



BRIEFING FOR PARENTS 2024

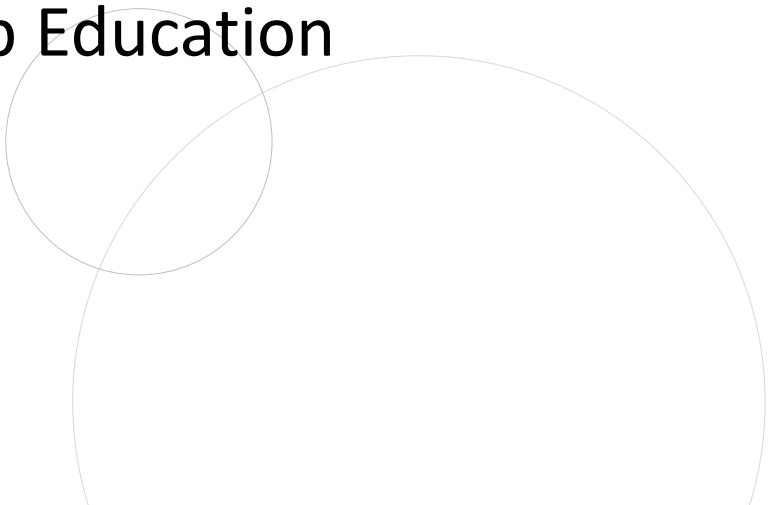
PRIMARY 4

12 JAN 2024





Outline

- Introduction
 - Subject Based Banding
 - School Rules and Expectations
 - School Key Programmes
 - Level Highlights
 - Character and Citizenship Education
 - Cyberwellness
 - Curriculum Matters
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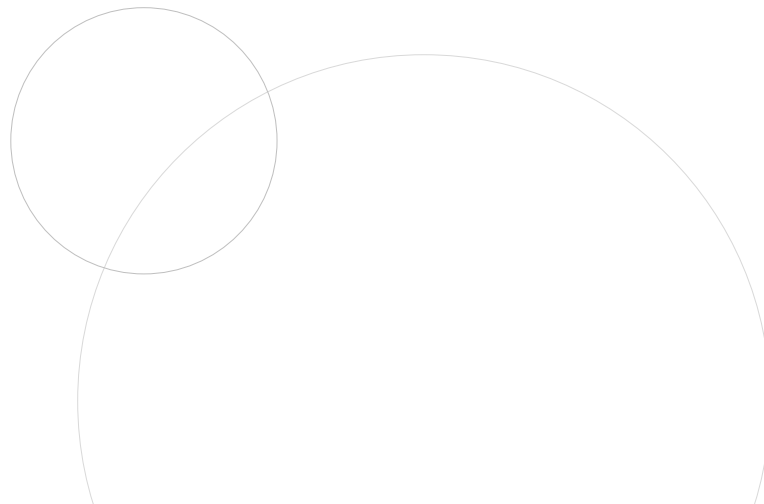


First Toa Payoh Primary School School Leaders 2024

Principal	Mrs Jennifer Choy
Vice-Principal (Academic)	Mr Remund Koh
Vice-Principal (Administration)	Ms Tay Yam Eng



SUBJECT BASED BANDING



SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



HOW DOES SUBJECT-BASED BANDING WORK?

At P4 Student sits for school-based examinations

Based on student's results, school recommends a subject combination. Parents fill up option form indicating their preferred combination.

At P5

Students takes a subject combination chosen by parents

End of P5

Student who takes 1 or more foundation subject(s) and does very well

student who takes 4 standard subjects & has difficulty coping

All other students

School may allow student to upgrade 1 or 2 subjects to standard level, or continue the same subject combination at P6

School may allow student to take 1 or more subjects at foundation level at P6

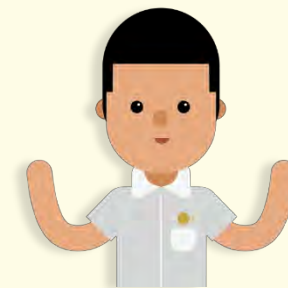
School will allow them to continue the same subject combination at P6

Primary School Leaving Examination (PSLE)

End of P6

SUBJECT-BASED BANDING (PRIMARY)

- School will recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is **not a disadvantage to the students**. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.





DIFFERENT SUBJECT COMBINATIONS

- 4 standard subjects
- 4 standard subjects + 1 higher mother tongue
- 3 standard subjects + 1 foundation subject
- 2 standard subjects + 2 foundation subjects
- 1 standard subject + 3 foundation subjects
- 4 foundation subjects





PART 1 – SCHOOL RECOMMENDATION (EXAMPLE)

SCHOOL'S RECOMMENDATION ON STUDENT'S SUBJECT COMBINATION AT PRIMARY 5, 2025

Name of student: Johnny Oh, P4 EX

1. Your child/ward has completed four years of primary education. Based on your child's/ward's academic records and our assessment of his/her performance, we recommend that your child/ward takes the following subject combination in Primary 5 next year.

Options	Subject Combination		School's Recommendation
1	4S1HMT	Standard Level: English Language, Mathematics, Science, Mother Tongue Language Higher Level: Higher Mother Tongue	
2	4S	Standard Level: English Language, Mathematics, Science, Mother Tongue Language	
3	3S1FMT	Standard Level: English Language, Mathematics, Science Foundation Level: Foundation Mother Tongue	X
4	4F	Foundation Level: English Language, Mathematics, Mother Tongue Language and Science	



PART 2 – SCHOOL RECOMMENDATION (EXAMPLE)

PART 2

PARENT'S CONFIRMATION ON STUDENT'S SUBJECT COMBINATION AT PRIMARY 5,

2025

Name of student: Johnny Oh, P4 EX

Options	Subject Combination		School's Recommendation	Parent's Option
1	4S1HMT	Standard Level: English Language, Mathematics, Science, Mother Tongue Language Higher Level: Higher Mother Tongue		
2	4S	Standard Level: English Language, Mathematics, Science, Mother Tongue Language		
3	3S1FMT	Standard Level: English Language, Mathematics, Science Foundation Level: Foundation Mother Tongue	X	X
4	4F	Foundation Level: English Language, Mathematics, Mother Tongue Language and Science		

1. I have taken note of the school's recommendation in Part 1. I **agree** / ~~disagree~~* with the recommendation on my child's/ward's subject combination at Primary 5. My option is indicated as above.
2. I understand that this option is only given once at the end of Primary 4. Any subsequent change of subject combination will be based solely on my child's/ward's performance at the end of Primary 5.



PART 2 – SCHOOL RECOMMENDATION (EXAMPLE)

PART 2

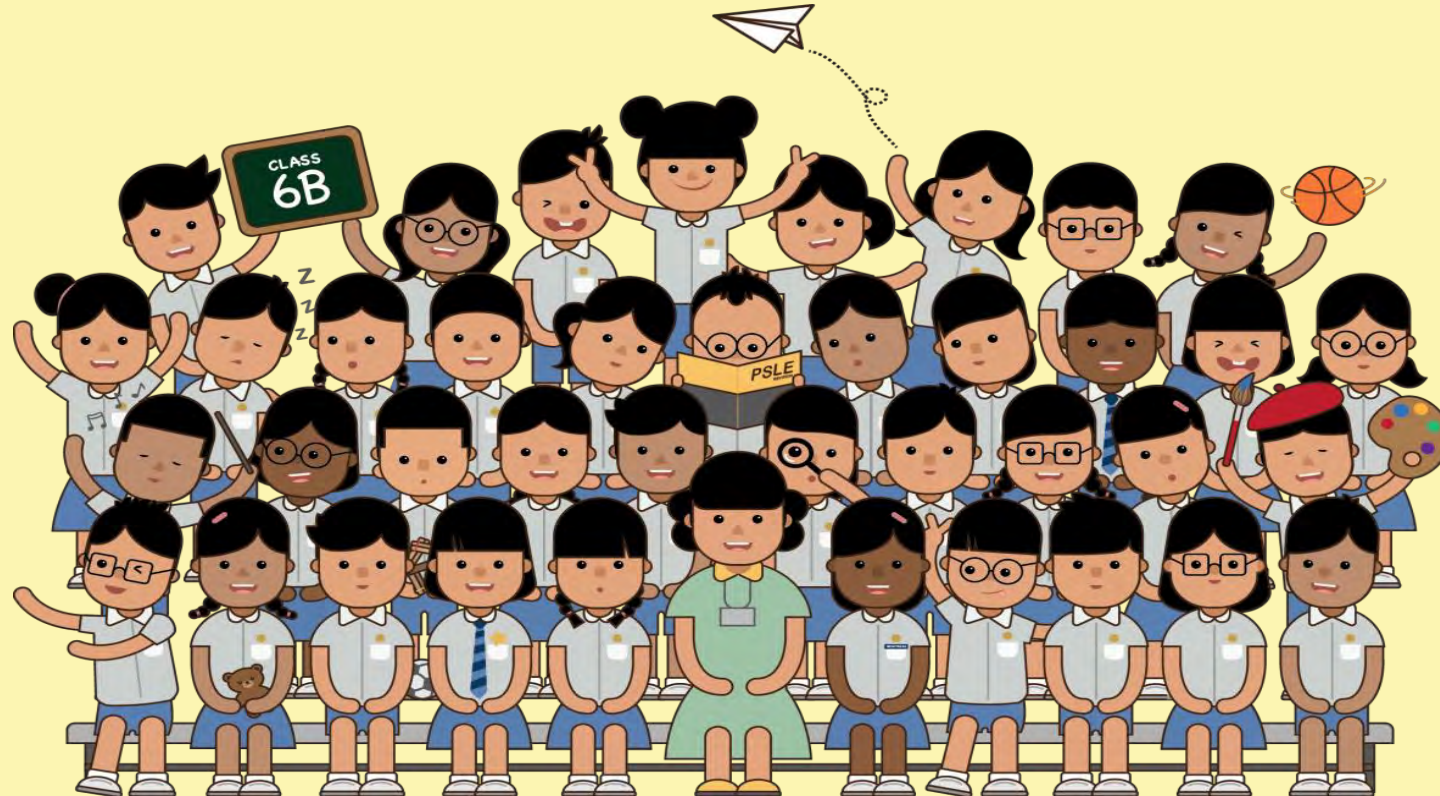
PARENT'S CONFIRMATION ON STUDENT'S SUBJECT COMBINATION AT PRIMARY 5, 2025

Name of student: Johnny Oh, P4 EX

Options	Subject Combination		School's Recommendation	Parent's Option
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3	3S1FMT	Standard Level: English Language, Mathematics, Science Foundation Level: Foundation Mother Tongue	X	
4	4F	Foundation Level: English Language, Mathematics, Mother Tongue Language and Science		

1. I have taken note of the school's recommendation in Part 1. I ~~agree~~ **disagree*** with the recommendation on my child's/ward's subject combination at Primary 5. My option is indicated as above.
2. I understand that this option is only given once at the end of Primary 4. Any subsequent change of subject combination will be based solely on my child's/ward's performance at the end of Primary 5.

THE NEW PSLE SCORING AND S1 POSTING SYSTEM



SCORING FOR STANDARD LEVEL SUBJECTS



NEW PSLE SCORING SYSTEM

Reflects a student's individual level of achievement

Students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

SCORING FOR FOUNDATION LEVEL SUBJECTS



FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5

PSLE SCORE: 22

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

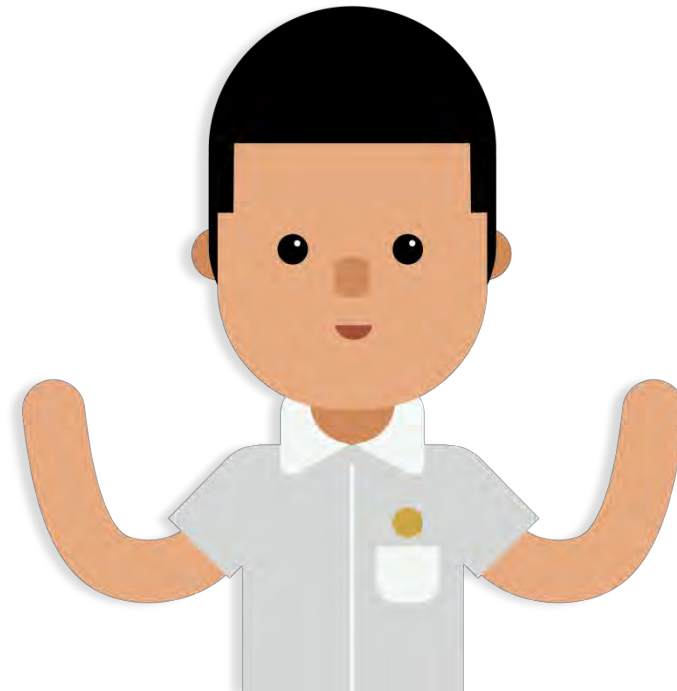
- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
 - This is the same approach taken in the previous T-score system.

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.










USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

New System	
The HCL posting advantage for entry to SAP schools <u>will continue</u>	
<ul style="list-style-type: none">▪ Students will be ranked taking into account their performance in HCL.▪ This posting advantage applies <u>before</u> the tie-breakers for S1 posting.	



1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

● ● ● ●

[HTTPS://WWW.MOE.GOV.SG/MICROSITES/PSLE-FSBB/PSLE/MAIN.HTML](https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html)

[New PSLE Scoring System](#)

[Posting to Secondary School](#)

[Full Subject-Based Banding](#)

[Resources](#) ▾

New PSLE Scoring System

The revised PSLE scoring system in 2021 will help your child focus on their learning instead of how they compare to others.

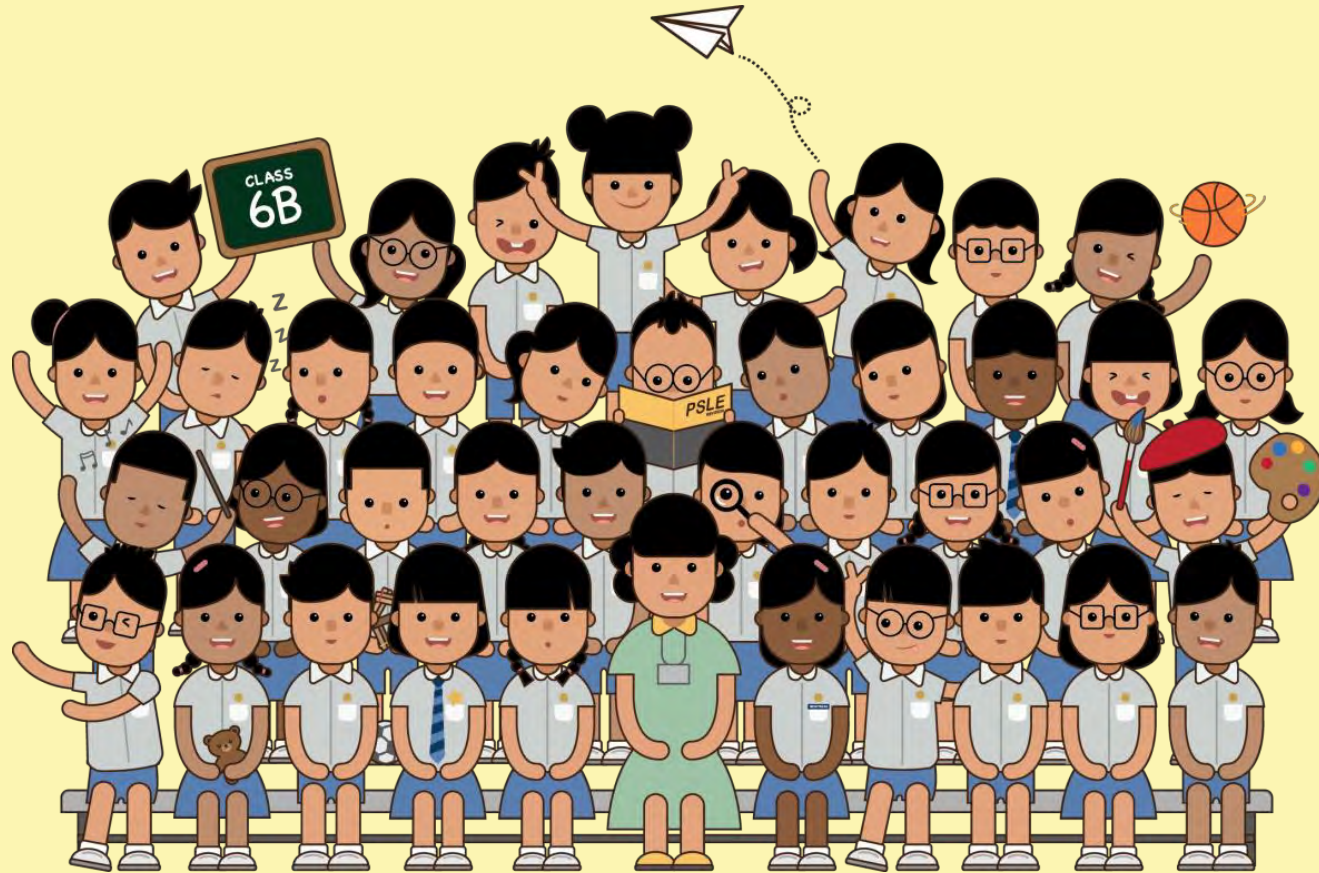




IMPORTANT TIMELINES

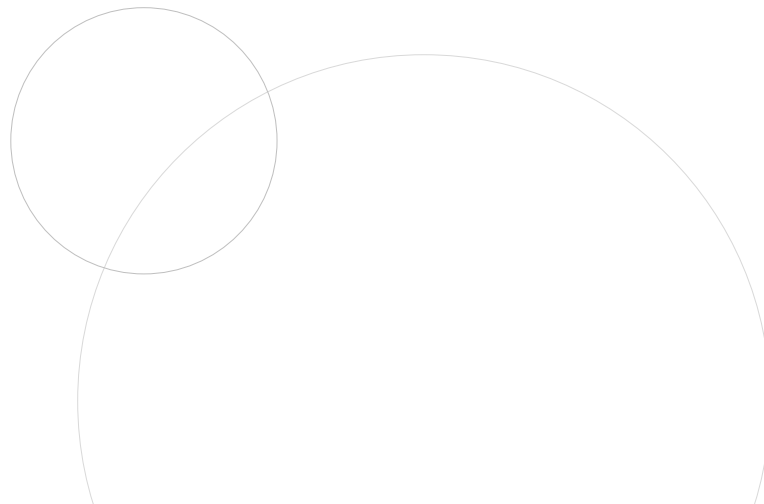
- Issue of report book and option form to parents –
Term 4 Week 9
 - Finalise options and return of option forms – by
Term 4 Week 10
- **Try not to make any travel plans before
the end of term 4 (15 Nov 2024).**

THANK YOU!

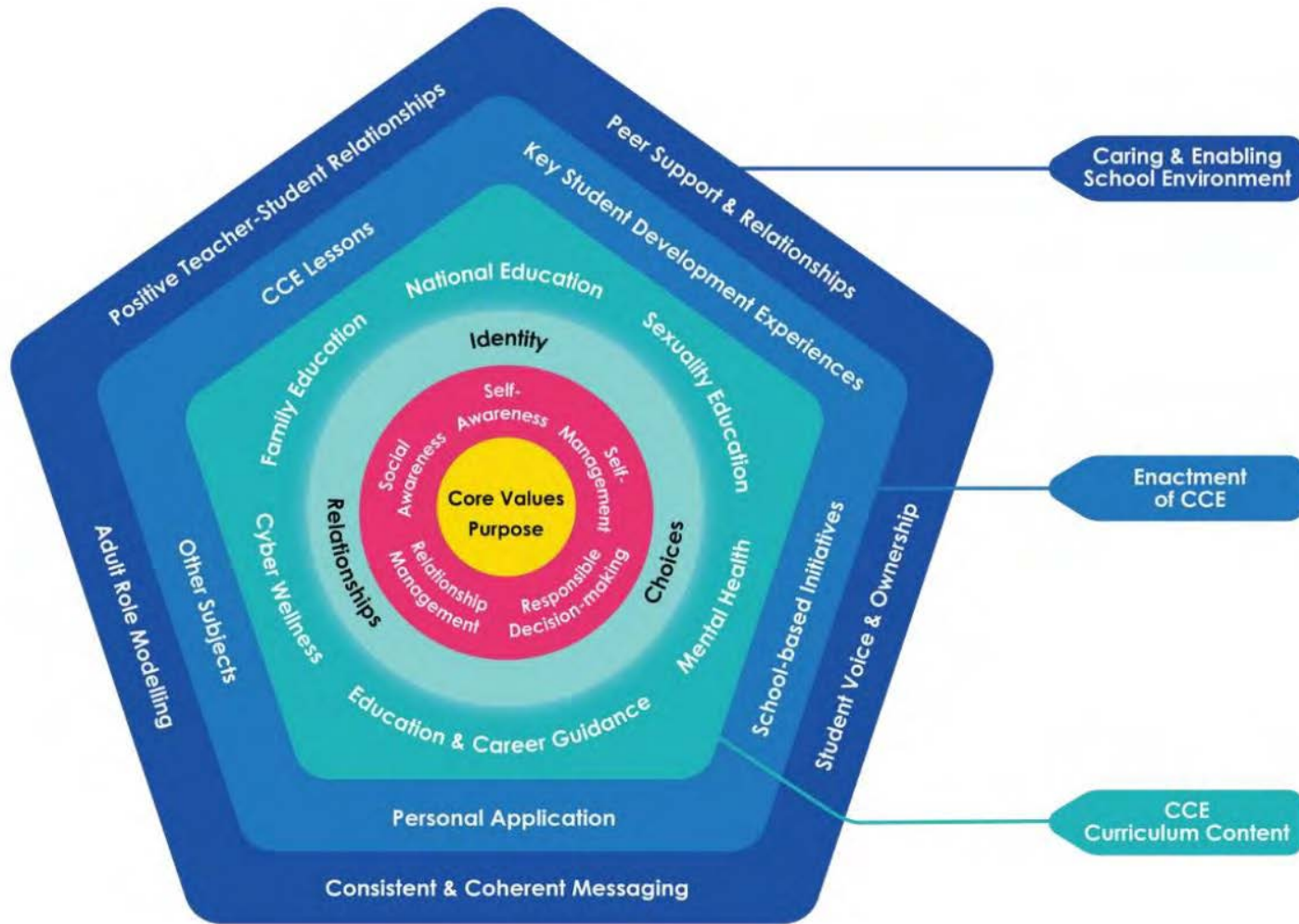




CHARACTER AND CITIZENSHIP EDUCATION



CCE 2021



The CCE 2021 Curriculum Frame

CCE 2021 aims to develop in our students:

- a) Good character
- b) Resilience and social-emotional well-being
- c) Future readiness
- d) Active citizenship

Our School Core Values

 RESPECT

I care for the dignity of others in what I say or do.

 RESPONSIBILITY

I can be depended on to carry out my duties well.

 PERSEVERANCE

I overcome all obstacles to achieve my goals.

LOVE 

I show compassion, care and concern for others.

 INTEGRITY

I uphold what is good, just and true.

THE LEADER IN ME PROGRAMME

Habit 1: Be Proactive (*you're in charge*)

Habit 2: Begin With The End In Mind (*have a plan*)

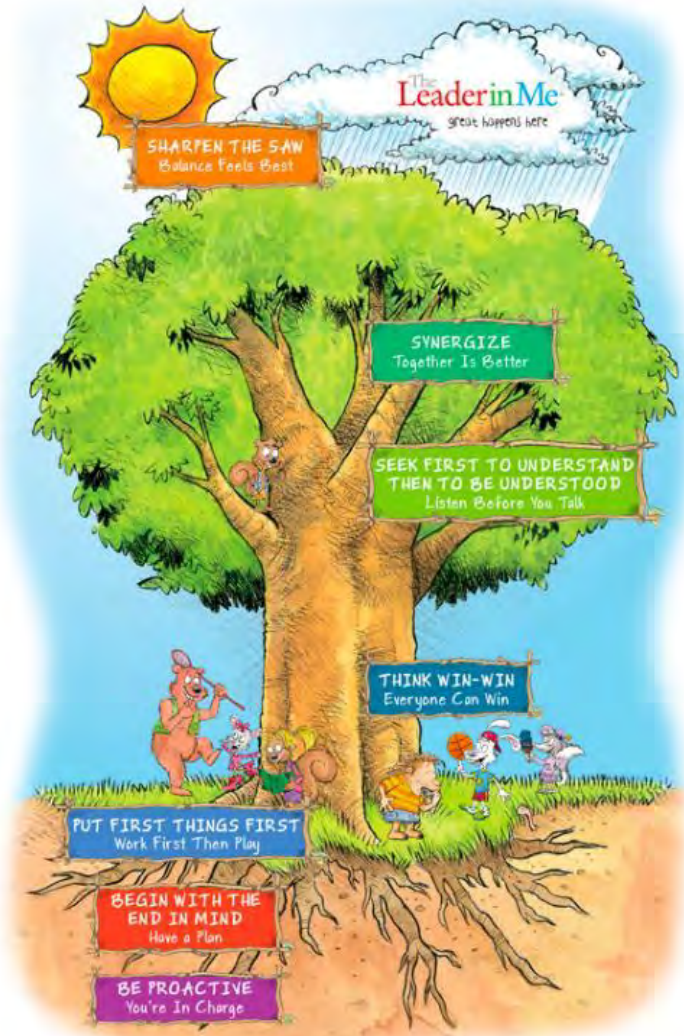
Habit 3: Put First Things First (*work first, then play*)

Habit 4: Think Win-Win (*everyone can win*)

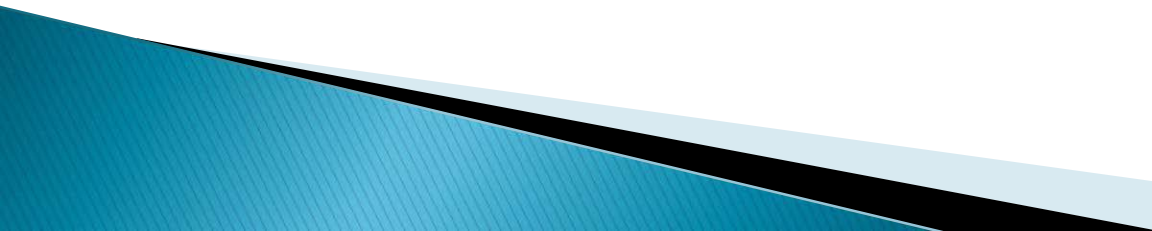
Habit 5: Seek First To Understand, Then Be Understood (*listen before you talk*)

Habit 6: Synergize (*together is better*)

Habit 7: Sharpen The Saw (*balance feels best*)



SOCIAL SKILLS


- Social skills are the ways in which we interact with others.
 - A person who has good social skills knows how to behave in different social situations.
 - Being aware and having good social skills benefit both self and others.
- 



**USING AN
APPROPRIATE
VOICE LEVEL**

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LISTENING

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**BEING PREPARED
FOR CLASS**

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Key Social Skills



**ASKING FOR
HELP**

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**OFFERING
HELP**

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USING AN APPROPRIATE VOICE LEVEL

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USING AN APPROPRIATE VOICE LEVEL

- 1 Look at the situation and the people around me
- 2 Listen to the level of the voices around me
- 3 Speak in the voice level that fits the situation



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Voice Levels

First Toa Payoh Primary School

0

Silence

1

Whisper

2

6 - Inch

3

Table Talk

4

Strong Speaker

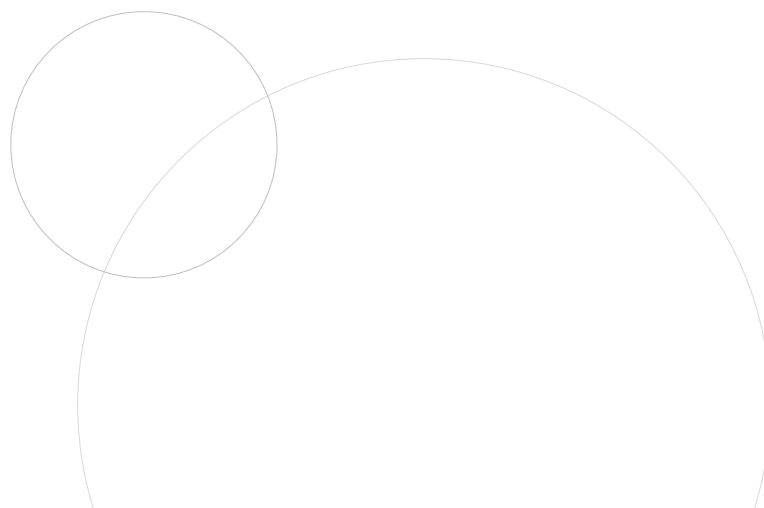
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Outside





SCHOOL RULES AND EXPECTATIONS





School Rules & Expectations



ATTENDANCE



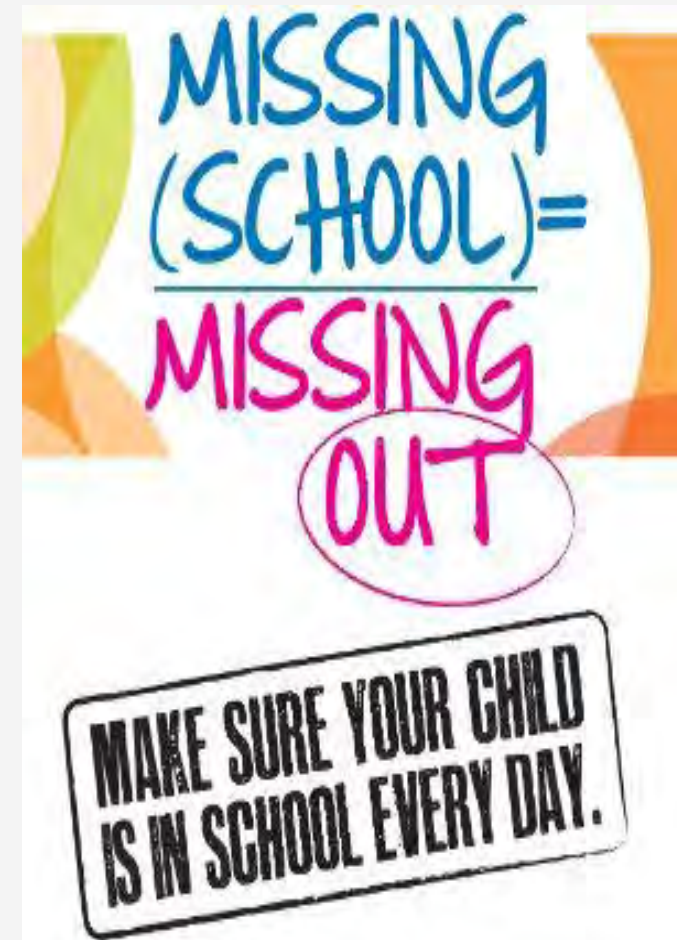
- ✓ Be in school by 7.30 a.m.
- ✓ Remain in school during school hours
- ✓ Permission to leave school earlier must be sought from the General Office before doing so
- ✓ If your child is sick, parents are to come personally to take their child home



ATTENDANCE



- ✓ Students should not be absent from school without a valid reason
- ✓ Present a medical certificate or a parent's letter if your child is unwell and needs to rest at home.
- ✓ A student will be marked LATE if he/she arrives in school after 7.30am.



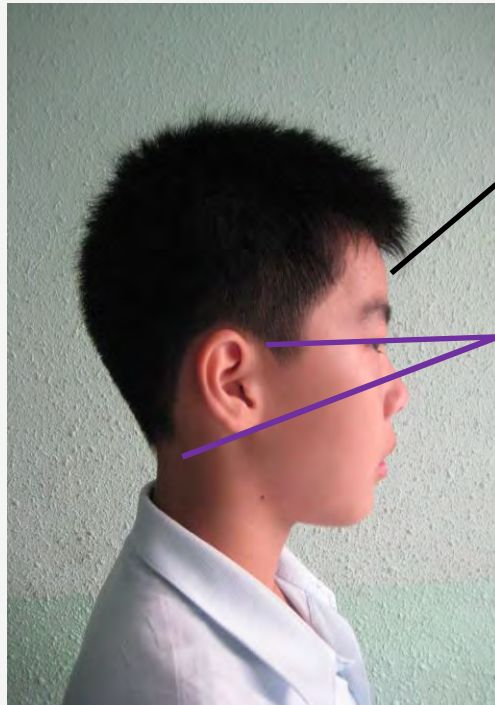
ATTIRE



- ✓ Wear the school uniform smartly
- ✓ Sew the name tag onto the pocket above the school badge
- ✓ Wear black shoes and socks
- ✓ PE attire on days without PE is allowed. PE T-shirt must be tucked in.
- ✓ House T-Shirt on CCA/PAL Fridays.
House T-Shirt must be tucked in.



HAIRSTYLE

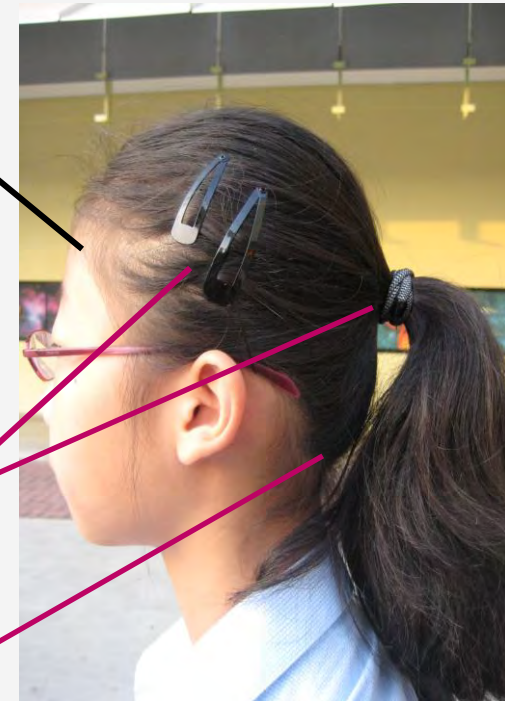


Fringe should not touch the eyebrows

Short and evenly cut hair. Not touching the collar.

Hair accessories must be black or dark blue

Long hair is tied up.



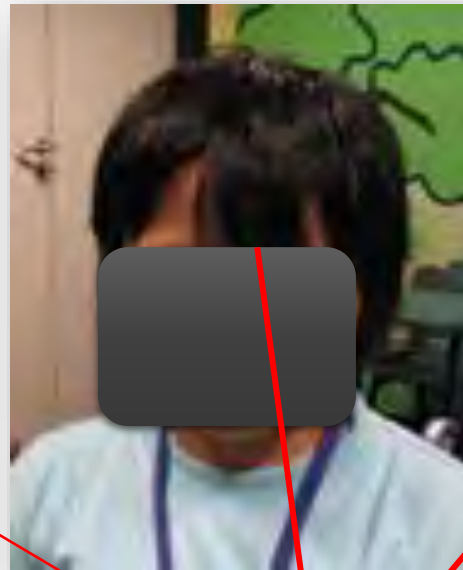
Be proud of yourself!
Carry yourself well.

Leave hair naturally coloured.

HAIRSTYLE



These styles are **NOT** allowed.

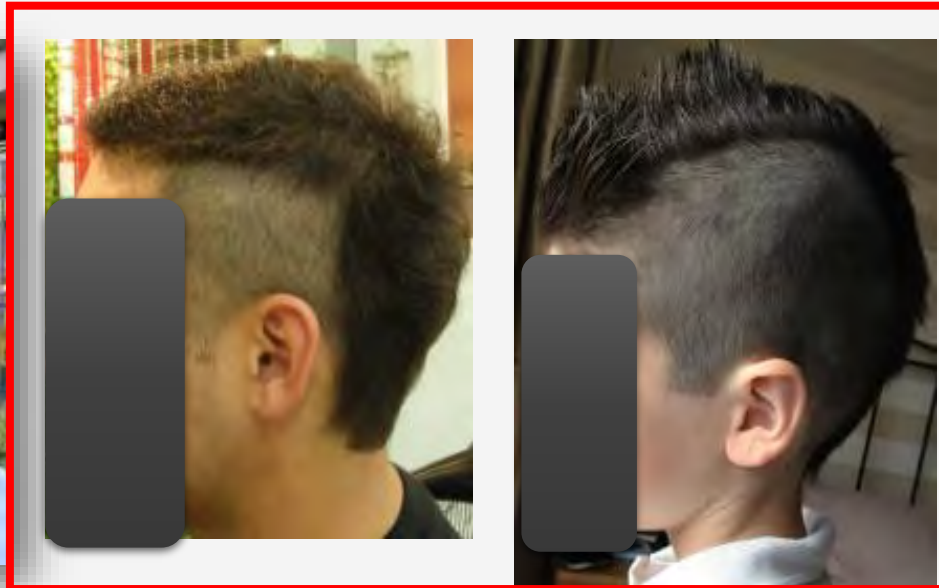


Long fringe should
be pinned up.

HAIRSTYLE



These styles are NOT allowed.



Hair is long, messy and touching the collar.

NOT appropriate for school.

EAR ACCESSORIES



Only simple ear studs
are allowed



**No rings, dangling
ear accessories**


NAILS & PERSONAL HYGIENE




- ✓ Keep finger and toe nails clean and short
- ✓ Keep them free of nail polish
- ✓ Wash hands often

Taking Care of Yourself


Sleep
Early to bed, early to rise. Plenty of sleep helps you concentrate.




Teeth
Brush teeth every morning and night to keep them shining and bright. Visit your dentist regularly.




Nails
Trim nails weekly. Keep nails short and clean.




Hair
Wash your hair often. Keep it neat by styling and brushing.




Exercise
Play outside as much as possible. Don't sit and play on the computer or watch TV too often.




Hygiene
Bath or shower and change underwear daily. Wash hands after visiting the toilet and before eating.



Homework
Take care with homework and always do it before going out to play.



Diet
Eat a healthy balanced diet. Choose healthy snacks such as fruit instead of crisps and sweets. Avoid sweet, fizzy drinks. Drink water, milk or fresh fruit juice.



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ACCESSORIES

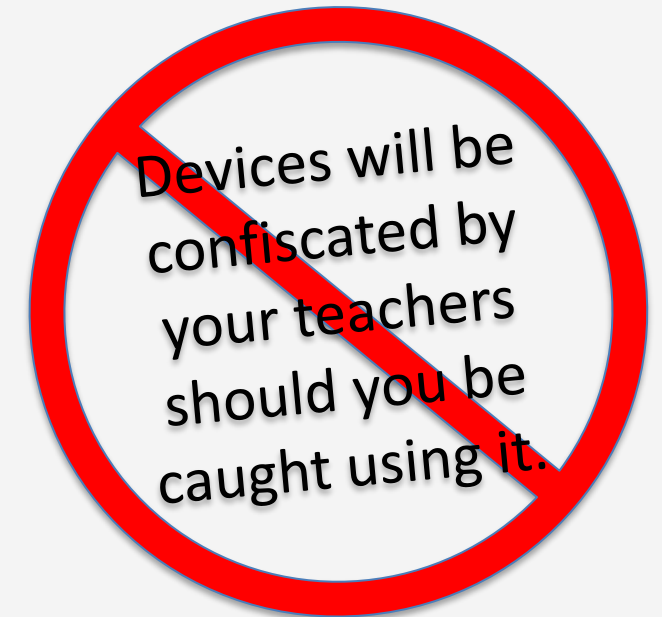


- ✓ Blue/Black hair accessories for girls
- ✓ Necklaces and pendants of religious nature should not be worn visibly

PERSONAL DIGITAL DEVICES



- ✓ Mobile phones can be switched on only during recess or after school.
- ✓ Mobile phones are only used to contact parents at this time.
- ✓ Video recording is not allowed
- ✓ Media players and personal digital players are not allowed



Safety Concerns



- If your child/ward cycles or walks to school, remind him/her to look out for traffic
- Remind your child/ward not to be engrossed with their phone. Be aware of their surroundings.
- If your child/ward takes the public transport, remind them to remain seated at times. If he/she is standing, he/she is to hold on to the handrail.
- If your child/ward takes the school bus, remind them to belt up and remain seated at all times. He/She has to follow the instructions of the bus driver and attendant.

Offences

- Late for school
- Inappropriate Uniform/Grooming
- Not handing in homework
- Littering
- Not clearing cutlery/crockery after recess/lunch
- Use of personal devices during non-stipulated times/misuse of personal devices
- Misbehaviour during assembly/Recess/Lunch/LJs
- Disruptive behaviour
- Use of inappropriate language
- Vandalism
- Assault/Fighting / Bullying
- Truancy/Skipping class
- Disrespecting teachers or support staff
- IT-related offences
- Gambling/Smoking
- Cheating in test/exam
- Extortion/Threats
- Theft/Shoplifting
- Arson
- Substance Abuse
- Possession of Weapons

Possible Consequences

- Warning
- Counselling
- Reflection
- Restriction of privileges
- Written notification to parents
- Parent-Teacher Conference
- Parent-P/VP Conference
- Corrective School Service
- Confiscation of items
- Apology
- Caning
- Suspension
- Any other appropriate actions deemed necessary by School Leaders

STUDENT HANDBOOK

STUDENT MANAGEMENT MATTERS





GOLDEN RULE
TEST

Would I want others to do this to me?

SCHOOL
TEST



Does this demonstrate the core values which I have been taught in school?

ADULTS
TEST



How would the adults in my life feel if they found out that I did this?

CONSEQUENCES
TEST



Will this have negative consequences?

Will I be hurt?

Will others be hurt?

Will I come to regret doing this now or in the future?

Contact

Mr Joel Vinson (Mr J)

HOD Discipline & CCA

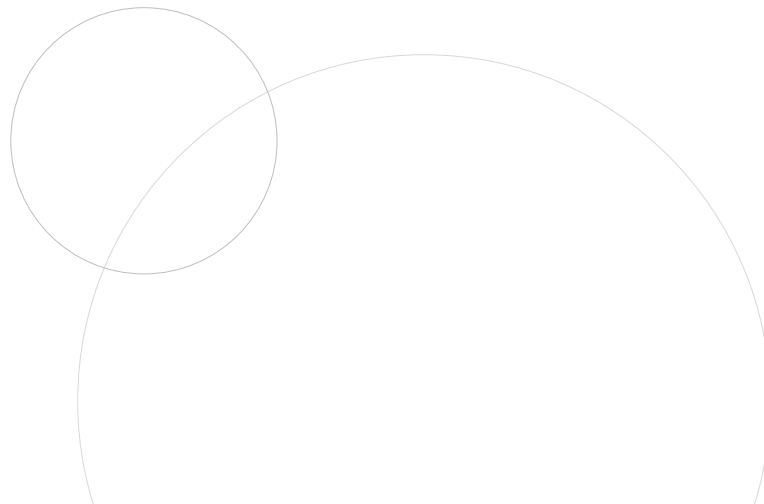
joel_prathiev_vinson@schools.gov.sg

9760 8785





CYBERWELLNESS





Practising Cyber Wellness

Cyber Wellness education focuses on helping your child to be a responsible digital learner. Learn more about the programme and curriculum.

What is Cyber Wellness?

Cyber Wellness (CW) in Character and Citizenship Education (CCE) focuses on the well-being of our students as they navigate cyberspace. Our curriculum aims to equip students with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.

3 principles of Cyber Wellness

These 3 main principles will guide your child's decision-making and anchor their well-being:

- Respect for self and others.
- Safe and responsible use.
- Positive peer influence.



CYBER WELLNESS EDUCATION

How it works

CW education is usually conducted during curriculum time and through programmes in schools such as workshops, talks and activities. CW topics are also included in subjects such as English and Mother Tongue Languages.

What to expect

The following time is dedicated to CW education:

- Primary schools: 14 lessons during the Form Teacher Guidance Period.

CW curriculum: at a glance

Topics	What your child will learn about
Cyber use	<ul style="list-style-type: none">● Maintaining a healthy balance of online and offline activities
Cyber identity	<ul style="list-style-type: none">● Developing a healthy online identity● Appropriate online expression
Cyber relationships	<ul style="list-style-type: none">● Netiquette● Cyber bullying● Developing safe, respectful and meaningful online relationships
Cyber Citizenship	<ul style="list-style-type: none">● Understanding the cyber world● Handling online content and behaviour● Having a positive presence in the cyber community
Cyber Ethics	<ul style="list-style-type: none">● Creating and sharing of online content in a responsible manner● Respecting copyright

Support at home

To help your child stay safe and have positive experiences online, you can:

- Organise more outdoor activities together.
- Activate parental controls on your home devices.
- Model good digital habits for your child.
- Set ground rules for internet use.
- Navigate the internet together to understand their usage.

Resources

Learn more about how to keep your child safe online through these resources:

From MOE

- [Parents, the guardians of internet](#)
- [Guide for parents on setting parental controls](#)
- [Understanding cyber wellness](#)
- [Navigating the cyber world safely](#)
- [ICT in schools: To use or not to use?](#)
- [Play safe – avoid online gaming addiction](#)
- [Safeguarding your child online](#)
- [Exploring online, safely and confidently](#)

From external agencies

- [Media Literacy Council](#)
- [National Crime Prevention Council](#)
- [S.U.R.E. by National Library Board](#)
- [Cyber Security Agency](#)

<https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>



PARENTing 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

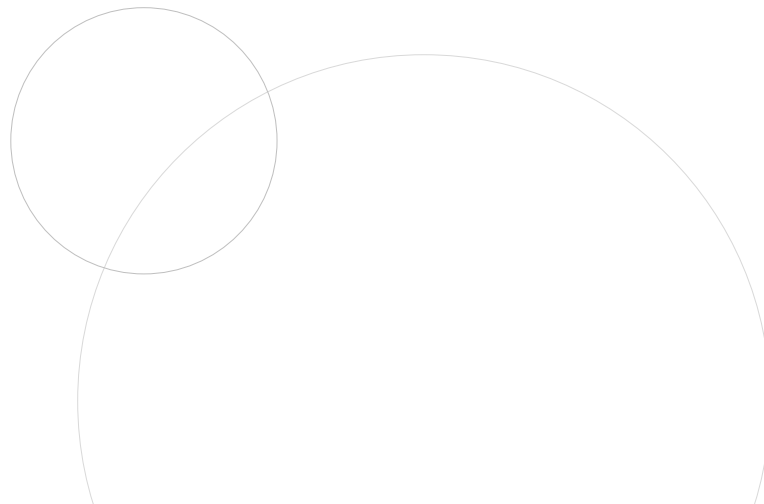
Talk with your child about his/her Internet use



Scan me for all information



CURRICULUM MATTERS





ENGLISH – COMPONENT WEIGHTING

Component	Weighting
Paper 1 Writing	20 Marks (20%)
Paper 2 Language Use and Comprehension	50 Marks (50%)
Listening Comprehension	14 Marks (14%)
Oral	16 Marks (16%)
Total	100 Marks (100%)



ENGLISH – COMPONENT WEIGHTING

Component	Marks
Oral (a) Reading Aloud (b) Stimulus-based Conversation	16 marks <i>6 marks</i> <i>10 marks</i>
Listening Comprehension (a) Picture Matching (b) Note Taking (c) Comprehension MCQ	14 marks
Writing A series of 3 pictures - Theme-based - List of helping words	20 marks



ENGLISH – COMPONENT WEIGHTING

Component	Items	Marks
Vocabulary	6 MCQ	6
Grammar	10 MCQ	10
Vocabulary Cloze	1 passage 8 blanks	8
Grammar Cloze	2 passages - Personal Pronouns/ Possessive Determiners (4 blanks) - Concord (4 items)	8
Comprehension 1	Up to 8 items	8
Comprehension 2	Up to 10 items	10
Total		50

P4 Level Programmes (Mother Tongue Languages)

MTL Fortnight

Language & Cultural Activities

Festive Celebrations

Chinese New Year
Hari Raya
Deepavali

Higher Mother Tongue Languages

Develop higher levels of MTL language proficiency and cultural knowledge

Mother Tongue Support Programme

Greater MTL support for students

Reading Activities

Reading period per week





MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING

Component	Weighting
Paper 1 Composition	15 Marks (15%)
Paper 2 Language Use and Comprehension	45 Marks (45%)
Listening Comprehension	10 Marks (10%)
Oral	30 Marks (30%)
Total	100 Marks (100%)



Support from Home (for languages)

- Encourage your child to speak in MT Language as often as possible. Make use of objects in your environment to engage your child in conversations using their MT Language.
- Encourage your child to learn through meaningful language games.
- Bring your child to the library to cultivate a reading habit.
- Read with and read to your child
- Watch suitable MTL programmes/ Radio Programmes



MATHEMATICS – FORMAT OF PAPER

Section	Weighting
Section A Multiple Choice Questions (MCQ)	15 questions x 2 marks (30%)
Section B Short Answer Questions	21 questions x 2 marks (42%)
Section C Problem Sums	4 questions x 3 marks, 4 questions x 4 marks (28%)
Total	100 Marks (100%)



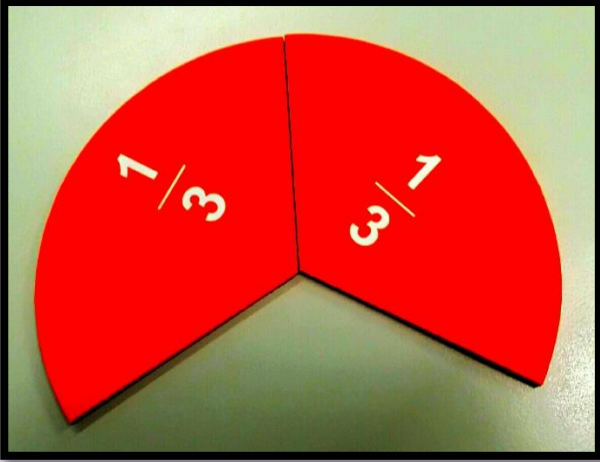
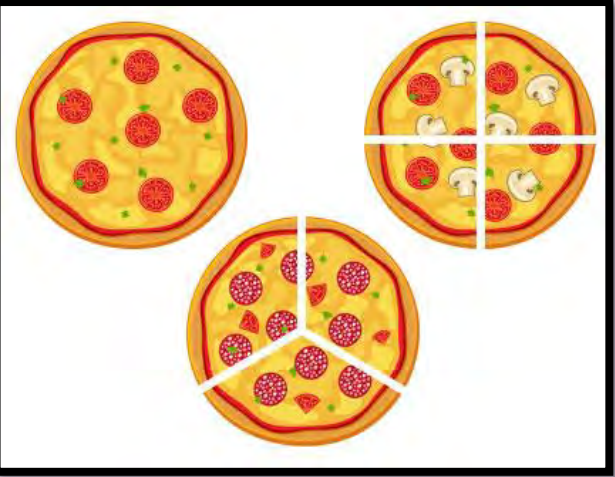
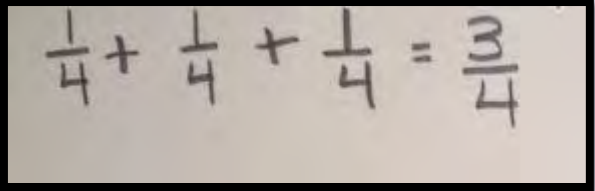
Supporting your child in MATHEMATICS

Master the Basics

- Addition and Subtraction (quick mental sums)
- Multiplication and Division (Multiplication Tables of 2 to 9)
- Measurements
 - km / m / cm
 - litres / millilitres
 - kg / g
 - Dollars and Cents (eg: conversion – eg: 8 twenty-cents coins = \$?)



Teaching and Learning using CPA approach (in school)

<u>C</u> oncrete	<u>P</u> ictorial	<u>A</u> bstract
		
Manipulatives (Fraction Discs)	Drawings (Familiar Items)	Equations (Practices)

Concrete and pictorial representations support **students' understanding of abstract concepts**

SCIENCE – FORMAT OF PAPER

	Semestral Examination		
	No. of questions	Marks	Duration
Section A - MCQ	28	56	1 h 45 min
Section B - Open-ended	13	44	

Compared to Primary 3:

- Longer time (1 h 45 min)
- More questions
- Longer questions

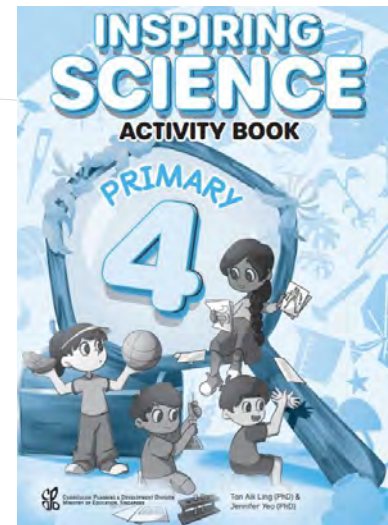
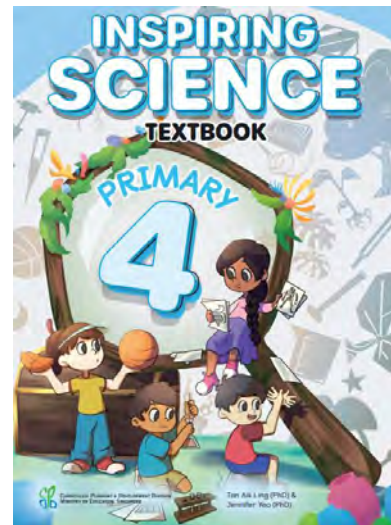
Tested on both P3 and P4 topics

Practical
Process Skills
Observing
Comparing
Classifying
Communicating (Verbal, Pictorial)
Using apparatus and equipment
Inferring
Analysing

SCIENCE

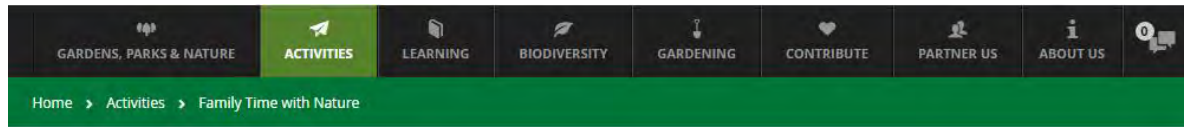
Please do not throw the books away at the end of the year. Students will need them as they progress to next level.

Term 1	Term 2	Term 3	Term 4
Theme: Systems	Theme: Systems & Cycles	Theme: Energy	Theme: Energy
Plant system Body system	Body System Matter	Light Heat	Heat
My Body workshop at Science Centre			Heat and Temperature workshop at Science Centre
Hydroponics gardening			



SUPPORTING YOUR CHILD (FOR SCIENCE)

► Include Science in family time



Tenants' Activities and Promotions

Events and Workshops

Experiencing Nature

Family Time with Nature

→ Featured Playgrounds

→ Parks Popular with Families

→ Recommended Activities

Fitness, Sports and Wellness

Fun & Recreation

Retail

Dining

Book a Venue

Workshops & Guided Walks for Organised Groups

Family Time with Nature

Parks and gardens are ideal spaces for you and your child to spend quality time together. Bring your child to our Featured Playgrounds or visit Parks Popular with Families over the weekend. Take inspiration from our Recommended Activities and enjoy exploring nature with your loved ones.

Featured Playgrounds

Parks Popular with Families



Recommended Activities

[VISIT US](#)[WHAT'S ON](#)[MEMBERSHIP](#)[FOR SCHOOLS](#)[BLOG](#)[A⁺](#) [A⁺](#)[BUY TICKETS](#)

All members and guests are required to **pre-book their tickets online** in advance and **arrive on time** and to visit the Science Centre Singapore, KidsSTOP™, Omni-Theatre and Snow City Singapore within their selected date and time slot. Guests who have purchased admission tickets to the Omni-Theatre, KidsSTOP™ or Snow City Singapore are strongly encouraged to park their vehicles at the **Omni-Theatre carpark** at 21 Jurong Town Hall Road for convenience.

Science Centre Singapore

Please prepare your NRIC for on-site verification:

		Adult	Child (Ages 3 - 12 years old)	Senior Citizen (Ages 60 and above)
Singaporean / PR	Peak	\$6.00	\$4.00	\$4.00
	Off-Peak	Complimentary	Complimentary	Complimentary
Standard	Peak & Off-Peak	\$12.00	\$8.00	\$12.00

- **Off-peak** refers to weekdays during school term (excluding [public holidays and school holidays](#)).
- **Peak** includes [weekends, public holidays and school holidays](#).

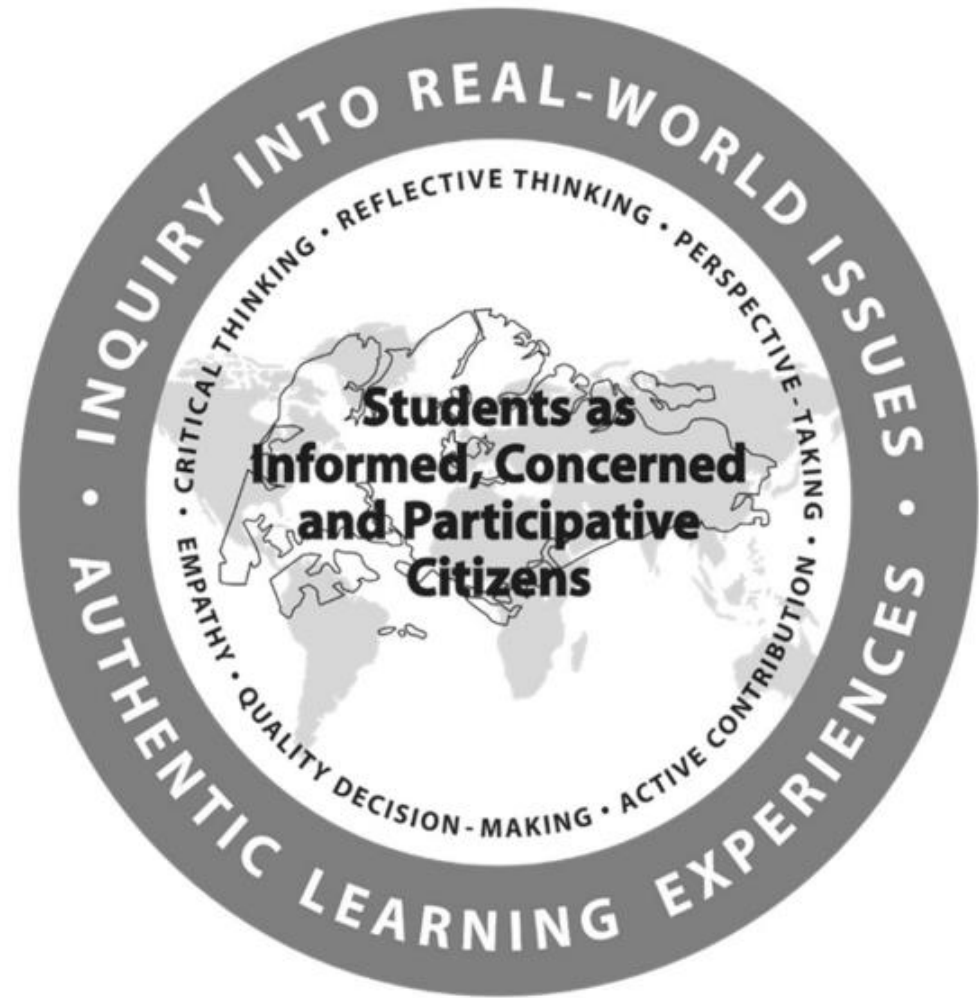
Chat here with Ask Cosmo



TOP

Social Studies

At the heart of the Singapore Social Studies Curriculum is the preparation of our students to be effective citizens.

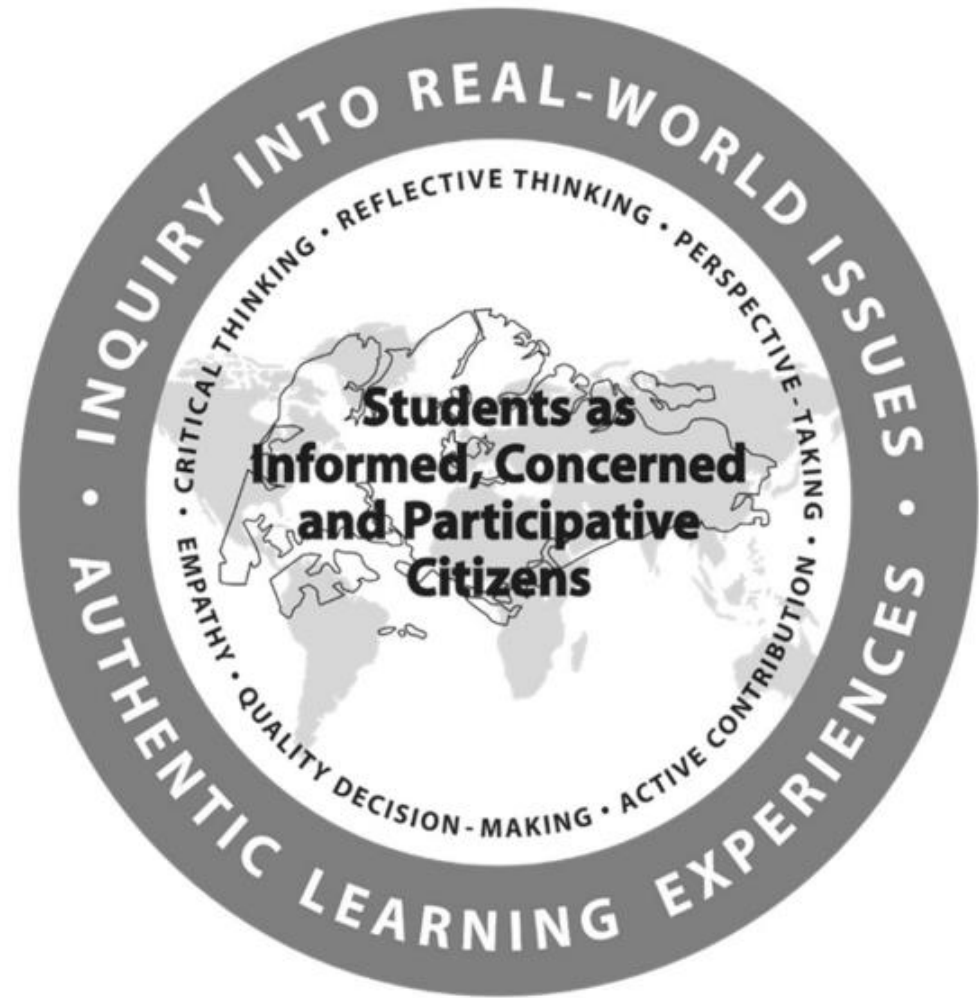


Social Studies

Taught through a thematic approach.

Key themes:

- Identity
- Culture and Heritage
- People and Environment



Social Studies

Syllabus is organised into 3 broad clusters.

Cluster 1: (Primary 1 and 2)

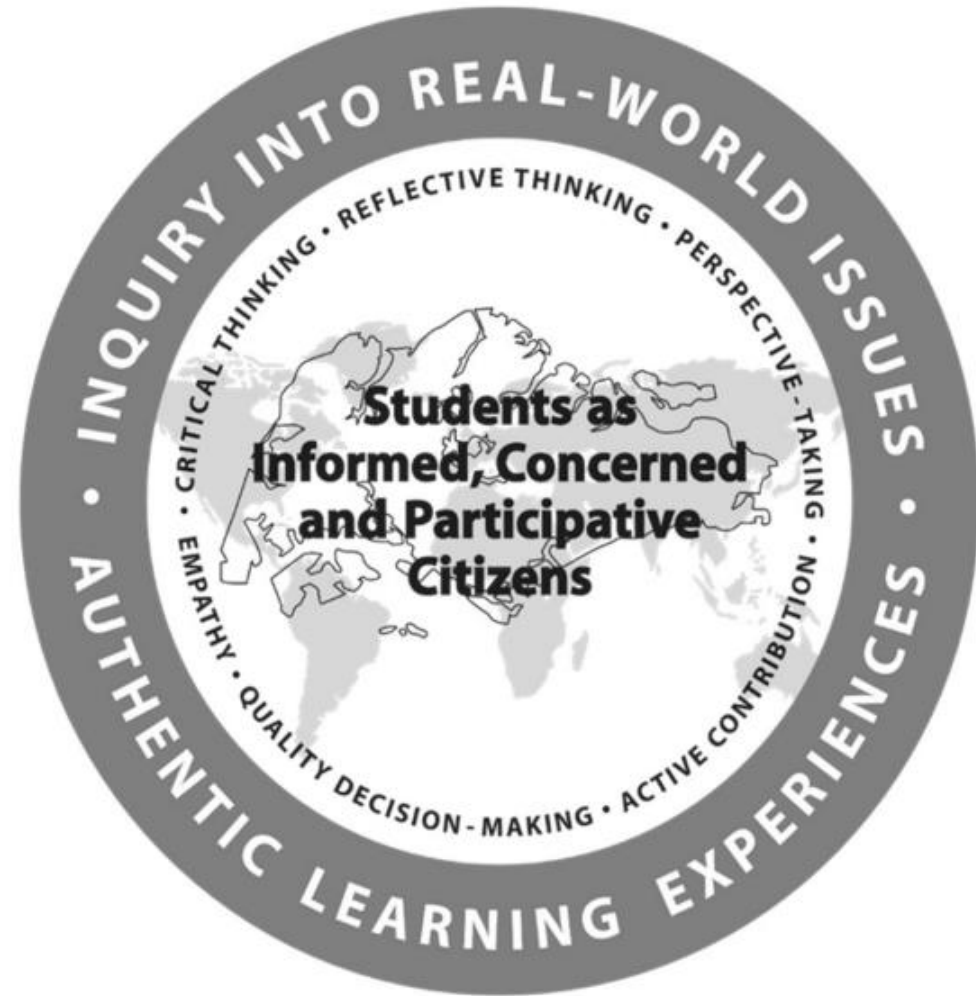
Discovering Self and Immediate Environment

Cluster 2: (Primary 3 and 4)

Understanding Singapore in the Past and Present

Cluster 3: (Primary 5 and 6)

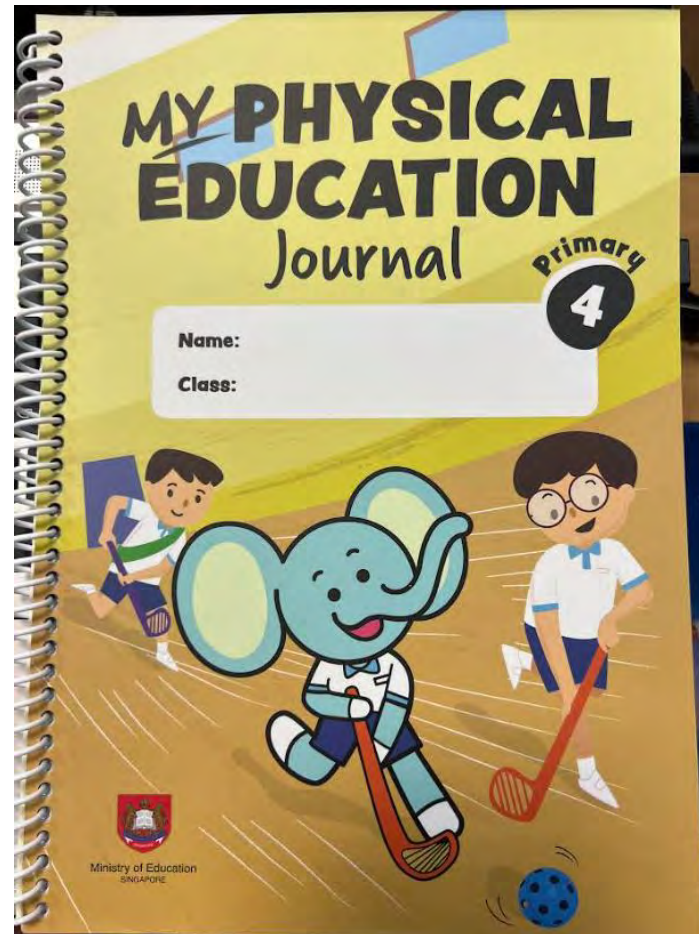
Appreciating Singapore, the Region, and the World we live in



Physical Education (P.E.)
Physical Health and Safety (P.H.S.)

Do participate in the “Family Time” activities together with your child!

It’s important to inculcate a healthy lifestyle (diet & exercise) from young!



PE Domains for Primary 4

Games & Sports

Gymnastics

Dance

Outdoor Education

Athletics

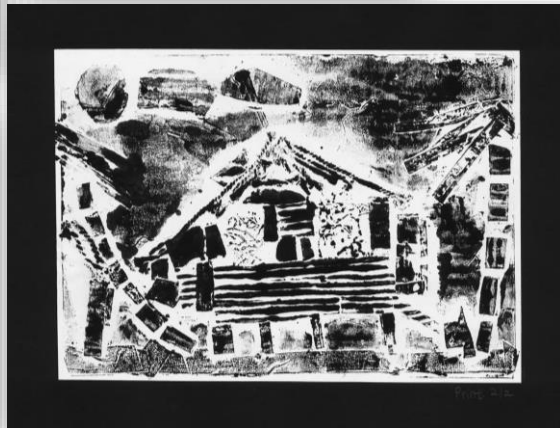
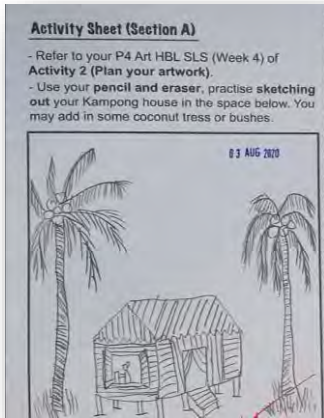
Physical Health & Safety



- Students will go through the FTPPS 4Es Aesthetics Framework during the Art lessons
- Exposing to different Art forms.
- Exploring different Art technique and styles.
- Experimenting with different media.
- Expressing their ideas through various Art forms.



FUN & CREATIVE



- Learning about the Elements of Art and Principles of Design
- Acquiring Knowledge of the artwork / style
- Characteristics of the materials
- Art making process

General Music Programme



“Every child an active learner of Music”

- ❖ To provide opportunities for students to create music and learn different music skills.
- ❖ To develop pupils’ awareness and appreciation of music

Progressive Modular Music Programmes for P1 to P6 (AMIS)

- P1 Boomwhackers
- P2 Metallophones
- P3 Ukelele
- P4 IT Music using Garageband
- P6 Stomp It!



P1 Boomwhackers



P6 Stomp IT!



P2 Metallophones



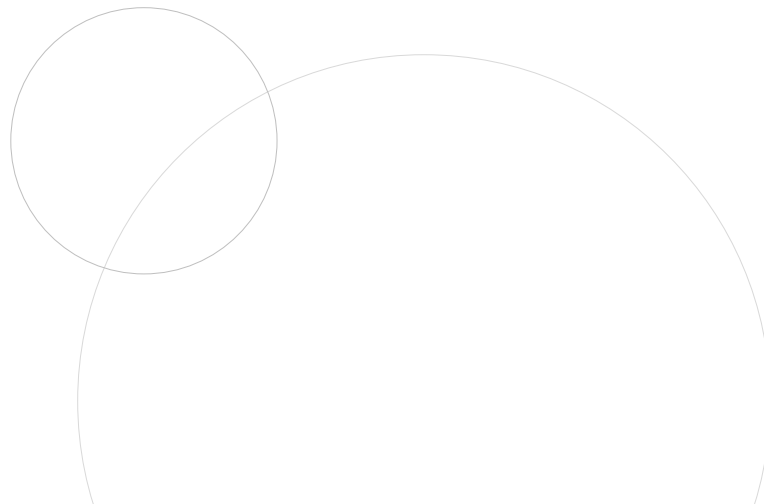
P3 Ukelele



P4 IT Music



SCHOOL KEY PROGRAMMES





Applied Learning Programme (ALP) **“Literacy Through Photojournalism”**

The main objectives of the Literacy Through Photojournalism (LTP) programme are as follows:

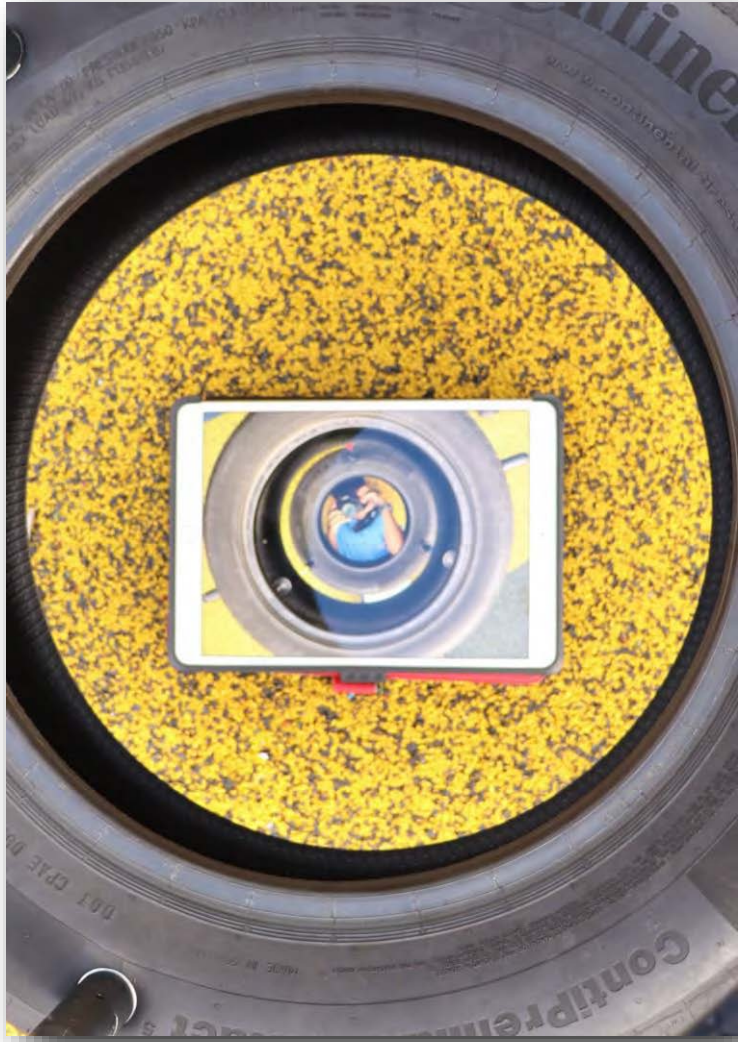
- To develop language, visual and global literacies through photography.
- To build the confidence in our students as they experience success in their creative expressions.
- To tap on the photography skills to communicate ideas that students are championing for.



Programme Structure

The LTP programme is divided to 2 levels of training and will take on a developmental approach towards the learning of photography and photography-related skills. The application of these skills picked up at each level enables the student to craft their photojournal.

●●● P4 LTP - PHOTOGRAPHY USING COMPACT CAMERA / DSLR



Learning Photography using compact camera and a digital single – lense reflex camera (DSLR).

Introduction to composition techniques e.g. framing, space (depth of field) and dominance / emphasis.





“Character Building Through Outdoor Experiential Learning”

- ❖ To facilitate students’ experiences of teamwork, resilience, ruggedness, overcoming adversity, experimentation and risk-taking, and of making friends from diverse backgrounds

Progressive cohort camps from P3 to P5

- P3 1-Day Outdoor Adventure
- P4 2D1N School Camp
- P5 3D2N Outdoor Adventure Camp





“Sports Education Programmes” (SEP)

❖ Aims to advocate the importance of sports education, encourage sports participation and increase sporting opportunities



P1 Mini Trampoline



P2 Mini Golf



P3 Inline Skating



P4 Dragon Boating



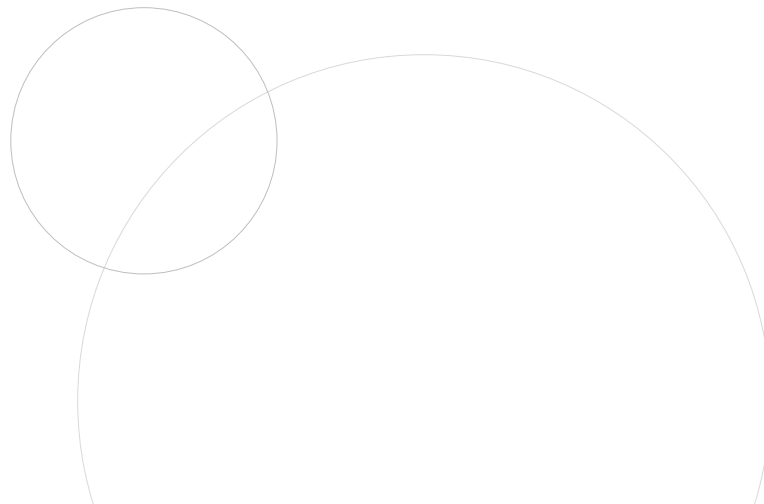
P5 Bowling



P6 Kayaking



LEVEL HIGHLIGHTS





LEVEL PROGRAMMES

- P4 Sports Education Programme – Dragon Boating (part of camp)
- P4 2D1N Outdoor Adventure Camp – (T3W4, 18 to 19 July, Thurs & Fri)
- Learning Journeys / Workshops
 - Museum Based Lesson (MBL) Learning Journey to National Gallery (T2W9, 15 May, Wed and T3W1, 26 Jun)
 - Science (Insect Mysteries and Heat and Temperature)
 - Social Studies – Malay Heritage Centre (T3W9, 21 August, Mon)
- Values-in-Action (VIA) –
 - Contributing to my Community – school improvement project
 - Sparkling Classroom / Sparkling Canteen programme (daily)
 - Recycling drives (termly)
 - Happy Toilets Programme

Updating of Student Details

Enquiry Email Edit

FTPPS@MOE.EDU.SG

Description

Dear Parents,

The Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the Student Details Form (SDF) for the purpose of providing educational services to your child/ward in MOE schools.

Please submit the information through the SDF portal which can be accessed via this URL: <https://pg.moe.edu.sg/forms/sdf> or the QR code provided in the attached letter. Parents/Legal Guardians may login to the SDF portal using your Singpass account to submit your information and information of your child/ward. Authorised Caregivers can only submit your own information.

The SDF portal can be accessed via desktop computers or mobile devices such as laptops and mobile phones.

We seek your help to complete the submission by **31 Jan 2024**.

You may also wish to know that the SDF portal will be accessible till the last day of Term 4 for you to provide timely updates of your information and/or your child's/ward's information.

Please contact us at ftpps@moe.edu.sg or 6256 7822 if you encounter any problems in accessing the portal. Thank you.

Yours sincerely,
Mrs Jennifer Choy
Principal

Web Link

Student Details Form
<https://pg.moe.edu.sg/forms/sdf>

File attachments

[Student Details Form \(SDF\).pdf \(47.37 KB\)](#) ↓

- The school has sent an announcement through Parents Gateway requesting for an update of your information and your child's/ward's information via Student Details Form.
- Please submit the information through the link or QR code provided below by **31 Jan 2024**.



<https://pg.moe.edu.sg/forms/sdf>



CONTACT

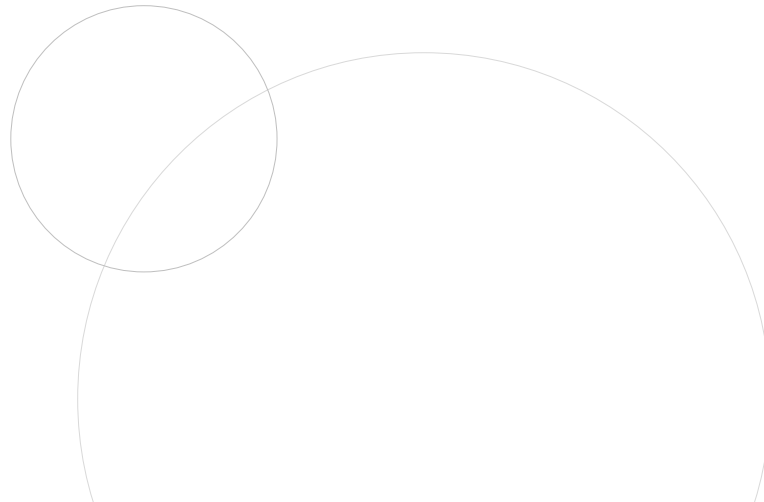
Siti Maskinah Muzakir (Mdm)

Year Head (P3 & P4)

siti_maskinah_muzakir@moe.edu.sg



ADDRESS BY THE PRINCIPAL



Welcome to the Family



Brief introduction of myself

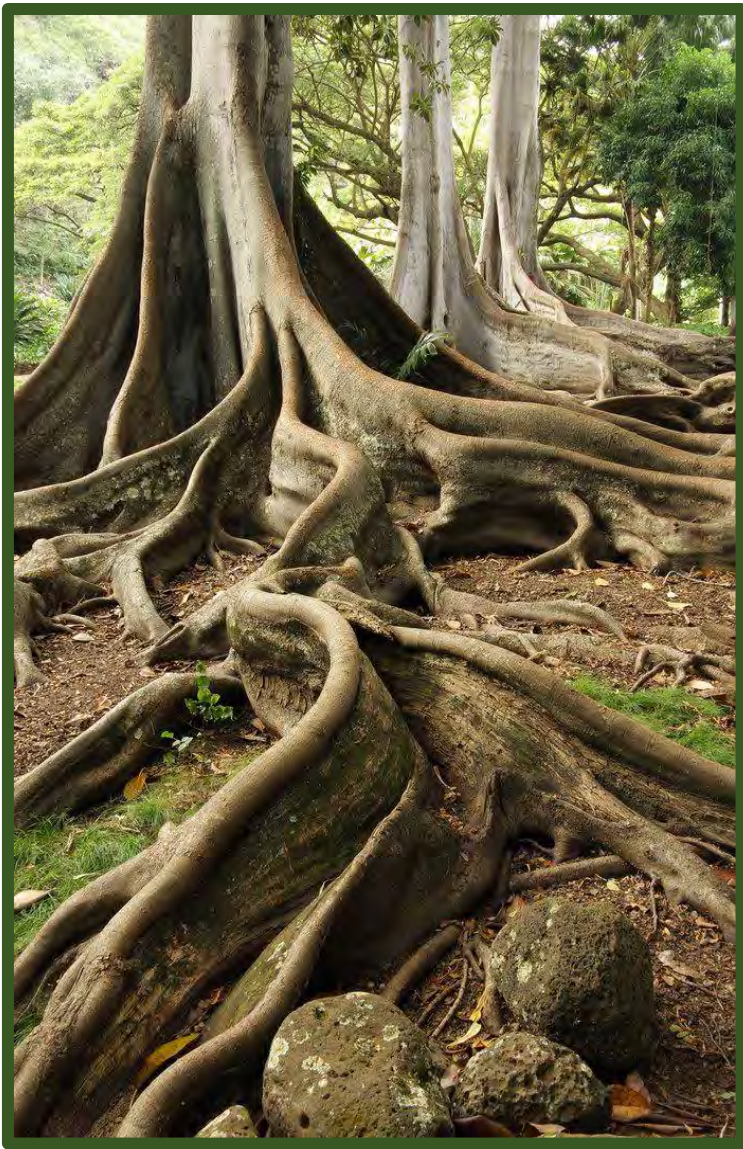
- Started my teaching career as a secondary school teacher, teaching EL and Literature
- Appointed as school principal in
 - Eunos Primary (2010 to 2016)
 - Geylang Methodist Primary (2017 to 2023)
 - First Toa Payoh Primary (2024)

Our Beliefs Remain Unchanged

Education is important

Holistic Education for All

Every Child Matters



What do you see in this picture?

This mighty
tree probably
began from a
little seed....





Take A Long Term
Perspective....



Let us prepare every child for the test of life and not just a life of tests.



A Delicate Balance

“Parents need to find the delicate balance between being overly controlling and being completely hands-off. His hope is that parents can work together with teachers to give children the space to grow and the chance to be independent.”

Education Minister Chan Choon Sing on Educating The Next Generation.

The Straits Times 5 Jan 2024

A 2022 study by the Annie E. Casey Foundation, an American philanthropic institution dedicated to the welfare of children and young people, found that **parental involvement** transcends socio-economic status, student background or the kind of school a student attends in **producing academically successful children**. **However**, the study also noted the phenomenon of **“helicopter parents” whose “hovering” involvement** over their children does more harm than good. Over-involved, **overprotective and controlling parents who “bubble-wrap” their children impede the young ones’ coping skills and capacity for problem-solving**; indeed, **over-involvement can actually increase children’s anxiety and reduce self-esteem**.

Re-define The Meaning Of Success

“Everyone's strengths are different, so the definition of success for us would be to cultivate the individual strengths and talents of our students, to give them the opportunities they need to develop them. What's important is to understand our kids better, and encourage them to surpass themselves, and not just focus on surpassing others, especially just in the academic arena. Education in schools can only help to build one's foundation, but the more important indicator of success is how we continue to learn throughout the "marathon of life".

Going Forward....

For us to succeed as a nation, every student, every teacher needs to be a *creator*, a *connector* and a *contributor*.

We will highlight four competencies

- adaptive thinking
- inventive thinking
- communication skills - Communication skills are not just about talking and speaking, it is an in depth understanding of others beyond ourselves. It starts with the school community, but goes beyond the school community and Singapore in order for us to deeply understand other people's fears, concerns and aspirations so that we can bring people together to collaborate and work with.
- civic literacy.

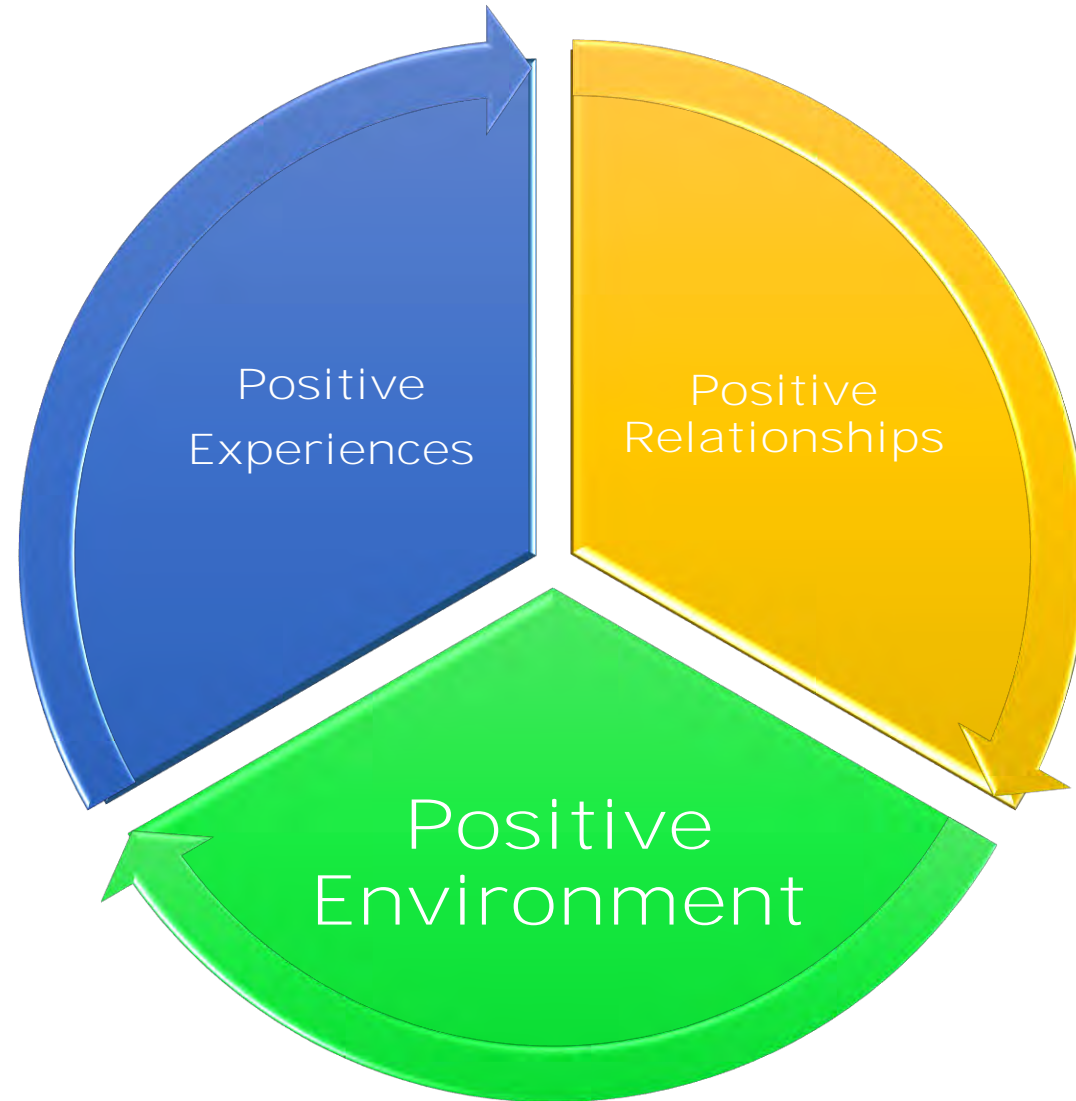
Important for parents to:

- Have a Growth Mindset
- Build confidence & resilience in your child
- Teach values, nurture character
- Help your child to enjoy learning & learn for life
- Be an active / participative / involved parent who can strike a fine balance between over protective or simply hands-off.

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

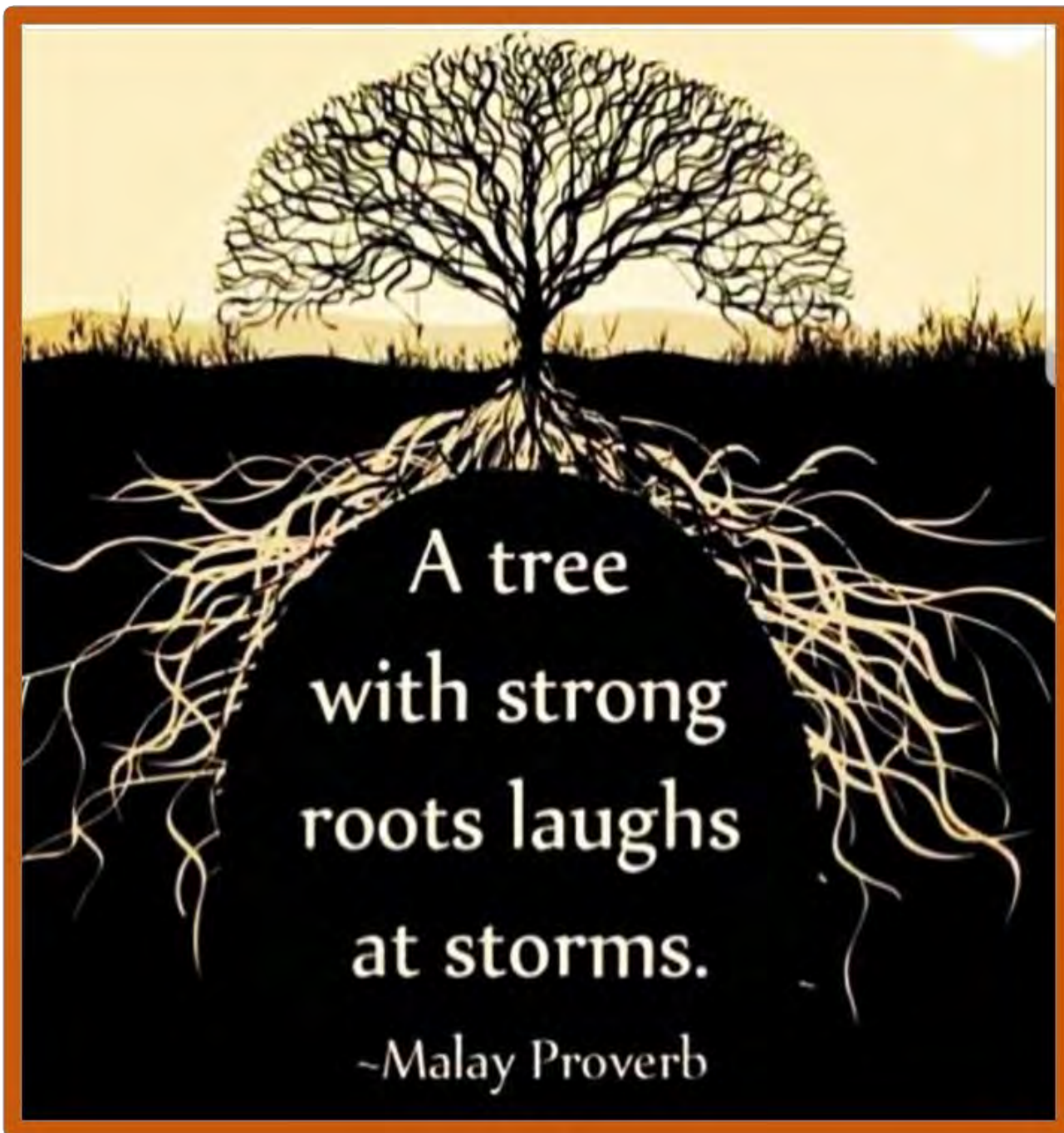


The 3 Ps



Education is important.
We must build a strong foundation.





A tree
with strong
roots laughs
at storms.

-Malay Proverb



THANK YOU