

EAST SPRING PRIMARY SCHOOL

English Language Department



Gracious School, Life-long Learners



Key Pedagogies in the EL Syllabus

| Area | Enhancement |
|---------|--|
| Grammar | Usage of inductive and deductive approaches <ul style="list-style-type: none">• Contextualised from Stellar texts• Provision of grammar slides and worksheets• SLS lessons/ packages as additional teaching resources |
| Writing | Systematic Teaching of Writing Skills <ul style="list-style-type: none">• Strengthening of the reading-writing connection, taking into account the purposes of texts, e.g. texts that instruct/inform/entertain and the writing techniques involved |



Key Pedagogies in the EL Syllabus

| Area | Enhancement |
|---------|---|
| Reading | <p>Teaching of Close and Critical Reading Skills</p> <ul style="list-style-type: none"> Teaching of reading comprehension skills more systematically Introduction of word study lessons to strengthen word recognition skills <p>Extensive Reading</p> <ul style="list-style-type: none"> Ringfencing of one reading period a week, starting at lower primary Provision of additional reading resources in SLS Use of newspapers papers and magazines for exposure to various text types |
| Oracy | <p>Explicit Teaching of Oracy Skills</p> <ul style="list-style-type: none"> Provision of oracy lessons to promote thinking and enable our students to discuss, reflect and express their ideas confidently and persuasively. Use of acronyms (OREOS) aid with stimulus-based conversation |



Learning Resources

Stellar 2.0

- Stellar Readers
- Unit Worksheets

Reading

- Extensive Reading Books/ Mini Class Library
- Little Red Dot and Magazines
- Online reading resources

Listening and Speaking

- Oral Package
- Listening Comprehension Package

Writing

- Writing Package (inclusive of Composition WS and Phrase List)
- My Creative Writing Companion book
- Situational Writing Package
- Journal Writing



Assessment

| PAPER | COMPONENT | MARKS | WEIGHTING |
|---------------------------------------|--|---------|-----------|
| 1 (Writing) | Continuous Writing | 20 | 20% |
| 2 (Language Use and Comprehension) | Grammar Vocabulary Editing Sentence Combining Comprehension Open-Ended | 50 | 50% |
| 3 (Listening Comprehension) | Listening Comprehension | 14 | 14% |
| 4 (Oral Communication) | Reading Aloud Stimulus-based Conversation | 6 10 | 16% |



Key Programmes

English Language Week is an annual event dedicated to celebrating the language through a range of purposeful activities. During this week, students participate in specially curated learning experiences or learning journeys aligned with their STELLAR units. Through these experiences, we aim to nurture students' appreciation of and lasting interest in the English language.



Key Programmes



Book Character Day is an annual celebration where students and teachers dress up as their favourite book characters. The day features activities such as book readings during recess, and in class, students share about their characters and the books they come from, fostering a love for reading.

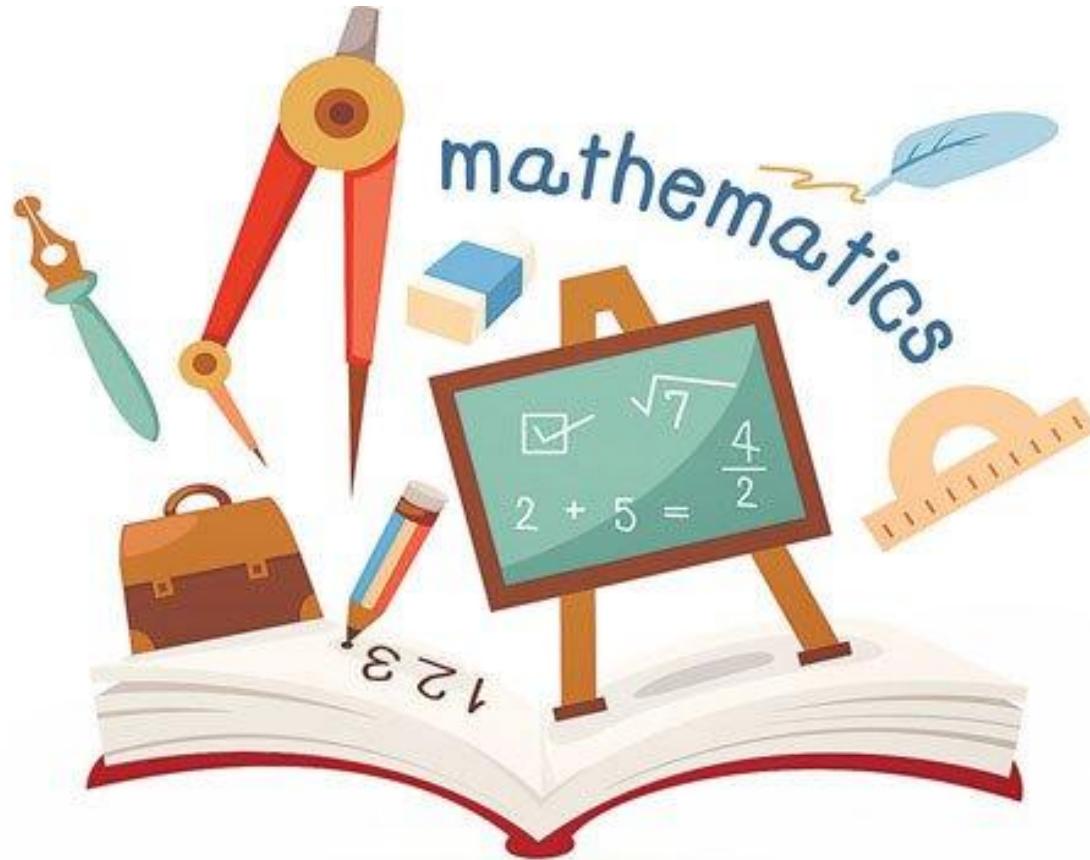


How You Can Support Learning at Home

1. Read regularly with your child and discuss the story and characters
2. Encourage your child to speak in full sentences in daily conversations
3. Provide simple writing opportunities (journals, notes, short reflections)
4. Expose your child to a range of English texts (storybooks, magazines)
5. Praise effort and progress to build confidence



P3 Curriculum Slides

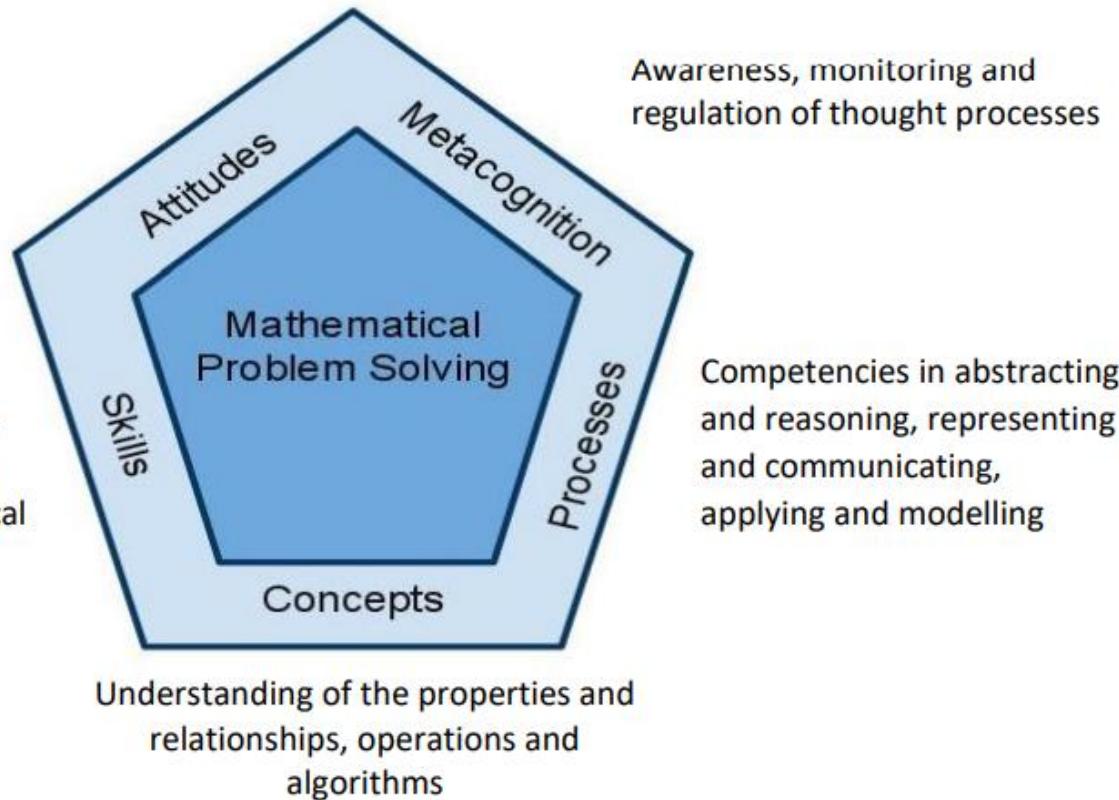


MOE Mathematics

Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



2021 Primary Math Syllabus



Gracious School, Life-long Learners



Teaching and Learning

Mathematical Skills

- numerical calculations
- algebraic manipulation
- spatial visualization
- data analysis
- measurement
- use of mathematical tools
- estimation

NEW! Topics in P3

- Multiplication Tables of 6,7 8 & 9
- Multiplication & Division (Algorithm)
- Word Problems (Part-Part-Whole, Comparison, *Unitary* model-drawing)
- Angles
- Parallel & Perpendicular Lines
- Area & Perimeter
- Time (timeline & 24-hour clock)
- Bar Graphs



Approach to Learning

Concrete

Pictorial

Abstract



Perimeter = 10 cm / 5 m

Area = 12 cm^2 / 7 m^2

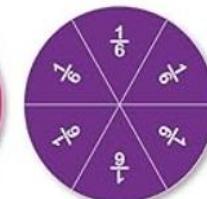
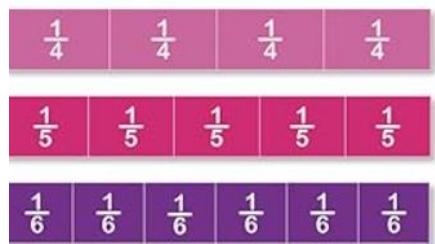
Use of physical objects

Use of drawings

Use of numbers



Approach to Learning



Use of concrete materials to develop conceptual understanding



Approach to Learning

| Time | From | Flight | Belt | Remarks |
|------|-----------|---------|------|-------------|
| 1725 | Kunming | VA 5805 | 31 | Re-timed |
| 2005 | Wuhan | VA 5824 | 31 | Ask Airline |
| 1038 | Subang | FY 3503 | 35 | Landed |
| 1056 | Hong Kong | TZ 221 | 33 | Landed |
| 1042 | Jakarta | SQ 953 | 38 | Landed |

Time: 24 h clock



Area & Perimeter



Multiplication

Relating Math to real-life objects



Activity-based Learning



| Flying toy experience | | |
|-----------------------|--|--|
| | Story 1 | Story 2 |
| Good collaboration | There are 4 children in the group. Each child flew 6 times. How many times did all of the children fly in total? | There are 4 children in the group. Each child flew 7 times. How many times did all of the children fly altogether? |
| repeated addition | $6+6+6+6=24$ | $7+7+7+7=28$ |
| equation | $4 \times 6 = 24$ | $4 \times 7 = 28$ |
| name the groups | eg. 3 groups of 4 3 fours $4 \times 6 = 24$ | 4 groups of 6 = 24 4 groups of 7 = 28 |

Creating multiplication stories from their learning experience



Angles



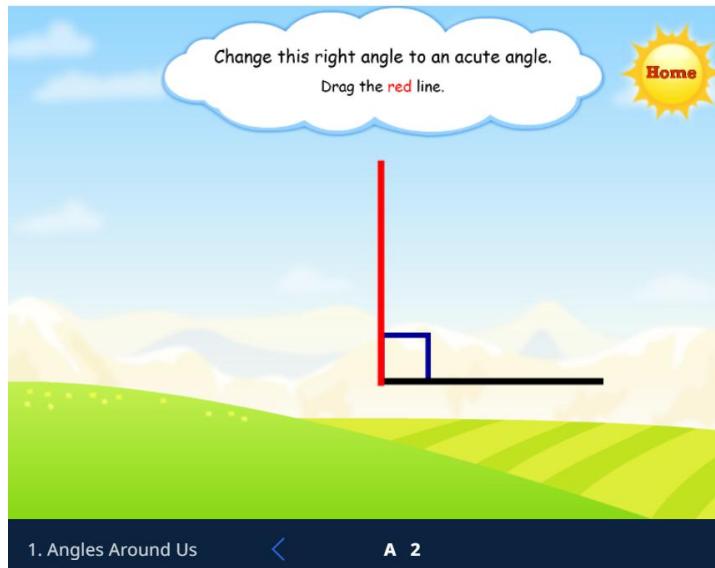
Volume – reading the scales of the measuring container



ICT infused Lessons



Using videos or stories to introduce lessons



E-assessments to review learning



Online games & applets to explore, revisit & reinforce Math concepts



Mathematics Resources

Topical
Review
Worksheets

Activity-
based
Worksheets

Heuristics
Worksheets

Student
Learning
Space
(MOE)

★ KooBits★
(Math e-learning
platform)

Textbooks and Practice Books

Assessments

Weighted Assessments

WA1 (10%), WA2 (15%) & WA3 (15%)

End Year Examination (60%)

Topical Quiz
Total: 30 marks each

Booklet A
Multiple-Choice Qns
Booklet B
Short-Answer Qns & Long-Answer Qns
Total: 50 marks



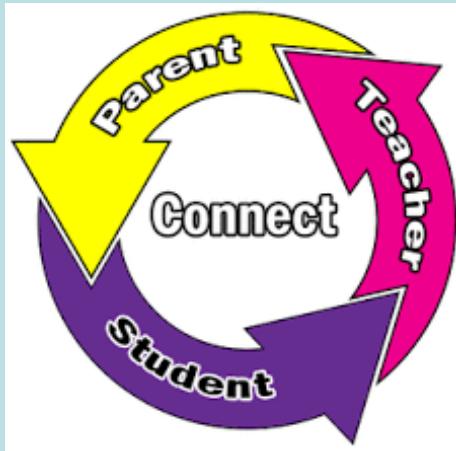
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Home – School Partnership

Monitor

- Be aware of your child's progress / challenges if any
- Ensure work is completed and submitted timely



Encourage

- Help your child to
 - cultivate good work habits and positive learning attitude (focus on process eg. effort put in)
- Show application and draw links of Math in daily activities (eg. slices of pizza- fractions, angles around us, 24h clock)

Partner

- Help your child to develop factual fluency in mathematical facts
(eg. Multiplication Tables 6 to 9, Multiply & Divide using algorithms)
- **Filing of Math WS**
(Encourage your child to organise their worksheets, discuss returned work with thinking questions)
- Regular revision and practise concepts taught in school
(Consistency is the KEY)



Science



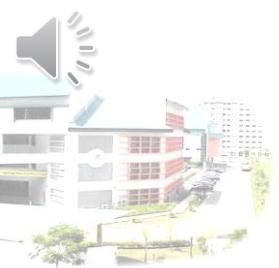
Science Learning in East Spring Primary

Vision: To develop informed Science learners who will inquire & innovate in their daily life.

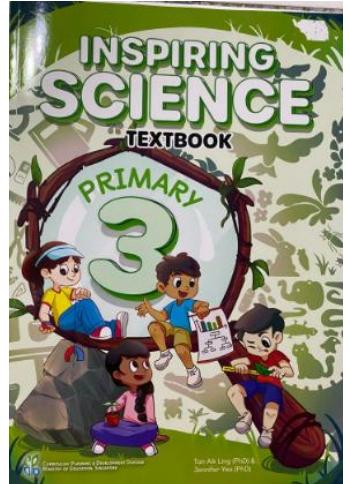
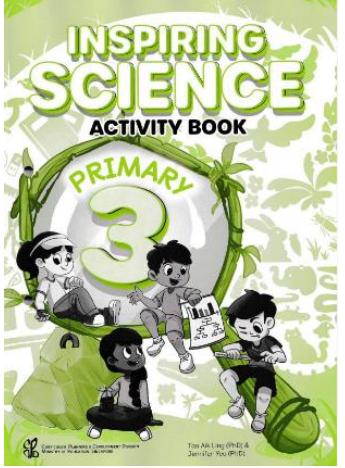


Key Programmes for Primary 3

- Learning Journey to Zoo
- Mobile Learning Trail in school garden
- Young Scientist Badge Scheme - Zoologist
- SONY Creative Science Award (Toy making Competition)



Textbook & Activity Book



East Spring Primary School P3 Science Topical Worksheets

Theme: Diversity

Topic 1: Diversity of Living & Non-Living Things
Topic 2a: Classification of Living Things (Plant)

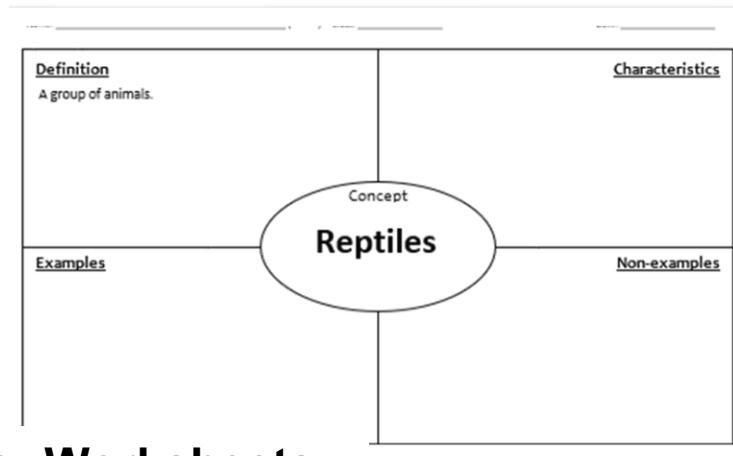
Name: _____
Class: 3R _____
Parent's/Guardian's Signature: _____

Topical & Supplementary Worksheets

Key Resources

Review Exercise

| | | |
|--|--------------|-------------|
| Name: _____ | Class: _____ | Date: _____ |
| Review Exercise Theme: Diversity | | |
| Topic 1: Diversity of Living & Non-Living Things Topic 2a: Classification of Living Things (Plant) | | |
| Section A: For questions 1-3, select the answer from one out of the four options. Indicate your answer in the bracket provided. (2 marks each) | | |
| 1. The diagram below shows the leaves of Plant A folded inward when they were being touched. | | |



SLS resources



What do living things need?

The things around us can be grouped into living and non-living things. How are living things different from non-living things? What do living things need to survive? Watch the video to find out.



Read Less

Parent's Support & Partnership

- Encourage your child to read widely to promote interest in things around them.
(e.g *Science books, magazine, newspapers on Science related articles*)
- Support their participation in Science programmes/competitions.
- Monitor their completion of assignments given.
- Look out for their overall well-being beside academic achievement.

Bottled water contains more plastic particles than previously thought:
Study



The findings show that bottled water could contain up to 100 times more plastic particles than previously estimated. -PHOTO: Pexels



Mother Tongue Languages

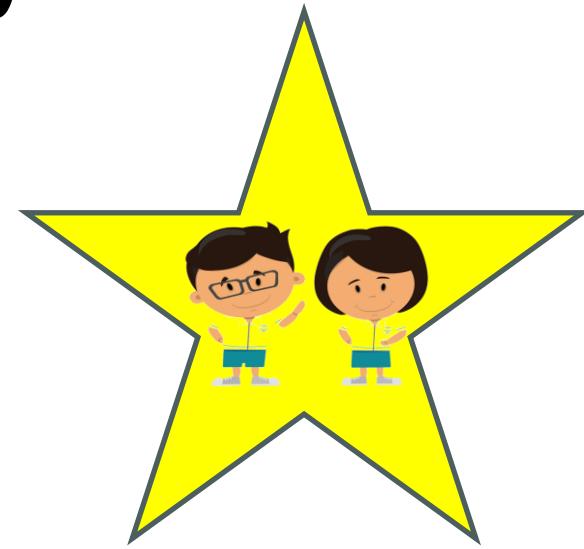
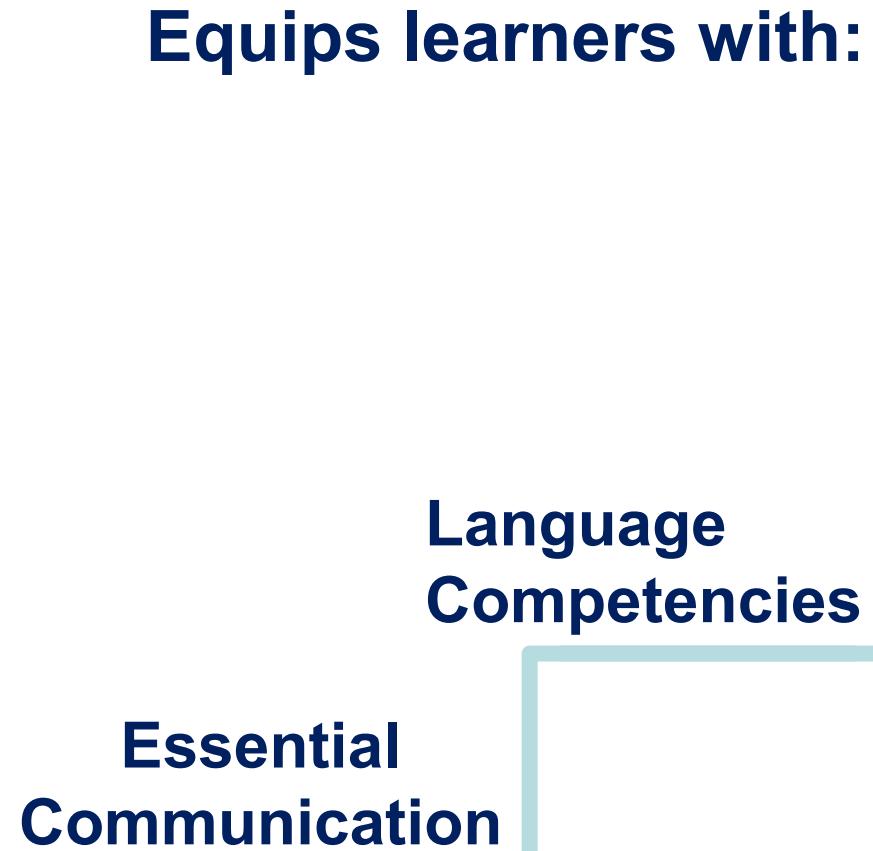
Our Mother Tongues as Living Languages



| | | |
|-----------------------------|---------------------------|---------------------------|
| CHINESE LANGUAGE | MALAY LANGUAGE | TAMIL LANGUAGE |
|-----------------------------|---------------------------|---------------------------|



Mother Tongue Languages Key Curriculum



**Joyful Learning,
Confident User**

Singapore's National Identity- Bilingualism



ESPS MTL Department

- Designs authentic and meaningful learning experiences to nurture confident and proficient users of the MTL.
- Committed to engaging students meaningfully in learning and using their MTL both within and beyond the classroom.



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MTL Curriculum (P1- P6)

- Differentiated Instruction (P1- P6)
- Bridging Programme (P1- P2)
- Mother Tongue Support Programme (P3- P4)
- Higher Chinese & Higher Malay offered from P3
- Higher Tamil from P5
- Foundation Languages offered from P5

Support

Strengthen

Stretch



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MTL Heroes Adventure Task Card

Students receive task cards with engaging Mother Tongue Language activities to enhance their learning experience.

Differentiated Learning Approach Tasks are organised by difficulty levels, allowing students to choose reading, speaking, and writing activities matching their MTL proficiency level.

Cultural Exploration Component Cultural tasks help students understand and explore Malay, Indian, and Chinese traditions, deepening appreciation of Singapore's diverse heritage.

Recognition and Rewards System Students earn stamps for completing tasks, which can be exchanged for tokens each term to celebrate their achievements.





Partnering with Parents



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



Thank you!



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