



Ngee Ann
Primary School
-義安小学-

Established 1940

Primary 4 Parents Engagement

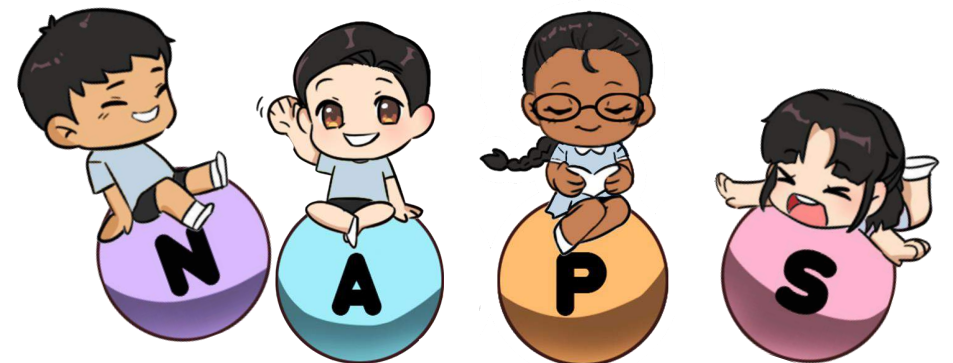
A Vibrant School to Learn with Passion and Serve with Pride

● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge



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Welcome Address



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Grow Well SG emphasises early intervention in four key areas:

Eat Well - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

Sleep Well - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

Learn Well - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

Exercise Well - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Grow Well SG

to Support Families
in Building Healthy Habits in Children

3 Initiatives:

Purposeful screen use;
A Health Plan for every child; and
Enhanced support for schools.

Bleeding Heart

Associated with love, friendship, and warmth at home

An inclusive education system with opportunities for all

Every Child is provided with Timely and Appropriate Support to learn and achieve his/her potential

Every Teacher can help diverse learners to achieve their potential by cultivating an inclusive learning environment

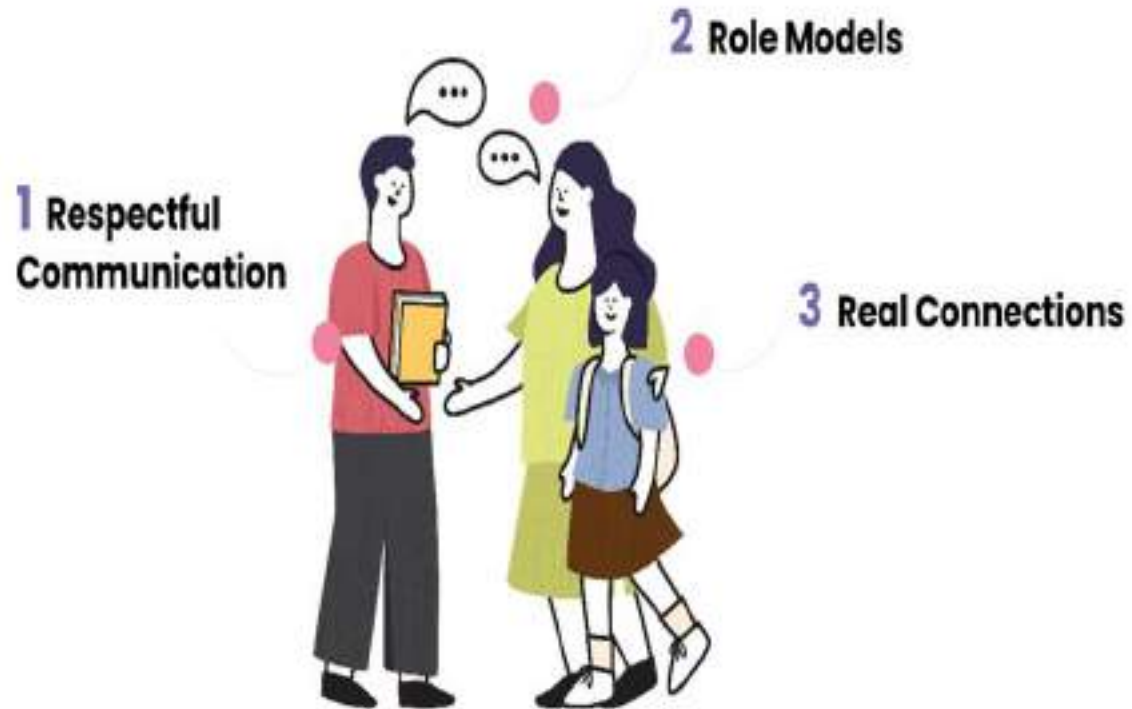
Every Parent is understanding and caring to every child and others' children for their growth

Every School is committed to a culture that embraces and values students with diverse needs



Students
with
Additional
Needs
(SwANs)

3 areas we can work together on to foster School-Home Partnership



Parenting for Wellness



Our children do best when schools and parents work hand in hand to support them.

Lotus flower
peace, inner calmness, and wholeness

Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

STAY POSITIVE
WORK HARD
make it happen



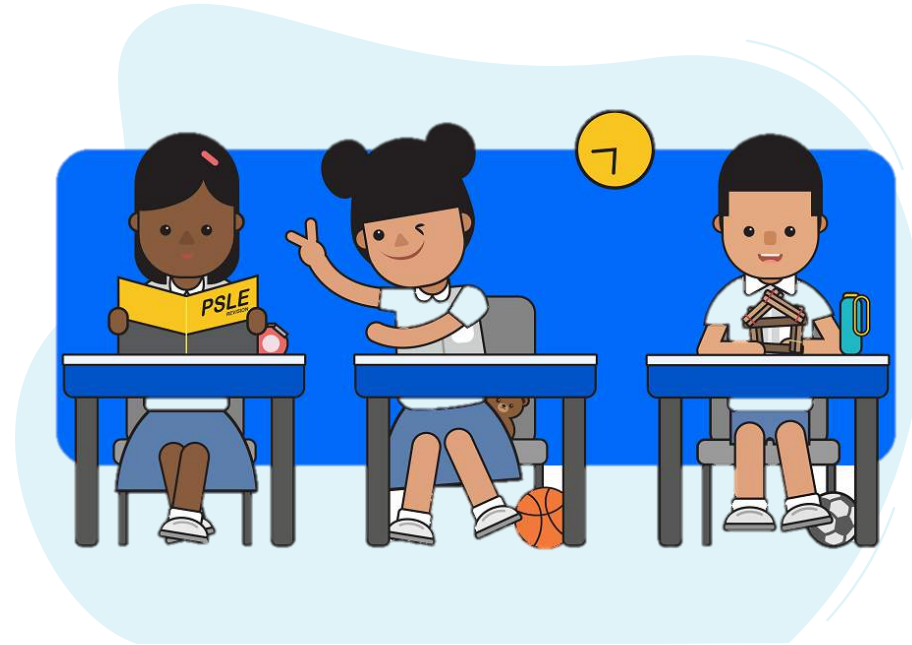
Love and affection
Consistency and boundaries
Communication and listening
Encouragement and support





Our children
make our hearts
smile every day.

Primary 4 Curriculum Briefing



Agenda



01

**P4 Subject Based
Banding**

02

**Implications for
PSLE & Secondary
School Admission**

03

**P5 Class
allocation**

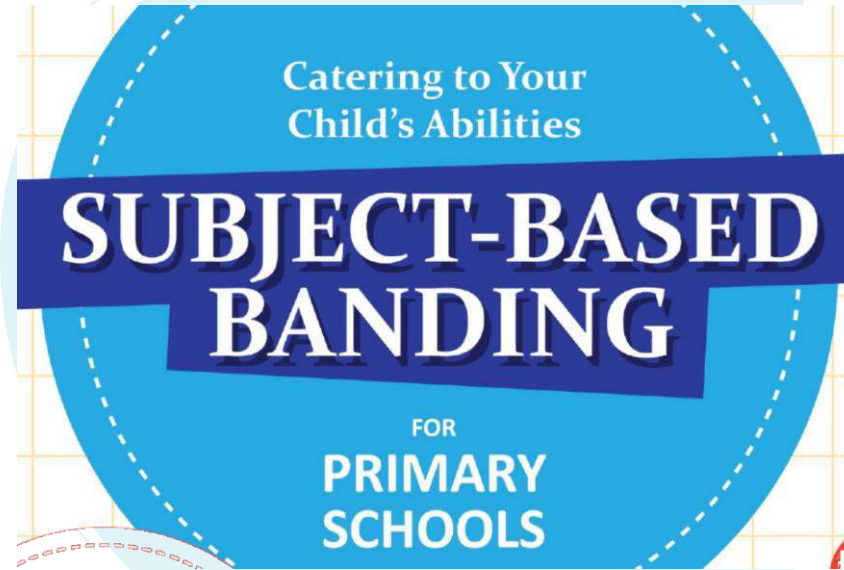


01

P4 Subject

Based



Banding




P4 Subject Based Banding

- A refinement to the streaming process to help each child realise his potential, based on his strengths
- Provides greater flexibility for your child by offering him/her the option of a combination of **standard** and **foundation** subjects, depending on his aptitudes and abilities
- Subject combinations instead of streams in Primary 5 and 6





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



Achievement & Band Grades at P3-4

Band 1

(85% & above)

Is very good in the subject

Band 2

(70 – 84%)

Is good in the subject

Band 3

(50 – 69%)

Has adequate grasp of the subject

Band 4

(<50%)

Has elementary grasp of the subject

Subject Combinations in P5

If your child (for P4 exams)	Your child may be recommended to
Passes all 4 subjects and performs very well in Mother Tongue Language	4 Standard + Higher Mother Tongue Language (4S1H)
Passes all 4 subjects or passes 3 subjects	4 Standard (4S)
Passes 2 subjects or less	4 Standard (4S) 3 Standard & 1 Foundation (3S1F) 2 Standard & 2 Foundation (2S2F) 4 Foundation (4F) 3 Foundation & 1 Standard – MT (3F1S(MT))

Higher Mother Tongue

Consider carefully if your child should take HMT

- ❖ Does she have an interest in and flair for the Mother Tongue language?
- ❖ Is she coping well for the Standard subjects – English, Maths, Science and Mother Tongue? Or should she be spending more time on them, rather than HMT?
- ❖ Students who obtained Distinction/Merit/Pass in **HCL** and a PSLE Score of 14 or better at PSLE will be eligible for posting advantage to **SAP schools**.

How does P4 SBB work?

@ end of P4

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

Parent exercise option

@ Primary 5

Student takes subject combination chosen by parents

@ Primary 6

Student takes subject combination decided by his school based on performance at P5



02

○

Implications for PSLE & Secondary School Admission



PSLE Scores using Achievement Levels

- Each PSLE subject will be scored using Achievement Levels (AL).
- PSLE Score will be the sum of the Achievement Levels of their four PSLE subjects (English, Math, Science and Mother Tongue). PSLE Scores can range from 4 to 32, with 4 being the best possible total score.

Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8

Standard Subjects

AL	Raw Mark Range
1	≥ 90
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	< 20

Holistic Development Profile

Page: 1 of 1
Date: 29 Nov 2020

Name : Joyce
Age on 1st Jan : 10
Class : 5 Challenge S/N : 5
Form Teacher : Miss Tan
Co-Form teacher : Miss Low
Identification No: T09XXXXXF
Subject Combination: 3S1F(FSC)

SUBJECT	TERM 3: WA		END OF YEAR EXAM		OVERALL	
	Mark	AL	Mark	AL	Mark	AL
ENGLISH LANGUAGE	85	2	88	2	86	2
MATHEMATICS	74	5	76	4	75	4
FOUNDATION SCIENCE	65	B	74	B	70	B
CHINESE LANGUAGE	87	2	88	2	88	2
	Grade		Grade		Grade	
SOCIAL STUDIES	-		-		A	
ART	-		-		A	
MUSIC	-		-		B	
PHYSICAL EDUCATION	-		-		B	

OVERALL

Total Achievement Level (AL) Score : 15
Attendance : 95/95
Class for Next Year : P6-CH
Subject Combination for Next Year : 3S1F(FSC)

Conduct (OVERALL) : VERY GOOD

Comments (OVERALL) : Joyce shows respect towards her teachers and friends and has a strong sense of responsibility in fulfilling the tasks given to her. In class, she participates actively in group discussions, while keeping an open mind and accepting alternative views from her classmates. She is able to organise and present information confidently in front of her classmates.

Example of HDP in P5/6

EL	2
MA	4
FSc	7
CL	2
Total AL Score	15

Teacher's Signature

Principal's Signature

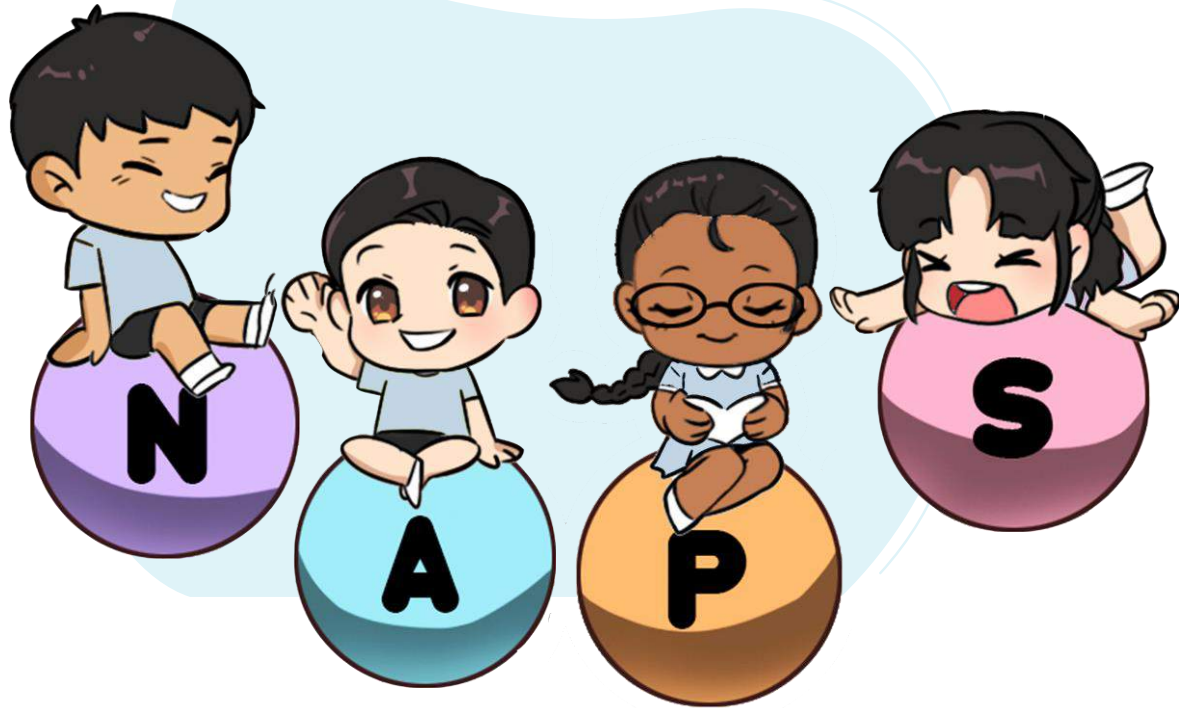
Parent's Signature

Posting to Secondary School

- Full Subject Based Banding in Secondary Schools since 2024
- Removal of Express, Normal(Academic) [N(A)] and Normal(Technical) [N(T)] streams

PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1

- From 2027, graduating students will sit for the **Singapore-Cambridge Secondary Education Certificate (SEC)** examinations, at their respective subject levels (i.e. G1, G2, G3).



03

P5 class allocation



P5 class allocation

01

All classes are of mixed ability.

02

Students are banded according to their results at the end of Primary 4 and allocated classes best suited to their pace of learning.

Socio-dynamics of the classes are also a key consideration.

03

Resources are set aside to support low progress learners with smaller sized classes.

English Language



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What is STELLAR?

Strategies for

English Language Learning And Reading

It aims to nurture students who are confident communicators, critical thinkers, and effective users of English.

It is designed to develop students' language skills through a rich and engaging literacy experience – to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

P4 Assessment Plan

TERM 1	TERM 2	TERM 3	TERM 4
Weighted Assessment (Bite-size)	Weighted Assessment (Performance Task)	Weighted Assessment (Bite-size)	End-of-Year Examination
15%	15%	15%	55%

P4 EXAM FORMAT

Components	Marks
Paper 1 (Writing) - 3 pictures given as a stimulus to guide students to write about the given topic.	20
Paper 2 (Language Use)	50
Paper 3 (Listening Comprehension) - Picture Matching, Picture Sequencing, Note-Taking and Listening to Text	14
Paper 4 (Oral Communication) - Reading Aloud - Stimulus-Based Conversation	16
	Total : 100

P4 EL PAPER 2

Components	Question Type
<u>Grammar</u> - 18 marks	MCQ 2 Grammar Cloze Texts
<u>Vocabulary</u> - 6 marks	MCQ
<u>Synthesis and Transformation</u> - 4 marks	Open-ended Questions
<u>Editing for Spelling and Grammar</u> - 4 marks	Open-ended Questions
<u>Comprehension</u> - 2 Texts 18 marks	MCQ, FIB, Sequencing, Open-ended etc

For EYE, 30% of the paper will be based on Basic Items as directed by MOE.

P5 EXAM FORMAT

Components	Marks (EL)	Marks (FEL)
Paper 1 (Writing) <ul style="list-style-type: none">Situational WritingContinuous Writing	50	25
Paper 2 (Language Use and Comprehension)	90	40
Paper 3 (Listening Comprehension) Picture Matching and Listening to Text (MCQ)	20	15
Paper 4 (Oral Communication) Reading Aloud Stimulus-based Conversation	40	20
Total	200	100

P5 EL PAPER 2

Booklet A	Marks	Booklet B	Marks
Grammar	10	Grammar Cloze	10
Vocabulary	5	Editing for Spelling and Grammar	10
Vocabulary Cloze	5	Comprehension Cloze	15
Visual Text Comprehension	5	Synthesis / Transformation	10
		Comprehension OE	20
Total	25	Total	65
Total for Booklets A and B			90

P5 FEL PAPER 2

Booklet A	Marks	Booklet B	Marks
Grammar	5	Form Filling	3
Punctuation	2	Editing for Grammar	3
Vocabulary	3	Editing for Spelling	3
Visual Text Comprehension	5	Synthesis	3
		Comprehension Cloze	3
		Comprehension (Passages A and B)	10
Total	15	Total	25
Total for Booklets A and B			40

NAPS Reading Programme

- ❖ **Reading infused in all EL lessons**

- Writing Process
- Oracy lessons
- Sustained Silent Reading at the start of EL lessons every day

- ❖ **Fortnight Library Visits**

- ❖ **Class Library Books**

- ❖ **Free Access Books**

- ❖ **Pre-Assembly Sharing on books and authors**

- ❖ **Use of authentic materials**

- Newspaper articles
- Subscription to Little Red Dot

School-Home Partnership



Encourage Joy of Learning by ...

- not over-emphasising academic performance
- focussing on your child's/ward's learning journey, rather than compare them to others



Give your child/ ward the time and space to deepen learning


I'M NOT WASTING TIME...



...I'M PLANNING MY FIRST NOVEL!

Learning happens in different ways.

I'M NOT DISTRACTED...



...I'M LEARNING HOW PLANES FLY!

Learning happens in different ways.

I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!

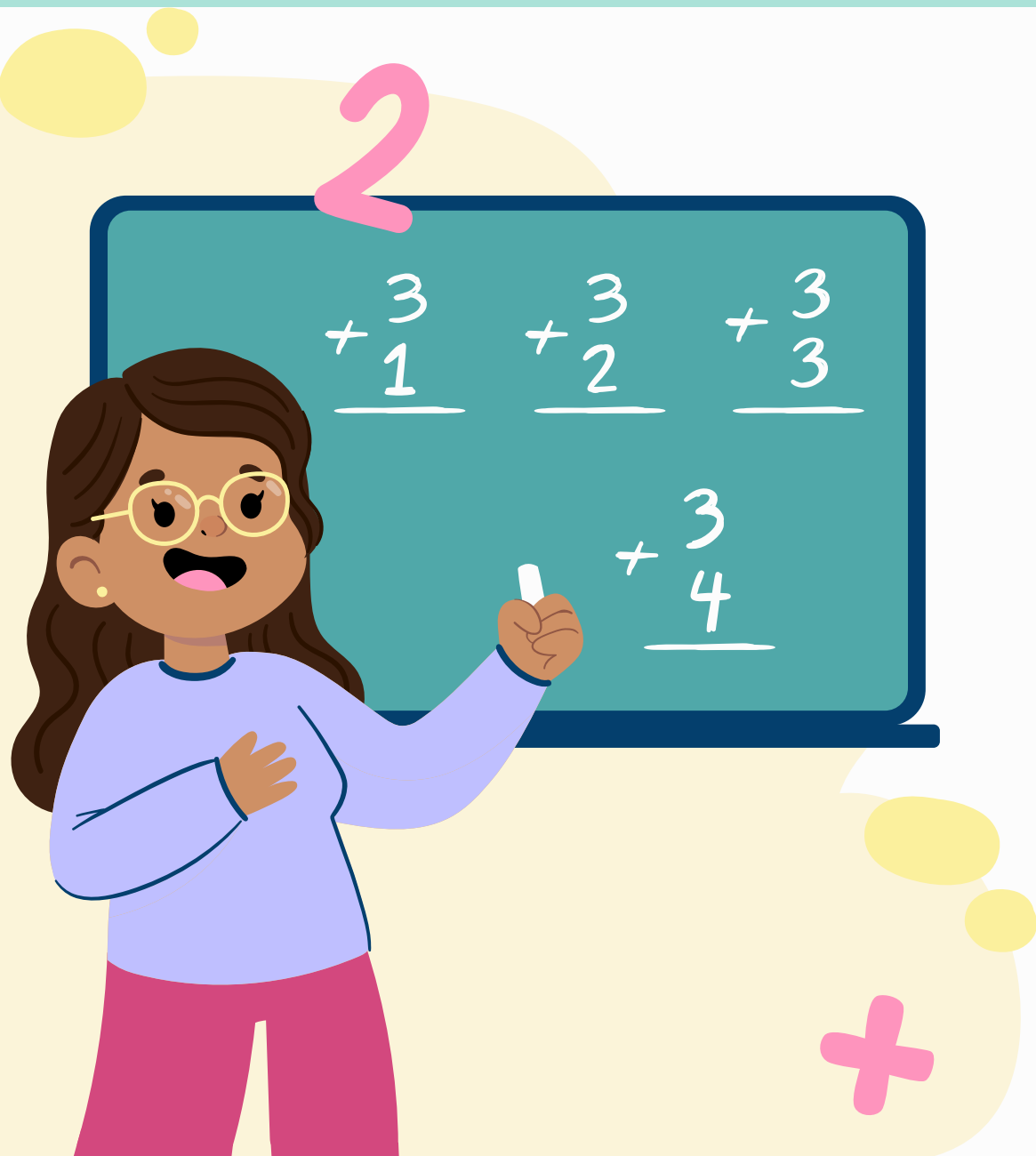
Learning happens in different ways.

PARENTS' SUPPORT

- ❖ **Encourage your child to read**
- ❖ Help your child to choose a book he/she likes
- ❖ Ensure that your child has a good book to read in school
- ❖ Introduce your child to varied genres of books
- ❖ Bring your child to the library or bookstore
- ❖ Be a Role Model



A Vibrant School to Learn with Passion and Serve with Pride



Learning of Mathematics

at Primary 4

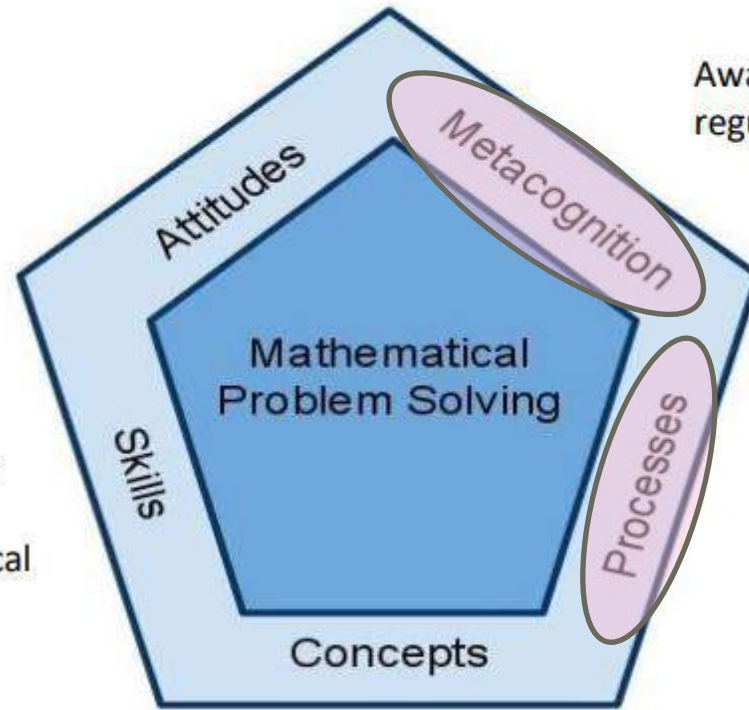
1

Curriculum Framework

Build numeracy and conceptual understanding

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms

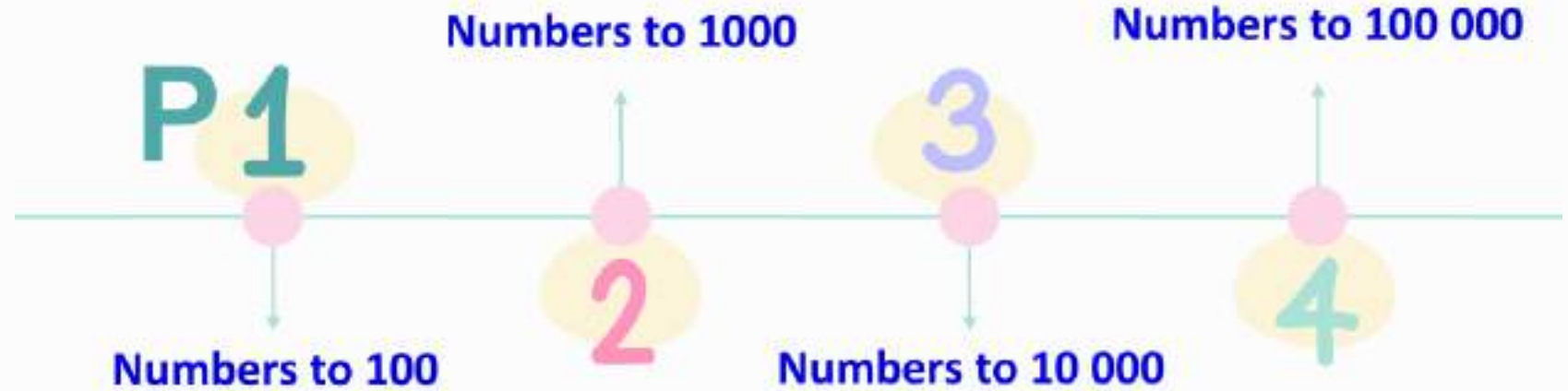


Learning Outcomes

The central focus of the mathematics curriculum is the development of mathematical problem-solving competency. Supporting this focus are five inter-related components — concepts, skills, processes, metacognition and attitudes.



Learning Process



Introduce concepts in a spiral progression over the years



Use of CPA approach to promote conceptual understanding

Learning Process



Use a blended approach to enhance learning and sustain interest



Ask questions to promote critical thinking and deepen conceptual understanding



2

NAPS STAR APPROACH TOWARDS PROBLEM SOLVING



SEE What is Given

- Read the question given carefully.
- Circle the important information in the question.

THINK of a plan

- Based on the keywords and information circles, think of which heuristic is suitable to solve the question.
 - Model Drawing
 - Guess and Check
 - Make a List/Table
 - Supposition
 - Working Backwards
 - Look for a Pattern

ACT on my plan

- Solve the problem according to the method chosen.

REFLECT/RELOOK on my solution (Check)

I have checked the following:

- Using the correct data.
- Drawing the model that is according to the question.
- Write the correct unit(s) where necessary.
- Work backwards to find one of the information given in the question.

Worksheet 1
Whole Numbers (Model Drawing): Repeated Identity (II) Date: ..

Q1.1
Alan and Bernard saved \$75 altogether.
Alan and Clara saved \$145 altogether.
Clara saved thrice as much as Bernard.
How much money did Alan save?

The model drawing shows two rows. The first row is labeled 'A+B' and has two boxes, 'A' and 'IU', with a bracket above them labeled '\$75'. The second row is labeled 'A+C' and has four boxes: 'A', 'IU', 'IU', and 'IU', with a bracket below them labeled '\$175'. To the right of the model, there is a handwritten note: '2U:100' and 'IU:50'.

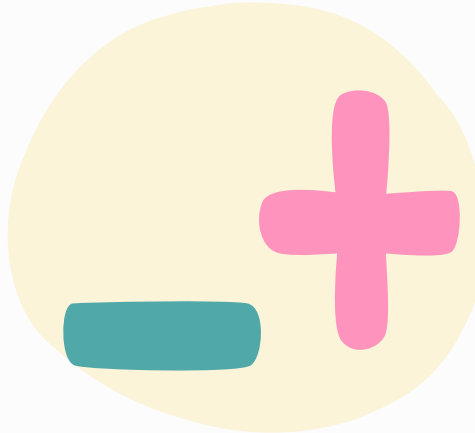
Worksheet 2
Whole Numbers (Model Drawing): After Before Model Date: 5

Q2.1
Mindy had 12 more ribbons than Jess.
After Jess sold 9 ribbons, Mindy had four times as many ribbons as Jess.
How many ribbons did Mindy have?

The model drawing is divided into two parts: 'Before' and 'After'. In the 'Before' part, there are two rows: 'Mindy' with 12 boxes and 'Jess' with 3 boxes, with a bracket between them labeled '12'. In the 'After' part, there are two rows: 'Mindy' with 12 boxes and 'Jess' with 3 boxes, with a bracket between them labeled '9'. Below the 'After' part, there is a handwritten equation: '2IU + 12 = 21'.

Math around us

Authenticate
learning experiences

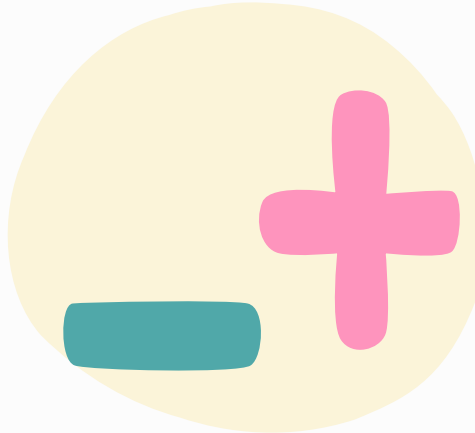


Two families would like to visit the Zoo on a weekend.
Mr Lee's family consists of 2 adults, 1 senior citizen and 2 children.
Mr Adam's family consists of 2 adults and 3 children.
How much would the tickets cost for each family?



Reasoning and communication

Encourage use of
Math language to
reason ideas



Thinking Aloud



When I divide a
number by 4, the
remainder is 3.

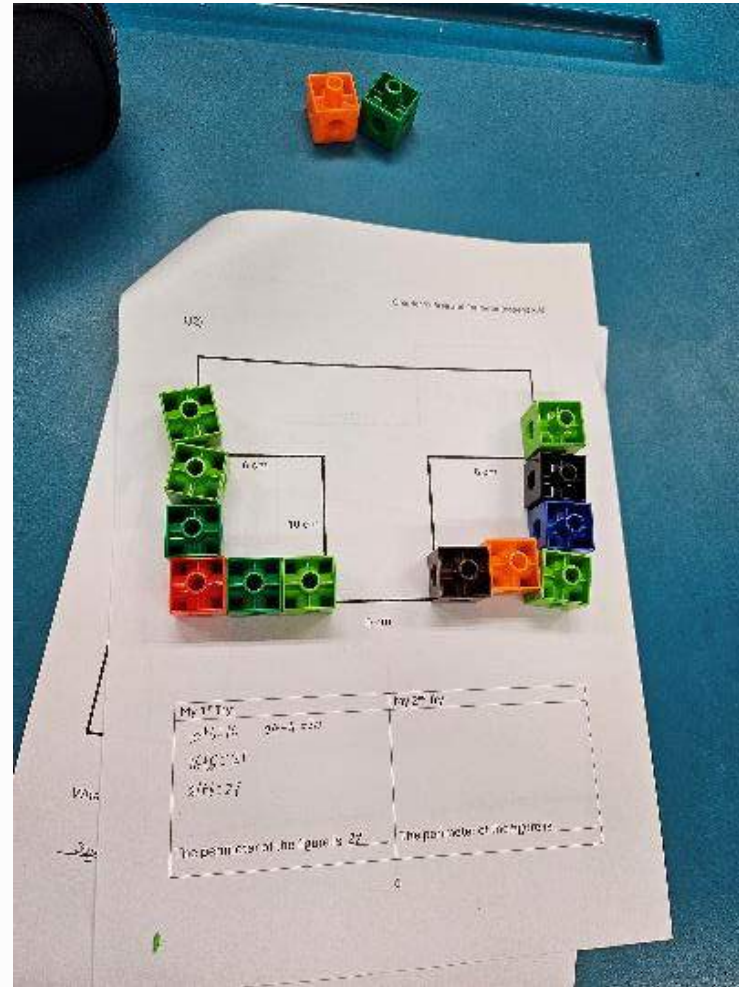
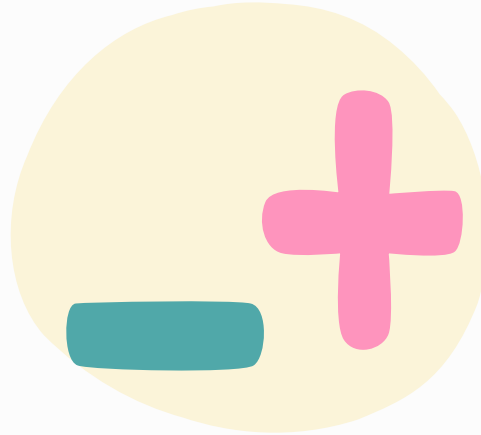
When I divide my
number by 3 the
remainder is 4.



Who is correct?

Hands-on approach

Concretise learning using manipulatives



3

Math Programmes

To support and strengthen learners



NAPS Math Week to add excitement using games and puzzles



Learning Support for Mathematics (LSM) to support learning and instil confidence



4

Moving
Forward

Difference between Foundation and Standard Mathematics

Foundation Mathematics

**Revisit concepts learnt
to ensure basic
foundation on
numeracy are
strengthen
+
New topics such as
percentage, rate**

Standard Mathematics

**Continuation with the
spiral progression of
concepts
+
Introduction of new
concepts**

5

Partnership

Home and school to bring out joy of learning



Relate the learning of Math to daily routines

$$\begin{array}{r} 713 \\ 83 \\ - 19 \\ \hline (64) \end{array}$$

Renaming

$$\begin{aligned} (1460 - 750) \times 12 &= 8520 \\ 1460 - 750 &= 710 \\ 710 \times 12 &= 8520 \end{aligned}$$

VS

Handwritten student work showing a complex calculation with multiple steps and corrections. The work includes several lines of numbers and operations, with some parts crossed out and others written over. The final result is 378 = 750.

Use common Math vocabulary consistently

Clear evidence of Math process when presenting work solutions



Thanks!

Do you have any questions?

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neo_poh_tin_justina@schools.gov.sg

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2025 P4 Mother Tongue Languages

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OBJECTIVES

- To nurture & mould students into individuals of strong character with good communication skills and a love for mother tongue
- To promote ethnic culture & inculcate good moral values in all our students
- Our students can connect with wider communities across Asia and the world.

OVERVIEW OF MTL TEACHING & LEARNING



Ngee Ann
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Reading & Oral Communication Skill

- **Supplementary Reading Materials** (Class Library books, 《新天地》, e-tutor)
- **Comprehensive Oral Resources** to help develop students' oracy skills.

After-School Remediation Programme

- **Language Skill-based Focus** (for selected pupils with concerns)



Department Programmes & Activities

- Festival Celebrations: Chinese New Year, Hari Raya Puasa and Deepavali
- Overseas Learning Trip: Penang
- Reading Programme
- Mother Tongue Fortnight
- Primary 4 Cultural Camp
- Level competition

P4 Assessment Plan



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Term 1	Term 2	Term 3	Term 4
Weighted Assessment (Listening Comprehension)	Weighted Assessment (Bite-size/Paper 2)	Weighted Assessment (Writing)	End-of-Year-Examination (EYE)
15%	15%	15%	55 %



P4 EYE EXAM FORMAT



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Components	Marks
Paper 1 (Writing) - 4 Pictures Essay (CL: not less than 80 words; ML: not less than 100 words; TL: not less than 70 words)	15
Paper 2 (Language Use & Comprehension)	45
Paper 3 (Listening Comprehension)	10
Paper 4 (Oral Communication) - Reading Aloud - Picture Description - Conversation (related to the picture)	30
	Total : 100

P4 MTL PAPER 2



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Chinese	Malay	Tamil
<ul style="list-style-type: none">• Choose the correct character• Choose the correct word• Word matching• Cloze Passage• Comprehension (MCQ & Written interaction)• Comprehension (Open-ended)	<ul style="list-style-type: none">• Suffixes and Affixes• Proverbs• Completing a text• Comprehension (MCQ & Written interaction)• Comprehension (Open-ended)	<ul style="list-style-type: none">• Case Marker• Proverbs• Cloze Passage• Comprehension (MCQ & Written interaction)• Comprehension (Open-ended)

Language Use and Comprehension

Duration: 60 minutes

Marks: 45 marks

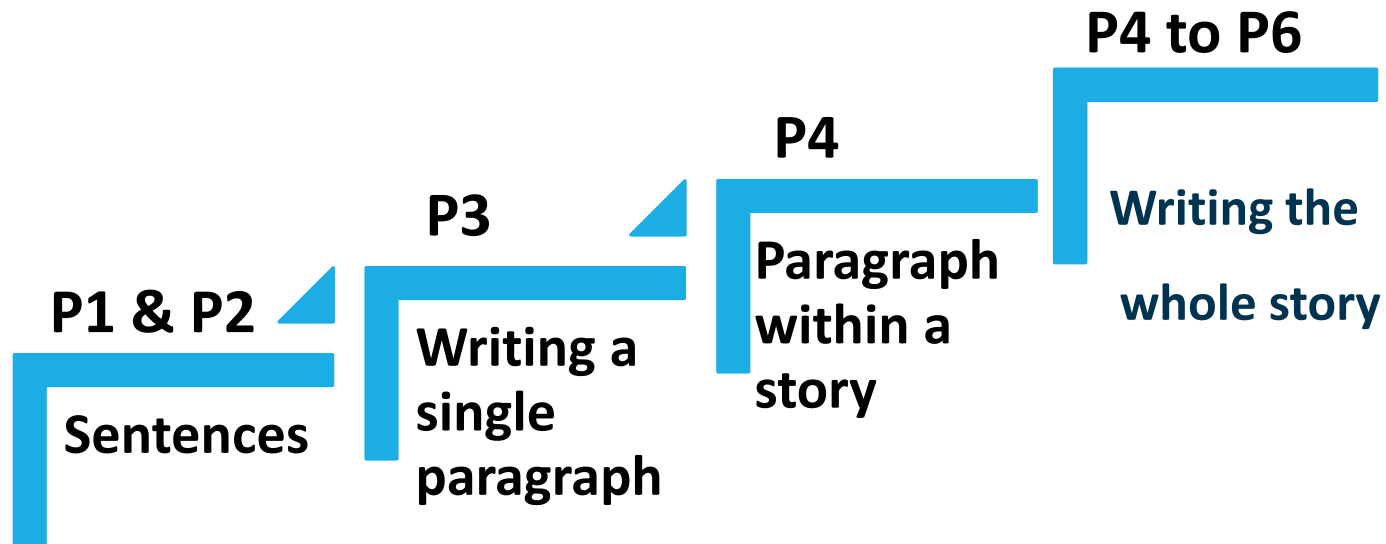
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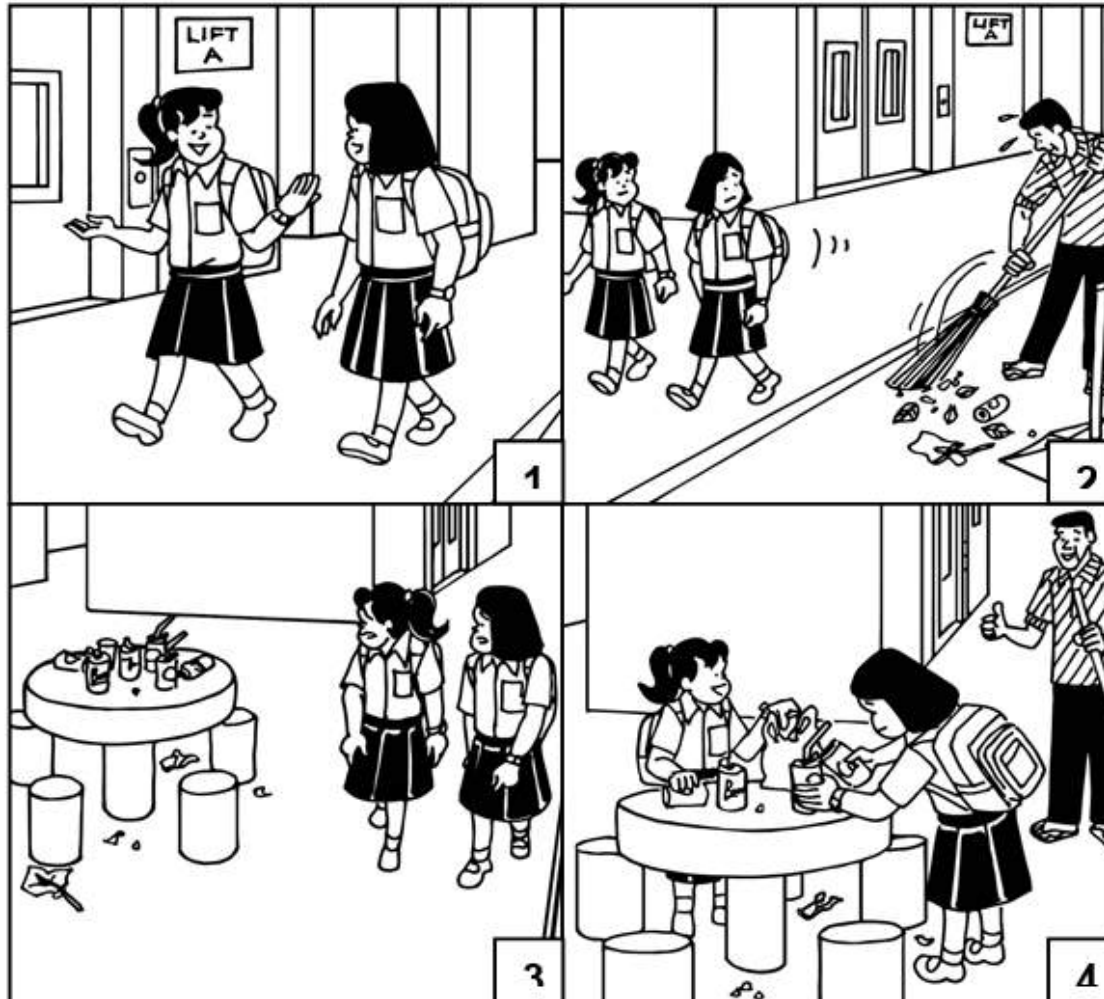


OVERVIEW OF MTL TEACHING & LEARNING

Writing Skill

- **Writing Package** to develop students' writing skills (Progressive development of Writing Skills)





- 8 helping words
- SEAB Approved dictionaries
- Content:7marks;
Language:8marks

写作小练笔

- 教师在批改作文时，可使用批改符号。学生可通过教师的批改，了解批改符号的用法。

批改符号	意思
○ ×	错别字/标点错误
^	遗漏
○	多余

批改符号	意思
—	位置颠倒
~~~~~	用词不当/文句不通
——✓	好词好句





# 2025 Approved Dictionaries

**LIST OF APPROVED DICTIONARIES FOR USE IN 2025 PSLE, GCE NAL, NITL, O & A-LEVEL EXAMINATIONS**

**APPROVED CHINESE DICTIONARIES**

S/N	TITLE	PUBLISHER	ISSN NUMBER	APPROVED PERIOD
1	新编学生汉语词典 (第七版修订本)	商务印书馆	981-255-911-6 979-981-255-911-1	2024 - 2029
2	新编小学生汉语词典	商务印书馆	981-274-954-3 979-981-274-954-3	2024 - 2029
3	新编初中生汉语词典	商务印书馆·商务印书馆	978-981-8237-73-8	2021 - 2025

**APPROVED CHINESE E-DICTIONARIES***

S/N	NAME and MODEL	PUBLISHER	APPROVED PERIOD
1	Senta All Pass S3	Edison Enterprise Pte Ltd	2024 - 2029
2	Senta All Pass S	Edison Enterprise Pte Ltd	2024 - 2029
3	Senta All Pass S1	Edison Enterprise Pte Ltd	2022 - 2026
4	Senta All Pass 3	Know Pte Ltd Edison Enterprise Pte Ltd	2022 - 2026
5	Senta All Pass S	Edison Enterprise Pte Ltd	2022 - 2026
6	Senta All Pass 2	Know Pte Ltd Edison Enterprise Pte Ltd	2022 - 2026
7	MiniVoice PK2131	Creative Knowledge Labs Pte Ltd	2024 - 2029
8	MiniVoice PK2161	Creative Knowledge Labs Pte Ltd	2023 - 2027
9	MiniVoice PK2231	Creative Knowledge Labs Pte Ltd	2024 - 2029
10	MiniVoice PK2281	Creative Knowledge Labs Pte Ltd	2024 - 2029
11	MiniVoice PK2291	Creative Knowledge Labs Pte Ltd	2023 - 2027
12	MiniVoice PK2221	Creative Knowledge Labs Pte Ltd	2023 - 2029
13	MiniVoice PK2131	Creative Technology Ltd Creative Knowledge Labs Pte Ltd	2021 - 2025
14	MiniVoice PK2051	Creative Technology Ltd Creative Knowledge Labs Pte Ltd	2021 - 2025
15	ZZ New-A1	Jato International Pte Ltd	2025 - 2029

**PREVIOUSLY APPROVED CHINESE DICTIONARIES***

S/N	TITLE	PUBLISHER	ISSN NUMBER
1	华语标准词典	群利出版(上海)有限公司	9871-811-989-8
2	华语标准词典	群利出版(上海)有限公司	9811-237-067-8
3	华语汉语词典	群利出版(上海)有限公司	983-820-827-X
4	时代英语高级学生汉语词典	新加坡国立大学译语教育出版社	978-981-271-770-2
5	新汉语字典	商务印书馆有限公司	9759830102160 9798301006119
6	新华现代汉语词典	商务印书馆有限公司 商务印书馆国际有限公司	981-4170-11-7
7	新华初中生汉语词典	商务印书馆·商务印书馆	981-4133-55-8 978-981-4133-55-5
8	新华初中生现代汉语词典	商务印书馆·商务印书馆	981-4070-38X 981-4133-49X 978-981-4133-49-1
9	现代汉语词典 (现代版)	商务印书馆	7-100-04385-9 978-7100-04388-4
10	新华现代汉语词典	商务印书馆有限公司	983-820-865-5 9759830100602
11	新华汉语词典 (现代版)	商务印书馆有限公司	983-820-825-3 983-820-826-1
12	现代汉语词典	商务印书馆	9871-811-513-4
13	时代汉语词典	群利出版(上海)有限公司 群利出版(上海)有限公司	981-01-8-729-2
14	现代汉语词典	商务印书馆	981-009-285X 978-981-009-289-4
15	现代汉语小词典 (现代版)	商务印书馆有限公司·商务印书馆	978912475343
16	现代汉语词典	上海辞书(上海)有限公司	9871-808-91-0

*All previously approved dictionaries, including those that no longer appear on the current approved list, can continue to be used for the national examinations unless there is a change in policy, syllabus or examination format. Under any of these situations, the Singapore Examinations and Assessment Board (SEAB) may withdraw the approval for use of these dictionaries in the examinations.

*Stylus that comes with these approved e-dictionaries can be used in examinations.

**OFFICIAL (OPEN)**

**LIST OF APPROVED DICTIONARIES FOR USE IN 2025 PSLE, GCE NAL, NITL, O & A-LEVEL EXAMINATIONS**

**APPROVED MALAY E-DICTIONARY**

S/N	NAME and MODEL	PUBLISHER	APPROVED PERIOD
1	Global Translator / Model M188 e-dictionary (Kamus Bimbi Elektronik Ruang Ria)	EDN-Media Consultant Pte Ltd	2025 - 2029

**PREVIOUSLY APPROVED MALAY DICTIONARIES***

S/N	TITLE	PUBLISHER
1	Kamus Dewan (Edisi Kedua)	Dewan Bahasa dan Pustaka
2	Kamus Dewan (Edisi Ketiga)	Dewan Bahasa dan Pustaka
3	Kamus Dewan (Edisi Keempat)	Dewan Bahasa dan Pustaka
4	Kamus Pelajar (Terbitan KBSM)	Dewan Bahasa dan Pustaka
5	Kamus Pelajar (Terbitan Khusus KBSM)	Dewan Bahasa dan Pustaka
6	Kamus Pelajar Bahasa Malaysia (Edisi Kedua)	Dewan Bahasa dan Pustaka
7	Kamus Pelajar Bahasa Malaysia (Terbitan Khusus KBSM)	Dewan Bahasa dan Pustaka
8	Kamus Pelajar Bahasa Melayu Dewan (Edisi Kedua)	Dewan Bahasa dan Pustaka
9	Kamus Komprehensif Bahasa Melayu	Oxford Fajar Sdn. Bhd.

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*Stylus that comes with these approved e-dictionaries can be used in examinations.



# P4 Language Use & Comprehension

## Skills needed for Written Interaction

- Able to identify key information from the graphic stimulus provided.
- Present this information in the form of a note, an email, a letter etc.





如果你是立明，你已经报名参加学校的中秋节制作比赛了。请你写一个电邮给你的表弟小文，告诉他今年的灯笼制作比赛和去年的有什么不同。(4分)

收件人: 立明 <liming@kgoomail.com>  
发件人: 小文 <xiaowen@kgoomail.com>  
日期: 2020年9月8日  
主题: 中秋节灯笼制作比赛

小文:

你好! 学校又举办中秋节灯笼制作比赛了我已经报了名。今年的比

祝  
身体健康  
立明

明白题目的要求，  
根据资料中所提供的  
信息，做出书面的  
回应。

- 没根据题目要求 → 0分
- 多答不相关的内容 → 扣分
- 没有换代词 → 扣分
- 照抄整段，表示不理解 → 0分



# CONSIDERATION FOR P5 HMT (4S1H)

- **Extra 1 hour Curriculum time after lunch (Tuesdays)**, manage additional homework and sit for an additional paper (HMT) at P5, P6 and PSLE
- Should not take HMT if your child is **unable to cope with MT or EMS**
- Students who does not take HMT at P5 **will not be able to offer HMT at P6**

# P5 EXAM FORMAT - MTL



**Ngee Ann**  
Primary School  
- 義安小学 -  
Established 1940



Components	Marks (MT)
<b>Paper 1 (Writing)</b> <ul style="list-style-type: none"><li>- Topic Essay</li><li>- Picture Essay(6 pictures with the last being blank )</li><li>2 questions choose 1 (CL: not less than 100 words; ML: not less than 100 words TL: not less than 90 words</li></ul>	40
<b>Paper 2 (Language Use)</b>	90
<b>Paper 3 (Listening Comprehension)</b> <ul style="list-style-type: none"><li>- Picture Matching and Listening to Text MCQ</li></ul>	20
<b>Paper 4 (Oral Communication)</b> <ul style="list-style-type: none"><li>- Reading Aloud (20 marks)</li><li>- Video-Based Conversation (30 marks)</li></ul>	50
<b>Total:</b>	<b>200</b>

# Pri 5 MTL Exam Format – Paper 2



**Ngee Ann**  
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-義安小学-

Established 1940

	Content		Marks
<b>Paper 2</b> (1hr 40 min)	<b>Chinese Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>Language application</li> <li>Cloze Passage</li> <li>Reading Comprehension 1</li> </ul>	<u>Booklet B</u> <ul style="list-style-type: none"> <li>Complete the dialogue</li> <li>Reading Comprehension 2 (2 passages)</li> </ul>	90m
	<b>Malay Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>Language application</li> <li>Reading Comprehension 1</li> </ul>	<u>Booklet B</u> <ul style="list-style-type: none"> <li>To complete text with appropriate phrases (FIB)</li> <li>Reading Comprehension 2 (2 passages)</li> </ul>	
	<b>Tamil Language:</b> <u>Language Use and Comprehension</u> <u>Booklet A</u> <ul style="list-style-type: none"> <li>Language application</li> <li>Cloze Comprehension</li> <li>Reading Comprehension 1</li> </ul>	<u>Booklet B</u> <ul style="list-style-type: none"> <li>Sound differentiation (FIB)</li> <li>Reading Comprehension 2 (2 passages)</li> </ul>	

# P5 EXAM FORMAT-HMT



**Ngee Ann**  
Primary School  
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Components	Marks
Paper 1 (Writing)	40
- Topic Essay                      OE	
- Complete the Essay            OE	
2 questions choose 1 (CL: not less than 200 words; ML: not less than 180 words TL: not less than 120 words)	
Paper 2 (Language Use)	60
Total:	100



# Pri 5 HMTL Exam Format-Paper 2



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## Chinese

- Cloze Passage (MCQ)
- Character/Word Correction (Open-ended)
- Reading Comprehension 1 (Open-ended)
- Reading Comprehension 2 (Open-ended)

## Malay

- Proverbs
- Editing text (Open-ended)
- Reading Comprehension 1 (Open-ended)
- Reading Comprehension 2 (Open-ended)

## Tamil

- Language editing
- Completion of sentences
- Reading Comprehension 1 (Open-ended)
- Reading Comprehension 2 (Open-ended)

### Language Use and Comprehension

Duration: 1 hour 20 minutes

Marks: 60 marks

# Pri 5 FMTL Exam Format



**Ngee Ann**  
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-義安小学-

Established 1940

	Content	Marks
<b>Paper 1</b> <b>(40 min)</b>	<ul style="list-style-type: none"><li>• Language Application (MCQ)</li><li>• Reading Comprehension (MCQ / FIB)</li></ul>	15m
<b>Paper 2</b> <b>(approx. 10 min)</b>	<u>Oral</u> <ul style="list-style-type: none"><li>• Reading aloud (15m)</li><li>• Conversation (related to the theme of the picture) (40m)</li></ul>	55m
<b>Paper 3</b> <b>(approx. 20 min)</b>	<u>Listening Comprehension</u> <ul style="list-style-type: none"><li>• 15 questions</li></ul>	30m





# PARENTS' SUPPORT

## Creating a conducive environment for learning MTL

- ❖ Structured time for MTL revision and learning at home
- ❖ Place equal emphasis on MTL so as to encourage and promote excellence in your child when it comes to the learning of MTL
- ❖ Encourage your child to speak in MTL especially to family members
- ❖ Check your child's progress regularly. Take time to read MTL books with your child
- ❖ Bring your child to the library or bookstore
- ❖ Remind your child to bring their MTL Storybook for Silent Reading on Thursday and Fridays



A Vibrant School to Learn with Passion and Serve with Pride



**Ngee Ann**  
Primary School  
-義安小学-

# 2025 P4 Science Briefing

A Vibrant School to Learn with Passion and Serve with Pride

● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge



# Mission



**Ngee Ann**  
Primary School  
-義安小学-

Develop a life-long interest in learning Science through a curriculum that includes **inquiry, investigation** and **experimentation**

## Inquiry-based Approach

1. Hands-on practical sessions & Thematic learning stations
2. Self-exploration
3. Outdoor Experiential Learning



# At the end of the P4 syllabus, our students should be able to:

- ❖ Demonstrate knowledge and understanding of scientific facts, concepts and principles
- ❖ Apply scientific facts and concepts to new situations
- ❖ Apply skills and processes such as observing, classifying, comparing, measuring, using apparatus and equipment and generating possibilities.

# Science Learning Resources



**Ngee Ann**  
Primary School  
-義安小学-

1. Inspiring Science Textbook & Activity Book
2. Science Topical and Revision Worksheets & Notes
3. Student Learning Space (SLS)

# P4 Science Assessment Plan



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Term 1	Term 2	Term 3	Term 4
Weighted Assessment (Bite-size)	Weighted Assessment (Bite-size)	Weighted Assessment (Bite-size)	End-of-Year-Examination (EYE)
15%	15%	15%	55 %



# P4 SCIENCE EXAM FORMAT

## (based on 2023 Pri Sci Syllabus)



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Booklet	Item Type	No. of questions	Marks per question	Weighting (Marks)
A	MCQ	30	2	60
B	Structured	10-11	2 / 3 / 4	40
<b>Total</b>				<b>100</b>

Note:

P3 topics will be included.



# PARENTS' SUPPORT



**Ngee Ann**  
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- ❖ Do keep the P3 and P4 Science Textbooks, science files and Workbooks as reference.
- ❖ Encourage your child to revise concepts learned in P3 and P4.
- ❖ Encourage your child to be curious, inquisitive and persevere in the learning of Science.

A Vibrant School to Learn with Passion and Serve with Pride

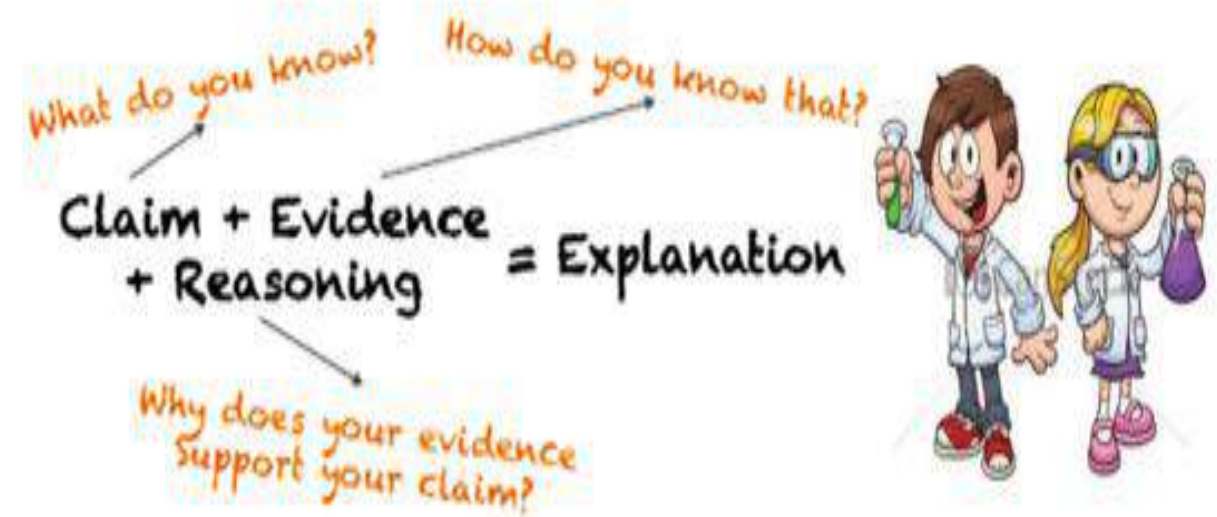
● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge

# Claim-Evidence-Reasoning



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Established 1940

SCIENTIFIC EXPLANATION
<b>CLAIM</b> Your answer to the question <ul style="list-style-type: none"><li>• Usually 1 sentence long (Sometimes the claim is stated in the question stem)</li></ul>
<b>EVIDENCE</b> Information given in the question It may come in the following forms: <ul style="list-style-type: none"><li>• Table</li><li>• Graphs</li><li>• Diagrams</li><li>• Observations given in the question</li></ul>
<b>REASONING</b> Scientific explanation for why the evidence supports your answer





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Established 1940

# Upcoming Events for P4

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● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge

# P4 Swim Safer Programme in Term 2

- Swimsafer 2.0 programme for all P4 students in line with MOE's directive regarding water safety and survival.
- Conducted during curriculum time (8 weeks starting in Week 1 Term 2) as part of the school's PE programme at the Katong Swimming Complex.
- Qualified instructors engaged by MOE will conduct the lessons ending with an assessment at the end of the programme.

# P4 Swim Safer Programme



# P4 Camp in Term 3

- ❑ 1-day non-residential camp (7.30 a.m to 5.30 p.m.) MOE Outdoor Adventure Learning Centre (Changi Coast or Dairy Farm).
- ❑ To allow students to experience physical and outdoor pursuits in a safe and controlled environment.
- ❑ Preparatory programme for the more challenging and rigorous 3-days residential camp which the students will encounter in P5 next year.



# P4 Camp 2024



# P4 Music Learning Journey

## Esplanade in Term 3 (After School)

- ❑ As part of the school's Learning for Life Programme and to support a holistic educational journey at Ngee Ann Primary School.
- ❑ To learn about the history and important features of a local arts house.
- ❑ Experience and enjoy a live performance/concert

# Learning Journey to The Singtel Waterfront Theatre at The Esplanade





Thank you!

