>)
- Bill Nye (<https://www.billnye.com/>)
- Kids Sites
(<http://www.kidsites.com/sites-edu/science.htm>)
- How Stuff Works (<https://www.howstuffworks.com/>)
- Science News for Students (<https://www.sciencenewsforstudents.org/>)

Enjoy the science learning journey with your child!



**The most important attitude
that can be formed is that
desire to go on learning
– John Dewey**



Thank you