An Innovative School
where Inspiring Educators
nurture Future-ready Leaders with Values
Future-ready Leaders with Values

Are grounded in values, self-directed in their learning and serve the community.
Discover
We Respect Ourselves

Kindness
We Respect Others

Care
We Respect This Place
Yuma Soerianto, who was the youngest attendee of Apple's worldwide developer conference in San Jose last year, loves to code and wants to impact the world.

While many 10-year-olds do not have a clue of what they want to do in life, Singapore-born Yuma Soerianto has already built six iOS apps that can be found on Apple’s App Store.

Article from the Straits Times 10 Jan 2018
When given a choice between being right or being kind.
Nothing can dim the light which shines from within

-Maya Angelou
Discover

We Respect Ourselves

Kindness

We Respect Others

Care

We Respect This Place
Future-ready Leaders with Values

Are grounded in values, self-directed in their learning and serve the community.

Responsibility

• Responsible for recording their daily homework in their Student Diary
• Responsible for packing their school bags daily
• Responsible for their own learning
An Innovative School

Provides a safe and conducive learning environment with opportunities for exploration, collaboration, creativity and personal growth of students and staff.
Watch Me Soar@NCPS

<table>
<thead>
<tr>
<th>Applied Learning</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computational Thinking</strong></td>
<td><strong>Leadership</strong></td>
</tr>
<tr>
<td>EXPERIENTIAL STAGE: Creating (designing &amp; making) &amp; Debugging (finding &amp; fixing errors)</td>
<td>NCPS 6 Habits</td>
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<tr>
<td>ICT Skills</td>
<td>Lifelong skills</td>
</tr>
<tr>
<td>▪ Idea Garden</td>
<td>▪ I am in charge!</td>
</tr>
<tr>
<td>▪ Coding using Micro:bit and Kodu</td>
<td>▪ I set Goals!</td>
</tr>
<tr>
<td>▪ 3D-Tronics</td>
<td>▪ I Prioritise!</td>
</tr>
<tr>
<td>Cyber Wellness</td>
<td>▪ I believe everyone can win!</td>
</tr>
<tr>
<td>▪ Cyber Use</td>
<td>▪ I Empathise and Listen!</td>
</tr>
<tr>
<td>▪ Cyber Identity</td>
<td>▪ I believe Together is Better!</td>
</tr>
<tr>
<td>▪ Cyber Relationship</td>
<td></td>
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<tr>
<td>▪ Cyber Citizenship</td>
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</table>
Use of Personal Learning Devices

Primary 3

Primary 4

Usage

Security
Key Findings from MDA’s Study 2015*

Nearly 80% of the children use the internet, the majority for about 4-6 days per week, and more than 90% started before the age of 10 years old.

>68% of the children use internet 4-6 days per week

>50% of the children start to use internet <7 yrs old

Starting age of children using the Internet

Note: Survey was conducted on children up to 14 years old
* http://tinyurl.com/mdasurvey2015
Key Findings from MDA’s Study 2015*

More children used social media in 2015
Average starting age was 8.6 years old

Children who have used social media (%)

Average Starting Age: 8.6 years old.

Most social media services have recommended minimum age guidelines. E.g. Facebook requires users to be at least 13 years old to start an account.

>15% increase for children who use social media

* http://tinyurl.com/mdasurvey2015
Key Findings from MDA’s Study 2015*

Popular social media networks amongst the young

Social media networks currently using - by age groups (%)

* http://tinyurl.com/mdasurvey2015
Online Opportunities : Harnessing Technology for Learning

Deepen Subject Mastery through Communication, Collaboration and Creation
Online Risks

While technology offers value, it may bring some potential risks such as:

• Cyber bullying

• Excessive internet use

• Accessing inappropriate online content

• Danger with online contact
MOE’s Cyber Wellness Education

What is Cyber Wellness?

Cyber Wellness (CW) refers to the positive well-being of Internet users. It involves an understanding of online behaviour and awareness of how to protect oneself in cyberspace. The focus of CW is about helping students to become responsible digital learners.
Cyber Wellness Key Messages

1. ICT is an **integral** part of the learning environment

2. MOE’s Cyber Wellness Education is anchored on **3 CW principles**

   These principles will anchor a child’s well-being in cyberspace to make careful and well-considered decisions.

   - Respect for Self & Others
   - Safe & Responsible Use
   - Positive Peer Influence
### Cyber Wellness Curriculum

To equip students with life-long social-emotional competencies and sound values so that they can become safe, respectful and responsible user of ICT

<table>
<thead>
<tr>
<th>3 Principles</th>
<th>3 Big Ideas</th>
<th>4 Themes</th>
<th>8 Topics</th>
<th>Protected Curriculum Time</th>
</tr>
</thead>
</table>
| 1) Respect for Self & others | Identity | Cyber Identity  
Healthy self-identity  
Cyber Use  
Balanced life and balanced use | Online identity and expression  
Balanced use of ICT | Primary  
Form Teacher Guidance Period since 2014 |
| 2) Safe & Responsible Use | Relationships | Cyber Relationships  
Safe and meaningful | Netiquette  
Cyber bullying  
Online relationships | Secondary  
Lessons in the CCE CW Guidance Module since 2014 |
| 3) Positive Peer Influence | Choices | Cyber Citizenship  
Positive presence | About the cyber world  
Handling online content and behaviour  
Cyber Contacts | Pre-University  
Lessons within the CCE curriculum from 2016 |
Reinforcing Cyber Wellness at Home

• Show your children how to be safe, responsible and respectful online. The values that guide everyday interactions are applicable online.

• Practise asking for consent before posting photos, videos, and details online.

• Be mindful of your digital media use (or over-use).

• Set rules and reduce them progressively as your children grow older.
Reinforcing Cyber Wellness at Home

Learn from each other, grow together
Learn about what your children like to do online and let them share with you about tech use. Highlight how to use technology wisely and responsibly.

Make it social, engage together
Turn online activities into time for bonding (e.g. co-view an online video, discuss an online blog post, play an online game together).

Manage digital diet and digital nutrition
Guide your children to monitor their time spent online (digital diet) and make better, ‘healthy’ choices about their activities online (digital nutrition).

Get involved or be left out
Don’t be too critical of your children’s online exploration. Get involved so that you are not the last one to know.
Cyberwellness

Cyber Wellness (CW) Policy

Cyber Wellness (CW) is vital to the positive well-being of children. It involves an understanding of safe behaviour and appreciation of how to protect oneself in cyberspace. "The goal of CW is about helping students to be a positive digital citizen, respectful for self and others, and practice with self-regulation and responsible conduct to ensure a safe and healthy environment for learning and communication. It also encourages responsible use of technology by the users of the community.

Cyber Wellness Pledge

The promises of participants of the Cyber Wellness Pledge: to be safe, to be respectful, and to be a positive influence.

Usage at Home

Parent-Child Agreement of PLDs usage at home

Please discuss with your parent(s) / guardian(s) the following:

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What activities are allowed on the PLD besides learning and research?</td>
<td></td>
</tr>
<tr>
<td>(Consider whether you are allowed to play games, communicate with others, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Acceptance Policy

Positive Peer Influence

- I will treat others the way that I want to be treated.
- I will share healthy and creative information and messages.
- I will demonstrate and acknowledge effort to our peers.
- I will communicate loving and kind words behind others' backs.
- I will avoid acting under pressure to engage in cyberbullying.
- I will report any cases of cyberbullying to the school immediately.

Failure to adhere to the rules above will result in disciplinary action in accordance to the school's discipline policy.

Student: [Name]

Class: [Class]

By signing below, I understand and agree to follow the rules stated in this Agreement.

[Signature]
Overseeing P3 & P4 Levels

Mr Tan Swee Meng
Year Head (Middle Primary)

Mdm Siti Hajar Abdul Jalil
Assistant Year Head (Middle Primary)
“...the importance of helping our students experience the joy of learning, to nurture an intrinsic motivation towards learning in every student...

“...scoring well in school exams is important, but it should not be the end-goal of learning. Rather, learning is a lifelong journey of exploration and discovery, where one experiences deep personal fulfilment from acquiring new knowledge and skills.”

Mr Ng Chee Meng
Minister for Education (Schools) & Second Minister for Transport

See more at:
P3 & P4 Holistic Curriculum
P3 & P4 Holistic Curriculum
Assessment & Promotion Criteria
Subject Based Banding
Gifted Education selection
Home School Support
Readers for Life!

Purpose:
Cultivate the love of reading in our students to read more, read widely, read together and imbue reading as a lifelong learning habit.
Uninterrupted Sustained Silent Reading

**Purpose:**
Cultivate the love of reading in our students to read more, read widely, read together and imbue reading as a lifelong learning habit.
P3 & P4 Holistic Curriculum eResources

Choice of Books Students should be reading available at...NLB website
http://eresources.nlbgov.sg/eReads/DiscoverReads/All?level=p
P3 & P4 Holistic Curriculum

It offers a balance of kid-friendly news headlines, edutainment articles and interesting activities and ideas. It comes bundled together with the Tuesday edition of the Straits Times. We want our pupils to gain a deeper understanding of the issues that impact the world we live in, sharpen their critical thinking and improve their reading skills.
P3 & P4 Holistic Curriculum

English Language
i.m.learning

- Anchored on inquiry-based learning
- Enhance reading comprehension skills

Classroom activities
to trigger thinking

Conducting research,
consolidating learning
and presenting

Online activities to
communicate, reason
and collaborate

南侨小学
<table>
<thead>
<tr>
<th>Term</th>
<th>Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>2 (SA1)</td>
<td>Paper 1 (Writing) &lt;br&gt; Paper 2 (Main Paper) &lt;br&gt; Paper 3 (Oral) &lt;br&gt; Paper 4 (Listening Compre)</td>
<td>Semester 1 &lt;br&gt; 30%</td>
</tr>
<tr>
<td>4 (SA2)</td>
<td>Paper 1 (Writing) &lt;br&gt; Paper 2 (Main Paper) &lt;br&gt; Paper 3 (Oral) &lt;br&gt; Paper 4 (Listening Compre)</td>
<td>Semester 2 &lt;br&gt; 70%</td>
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</table>

100%
## P3 – English: Assessment Format

<table>
<thead>
<tr>
<th>Paper</th>
<th>Booklet</th>
<th>Item Type</th>
<th>Number of questions</th>
<th>Number of marks per question</th>
<th>Number of marks</th>
<th>Number of marks in booklet</th>
<th>Duration</th>
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<tbody>
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<td>1</td>
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<td>20</td>
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<tr>
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<td>A</td>
<td>Multiple choice</td>
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<td>8</td>
<td>14</td>
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<td>1, 2 or 3</td>
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<td>14</td>
<td>20 min</td>
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<tr>
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</table>
P3 & P4 Holistic Curriculum

Mathematics
Development of Comprehensive Lesson packages

New pedagogical strategies with integration of 5E Instructional Model & Concrete-Pictorial-Abstract approaches

Develops self-directed learning and collaborative learning through inquiry-based approach

real-life experiences to explore possibilities and make connections

Student-centric activities to discover, reason & communicate

Use of affordances of ICT to learn anywhere anytime

Customised videos with authentic situations to stimulate thinking

RC² (Reasoning. Communication. Collaboration)
## P3/P4 – Mathematics : Assessment Weighting

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Final Weighting</th>
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<tbody>
<tr>
<td><strong>P3</strong></td>
<td><strong>P4</strong></td>
</tr>
<tr>
<td>Term 2</td>
<td>Term 2</td>
</tr>
<tr>
<td>SA1 - 80 marks</td>
<td>SA1 - 100 marks</td>
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<td><strong>P3</strong></td>
<td><strong>P4</strong></td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 4</td>
</tr>
<tr>
<td>SA2 - 80 marks</td>
<td>SA2 - 100 marks</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
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<tr>
<td>A</td>
<td>Multiple Choice</td>
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<tr>
<td>B</td>
<td>Short-Answer</td>
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<td>C</td>
<td>Word Problems</td>
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<td>Word Problems</td>
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<td>Total</td>
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</table>
P3 & P4 Holistic Curriculum

Introduction to Science
New subject for P3

Strategies:
- Inquiry base Seamless Learning
- Reason-for-Choice framework
- TRACCER Framework
Learning Outcomes

- Collaborative Learning
- Anywhere, Anytime
- Learning Beyond Classroom
- Self-Directed Learning
- Engaged Learners
Coverage of Themes

Primary 3
- Diversity
- System
- Cycles

Primary 4
- Energy
- Interactions

Primary 5
- Cycles
- System

Primary 6
- Energy
- Interactions
<table>
<thead>
<tr>
<th>Term</th>
<th>Primary 3</th>
<th>Primary 4</th>
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<tbody>
<tr>
<td>1</td>
<td>Classification: Living and Non Living things</td>
<td>Matter</td>
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<tr>
<td></td>
<td>Animals</td>
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</tr>
<tr>
<td></td>
<td>Fungi and bacteria</td>
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</tr>
<tr>
<td>2</td>
<td>Plants</td>
<td>Magnets and their Characteristics</td>
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<tr>
<td></td>
<td>Exploring Materials</td>
<td>Making Magnets</td>
</tr>
<tr>
<td>3</td>
<td>Your amazing body as a system</td>
<td>Heat and temperature</td>
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<tr>
<td></td>
<td>Plants and their parts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life cycle of plants</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Life cycles of some animals</td>
<td>Light and shadow</td>
</tr>
<tr>
<td>Assessment</td>
<td>Final Weighting</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td><strong>P3</strong></td>
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<tr>
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### Examination Format (Primary 3)

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<th>Level</th>
<th>Item type</th>
<th>Number of questions</th>
<th>Number of marks per question</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA1</td>
<td>Multiple-choice</td>
<td>15</td>
<td>30</td>
<td>1h</td>
</tr>
<tr>
<td></td>
<td>Open-ended**</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>SA2</td>
<td>Multiple-choice</td>
<td>24</td>
<td>48</td>
<td>1h 30min</td>
</tr>
<tr>
<td></td>
<td>Open-ended**</td>
<td>10 -11</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**Each open-ended question carries 2, 3 or 4 marks.**
## Examination Format (Primary 4)

<table>
<thead>
<tr>
<th>Level</th>
<th>Item type</th>
<th>Number of questions</th>
<th>Number of marks per question</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA1</td>
<td>Multiple-choice</td>
<td>24</td>
<td>48</td>
<td>1h 30min</td>
</tr>
<tr>
<td></td>
<td>Open-ended**</td>
<td>10-11</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>SA2</td>
<td>Multiple-choice</td>
<td>28</td>
<td>56</td>
<td>1h 45min</td>
</tr>
<tr>
<td></td>
<td>Open-ended**</td>
<td>12-13</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

**Each open-ended question carries 2, 3, 4 or 5 marks.**
Understanding the Middle Primary syllabus for P3 & P4 Parents

**Date:** 9 February 2018, **Friday**  
**Venue:** Hall

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas covered:</strong></td>
<td><strong>Areas covered:</strong></td>
</tr>
<tr>
<td>- Knowing what your child needs to</td>
<td>- Knowing what your child needs to learn for</td>
</tr>
<tr>
<td>learn for Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>- Understanding Problem-solving</td>
<td>- Understanding strategies to answer MCQ</td>
</tr>
<tr>
<td>heuristics</td>
<td>and Open-Ended questions</td>
</tr>
<tr>
<td>- Supporting your child’s learning</td>
<td>- Supporting your child’s learning in</td>
</tr>
<tr>
<td>in Mathematics at home</td>
<td>Science at home</td>
</tr>
</tbody>
</table>

| 4 pm to 5 pm                        | 5 pm to 6 pm                                     |
P3 & P4 Holistic Curriculum

Mother Tongue’s Online learning Platform:

Ezhishi and MyCLOUD (CL)
Cybermelayu and Extensive Reading Programme (ML)
Pazhahutamil (TL)
iMTL (CL, ML, TL)
Leveraging on technology that enables students to learn Chinese with interest and curiosity, at their own pace and have fun with Chinese language in their everyday lives.
Functions in the MyCLOUD platform encourage self-directed and collaborative learning.

- Text-to-Speech reading
- Personalized mobile dictionary
- Wild card search for vocabulary words
- Photo + vocabulary
Sharing of holiday experiences

[ Wu Ziling ] (2015年 06月29日 7:32 PM) 0 reply

我们全家人到祖屋楼下参加水果派对。那里有红毛丹、香蕉、西瓜、山竹、榴莲等。我认为这个水果派对十分有趣，不仅水果可口美味，我还认识了许多朋友。

[ KELLY KEK ] (2015年 07月07日 6:17 PM) 4 reply

六月学校假期我去了北京和日本。北京我去过很多次了，去过很多公园，我最喜欢的是北海公园。我喜欢在那里划船，湖里有荷花，小鱼和鸭子。我会带很多面包喂鸭子。我第一次去日本，我去了东京，福冈和冲绳。日本的食物特别好吃，那里的人很有礼貌，一直鞠躬。我希望还有机会去。
<table>
<thead>
<tr>
<th>Term</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| 2 (SA1)| Paper 1 (Writing)  
        | Paper 2 (Main Paper)  
        | Paper 3 (Oral)  
        | Paper 4 (Listening Compre)  |
|        | Semester 1                                             | 30%         |
| 4 (SA2)| Paper 1 (Writing)  
        | Paper 2 (Main Paper)  
        | Paper 3 (Oral)  
        | Paper 4 (Listening Compre)  |
|        | Semester 2                                             | 70%         |
|        | 100%                                                   |             |
• In the process of review due to new syllabus
• Update through Exam Letter
P3 & P4 Holistic Curriculum

Social Studies: (Knowledge Building Pedagogy)

For all P3 and P4 classes

Leveraging a context-specific, role-playing project

Allow students to both **deepen and widen** their ideas and concepts, towards creating meaningful and useful knowledge.
P3 & P4 Holistic Curriculum

Focus on Knowledge Building Principles:
- Real Ideas/Authentic Ideas
- Improvable Ideas
- Idea Diversity
- Knowledge Building Discourse
- Democratizing Knowledge
- Collective Knowledge/Collective Responsibility

Utilising students’ learning devices and online platform ‘Idea Garden’
Components

- Idea Garden Posts
- Design/Theory Proposal
- Class Presentation

Assessment Rubrics

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction during class and group discussion</td>
<td>A team player who leads and also proactively contributes.</td>
<td>A team player who does what is required.</td>
<td>A team player who is inconsistent in participation or may refuse to participate.</td>
</tr>
<tr>
<td>Evidence of critical reflection</td>
<td>A reflective contributor who shares constructive opinions and feelings.</td>
<td>A contributor who shares general opinions and feelings.</td>
<td>A contributor who seldom shares opinions and feelings.</td>
</tr>
<tr>
<td>Feedback to others' contributions</td>
<td>The writer gives constructive feedback to help team mates improve their ideas and progress in their learning.</td>
<td>The writer gives general feedback that may or may not value-add to their team mates’ learning.</td>
<td>Feedback mentions others’ contributions but neither explains the reference nor value-adds to them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy and well developed</td>
<td>Contributions are well thought through and mostly accurate in interpretation and expression.</td>
<td>Contributions are fairly thought through and generally accurate.</td>
<td>Contributions are not well thought through. Some misinterpretations and inconsistency in expression.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Connections between the contribution and the main topic of the discussion are clearly indicated.</td>
<td>Some effort is made to draw links to the main topic of the discussion.</td>
<td>Little effort is made to draw links to the main topic of discussion.</td>
</tr>
</tbody>
</table>
The purpose of physical education is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a lifetime of active, healthy living.
P3 & P4 Holistic Curriculum

Middle Primary Level PE Programmes

Sports Education Programme:
GoalBall (P4) / Skipping (P3)
Inter-Class Games
SHHK Sports Day
Swimsafer Programme – P3
NAPFA Test – P4
P3 & P4 Holistic Curriculum

P3 Swimsafer Programme

National Water Safety Programme
Part of PE Curriculum
6 Progressive stages – Stage 1, Stage 2, Stage 3, Bronze Award, Silver Award & Gold Award
12 hours for each stage (1.5 h X 8 lessons)
Assessment conducted at the end of the programme.

Weekly lesson conducted during curriculum time*
# P3 & P4 Holistic Curriculum

## PAM (Music) Updates

- Instruments to be learnt at each level

<table>
<thead>
<tr>
<th>Level</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Percussive instruments</td>
</tr>
<tr>
<td>P2</td>
<td>Cajons</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Ukuleles/Recorders</td>
</tr>
<tr>
<td>P4</td>
<td>Keyboards</td>
</tr>
<tr>
<td>P5</td>
<td>Group/Class Ensembles (Orff Approach)</td>
</tr>
<tr>
<td>P6</td>
<td>Digital Music - Garageband</td>
</tr>
</tbody>
</table>
Music @NCPS

- Talents@Recess
- Recess Class Performances
## PAM (Art) Updates

<table>
<thead>
<tr>
<th>Level</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
<td>Drawing and painting • Collage Art • Handprint painting • Seasons card design (3D pop-up card)</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Drawing and painting • Collage Art • Lantern Making • Seasons card design (3D pop-up card)</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Design and Painting • 3D Pop up card/3D art • 3D Ceramic pot making</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Design and Painting • Poster Design &amp; 3D art • Canvas Painting/Abstract Art • 3D Ceramic pot making</td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Design and Painting • Manga Drawing • Batik Painting • Photography of Art • Poster Design</td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Design and Painting • Poster Design &amp; Printmaking • Zentangle Art • Seasons Card Design</td>
</tr>
</tbody>
</table>
Have the element of **FUN** to engage and motivate students in the learning of art.
Our Art lessons...
CCA provides students with a platform to discover their interests and talents......

CCA fuels in the individual a life-long love for a particular activity, be it a sport or a musical pursuit.

CCA helps the individual to lead a balanced life in adulthood.
<table>
<thead>
<tr>
<th>Uniform Groups</th>
<th>Sports &amp; Games</th>
<th>Performing Arts</th>
<th>Clubs &amp; Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scouts</td>
<td>• Basketball</td>
<td>• Choir</td>
<td>• Art Club</td>
</tr>
<tr>
<td>• Brownies</td>
<td>• Badminton</td>
<td>• Guzheng</td>
<td>• Robotics Club</td>
</tr>
<tr>
<td></td>
<td>• Wushu</td>
<td>• International Dance</td>
<td>• Info Comm Club</td>
</tr>
<tr>
<td></td>
<td>• Track and Field</td>
<td>• Samba</td>
<td>• Board Games Club</td>
</tr>
<tr>
<td></td>
<td>• Netball</td>
<td>• Drumming</td>
<td>• Environmental Club</td>
</tr>
<tr>
<td></td>
<td>• Table Tennis</td>
<td></td>
<td>• Chinese LDDDS</td>
</tr>
<tr>
<td></td>
<td>• Soccer</td>
<td></td>
<td>• English LDDDS</td>
</tr>
</tbody>
</table>

Variety of CCAs
## CCA Schedule

### THURSDAY (2pm to 4pm)
- Choir
- Guzheng
- International Dance
- Art Club
- Board Games Club
- Environmental Club
- Robotics Club
- Info Comm Club

### FRIDAY (2pm to 4pm)
- Chinese LDDS
- English LDDS
- Badminton (P3, P4 & P6)
- Netball
- Wushu
- Soccer
- Browines
- Scouts

### School Team:
- Badminton
- Soccer
- Wushu

### Other Activities:
- Samba Drumming
- Badminton (P5)
- Table Tennis
- Track & Field
- Basketball
Leadership @NCPS

Everyone is a Leader!

The Leader in Me
Opportunities to Exercise Leadership

Class  CCA  Prefects
**Assessment**

- There will be **NO** make-up papers if your child is absent for the written examination (i.e. Listening Comprehension, Composition and Main Papers).
- Make-up is only allowed for Oral examination
  - If absent on Day 1, the make-up will be on Day 2 or 3.
  - If absent on Day 2, the make-up will be on Day 3.
  - If absent on Day 3, **NO** more make-up
# Grading for P3 & 4

<table>
<thead>
<tr>
<th>Achievement Band</th>
<th>Mark Range</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 and above</td>
<td>Is very good in the subject</td>
</tr>
<tr>
<td>2</td>
<td>70 – 84</td>
<td>Is good in the subject</td>
</tr>
<tr>
<td>3</td>
<td>50 – 69</td>
<td>Has adequate grasp of the subject</td>
</tr>
<tr>
<td>4</td>
<td>Below 50</td>
<td>Has not met the minimum requirements for the subject</td>
</tr>
</tbody>
</table>
Promotion Criteria

*Primary 3 to 4*
- En bloc promotion

*Primary 4 to 5*
- Banded according to their **OVERALL** score (total of 4 subjects) into **THREE** broad bands.
- Distributed systematically among the classes for all bands with consideration of:
  - Gender composition
  - Class size of 40
  - Student’s subject combination
P3 & P4 Holistic Curriculum

Assessment & Promotion Criteria

Subject Based Banding

Gifted Education Selection

Home School Support
Subject Based Banding

Rationale and Intent for SBB:

To further refine the way we deliver ability-driven education in Primary Schools

To allow greater flexibility for students to take subjects at different levels depending on their proficiency and aptitude in these subjects

To encourage every child to do the subjects at the levels that best meet his abilities
Subject Based Banding

- School-based Examinations at P4
- School’s Recommendations at the End of P4
- Parental Choice at the End of P4
- Final Decision by School at the End of P5
Subject Based Banding at the end of P4

School recommends a P5 subject combination based on P4 SA2 examination results. Parents select preferred combination.

If your child

Your child will be recommended to take

Scores Band 1 for 4 subjects

4 Standard subjects + Higher mother tongue language

Passes 3 or more subjects

4 Standard subjects

Passes 2 subjects or less

3 Standard subjects + 1 foundation subject

OR

2 standard subjects + 2 foundation subjects

OR

4 foundation subjects
Subject Based Banding at the end of P5

School determines a P6 subject combination based on P5 OVERALL examination results.

If your child scores at least 55% for HMT, 80% for MT and 70% for EMS, the school maintains the Higher mother tongue language + 4 standard subjects.

If your child scores less than 55% for HMT, the school drop HMT to take 4 Standard subjects.

If your child passes 2 subjects or less, the school takes 3 Standard subjects + 1 foundation subject OR 2 standard subjects + 2 foundation subjects OR 4 foundation subjects.

The school will determine your child’s subject combination based on the P5 OVERALL examination results.
P3 & P4 Holistic Curriculum

Assessment & Promotion Criteria

Subject Based Banding

Gifted Education selection

Home School Support
Gifted Education Selection

For P3 students only

- Option to participate
- The GEP identification exercise is carried out in two stages.
  - Screening Exercise (For all) - 24 August 2018
  - Selection Exercise (for shortlisted students) – 16, 17 Oct 2018

http://www.moe.gov.sg/education/programmes/gifted-education-programme
Every Parent, A Supportive Partner

“Parents are a child’s first teachers. It is essential that teachers work together with parents in a partnership of mutual respect to bring out the best in our children.”

Source: Mr Heng Swee Kiat MOE Work Plan Seminar 2012
Multiple Communication and Feedback Platforms

- School Website
- Class Dojo
- SNAC
- Email: ncps@moe.edu.sg
- Facebook
- Term School Calendar
- Parent Survey
- Student Diary
- PTM
- Tel: 64897905
- Monthly e-Bulletin
- Year Book
- Term School Calendar
- Parent Survey
- Student Diary
- PTM
- Tel: 64897905
Home School Support

Smart Notification Acknowledgement Console

SNAC™ is a Trademark and Copyright of APPTitude (Singapore) Pte Ltd. All Rights Reserved.
SNAC™ Smartphone App Interface

Menu Screen

Notification Summary Screen
Reading Notification(s)

- Tap to read the notification

Note: New notification will appear with a red tab “Unread”

Notification that is/are pending your response will have a “Pending” yellow tab
Responding Notification(s)

• It is a good practice to scroll your notification to the bottom to look out for response options available.

Title: P3A - Remedial Lessons
Posted on: 06 Oct 2014 02:28PM
Event Date & Time: 06 Oct 2014 02:27PM
Response by: 27 Oct 2014 02:27PM

Dear Parents,
Please be informed of your child remedial lessons on the following dates:

Primary 3:
- 3rd Sept 2014, Tuesday at 0800 Hours - Math
- 10th Sept 2014, Tuesday at 1000 Hours - Math

Please refer to attached PDF for a detailed HBL Assignments required to be submitted before school re-opens. Thank you.

Regards,
Mrs Tan (Form-Teacher of P3A)

Options:
- Yes, my child will attend all the above remedial lessons.
- Yes, my child will attend one of the above remedial lessons except:
- No, my child CANNOT attend all the above remedial lessons. Because:
Responding Notification(s)

- Certain options require you to input remarks in the text field provided for your selection.

You are required to enter your “Authentication Code” to authorise your response.

Tap on “Submit Response” to complete.
In the event, if you have forgotten your “Authentication Code”.

You can tap on “Send Authentication Code to my email”

Tip: For security purposes and easy remembering for future authorisation, it is strongly recommended that you change the default system generated authentication code.
Supporting our children

Build a caring home environment to nurture the social and emotional skills of your child using the S.A.F.E.

- **Support**
- **Affirm**
- **Familiarise**
- **Empathise**
Supporting our children

Spend time chatting. Use T.A.D.

• Talk
• Ask
• Discuss
Supporting our children

- Listen without interruption
- Nod your head to show interest
- Ask questions to show concern
- Spend time with our children
It takes a village to raise a child.

Thank you

- African Proverb
Contact us

Mr Tan Swee Meng
Year Head (Middle Primary)
tan_swee_meng@moe.edu.sg

Mdm Siti Hajar Abdul Jalil
Assistant Year Head (Middle Primary)
siti_hajar_abdul_jalil@moe.edu.sg
BiCEP Briefing

For parents of P3 students taking Chinese Language as their Mother Tongue

Briefing is conducted in Mandarin
新加坡福建会馆属校
双文化华文优选课程

道南学校  光华学校  南侨小学  爱同学校  崇福学校
双文化华文优选课程

小三家长说明会
卢静仪老师（Ms Yvonne Loh）

2018
Bi—Cultural Chinese Elective Programme (BiCEP)
Parent Briefing Session
19 January 2018
The Huay Kuan has always made it its priority to preserve and promote Chinese language and Chinese culture.

- BiCEP was launched in 2007 in its five affiliated primary schools.
- BiCEP aims to empower students to discover their Asian heritage and to gain a deeper understanding of Chinese culture and values.
双文化华文优选课程
Bi–Cultural Chinese Elective Programme (BiCEP)

• 2007年，新加坡福建会馆响应政府的教育方针，首开先例为属下五所小学的小四生开办为期3年的双文化华文优选课程（BiCEP）。

• 课程由属校资深华文老师精心设计，并获得专家学者的咨询与指导
双文化华文优选课程
Bi–Cultural Chinese Elective Programme (BiCEP)

课程目标:

• 培养双语兼通，对华族文化有深刻认识的学生
• 提升学生的华文文化水平
• 激发学生对华族历史文化的求知欲
• 以贴切的文字进行思想内涵的创作
• 培养学生良好的品格修养
• 与中学及高中双文化课程形成一个完整体系
双文化华文优选课程
媒体报道

双文化华文优选课程 迈入十周年 2016年9月18日 20:19

新加坡福建会馆搭“双文化”平台 逾千人受益(图)
2016年09月19日 10:08  来源：中国侨网

福建会馆‘双文化课程’将多拓展至5小学
Submitted by tongmcg@wb on Sun, 2016-09-18 15:22
| 遴选标准和过程 | • 课业上表现优异  
• 小三学生在全年总成绩（华文、英文、数学、科学）  
• 对学习华文有热忱  
• 具备团队精神  
• 对这项课程有兴趣的学生 |
遴选标准和过程

| 遴选标准和过程 | • 获得华文老师的推荐  
• 通过对中华文化的认知以及团队精神的测试（笔试或小活动的形式）  
• 通过遴选委员会的面试 |
## 课程须知

<table>
<thead>
<tr>
<th>课程须知</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 入选的学生将会获得书面通知，家长将有权决定是否让孩子参与这项课程。</td>
</tr>
<tr>
<td>• 3年课程（小四 - 小六），一旦参与，不允许半途退出</td>
</tr>
<tr>
<td>- 学生的出席率、学习态度和作业表现，将会影响课程毕业证书的领取</td>
</tr>
<tr>
<td>- 每周将在正课以外上额外2个小时的课程</td>
</tr>
<tr>
<td>• 学生不能以小四的成绩加入小五课程</td>
</tr>
<tr>
<td>- 课程内容相互联系</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>课程内容</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 课程内容

| 中华文化                  | • 历史、地理、人物、古代发明、建筑、饮食文化等。
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>儿童文学创作与赏析</td>
<td>• 儿童诗、散文、小说、儿童故事、绘本、戏剧</td>
</tr>
<tr>
<td>中英对比</td>
<td>• 句型、文体对比</td>
</tr>
<tr>
<td></td>
<td>• 文体翻译、视频口译</td>
</tr>
<tr>
<td>口语训练</td>
<td>• 演说、广播剧</td>
</tr>
<tr>
<td></td>
<td>• 主要以口语表达能力为主</td>
</tr>
</tbody>
</table>
## Double Cultural Chinese优选课程—小五海外浸濡活动

<table>
<thead>
<tr>
<th>需知</th>
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<tbody>
<tr>
<td>• 所有学生都必须参与</td>
<td>• 和福建会馆属下五校学生到中国（西安或福建）和台湾进行文化浸濡交流活动。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>目标</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>通过此活动，学生能</td>
<td>1. 更深入了解中华文化，实地体验课程中所学习到的文化知识</td>
</tr>
<tr>
<td></td>
<td>2. 学习独立以及如何与他人相处</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>日期</th>
<th></th>
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<tbody>
<tr>
<td>• 第二学段第十周</td>
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<table>
<thead>
<tr>
<th>行程</th>
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<tbody>
<tr>
<td>1. 学校浸濡</td>
<td>1. 学校浸濡</td>
</tr>
<tr>
<td>• 与配对小伙伴见面</td>
<td>• 与配对小伙伴见面</td>
</tr>
<tr>
<td>• 参与浸濡学校的兴趣活动课以及教学活动</td>
<td>• 参与浸濡学校的兴趣活动课以及教学活动</td>
</tr>
<tr>
<td>2. 参观文化景点</td>
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</tbody>
</table>
## 验收学习成果

| 学习心得展现 | • 学习心得展（校内）  
(例如：小册子、图文简报、影像短片)  
• 校内／校外文化竞赛  
• 校内文化活动 |
|---------------|---------------------------------------------------|
| 小五海外浸濡活动 | • 完成行程中各项活动  
(例如：小册子、图文简报、影像短片)  
• 浸濡心得展（校内） |
| 课程毕业 | • 小六成品展（五校联合）  
• 小六毕业典礼、毕业心得、毕业表演 |
若您对课程有任何疑问或反馈:

电邮 loh_cheng_ngee@moe.edu.sg
卢静仪老师（Ms Yvonne Loh）

谢谢
祝周末愉快