2026
P4 Parent Engagement

Friday, 16th January 2026

P4 Academic Slides

English, Mathematics, Mother Tongue & Science

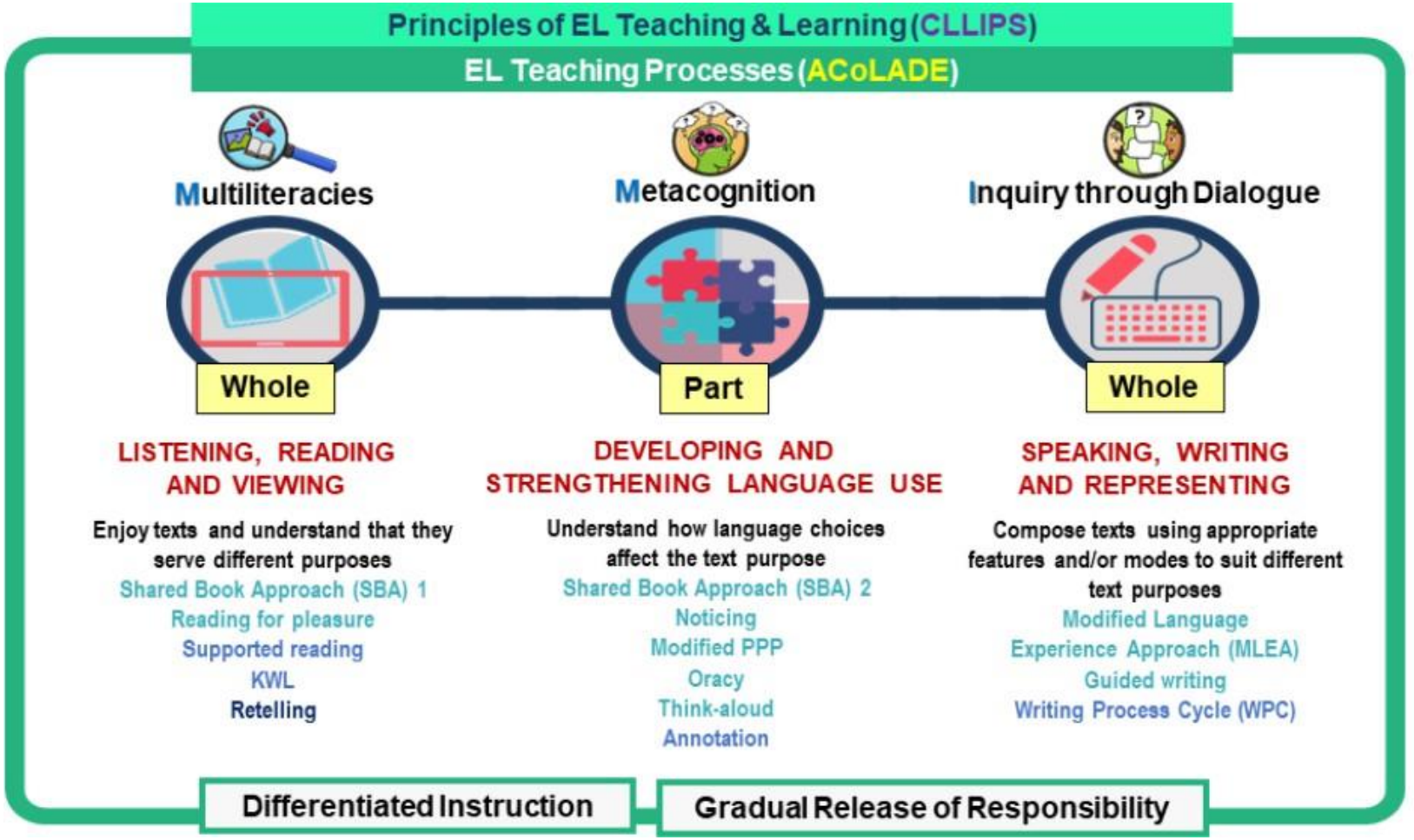
Zhangde Primary School
2026

Learning School •

English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader

Curriculum Framework



Guided by *ELS 2020*:

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)

Pedagogical Emphases (MMI)

Strategies first introduced at these levels:

- Lower Primary
- Middle Primary
- Upper Primary

Content

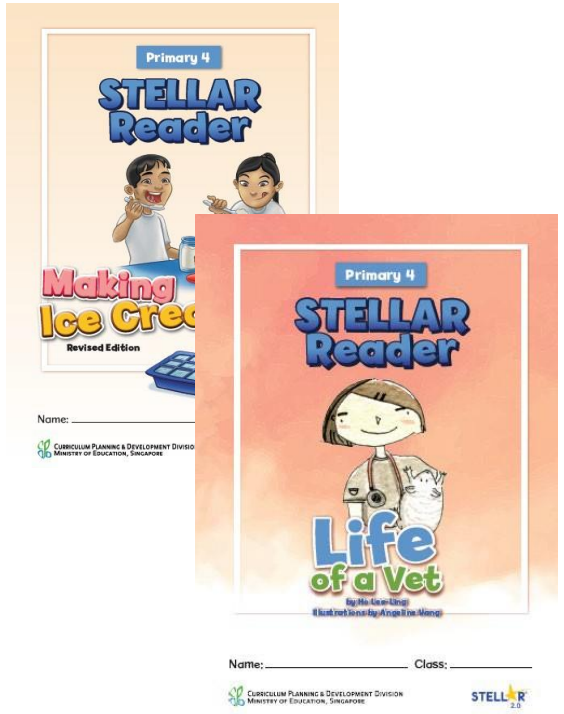
Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet+	
	*A Nasty Accident (Supplementary)**	
	The Paralympic Games+	Texts that describe and inform
2	The World Beyond Us+	
	Ruby's Sunflower	Texts that entertain
3	Dinosaurs Exist!	
	Heartbeats in the Dark	
4	All the Buzz About Honey	Texts that explain
	What Happens When You Laugh	
	*Rats' Nests (Supplementary)***	Text that entertains

Strategies in STELLAR 2.0

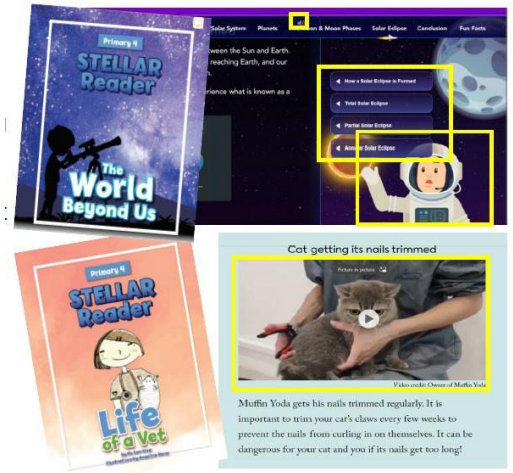
LANGUAGE AREA	STRATEGY	
Reading & Viewing	• Explicit instruction of Reading Comprehension, Annotation, Supported Reading, KWL, Reading for Pleasure through Extensive Reading	
Writing & Representing	• Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)	Think Aloud
Oracy	• Weaved in areas of language learning , Explicit Instruction	
Vocabulary	• Taught in context	
Grammar	• Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)	

Learning Resources

STELLAR Readers



P4 Digital Texts



- Learning Sheets (By Unit)
- Supplementary Worksheets
- Online Platforms e.g. SLS, Padlet, Google Classroom etc

Learning Experiences

Read @ ZPS

- ❖Subscription to Little Red Dot
- ❖Provision of Class Library Books
- ❖Visit to the School Library
- ❖Sustained Silent Reading during DEAR

Beyond the classroom

- ❖ ZPS Paralympic Games

Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	Language Use and Comprehension	Language Use and Comprehension	Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication

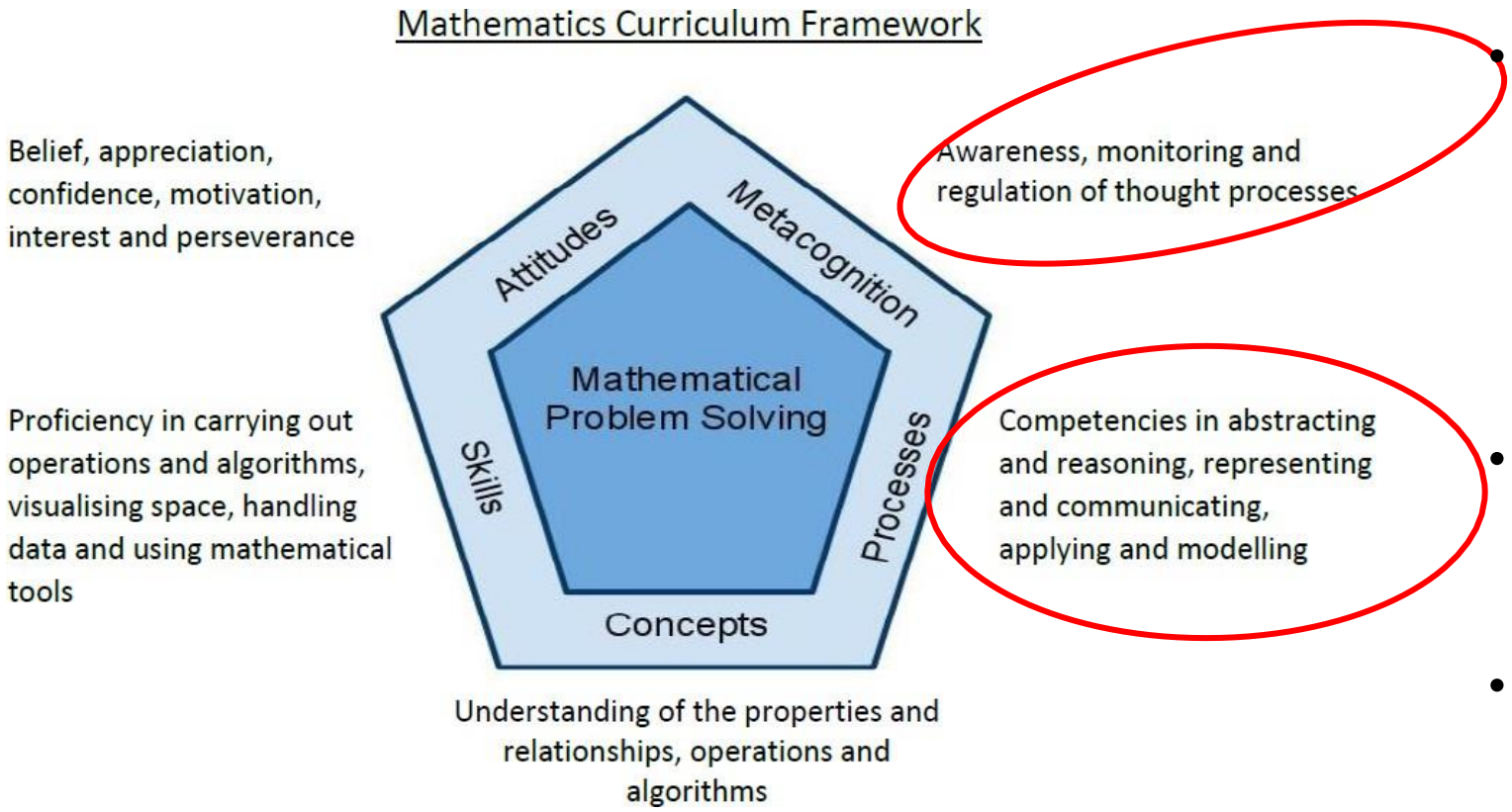
Parental Support

- Encourage your child to:
  - Read widely and extensively
  - Use standard English in speech and writing.
  - Use the EL strategies
  - Write neatly and legibly
  - Use a dictionary to learn meanings, pronunciation and proper usage of new words
  - Learn spelling / dictation well

Role models – Read with them, write notes and messages to your child as much as possible

Mathematics

Curriculum Framework



Key Focus Areas of the 2021 Primary Mathematics Syllabus

- Continued emphasis of **mathematical processes** such as reasoning, communication and connections that support the development of 21st century competencies (21CC)
- awareness of the **big ideas in mathematics** that will deepen students' understanding and appreciation of mathematics; and
- Greater attention to development of **metacognition** to promote self-directed learning and reflection

Content

Primary 3

Numbers & Algebra

- Whole Numbers
- Fractions
- Money

Measurement & Geometry

- Length, Mass & Volume
- Time
- Area & Perimeter
- Angles
- Perpendicular & Parallel Lines

Statistics

- Bar Graphs

Primary 4

Numbers & Algebra

- Whole Numbers
- Fractions
- Decimals

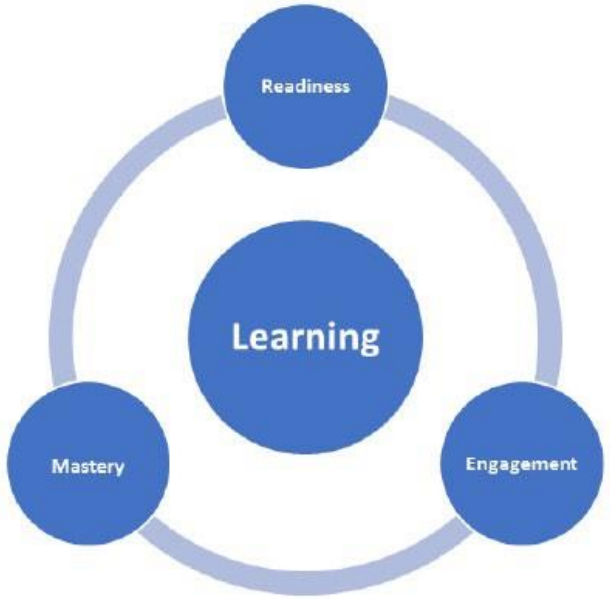
Measurement & Geometry

- Area & Perimeter
- Angles
- Squares & Rectangles
- Nets
- Symmetry

Statistics

- Tables & Line Graphs
- Pie Charts

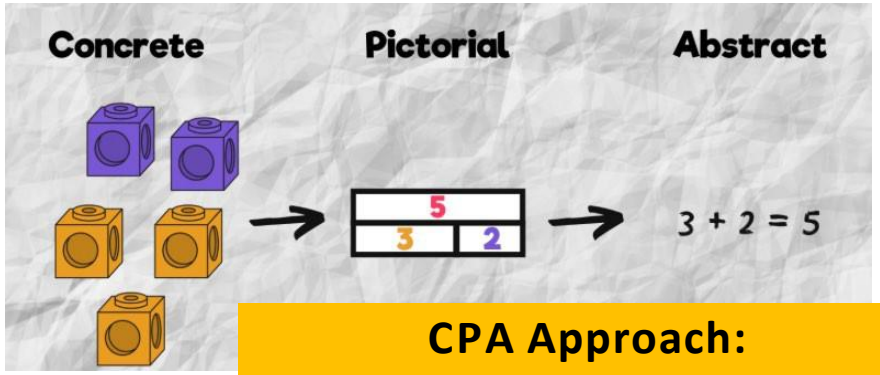
Strategies



Phases of Learning

Heuristics & UPDC Framework

Understand	Have I **highlighted** the **given** information?
	Have I **identified** the **hidden** information?
	What am I supposed to **find** in the problem?
Plan	Which **heuristic** can I **use** to solve the problem? ☐ Draw a model/diagram ☐ Work backwards ☐ Look for a pattern ☐ Make a systematic list ☐ Guess & Check ☐ Restate the problem What remains the same? ☐ Difference ☐ Total ☐ One Quantity
Do	Did I **write** my **equations**?
	Did I **use** the "=" correctly?
Check (NT.U.C)	Are the **numbers** transferred accurately?
	Did I write the **correct unit** for the final answer?
	Did I check my **calculations**?
	Does my answer **make sense**?



CPA Approach:
Direct Instruction &
Activity Based Learning

- **Making Thinking Visible**
- E.g. What makes you say so
- **Math Talk Moves**
- Revoicing, Adding On...
- **Inquiry Based Learning**
- **EdTech as an Enabler**

Zhangde Primary School
2026

Learning School •

Learning Resources

Topical Learning Materials

Problem Solving Heuristics

Practice Papers

Online platforms: SLS/ Koobits (https://www.koobits.com/)

Textbook & Practice Book

Learning Experiences

- Active and experiential learning, e.g. Math Activities, Math Trail
- Solving word problems using different heuristics
- Mathematical reasoning practice

Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	Format: Section A: MCQ Section B: Short-Answer Section C: Structured / Long-Answer Questions		

Differences between P3 and P4 Mathematics Examination Format

Primary 3	Primary 4
Section A (MCQ): 13 marks Section B (Short-Answer): 25 marks Section C (Structured / Long-Answer Questions): 12 marks Total : 50 marks Duration: 1 h 15 min	Section A (MCQ): 30 marks Section B (Short-Answer): 50 marks Section C (Structured / Long-Answer Questions): 20 marks Total : 100 marks Duration: 1 h 45 min

Marking Matters

- Marks are awarded for relevant <u>method</u> even if the final answer is wrong.
  - **Method Marks**
    - Marks are awarded for correct methods.
    - Marks will be given even if the answers are wrong.
  - **Answer Marks**
    - Marks are awarded for correct answers.
    - Marks will not be given if the method is incorrect.

It is important to show mathematical thinking clearly (by writing equations, diagrams etc)

- Marks are deducted for:
  - **Omission of units or wrong use of units**

Area of rectangle = 28 cm

5000 = 5 km

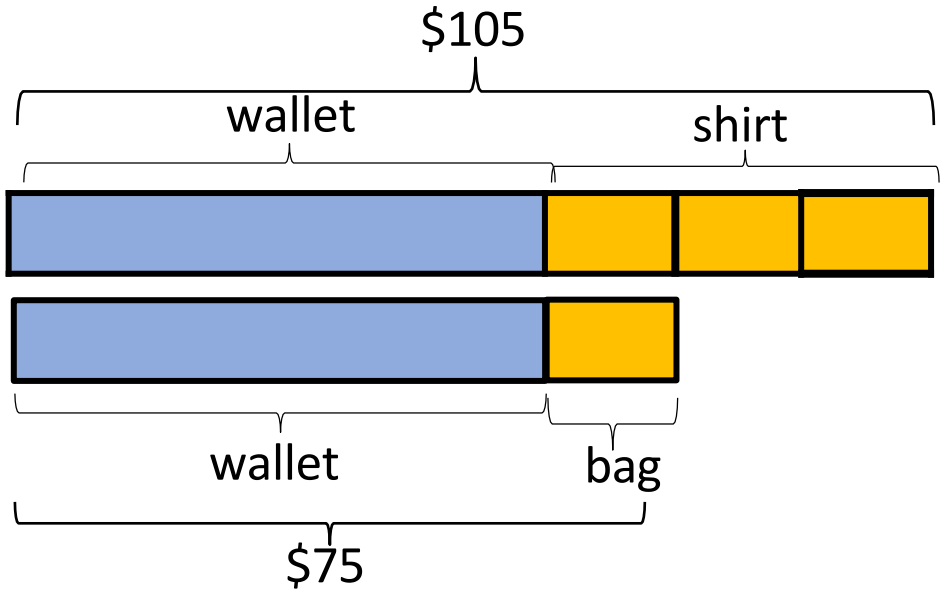
  - **Mathematically incorrect statements e.g. wrong use of equal sign**

20 - 5 = 15 + 3 = 18 x 2 = 36 ✗

40 + 1.50 = $1.90 ✗

Example

The total cost of a wallet and a shirt was $105. The total cost of the wallet and a bag was $75. The shirt cost 3 times as much as the bag. How much did the wallet cost?



<u>Step 1 : Find the difference between the cost of the shirt and the cost of the bag</u>

$105 - $75 = $30 ***(Method Mark)***

<u>Step 2: Find the cost of the bag</u>.

2 units = $30

1 unit = $30 ÷ 2 ***(Method mark)***

= $10 ***(wrong answer)***

<u>Step 3 : Find the cost of the wallet</u>.

$75 - $10 ***(Method mark)***

= $65 ***(wrong answer)***

Ans: $65 ***(No answer mark)***

For a SQ/LAQ, a student can still score marks for the **correct methods shown** even though his/her final answer is incorrect.

Important to <u>write</u> **clear** and **systematic** solutions

Parental Support

Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
  - Shopping/Budgeting (Estimation/Decimals)
  - Advertisements/receipts (Whole Numbers/Decimals)
  - Recipe (Measurement)
  - TV programme schedules (Time/Duration)
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation is used
- Practise factual fluency

Mother Tongue Languages (MTL)

Curriculum Framework

ACTIVE LEARNERS, PROFICIENT USERS

The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

Communication

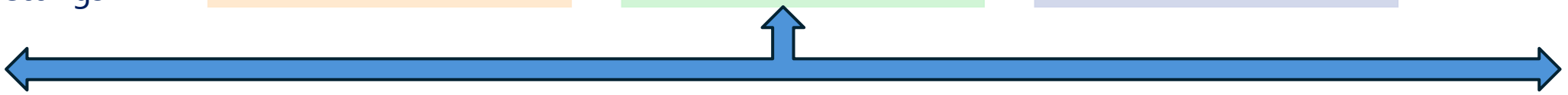
- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.



Civic Literacy & Cultural Awareness — **Language Skills** — **General Ability**

Content

6 Language Skills

Integrated Use of Language Skills

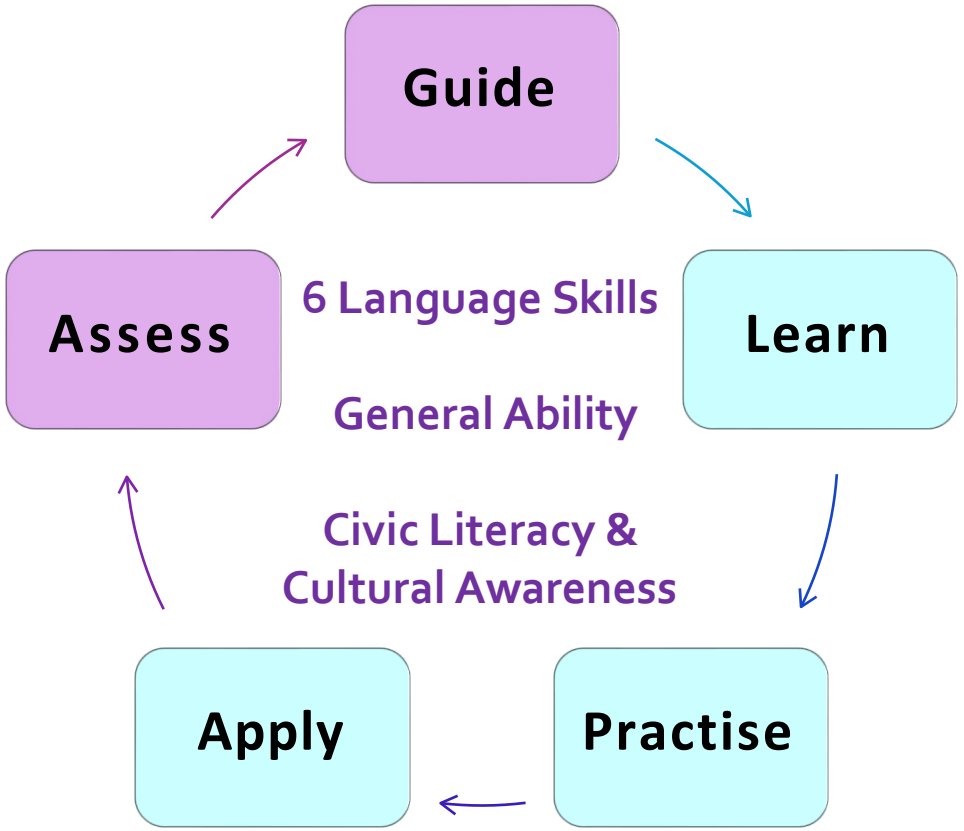
Civic Literacy & Cultural Awareness

Values
Culture
Local Culture
Cross Culture

General Ability

Thinking Skills
Learning Skills
Social Emotional Learning
Communication, Collaboration & Information Skills

Strategies



- Dialogic Teaching
- Differentiated Instruction
- E-Pedagogy (EdTech)
- Making Thinking Visible
- Language Specific Pedagogies (Explicit Teaching and Skills integration)

Learning Resources

Teaching & Learning in classroom	Printed Materials	Textbooks, Activity Books, Reading Cards, Picture Cards, Learning Sheets, Supplementary Reading Materials
	ICT Resources	Multimedia Learning Resources (Video, Audio Songs,etc), Digital Learning Platforms (SLS, Ezhishi) (Games, Learning Tasks, Reading Materials)
	Games Tool Kit	Board Games, Grammar Cards, Picture Cards
Teaching & Learning at home	Printed Materials	Activity Books, Small Readers, Learning Sheets
	ICT Resources	Digital Learning Platforms (SLS, Ezhishi) (Games, Learning Tasks, Reading Materials)

Learning Experiences

Language & Cultural Exposure

Mother Tongue Fortnight

Promotes cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.





Conversational Chinese and Malay (CCM)

Promotes cross-cultural understanding, encourages students to develop conversational skills in a third language, prepares young Singaporeans for a globalised future and strengthen Singapore's identity as an open, diverse and cohesive society


Reading Programme

Promotes the love for reading and improve literacy skills

- ✓ Class Reading period
- ✓ Supplementary Readings

Assessment

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	Language Use and Comprehension	Writing	Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication

Parental Support

Supporting your child in MTL Learning

Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books

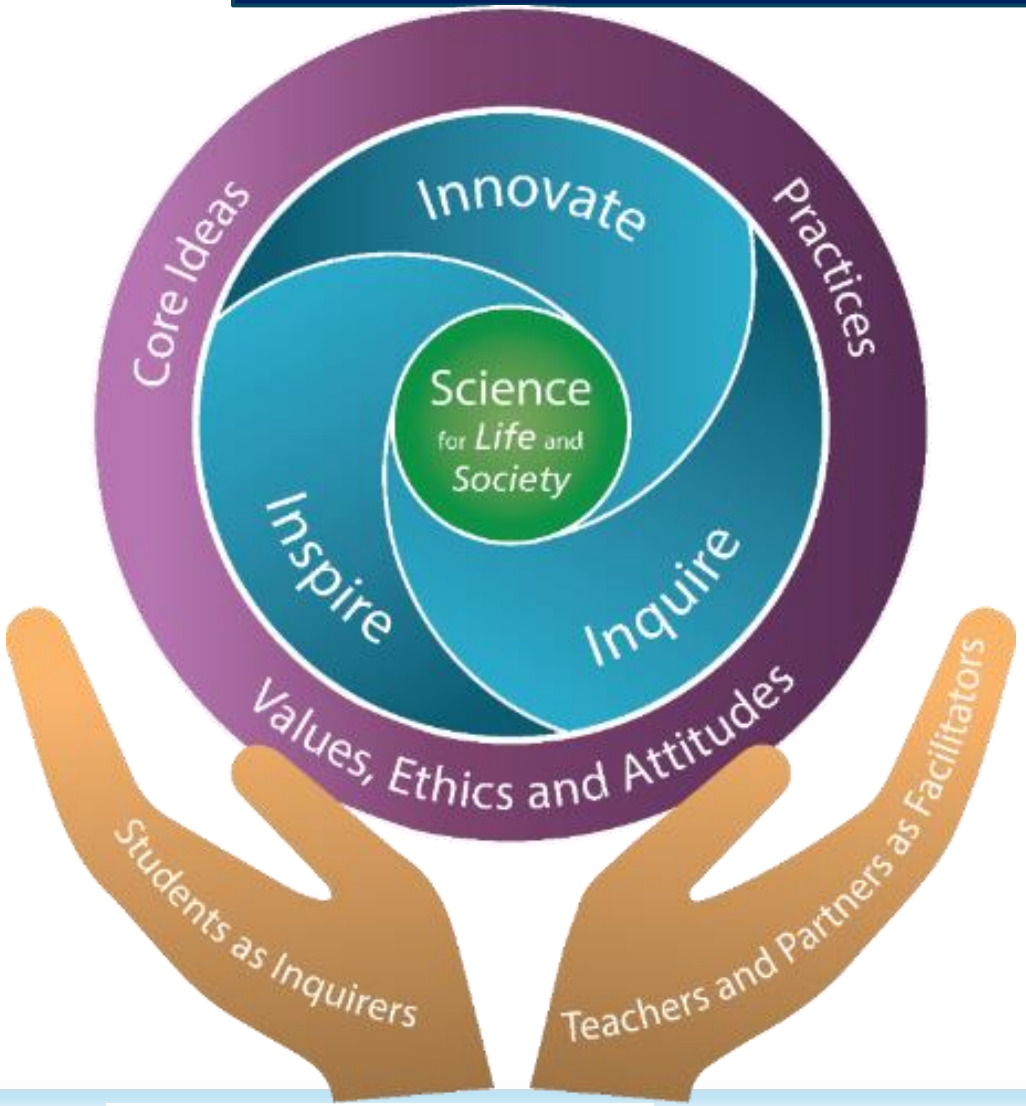
Encourage them to take small steps in learning MTL, e.g. read signs, listen to music

Do fun activities in MTL together, e.g. watch a film or performance

Provide a conducive environment for learning MTL, e.g. access to MTL music and books

Science

Science Curriculum Framework - 2023



Goals
Science for Life and Society

Vision - 3Ins
Inspire
Inquire
Innovate

Three Domains
Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders
Students as Inquirers
Teachers & Partners as Facilitators

Content

- Topics / Skills

Term 1	Term 2	Term 3	Term 4
Chap 1: Plant Systems	Chap 3: Matter	Chap 4: Light	Chap 7 Effects of Heat
Chap 2: Human Systems		Chap 5: Shadows	Revision
		Chapter 6: Heat	

Syllabus Content (Practices)

Practices of Science

Set of established procedures and processes associated with scientific inquiry

How scientific knowledge is generated and established

Demonstrating WOTD

Investigating	Evaluating and Reasoning	Developing Explanations and Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS

Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.

Relating STSE

There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Application of Science in society

Strategies

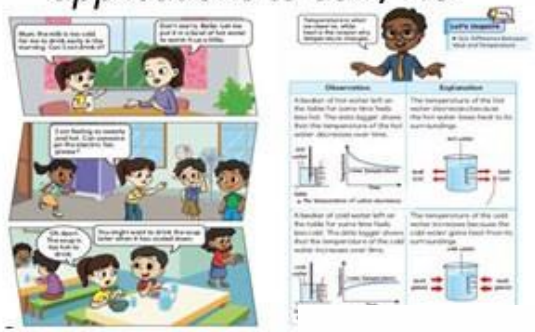
Set of established procedures and processes associated with scientific inquiry

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing Explanations and Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Learning Resources

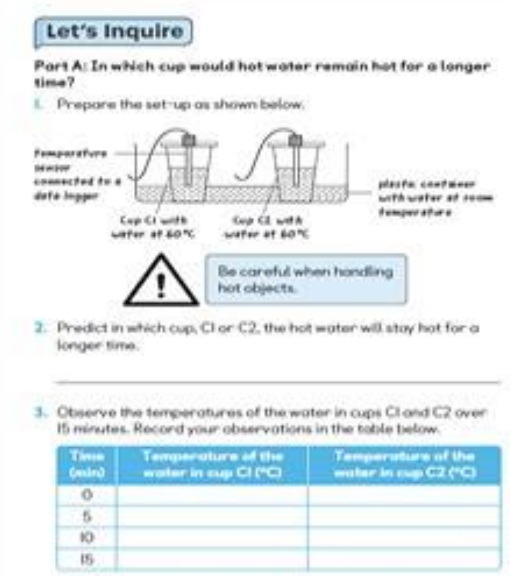
Textbook

through multimodal representations and applications to daily life



Activity Book

through hands-on learning

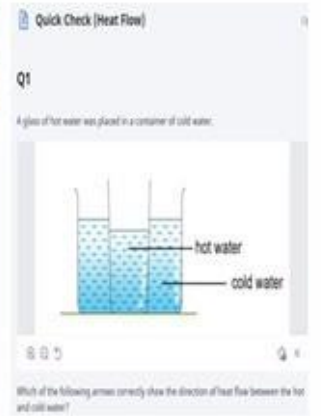


SPARKLE Kits

through manipulatives and game

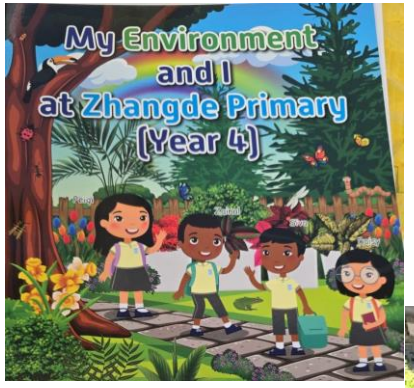
SLS

through videos, interactives and quick checks



Learning Experiences

P4 My Environment and I Curriculum



P4 Hydroponics

Science Centre Learning Journey

Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	<u>Format:</u> MCQ and Open-ended Questions		
	Human Systems Matter	Matter Light & Shadows	All topics learnt both in P3 and P4

Parental Support

- **Trigger** curiosity in the things around children by **asking them questions**
- Connect/Relate Science to the things around us
- Visit different places to **experience & observe** living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.
- Encourage children to read Science Books.

Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights

❖ Setting up an Environment Corner

❖ P4 My Environment and I Curriculum

❖ Practising recycling Paper and Plastic bottles

❖ Commemorating International Biodiversity Day

❖ **We seek our Parents' support in all these initiatives.**

Stretch Programme

For selected students :

English Language

- Literature programme

Mathematics

- Math E2K programme
- Math Olympiad Training

Science

- Science Olympiad Training
- Science E2K Lessons

Mother Tongue Languages

- Higher Mother Tongue Programme

Learning Support Programme

For selected students :

English Language

- ❖ School-based Dyslexia Remediation (SDR)
- ❖ Reading Remediation Programme (RRP)

Mathematics

- ❖ Learning Support for Mathematics (LSM) programme

  - Specialised early intervention to students who need more support in acquiring basic numeracy skills.

Mother Tongue Languages

- ❖ Mother Tongue Support Programme (MTSP)

  - Specialised early intervention programme to build stronger foundation in students' oracy and literacy skills

Thank you!