

P6 Parents' Briefing

11 January 2019



Highlights

- Nurturing the Whole Child
- Meaningful Partnerships
- Upcoming events
- MT briefing

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Segment 1

Nurturing the Whole Child



Curating Quality Learning Experiences

- Varied school experiences
- Online learning (HBL)
- Learning journeys
- P6 Learning Adventure Day
- Physical Fitness Test
- PSLE
- Entrepreneur Day
- Daily conversations
- Play time: X-space
- MoCCA



AND THE LIST GOES ON...



Quality Learning Experiences

P6 Learning Adventure



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Primary School

Read, read, read!

- Most important thing you can do to help your child's education.
- Reading presents new ideas for discussion.
- Schedule regular time for reading.
- Look for books on topics that you know your child is interested in.
- Visit the library.



Exploring the world!

- Draw their attention to objects or things happening around them to trigger their curiosity and encourage them to explore.
- Engage your children by inviting them to ask questions or by asking them questions.
- Experiments, videos and fun activities are great ways to engage children too!
- **Talk about it!**

<https://www.schoolbag.sg/story/helping-your-child-to-enjoy-science>

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Homework

The time your child spends on homework is less important than his or her understanding of it.

- Find a quiet place, well-lit place with materials available for child.
- Allow your child to have something nutritional to eat before starting on homework.
- Do turn off the TV - but you could have music on if they find it helpful.
- Be positive, show interest.



Homework

It is much easier to be positive from the start than changing a negative attitude to a positive one.

- Give guidance, not answers. Explain how to look up information or find a word in a dictionary.
- Avoid teaching your child methods you used at school. It could confuse them.
- Look out for their emotions.
- Keep doing homework fun and make it a special time that you both look forward to.

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Assisting with revision

The secret to doing well in exams lies in planning.

- Work out a revision timetable for each subject.
- Plan revision with short breaks in between.
- Condense notes onto postcards to act as revision prompts.
- Listen while they revise a topic.
- **Time** your child's attempts at practice papers/homework.

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All-round support

The secret to doing well in exams lies in planning.

- Make home life as calm and pleasant as possible.
- Provide healthy snacks; nutritious food at regular intervals.
- Encourage child to join family meals.
- Encourage child to take regular exercise.
- Make sure your child eats a good breakfast on the morning of the exam.
- It's important to get a good night's sleep before an exam.

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HOW TO BALANCE



- Allow them to play too!

- Give them a duration.

- Children learn to manage their time.

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Family Time is important ...

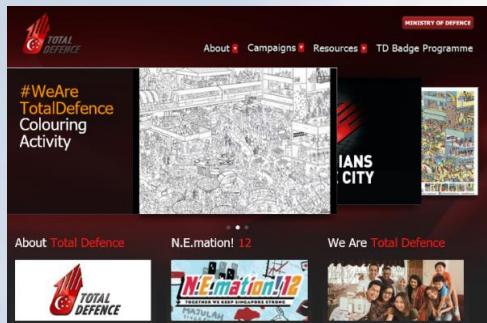
for fostering strong family bonds to support your child's character development



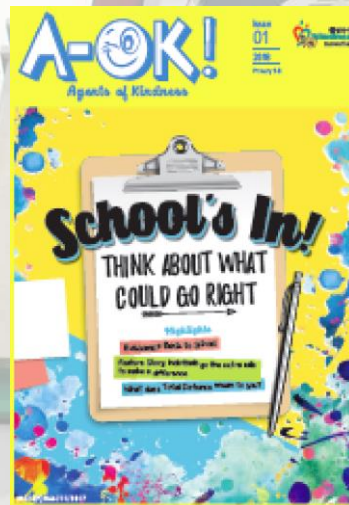
to be involved in your child's learning experiences to help him or her develop social and emotional skills

for encouraging your child to have confidence and build resilience

Resources to Engage Your Child at Home



Total Defence Resource Kit
by Parent for Parents in 2019
@ www.totaldefence.sg



4 Issues Yearly
(January, March, June, September)

👉 <https://kindsville.kindness.sg/kindsville-times>



Play the SGUnite!
2.0 card game as a
family to learn more
about the
importance of Total
Defence

Making Family Time S.A.F.E

Support your child through
his/her transitions and
nurture his/her social and
emotional skills through
these tips:



[https://tinyurl.com/
support-in-transitions](https://tinyurl.com/support-in-transitions)

Support
Affirm
Familiarise
Empathise

Supporting your child's transition through

Primary 5/6

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

SUPPORT

- **Encourage** your child to **talk to a trusted adult** for guidance.
E.g. Family members, school counsellors and teachers.
- **Help** your child **understand decisions** made and **actions** taken. **Share** the **reasons** for them.
- **Keep rules short and realistic.**
E.g. No handphones allowed during meal times.

AFFIRM

- **Recognise** his/her demonstration of **good values or social skills.**
E.g. Respect or good time-management.
- **Praise** your child's **efforts regularly.** Only scolding him/her without providing any justified praise at other times can be demoralizing.

EMPATHISE

- **Show** that you **understand** your child's **concerns.**
Be flexible in guiding your child when necessary.
E.g. Vary your voice tone when you talk to him/her at different times and circumstances.
- **Teach with less talk and more role-modelling.** Children learn a lot by simply watching.

FAMILIARISE

- **Find out** what Primary 5 and 6 is like for students these days. **Moderate your expectations** according to your **child's own strengths and development.**
- **Share information** on physical changes during **puberty;** include the range of emotions that may accompany it.



Spend Time Chatting.
Use T.A.D.

Talk

Talk about things that friends might pressure him/her to do, which can be harmful.
E.g. risky dares; deciding to meet an 'online friend' in person; making online purchases

Ask

Ask your child about interests he/she would like to explore, and what he/she needs to do to develop them.
E.g. make time for practice, sign up for courses/lessons

Discuss

Discuss a variety of occupations that your child may be interested to explore.
E.g. chef, interior designer, housing agent.

QUICK TIPS

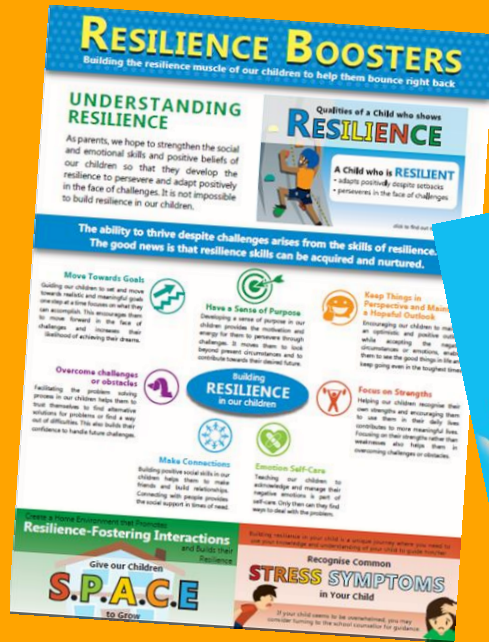
- **Listen without being distracted.** Put aside whatever you had been doing.
- **Be prepared to accept** your child's **views** even though you may not fully agree with them.

These tips may be used with children of other ages too, it depends on each child's needs. Using these tips as you spend time together through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.



Ministry of Education
SINGAPORE

Further Resources



<https://www.schoolbag.sg>

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Segment 2

Meaningful Partnerships



Let's forge meaningful partnerships!

- Positive parent-teacher relationship contributes to your child's school success
- Parents need information about what and how their child is learning
- Teachers need important feedback from the parent about the child's social development



Let's forge meaningful partnerships!

The report card can tell you about your child's grades.
Find out how he's coping emotionally too.



Highlights

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Segment 5

Upcoming Events



Term 1

MOCCA – Inter class games

Home-Based Learning (HBL)

Term 1 Review

Registration for PSLE

P6 Learning Adventure Day

Term 2

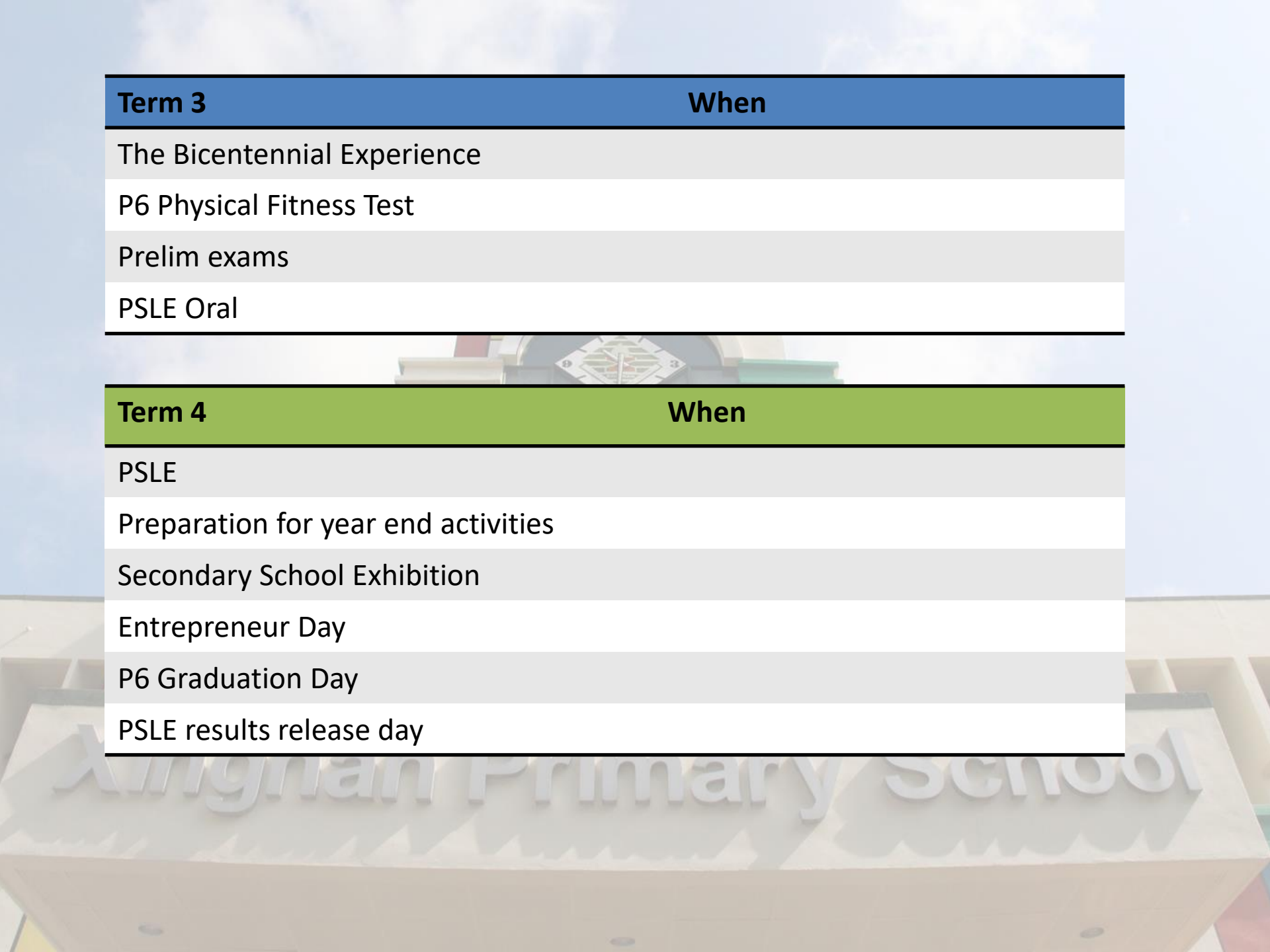
SA1 oral

SA1 written exams

SA1 written assessments

P6 Learning Journey

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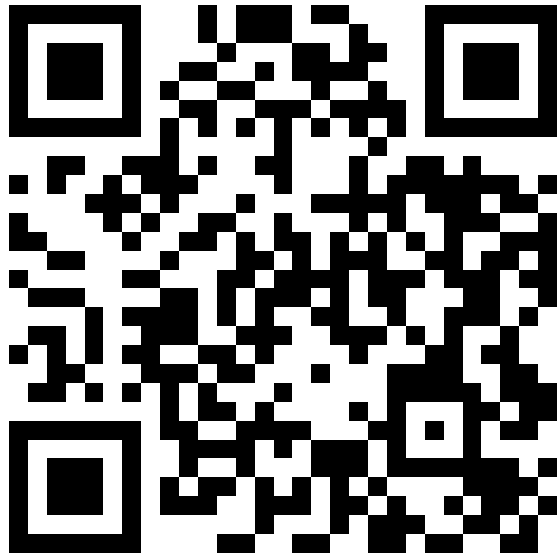


Term 3	When
The Bicentennial Experience	
P6 Physical Fitness Test	
Prelim exams	
PSLE Oral	

Term 4	When
PSLE	
Preparation for year end activities	
Secondary School Exhibition	
Entrepreneur Day	
P6 Graduation Day	
PSLE results release day	

We value your feedback!

If you have a QR code scanner app:



If you do not have a QR code scanner app, type this link:

bit.ly/xnfb2018p6

There are 2 parts to the feedback form.



Thank you!



Subject Matters



ENGLISH LANGUAGE & FOUNDATION ENGLISH LANGUAGE



English Language and Foundation English

Examination Format		EL	FEL
Paper 1	Writing	27.5%	26.7%
Paper 2	Language Use & Comprehension	47.5%	40%
Paper 3	Listening Comprehension	10%	13.3%
Paper 4	Oral Communication	15%	20%
Total		100%	100%

PSLE EL Syllabus

PAPER	COMPONENT	Item Type	No. of Items	Marks	Weighting %
1 Writing	Situational Writing	OE	1	15	27.5
	Continuous Writing	OE	1	40	
2 Lang Use and Compre	Grammar	MCQ	10	10	47.5
	Vocabulary	MCQ	5	5	
	Vocabulary Cloze	MCQ	5	5	
	Visual Text Comprehension	MCQ	8	8	
	Grammar Cloze	OE	10	10	
	Editing (Spelling & Grammar)	OE	12	12	
	Comprehension Cloze	OE	15	15	
	Synthesis/Transformation	OE	5	10	
	Comprehension OE	OE	10	20	
3 Listening	Listening Comprehension	MCQ	20	20	10
4 Oral	Reading Aloud	OE	1	10	15
	Stimulus-based Conversation	OE	1	20	

PSLE FEL Syllabus

PAPER	COMPONENT	Item Type	No. of Items	Marks	Weighting %
1 Writing	Situational Writing Continuous Writing	OE OE	1 1	10 30	26.7
2 Lang Use and Compre	Grammar Punctuation Vocabulary Visual Text Comprehension	MCQ	8 2 5 5	8 2 5 5	40.0
	Form Filling Editing for Grammar Editing for Spelling Sentence Completion Synthesis Comprehension Cloze Comprehension OE (A & B)	OE	5 6 6 5 3 5 7	5 6 6 5 3 5 10	
3 Listening	Listening Comprehension	MCQ	20	20	
4 Oral	Reading Aloud Stimulus-based Conversation	OE	1 1	10 20	

Paper 1 – Writing

Part 1 – Situational Writing

Pupils write a short functional text to suit the purpose, audience and context of a given situation

Part 2 – Continuous Writing

EL (1h 10 min)	FEL (1h 10 min)
Pupils write a composition of at least 150 words in continuous prose on a given topic	Pupils write a composition of at least 120 words in continuous prose based on a series of pictures with helping words provided
3 pictures will be provided on the topic offering different angles of interpretation	

Paper 2 – Language Use & Comprehension

Pupils use language correctly and comprehend visual and textual information.

Booklet A (Total time: 1h 50 min)	Booklet A (Total time: 1h 20 min)
EL	FEL
Grammar Vocabulary Vocabulary Cloze Visual Text Comprehension	Grammar Punctuation Vocabulary Visual Text Comprehension
Booklet B	Booklet B
EL	FEL
Grammar Cloze Editing for Spelling & Grammar Comprehension Cloze Synthesis/Transformation Comprehension Open-ended	Form Filling Editing for Grammar & Spelling Sentence Completion Sentence Synthesis Comprehension Cloze Comprehension Open-ended

Paper 3 – Listening Comprehension

Pupils understand spoken English.

EL (45 min)	FEL (45 min)
<p>-Listening texts may be in the form of news items, announcements, advertisements, instructions, explanations, conversations, speeches and stories.</p> <p>-Graphic representations will be used for the first seven items.</p>	<p>-Listening texts may be in the form of announcements, advertisements, instructions, explanations, speeches, conversations and stories.</p> <p>-Graphic representations will be used for the first six items</p>

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Paper 4 – Oral Communication

Pupils read with good pronunciation, clear articulation and appropriate intonation.
Pupils speak fluently and with grammatical accuracy, using appropriate vocabulary and structures.

EL	FEL
Reading Aloud -Pupils pronounce and articulate words clearly. -Pupils read fluently with appropriate expression and rhythm.	Reading Aloud -Pupils pronounce and articulate words clearly. -Pupils read fluently with appropriate expression and rhythm.
Stimulus-based Conversation -Pupils give a personal response to a visual stimulus and engage in a conversation on a relevant topic.	Stimulus-based Conversation -Pupils give a personal response to a visual stimulus and engage in a conversation on a relevant topic.

Preparation for PSLE English

- Listen with understanding during lessons.
- Seek clarifications with the teachers when in doubt.
- Look through corrected assignments and learn from the mistakes. Take care not to repeat the mistakes.
- Work within the time frame (exam duration) for practice papers done at home.
- Practise slow, close and in-depth reading of comprehension passages and answer questions with precision.
- Speak clearly and practise reading aloud.
- Be consistent and disciplined in self-revision.

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MATHEMATICS & FOUNDATION MATHEMATICS



Std. Mathematics

Every pupil who is confident and creative at solving problems

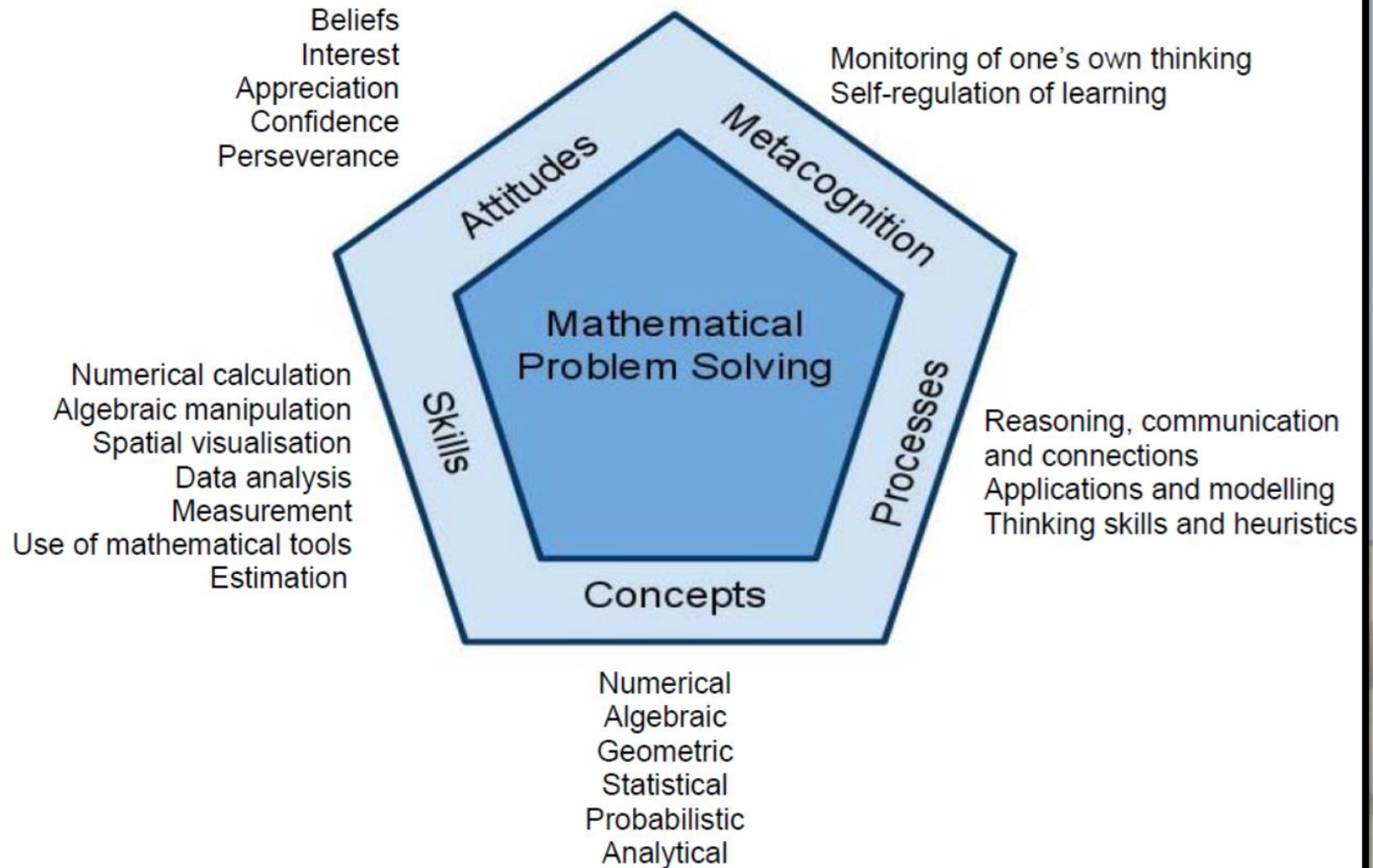
Term 1	Term 2 & 3
Algebra	Circles
Fractions	Speed
Ratio	Volume
Percentage	Pie Charts
Angles in Geometrical Figures	Solid Figures And Nets

Fdn. Mathematics

Every pupil who is confident and creative at solving problems

Term 1	Term 2 & 3
Fractions	Area and Perimeter
Decimals	Average
Percentage	Triangles, Rectangles and Squares
	Pie Charts
	Volume

Mathematical Framework



Teaching & Learning Approaches

- **Learning Experiences**
 - Experiential Learning based on the topics
 - Tap on the experience to teach concepts and skills
 - Design a platform to develop pupils' logical reasoning by asking intriguing questions
 - Extend their learning beyond the classroom

STAR Approach

Study the questions

Think about the possible strategies

Act out their plan

Reflect on their answers

Learning Programmes

- **Talent Development Programme** (For selected pupils only)
 - Math Olympiad Programme
 - External Competitions
- **Other Activities**
 - Math@Recess

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P6 Standard Math Format

Paper	Booklet	Item Type	No. of Questions	No. of Marks per Question	Weighting	Duration
1	A	Multiple - Choice	10	1	10%	1 h
			5	2	10%	
	B	Short Answer	5	1	5%	
			10	2	20%	
2		Short Answer	5	2	10%	1 h 30 min
		Structured/ Long Answer	12	3, 4, 5	45%	
Total			47	-	100%	2 h 30 min

P6 Foundation Math Format

Paper	Booklet	Item Type	No. of Questions	No. of Marks per Question	Weightings	Duration
1	A	Multiple - Choice	10	1	10%	1 h
			10	2	20%	
	B	Short Answer	10	2	20%	
2		Short Answer	10	2	20%	1 h
		Structured/ Long Answer	6	3, 4	20%	
Total			46	-	90%	2 h

Item Types

Multiple-choice Question

- For each question, four options are provided of which only one is the correct answer. A candidate has to choose one of the options as his/her correct answer.

Short-answer Question

- For each question, a candidate has to write his/her answer in the space provided. Any unit required in an answer is provided and a candidate has to give his/her answer in that unit.

Structured / Long-answer Question

- For each question, a candidate has to show his/her method of solution (working steps) clearly and write his/her answer(s) in the space(s) provided.

Mathematics Assessment

- Both papers will be scheduled on the same day with a break between the two papers.
- **Paper 1** comprises two booklets. The use of calculators is **not allowed**.
- **Paper 2** comprises one booklet. The use of calculators **is allowed**.
- Pupils have to bring their mathematical instruments.

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Preparation for PSLE Mathematics

- Practice to attain mastery. Practice must include repetition and variation to achieve proficiency and flexibility
- Expose pupils to more challenging problems suited to their ability to build up their competencies and confidence levels
- Allow pupils to think, explore and reason in the process of problem solving

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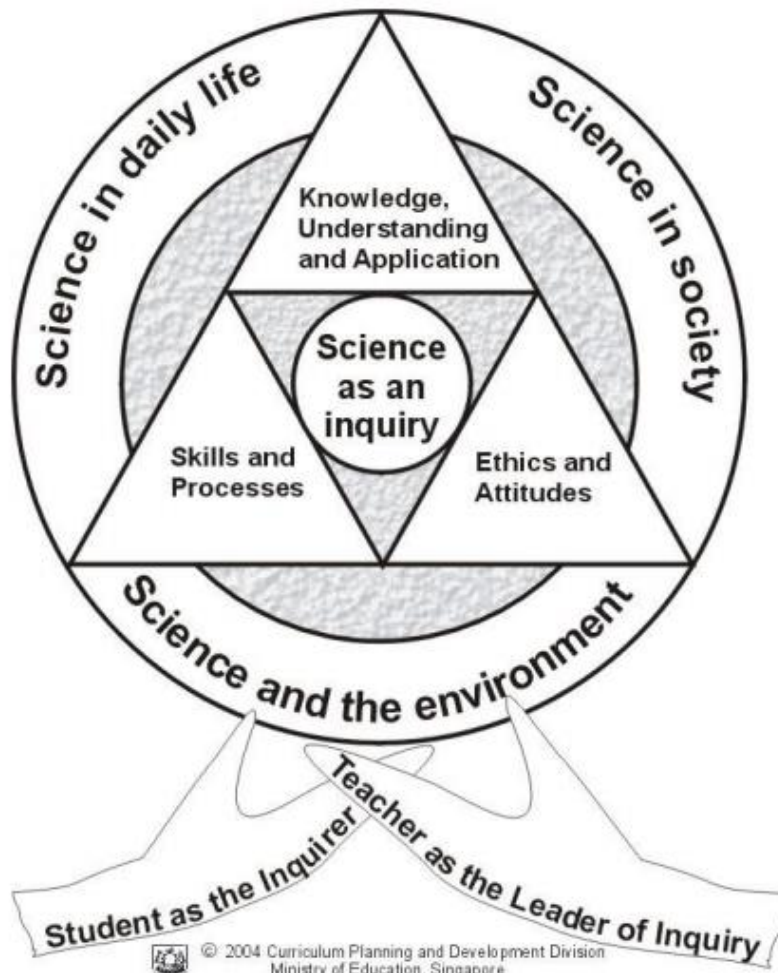
SCIENCE & FOUNDATION SCIENCE



Science Curriculum Framework

Knowledge, understanding and Application

- Scientific phenomena, facts, concepts
- Scientific vocabulary
- Scientific apparatus



Ethnics and Attitudes

- Curiosity
- Creativity
- Integrity
- Objectivity
- Open-mindedness
- Perseverance
- Responsibility



An Overview: Big Ideas in Science Syllabus

Big Ideas	Key Inquiry Questions
Diversity	What can we find around us? How can we classify the great variety of living and non-living things? Why is it important to maintain diversity?
Cycles	What makes a cycle? Why are cycles important to life?
Systems	What is a system? How do parts / systems interact to perform function(s)?
Interactions	How does Man better understand the environment? What are the consequences of Man"s interactions with the environment?
Energy	Why is energy important? How is energy used in everyday life? Why is it important to conserve energy?

Overview of the Primary Science Syllabus

Themes	Lower Block (Primary 3 and 4)	Upper Block (primary 5 and 6)
Diversity	<ul style="list-style-type: none">• Diversity of living and non-living things (General characteristics and classification)• Diversity of materials	
Cycles	<ul style="list-style-type: none">• Cycles in plants and animals (Life cycles)• Cycles in matter and water (Matter)	<ul style="list-style-type: none">• Cycles in plants and animals (Reproduction)• Cycles in matter and water (Water)
Systems	<ul style="list-style-type: none">• Plant system (Plant parts and functions)• Human system (Digestive system)	<ul style="list-style-type: none">• Plant system (Respiratory and circulatory systems)• Human system (Respiratory and circulatory systems)• <u>Cell system</u>• Electrical system
Interactions	<ul style="list-style-type: none">• Interaction of forces (Magnets)	<ul style="list-style-type: none">• Interaction of forces (Frictional force, gravitational force, force in springs)• Interaction within the environment
Energy	<ul style="list-style-type: none">• Energy forms and uses (Light and heat)	<ul style="list-style-type: none">• Energy forms and uses (Photosynthesis)• Energy conversion

Pedagogy

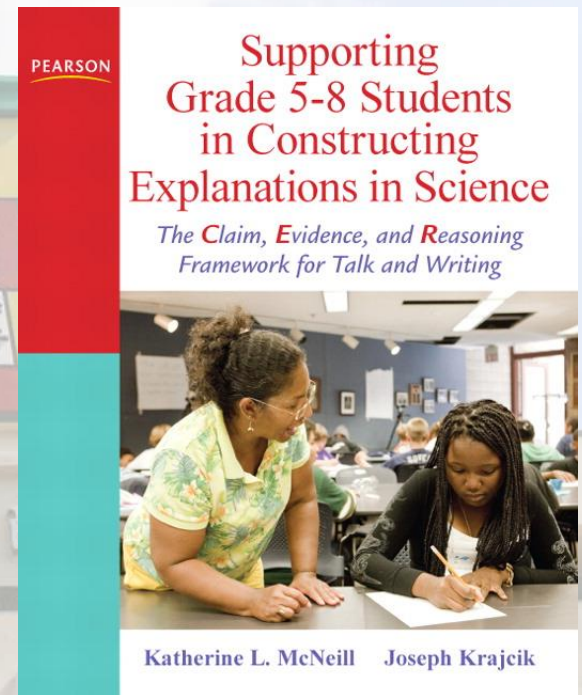
- 5Es pedagogical approach
 - Engage
 - Explore
 - Explain
 - Elaborate
 - Evaluate



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Pedagogy

- ‘Claim-Evidence-Reasoning’ to support pupils in constructing scientific explanations.



Assessment Objectives

The objectives describe the ***skills and abilities*** which pupils are expected to demonstrate.

1. Knowledge with Understanding
of scientific facts, concepts and principles.

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Assessment Objectives

2. Application of Knowledge and Process Skills

a. Apply scientific facts, concepts and principles to new situations.

b. Use one or a combination of the following basic process skills:

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring

- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Formulating hypothesis

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P6 Science Exam Format

Booklet	Item Type	Number of questions	Number of marks per question	Total Marks
A	Multiple-choice	28	2	56
B	Open-ended	13	2, 3, 4,5	44

Duration: 1h 45 min

P6 Foundation Science Exam Format

Booklet	Item Type	Number of questions	Number of marks per question	Total Marks
A	Multiple-choice (3 options only)	18	2	36
B	Structured (E.g. 'Fill in the blanks', 'Matching', etc).	6 – 7	2 / 3	14
	Open-ended	5 – 6	3 / 4	20

Duration: 1h 15 min

* A word list is provided.

Preparation for PSLE Science

- **Listen with understanding** during lessons.
- **Ask and seek** information if in doubt.
- Use **'Stop, Think, Go!'** to answer MCQ and **'CER'** to answer open-ended questions and practise how to apply process skills.
- Be **'Spot On!'** in answering open-ended questions.
- Use concept maps to **'Show your Thinking'**.
- **Manage time wisely.**



Stop, Think, Go



Listen with
Understanding



Ask and Seek



Spot On



Show your Thinking



Never Give Up

Let's journey this with our children
and help them achieve their goals!

Looking forward to a meaningful
partnership!

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