

Primary 5

FPPS Connects

21 Mar 2024



Primary 5 Curriculum Briefing

PROGRAMME OUTLINE

1. Welcome Address

2. Distinctive Programme – ALP & LLP

3. PSLE Scoring and Direct School Admission (DSA) at Primary 6

School Values

- **Care**
- **Empathy**
- **Curiosity**

School Value	Observable Actions
Care	<ul style="list-style-type: none">✓ Able to show care for the environment.✓ Able to show care to people in the school and community.

School Value	Observable Actions
Empathy	<p>✓ Able to suspend judgements.</p> <ol style="list-style-type: none"><li data-bbox="715 725 2387 932">1. Able to see things from different perspectives<li data-bbox="715 953 2387 1160">2. Avoid making negative judgements on others

School Value	Observable Actions
Curiosity	<ul style="list-style-type: none">✓ Able to be a self-directed learner.<ul style="list-style-type: none">- Explore and Learn on their own and has self-driven desire to learn. ✓ Able to adapt<ul style="list-style-type: none">- Open to new ideas and experiences; flexible mindset to embrace learning opportunities.

Distinctive Programme: Applied Learning Programme (ALP)

Applied Learning Programme (ALP)

Caring for the Community through
Interdisciplinary Learning@Farrer
Park Primary (**C²IL@Farrer Park**)

C²IL@Farrer Park's Objectives:



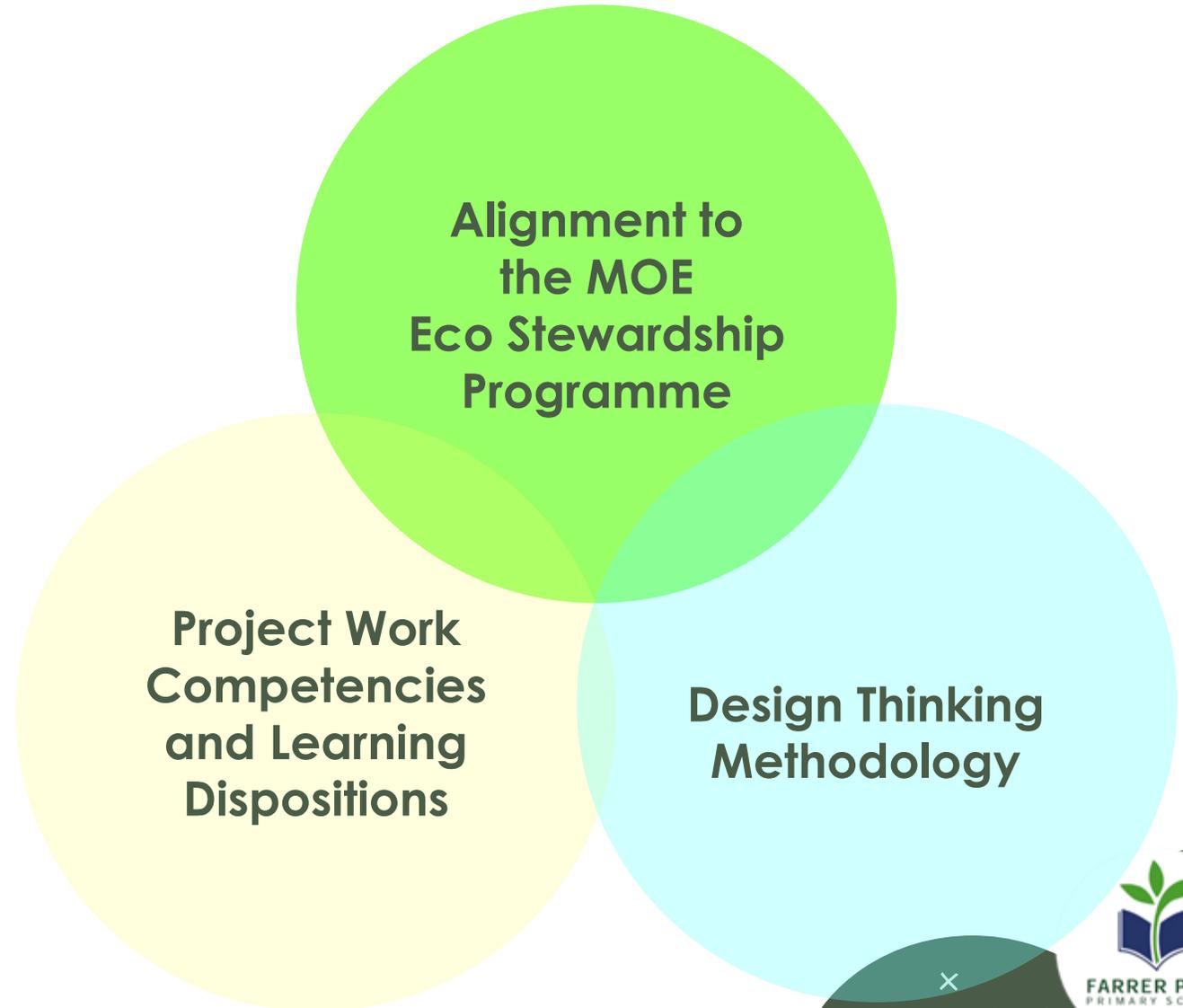
Inculcate students' interest across various subjects



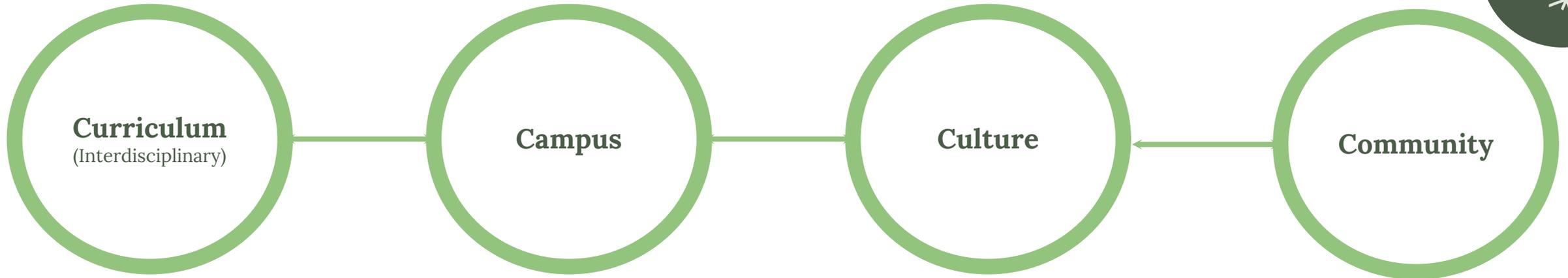
Help them to connect and apply knowledge and skills in authentic settings



Develop, demonstrate and strengthen the desired values, attitudes and 21st CC



C²IL@Farrer Park's Framework based on the 4 Domains



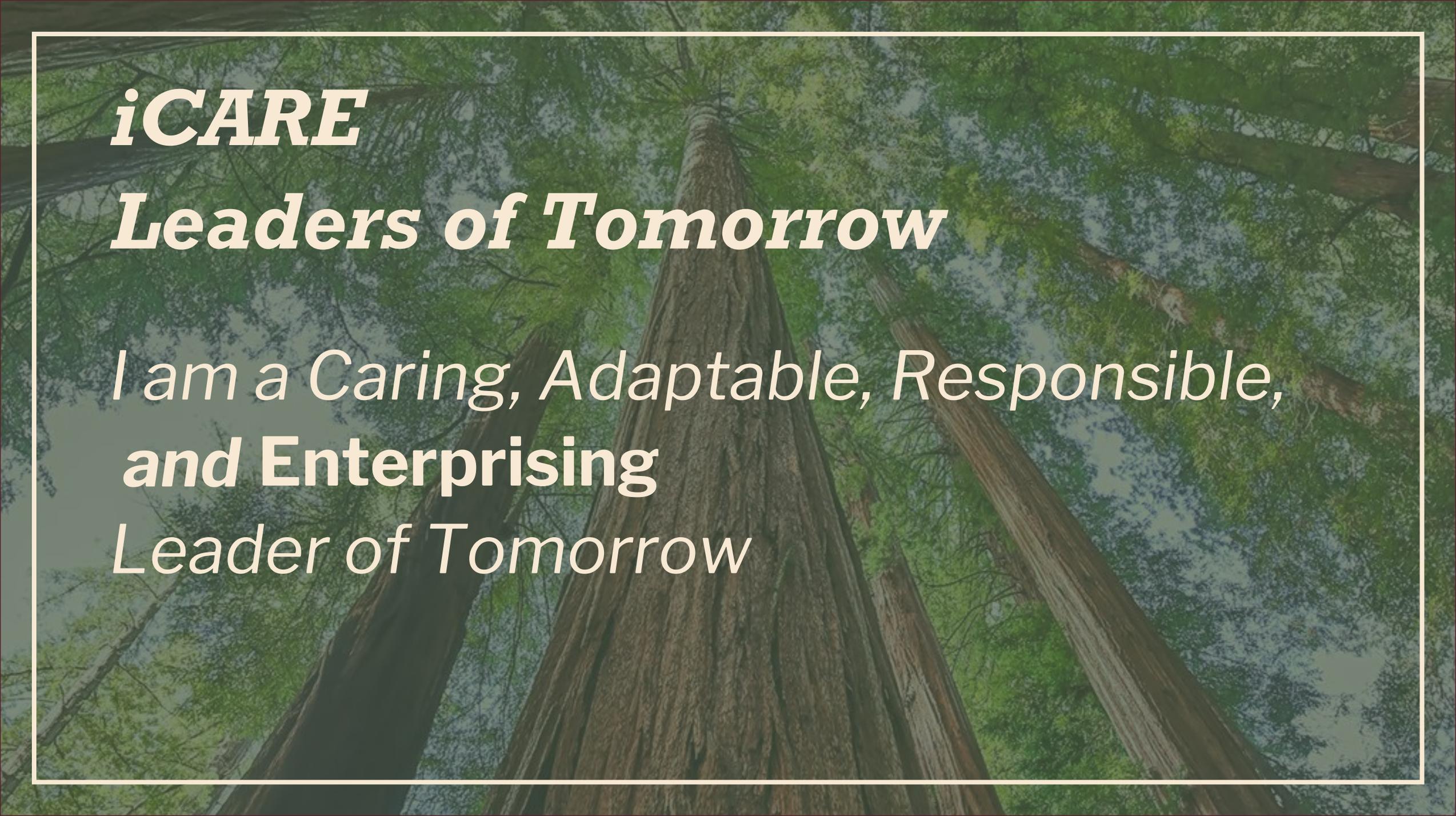
Learning about **sustainability** through **interdisciplinary experiences**, integration of campus sustainability features into learning resources.

Enhancing the campus with **sustainability features** such as hydroponics, composting, and solar panels.

Practicing daily green habits like reducing food waste and energy use, and encourage students to champion sound sustainability practices amongst peers.

Leveraging community partnerships that offer students **authentic learning** on the impact of their actions, including VIA experiences.

Distinctive Programme: Learn for Life Programme (LLP)



iCARE

Leaders of Tomorrow

*I am a Caring, Adaptable, Responsible,
and Enterprising
Leader of Tomorrow*

FPPS

Leadership
Development
through **Community
Service**

Approach

Exposure

Experience

Excellence

Reflections

Borton's Model

Kouzes and Posner's Student Leadership Challenge Model

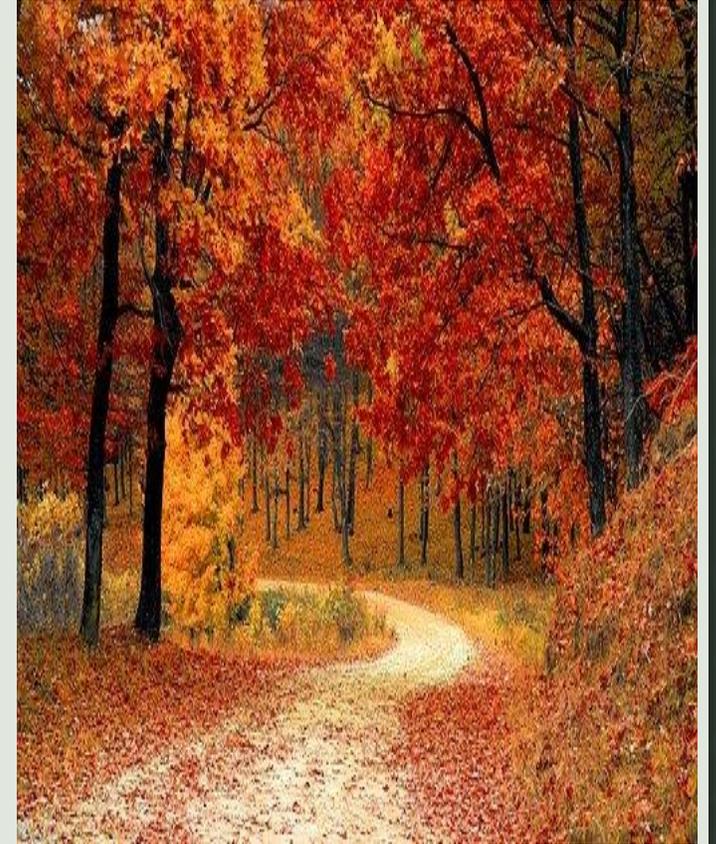
Model The Way

Inspire A Shared Vision

Challenge The Process

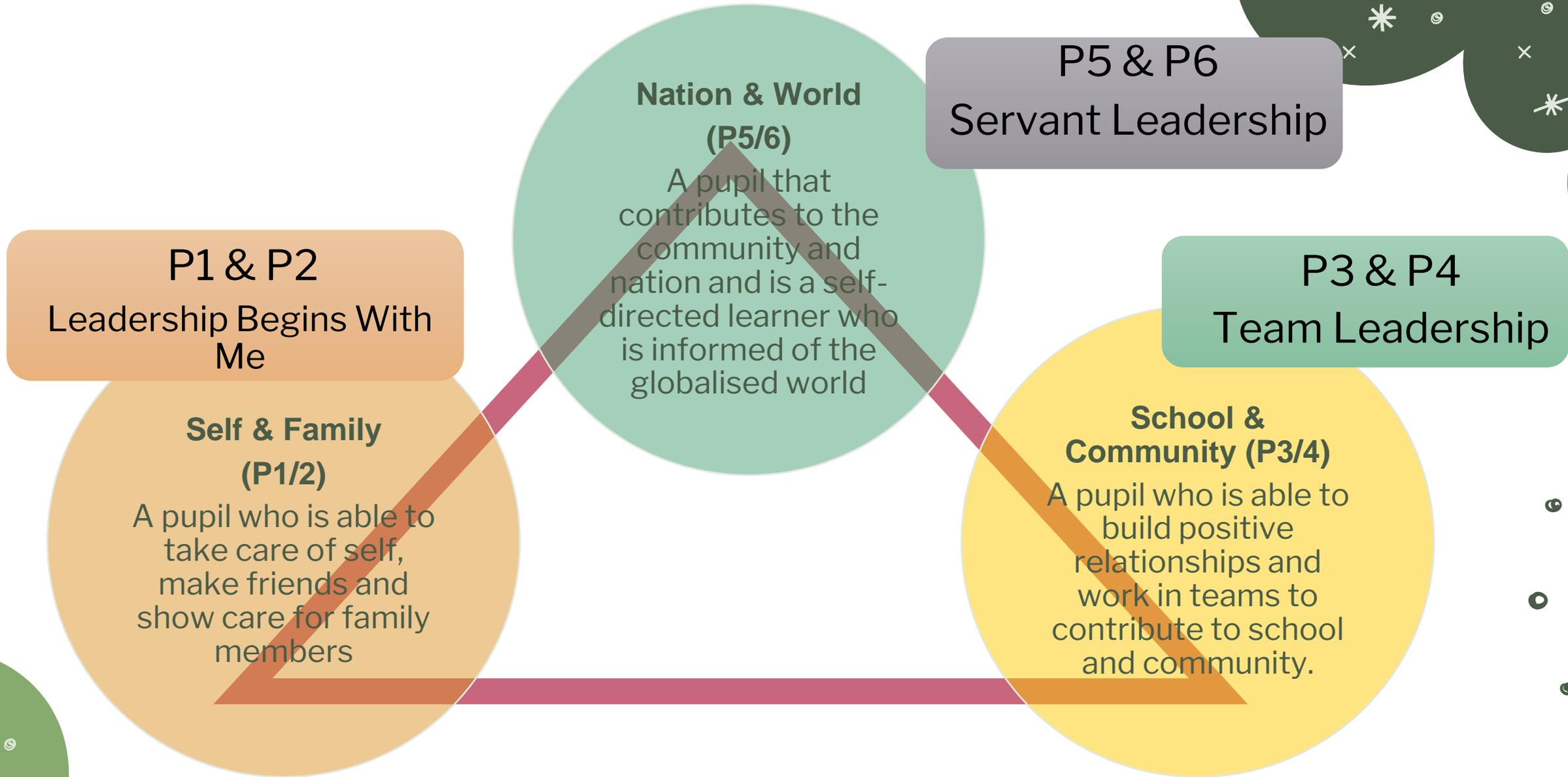
Enable Others To Act

Encourage The Heart



our **JOURNEY**





CCE 6-Year Programme

Desired Student Outcomes (Farrerean Leadership Programme)



* Farrerean Leadership Programme

Key Stage	Levels	Exposure	Experience
Leadership Begins with Me	P1 & P2	GLH Booklets	- GLH Cleaning Canteen - GLH booklet done at home
		GLC Caring for Family Workshop	- GLC booklet done at home
Team Leadership	P3 & P4	P1 & P4 Buddy Programme Training	P1 & P4 Buddying
		P3 IPW	P3 Presentation about recycling to P1 pupils
		P3 Teambuilding Camp	
Servant Leadership	P5 & P6	- P5 Effective Communication and Facilitation Skills Workshop	Farrerean Challenge
		P6 Decision Making and Planning Skills Workshop	Open House
		P5 Adventure Camp	

STAR Leadership Programmes

Key Stage	Levels	Exposure	Experience	Excellence	
Servant Leadership	STAR Leadership Programme P3 – P6	P3 – 5 Leadership Camp	Prefects Meetings	Workshops	Teachers' Day Open House
					Emcees for PGD Training P1 for Pupils' Creed
					Helming Pupils Suggestion Scheme (EXCO)
					Prefects' Newsletter
					Mentoring Junior Prefects

Key Programmes for the Level

Key Programmes for Primary 5

Primary 5

- P5 Leadership Training (T1)
- Primary 5 Residential Camp (T1)
- Growing Years Series (T2 & T4)
- Swimsafer Programme (T2)
- ALP (T2)
- NE Show (T3)
- Inter-House Games (T4)

PSLE Matters

PSLE SCORING BANDS

- a) **Reduces fine differentiation** of students' examination results at a young age
- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.
- b) **Reflects** a student's **individual level of achievement**
- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

GRADING OF FOUNDATION SUBJECTS

- Foundation subject grades are graded in scoring bands from AL A to AL C.
- To derive a student's overall PSLE Score for S1 Posting, **AL A to AL C** for Foundation level subjects are mapped to **AL 6 to AL 8** of Standard level subjects respectively.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best

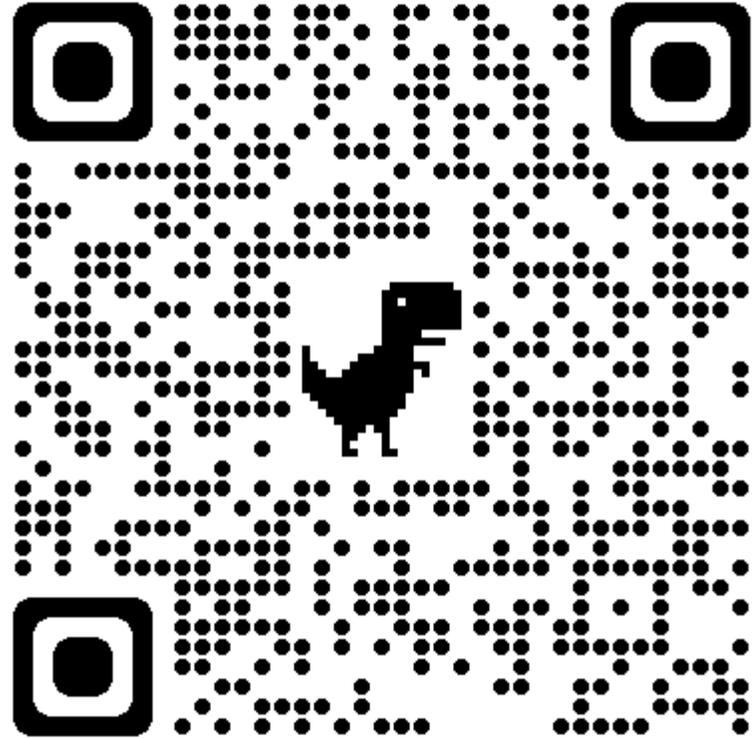
ENGLISH LANGUAGE	AL3
MOTHER TONGUE LANGUAGE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
PSLE SCORE:	8

MOE will post students to secondary school through three Posting Groups – Posting Groups 1, 2, and 3.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

FIND OUT MORE ON THE PSLE-FSBB MICROSITE

<https://www.moe.gov.sg/microsites/psle-fsbb/index.html>



Direct School Admission (DSA)

What is DSA-Sec?

Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the **PSLE**.

Students apply based on their talent in sports, CCAs and specific academic areas.

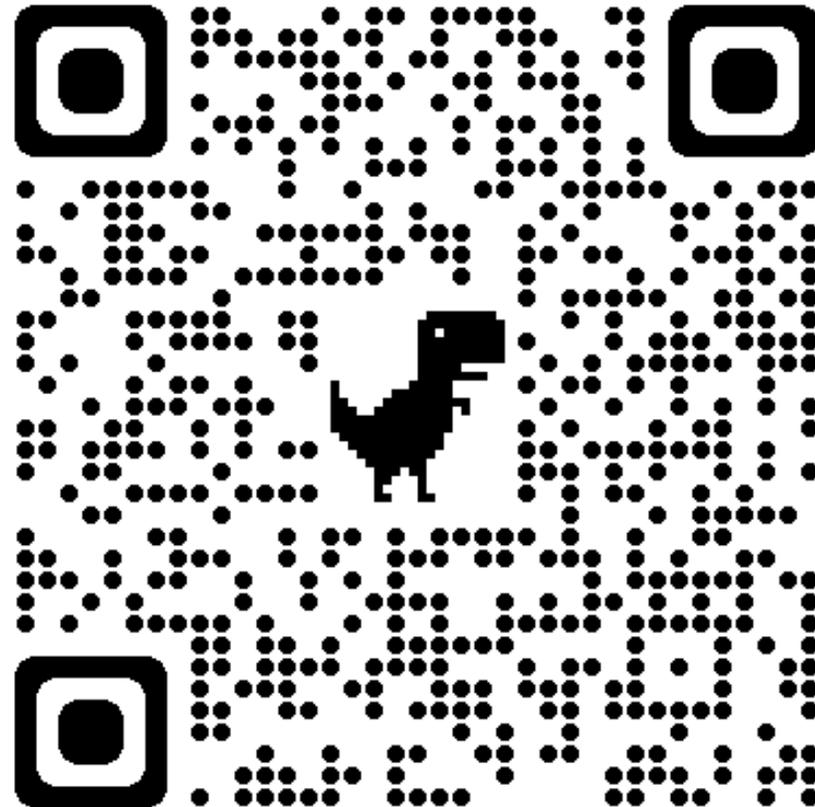
DIRECT SCHOOL ADMISSION (DSA)

Areas for DSA Application:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, Mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, Prefects)

FIND OUT MORE ON THE DSA-SEC MICROSITE!

<https://www.moe.gov.sg/secondary/dsa>





Tips for Parents to Support your child

What can parents do?

1. Increase in demand on cognitive load

- Ensure your child develops discipline and habit of completing homework and revising
- Co-create a conducive environment for completing homework and revising
- Praise effort, not the results

What can parents do?

2. Increase in demand on pupils' self-management

- Give your child some responsibilities at home
- Responsibility for self and others
- Let them bear the satisfaction/consequences if they have/have not been responsible

What can parents do?

3. Coping with personal issues

- Have daily (regular) conversations with your child
- Consider asking questions like these
 - ✓ What went well for you in school today?
 - ✓ What questions did you ask your teachers today?
- You are his/her primary support
- Be physically, emotionally, psychologically present
- Listen and try to understand, weigh our words

What can parents do?

4. **Screen Time on Gadgets**

- Encourage active use of technology for pedagogy and are engaged in content.
- Guide your child to be mindful of the use of time and awareness of content consumption.
- Be aware of the apps that your child is accessing.

What can parents do?

4. **Managing Screen Time on Gadgets**

- **Model Healthy Electronic Usage**
- **Set aside time for whole family to unplug**
- **Create technology free zones**
- **Monitor & Control**
- **Restrict Usage; Parental Controls; Be in the know; Screen time a privilege rather than a right; Age Limits**
- **Alternatives**

Taken from Straits Times 14 Feb 2024

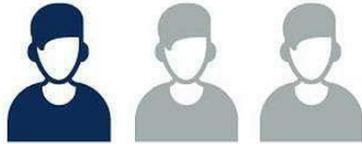
Bullying, vulgarities and strangers in online games

A survey of 810 youth-parent pairs found some worrying trends. The youth were aged 10 to 18.



1 in 2

youth games daily, most for more than two hours each time



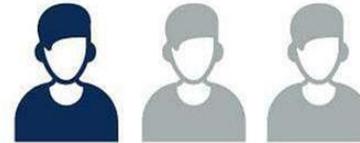
1 in 3

plays online games with strangers



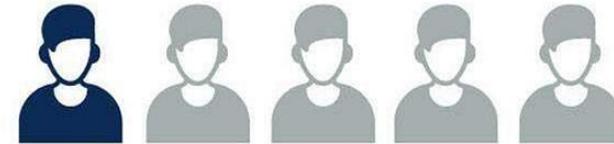
Up to 14%

of youth meet or chat with strangers outside of the games



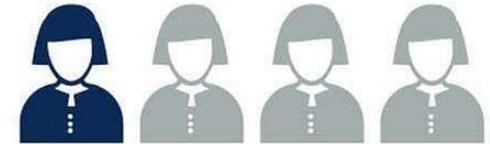
1 in 3

teen gamers between 13 and 18 years old frequently comes across vulgarities or violent content online



About **1 in 5**

teen players between 13 and 18 years old says he/she faces in-game bullying



1 in 4

parents does not know who the children game with

Source: MCI

STRAITS TIMES GRAPHICS

What can parents do?

5. **Managing Child's Gaming Activities**

- Read up or play games that your child is playing
- Look out for signs of child becoming withdrawn or change of moods
- Open communication
- If you discover that your child is an online bully, try to understand what triggers this anti-social behaviour

Parent Support Group (PSG)



Please scan the respective QR Code to join the Parents WhatsApp Group

FPPS P5 Parents 2024

WhatsApp group

