P3 & P4 CURRICULUM & CO-CURRICULUM HIGHLIGHTS
Part 1
“Uniquely St Nicks”
Education

- Going beyond test grades
Overview of Curriculum Design in St Nicks

Primary 1 to 4  

Laying a strong foundation

(A) MOE subject curriculum
- Foundation building from P1 to P4
- Spiral approach, connected topics

(B) School-based curriculum
- ‘Equip & Expose’ – new ways of learning, scaffolding and teaching of answering techniques
- Development of 21st Century Competencies:
  1. Civic Literacy, Global Awareness and Cross-Cultural Skills
  2. Critical and Inventive Thinking; and Communication
  3. Collaboration and Information Skills
Overview of Curriculum Design in St Nicks

Primary 5 to 6

Consolidation of Learning

Deepening of Concepts and Thinking Skills

(A) MOE subject curriculum
- Fewer new topics, more interconnections between concepts taught

(B) School-based curriculum
- ‘Enact’ - More application of thinking skills, mastery of answering techniques
- In-depth teaching of PSLE components
Overview of Curriculum Design in St Nicks

Example: P3&4 Math Focus

1) Speed and accuracy in 4 Operations
2) Use of MODEL DRAWING and FIRM strategies in word problems
3) Mastery of other heuristics skills
   • P3: Guess and Check, Working Backwards and Number Patterns
   • P4: Listing, Working Backwards and Number Patterns
4) Fractions*
5) Geometry*
Overview of Curriculum Design in St Nicks

Note to Parents (long-term impact)

1. Learning multiplication tables with the factors

<table>
<thead>
<tr>
<th>一</th>
<th>二</th>
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<td>9x7=63</td>
<td>9x8=72</td>
<td>9x9=81</td>
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</tbody>
</table>

2. Train your child to do Math workings in an organised and neat manner
Example: Science

(A) Formal curriculum at P3

Challenges:
- Pupils come to Science class with their own ideas (preconceptions)
- They are still new to the language of science and scientific process skills
- They are still building competencies in gathering information, understanding what a question requires and formulating an answer
Overview of Curriculum Design in St Nicks

Example: Science

(B) Academic expectations at P3 & P4

- Understand basic concepts
- Apply concepts in different contexts
- Demonstrate understanding by using own words
- Communicate some levels of clarity
Overview of Curriculum Design in St Nicks

Example: Science

(C) Syllabus design
- Lower Block (P3&4) + Upper Block (P5&6)

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>**P3</td>
<td><strong>Diversity</strong></td>
<td><strong>Diversity</strong></td>
<td><strong>Interactions</strong></td>
<td><strong>Systems</strong></td>
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<td></td>
<td>• Living and Non-living things</td>
<td>• Living things - Fungi &amp; Bacteria</td>
<td>• Magnets</td>
<td>• Human Digestive System</td>
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<tr>
<td></td>
<td>• Living things - Animals &amp; Plants</td>
<td>• Materials</td>
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<td>• Plant parts &amp; functions</td>
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<tr>
<td>**P4</td>
<td><strong>Cycles</strong></td>
<td><strong>Energy</strong></td>
<td><strong>Energy</strong></td>
<td><strong>Energy</strong></td>
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<td>• Life Cycles of Plants &amp; Animals</td>
<td>• Light</td>
<td>• Heat &amp; Temperature</td>
<td>• Heat &amp; Temperature</td>
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<td></td>
<td>• Matters</td>
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</table>
Overview of Curriculum Design in St Nicks

Example: Science

(D) Inquiry Based Learning – 5E Approach

1. **ENGAGE** - create interest, reveal pre-existing ideas and beliefs (preconceptions)
2. **EXPLORE** - explore questions and test student ideas
3. **EXPLAIN** - compare ideas, construct explanations and justify them in terms of observations and data
4. **ELABORATE** - apply concepts and explanations in new contexts
5. **EVALUATE** - evidence of changes in student’s ideas, beliefs and skills
Cultivating the Joy of Learning Science

Approach: Application through Hands-On Learning and Play

Examples:

P3: Diversity of Materials
Task: Build a boat which can stay afloat the longest time

P3: Diversity of Animals
Project Work: Animal Dioramas
(Research, Application, Creativity and Communication Skills)

P3: Digestive Systems
Task: Creating An Apron to show the Digestive System

P3 & P4: Diversity of Materials, Light
Task: Which lantern is the brightest?
Overview of Curriculum Design in St Nicks

Science Makerspace in Every P3 Classroom

commercial building blocks or straws: provided for unstructured play in class
1. **Stretch and Support Programmes** catering to pupils with different learning pace and needs

   - Customised Processes of Learning
   - School-based lesson packages to build strengths and scaffold areas of concerns
   - Smaller class sizes for some, more targeted intervention
2. Talent Development Programme

Premise:

• Student-centred, recognising that every pupil has her unique strengths, talents and needs

• Provide opportunities in different areas and ways, at different times for pupils to reach as high as they are able, to be creators and problem-solvers (not just regurgitators) and to function effectively and independently

"In what ways will this benefit students?"
I. Services for all students -
Providing foundational skills and exposure

"Discovering and Building"

II. Services for many students -
Engaging and verifying interests

"Curious and Exploring"

III. Services for some students -
Meeting the need for alternative opportunities

"Enthusiastic and Performing"

IV. Services for a few students -
Responding to blossoming expertise and the need for highly individualised services

"Passionate and Soaring"
# P5&6 Curriculum Support

<table>
<thead>
<tr>
<th>Level</th>
<th>School Programmes</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Services for ALL students</strong>&lt;br&gt;“Discovering and Building”&lt;br&gt;Providing foundational skills and exposure</td>
<td>• P1-P6 Bicultural Programmes&lt;br&gt;• Differentiated Curriculum&lt;br&gt;• P1&amp;2 Programme for Active Learning&lt;br&gt;• P3-P6 Passionate Pursuit Days&lt;br&gt;• Cohort Student Leadership Training&lt;br&gt;• Interdisciplinary Project Work</td>
</tr>
<tr>
<td><strong>2. Services for MANY students</strong>&lt;br&gt;“Curious and Exploring”&lt;br&gt;Engaging and verifying interests</td>
<td>• P3-6 Code for Fun&lt;br&gt;• Modular CCAs&lt;br&gt;• CCAs&lt;br&gt;• P5 Overseas LJs</td>
</tr>
<tr>
<td><strong>3. Services for SOME students</strong>&lt;br&gt;“Enthusiastic &amp; Performing”&lt;br&gt;Meeting the need for alternative opportunities</td>
<td>• P4&amp;5 Math Olympiad, P4-6 Math E2K&lt;br&gt;• Chinese Language and Cultural Club&lt;br&gt;• Sports and Aesthetics CCA School Teams</td>
</tr>
<tr>
<td><strong>4. Services for A FEW students</strong>&lt;br&gt;“Passionate &amp; Soaring”&lt;br&gt;Responding to blossoming expertise and the need for highly personalised services</td>
<td>• P5&amp;6 Science E2K&lt;br&gt;• P5&amp;6 Debate Training</td>
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P4 Subject-Based Banding

Background:

- MOE policy that was implemented in all Primary Schools from the 2008 P5 cohort of pupils onwards

- To recognise the different abilities of pupils

Pupils are allowed to take subjects at either standard or foundation level, depending on their aptitudes and abilities in these subjects
How does Subject-Based Banding Work?

Student sits for school-based examinations
Based on student’s results, school recommends a subject combination.
Parents fill up option form indicating preferred combination.

Pupil takes subject combination chosen by parents

End of P5 – SBB is School’s decision
School-Based Selection Criteria

- Pupil’s overall combined marks at the end of P4 for each PSLE subject – English, Chinese, Math and Science

- Recommendations by Form Teacher and Subject Teachers based on past years’ results, daily class performance and learning attitude of Pupil
## Subject Combinations Offered

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<tr>
<th>Recommended</th>
<th>End of Primary 4</th>
<th>End of Primary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Standard + 1 HCL</td>
<td>• Overall Results $\geq 70%$</td>
<td>• Pass EL, CL, MA and SC</td>
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<tr>
<td></td>
<td>• Chinese $\geq 75%$</td>
<td>• Chinese $\geq 65%$</td>
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<tr>
<td></td>
<td></td>
<td>• Higher Chinese $\geq 55%$</td>
</tr>
<tr>
<td>4 Standard</td>
<td>• Pass 3 or 4 subjects at P4</td>
<td>• Pass at least 1 subject at P5</td>
</tr>
<tr>
<td>3 Standard + 1 Foundation (FMA/FCL)</td>
<td>• Pass 2 subjects or less at P4</td>
<td>• Pupils who are offered 3S1F or 2S2F in P4</td>
</tr>
<tr>
<td></td>
<td>• Below 30 marks for Math/ Chinese Overall results</td>
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</table>
## Important Dates for P4 SBB

### Term 4 Week 10

**Earlier Release of P4 End of Year Results**
- Monday 12 Nov 2018
- Issue of Report Book
- Issue of P4 Option Forms

**Consultation Period with IP HODs, FTs and Subject Teachers** - 12 to 14 Nov 2018

**Final Confirmation**
- Thurs 15 Nov 2018
- Submission of P4 Option Forms by Parents (No changes will be allowed after this date)

Pupils will be informed of their P5 (2019) Class Allocation via School Website by end November.
1. HCL in St Nicks (Mission of SAP School)
   → Promote love for CL and increase pupils’ CL proficiency
   → More pupils will pursue HCL at higher levels of education

2. At P5 and P6, pupils offer either
   • Higher Chinese (高华) + Chinese (普华) curriculum
   • Chinese curriculum
3. After school curriculum time for HCL pupils:

→ Every Monday 2.30 – 4.15 pm

→ HCL curriculum content more than CL

→ No clash with other after-school programmes
Pupils who seek exemption from taking Chinese in Primary School and obtain approval, **will not be eligible** to apply for SNGS (Sec) through affiliation – SAP School.
1. Weighted assessments - Only SA1 and SA2 Examinations

2. Weightings, Exam Formats and Exam Dates
   → P1 to P6 Assessment Information
   → Pupil Calendar
   → Test scopes will be given nearer to exams
   
   [Download from School Website]

3. Formative assessments – topical reviews, revision worksheets and past-year practice papers
<table>
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<tr>
<th>Date</th>
<th>Workshop Details</th>
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<tbody>
<tr>
<td>24 Feb (Sat)</td>
<td><strong>P3&amp;4 Math (8-10am)</strong>&lt;br&gt;- Heuristics Skills (focus on Model Drawing)**</td>
</tr>
<tr>
<td></td>
<td><strong>P3&amp;4 Science (10.30am-12.30pm)</strong>&lt;br&gt;- Introduce Pri Science Curriculum&lt;br&gt;- Answering Techniques for Open-Ended Questions</td>
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- Letter to Parents to inform on the Workshop Details
- Registration via MC Online (First come first serve basis)
<table>
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<th>14 April (Sat)</th>
<th>P3&amp;4 English (8-10am)</th>
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<td>- Answering Techniques for Open-Ended Comprehension Questions</td>
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<tr>
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<td>P3&amp;4 Chinese (10.30am-12.30pm)</td>
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<td>- Oral, Composition Writing and Comprehension Skills</td>
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<td>1 April (Sat)</td>
<td>P3&amp;4 English (8-10am)</td>
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<td>- Answering Techniques for Open-Ended Comprehension Questions</td>
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</table>

- Letter to Parents to inform on the Workshop Details
- Registration via MC Online (First come first serve basis)
Introduction to CCA

1. Platform to discover interests and talents which can fuel a life-long love for a particular activity, leading to a balanced life in adulthood.

2. Progressive development of CCA-specific knowledge, skills, values and attitudes
1. At least 80% attendance for the whole year e.g. 8 out of 10 times (requirement for Eagles and Good Service awards for CCA)

2. MC or letter of excuse if pupil is unable to attend any session

3. Sustained Participation – No CCA Hopping
Part 2
New Curriculum Directions in 2018
In 2017...

Our Students,
Our Future

Moving beyond grades and achievements to...
We need to move from the position of STRENGTH...

NOT from the position of DESPERATION!
Moving on stronger and better than before
Our Steps Forward...

• More facilitation and guided exploration
  VS more drill and practice

• More emphasis on 21st century skills and dispositions to cultivate the Joy of Learning
  VS more repetitive content teaching and rote learning

• Strengthen student resilience
  - Introducing the Growth Mindset
**Fixed Mindset**

Skills, Intellect and talents are static

Leads to a desire to LOOK SMART and therefore a tendency to:

- Avoid Challenges
- Give up easily due to obstacles
- See effort as fruitless
- Ignore useful feedback
- Be threatened by others' success

**Growth Mindset**

Skills, Intellect and talents can be developed

Leads to a desire to LEARN and therefore a tendency to:

- Embrace challenges
- Persist despite obstacles
- See effort as path to mastery
- Learn from criticism
- Be inspired by others' success
## DEVELOPING A GROWTH MINDSET

<table>
<thead>
<tr>
<th>INSTEAD OF...</th>
<th>SAY THIS...</th>
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<tbody>
<tr>
<td>I’m not good at this</td>
<td>What am I missing?</td>
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<tr>
<td>I give up</td>
<td>I’ll use a different strategy</td>
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<tr>
<td>It’s good enough</td>
<td>Is this really my best work?</td>
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<tr>
<td>I can’t make this any better</td>
<td>I can always improve</td>
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<td>This is too hard</td>
<td>This may take some time</td>
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<td>I made a mistake</td>
<td>Mistakes help me to learn</td>
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<tr>
<td>I just can’t do this</td>
<td>I am going to train my brain</td>
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<tr>
<td>I’ll never be that smart</td>
<td>I will learn how to do this</td>
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<tr>
<td>Plan A didn’t work</td>
<td>There’s always Plan B</td>
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<tr>
<td>My friend can do it</td>
<td>I will learn from them</td>
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Our Steps Forward...

• Provide time and space for Creativity
• Normalising Failure
• Broad-based Education

Experiences don’t make sense at that moment. But when things come together, it makes sense...

Everything you get to experience in life, brings opportunities to the future...I need to create my own life syllabus

Entrepreneur and co-Founder of Twelve Cupcakes, Mr Daniel Ong
<table>
<thead>
<tr>
<th>Class</th>
<th>Workshop Description</th>
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<tbody>
<tr>
<td>P3</td>
<td>Basic Micro:bit Workshop to create step tracker and clinometer</td>
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<tr>
<td>P4</td>
<td>Basic Micro:bit Workshop to create Digital Greeting Card, Energy Saving Light Box and motion controlled Robotic Arm</td>
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<tr>
<td>P5</td>
<td>Basic Arduino Workshop to create Carnival Games (Terms 2 and 3)</td>
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<tr>
<td>P6</td>
<td>Basic Micro:bit of Things Workshop to create School Improvement Projects (Post-PSLE)</td>
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Lessons will be carried out during Curriculum Time.
Parent-Child <Code4Fun> Workshop @ St Nicks

Date: Saturday 10 Feb 2018
Time: 9am – 11 am
Venues: Primary and Secondary Computer Labs
Places allocated (sign-up on a first-come-first-serve basis):

Primary 5&6 – 40 places
Primary 3&4 – 80 places

As each parent-child pair will receive a free Micro:bit sponsored by IMDA, each parent can only sign up once using his/her NRIC number.

Registration Form for P3&4 parents to sign up will be put up on our school website next Monday 22 Jan. A SMS with the url link will also be sent to inform parents to sign up on the same day.
ICT @ St Nicks

- P4-6 Pupil IT Training to be online self-paced learning – Anytime, Anywhere

- Launch of St Nicks Students’ ICT Google Site (Term 2)
ICT @ St Nicks

- St Nicks Parents’ ICT Google Site:
  http://tinyurl.com/ictpriparent

- New format for Student’s ID
Fun Play@Recess

• Unstructured play during recess: pupils are given suggested ideas on what to play but they carry out the activities on their own

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<th>Tuesday</th>
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<th>Friday</th>
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<td>P6</td>
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Creativity. Environment. Together.
Fun Play@Recess

Primary 1 and 2
-Floor Targets

Primary 3 and 4
-Shooting/Throwing

Primary 5 and 6
-Rolling/Pushing
Passion Pursuit Programmes

1. P3 to P6 Passion Pursuit Days: Post-exam

2. Passion Pursuit Modules: After school modular enrichment workshops
   • **Sports related e.g.** Golf, Swim Safer, Ball Games (e.g. Tchouk Ball), Archery, Martial Arts and Dragon Boating
   • **Aesthetics and Life Skills related e.g.** Floral arrangement, Sewing, Junior Chef and Senior Chef
Possible Modules for Cohort Passion Pursuit DAY

1. Learning beyond curriculum
   - Insect Specimen Making, Scrape Booking, Clock Making, Terrarium Design
Possible Modules for Cohort Passion Pursuit DAY

2. It’s all about Fashion!

- Upcycled Fashion, Accessories Making, Bag Design, Perfume Making
3. Performing Arts

- Dance (Hip Hop, Jazz, KPop), Beatboxing, Basic Film Making, Basic Song Writing
Possible Modules for Cohort Passion Pursuit DAY

4. Visual Arts and Others

- Learn a Foreign Language, Drone Photography, Manga Drawing, Miniature Art & Craft

Thank You IN KOREAN
감사합니다 kam-sa-ham-ni-da
“But this would not be an easy or straightforward thing to do. As we often say in education, it takes a village to raise a child. But that also means it takes the whole village to change the way we raise a child.

MOE and schools have started to take the lead and make improvements to policies, structures and processes over time.

But policy changes can only go so far. This is not something we an do unilaterally and in a top-down manner.”
We need a partnership with parents and the community to make this shift, and this will take time. All students, parents and staff must come on board, and adjust mindsets and behaviours as well, together as

ONE ST NICKS FAMILY
Thank You