

P5 Parents' Briefing

19 January 2018

Xingnan Primary School

OBJECTIVES

- **Provide an opportunity for parents to interact and understand how they can work in partnership with teachers to support the pupils**
- **To familiarise parents on teachers' expectations of pupils**

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NURTURING OUR PUPILS HOLISTICALLY

Curating Quality Learning Experiences

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EVERYDAY SCHOOL EXPERIENCES



ONLINE LEARNING



MOCCA



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X-SPACE



P5 Camp



NE SHOW



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IPW Week



LEARNING JOURNEYS



SUBJECT MATTERS

ENGLISH

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English Language

Examination Format		EL	Duration
Paper 1	Writing	27.5%	1 h 10 min
Paper 2	Language Use & Comprehension	47.5%	1 h 50 min
Paper 3	Listening Comprehension	10%	50 min
Paper 4	Oral Communication	15%	vary
Total		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	

Foundation English

Examination Format		FEL	Duration
Paper 1	Writing	26.7%	1 h 10 min
Paper 2	Language Use & Comprehension	40%	1 h 20 min
Paper 3	Listening Comprehension	13.3%	45 min
Paper 4	Oral Communication	20%	vary
Total		100%	100%

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	

SUBJECT MATTERS

MATHEMATICS

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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

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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SUBJECT MATTERS

SCIENCE

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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.

SUBJECT MATTERS

MOTHER TONGUE

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MT Standard (P5)

PAPER	COMPOSITION	CONTENT	ITEM TYPE	NO OF ITEM
1	Composition	Topic Essay	OE	2 choose 1
		Picture Essay	OE	
2	Language Use and Comprehension	Booklet A Language Application	MCQ	15
		Cloze Passage	MCQ	5
		Reading Comprehension-1	MCQ	5
		Booklet B Complete the Dialogue (CL & ML) Homonyms(TL)	MCQ	4
		Reading Comprehension-2	MCQ / OE	11
3	Listening Comprehension	Listening Comprehension	MCQ	10
4	Oral	Reading Aloud	OE	1
		Conversation	OE	1
Total				53

Mother Tongue Standard (P5)

Examination Format		MT	Duration
Paper 1	Writing	20%	50 min
Paper 2	Language Use & Comprehension	45%	1 h 40 min
Paper 3	Listening Comprehension	10%	30 min
Paper 4	Oral Communication	25%	vary
Total		100%	-

HMT (P5)

PAPER	COMPOSITION	CONTENT	ITEM TYPE	NO OF ITEM	MAR KS	WEIGHTING
1	Composition	Topic Essay	OE	2 choose 1	40	40%
		Picture Essay	OE			
2	Language Use and Comprehension	Cloze Passage	MCQ	5	10	10%
		Character / Word Correction	OE	5	10	10%
		Reading Comprehension 1	OE	6	16	16%
		Reading Comprehension 2	OE	7	24	24%
Total				24	100	100%

HMT (P5)

Examination Format		MT	Duration
Paper 1	Writing	40%	50 min
Paper 2	Language Use & Comprehension	60%	1 h 20 min
Total		100%	-

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FMT (P5)

PAPER	COMPOSITION	CONTENT	ITEM TYPE	NO OF ITEM	MAR KS	WEIGHTI NG
1	Language Use and Comprehension	Language Application	MCQ	5	5	5%
		Reading Comprehension	MCQ / OE	5	10	10%
2	Listening Comprehension	Listening Comprehension	MCQ	15	30	30%
3	Oral	Reading Aloud	OE	1	20	15%
		Conversation	OE	1	30	40%
Total				53	200	100%

FMT (P5)

Examination Format		FEL	Duration
Paper 1	Language Use & Comprehension	15%	40 min
Paper 2	Listening Comprehension	30%	30 min
Paper 3	Oral Communication	55%	vary
Total		100%	-

SUPPORTING YOUR CHILD'S EDUCATION JOURNEY

What you can do in this journey

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HOW TO BALANCE



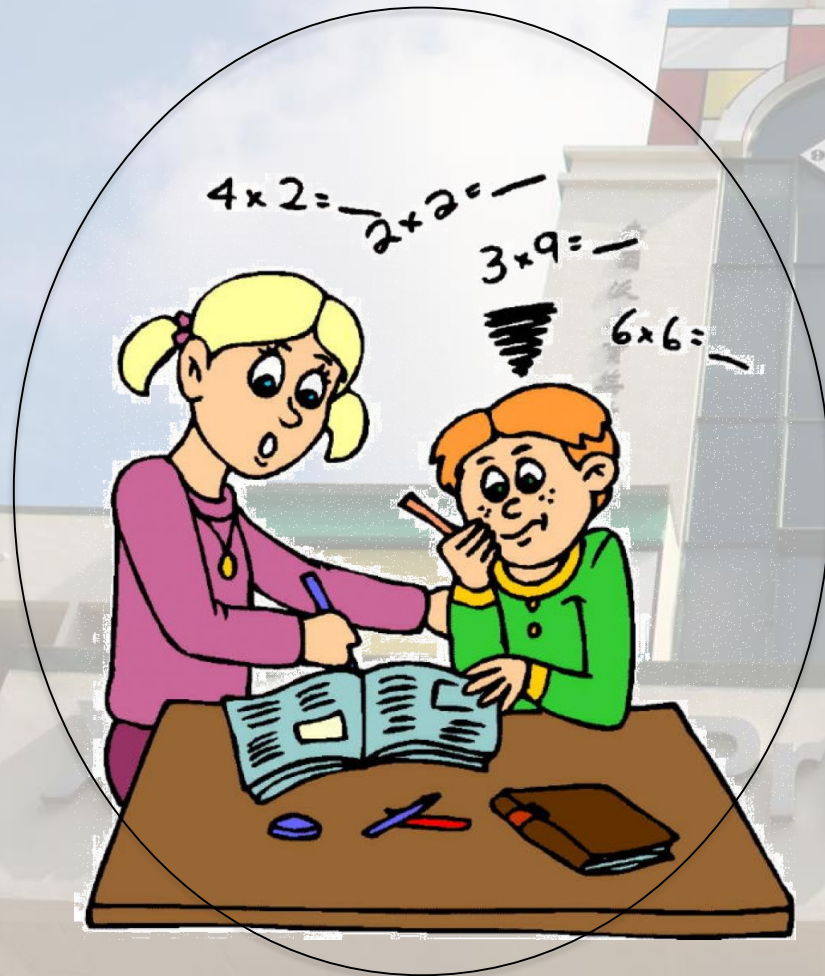
- Allow them to play too!

- Give them a duration.

- Children learn to manage their time.

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WHICH APPROACH WORKS BETTER?



1. READ, READ, READ!

- 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.



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2. EXPLORE THE WORLD!

- Draw their attention to objects or things happening around them.
- Trigger their curiosity and encourage them to explore.
- Invite them to ask questions or ask them questions.

Experiments, videos and fun activities are great ways to engage children too!

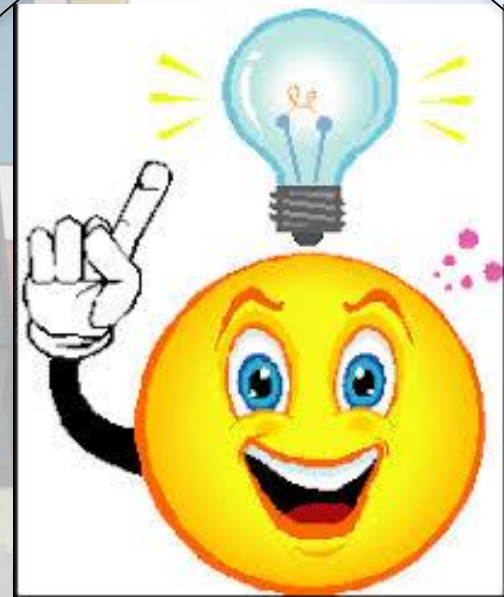


3. COMPLETE HOMEWORK

WHAT IS MORE IMPORTANT?



**Amount of time
spent on homework**



**Level of
understanding**

3. COMPLETE HOMEWORK

- Find a quiet place, well-lit place with materials available for child.
- Give guidance, not answers.
- Align teaching methods to what was taught in school.
- Make “doing homework” a special time that you both look forward to.

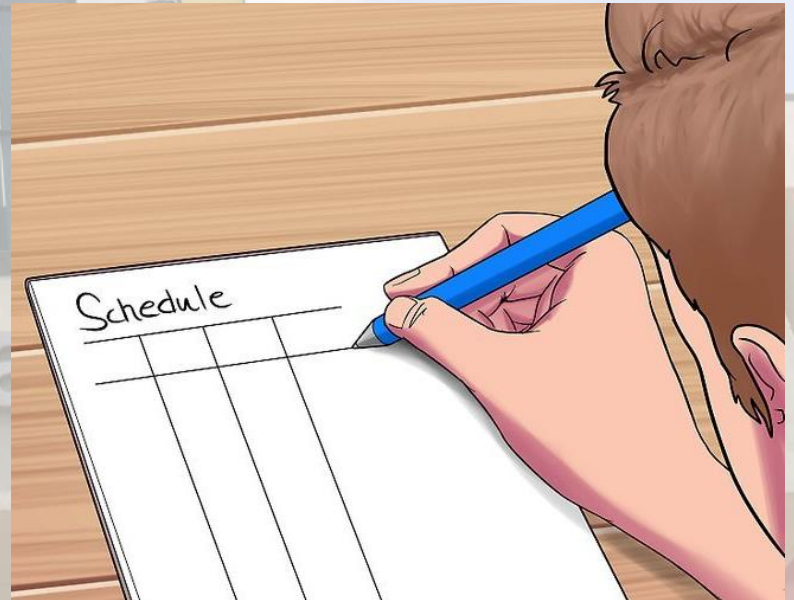


It is much easier to be positive from the start than changing a negative attitude to a positive one.

4. REVISE REGULARLY

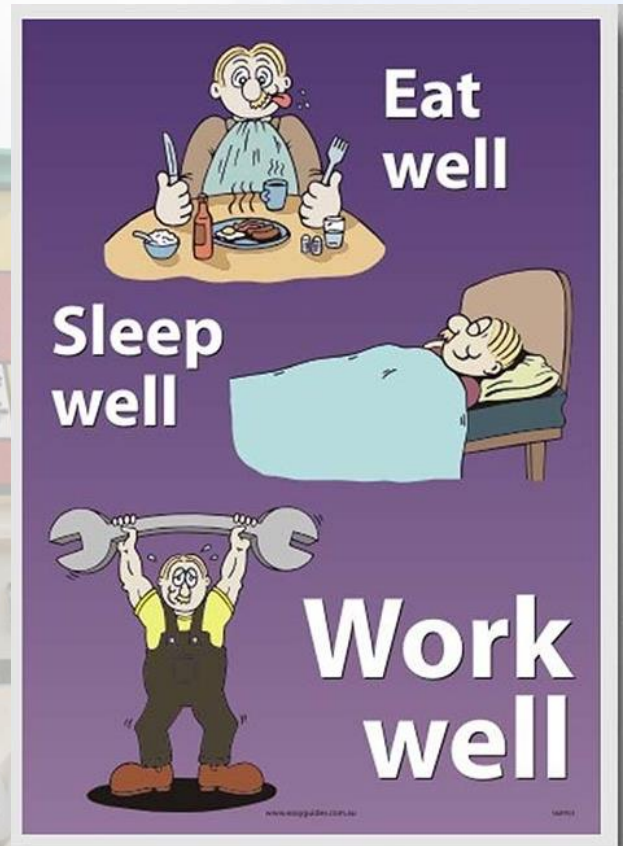
- Work out a revision timetable for each subject.
- Plan revision with short breaks in between.
- Condense notes.
- **Time** your child's attempts at practice papers.

The secret to doing well in exams lies in planning.



5. WELL-BEING IS KEY!

- Provide healthy snacks; nutritious food at regular intervals.
- Encourage child to join family meals.
- Encourage child to take regular exercise.
- It's important to get a good night's sleep before an exam.



6. INSPIRE YOUR CHILD

**YOUR CHILD WILL
FOLLOW YOUR
EXAMPLE, NOT
YOUR ADVICE.**



**Be a good role model for
your child:**

- Work-life balance
- Use of ICT

7. UNDERSTAND YOUR CHILD

Encourage and give them the necessary support



Be firm and set clear expectations

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8. FAMILIARISATION

- Familiarise your child with the format of the paper so that he/she has a mental picture of what to expect.
- Identify what is required for each subject.
- Ensure that practice papers which are assigned as homework are completed within the actual examination duration.

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9. SETTING GOALS

- Discuss with your child his/her aspirations, the secondary school he/she wants to go to, the CCA he/she wants to join, etc.
- This will help to reinforce the importance and relevance of studying hard and getting good grades, and also help to motivate him/her to work towards achieving his/her goals.

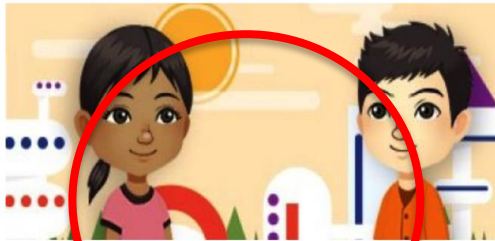
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9. SETTING GOALS



Login 

MySkillsFuture Student Portal



Primary



Secondary



Pre-University

Primary
Secondary
Pre-University
Adults and Tertiary
Students

Ministry of Education
SkillsFuture Singapore
Workforce Singapore

<https://www.myskillsfuture.sg/content/student/en/myskillsfuture-student-portal.html>

9. SETTING GOALS



World of Work

Discover the World of Work and learn about the different job roles and industries.

[Learn More](#)



Education Guide

Explore the different education options and schools available.

[Learn More](#)



MEANINGFUL PARTNERSHIPS

Forging Strong Tripartite Relationship

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TEACHER

**STUDENT'S
INTERESTS**

STUDENT

PARENT

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PARTNERSHIPS ARE BASED ON TRUST

- We will do our BEST.
- We have the best interest of the students.

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As parents and teachers,

we can only help as much as
the **STUDENTS WANT TO**
HELP THEMSELVES.



As parents and teachers, we ought to

work together and encourage
STUDENTS TO TAKE
OWNERSHIP OF THEIR OWN
LEARNING.



Forging 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 WORK TOGETHER
TO HELP SIMON ENJOY
HIS LEARNING.



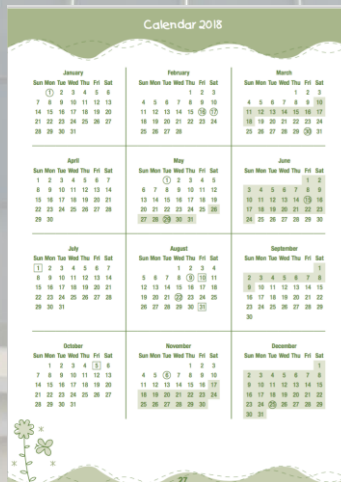
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THE KEY TO A SUCCESSFUL PARTNERSHIP:

COMMUNICATION



SNAC APP



SCHOOL DIARY



WEBSITE

IMPORTANT DATES

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P5 CAMP

TERM 2 WEEK 5

16th April 2018 to 18th April 2018

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EXAMINATIONS

EXAM	TIMEFRAME
SA1	TERM 2 WEEK 6 to 9 23 rd April 2018 to 16 th May 2018
CA2	TERM 3 WEEK 8 to 9 13 th August 2018 to 21 st August 2018
SA2	TERM 4 WEEK 5 to 8 8 th October 2018 to 29 th October 2018

CO-CURRICULAR

ITEM	TIMEFRAME
HBL	TERM 1 WEEK 5 31 ST JAN 2018
IPW	TERM 2 WEEK 10 TERM 3 WEEK 1 21 ST MAY 2018 to 25 TH MAY 2018 25 TH JUNE 2018 to 29 TH JUNE 2018
MUZART	TERM 2 WEEK 10 25 TH MAY 2018

CO-CURRICULAR

ITEM	TIMEFRAME
NE SHOW	TBC
LEARNING JOURNEY	VARIES
VIA	VARIES

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

Looking forward to a meaningful
partnership!

Xingnan Prima



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/xnfb2018p5

There are 2 parts to the feedback form.



Thank you!



ENGLISH LANGUAGE & FOUNDATION ENGLISH LANGUAGE



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.

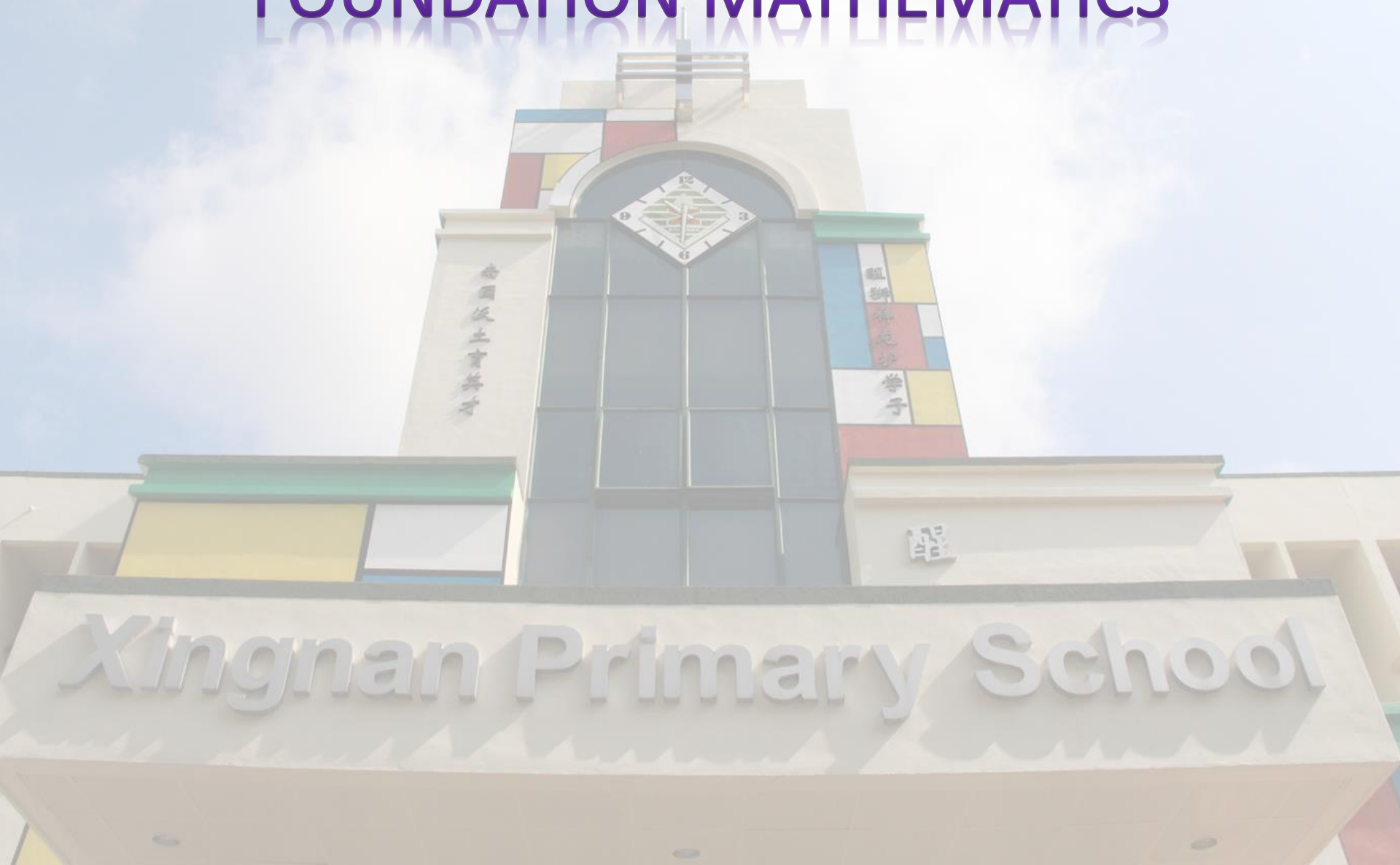
EL	FEL
Reading Aloud -Pupils pronounce and articulate words clearly. -Pupils read fluently with appropriate expression and rhythm.	Reading Aloud -Pupils pronounce and articulate words clearly. -Pupils read fluently with appropriate expression and rhythm.
Stimulus-based Conversation -Pupils give a personal 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

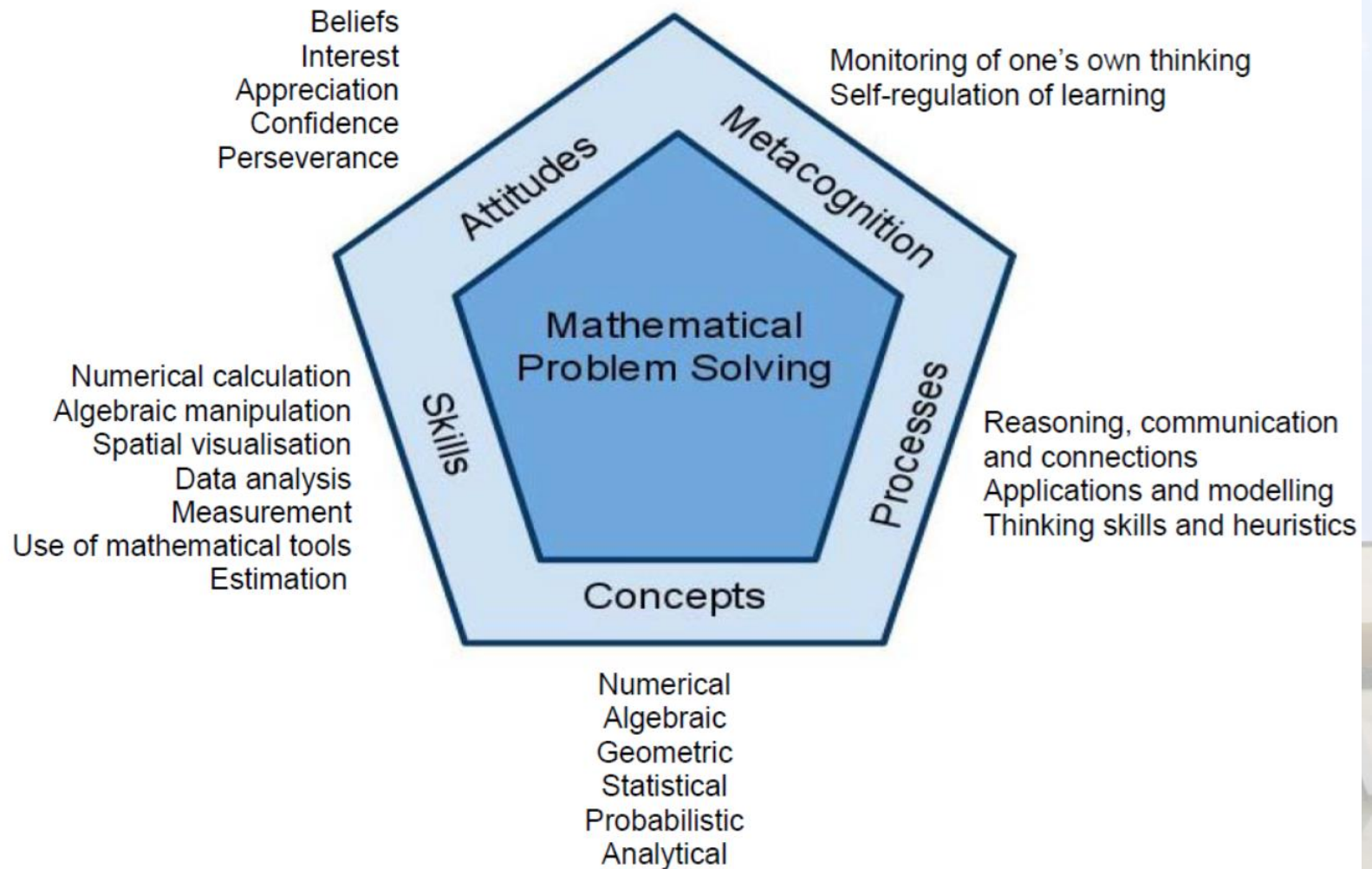
Term 1	Term 2 & 3
Algebra	Angles In Geometrical Figures
Fractions	Circles
Ratio	Speed
Percentage	Volume
	Pie Charts
	Solid Figures And Nets

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

S tudy the questions

T hink about the possible strategies

A ct out their plan

R eflect on their answers

Learning Programmes

- **Talent Development Programme** (For selected pupils only)
 - Math Olympiad Programme
 - External Competitions
- **Other Activities**
 - Math@Recess in T2W9 & T3W9

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Preparation for PSLE Mathematics

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

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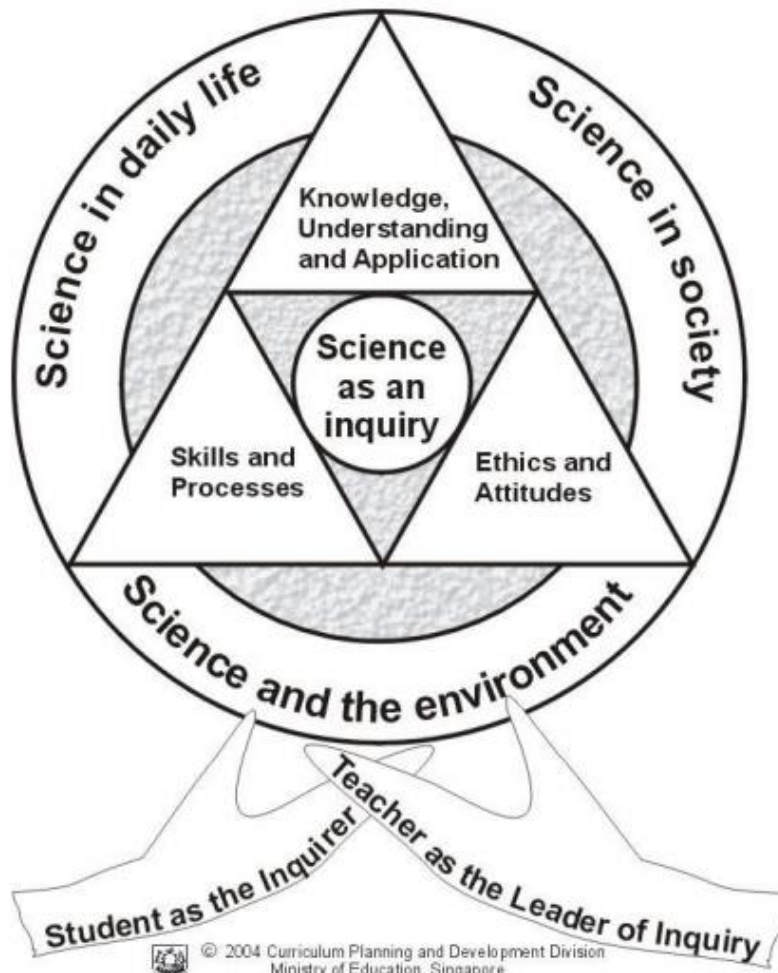
SCIENCE & FOUNDATION SCIENCE



Science Curriculum Framework

Knowledge, understanding and Application

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



Ethics 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

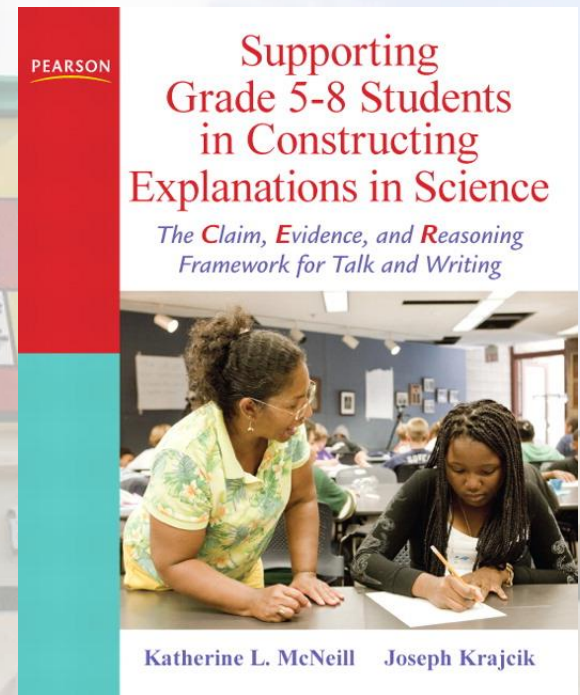
- 5Es pedagogical approach
 - Engage
 - Explore
 - Explain
 - Elaborate
 - Evaluate



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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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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