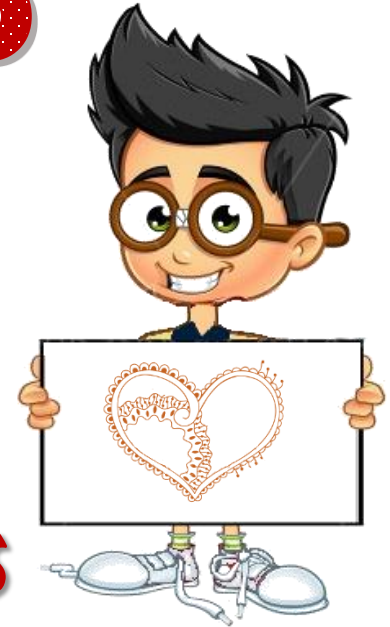


Welcome to Primary 5



Session with FTs



Agenda



- Introduction
- Modes of communication
- Curriculum and assessment
- Student recognition platform (student awards)
- Expectations of students
- Home Involvement and cyber wellness resources



Modes of Communication

1. School office number (6584 4393)

2. Email

3. Parents Gateway



- Parents should email Form Teachers on the day of the absence.
- MCs/letters should be submitted to Form Teachers when child returns to school.

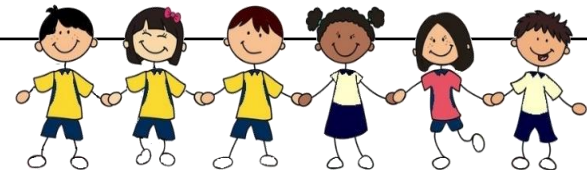


Curriculum and Assessment



Overall Assessment (Weighted Assessments and Examinations)

Type of Assessment	Period of Assessment
Weighted Assessment 1 (15%)	T1 Weeks 9 – 10
Weighted Assessment 2 (15%)	T2 Week 6, 8
Weighted Assessment 3 (15%)	T3 Weeks 5 - 6
End of Year Examination (55%)	T4 Week 5-8



English Language Programmes

Primary 5

Vision	Confident communicators who love the language
Mission	To provide EL language experiences that allow students to <u>communicate confidently</u> and <u>grow their love for the English Language</u>



Providing EL learning experiences through the implementation of **STELLAR/STELLAR 2.0** curriculum



Communicate Confidently

- Department programmes and initiatives that allow students to communicate confidently

Grow their Love for the English Language

- Department programmes and initiatives that allow students to grow their love for the language



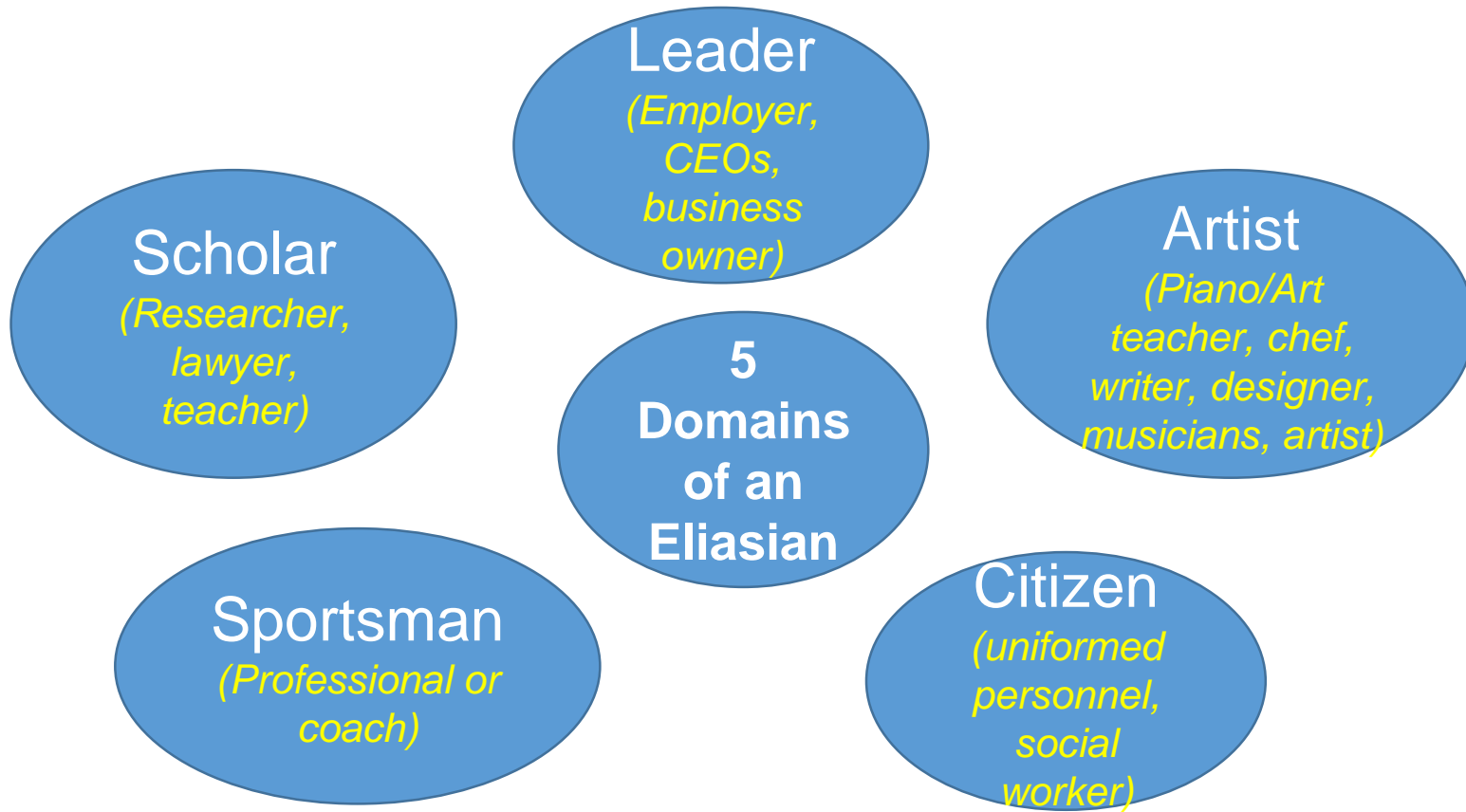
P5 In Conversation

OBJECTIVES:

- To provide opportunities for students to use the English Language confidently in an authentic setting
- To expose the students to the careers available
- To inspire students to follow their dreams despite existing challenges



If you are keen to share your experiences in your profession to inspire our students, please approach your child's Form Teacher.



P
A
S
S
I
O
N

An Invitation



P5 Literature Comes Alive

OBJECTIVES:

- instill a love for the English Language among the students,
- provide the P5 students a platform to deepen their critical thinking skills through exposure to literature
- explore the richness of the language in the novel, 'Sing to the Dawn'.

✓ Over two weeks in Term 3



Organised by themes

Theme:

Sports / Healthy Living / Family



Practice 1 Reading Passage

Ali was getting ready for his weekly football game. Every Saturday, he and his friends gather at the school field near his home to enjoy a few hours of their favourite game.

"The sky is overcast. I'm sure it's going to rain very soon. Maybe you shouldn't go today," Ali's mother advised.

"It's not going to rain, Mum. Besides, today's session is very important. We have to keep training, as we will be playing a match against West United next week," Ali explained.

He was out of the flat before his mother could say another word.

It was raining when the game started. However, the players continued to play on, disregarding the rain that pelted down on them.

A police patrol car passed by. The officers, fearing for the boys' safety, stopped beside the field and sounded the siren. The boys got the message and stopped the game.


With identified vocabulary to support students

TRANSITION WORDS		
First of all	Another reason	The final reason
To begin	In addition	Finally

PHRASES TO EXPRESS OPINIONS		
In my opinion,	It is my view that...	On one hand... On the other hand...
I believe that...	I feel that...	In addition...

WAYS TO SHARE YOUR EXAMPLE		
Usually/ Normally,	Every morning,	Each time,
We usually...	Since young,	

TIME MARKERS TO START SHARING AN EXPERIENCE	
There was once when I...	The last time I ...
When I was in Primary 4...	Recently...
During the June holidays...	During my birthday (or any other events)



ELIAS PARK PRIMARY
ORACY Booklet
(Semester 1)

Name: _____ ()
Class: P5 _____

Reflects the thinking process they should be familiar with

A.R.E.O.S	
<p>Answer Give your response and answer the question.</p>	<p>What is the topic about? Give reasons for your views or opinion.</p>
<p>Reason Provide elaboration and examples for the point(s) made/response(s) given.</p>	<p>Use 5 W 1 H When did it happen? Where did it happen? Who was involved? Why did this event take place? How did the event take place?</p>
<p>Experience Share your personal experience.</p>	<p>What are some examples that support your point?</p> <p>Talk about an interesting incident that happened during the event / activity. Give personal examples. Explain cause and effect</p> <p>Highlight similarities and differences to explain different perspectives.</p>
<p>Opinion Talk about your personal</p>	<p>Share how the event/ activity has impacted you or people around you. Explain cause and effect</p>

Includes the passages and stimulus for self-directed practice

Encourage your child to revise regularly.

English Language Reading Programme

- Monthly visits to School Library and related library activities
- STELLAR readers
- What's Up subscription



P5 English Language WA

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none">• Grammar• Vocabulary• Comprehension Cloze• Editing• Reading Comprehension	MCQ SAQ LAQ Cloze	55 min	40
Weighted Assessment 2 (15%)	<ul style="list-style-type: none">• Grammar• Vocabulary• Comprehension Cloze• Synthesis• Reading Comprehension	Cloze MCQ LAQ Cloze	55 min	40
Weighted Assessment 3 (15%)	<ul style="list-style-type: none">• Continuous Writing	Continuous Writing	55 min	40

P5 English Language EYE Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Oral (15%)	• Reading Aloud	Open-ended	1 passage	10
	• Stimulus-based Conversation	Open-ended	1 item	20
Listening Comprehension (10%)	• Listen to several texts and answer questions	MCQ	20 items	20
Writing (27.5%)	• Situational Writing	Open-ended	1 item	15
	• Continuous Writing - three picture prompts based on a given theme with guiding questions		1 item	40

P5 English Language EYE Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Language Use And Comprehension (47.5%)	Booklet A			
	Grammar	MCQ	10 items	10
	Vocabulary	MCQ	5 items	5
	Vocabulary Cloze	MCQ	5 items	5
	Visual Text Comprehension	MCQ	8 items	8
	Booklet B			
	Grammar Cloze	Open-ended	10 items	10
	Editing for Spelling and Grammar	Open-ended	12 items	12
	Comprehension Cloze	Open-ended	15 items	15
	Synthesis/ Transformation	Open-ended	5 items	10
	Comprehension	A variety of items e.g. open-ended, sequencing, graphic organizer	Up to 10 items (1 to 4 marks each)	20

P5 FEL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none">• Grammar• Vocabulary• Form-Filling• Editing for Grammar• Reading Comprehension	MCQ MCQ SAQ Sentence Completion	55 min	40
Weighted Assessment 2 (15%)	<ul style="list-style-type: none">• Grammar• Vocabulary• Form-Filling• Editing for Spelling• Reading Comprehension	MCQ SAQ SAQ Cloze	55 min	40
Weighted Assessment 3 (15%)	<ul style="list-style-type: none">• Continuous Writing	Continuous Writing	55 min	30

P5 FEL EYE Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Oral (20%)	• Reading Aloud	Open-ended	1 passage	10
	• Stimulus-based Conversation	Open-ended	1 item	20
Listening Comprehension (13.3%)	• Listen to several texts and answer questions	MCQ	20 items	20
Writing (26.7%)	• Situational Writing	Open-ended	1 item	10
	• Continuous Writing - three picture prompts based on a given theme with guiding questions		1 item	30

P5 EYE FEL Assessment Components

COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Language Use And Comprehension (40%)	Booklet A			
	Grammar	MCQ	8 items	8
	Punctuation	MCQ	2 items	2
	Vocabulary	MCQ	5 items	5
	Visual Text Comprehension	MCQ	5 items	5
	Booklet B			
	Form-Filling	Open-ended	5 items	5
	Editing for Grammar	Open-ended	6 items	6
	Editing for Spelling	Open-ended	6 items	6
	Comprehension Completion of Sentences	Open-ended	5 items	5
	Synthesis/ Transformation	Open-ended	3 items	3
	Comprehension Cloze	Open-ended	5 items	5
	Comprehension (2 passages)	A variety of items e.g. open-ended, graphic organizer	Up to 10 items (1 to 4 marks each)	10

OBJECTIVES OF PRIMARY MATHEMATICS SYLLABUS

Acquire **mathematical concepts and skills** for everyday use and for continuous learning in mathematics.

Develop **thinking, reasoning, communication, application** and **metacognitive** skills through mathematical approach to problem-solving.

Build confidence and **foster interest** in mathematics



Mathematics Programmes & Resources

- Learning Log
- Problem Solving Activities / Conceptual Learning Booklets
- Math Journal
- Mathastic Monday via KOObits



Mathematics Programmes & Resources

- Timed Practices
- Let's Revise
- Math Activity Book (Not all questions will be completed)



P5 Standard Mathematics Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 1	<ul style="list-style-type: none"> • Whole Numbers • Four Operations of Whole Numbers 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 2	<ul style="list-style-type: none"> • Whole Numbers • Four Operations of Whole Numbers • Fractions • Area of Triangles 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 3	<ul style="list-style-type: none"> • Whole Numbers • Four Operations of Whole Numbers • Fractions • Area of Triangles • Ratio • Volume 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes



P5 Standard Mathematics

End-of-Year Assessment Format

Paper	Booklet	Item Type	Number of Question	Marks per question	Total Marks	Duration
1	A	MCQ	10	1	10	1 hr
		MCQ	5	2	10	
	B	Short answer	5	1	5	
		Short answer	10	2	20	
2		Short answer	5	2	10	1 hr 30 min
		Structured / Long answer	12	3,4 or 5	45	
Total			47		100	



P5 Foundation Mathematics Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	Marks	Duration
Weighted Assessment 1	<ul style="list-style-type: none"> Whole Numbers up to 10 Million Four Operations of Whole Numbers Whole Numbers (Factors and Multiples) 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 2	<ul style="list-style-type: none"> Whole Numbers Fractions 1 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes
Weighted Assessment 3	<ul style="list-style-type: none"> Whole Numbers Fractions 1 & 2 Time 	4 MCQ 4 SAQ 1 LAQ	20	30 Minutes



P5 Foundation Mathematics End-of-Year Assessment Format

Paper	Booklet	Item Type	Number of Question	Marks per question	Total Marks	Duration
1	A	MCQ	10	1	10	1 hr
		MCQ	10	2	20	
	B	Short answer	10	2	20	
2		Short answer	10	2	20	1 hr
		Structured / Long answer	6	3 or 4	20	
Total			46		90	



P5 Standard MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none">• Language Application• Cloze Passage• Reading Comprehension	MCQ	55 min	40
Weighted Assessment 2 (15%)	<ul style="list-style-type: none">• Complete the Dialogue (for CL & ML)• Sound Different Words (for TL)• Reading Comprehension 1• Reading Comprehension 2	MCQ FIB OE	55 min	40
Weighted Assessment 3 (15%)	<ul style="list-style-type: none">• Topic Essay/Picture Essay	OE	50 min	40



P5 Foundation MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none">• Language Application• Reading Comprehension	MCQ OE	40 min	15
Weighted Assessment 2 (15%)	<ul style="list-style-type: none">• Listening Comprehension	MCQ	40 min	30
Weighted Assessment 3 (15%)	<ul style="list-style-type: none">• Language Application• Reading Comprehension	MCQ OE	40 min	15



P5 Higher MTL Weighted Assessment

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none">• Cloze Passage• Character / Word Correction• Reading Comprehension	MCQ OE	55 min	36
Weighted Assessment 2 (15%)	<ul style="list-style-type: none">• Cloze Passage• Character / Word Correction• Reading Comprehension	MCQ OE	55 min	44
Weighted Assessment 3 (15%)	<ul style="list-style-type: none">• Topic Essay/Complete the Essay	OE	50 min	40



Mother Tongue Language EYE Exam Format

Paper 1 (20%)	Composition
Paper 2 (45%)	Comprehension & Language Use
Paper 3 (25%)	On-screen Reading Aloud and use of short video clip as stimulus for Oral Conversation
Paper 4 (10%)	Listening Comprehension



Foundation Mother Tongue Language EYE Exam Format

Paper 1(15%)	Comprehension & Language Use
Paper 2 (55%)	On-screen Reading Aloud and use of short video clip as stimulus for Oral Conversation
Paper 3 (30%)	Listening Comprehension

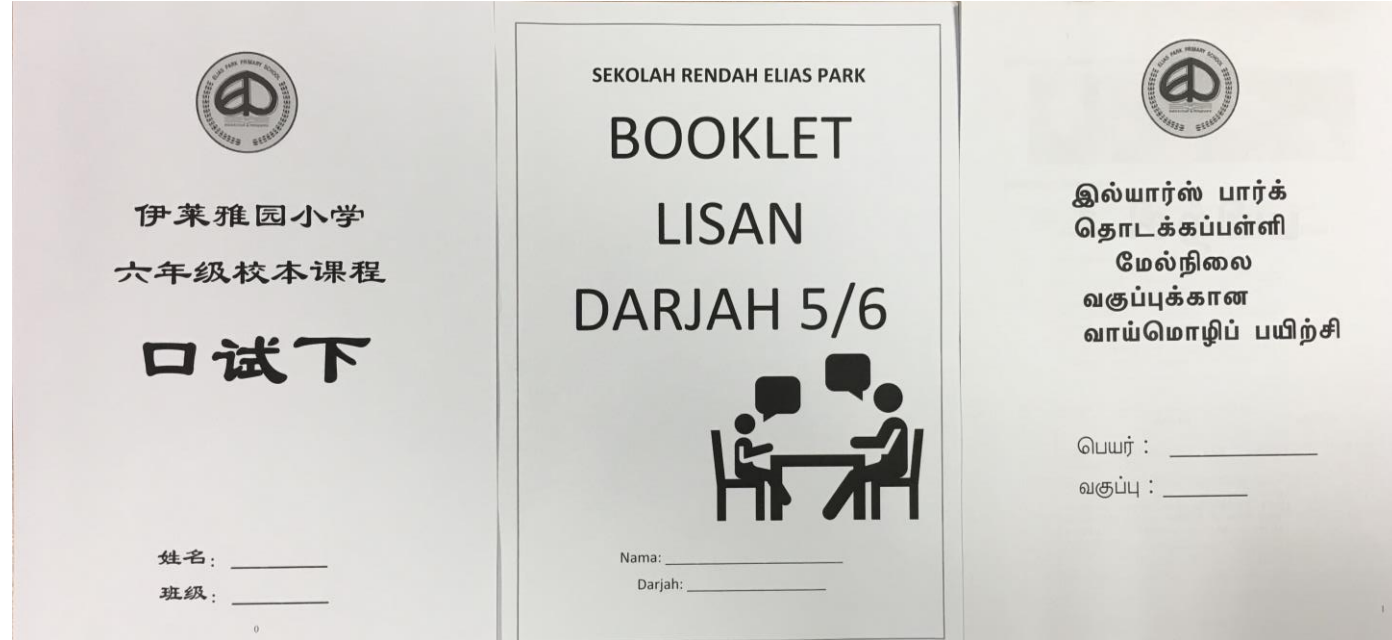


Higher Mother Tongue Language EYE Exam Format

Paper 1(40%)	Composition
Paper 2(60%)	Comprehension & Language Use



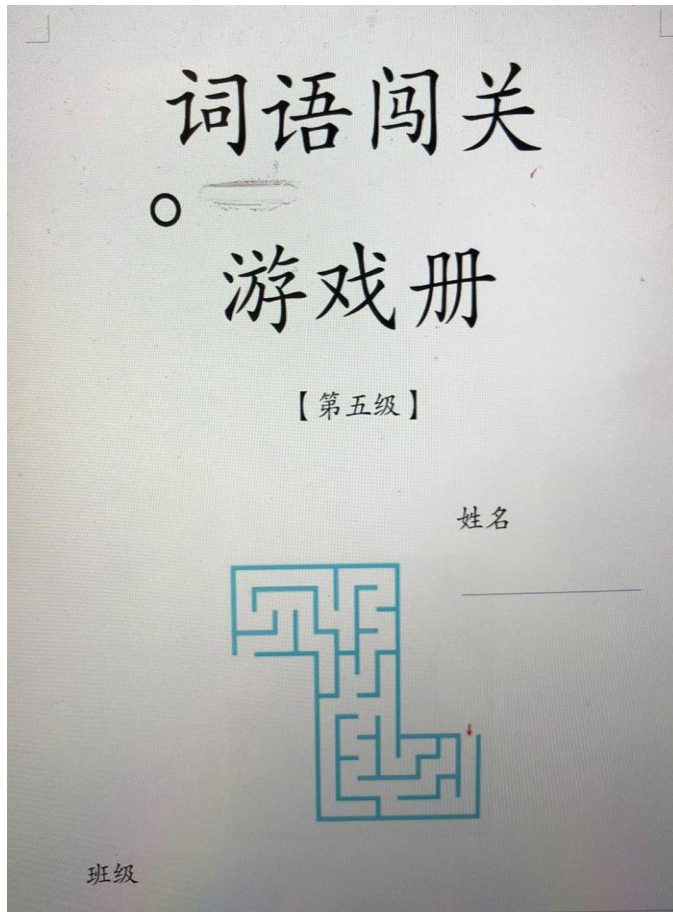
Mother Tongue Language Oral Package



Parents can make use of the oral package to practice with your child at home for the passage reading and conversation.



Mother Tongue Language Vocab Booklet



Parents can encourage your child to use the vocabulary booklet for revision for CL/ML/TL.



Conceptual Understanding in Primary Science: Examples and Applications



Conceptual Understanding in Primary Science

- Students learn Science through understanding and applying concepts and skills in different contexts in an age-appropriate manner.
- The focus of learning Science is not on giving "standard answers" or keywords. Students can show their understanding by using their own words to explain clearly in the context of the question.
- Science is alive and its applications are all around us.



Examples and Applications in Different Contexts



Example: Water Cycle

Concept:
Evaporation

There are water droplets on the leaves in the morning.
They are not there after a while. Why?



Water has disappeared!



Water has evaporated.



Water didn't disappear. It evaporated.
Conceptually, it continues to exist, except in a different state.
'Water has disappeared' does not explain what happened to the water.
Evaporation happens when water changes from liquid to gas.

Example: Water Cycle

There are water droplets on the leaves in the morning.
They are not there after a while. Why?



Water has changed
from liquid to air.



Water has become
water vapour.



Air is made up of different gases including water vapour.
So it is a misconception that water vapour is air.

Example: Water Cycle

Applications in daily life

Evaporation is happening around us ...

Just like water from my clothes evaporated!



Putting little balls in reservoirs can help to slow down evaporation of water.



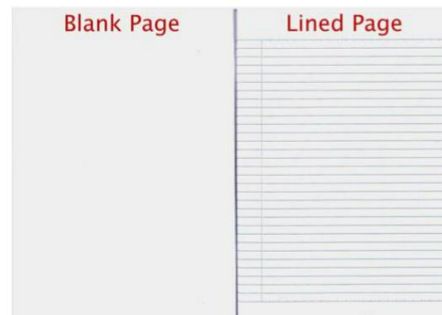
And water by the road evaporating!



Science Programmes

Primary 5

- Visible Thinking Strategies / Science Probes
- Pre-Post Topical Quizzes / KWL
- Topical Process Skills Booklets
- Timed Practices
- Science Journal



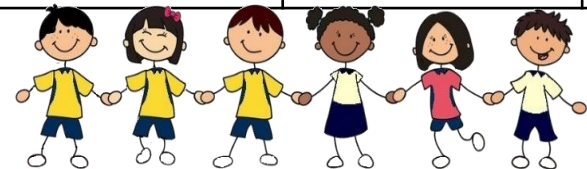
Science Weighted Assessment Format

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"> Unit of Life Reproduction in Plants 	MCQ LAQ	25 min	20
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"> Reproduction in Humans Water and Changes of State 	MCQ LAQ	25 min	20
Weighted Assessment 3 (15%)	<ul style="list-style-type: none"> Water Cycle Electrical Systems 	MCQ LAQ	25 min	20



Foundation Science Weighted Assessment Format

COMPONENT	CONTENT	ITEM TYPE	DURATION	MARKS
Weighted Assessment 1 (15%)	<ul style="list-style-type: none"> • Reproduction in Plants • Reproduction in Humans 	MCQ SAQ	25 min	20
Weighted Assessment 2 (15%)	<ul style="list-style-type: none"> • Water and Changes of State • The Water Cycle 	MCQ LAQ	25 min	20
Weighted Assessment 3 (15%)	<ul style="list-style-type: none"> • Electrical Systems 	MCQ LAQ	25 min	20



Science End-of-Year Exam Format

Standard Science			
Booklet A (MCQ)	Booklet B (Open-Ended)	Total	Duration
28 Questions (56 marks)	12 -13 Questions (44 Marks)	100 marks (55%)	1 h 45 min



Science End-of-Year Exam Format

Foundation Standard Science			
Booklet A (MCQ)	Booklet B	Total	Duration
18 Questions (36 marks)	6 – 7 Structured Questions (14 Marks) 5 – 6 Open-Ended Questions (20 Marks)	70 marks (55%)	1 h 30 min



Arts and Music Programmes

Nurturing the Eliasian Artist by providing opportunities for **exposure, experience** and **appreciation** in arts

ARTS LEARNING EXPERIENCE

- Drama/Theatre Arts experience

ART CURRICULUM

- Self-portraits
- Ceramics
- Drawing

MUSIC CURRICULUM

- Japanese Music Culture
- Ukulele



Physical Education Programmes

P5 SWIMSAFER

- Equip students with basic swimming and water survival skills
- Term 1 (Wednesdays, Week 3 to 8)

P5 MOE OUTDOOR ADVENTURE LEARNING CAMP

- Holistic school experience; Build resilience and character through mental and physical challenges
- 3D2N Camp
- More details will be shared closer to date



Summary P5 Cohort Programmes & Time Frames

Program	Time Frame
P5 SWIMSAFER	Term 1 Curriculum Time
Outdoor Adventure Camp	May 2023
Science-SS LJ to NEWater	March 2023 Curriculum Time
NE Show	July / August 2023



Student Recognition

Elias Peaks Student Awards

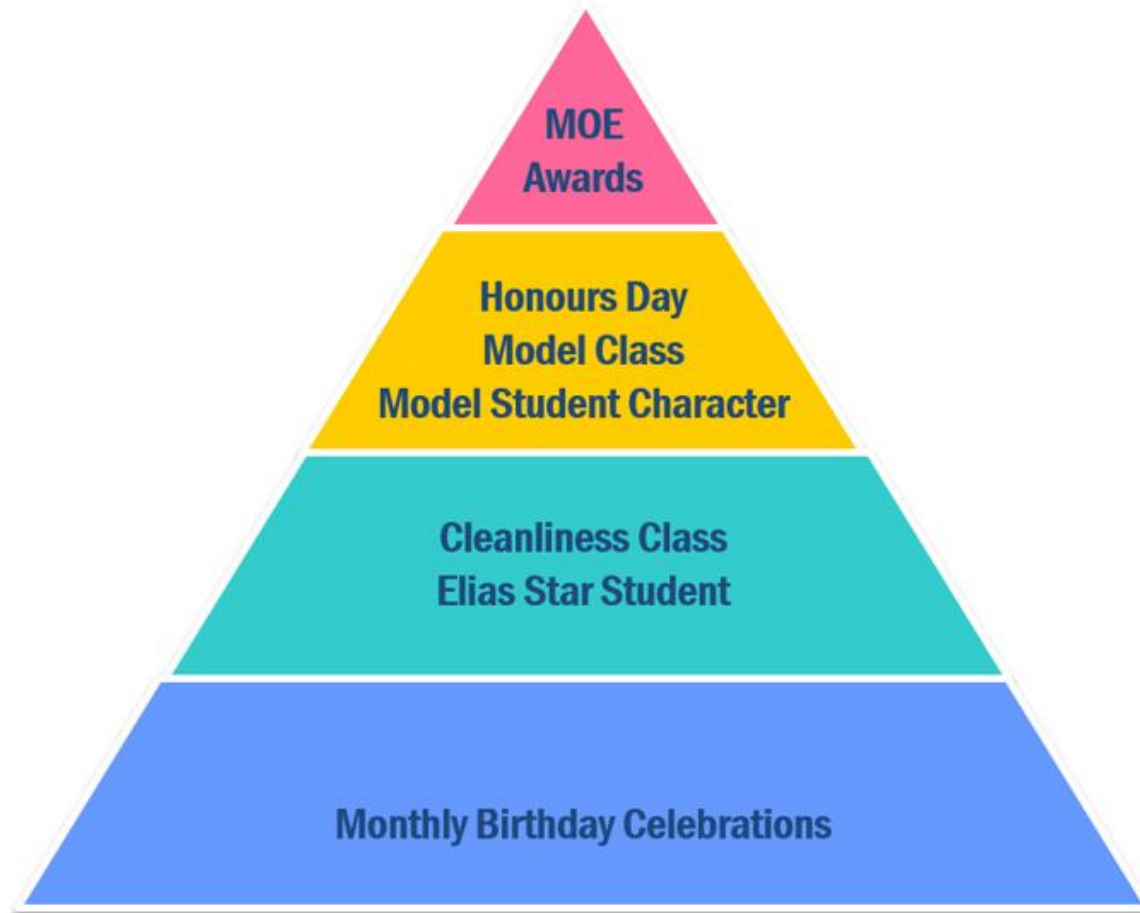
Rationale

- ... to instil habits that will develop good character
- ... to signal the importance of good character
- ... to promote role-modelling of good values



Student Recognition Platforms

Elias Peaks Student Awards



Elias Peaks Student Recognition Framework



Student Recognition Platforms

Elias Peaks Student Awards

Type

Birthday Celebrations

Eligibility

All students

Time

Once a month during CCE FTGP lesson

Aim

To strengthen familial relationships, birthday celebrants will pen words of gratitude to parents/guardian. In doing so, builds a sense of gratitude and appreciation.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

Elias Star Awards

Eligibility

**All students,
up to 5 awardees from each class**

Time

Once a Term (10 weeks)

Criteria

Exemplary character & consistently demonstrated many of the ELIAS Values.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

Model Student Character Award (MSCA)

Eligibility

All students, 1 awardee from each class

Time

Once a Semester (20 weeks)

Criteria

Exemplary character & consistently demonstrated many of the ELIAS Values.
Positive role model for peers.



Student Recognition Platforms

Elias Peaks Student Awards

Award Type

EPPS Honours' Day Awards

Eligibility

All students, up to 2 awardees from each class for every student domain

Time

Once a year

Criteria

Exemplary character & outstanding personal qualities in the student domains of Scholar, Sportsman, Artist and Good Progress



Student Recognition Platforms

Elias Peaks

Award Type	MOE Edusave Award for Achievement, Good Leadership and Service (EAGLES)
Eligibility	10% of Singaporeans from P4 – P6
Time	Once a year
Criteria	Demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.



Student Recognition Platforms

Elias Peaks

Award Type	MOE Edusave Character Award (ECHA)
Eligibility	2% of Singaporeans across all levels
Time	Once a year
Criteria	Demonstrated exemplary character & outstanding personal qualities, school values, civic responsibility, and/or resilience in overcoming personal challenges.



General Expectations of Students



General Expectations of Students

1. Reporting to school on time

- Be seated in the Hall by 7.25am
- Arrival after 7.30am will be considered as late

2. Homework (quality and neat work) should be submitted on time.

3. List of homework or other important information are to be written in the planner



General Expectations of Students

Social Skills for Upper Primary students:

- **Positive Classroom Behaviours**
- **Organisational Skills**
- **Communication Skills**
- **Emotional Regulation Skills**



General Expectations of Students

1. Positive Classroom Behaviours

- avoiding distractions during lessons
- abiding by class rules

2. Organisational Skills

- bringing homework and materials
- organising work area
- completing assignments
- using checklists & planner



General Expectations of Students

3. Communication Skills

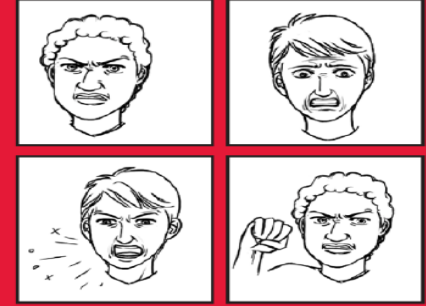
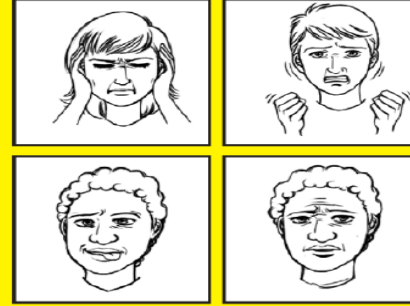
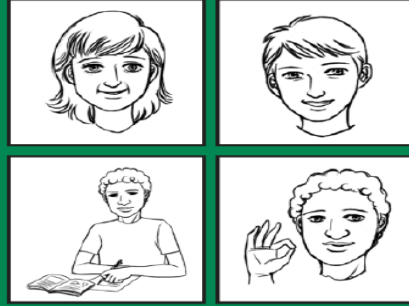
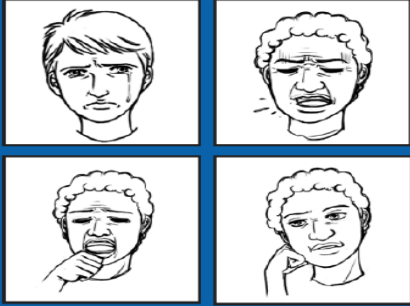
- listening skills
- asking for help
- tone and volume when communicating
- being polite to friends and teachers

4. Emotional Regulation Skills (Zones of regulation)

- identifying their emotions
- applying strategies to regulate their emotions back to the green zone



The **ZONES** of Regulation®



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Mean
Terrified
Yelling/Hitting
Out of Control

Take a break
Stretching
Play a game during recess

Read a book
Listen to the teacher
Help others

Close eyes, take deep breaths
Sit in the calm down corner

Drink water
Talk about it
Walk it off

Home Involvement



Home Involvement

1. Communicate regularly with child to understand his/her thoughts and feelings about school work
2. Encourage and help child to build positive study habits, such as not doing last-minute work and submitting work on time
3. Encourage your child to take responsibility for own possessions, actions and words
4. Model for your child what you would like to observe him/her doing and allow him/her room to make mistakes and to learn from it



Home Involvement – Cyber Wellness

- Cyber Wellness refers to the positive well-being of Internet users and helping students to become responsible digital learners.
- It involves an understanding of online behaviour and awareness of how to protect oneself in cyberspace.



Home Involvement – Cyber Wellness

Problems due to excessive internet usage

- cyber bullying
- exposure to inappropriate contents
- become a cyber crime victim
- excessive Internet usage
- gaming addiction



Home Involvement – Cyber Wellness

To complement the cyber-wellness curriculum in schools, here are the steps for **PARENT**ing in the digital age:

Provide opportunities for a variety of offline activities

Activate parental controls in all computing devices

Role-model good digital habits

Establish the ground rules for your child's Internet use

Navigate the Internet with your child to understand his/her use

Talk with your child about his/her Internet use



Home Involvement – Cyber Wellness

Cyber wellness resources

- Elias Park Primary School's website
www.eliasparkpri.moe.edu.sg
- Termly newsletter
- Installing Parental Control Apps for devices
- Checking on your child's devices frequently



Home Involvement – Diet & Exercise

- Provide healthy snack options for your child's snack break (*Examples: Fruits, whole meal sandwiches, vegetables*)
- Encourage your child to drink water instead of sweet drinks
- Role-model healthy eating and active living lifestyle habits
- Involve your child in outdoor activities / exercises



Thank you

