

# P5 & P6 Matters

## Consolidated Slides



# Values Education

- There are many activities in school that students can look forward to, such as:
  - P5: NE Show, P5 Camp, Tinkerlution, VIA activity with the elderly
  - P6: Educational Career Guidance talk, secondary schools' talk, VIA activity with elderly from Xin Yuan Community Care and other post-PSLE activities
- The various activities instil in our students the values of respect, responsibility, love, integrity and perseverance.



# Values Education

- We would like our students to have the confidence and interest to participate fully in our school activities.
- Do encourage your child to be more actively involved in our school activities! ☺



# Getting Ready for School

### Guiding Principles

- Parents may contact teachers on weekdays from 8am to 5pm
- Through handbook / email:
  - Teachers may only be able to respond on the next working day if they are not contactable or unable to access their email promptly during the day or when queries/requests are made beyond school operating hours
- In-person appointments:
  - Make arrangements in advance as teachers may not be available without prior notice
- Contact the General Office for assistance if queries and/or requests made during school hours are urgent
- If there are any concerns or if your child is distressed, please communicate and update the form teachers
- Let's work in partnership together to support you and your child

### Guiding Principles

- We have a zero tolerance for bullying in school. Sometimes, it may not be a case of bullying.
- If there is anything that parents would like to raise, please feel free to speak to your child's form teacher to discuss and understand the situation better.
- The building of trust and communication with you is of utmost importance.



### Guiding Principles

- Encourage your child to speak to the trusted significant adults in school, which includes the form teachers, school counsellors and Special Education Needs (SEN) officer.

## Supporting Your Child

### Parents can:

- create a conducive home environment for studying and completion of homework
- supervise and provide support for your child's learning
- reinforce good study habits and attitudes
- be mindful of the stress arising from out-of-school activities, and help your child prioritise his/her time with reference to school homework
- work in partnership with teachers to support your child's learning and development
- spend quality time with your child e.g. bring them to the park, library, etc
- read to them and play with them



## Roles and Responsibilities

### **Students must learn to:**

- be punctual and attend school regularly
- be responsible for their own learning (by organising time and tasks / having a personal timetable)
- put in their best efforts when completing daily work / homework
- manage time well to ensure that homework is completed and submitted on time
- complete their homework and seek help from their teacher if they face any difficulties

## Purpose of Homework

- Reinforces learning and deepen their conceptual understanding
- Allows the student to be more skilful in applying what they have learnt
- Helps develop good study skills and habits
- Allows the student to take greater ownership of and responsibility for independent learning

School holidays are meant for students to take a break from formal learning. They are encouraged to read, rest and have family time. Hence, a moderate amount of homework may be given during school holidays to allow students to keep in touch with their learning.

## Routines & Expectations

- Ensure your child sleeps early
- Pack his/her bag according to the timetable so that his/her bag is not heavy
- Pack healthy snacks (no sweet drinks, fried food, chocolate or sweets)



- FTGP lessons every Monday catering to the well-being of students
- Practise good hygiene

# Snack Break

## Snack Break: 9am

- Snack break in class (5-10 minutes).
- Pack healthy snacks for your child or they can buy some snacks from the school canteen during recess.

| Examples                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓                                                                                                                                                                           | ✗                                                                                                                                                                           |
|    |    |



## Parents' Assistance

- Ensure your child attends school regularly
- Call the office if your child is absent and furnish teachers with the medical certificate or letter of excuse
- You may also use the Parents Gateway platform to submit the medical certificate (under the Student Absence option in the Services Tab)
- See a doctor if your child is sick
- Absences more than 2 days must be covered by a medical certificate
- Do not take leave of absence during term time
- Absences with valid reasons are those can be supported with valid documents for e.g. compassionate leave (death certificate)
- Update contact numbers on Parents Gateway in case of emergencies

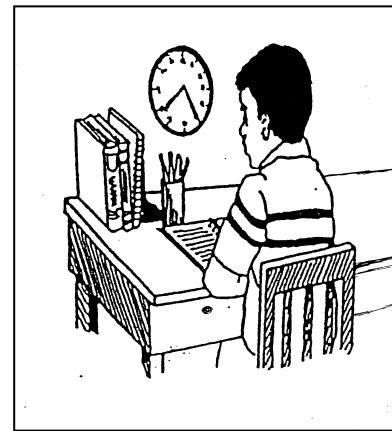
## Parents' Assistance

- Kindly note that if your child is absent for three consecutive days without a valid medical certificate, teachers will conduct a home visit.
- Train your child to be responsible for their own belongings. We do not encourage parents to bring to school items that their child had forgotten.
- Some students may start to feel a little stressed about PSLE from P5 onwards. Talk to your child regularly to check-in and understand how they are feeling.

## Empower your child

### Get your child to:

- Pack his/her own bag
- Be independent
- Try first before you offer help – productive struggle is an important part of learning
- Check their handbook for homework every day
- Remember to bring all their belongings, e.g. water bottle, wallets, pencil case, calculator



# **CURRICULUM MATTERS**

# ENGLISH – COMPONENT WEIGHTING

| <b>Component</b>                          | <b>(Standard)</b><br>(P1: 1h 10min P2: 1h 50min) | <b>(Foundation)</b><br>(P1: 40 min P2: 1h) |
|-------------------------------------------|--------------------------------------------------|--------------------------------------------|
|                                           | <b>Weighting<br/>(Standard)</b>                  | <b>Weighting<br/>(Foundation)</b>          |
| Paper 1<br>Writing                        | 50 Marks (25%)                                   | 25 Marks (25%)                             |
| Paper 2<br>Language Use and Comprehension | 90 Marks (45%)                                   | 40 Marks (40%)                             |
| Listening Comprehension                   | 20 Marks (10%)                                   | 15 Marks (15%)                             |
| Oral                                      | 40 Marks (20%)                                   | 20 Marks (20%)                             |
| <b>Total</b>                              | <b>200 Marks (100%)</b>                          | <b>100 Marks (100%)</b>                    |

# ENGLISH – COMPONENT WEIGHTING

| Component                       | Marks (Standard) | Marks (Foundation) |
|---------------------------------|------------------|--------------------|
| Oral                            | <b>40 marks</b>  | <b>20 marks</b>    |
| (a) Reading Aloud               | <i>15 marks</i>  | <i>8 marks</i>     |
| (b) Stimulus-based Conversation | <i>25 marks</i>  | <i>12 marks</i>    |
| <b>Listening Comprehension</b>  | <b>20 marks</b>  | <b>15 marks</b>    |
| <b>Writing</b>                  | <b>50 marks</b>  | <b>25 marks</b>    |
| (a) Situational Writing         | <i>14 marks</i>  | <i>9 marks</i>     |
| (b) Continuous Writing          | <i>36 marks</i>  | <i>16 marks</i>    |

# MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING

(Standard MTL) (P1: 50min P2: 1h 40min)

(Foundation MTL) (P1: 40 min)

| Component                                    | Weighting               |
|----------------------------------------------|-------------------------|
| Paper 1<br>Composition                       | 40 Marks (20%)          |
| Paper 2<br>Language Use and<br>Comprehension | 90 Marks (45%)          |
| Listening<br>Comprehension                   | 20 Marks (10%)          |
| Oral                                         | 50 Marks (25%)          |
| <b>Total</b>                                 | <b>200 Marks (100%)</b> |

| Component                                    | Weighting               |
|----------------------------------------------|-------------------------|
| Paper 1<br>Language Use and<br>Comprehension | 15 Marks (15%)          |
| Paper 2<br>Oral                              | 55 Marks (55%)          |
| Listening<br>Comprehension                   | 30 Marks (30%)          |
| <b>Total</b>                                 | <b>100 Marks (100%)</b> |

# **HIGHER MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING**

**(P1: 50min P2: 1h 20min)**

| <b>Component</b>                          | <b>Weighting</b>        |
|-------------------------------------------|-------------------------|
| Paper 1<br>Composition                    | 40 Marks (40%)          |
| Paper 2<br>Language Use and Comprehension | 60 Marks (60%)          |
| <b>Total</b>                              | <b>100 Marks (100%)</b> |

# Support from Home (for languages)

- Encourage your child to speak in MT Language as often as possible. Make use of objects in your environment to engage your child in conversations using their MT Language.
- Encourage your child to learn through meaningful language games.
- Take your child to the library to cultivate a reading habit.
- Make available a variety of reading materials.
- Read with and read to your child.

# MATHEMATICS – NEW FORMAT OF PAPER 2026

**(Standard) [P1: 1h 10 min; P2: 1h 20min]**

| Section                                                | Weighting                   |
|--------------------------------------------------------|-----------------------------|
| Paper 1 – Booklet A<br>18 Multiple Choice<br>Questions | 26 Marks<br>(26%)           |
| Paper 1 – Booklet B<br>12 Short Answer<br>Questions    | 24 Marks<br>(24%)           |
| Paper 2<br>15 Problem Sums                             | 50 Marks<br>(50%)           |
| <b>Total</b>                                           | <b>100 Marks<br/>(100%)</b> |

**(Foundation) [P1: 1h; P2: 45 min]**

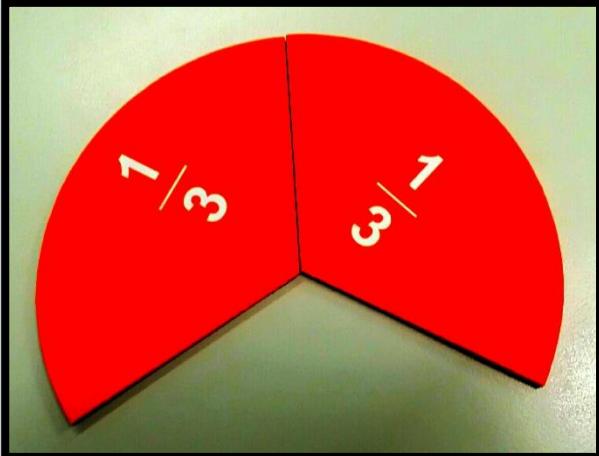
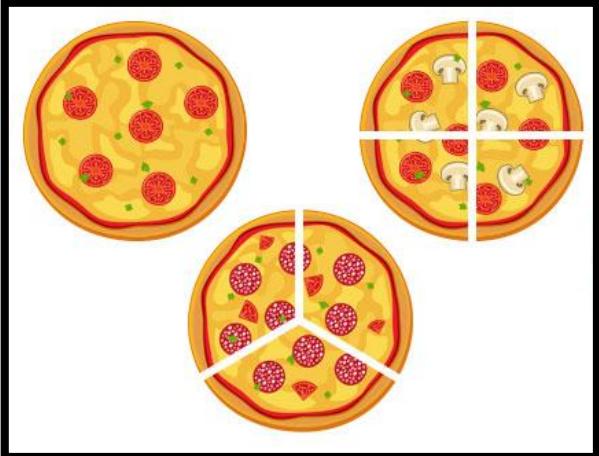
| Section                                                | Weighting                  |
|--------------------------------------------------------|----------------------------|
| Paper 1 – Booklet A<br>20 Multiple Choice<br>Questions | 30 Marks<br>(37.5%)        |
| Paper 1 – Booklet B<br>8 Short Answer<br>Questions     | 16 Marks<br>(20%)          |
| Paper 2<br>14 Problem Sums                             | 34 Marks<br>(42.5%)        |
| <b>Total</b>                                           | <b>80 Marks<br/>(100%)</b> |

# Supporting your child in MATHEMATICS

## Master the Basics

- Addition and Subtraction (quick mental sums)
- Multiplication and Division (Multiplication Tables of 2 to 9)
- Measurements
  - km / m / cm
  - litres / millilitres
  - kg / g
  - Dollars and Cents (eg: conversion – eg: 8 twenty-cents coins = \$?)

# Teaching and Learning using CPA approach (in school)

| <u>Concrete</u>                                                                   | <u>Pictorial</u>                                                                   | <u>Abstract</u>                                         |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------|
|  |  | $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ |

Manipulatives  
(Fraction Discs)

Drawings  
(Familiar Items)

Equations  
(Practices)

Concrete and pictorial representations support students' understanding of abstract concepts

# SCIENCE – FORMAT OF PAPER

| <b>Standard (1h 45 min)</b>   |                         |              | <b>Foundation (1h 15 min)</b>                    |                         |              |
|-------------------------------|-------------------------|--------------|--------------------------------------------------|-------------------------|--------------|
|                               | <b>No. of questions</b> | <b>Marks</b> |                                                  | <b>No. of questions</b> | <b>Marks</b> |
| <b>Booklet A - MCQ</b>        | 30                      | 60           | <b>Booklet A – MCQ</b>                           | 20                      | 40           |
| <b>Booklet B - Structured</b> | 10-11                   | 40           | <b>Booklet B – Short response and structured</b> | 9 - 11                  | 30           |
| <b>Total Marks</b>            |                         | <b>100</b>   | <b>Total Marks</b>                               |                         | <b>70</b>    |

- Questions may test on more than 1 topic (e.g. electromagnet with electricity)
- P3-P6 topics tested

# How your child learns Science in school

- Experiments and hands-on activities
  - Garden activities
  - Lab activities
  - Learning Journeys
- Practise after every topic
  - Recall facts
  - Practise with different types of questions
- Self-directed learners
  - Home kit given to students for self exploration and to deepen the understanding of concepts
  - Science magazines in each class for students to read during their free time

# Support from Home for Science (P5)

- Science is found in everyday experiences
- Encourage your child to ask questions and find out more
- Relate them to science facts that they have learnt

mist —



Questions:

- What is the white “smoke”?
  - Mist (which consists of water droplets)
- Why does it disappear after a while?
  - Evaporation



Questions:

- Why is the drink not warm anymore after some time?
  - Heat transfer to the surroundings
- What property of glass allows us to see the level of the drink inside?
  - It is transparent

# Support from Home for Science (P6)

- Science is found in everyday experiences
- Encourage your child to ask questions and find out more
- Relate them to science facts that they have learnt



Questions:

- Polar bears need to rest on ice. How does the rise in temperature affect the survival of the polar bear?
  - The area for them to rest decreases due to the ice melting.

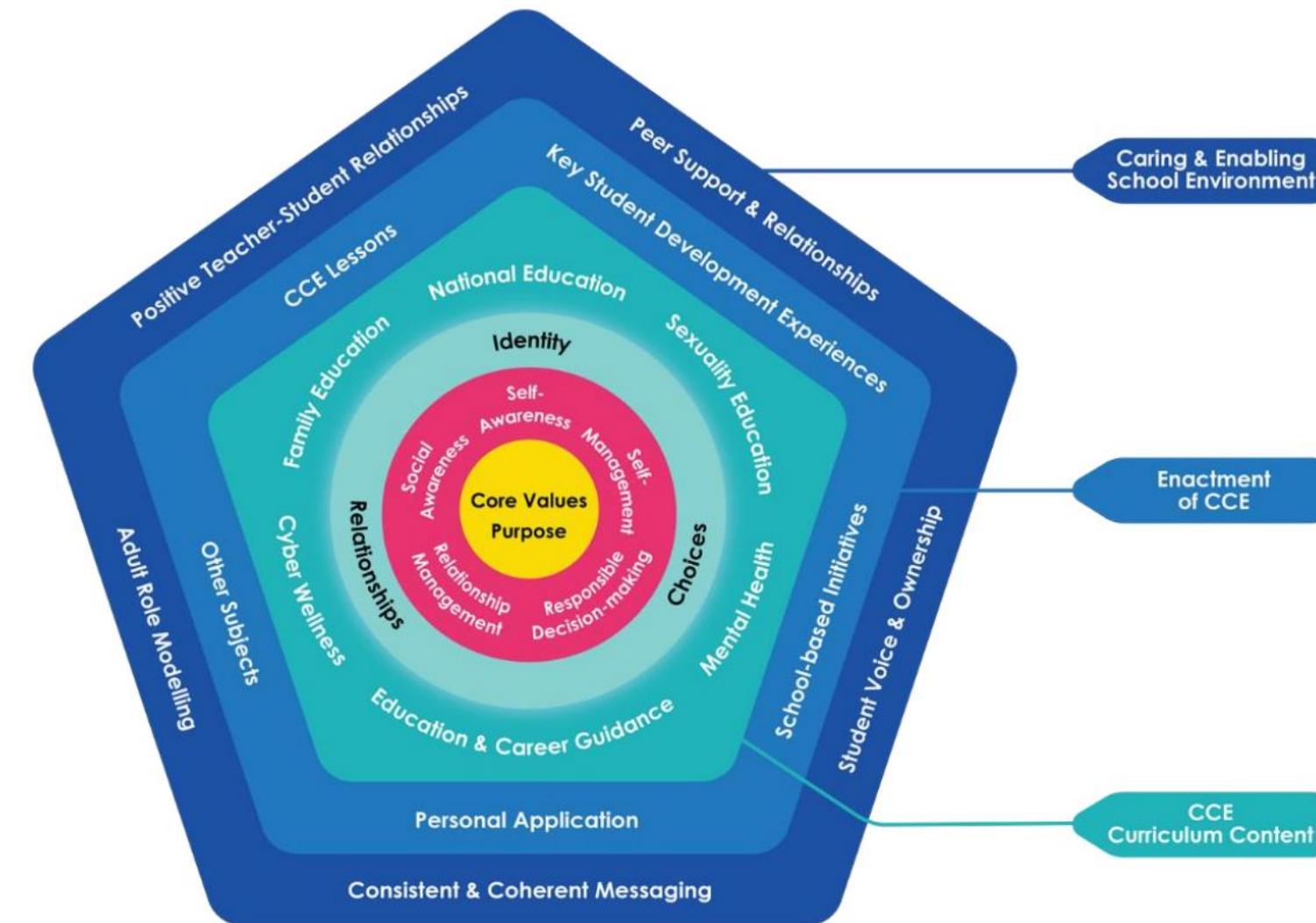
Questions:

- Why do I slow down after a while?
- Why is it harder to go up a slope?



# CHARACTER AND CITIZENSHIP EDUCATION

# CCE 2021



**CCE 2021 aims to develop in our students:**

- a) Good character**
- b) Resilience and social-emotional well-being**
- c) Future readiness**
- d) Active citizenship**

# Our School Core Values



I care for the dignity of others in what I say or do.

## RESPONSIBILITY



I can be depended on to carry out my duties well.

## PERSEVERANCE

I overcome all obstacles to achieve my goals.

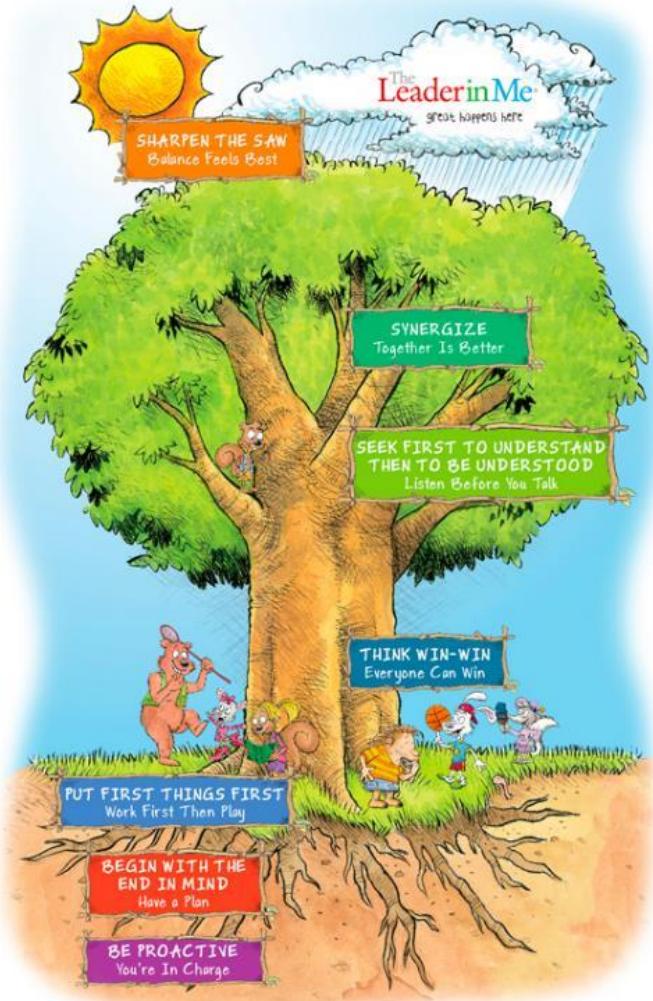


I show compassion, care and concern for others.

## INTEGRITY

I uphold what is good, just and true.

# THE LEADER IN ME PROGRAMME



**Habit 1: Be Proactive** *(you're in charge)*

**Habit 2: Begin With The End In Mind** *(have a plan)*

**Habit 3: Put First Things First** *(work first, then play)*

**Habit 4: Think Win-Win** *(everyone can win)*

**Habit 5: Seek First To Understand, Then Be Understood** *(listen before you talk)*

**Habit 6: Synergize** *(together is better)*

**Habit 7: Sharpen The Saw** *(balance feels best)*

# **SOCIAL SKILLS**

- Social skills are the ways in which we interact with others.
- A person who has good social skills knows how to behave in different social situations.
- Being aware and having good social skills benefit both self and others.

# Key Social Skills



**USING AN  
APPROPRIATE  
VOICE LEVEL**

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**BEING PREPARED  
FOR CLASS**

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**ASKING FOR  
HELP**

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# USING AN APPROPRIATE VOICE LEVEL

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## USING AN APPROPRIATE VOICE LEVEL

- 1 Look at the situation and the people around me
- 2 Listen to the level of the voices around me
- 3 Speak in the voice level that fits the situation

## Voice Levels

First Toa Payoh Primary School

|   |                |
|---|----------------|
| 0 | Silence        |
| 1 | Whisper        |
| 2 | 6 - Inch       |
| 3 | Table Talk     |
| 4 | Strong Speaker |
| 5 | Outside        |

# Growth Mindset

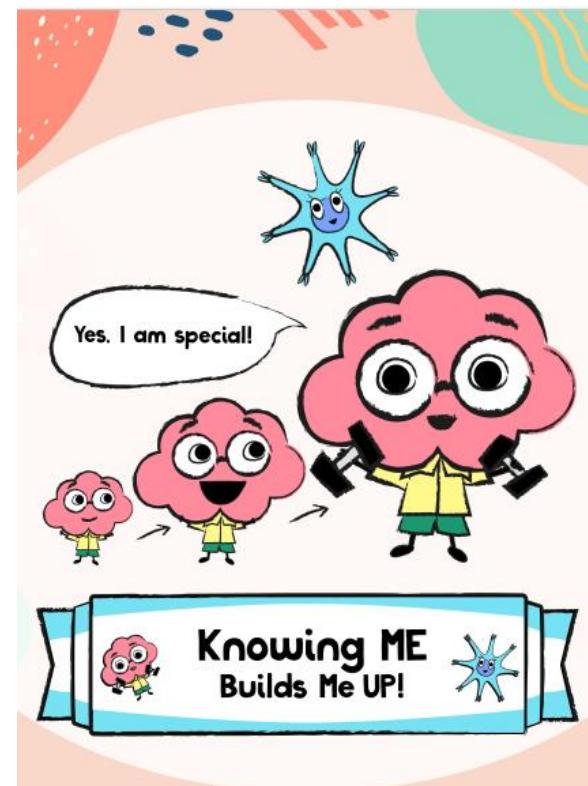
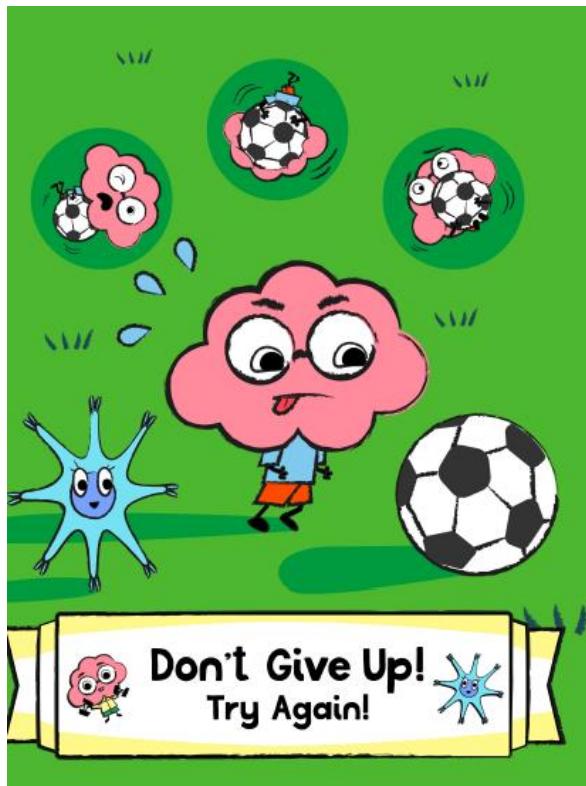
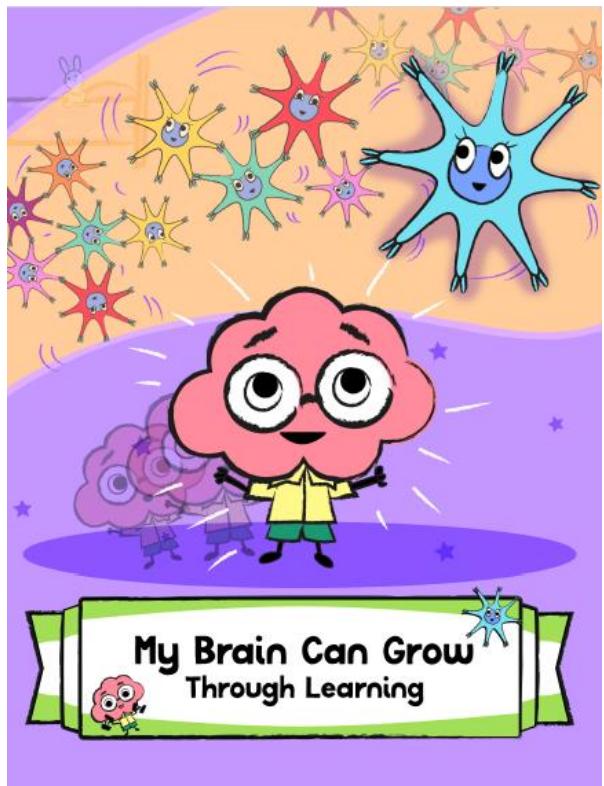


# All of Us Have Billions of Neurons!

- Neurons are brain cells that help us learn.
- Every time we try something new, our neurons make stronger connections!

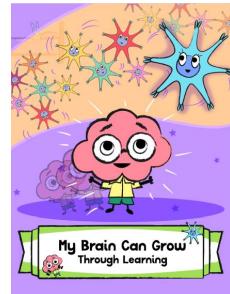


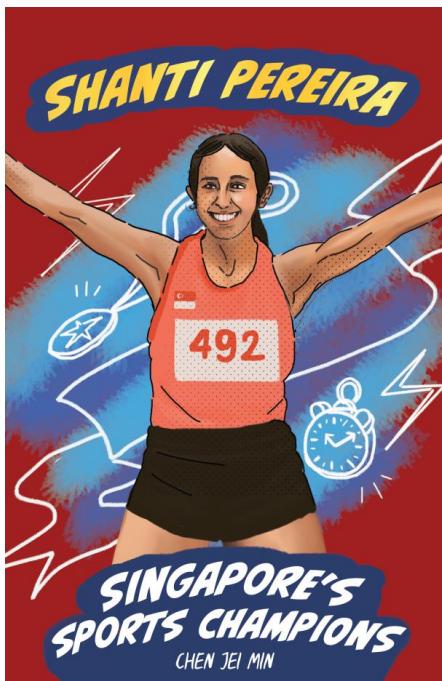
# Growth Mindset



# 1. My Brain Can Grow Through Learning

- Step by step, we can all learn new things.
- Even babies start small but grow with practice.

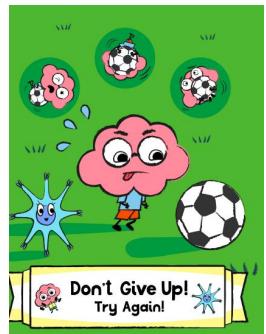




## 2. Don't Give Up! Try Again!

- Challenges make us stronger.  
Keep going!
- Even champions face setbacks,  
but they keep trying

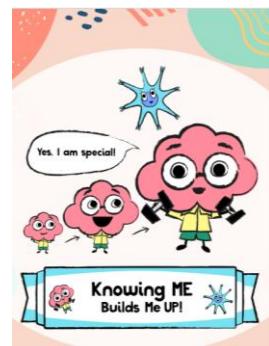
★ **School core value: Perseverance**



### 3. Knowing Me Builds Me Up



- Listen to advice and feedback
- Use what you learn to be better



# 4. Connect and Grow Together



*Habit 5: Seek first to Understand, then to be Understood (Listen before you Talk)*

*Habit 6: Synergize (Together is Better)*



We want our students to:

**Be The Impact**

*- Home, School, Community*

*and beyond*

