

**PRIMARY 4**

**CURRICULUM INFORMATION ANNEX**

*2021*



# PROGRAMME OUTLINE

1.	Curriculum Matters (See Information Annex)
2.	Assessment Matters (See Information Annex)

**English**



**ENGLISH  
LANGUAGE**

# ENGLISH CURRICULUM

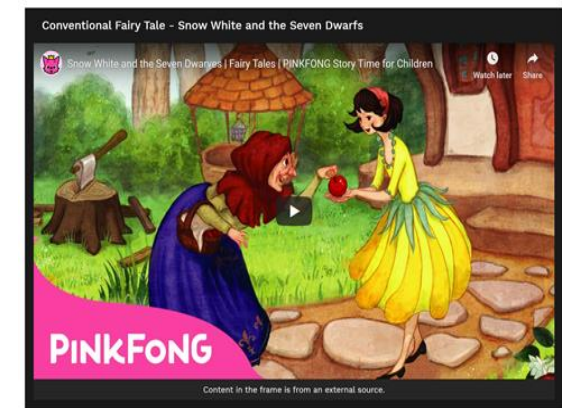
The English Curriculum adopts **STELLAR**:  
**S**trategies for **E**nglish **L**anguage **L**earning  
and **R**eadings

# ENGLISH LANGUAGE

## KEY PROGRAMMES:

- School-Based Dyslexic Remediation(SDR)
- Reading Remediation Programme (RRP)
- Digital Storytelling Using Animaker- Applied Learning Programme

Students in ALP, 2019



- Introduction
- Lesson 5: Researching on Information...
- Lesson 6: Researching on Narrative T...
- Lesson 7: Researching on Narrative T...
- Lesson 8: Identifying the Text Type
- Lesson 9: Working on Your Content
- Lesson 10 - Planning Your Storyboard



Once upon a time there lived a beast family.They wanted their son to get married but could find a suitable match.

**Maths**



**MATHEMATICS**

# Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Data Analysis
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
				Percentage	Percentage
				Ratio	Ratio
				Rate	Rate
					Speed

# MATHEMATICS

## KEY PROGRAMMES

- TERMLY HEURISTICS PACKAGE
- SMALL GROUP TEACHING



*Students exploring Maths Wall, 2018*





# MATHEMATICS

## KEY PROGRAMME:

### PCPS Approach to Problem Solving: POLYA's 4-step Routine

#### Understand

- Interpret the question
- List/ highlight/ underline/ circle important information
- Show relationship of numbers or words given through annotation

#### Plan

- Select a strategy

#### Do

- Apply strategy
- Write equations
- Work out the sums carefully

#### Check

- Check that the answer is logical/reasonable
- Use an alternative method to solve it
- Work backwards



George Pólya  
Hungarian  
Mathematician  
(1887 – 1985)

# MATHEMATICS

## PCPS Approach to Problem Solving: POLYA's 4-step Routine



George Pólya  
Hungarian  
Mathematician  
(1887 – 1985)

**Understand**



**Plan**



**Do**



**Check**

### *Guiding Questions*

- What information is provided in this question?
- What am I asked to find in this question?
- Can I rephrase the question in my own words?
- What is the first thing I can find based on the information given?

- What are the strategies I have learnt?
- Based on past experiences, is this the appropriate strategy? If yes, go ahead. If no, what else is possible?

- Do I know what I am finding when I do every step?
- Does my working make sense?
- If I am stuck, what other strategies can I use?

- Have I answered the question?
- Is my answer reasonable?
- Have I made any calculation or careless mistakes?

# **MATHEMATICS**

## **STRATEGIES TO HELP YOUR CHILD IN THE LEARNING OF MATHEMATICS**

- **ENSURE A CONDUCTIVE ENVIRONMENT FOR YOUR CHILD TO STUDY AT HOME**
- **ENCOURAGE YOUR CHILD TO REFER TO HIS/HER TEXTBOOK AS A GUIDE DURING THEIR REVISION**
- **REINFORCE THE POLYA THINKING ROUTINE AS THEY SOLVE MATH QUESTIONS**
- **PLAN A TIMETABLE WITH YOUR CHILD TO HELP THEM STAY FOCUSED AND ON-TASK**
- **PROVIDE CONSISTENT ENCOURAGEMENT AND AFFIRM THEIR EFFORTS**

**Science**

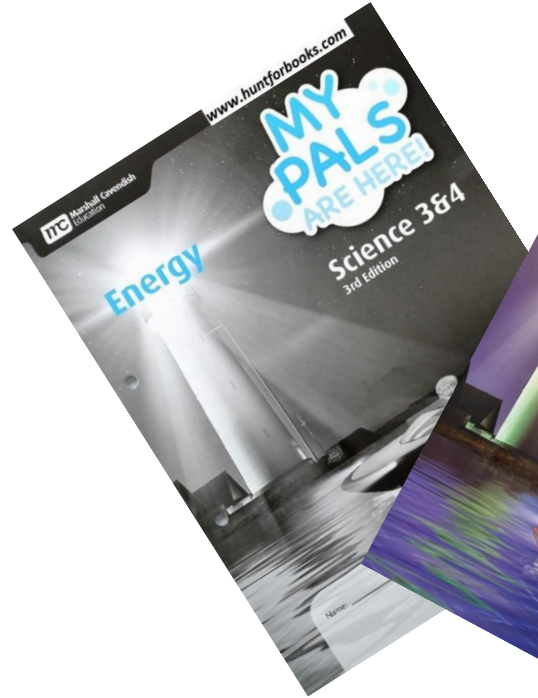
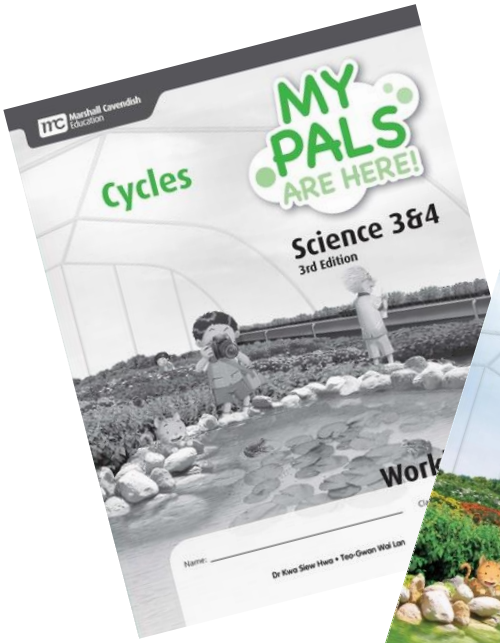


**SCIENCE**

# SCIENCE LEARNING @PCPS

**Adopted Inquiry Based Learning in our Science curriculum and programme.**

- Develop pupils to be curious about what they see and observe around them.
- To be able to make meaning and draw conclusions about the observation in a scientific way.
- Ask questions, collect data and use such as evidence to communicate explanations and connect these to the world around them.





# MOTHER TONGUE CL / ML / TL

# MOTHER TONGUE CL / ML / TL

## KEY PROGRAMMES:

- MOTHER TONGUE FORTNIGHT
- MOTHER TONGUE CULTURAL DAY (During Curriculum)
- FESTIVE CELEBRATIONS

*Students enjoying MT activities, 2018*

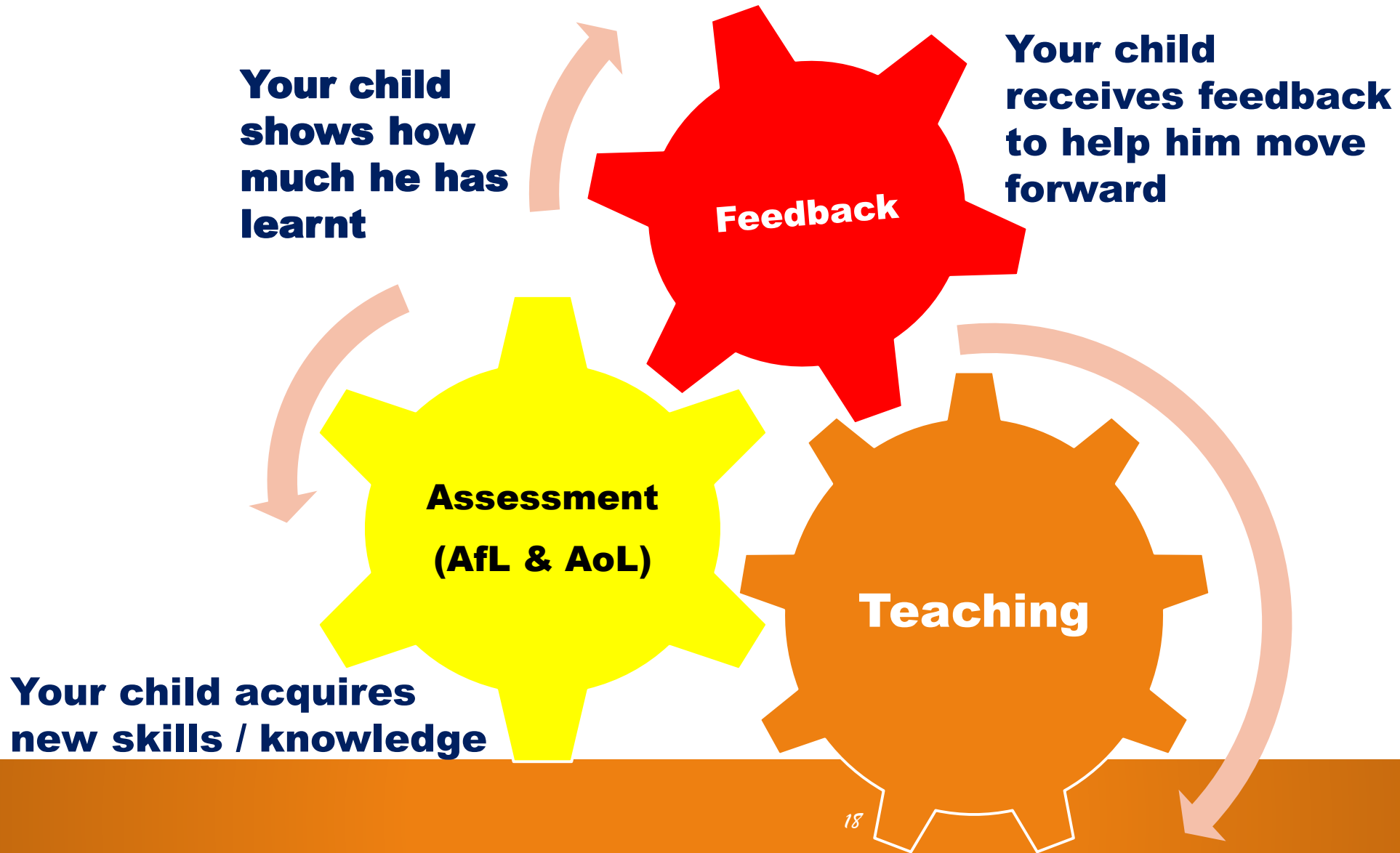




# Holistic Assessment to Support Learning and Development of the Child



# Assessment is Part of Learning



**ASSESSMENT @ PCPS**

**PRIMARY4**

# ENGLISH LANGUAGE

## ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	<p><u>Mid-Year Examination: *Week 5 to 8</u></p> <p>Total Marks: 100</p> <p><b><u>PAPER 1:</u></b> (20 marks) <b>Composition Writing</b></p> <p><b><u>PAPER 2:</u></b> (50 marks) <b>Language Use &amp; Comprehension</b></p> <p><b><u>PAPER 3:</u></b> (14 marks) <b>Listening Comprehension</b></p> <p><b><u>PAPER 4:</u></b> (16 marks) <b>Oral: Reading Aloud &amp; Stimulus-Based Conversation</b></p>		<p><u>End-Of-Year Examination *Week 5 to 7</u></p> <p>Total Marks: 100</p> <p><b><u>PAPER 1:</u></b> (20 marks) <b>Composition Writing</b></p> <p><b><u>PAPER 2:</u></b> (50 marks) <b>Language Use &amp; Comprehension</b></p> <p><b><u>PAPER 3:</u></b> (14 marks) <b>Listening Comprehension</b></p> <p><b><u>PAPER 4:</u></b> (16 marks) <b>Oral: Reading Aloud &amp; Stimulus-Based Conversation</b></p>
0%	30%	0%	70%

# ENGLISH LANGUAGE

Paper	Marks
Paper 1- Composition	20
Paper 2 - Language Use and Comprehension	50
Paper 3 - Listening Comprehension	14
Paper 4 - Oral (Reading Aloud & Stimulus Based Conversation)	16
Total	100

# MATHEMATICS

## ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	<p data-bbox="333 344 1085 394"><u>Mid-Year Examination</u> * Week 8</p> <p data-bbox="333 479 861 529">Total Marks: 80 marks</p>		<p data-bbox="1531 344 2346 394"><u>End-Of-Year Examination</u> *Week 7</p> <p data-bbox="1531 479 2079 529">Total Marks: 100 marks</p>
0%	30%	0%	70%

# MATHEMATICS

## Term 2

### Mid-Year Examination Format

Item Type	No. of questions	Weighting	Duration
MCQ	15	30%	1h 15 min
SAQ	21		
LAQ	6		
Total Marks	80		

MCQ: Multiple Choice Questions  
SAQ: Short Answer Questions  
LAQ: Long Answer Questions

# MATHEMATICS

## Term 4

### End-Of-Year Examination Format

Item Type	No. of questions	Weighting	Duration
MCQ	15	70%	1h 30 min
SAQ	25		
LAQ	8		
Total Marks	100		

MCQ: Multiple Choice Questions

SAQ: Short Answer Questions

LAQ: Long Answer Questions





# SCIENCE

## ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	<u>Mid Year Examination: *Week 9</u>  Total Marks: 100		<u>End-Of-Year Examination: *Week 7</u>  Total Marks: 100
0%	30%	0%	70%



# Mid and End-Of-Year Examination Format

	Item Types	Number of questions	Weighting (marks)	Duration
Booklet A	Multiple-Choice	28	56 (2 marks each)	1h 45 min
Booklet B	Open-Ended	12-14	44 (2 to 4 marks)	



# MOTHER TONGUE

## ASSESSMENT STRUCTURE

Term 1	Term 2	Term 3	Term 4
	<p data-bbox="300 307 1154 357"><u>Mid-Year Examination: *Week 5 to 9</u></p> <p data-bbox="300 435 690 485">Total Marks: 100</p> <p data-bbox="300 564 1174 614">Listening Comprehension (10 marks)</p> <p data-bbox="300 692 919 742">Reading Aloud (10 marks)</p> <p data-bbox="300 821 1019 871">Picture Description (10 marks)</p> <p data-bbox="300 949 1065 999">Picture Conversation (10 marks)</p> <p data-bbox="300 1078 1235 1185">Language Use and Comprehension (45 marks)</p> <p data-bbox="300 1263 738 1313">Writing (15 marks)</p>		<p data-bbox="1595 307 2519 357"><u>End-Of-Year Examination: *Week 5 to 7</u></p> <p data-bbox="1595 435 1984 485">Total Marks: 100</p> <p data-bbox="1595 564 2469 614">Listening Comprehension (10 marks)</p> <p data-bbox="1595 692 2214 742">Reading Aloud (10 marks)</p> <p data-bbox="1595 821 2311 871">Picture Description (10 marks)</p> <p data-bbox="1595 949 2356 999">Picture Conversation (10 marks)</p> <p data-bbox="1595 1078 2435 1185">Language Use and Comprehension (45 marks)</p> <p data-bbox="1595 1263 2033 1313">Writing (15 marks)</p>
0%	30%	0%	70%