

# Springdale Primary School



## Information Booklet for Parents Primary 3 (2019)

## **PREFACE**

Dear Parents

It is our privilege to have your child be a part of the Springdale Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning fun, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

As such, we have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes of the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More information on the weighted assessment items will be given at the beginning of each term.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely  
Mdm Neo Lay Wah  
Principal

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## ENGLISH LANGUAGE

### AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

The Primary English Language Syllabus aims to enable all students to:

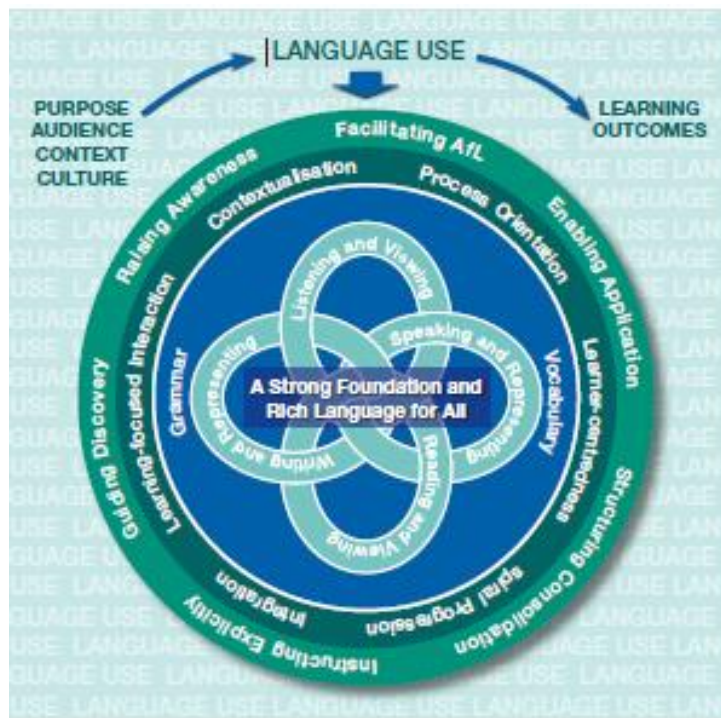
1. **Listen, read and view** critically and with accuracy, understanding and appreciation a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

### ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2010* is to develop effective language use. Students' language use will be affected by the purpose, audience, context and culture and their proficiency in language use is assessed by their attainment of the learning outcomes.

To achieve the overarching aim of the *EL Syllabus 2010*, a two-pronged approach of building a strong foundation and providing rich language for all will be adopted. Students' language use is reflected in the following areas of language learning:

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



Aim
Approach
Principles
Teaching Processes

Areas of Language Learning
Receptive and Productive Skills
Knowledge about Language

## **SCOPE OF LEARNING**

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

<b>Language Skills</b>	<b>Components / Tasks</b>
Listening & Viewing	<b>Picture Matching</b> Students will have to listen and pick the correct pictures that best match the given statements.  <b>Note-taking</b> Students will have to listen to a short text and write down words or short phrases to complete the note-taking task.
Speaking & Representing Reading & Viewing	<b>Reading Aloud</b> Students will read a short passage to demonstrate their ability to read accurately and fluently. Reading Aloud serves as a logical extension of skills from Running Record.  <b>Stimulus-based Conversation</b> Students will demonstrate their ability to provide a response to a given stimulus by sharing their views and reasons for thinking so.
Writing & Representing	<b>Composition Writing</b> Students will demonstrate their grasp of the narrative genre (orientation, development, problem and resolution) and ability to organise their ideas coherently by writing a story of at least 3 paragraphs.
Language Use	<b>Explicit Skills Instruction</b> Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use: <ul style="list-style-type: none"><li>▪ Grammar</li><li>▪ Reading Comprehension</li><li>▪ Modified Cloze Passage</li><li>▪ Synthesis</li></ul>

## **PROGRAMMES**

### **STELLAR**

The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. Besides using the key strategies meant

for lower primary classrooms, students will be exposed to the following strategies for the upper primary classrooms.

#### Supported Reading (SR)

Students will be given opportunities to make predictions, read assigned section silently before discussing the text and difficult words as a whole class. This strategy is usually carried out for narrative and information texts.

#### Know - Want to know - Learnt (KWL)

Students will use this strategy to extract information and relate it to what they already know about a topic. They will be guided to organise, access and remember information. This enables students to understand and follow the logic of information presented in a text, recognise information that is repeated and distinguish between main ideas and details. The teacher's support is gradually reduced when the students learn to be more independent in extracting information from what they read.

#### Retelling (RT)

Students will use retelling as a reading comprehension strategy to engage with the text at different levels: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. They will be given opportunities to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features.

### **RESOURCES USED**

1. High-interest storybooks
2. Marshall Cavendish Companion Booklets (10 Titles)
3. Grammar Smart Workbooks 3A to 3D
4. School Supplementary Materials

# MATHEMATICS

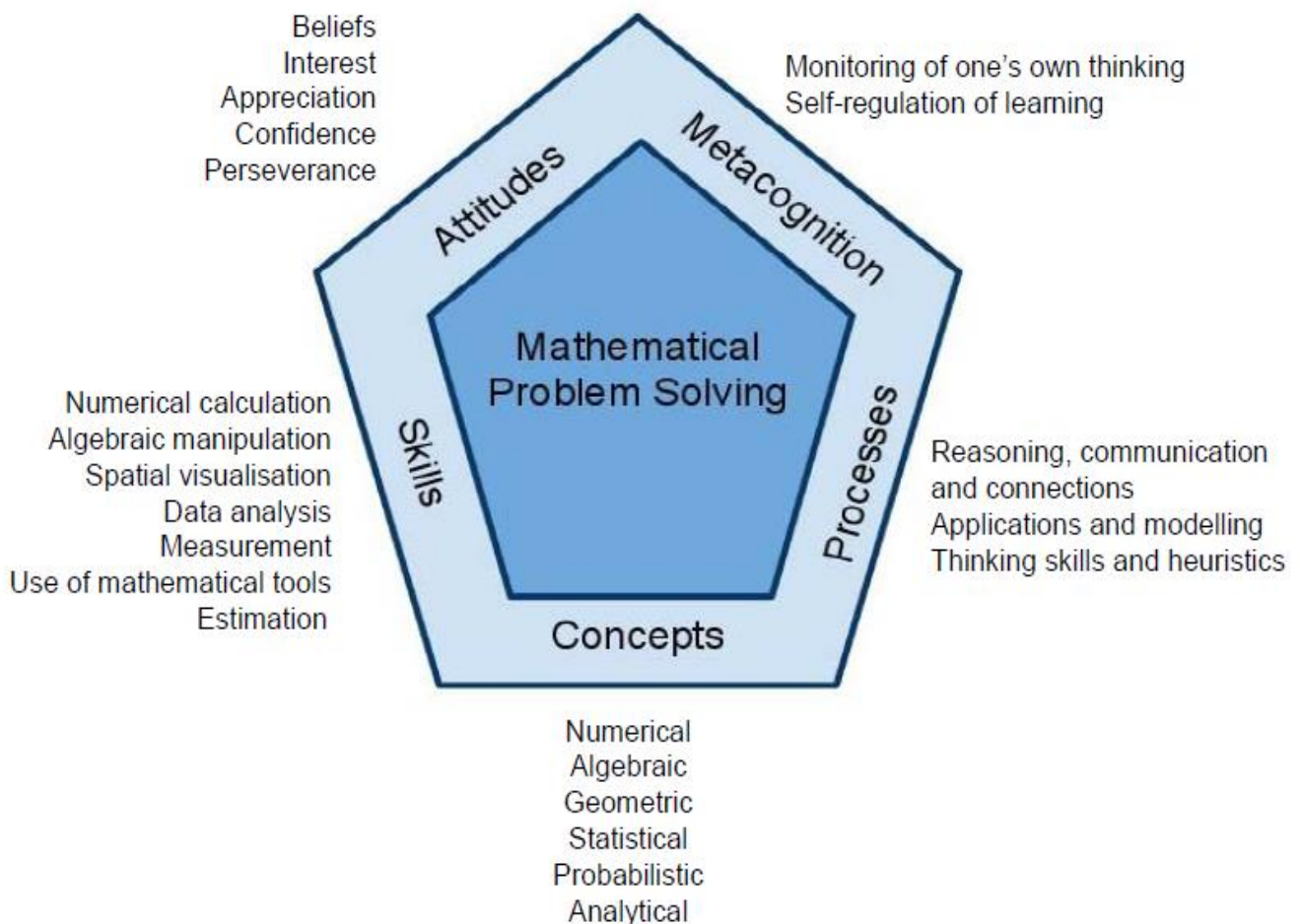
## AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

The Primary Mathematics Syllabus aims to enable all students to:

1. acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics.
2. develop thinking, reasoning, communication, application and metacognitive skills through a Mathematical approach to problem-solving.
3. build confidence and foster interest in Mathematics.

## MATHEMATICS FRAMEWORK

The central focus of the framework is Mathematical problem-solving, that is, using Mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of mathematics at all levels, from primary to tertiary. The framework stresses conceptual understanding, skills proficiency and Mathematical processes, and gives due emphasis to attitudes and metacognition.



## **SCOPE OF LEARNING**

<b>Content Chart</b>	<b>Components / Tasks</b>
(A) Numbers to 10000	<ol style="list-style-type: none"><li>1. Counting to 10 000</li><li>2. Comparing and ordering numbers to 10 000</li><li>3. Number patterns within 10 000</li></ol>
(B) Addition & Subtraction within 10000	<ol style="list-style-type: none"><li>1. Addition without regrouping</li><li>2. Addition with regrouping</li><li>3. Subtraction without regrouping</li><li>4. Subtraction with regrouping</li><li>5. Word problems</li></ol>
(C) Multiplication Tables of 6, 7, 8 & 9	<ol style="list-style-type: none"><li>1. Showing multiplication</li><li>2. Multiplication facts of 6 and 7</li><li>3. Multiplication facts of 8 and 9</li><li>4. Using grouping method to find products</li><li>5. Division facts of 6, 7, 8 &amp; 9</li><li>6. Word problems</li></ol>
(D) Multiplication & Division	<ol style="list-style-type: none"><li>1. Multiplication without regrouping</li><li>2. Multiplication with regrouping</li><li>3. Quotient &amp; remainder</li><li>4. Division without remainder</li><li>5. Division with remainder</li><li>6. Word problems</li></ol>
(E) Money	<ol style="list-style-type: none"><li>1. Value of \$1 000</li><li>2. Addition involving money</li><li>3. Subtraction involving money</li><li>4. Word problems</li></ol>
(F) Length, Mass & Volume	<ol style="list-style-type: none"><li>1. Measuring length in metres and centimetres</li><li>2. Converting length in metres and centimetres</li><li>3. Measuring length in kilometres and metres</li><li>4. Converting length in kilometres and metres</li><li>5. Measuring mass in kilograms and grams</li><li>6. Converting mass in kilograms and grams</li><li>7. Measuring volume in litres and millilitres</li><li>8. Capacity and volume</li><li>9. Converting capacity &amp; volume in litres and millilitres</li><li>10. Word problems</li></ol>
(G) Time	<ol style="list-style-type: none"><li>1. Telling time to the minute</li><li>2. Conversion of hours and minutes</li><li>3. Measuring time in hours and minutes</li><li>4. Starting time, finishing time and duration</li><li>5. Adding and subtracting time</li><li>6. Word problems</li></ol>



<b>Content Chart</b>	<b>Components / Tasks</b>
(H) Fractions	<ol style="list-style-type: none"> <li>1. Understanding equivalent fractions</li> <li>2. Finding equivalent fractions</li> <li>3. Simplifying fractions</li> <li>4. Comparing unlike fractions</li> <li>5. Comparing and ordering fractions</li> <li>6. Adding unlike fractions</li> <li>7. Subtracting unlike fractions</li> </ol>
(I) Angles	<ol style="list-style-type: none"> <li>1. Idea of angles</li> <li>2. Right angles</li> <li>3. Comparing angles</li> </ol>
(J) Perpendicular Lines & Parallel Line	<ol style="list-style-type: none"> <li>1. Identifying perpendicular lines</li> <li>2. Drawing perpendicular lines</li> <li>3. Identifying parallel lines</li> <li>4. Drawing parallel lines</li> <li>5. Vertical and horizontal lines</li> </ol>
(K) Perimeter and Area	<ol style="list-style-type: none"> <li>1. Perimeter</li> <li>2. Area</li> <li>3. Comparing perimeter and area</li> <li>4. Area of squares and rectangles</li> </ol>
(L) Bar Graph	<ol style="list-style-type: none"> <li>1. Reading and interpreting bar graphs</li> <li>2. Solving problems using data in graphs</li> </ol>

## **PROGRAMMES**

### **Sustained Support for Mathematics (SSM)**

Students learn Mathematical concepts through a series of activities that are scaffolded to develop conceptual understanding. The programme hinges on the principles of early success, strong basics and steady progress. The focus is to provide students the experiences to learn from the concrete stage to the pictorial stage and then to the abstract stage. Learning experiences involve the use of manipulatives, songs, storybooks and daily experiences. Students work with concrete objects during performance tasks so that they are able to make sense of their learning.

### **Learning through Play**

Teaching and learning through play will ignite students' curiosity and thus better engage them in the subject. This would include knowledge construction using manipulatives (involving concrete resources) and open-ended problems (involving concepts) to make Math come alive for students. Students will be given opportunities to "play" with a Math problem and "toy" with the Math concepts before being taught the concepts.

## **Authentic Learning**

Through authentic learning experiences beyond the classroom, e.g. Maths recess games and learning journeys, students are able to appreciate and apply what they have learnt in Mathematics in real-life contexts. It is through these experiences that they are able to reinforce and connect what they have learned in the classroom to real-life applications.

## **Problem-Solving**

### Non-routine Problems

Students at all levels, starting from Primary 2, are taught the different thinking skills and heuristics to help them solve non-routine questions and higher-order thinking questions. Students will go through investigative tasks so as to apply the heuristics in solving problems.

### Routine Problems

Students at all levels, starting from Primary 1, are taught the fundamental skills related to problem-solving and these skills will be cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

### Speed Sums

At the foundational levels, basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.

## **RESOURCES USED**

1. Targeting Mathematics 3A & 3B Textbook
2. Targeting Mathematics 3A & 3B Workbook

Written by: Dr Eric Chan & Daniel William Cole, Star Publishing Pte Ltd

## SCIENCE

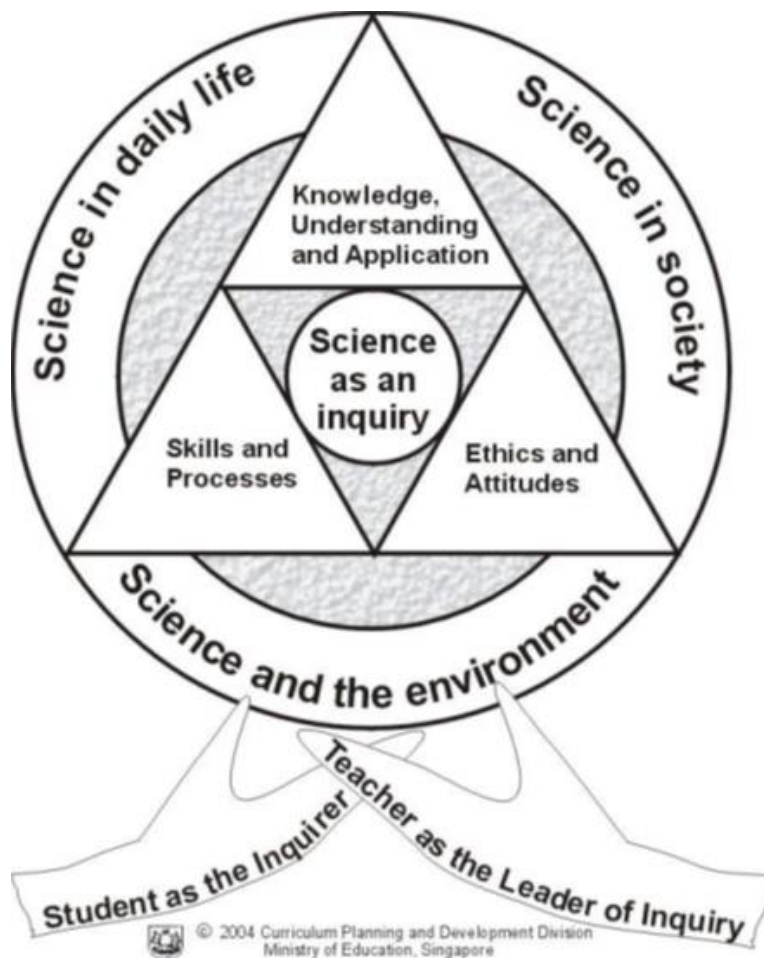
### AIMS OF SCIENCE EDUCATION IN SCHOOLS

The Primary Science Syllabus aims to:

1. provide students with experiences which build on their interest and stimulate their curiosity about their environment;
2. provide students with basic scientific terms and concepts to help them understand themselves and the world around them;
3. provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry;
4. prepare students towards using scientific knowledge and methods in making personal decisions;
5. help students appreciate how science influences people and the environment.

### SCIENCE CURRICULUM FRAMEWORK

Central to the curriculum framework is the inculcation of the spirit of scientific inquiry. The conduct of inquiry is founded on three integral domains of (a) Knowledge, Understanding and Application, (b) Skills and Processes and (c) Ethics and Attitudes. These domains are essential to the practice of science. The curriculum design seeks to enable students to view the pursuit of science as meaningful and useful. Inquiry is thus grounded in knowledge, issues and questions that relate to the roles played by science in daily life, society and the environment.



The approach towards the learning of science is based on themes that students can relate to in their everyday experiences, and to the commonly observed phenomena in nature. The aim is to enable students to appreciate the links between different themes/topics and thus allow the integration of scientific ideas. The five themes chosen are: Diversity, Cycles, Systems, Energy and Interactions.

The focus for each theme is given below:

### **Diversity**

There is a great variety of living and non-living things in the world. Man seeks to organise this great variety of living and non-living things to better understand the world in which he lives. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help Man to classify them. This theme brings across the importance of maintaining diversity. The essential takeaways for “Diversity” are:

- There is a great variety of living and non-living things around us.
- Man can classify living and non-living things based on their similarities and differences to better understand them.
- Maintaining the diversity of living things around us ensures their continual survival.

### **Cycles**

There are repeated patterns of change in nature. Examples of these cycles are the life cycles of living things and the water cycle. Understanding these cycles helps Man to predict events and processes and to appreciate the Earth as a self-sustaining system. The essential takeaways are:

- There are repeated patterns of change around us.
- Observing cycles helps us to make predictions and understand things around us.

### **Systems**

A system is a whole consisting of parts that work together to perform a function(s). There are systems in nature as well as man-made systems. Examples of systems in nature are the digestive and respiratory systems. Examples of man-made systems are electrical systems. Understanding these systems allows Man to understand how they operate and how parts influence and interact with one another to perform a function. The essential takeaways are:

- A system is made of different parts. Each part has its own unique function.
- Different parts / systems interact to perform function(s).

### **Interactions**

Studying the interactions between and within systems enhances understanding of the environment and Man’s role in it. Interactions occur within an organism, between organisms as well as between organisms and the environment. The interaction of Man with the environment drives the development of Science and Technology. At the same time, Science and Technology influences the way Man interacts with the environment. By understanding the interactions between Man and the environment, students can better appreciate the consequences of their actions and be responsible for their actions. The essential takeaways are:

- There are interactions among Man, living and non-living things in the environment.
- Man can interact with the environment and make positive or negative impacts.
- Man plays an important role in conservation to ensure continuity of life and availability of resources.

### **Energy**

Energy makes changes and movement possible in everyday life. Man uses various forms of

energy for many different purposes. Man is not the only animal that needs energy; all living things obtain energy and use it to carry out life processes. Understanding this theme will allow students to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways are:

- Energy is required to enable things to work or move.
- There are different forms of energy and they can be converted from one form to another.
- Some sources of energy can be depleted and Man plays an important role in energy conservation.

### **SKILLS AND PROCESSES**

There are opportunities for students to use concepts and integrate skills and processes to inquire things and phenomena around them. The skill sets aligned are shown in the table below:

<b>Skills and Processes</b>	Engaging with an event, phenomenon or problem through:	Collecting and presenting evidence through:	Reasoning; making meaning of information and evidence through:
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Formulating hypothesis</li> <li>• Generating possibilities</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Using apparatus and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Classifying</li> <li>• Inferring</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>
	Communicating		
<b>Processes</b>	Creative problem-solving, investigation and Decision-making		

### **SCOPE OF LEARNING**

The focus for P3 is depicted below.

<b>Term</b>	<b>Theme</b>	<b>Topics</b>
1	Diversity	Classification of Living & Non-Living Things
		Plants
		Animals
		Fungi & Bacteria
2	Diversity	Materials
	Systems	What is a system
		Plants and their Parts
	Your Amazing Body as a System	
3	Systems	Human Digestive System
	Cycles	Life Cycles of Some Animals
4	Cycles	Life Cycles of Plants

## **PROGRAMMES**

Experiential learning catered across the level through learning packages and activities to promote self-directed learning and cultivate a passion for Science includes:

- Eco-Trail Learning Package
- Performance Tasks / Assessments
- Science Practical Test

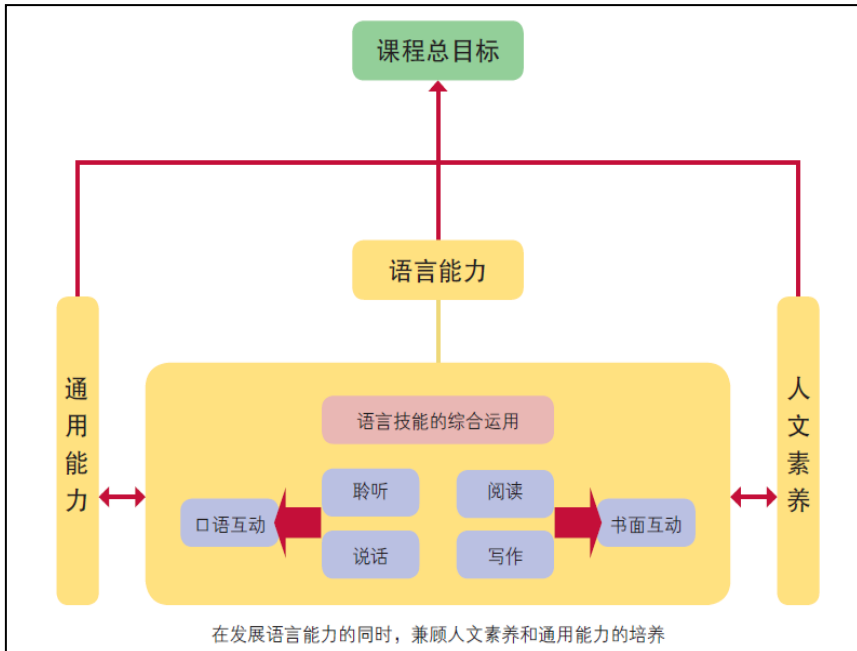
## **RESOURCES USED**

1. My Pals are Here! Science 3 & 4 Diversity Text Book
2. My Pals are Here! Science 3 & 4 Diversity Workbook
3. My Pals are Here! Science 3 & 4 Systems Text Book
4. My Pals are Here! Science 3 & 4 Systems Workbook
5. My Pals are Here! Science 3 & 4 Cycles Text Book
6. My Pals are Here! Science 3 & 4 Cycles Workbook
7. Vitamindz Science (Diversity, Systems, Cycles)

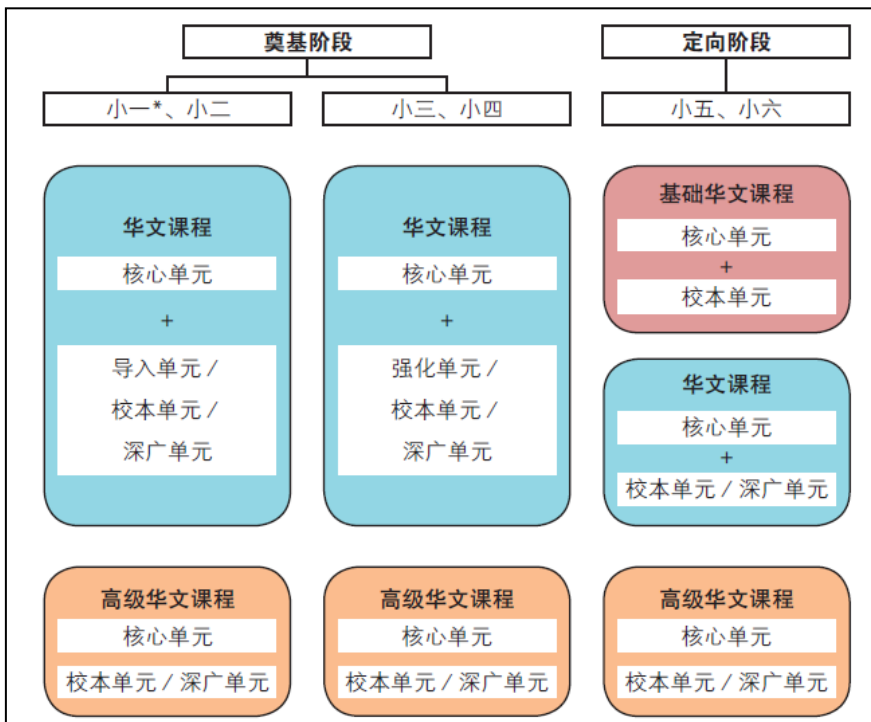
## 华文

### 小学华文课程的总目标

1. 培养学生的语文能力
2. 培养学生的人文素养
3. 培养学生的通用能力



### 课程框架



- 小学各课程采用单元模式，以照顾学生家庭语言背景的不同和学生能力的差异，使华文教学更具灵活性。
- 修读华文课程的学生都必须学习核心单元。
- 需要额外帮助的学生将学习强化单元；能力较强的学生将学习深广单元。
- 强化单元的教学会安排在核心单元教学之前；深广单元的教学则在核心单元教学之后。
- 学校在开学时就会为三年级的学生进行单元分班（强化、核心或深广班）。教师将通过以下几方面来评估：
  - 学生的课堂表现
  - 学生的学习态度
  - 学生的学习成绩

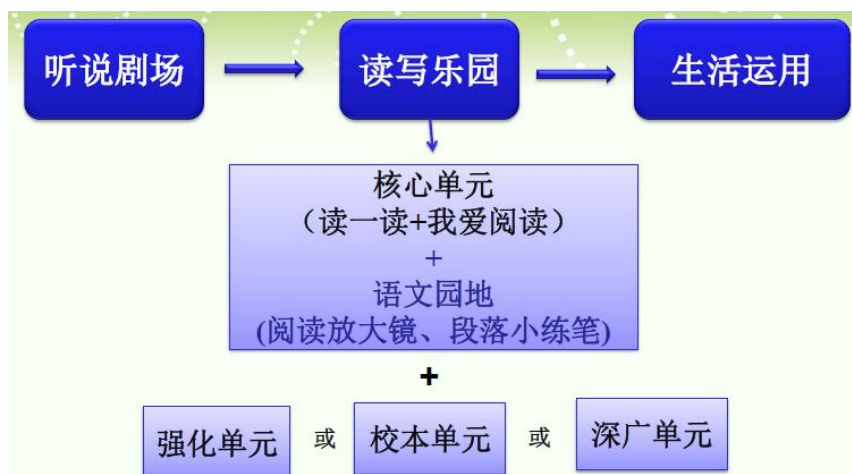
单元模式旨在不在将学生分流。单元模式的设立是为了让不同能力的学生能以最适于他学习的进度来学习华文。

### 教材特点

- 听说、读写分流并进，有机相关
- 围绕六大范畴，按照主题组织教学内容
- 系统性地培养语言知识与技能
- 重视资源开发，综合配套

课堂教学	
纸本教材	课本、活动本、习字本、字卡
数码资源	e唱游世界、e听说剧场、e读写乐园等

### 课本体例





## 活动

### 阅读计划（第一至第四学段）

- 通过有系统的阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。

### 弟子规（第一至第四学段）

- 利用《弟子规》培养学生良好的文明礼仪，并提高他们的口语和书面表达能力。

### 乐学善用互动平台（iMTL）

- 通过乐学善用互动平台培养学生的口语与书面互动能力。老师和学生也能够在平台上进行教师评价、自我评价和同侪评价。

### 电脑课（配合课文需要）

- 适当地融入科技教学，以调动学生的学习兴趣。

### 母语双周，文化营（第二学段）

- 主办为期两个星期的母语活动（例：戏剧欣赏、剪纸、书法等），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。

### 文化随意门计划（第三学段—暂订）

- 安排学生观赏校外的文化表演，让学生通过不同管道去欣赏中华文化，培养学生学习华文的兴趣。

## 评价

评价的形式多元，除了考查学生的学习成果，还可以让老师们对学生在不同方面的学习能力、兴趣和需要，有更全面的了解。

### 全面性评价

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，以在“德、智、体、群、美”五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

## MALAY LANGUAGE

### MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Kurikulum Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. berkomunikasi secara efektif dalam bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang budaya, tradisi, sastera dan sejarah; dan
3. berhubung dengan masyarakat Nusantara dan dunia yang bertutur dalam Bahasa atau budaya yang sama.

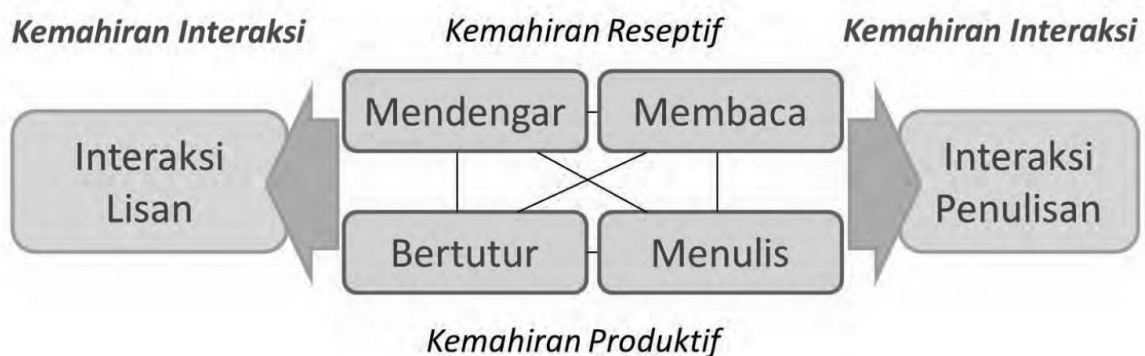
### KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugas bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merentasi tiga kategori iaitu reseptif, produktif dan interaksi yang merangkumi enam kemahiran bahasa, iaitu mendengar, membaca, bertutur, menulis, interaksi lisan dan interaksi penulisan.

### PROGRAM

Program pendidikan Bahasa Melayu di sekolah melibatkan pelajar secara aktif menerusi aktiviti yang dijalankan di dalam dan di luar bilik darjah. Pelajar juga diberi peluang untuk meningkatkan kemahiran mereka dengan berinteraksi bersama rakan sedarjah.

Aktiviti pembelajaran yang dilakukan oleh murid-murid telah direka khas dengan menggunakan pendekatan dalam pengajaran dan penilaian untuk memenuhi keperluan pembelajaran pelajar yang berbeza-beza. Kemahiran dan pengetahuan bahasa dilalui oleh murid-murid telah dibahagikan kepada tiga dimensi yang merangkumi enam kemahiran bahasa :



<b>Aktiviti Pembelajaran</b>		
<p><b>Kemahiran Reseptif</b> ialah kemahiran bahasa yang melibatkan pemahaman dan pentafsiran makna dalam aktiviti atau tugas bertutur atau penulisan.</p>	<p><b>Kemahiran Mendengar</b></p> <ol style="list-style-type: none"> <li><u>Kefahaman mendengar</u> Murid dikehendaki memahami dan mentafsirkan makna yang sesuai terhadap sesuatu teks (contoh: arahan, pesanan, dialog, cerita dan puisi kanak-kanak) yang didengar.</li> </ol>	<p><b>Kemahiran Membaca</b></p> <ol style="list-style-type: none"> <li><u>Bacaan Lantang</u> Murid diberi peluang untuk menilai bacaan mereka secara sendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar suara rakaman mereka supaya dapat mengecam kelemahan atau kekuatan bacaan mereka. Bahan bacaan berbentuk cerpen, karangan dan puisi.</li> </ol>
<p><b>Kemahiran produktif</b> ialah kemahiran bahasa yang melibatkan penciptaan dan persembahan tugas bertutur atau penulisan.</p>	<p><b>Kemahiran Bertutur</b></p> <ol style="list-style-type: none"> <li><u>Sesi Bercerita</u> Murid harus menyampaikan semula cerita atau mengenal pasti isi-isi penting yang dipetik daripada bahan pembelajaran atau video yang ditonton.</li> <li><u>Sesi Perkongsian</u> Murid akan berkongsi pengalaman mereka kepada rakan-rakan. Murid dikehendaki memberi pandangan peribadi berdasarkan bahan rangsangan yang diberikan.</li> </ol>	<p><b>Kemahiran Menulis</b></p> <ol style="list-style-type: none"> <li><u>Saya Yakin, Menulis!</u> Menulis teks prosa (naratif, deskriptif, fungsional) dan puisi berdasarkan panduan/ rangsangan.</li> </ol>
<p><b>Kemahiran Interaksi Lisan dan Penulisan</b>, merupakan komunikasi interpersonal. Komunikasi ini memerlukan murid untuk memberi respons secara lisan dan penulisan.</p>	<p><b>Kemahiran Interaksi Lisan</b></p> <ol style="list-style-type: none"> <li><u>Pembelajaran secara kolaboratif</u> Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki memulakan pertuturan atau menjawab soalan yang biasanya memerlukan respons dari rakan sedarjah. Bahan rangsangan seperti gambar atau video akan diberikan.</li> </ol>	<p><b>Kemahiran Interaksi Penulisan</b></p> <ol style="list-style-type: none"> <li><u>Saya Yakin, Menulis!</u> Murid dikehendaki menulis jurnal dalam pelbagai konteks (contoh: surat kiriman, poskad, e-mel).</li> </ol>

## **TATABAHASA**

Berikut adalah aspek tatabahasa yang akan diperkenalkan secara bertahap-tahap :

(1) Tatabahasa

- Sintaksis
- Kata Tunggal
- Kata Kerja
- Kata Adjektif
- Kata Tanya
- Kata Majmuk
- Kata Seerti/Seiras
- Kata Berlawan/Berpasang
- Kata Nama
- Kata Tugas
- Kata Berimbuhan  
(meN,beR,teR,peN,di-,ke-,se-,pe-,-an,-kan, meN-kan,di-kan,beR-kan,beR-an,ke-an,peN-an,pe-an)
- Kata Ganda Penuh dan Separa
- Penjodoh Bilangan
- Bandingan Semacam
- Ayat Majmuk dan Jenis Ayat

(2) Kosa Kata

- berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

(3) Tanda Baca

- tanda noktah ( . ), koma ( , ), tanya ( ? ), sempang ( - ), seru (!)

(4) Senarai Peribahasa (Darjah 3)

No.	Peribahasa	Maksud / Makna
1	ambil berat	memberikan perhatian
2	anak angkat	anak yang diambil dan dijadikan sebagai anak sendiri
3	anak emas	orang yang sangat disayangi
4	bawa nasib	mencari penghidupan di tempat lain
5	berat sebelah	tidak adil
6	besar hati	bangga atau gembira
7	buah tangan	barang yang dibawa sebagai hadiah
8	buruk siku	mengambil semula sesuatu yang pernah diberikan kepada seseorang
9	cakar ayam	tulisan yang buruk dan sukar dibaca
10	campur tangan	melibatkan diri dalam hal orang lain
11	cari jalan	berusaha untuk mencapai sesuatu perkara
12	fasih lidah	lancar berbicara dan betul sebutannya
13	hidung tinggi	sombong
14	jalan tengah	tidak berat sebelah atau tidak memihak kepada sesiapa
15	kaki ayam	tidak memakai alas kaki atau kasut
16	kaki bangku	tidak pandai bermain bola
17	kecil hati	tersinggung
18	keras kepala	degil
19	lepas tangan	tidak masuk campur dalam sesuatu urusan
20	lurus akal	jujur
21	manis mulut	bercakap dengan lemah-lembut
22	mati akal	tidak tahu apa yang hendak dilakukan
23	muka tembok	tidak tahu malu
24	murah hati	suka memberikan bantuan
25	rendah hati	tidak sombong
26	ringan mulut	peramah / mudah menyatakan pendapat
27	ringan tulang	rajin bekerja
28	tajam akal	cepat menerima pelajaran
29	tanda mata	hadiah yang diberikan sebagai kenang-kenangan
30	otak udang	bodoh

### **BAHAN PEMBELAJARAN**

1. Buku Teks Cepak 3A & 3B
2. Buku Aktiviti Cepak 3A & 3B
3. Buku Kecil (4 Siri) 3A & 3B
4. Lembaran Kerja *Saya Yakin, Menulis!*
5. Lembaran Kerja (Bahasa)
6. Buku Latihan A5 Jurnal

## TAMIL LANGUAGE

### **தமிழ்மொழி கற்றலின் நோக்கங்கள்**

தமிழ்மொழி கற்றல் இரு நோக்கங்களை அடிப்படையாகக் கொண்டுள்ளது. அவை அடிப்படைமொழித்தற்களாகிய கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகியவற்றில் முறையாகப் பயிற்சி பெறுவதும், தமிழ் பண்பாட்டுக்கூறுகளையும், பாரம்பரியக் கூறுகளையும் நன்கு விளங்கிக் கொள்வதோடு, நாட்டுருவாக்கத்திற்குத் தேவையான பண்புநலன்களைப் பெற்று பயன் அடைவதும் ஆகும்.

மொழி கற்றலில் கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகிய நான்கும் அடிப்படை மொழித்திறன்களாகும். தொடக்கநிலை 3 மாணவர்கள் கீழ் குறிப்பிடப்பட்டுள்ள நான்குத் திறன்களிலும் வலுவான அடித்தளம் பெறும் வண்ணம் இத்திறன்கள் அமைதிருக்கின்றன.

### **கேட்டலும் நோக்கலும்**

கட்டளைகளைக் கவனமாகக் கேட்டும் பார்த்தறிந்தும் தமது புரிந்துணர்வை வெளிப்படுத்துவதோடு அவற்றுக்கேற்றவாறு செயற்படுவர். பாடப்பொருளைக் கவனமாகக் கேட்டுத் தம் முன்னறிவோடு இணைத்துக் கூறுவர். கேட்டதையும் பார்த்தறிந்ததையும் நுணுகி ஆராய்ந்து பல்வேறு வழிகளில் தம் புரிந்துணர்வை வெளிப்படுத்துவர்.

### **பேசுதல்**

தேவைக்கேற்பக் குரல் ஏற்ற இறக்கத்துடனும் சரியான உச்சரிப்புடனும் தெளிவாகவும் சரளமாகவும் பேசுவர். சூழலுக்கேற்பப் பேச்சுத்தமிழில் அல்லது எழுத்துத்தமிழில் பேசுவர். பல்வேறு சூழல்களில் கருத்துக்களைப் பயன்முனைப்புமிக்க முறையில் கூறுவர்.

பேச்சுவழி கருத்துப்பரிமாற்றத் திறனை வளர்த்துக் கொள்ளுதல்; பொருத்தமான சொற்களையும் பலதரப்பட்ட வாக்கியங்களையும் பயன்படுத்தித் தெளிவாகக் கருத்துப்பரிமாற்றம் செய்வர்.

### **படித்தல்**

மூன்றாம் நிலைக்கான பொருத்தமான பனுவல்களைச் சரியாகவும் சரளமாகவும் பொருள் விளங்குமாறும் படிப்பர். மூன்றாம் நிலைக்கேற்பப் பொருத்தமான பனுவல்களைப் பொருளுணர்ந்து குறிப்பிட்ட வேகத்துடன் படிப்பர்.

### **எழுதுதல்**

படம், படத்தொடர் சூழல் முதலியவற்றை ஒட்டி கதை அல்லது கட்டுரை எழுதுவர். இலக்கணம், மொழிமரபுகள், கருத்தறிதல் ஆகிவற்றோடு ஆத்திச்சூடி, உலகநீதி ஆகிய செய்யுள் வகைகளையும் படித்தறிவர்.

## PHYSICAL EDUCATION

### **AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS**

The Primary PE Syllabus aims to enable all students to demonstrate individually and with others the physical skills, practices and values to enjoy a lifetime of active, healthy living.

### **PE AND SPORTS DEVELOPMENT FRAMEWORK**

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be they for recreation, personal challenge and achievement or national honours.

A strong foundation anchored on fundamental motor skills and core values form the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad-based physical competencies which provide opportunities for exploration of interest.

From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

### **GOALS OF PE**

The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.

PE seeks to develop in each student the ability to:

**Goal 1:** Acquire a range of motor skills to participate in a variety of physical activities.

**Goal 2:** Understand and apply movement concepts, principles and strategies in a range of physical activities.

**Goal 3:** Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

**Goal 4:** Display positive personal and social behaviour across different experiences.

**Goal 5:** Acquire and maintain health-enhancing fitness through regular participation in physical activities.

**Goal 6:** Enjoy and value the benefits of living a physically active and healthy life.

## **SCOPE OF LEARNING**

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

### **Assessment**

P3 students will be assessed in the following areas:

1. Swimming (SwimSafer Programme)
2. Athletics
3. Games and Sports
4. Participation in PE

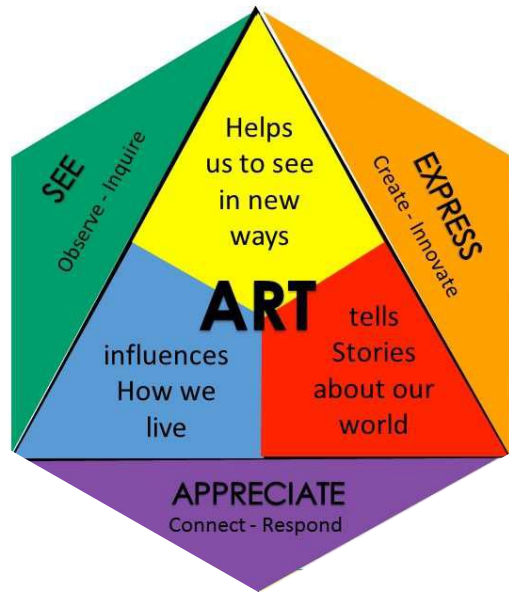
<b>S/N</b>	<b>Area</b>	<b>Item</b>
1.	Swimming	Demonstrate relevant and appropriate SwimSafer skills (according to specific stage level). Students are required to minimally pass SwimSafer Stage 1 assessment.
2.	Athletics	Demonstrate sprinting from a standing start with sustained effort over a distance of 30 to 40 m, with finishing technique.
3.	Games and Sports	Pass a ball using the inside of the foot, on the ground, to a partner who will trap using the foot.
3.	Participation in PE	Display effort to listen attentively, follow instructions and work well with fellow peers in order to improve on learned skills safely.



## ART EDUCATION Primary Art Syllabus

### AIMS OF ART EDUCATION IN SCHOOLS

The aims of Art education are to enable every student:  
To enjoy art, communicate visually, and make meaning through connecting with society and culture.



### ART FRAMEWORK

The Learning Outcomes of the Art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of **See**, **Express** and **Appreciate**. The three behavioural domains of *seeing*, *expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art. This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

See	Express	Appreciate
In <i>Seeing</i> art, our students observe their surroundings closely & analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing student's observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and experiences.	In <i>Expressing</i> art, our students generate ideas from what they see & explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, quality of materials, tools and artistic processes in order to meet an artistic intention.	In <i>Appreciating</i> art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other culture and context to make connections and understand the values of art in their lives and society.

## **SCOPE OF LEARNING**

### **Learning Outcomes for Primary 3 and 4**

<b>See</b>	<b>Express</b>	<b>Appreciate</b>
<b>Students will be able to...</b>		
<ul style="list-style-type: none"> <li>• Distinguish the visual qualities in what they see</li> <li>• Ask questions and gather information to make meaning of what they see</li> <li>• Draw from their observation and experience</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discover different ways to use materials and tools to make art</li> <li>• Present their own ideas and consider others' ideas in artworks and through art making</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate eagerness to find out more about art</li> <li>• Share their artworks, intentions and art making processes with others</li> <li>• Talk about Singapore and international artworks and artist</li> </ul>

Based on the syllabus, the school has customized the Art programme to focus on the following:

<b>Primary 3</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Themes</b>	<b>Things Around Me</b> 2D – Fine Art	<b>Natural World</b> 2D – Fine Art	<b>Places &amp; Times</b> 3D – Mixed Media	<b>Core: Draw!</b> 2D – Fine Art
<b>Learning Objectives</b>  <i>Students will be able to:</i>	<ul style="list-style-type: none"> <li>• Distinguish the lines and shapes that make up facial expressions</li> <li>• 'See, Think, Wonder' to make meaning of artist's work</li> <li>• Explore and draw from observation of nature to represent self</li> <li>• Present a self-portrait inspired by the artist to show their feelings and experiences</li> <li>• Demonstrate eagerness to find out more</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the lines, shapes, colours and textures found in artist's work</li> <li>• Ask questions to make meaning of what they see in the artists' work and relate it to their artworks</li> <li>• Draw from observation of nature in their immediate surroundings using different materials to</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the space in the artist's artworks</li> <li>• 'See, Think, Wonder' to gather information of artist intent</li> <li>• Explore and discover different ways to use materials and tools to create a 3D mixed media with others</li> <li>• Consider others' ideas in art making</li> <li>• Demonstrate eagerness to find out more about artists and share</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the visual qualities seen in the various artworks</li> <li>• Ask questions and gather information from visuals &amp; what they see in the artists' works and relate to their art making</li> <li>• Draw from their observation and experience to make art meaningfully</li> <li>• Demonstrate eagerness to find out more about art</li> <li>• Share their artworks and process using</li> </ul>

Primary 3	Term 1	Term 2	Term 3	Term 4
	about art and artist <ul style="list-style-type: none"> <li>Share their self-portrait using art vocabulary</li> </ul>	make art individually <ul style="list-style-type: none"> <li>Demonstrate eagerness to find out more about artists and discuss ideas using art vocabulary</li> </ul>	about art and art making using art vocabulary	art vocabulary *Non-Assessment Task
<b>Visual Qualities</b>	<ul style="list-style-type: none"> <li>Colour</li> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Value</li> <li>Textures</li> <li>Space</li> </ul>		Proportion Unity Balance Dominance Scale	
<b>Aspects to be assessed</b>	<ul style="list-style-type: none"> <li>Visual Qualities</li> <li>Creativity/ Originality</li> <li>Skill and Usage of materials</li> <li>Responsibility</li> <li>Responsiveness/ Art Discussion</li> </ul>			

### Assessment Rubrics

Grade A	Grade B	Grade C
<ul style="list-style-type: none"> <li>Able to understand and make use of the particular visual qualities/skills taught with little prompting.</li> <li>Able to produce unusual, original and expressive artwork and to express ideas in artwork well.</li> <li>Able to use materials confidently with little guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Able to understand and make use of the particular visual qualities/skills taught with some prompting.</li> <li>Able to produce interesting, original and expressive but predictable artwork.</li> <li>Able to use materials confidently with some guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Little understanding of the particular visual qualities/skills taught despite constant prompting.</li> <li>Artwork is copied and lacks originality; unable to express ideas in artwork.</li> <li>Able to use materials but with much guidance.</li> </ul>

A final grade will be awarded only at the end of the year.

### RESOURCES USED

Teacher-created resources: PowerPoint slides, videos, artists' references and teachers' samples.

## MUSIC EDUCATION

### AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. develop awareness and appreciation for music in local and global cultures
2. develop ability for creative expression and communication through music
3. provide the basis to develop an informed and life-long involvement in music

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts. Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives. Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural and historical awareness.

### SCOPE OF LEARNING

To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The expected knowledge and skills that students should acquire over the two years of each stage are detailed in the Learning Outcomes (LO). The LO would be addressed and learned in an integrative manner, where elements and concepts are learned through active musical experiences, such as music creation, performance as well as movement in music. The display of musical skills draws on students' learning and understanding of musical elements and concepts during their musical exploration.

LO1: Perform Music in both instrumental and vocal settings, individually and in groups

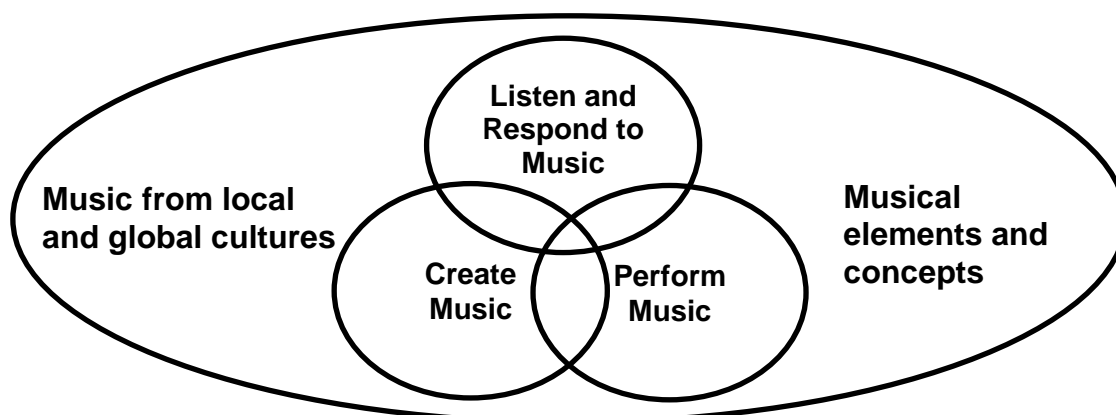
LO2: Create Music in both instrumental and vocal settings, individually and in groups

LO3: Listen and Respond to Music

LO4: Appreciate Music in local and global cultures

LO5: Understand musical elements and concepts

The following diagram summarises the approach in which the LO can be achieved.



**Framework for Teaching and Learning in the Primary School Music Syllabus**

The following table illustrates the general skills and knowledge to be acquired for Music in Stage 2 (Primary 3 & 4):

### **STAGE 2 (PRIMARY 3 & 4)**

<b>Musical Skills</b>	<b>Musical Elements and Concepts</b>
Sing with accuracy and clarity	Tempo, Rhythm and Beat
Sing expressively with appropriate tempo, dynamics, articulation and phrasing	Pitch
Sing and perform as an ensemble	Dynamics
Play a melodic instrument to the basic proficiency and perform, individually and as an ensemble	Expression
Improvise with voice and instruments	Form
Create and perform rhythmic & melodic phrases and soundscapes using body percussion, voice and instruments	Timbre / Tone Colours
Express their thoughts and feelings towards music that they listen to, making reference to the elements of music	Tonality and Harmony
Appreciate music from local and global cultures	Texture

### **PROGRAMMES**

In the musical journey at SDPS, students will be developing their skills in **listening & responding, creating and performing**. This will equip them with the musical capacities to express themselves and expand their learning and understanding of musical elements and concepts.

In an academic year, there will be 2 broad domains in focus:

#### **Domain 1: Musical Experience**

#### **Domain 2: Musical Exploration**

In Domain 1, students will develop understanding of the elements and concepts of music (theory rudiments) through various cultures / genres of music. There will be opportunities for students to appreciate music and express themselves through voice, instruments and movements. In Domain 2, students will be able to explore different types of musical instruments and perform ensemble music. In both domains, there will be platforms provided for students to improvise and create with their vocals and musical instruments. Opportunities will also be provided for them to work collaboratively in groups through processes of music creation and performance.

The following themes and components will be weaved into the School Music Curriculum so as to contextualise students' acquisition of the music skills and knowledge.

Terms	Domains / Themes & Components (Primary 3)
<b>Terms 1 &amp; 2</b>	<b>Musical Exploration</b> <ul style="list-style-type: none"> <li>• Appreciation of Local and Global Cultures</li> <li>• Music Theory Rudiments</li> <li>• Keyboard Playing (Application) / Instrumental Ensemble</li> </ul>
<b>Terms 3 &amp; 4</b>	<b>Musical Experience</b> <ul style="list-style-type: none"> <li>• Appreciation of Local and Global Cultures</li> <li>• Music Theory Rudiments</li> <li>• Voice / Classroom Instruments / Movement</li> </ul>

## **MUSIC ASSESSMENT**

Assessment forms an integral part of students' learning, as it highlights the salient learning points of a particular topic for students. Meaningful and effective assessments can take place when woven into the teaching and learning process. The two main forms of assessment are Formative and Summative assessments. Both assessments serve different purposes.

### Formative Assessment

- Informs teacher on how to improve teaching and learning
- Nurtures reflective and self-directed learners
- Feedback will be given to students regularly throughout the year based on the musical activities

### Summative Assessment

- Ranks students' level of competency in terms of musical learning and development
- A final grade will be awarded only at the end of the year. The Revised Music

Grade A	Grade B	Grade C
Most of the Learning Outcomes are at the <u>proficient</u> levels of achievement, based on the corresponding Syllabus Learning Outcomes of each stage	Most of the Learning Outcomes are at the <u>satisfactory</u> levels of achievement, based on the corresponding Syllabus Learning Outcomes of each stage	Most of the Learning Outcomes are at the <u>emergent</u> levels of achievement, based on the corresponding Syllabus Learning Outcomes of each stage

Grade Descriptors are shown in the table below.

As a holistic part of music education, students will be exposed to the musical skills of **Listening & Responding, Creating and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

**RESOURCES USED**

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR)

## CHARACTER AND CITIZENSHIP EDUCATION

### **AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS**

Character and Citizenship Education (CCE) aims to inculcate values and builds competencies in our students to develop them into good individuals and useful citizens. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

- LO1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO2: Act with integrity and make responsible decisions that uphold moral principles
- LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO4: Be resilient and have the ability to turn challenges into opportunities
- LO5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO6: Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony
- LO7: Care for others and contribute actively to the progress of our community and nation
- LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

### **SCOPE OF LEARNING**

The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

- **CCE lessons**

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world



- **Form Teacher Guidance Period (FTGP)**

The central idea, and purpose, behind FTGP is to provide protected time within the curriculum to:

- provide quality interaction time between form teachers and students for form teachers to build positive relationships with their students, and
- equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP every fortnightly, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Game and play-based activities between form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form teacher and students
- Explicit teaching of social and emotional competencies

Lessons on Cyber Wellness and Education and Career Guidance will also be covered in FTGP. Additionally, FTGP is also a platform for building teacher-student relationship.

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

- **School-based CCE Programme**

This includes activities that complement CCE lessons, and could include assembly programme, values education talks and commemoration of National Education (NE) events and major festive celebrations.

- **CCE Guidance Module**

The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

- **Values in Action (VIA)**

This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Students learn to identify and understand their community issues, initiate action among peers to make a difference and improve the lives of others in the community. They will then reflect on their experience, and how they can continue to contribute meaningfully. VIA in Springdale Primary School is carried out through its *I CARE I & I CARE II Programme*.

- **Education and Career Guidance (ECG)**

Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, social emotional competencies and qualities of proactivity,

adaptability and resilience are developed to prepare students for the 21st Century.

The purpose of ECG is to:

- nurture student's **self-awareness**, **self-directedness** and **life skills** for continuous learning and training; (Skills)
- enable students to **explore** viable education and career **options through the provision of accurate and comprehensive information**; (Knowledge)
- inculcate an **appreciation** for **the value of all occupations** and how they contribute to the well-functioning of society; (Mindsets) and
- equip students with **skills and means** to **positively engage** their parents and other **career influencers** (Engaging the community).

ECG has different emphasis at different levels:

- **Primary School Emphasis: Awareness**  
Awareness of interests, abilities and career aspirations
  1. Relation of self to others and work
  2. Initial preferences in occupational roles assumed in play
- **Secondary School Emphasis: Exploration**  
Exploring the world of work
  1. Awareness of relevant courses of study and educational pathways
  2. Awareness of skills, interests and values
- **Upper/Post-Secondary Emphasis: Planning**  
Clarification of career self-concept
  1. Developing skills in gathering information
  2. Development of decision-making skills

At the primary school level, ECG lessons for p3-p6 levels have been incorporated into the FTGP package and will be delivered during FTGP.

### **Assessment**

Assessment will be formative and include:

- Teacher's assessment  
Teacher provides feedback and words of encouragement to motivate students to learn and improve
- Self-assessment  
Students reflect on their own learning through reflections and self-checklists
- Peer assessment  
Students give feedback to one another for improvement
- Parents' feedback  
Parents affirm students' effort through positive comments

### **RESOURCES USED**

- CCE Textbooks and Journals
- FTGP Journals
- Teacher-created resources for VIA
- Teacher-created reflection journals, checklists and rubrics

## SOCIAL STUDIES

### AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an ***informed*** citizen, the student would:

- understand his/her own identity vis-à-vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a ***concerned*** citizen, the student would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a ***participative*** citizen, the student would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

### THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.



## **SCOPE OF LEARNING**

The SS syllabus is organised into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

<b>Clusters of Study</b>		<b>Inquiry Focus</b>
<b>Cluster 1: Discovering Self and Immediate Environment</b>		
Primary 1	Knowing Myself, Others and My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
<b>Cluster 2: Understanding Singapore in the Past and Present</b>		
Primary 3	Understanding Singapore	How do we appreciate the country we live in?
Primary 4	Valuing Our Past	How is life in Singapore today shaped by what happened in the past?
<b>Cluster 3: Appreciating the World and Region We Live In</b>		
Primary 5	Appreciating the World	How have the legacies of the world impacted our lives today?
Primary 6	Discovering Southeast Asia	How is Southeast Asia important to Singapore?

At Primary 3, students will learn how the environment influences the lives of its people as they examine Singapore's physical environment. Students will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, students will come to appreciate Singapore, the country they live in.

### **Assessment**

SS is a non-examinable subject at the primary level but assessment is important to help monitor students' progress in their learning of SS. Primary 3 students will be assessed on their knowledge, skills and values that they acquire through the learning of SS. Assessment include a combination of selected activities in their SS Activity Book, participation level and gallery etiquette during learning journey. A grade of A, B or C will be awarded accordingly.

## **RESOURCES USED**

- Social Studies Big Books
- Social Studies: Inquiring Into Our World Activity Book 3

## **HOLISTIC ASSESSMENT**

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans for English Language, Mother Tongue Languages, Mathematics and Science are appended in the following pages for your reference. The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

## ENGLISH LANGUAGE

Skills	Term 1	Term 2	Term 3	Term 4
<b>Listening &amp; Viewing</b>	Picture Matching and Note-taking	Picture Matching and Note-Taking	Picture Matching and Note-taking	Picture Matching and Note-Taking
<b>Speaking &amp; Representing</b>	Reading Aloud & Stimulus-based Conversation (Peer Assessment)	Reading Aloud (Peer assessment)	Reading Aloud & Stimulus-based Conversation (Peer Assessment)	Reading Aloud (Peer assessment)
<b>Reading &amp; Viewing</b>		Picture Conversation		Picture Conversation
<b>Writing &amp; Representing</b>	Spelling/Dictation Process Writing	Spelling/Dictation Composition Writing	Spelling/Dictation Process Writing	Spelling/Dictation Composition Writing
<b>Language Use</b>	Grammar Vocabulary Modified Cloze Passage Synthesis Comprehension  <b><u>Continual Assessment 1 (10%)</u></b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Modified Cloze Passage</li> <li>• Synthesis</li> <li>• Comprehension</li> </ul>	Grammar Vocabulary Modified Cloze Passage Synthesis Comprehension  <b><u>Semestral Assessment 1 (30%)</u></b> <b>a. Listening Comprehension</b> (Picture Matching and Note-Taking) <b>b. Oral</b> <ul style="list-style-type: none"> <li>• Reading Aloud</li> <li>• Stimulus-based conversation</li> </ul> <b>c. Composition</b> <b>d. Language Use</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Modified Cloze Passage</li> <li>• Synthesis</li> <li>• Comprehension</li> </ul>	Grammar Vocabulary Modified Cloze Passage Synthesis Comprehension  <b><u>Semestral Assessment 2 (60%)</u></b> <b>a. Listening Comprehension</b> (Picture Matching and Note-Taking) <b>b. Oral</b> <ul style="list-style-type: none"> <li>• Reading Aloud</li> <li>• Stimulus-based conversation</li> </ul> <b>c. Composition</b> <b>d. Language Use</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Modified Cloze Passage</li> <li>• Synthesis</li> <li>• Comprehension</li> </ul>	
<b>Total (100%)</b>	<b>10%</b>	<b>30%</b>	<b>0%</b>	<b>60%</b>
<b>No. of weighted assessments</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>4</b>

\* Weighted items are in bold

## MATHEMATICS

Topics	Term 1	Term 2	Term 3	Term 4
<b>Number &amp; Algebra</b> <ul style="list-style-type: none"> <li>• Chp 1: Numbers to 10000</li> <li>• Chp 2: Addition &amp; Subtraction within 10000</li> <li>• Chp 3: Multiplication Tables of 6, 7, 8 and 9</li> <li>• Chp 4: Multiplication &amp; Division</li> <li>• Chp 8: Fractions</li> </ul>	Speed Sums	Speed Sums	Speed Sums	Speed Sums
	Journal	Journal	Journal	Journal
	Diagnostics Worksheet	Diagnostics Worksheet	Diagnostics Worksheet	Diagnostics Worksheet
	<b>Continual Assessment 1</b> <b>(10%/ 80m)</b> <ul style="list-style-type: none"> <li>• Chp 1</li> <li>• Chp 2</li> <li>• Chp 3</li> </ul>	<b>Semestral Assessment 1</b> <b>(30%/ 80m)</b> <ul style="list-style-type: none"> <li>• Chp 1</li> <li>• Chp 2</li> <li>• Chp 3</li> <li>• Chp 4</li> <li>• Chp 5</li> <li>• Chp 6 (exclude Volume)</li> </ul>	<b>Performance Task 1</b> <ul style="list-style-type: none"> <li>• Chp 6</li> </ul> <b>Performance Task 2</b> <ul style="list-style-type: none"> <li>• Chp 8</li> </ul>	<b>Semestral Assessment 2</b> <b>(60%/ 80m)</b> <ul style="list-style-type: none"> <li>• Chp 1 to 9</li> <li>• Chp 11 to 12</li> </ul>
<b>Measurement &amp; Geometry</b> <ul style="list-style-type: none"> <li>• Chp 5: Money</li> <li>• Chp 6: Length, Mass &amp; Volume</li> <li>• Chp 7: Time</li> <li>• Chp 9: Angles</li> <li>• Chp 10: Perpendicular Lines &amp; Parallel Lines</li> <li>• Chp 11: Perimeter &amp; Area</li> </ul>				
<b>Statistics</b> <ul style="list-style-type: none"> <li>• Chp 12: Bar Graphs</li> </ul>				
<b>Total (100%)</b>	<b>10%</b>	<b>30%</b>	<b>0%</b>	<b>60%</b>
<b>No. of weighted assessments</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>

\* Weighted items are in bold

## SCIENCE

Themes	Term 1	Term 2	Term 3	Term 4
<b>Themes/ Topics</b> <b>Diversity</b> <ul style="list-style-type: none"> <li>• Living Things &amp; Non-Living Things</li> <li>• Materials</li> </ul> <b>Systems</b> <ul style="list-style-type: none"> <li>• Plant Systems</li> <li>Human Systems</li> </ul> <b>Cycles</b> <ul style="list-style-type: none"> <li>• Life Cycles</li> </ul>	<b>Continual Assessment 1 (10%/ 40m)</b> Diversity <ul style="list-style-type: none"> <li>- Classifying LT&amp;NLT</li> <li>- Plants</li> <li>- Animals</li> </ul> <u>Performance Task (Eco-Trail)</u> - Plant Parts	<b>Semestral Assessment 1 (30%/ 60m)</b> Diversity <ul style="list-style-type: none"> <li>- Classifying LT&amp;NLT</li> <li>- Plants</li> <li>- Animals</li> <li>- Fungi &amp; Bacteria</li> <li>- Materials</li> </ul> Systems <ul style="list-style-type: none"> <li>- What is a system</li> <li>- Plant Systems</li> </ul> <u>Performance-based Assessment</u> - Materials - Making a Toy Sailboat	<u>Practical Test (0%/ 20m)</u> - Any theme(s) from T1 to T3  <u>Performance Task</u> <ul style="list-style-type: none"> <li>• Seed Germination (Every Child a Seed initiative)</li> </ul>	<b>Semestral Assessment 2 (60%/ 80m)</b> Diversity <ul style="list-style-type: none"> <li>- Classifying LT&amp;NLT</li> <li>- Plants</li> <li>- Animals</li> <li>- Fungi &amp; Bacteria</li> <li>- Materials</li> </ul> Systems <ul style="list-style-type: none"> <li>- What is a system</li> <li>- Plant Systems</li> <li>- Animals Systems</li> </ul> Cycles <ul style="list-style-type: none"> <li>- Animal Lifecycle</li> <li>- Plant lifecycle</li> </ul> <u>Performance-based Assessment</u> - Systems – My Digestive System
<b>Total (100%)</b>	<b>10%</b>	<b>30%</b>	<b>0%</b>	<b>60%</b>
<b>No. of weighted assessments</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>

\* Weighted items are in bold



## MOTHER TONGUE LANGUAGE

Skills	Term 1	Term 2	Term 3	Term 4
<b>Listening</b>	Practices for LC	<b>Semestral Assessment 1 (30%)</b> <b>a. Composition (15 m)</b> <b>b. Written &amp; Language Use (45 m)</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul> <b>c. Listening Comprehension (10 m)</b> <b>d. Oral</b> <ul style="list-style-type: none"> <li>• Reading Aloud (10 m)</li> <li>• Picture Description (10 m)</li> <li>• Conversation (10 m)</li> </ul>	Practices for LC	<b>Semestral Assessment 2 (60%)</b> <b>e. Composition (15 m)</b> <b>f. Written &amp; Language Use (45 m)</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul> <b>g. Listening Comprehension (10 m)</b> <b>h. Oral</b> <ul style="list-style-type: none"> <li>• Reading Aloud (10 m)</li> <li>• Picture Description (10 m)</li> <li>• Conversation (10 m)</li> </ul>
<b>Speaking &amp; Spoken Interaction</b>	Practices for Picture Description & Conversation		Practices for Picture Description & Conversation	
<b>Reading</b>	Practices for Reading		Practices for Reading	
<b>Writing &amp; Language Use/ Written Interaction</b>	<b>Continual Assessment 1 (10%)</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>		Picture Composition	
<b>Total (100%)</b>	<b>10%</b>	<b>30%</b>	<b>0%</b>	<b>60%</b>
<b>No of weighted assessments</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>4</b>

\* Weighted items are in bold