



Wellington Primary School

To empower every individual,
nurture talents and groom leaders

2026 MEET-THE-PARENTS SESSION



The Wellington Way
My school, my second home



Wellington Primary School

To empower every individual, nurture talents and groom leaders

School Vision



Power of Care



Wellington Primary School Vision

"Becoming an
excellent institution
(school)
that grows
future-ready leaders
(students)."

Respect | Responsibility | Innovation | Integrity
Care | Community | Excellence | Empowerment



The Joy of
Gratitude



Actions of
Excellence



Yes, I can!
Yes, I will!

Wellington Primary School
To empower every individual, nurture talents and groom leaders



Our School Values – (RICE)

R	RESPECT	R	RESPONSIBILITY
I	INTEGRITY	I	INNOVATION
C	CARE	C	COMMUNITY
E	EXCELLENCE	E	EMPOWERMENT

Level 3

- ✓ **Seek the best in others. Leaders seek to influence the actions, beliefs and the feelings of others. (Care, Community, Excellence and Empowerment)**

Level 2

- ✓ **Do the right thing even when nobody is watching eg. No teachers around**
- ✓ **Know what to do without being told what to do.**
- ✓ **(Respect, Responsibility and Integrity)**

Level 1

- **Have to be told what to do.**
- **Try to be good out of fear of consequences.**



Our Section Goal

Empowering **future-ready learners** to embrace lifelong learning and uphold morally sound choices.

Vision

Becoming an excellent institution that grows **future-ready** leaders.



English

Wellington Primary School
To empower every individual, nurture talents and groom leaders



ENGLISH LANGUAGE (Primary 5)



GOAL

To enable every child to be **future ready**
by developing him/her to be an
empathetic communicator,
a **discerning reader** and a **creative**
inquirer

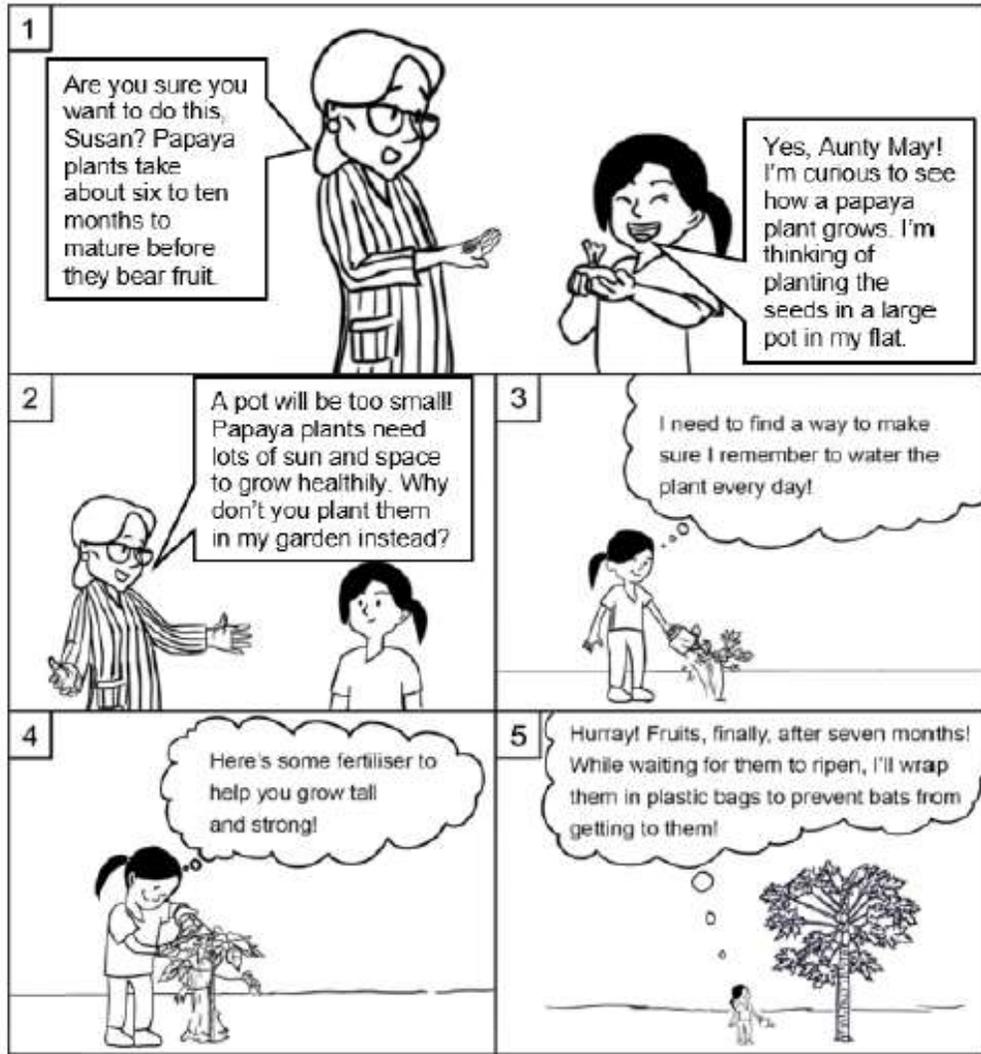
ASSESSMENT FORMAT

COMPONENT	CONTENT	MARKS	WEIGHTING
Paper 1 Writing	Situational Writing	14	25%
	Continuous Writing	36	
Paper 2 Language Use	Grammar Vocabulary Comprehension	90	45%
Paper 3 Listening Comprehension	Listening Comprehension	20	10%
Paper 4 Oral Communication	Reading Aloud	15	20%
	Stimulus-based Conversation	25	
Total		200	100%

Paper 1 – Writing

Component	Marks	Weighting
<p><u>Situational Writing</u> (14m) Respond to a stimulus by writing an e-mail/letter</p> <p><u>Continuous Writing</u> (36m) Write a story of <u>at least 150 words</u> about a given topic. A set of 3 unrelated pictures are provided.</p>	50	25%

Paper 1 Situational Writing (14m)



Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya plant.

You are to refer to the pictures and information on page 2 for your article. The bullet point how you made sure you remembered to water the plant daily requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

NEW

You may reorder the points. Remember to write in complete sentences.

Paper 1 Continuous Writing (36m)

Part 2: Continuous Writing (40 marks)

2 Write a composition of at least 150 words about a challenge.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

You may use the points in any order and include other relevant points as well.



- **One topic** but with greater scope for writing from different perspectives
- **Visuals to provide ideas** for various perspectives
- Make use of **at least 1** out of 3 given visuals in any order
- Flexibility to write in any appropriate text type, in continuous prose
- Assessment is on writing skills, **not** on text type

Paper 2 – Language Use &

Component	Marks	Weighting
<u>Booklet A (MCQ)</u> Grammar (10m) Vocabulary (5m) Vocabulary Cloze (5m) Visual Text Comprehension (5m)	90	45%
<u>Booklet B (O.E)</u> Grammar Cloze (10m) Editing (10m) Comprehension Cloze (15m) Synthesis/Trans-formation (10m) Comprehension (20m)		

THE POWER OF ANNOTATING

Annotating is when readers make notes and flag or highlight important details while they are reading.

Annotating helps readers:

- Focus on what they are reading
- Understand the details of a text
- Keep track of thoughts and feelings
- Keep track of important details
- Prepare for discussion
- Prepare to write about a text

BENEFITS of ANNOTATING

1. Improve the depth of your reading
2. Helps you dissect difficult texts
3. Extend understanding over long periods of time
4. Will assist you in college and business world

Every worksheet / section CAN and MUST be annotated

Using dictionaries to find out meanings of words / options in Vocabulary MCQ

11 The _____ moment was finally here and we waited anxiously for our turn to collect our results.

(1) awful - extremely bad or unpleasant
 (2) feared - an unpleasant emotion or thought that you have when you are frightened or worried by
 (3) ghastly - unpleasant and shocking
 (4) dreaded - causing fear or worry

12 After the explosion, many of the injured workers _____ out of the building.

(1) lunged - to move forward suddenly and with force, especially in order to attack someone
 (2) ambled - to walk in a slow and relaxed way
 (3) strolled - to walk in a slow relaxed way especially for pleasure
 (4) staggered - to very shocked or surprised

13 As he pulled me by my collar, the bully _____ that I gave him my pocket money.

(1) requested - to ask for something politely or officially asking for something
 (2) demanded - to ask for something forcefully, in a way that shows that you do not expect to be refused
 (3) beseeched - to ask for something in a way that shows you need it very much
 (4) summoned - to order someone to come/be present at a particular place, or to officially arrange a meeting of people

14 Mrs Tan sensed [something was _____] when her son did not come home by 7pm.

(1) fishy - seeming dishonest / false
 (2) amiss - wrong, not suitable, or not as expected
 (3) special - not ordinary or usual
 (4) suspicious - making you feel that something illegal is happening or that something is wrong

15 Fredrick joined the marathon _____, without any training. He might not be able to complete it.

(1) in the long run - to at a time that is far away in the future
 (2) off the top of his head - from the knowledge you have in your memory
 (3) in the twinkling of an eye - happens very quickly
 (4) on the spur of the moment - used to say that a decision/action is sudden and done without planning

Choosing the right options to be used in the context

who have not been exercising, and are keen to start somewhere. Nowadays, quite a number of wearable fitness devices come with a default ^{target} goal of [10,000 steps per day] (16) it is a nice, round number and a realistic aim for many people, but in actual fact, it is a random number.

(17) An observational study of older women found that compared to taking 2700 steps per day, by just increasing (18) to 4400 steps, there was a 41 per cent lower risk of death. The risk continued to decrease until around 7500 steps, at which point it stabilised. So even if 10,000 is out of reach for you, setting a more modest (19) goal might still be worthwhile. What is more important is that we need to get up and start moving in order to add more years to our lives.

(20)

Adapted from Reader's Digest, Steps for a Longer Life, January 2020

16 (1) target -> a level or situation that you intend to achieve
 (2) purpose -> why you do something or why it exists
 (3) intention -> something that you want and plan to do
 (4) objective -> something that you plan to do or achieve

17 (1) natural -> normal / expected
 (2) feasible -> able to be made/done/achieved
 (3) genuine -> real and exactly what it appears to be
 (4) workable -> likely to do/achieve what is intended

18 (1) raising -> to lift something to a higher position
 (2) elevating -> to make someone/something more important/importance/improved
 (3) intensifying -> to become greater/more serious/more extreme
 (4) heightening -> to increase/make something increase

19 (1) stopped -> to not continue
 (2) steadied -> not moving/changing suddenly
 (3) stagnated -> to stay the same and not grow/develop
 (4) slackened -> became slower/less active

20 (1) logical -> using reason
 (2) controlled -> to order/limit/control something
 (3) reasonable -> based on acceptable
 (4) appropriate -> suitable/right for a particular situation/opportunity

(Go on to the next page)

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- (Go on to the next page)

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Spotting contextual cues in Visual Text Comprehension

 CARDS &

Getting to know Cards and Boards

If you think that Cards and Boards is a shop that sells cardboard for making signs and boxes, you are mistaken! Located at Singapore School of Games, Cards and Boards is a games cafe where a mind-boggling array of card and board games await you. You can gather some friends, grab some snacks and drinks, and play for free while you dine! The games placed on the large, round cafe tables are a mixture of old favourites and latest bestsellers, rotated on a regular basis to keep you hooked! You and your friends will have endless fun at this ideal venue for get-togethers!

Cards and Boards' owners, Jack and Jill Pang, met when they were both studying in London, and have been married for thirty years. As foreign students, they had to scrimp and save, and found that playing card and board games was an economical and enjoyable way to bond with other students. When Jack and Jill retired last year, they decided to open Cards and Boards, hoping to relive the good old days and offer the younger generation an affordable way to spend quality time with their friends.

Student Privileges at Cards and Boards

- Set lunches for only \$5.90 each (\$9.90 for non-students), available daily from 11 a.m. – 3 p.m.
- Large pizzas and 4 drinks for only \$20, available all day on weekends.
- 20% off all purchases of card and board games.

Simply flash your student card when you are making payment to enjoy these privileges!

Dissecting a Comprehension Open-ended passage

① The sun shone fiercely down on Madam Wong as she wiped her perspiration with her gold-embroidered, pink silken handkerchief. The streets were bustling with activity, mainly because everyone was busy stocking up on supplies ahead of the rumoured price-hike. Some British official apparently leaked out information that Singapore was the next target for the Japanese, causing a huge frenzy amongst the locals. *increase of price*

② Seeing that the wet market was thoroughly packed with haggling citizens and voracious traders, Madam Wong decided to get her groceries at another market, one recommended by their fellow mahjong enthusiasts. *beginning*

③ Excuse me, can you please take me to River Valley instead?" asked Madam Wong. *was very annoyed*

④ The rickshaw man rolled his eyes in annoyance as he skilfully towed his carriage with one hand while using the other to wipe his perspiration with the towel hung round his neck. *doing it for a living*

⑤ Don't worry, I'll pay double. I know it's a hot day," promised Madam Wong. The rickshaw suddenly accelerated – spurred by the invisible whip of money.

⑥ The route to the market was filled with shop houses and Madam Wong noticed the smell of joss sticks and incense paper billowing in the gentle breeze. People were also seen looking up to the heavens and praying. It was a form of spiritual deference against the samurais. Many knew that the Japanese invasion was inevitable since most of Malaya had already been conquered. There was nothing that they could do to stop the sword-wielding monsters. Praying for a divine intervention seemed like the only way out.

⑦ The rickshaw sped past many food stalls and Madam Wong masked her mouth with her moist handkerchief. Suddenly, her eyes latched onto something. "Stop!" cried Madam Wong. The rickshaw pulled to an abrupt halt and a gentle sandstorm swirled at the ankles of the rickshaw man. Madam Wong reached into her purse while still looking at the particular object and placed five dollars into the sweaty palms of the rickshaw man. *bad odour*

⑧ The man's jaw dropped at the sight of the money – he never would have made that much in a day, much less an afternoon. He gratefully scrambled into the shade as Madam Wong walked towards an old woman. She hid behind a pillar and observed the old woman sitting on a splintered wooden stool, trying to keep awake while selling *chou tautu's*. Madam Wong shook her head in disbelief and ran off, leaving behind her a trail of cold sweat. *looked*

⑨ Master Wong returned home to the sight of a packet dinner. He ranted at his servant for not doing the grocery shopping and she willingly endured his verbal lashing. Madam Wong came down the stairs upon hearing the din. *Man Husband's* *humiliated her with words* *came back first*

⑩ "Wong, don't lecture her anymore. It's my fault," interrupted Madam Wong.

Every worksheet / section CAN and MUST be annotated

Using the right word in context in Comprehension Cloze

Cesar Milan has worked with dogs for over 30 years. A typical day at work for Milan includes taking a four-hour jog with 40 dogs, large and small, young and old, and none of them on leashes. Although most of these dogs belong to him, the rest are troubled dogs sent to Milan to learn good behaviour. Obviously, Milan has a special gift in working with these animals. to-infinitive Having spent his childhood on a farm in Mexico, Milan knew that he wanted to work with dogs. His first experience with these animals, at age 15, was helping out at an animal clinic. He was so good at calming scared dogs and handling all kinds of situations that people started calling him 'the dog boy'. Since then he has built a rewarding career around his favourite animal, the canine species.

Observing the behaviour of the dogs on the farm where he grew up, Milan realized that they needed a lot of exercise to be calm. He goes / lives / stands first, and then affection. He says a lot / number of people get this wrong because they do not realise what dogs really need. Milan does not only train dogs, he trains owners to understand that their pets need / require rules. He has helped a large number of celebrities like / including Oprah Winfrey, Will Smith and everyday people too.

At his Dog Psychology Centre in Los Angeles, California, Milan also works with dogs whose dangerous behavior has prevented them from finding homes. He trains them to be loving, gentle dogs. Viewers can actually see this change / in dogs with troublesome behaviour on Milan's TV show, The Dog Whisperer.

To find the right job, Milan encourages children to do what they enjoy. Milan offers this advice. "You can always find a job but I find that happiness comes when / if you follow your dreams." Success followed him because he was following his dream of being the best dog trainer in the world.

Knowing the right spelling and verb form in Editing

It has been a long time since I last wrote to you. This year I decided to take a trip to Australia. We decided to do a self-drive instead of joining a tour. When we arrived, the cold biting winter wind greeted me. I shivered uncontrollably and zipped up my jacket.

The air is crisp and fresh but I was feeling rather lethargic. Nonetheless, I was excited and could barely contain my enthusiasm. I grabbed my luggage and trotted behind my parents taking in the sights, sounds and smells who were so foreign to me.

The ride to our resort took three hours. However, the calm and tranquil scenery more than compensated the long and tiring ride, with farm animals grazing in the green pastures. When we arrived at our resort, I was completely awestruck by their beauty. Nestled among the native Australian bush were trendy-looking villas that were both self-contained and tastefully done up. When I opened up the balcony door leading to the pool outside, I dipped my fingers into the icy waters to which to me felt like the Arctic Ocean.

Oops, it's already 10.30 pm. Time for me to go to bed. Good night my friend.

Love,
Sarah-ann

Highlighting the keywords in stimulus of Situational Writing

The picture below shows the Anchor Community Club April. Study the picture carefully.

Anchor Community Club

Art Workshop

for primary school students

Learn to design cartoon characters for free!

11 June (Saturday)

from 2 p.m. to 5 p.m.

Drawing materials will be provided.

Visit www.anchorcc.sg to sign up by 11 May.

Sponsor: Joyful Art School

Another free workshop is being held at the community club! I attended one on time management and learnt a lot. It's a pity I'm not interested in art.

Me neither, but my classmate, Anita, loves to draw cartoon characters! I think this workshop will help her improve on that.

Info not needed.

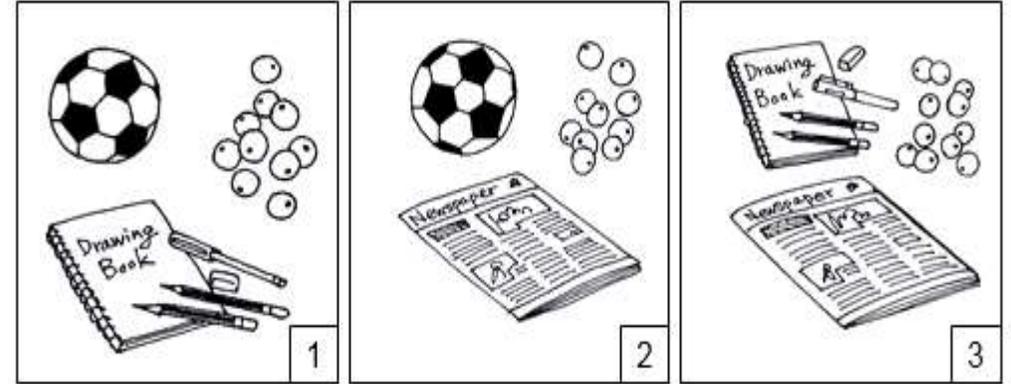
Paper 3 – Listening Comprehension

Component	Marks	Weighting
Listening Comprehension MCQ	20	10%

Paper 3 (Listening Comprehension)

- Purely MCQ
- 7 graphic items – in alignment with emphasis on viewing skills being integrated with listening in curriculum
- Time will be given for candidates to read the questions before each text is heard; options will not be read out.

1 Which picture shows Shania's final CCA choices?



2 Which picture shows Paul's initial CCA choices?



Paper 4 – Oral Communication

Component	Marks	Weighting
Reading Aloud (15m) Stimulus-based Conversation (25m)	40	20%

Paper 4 (Oral Communication)

1. Reading Aloud
2. Stimulus-based Conversation



- (a) How do you think the people in the photograph might be feeling? Why?
- b) Do you like to celebrate birthdays? Why or why not?
- c) Do you think it is important to have celebrations? Why or why not?

Parents' Support

- Do daily reading (Little Red Dot, What's Up)
- Surround your child with books; reading will be the automatic choice of activity
- Get them to go to NLB or school library
- Watch news with them; engage them in a discussion
- Surprise them by sharing what you have recently read from a book / newspaper; model the way in reading
- Read writing exemplars

Useful Reading Resources



Free App National Library Board - eBooks

<https://eresources.nlb.gov.sg/main/Help/Overdrive>



Weekly publication from The Straits Times



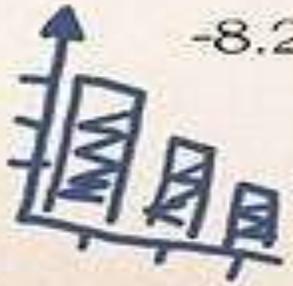
P5



-1.5



-14.4
6.9



23.8

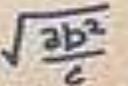


7.8

4.3

52.2

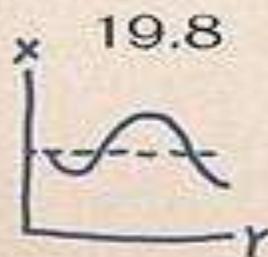
30.8



6.2

2.7

-29.1

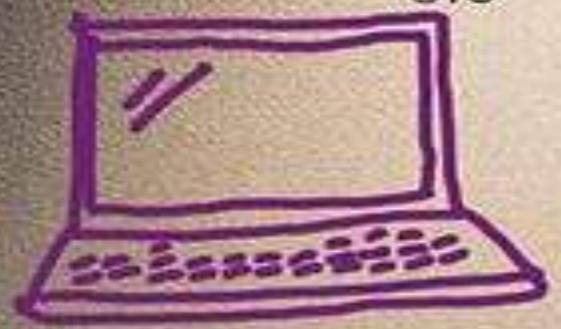


19.8

-25.1



0.7



5.9



-0.3



4.6
6



Content

01

Importance of
Mathematics

02

Preparing for Math

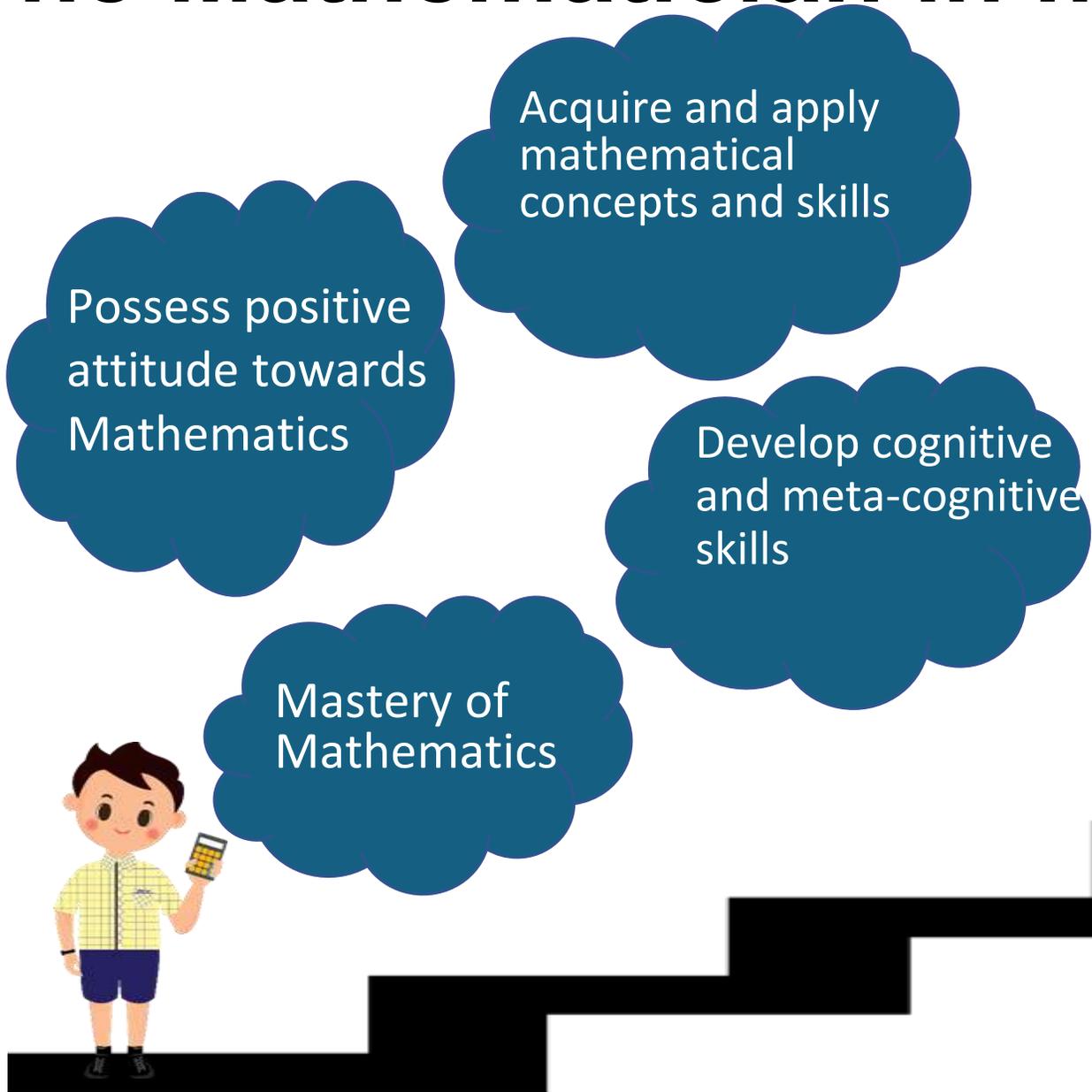
03

Math @ Home

04

Parents'
Encouragement

The Mathematician in me



21st century- ready

Creative problem-solver

Highly-skilled and well-educated

Logical and critical thinker

PSLE SCORING SYSTEM AND ELIGIBILITY TO SECONDARY SCHOOL

HOW IS PSLE SCORE DETERMINED?

- The PSLE Score ranges from 4 to 32, with 4 being the best
- Students will be placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical)

English Language	AL3	<table border="1"> <thead> <tr> <th>PLACEMENT OUTCOME</th> <th>PSLE SCORE</th> </tr> </thead> <tbody> <tr> <td>Express</td> <td>4 – 20</td> </tr> <tr> <td>Express / Normal (Academic) Option</td> <td>21 – 22</td> </tr> <tr> <td>Normal (Academic)</td> <td>23 – 24</td> </tr> <tr> <td>Normal (Academic) / Normal (Technical) option</td> <td>25</td> </tr> <tr> <td>Normal (Technical)</td> <td>26 – 30, with AL7 or better in both EL and MA</td> </tr> </tbody> </table>	PLACEMENT OUTCOME	PSLE SCORE	Express	4 – 20	Express / Normal (Academic) Option	21 – 22	Normal (Academic)	23 – 24	Normal (Academic) / Normal (Technical) option	25	Normal (Technical)	26 – 30, with AL7 or better in both EL and MA
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Mother Tongue Language	AL2													
Mathematics	AL1													
Science	AL2													
PSLE SCORE : 8 														

* As announced in 2019, the Express, Normal (Academic) and Normal (Technical) courses, together with their labels, will be phased out by 2024

Infographic: Kenneth Choy
Source: Ministry of Education



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

P5 and P6 Standard Math Papers

Paper	Booklet	Item Type	Number of questions	Marks per question	Total Marks	Weighting	Duration
1	A	Multiple-choice	10	1	10	50%	1 h 10 min
			8	2	16		
	B	Short-answer	12	2	24		
2	Calculator	Short-answer	5	2	10	50%	1 h 20 min
		Structured/ Long-answer	10	3, 4, 5	40		
Total			45	-	100		2 h 30 min

Note:

- (1) Calculator is to be used for Paper 2 only.
- (2) There is a short break between Paper 1 and Paper 2.

P5 and P6 Foundation Math Papers

Paper	Booklet	Item Type	Number of questions	Marks per question	Total marks	Weighting	Duration
1 No Calculator	A	Multiple-choice	10	1	10	57.5%	1 h
			10	2	20		
	B	Short-answer	8	2	16		
2 Calculator		Short-answer	10	2	20	42.5%	45 min
		Structured/ Long-answer	4	3, 4	14		
Total			42	-	80		1 h 45 min

Note:

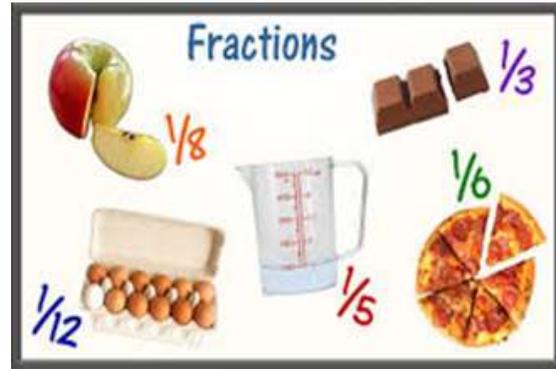
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P5 Key Focus Areas

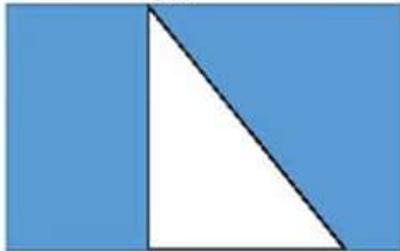


❖ Word problems

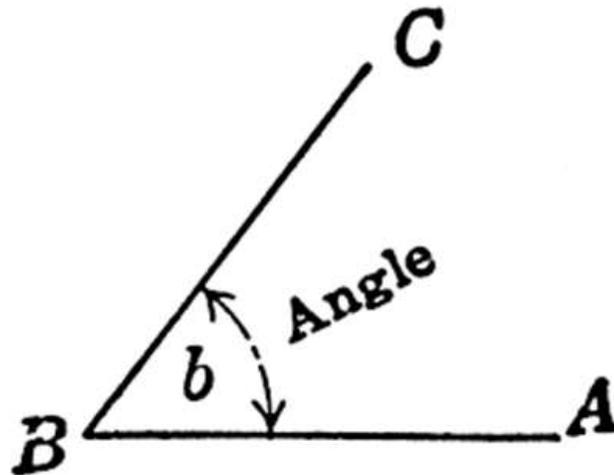
❖ Fractions



❖ Area



❖ Geometry - angles



COMPREHENSION



I understand
what I read.

Topical Worksheets

Wellington Primary School

Primary 5 Mathematics Topical Worksheet

Topic 2: Four Operations of Whole Numbers

Name : _____ () Date : _____

Class : P 5 _____

1. Find the value of the following.



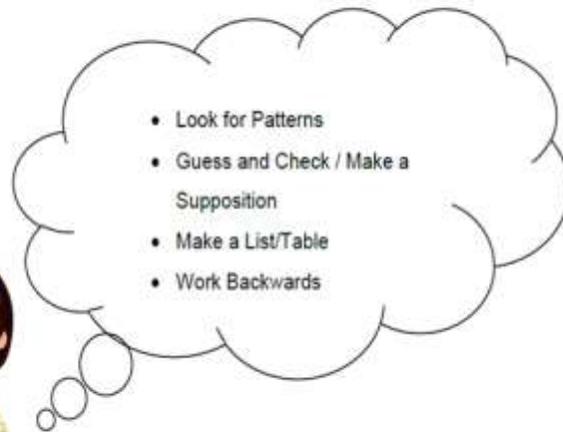
(a) $50 - 10 + 4 =$

(b) $28 + 15 - 13 =$

Heuristic Worksheets



Wellington Primary School
Primary 5 Mathematics
Heuristics for Problem Solving



Word Problem Package

Wellington Primary School
Primary 5 Mathematics



Word Problem Package
(Whole Numbers)

- Develops processes and metacognition

School level

- Mastery on skills and concepts

- Application of concepts through problem solving

TIPS TO PREPARE FOR MATH

- Utilize all resources given in school
- Timed-practices
- Focus on Weak Areas

LEARN FROM MISTAKES

02



Mathematical mistakes raises awareness about the misconceptions develop a deeper understanding of mathematics by internalising:

1. What was I trying to do?
2. What went wrong?
3. When did it go wrong?
4. Why did it go wrong?
5. Have I learnt from my mistake?

LEARN FROM MISTAKES

Identifying different types of mistakes

Conceptual mistakes: Where there is a gap in understanding of a mathematical concept

Procedural mistakes: The mistake occurs when the child incorrectly applies a procedure when solving a problem.

Comprehension mistakes: When a child misunderstands or is unable to comprehend what the question has asked.

WHAT CAN PARENTS DO?

03

Math@Home



The Power of practice

1. Math learning in the classroom is only the first step. To be good in Math, students need to

Practice,

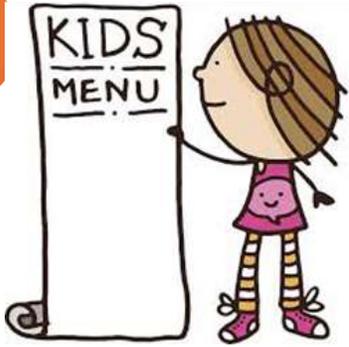
Practice,

and

Practice.

Application of Math in real life

Read with understanding



See Fractions in real life

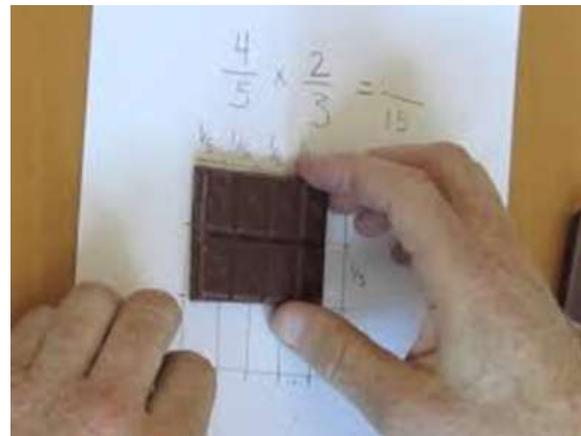
Mixed Number



$1\frac{3}{4}$ Watermelon

$1\frac{1}{2}$ Glasses of milk

Brighterly



FRACTIONS IN REAL LIFE

You can find fractions all around you!

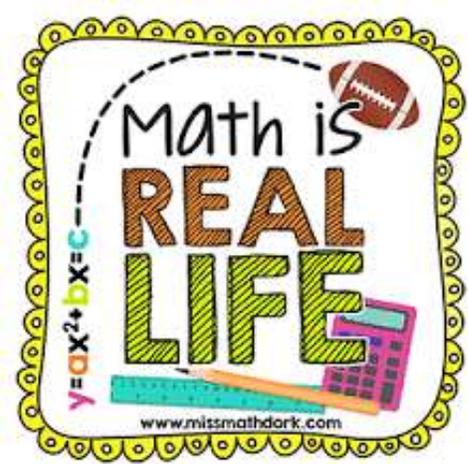
FRACTIONS IN FOOD:

 $\frac{3}{4}$ Three-fourths of the pizza is leftover.	 $\frac{1}{2}$ Do you want one-half of my sandwich?
 $\frac{1}{4}$ The recipe needs one-fourth cup of water.	 $\frac{3}{8}$ Three-eighths of the jellybeans are yellow.

FRACTIONS EVERYWHERE:

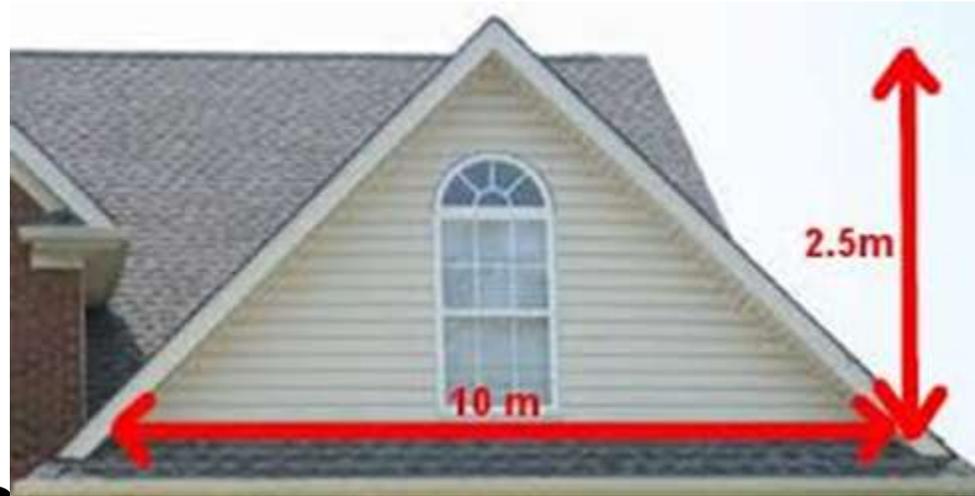
 $\frac{1}{4}$ One-fourth of the cars are white.	 $\frac{2}{6}$ Two-sixths of the flowers are orange.	 $\frac{2}{5}$ Two-fifths of the kids have blue shirts.
--	--	---

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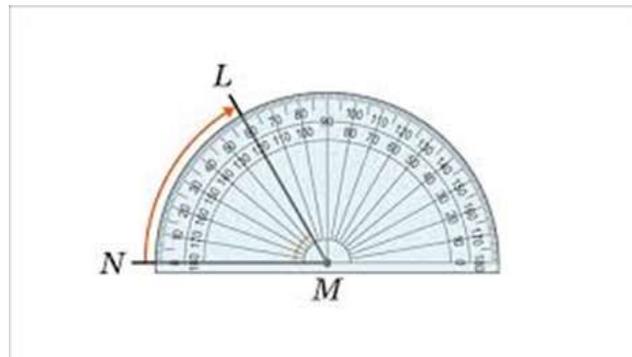


Application of Math in real life

Area



Geometry - Angles



PRACTISE THROUGH KOOBITS

The screenshot shows the KooBits School interface. At the top, there is a navigation bar with icons for Home, Report, Leaderboard, Friends, and Help. Below this is a user profile for a '6C Teacher' at 'Wellington Primary School', with 0 XP and Level 1. The main content area features a 'Daily Challenge' banner with a 'Start' button and 10 personalized questions per day. Below the banner are three activity buttons: 'Mission', 'Multiplayer', and 'Assignment'. On the left side, there are icons for 'Brain Games', 'StoryMath', and 'Events'. On the right side, there is a sidebar with icons for 'Total CPs' (0), 'KoKo Credits' (0), and 'Daily Bonus'.

Building
winning Math
habits

Account ID and
password will be
ready in February
2026

Parents Can Help

- **A**sk
- **P**raise
- **E**ncourage

Mathematics

- Emphasise **perseverance** and let your child know you believe that he/she can succeed in learning Math
- **Encourage** your child to attempt the problems step-by-step even if they seem very difficult at first
- Help your child identify **different methods** or strategies to use in finding solutions instead of providing him/her the answer or method
- Provide opportunities for your child to **explain and justify** his/her thinking
- Encourage your child to check for **reasonableness** of his/her answers

MOTIVATE YOUR CHILD

CULTIVATE GROWTH MINDSET

“YES
I Can &
YES
I will”



it's okay to
not know.
it's not okay
to not try.



Don't let
▶ failure
be an ending.
Make it a
beginning.

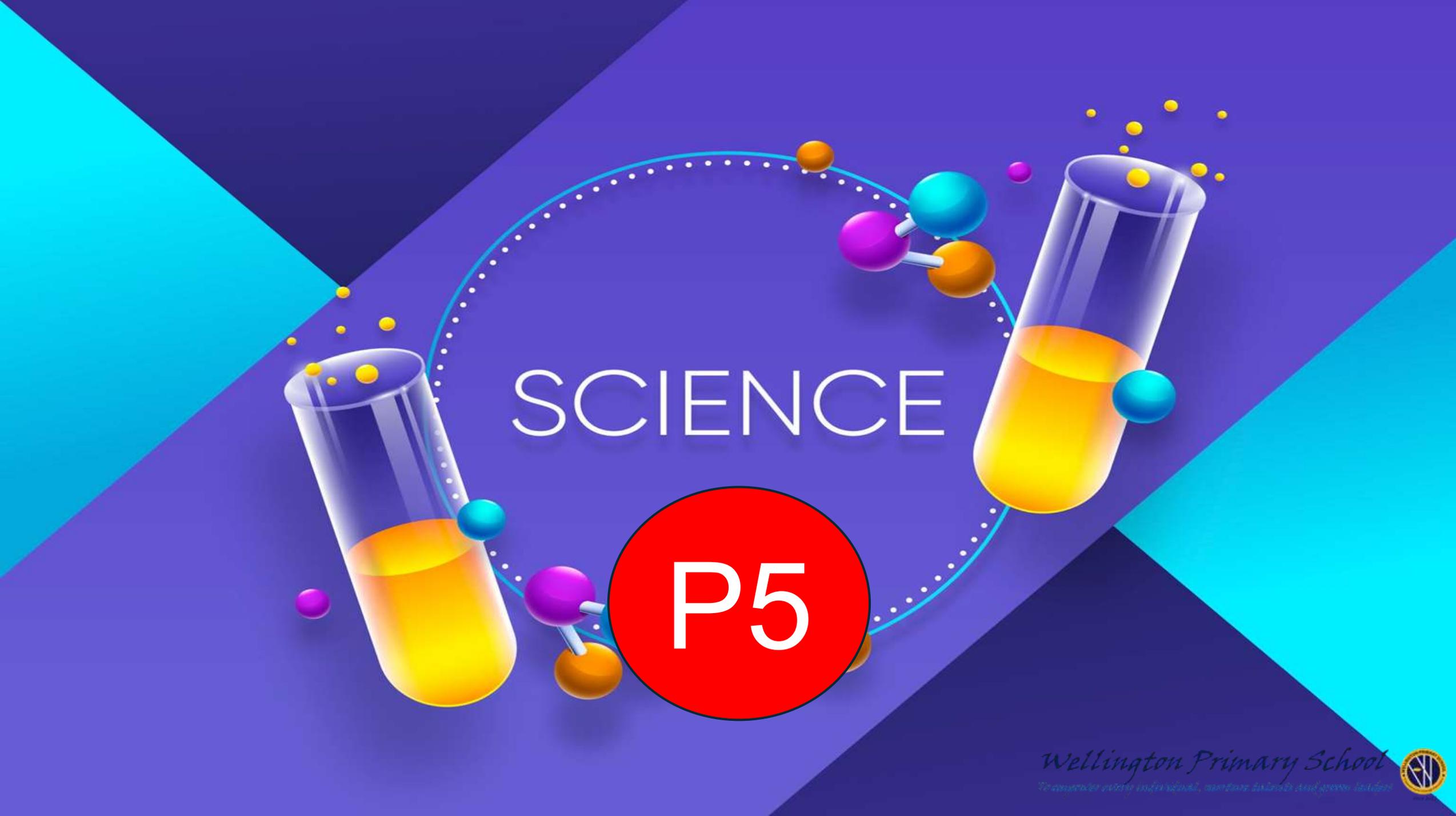
- Focus on improvement
- Encourage continual learning
- Encourage them to learn from mistakes and setbacks
- Encourage resilience

PARENTS' WORKSHOP

P5 Parents' Workshop for Mathematics

Date: Term 1, Saturday (7 Mar)



A vibrant science-themed graphic. The background is a gradient of purple and blue, with diagonal cyan and dark blue sections. In the center, the word "SCIENCE" is written in white, uppercase letters. Below it, a red circle contains the text "P5" in white. Surrounding the text are two test tubes filled with yellow liquid, several colorful molecular models (purple, orange, cyan spheres), and a dotted blue circle. Small yellow and orange particles are scattered around the scene.

SCIENCE

P5



Twin Goals of Science Education

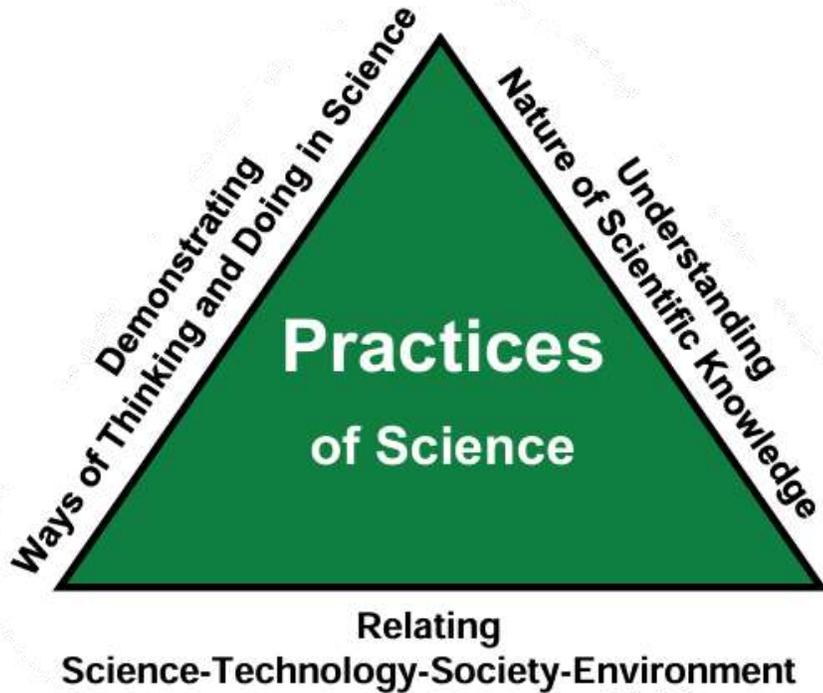
Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives



Provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work.

In Wellington, we aim to nurture scientifically literate learners who are inspired, inquire critically, and innovate with science for life and future challenges.

Procedures and Processes in Scientific Inquiry



- Inspire curiosity about the natural world.
- Equip pupils with robust scientific knowledge and inquiry skills.
- Promote responsible use of science in decision-making.
- Encourage creative problem-solving and innovation.

Lower Block Science Syllabus Coverage

Level Topics		Scientific Skills and Processes
Primary 3	Primary 4	
Diversity of living and non-living things	Plant and Human Systems	<ul style="list-style-type: none">• Observing• Comparing• Classifying• Analysing Data (Tables, Graphs, Charts, Diagrams)• Using Apparatus• Inferring• Justifying / Explaining• Creating
Diversity of Materials	Matter [Cycles]	
Life Cycles of Plants and Animals	Heat Energy	
Magnets [Interactions]	Light Energy	

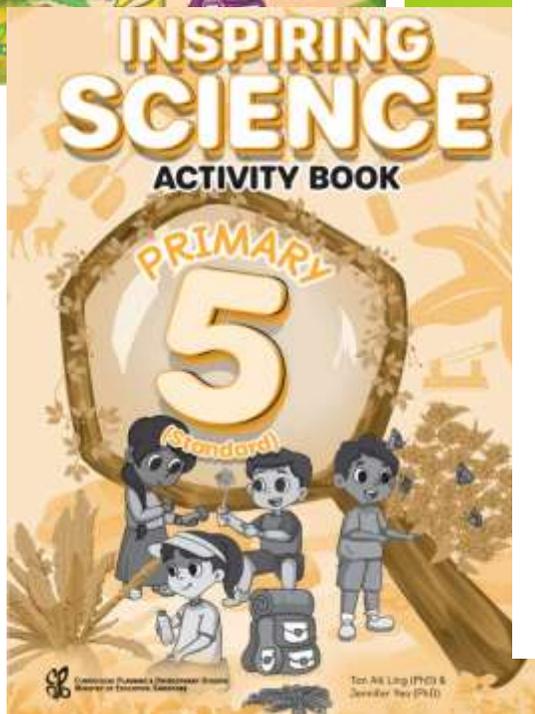
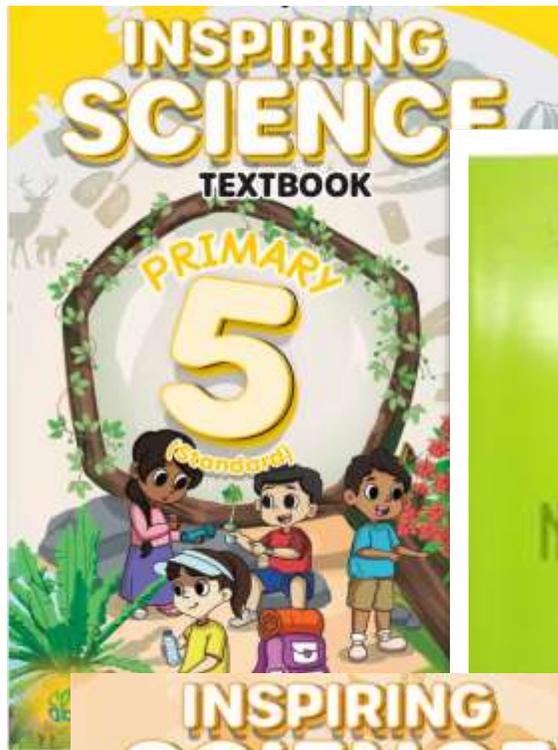
Upper Block Science Syllabus Coverage

Level Topics		Scientific Skills and Processes
Primary 5	Primary 6	
Reproduction in Plants and Humans [Cycles]	Photosynthesis [Energy]	<ul style="list-style-type: none"> • Observing • Comparing • Classifying • Analysing Data (Tables, Graphs, Charts, Diagrams) • Using Apparatus • Inferring • Justifying / Explaining • Creating
Cycles of Water	Energy Conversion	
Respiratory & Circulatory Systems in Plants and Humans	Interactions of Forces	
Electrical Systems	Interactions within and Surviving in the Environment	

Learning Resources

Conceptual Acquisition

1. Inspiring Science Textbook (for pre-lesson reading, as reference book)
2. Nature Study Book (for note-taking)
3. Student Learning Space (online)
4. Sparkle Kits (in school)



You have corrections or incomplete work on the following questions: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

WELLINGTON PRIMARY SCHOOL
PRIMARY 5 SCIENCE 2025
STUDY NOTES & TOPICAL WORKSHEET
CHAPTER 4: HUMAN RESPIRATORY AND CIRCULATORY SYSTEMS

Name: _____ Date: _____
Class: P5

Learning Outcomes	Success Criteria
<ul style="list-style-type: none">Recognise that air is made up of gases such as nitrogen, carbon dioxide, oxygen, and water vapour.	<ul style="list-style-type: none">Can state the percentages of the different types of gases in the air.Can state the difference in the air composition between inspired and expired air.
<ul style="list-style-type: none">Identify the parts of the human respiratory system and describe their functions.Compare how plants, fish and humans carry out gaseous exchange.	<ul style="list-style-type: none">Can name the parts of the human respiratory system.Can describe the functions of the nose, windpipe and lungs.Can describe how gaseous exchange takes place in the:<ul style="list-style-type: none">lungs of humansthe openings of plantsgills of fish.
<ul style="list-style-type: none">Identify the parts of the human circulatory system and describe their functions.Compare the ways in which substances are transported within plants and humans.	<ul style="list-style-type: none">Can name the parts of the human circulatory system.Can describe the functions of the heart, blood vessels and blood.Can compare how substances are transported in the:<ul style="list-style-type: none">Plants: via food-carrying tubes and water-carrying tubesHumans: via blood in blood vessels

Applying knowledge, skills and processes

1. Inspiring Science Activity Book
2. Topical Worksheets
3. Process Skills Worksheets
4. Practice Papers

Other Resources



1. Young Scientist Badge Scheme (website)

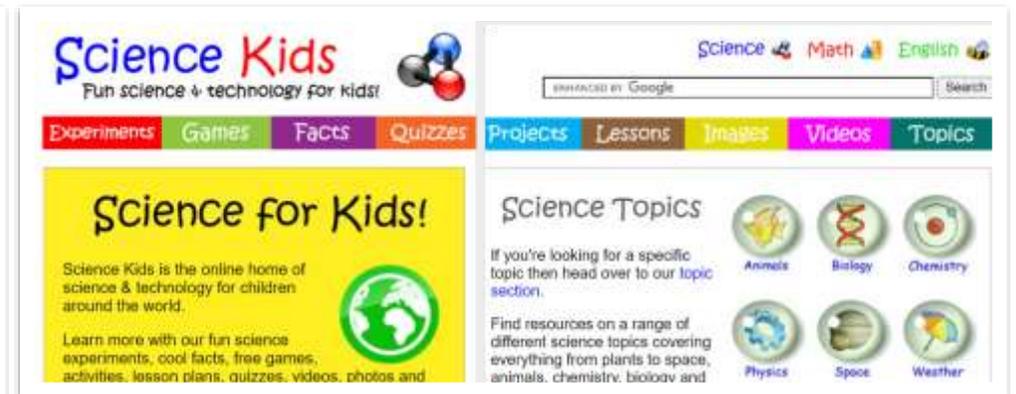
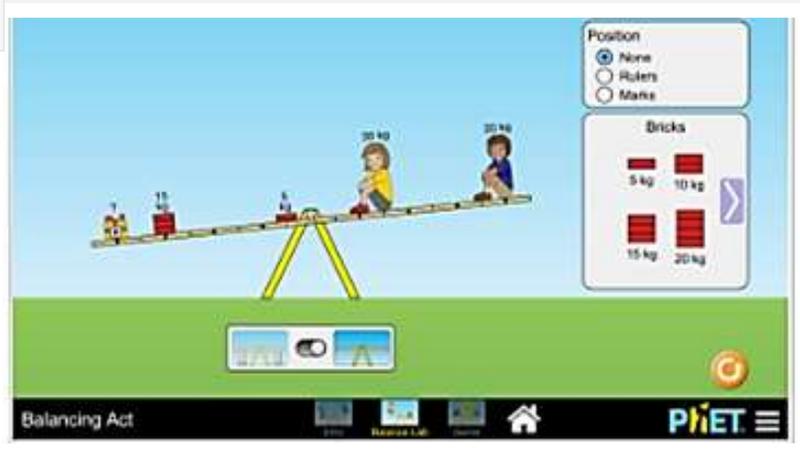
2026 P5 students with existing YSBS accounts will continue to have access to their accounts until the end of Term 1 2026.

1. Little Red Dot newspaper (subscribed)

2. Free online Simulations and Educational Videos

<https://www.sciencekids.co.nz/>

<https://phet.colorado.edu/en/simulations/>



Expectations of Students in Science Learning

For content knowledge:

1. Encourage student to **read the textbook** beforehand
2. Pay attention in class and **copy useful notes** during lesson
3. Complete **SLS assignments** at home

For process skills:

1. Highlight or underline **words/ phrases/ contextual clues** to help identify the concept
2. Practice the **answering techniques** and strategies taught in class

For assignment check:

1. Do **filing** diligently (Green file with file dividers) and get **parents to sign upon checking**
 - Study Notes, Worksheets
 - Practice and Exam Papers

Level Programme

What	When	Where
STEM Playground Challenges (by S'pore Science Centre)	Term 2 and/or Term 3	At home/ In Class
STEM Mini Fair	To be confirmed	In school
P5 Parents' Workshop	Sat, 11 April	Hall @ WTPS

Values and Attitudes in Science

Value & Attitude	How Parents Can Support at Home
 Curiosity	Encourage children to ask “why” and “how” about everyday phenomena; explore answers together through observation, books or videos.
 Responsibility	Reinforce safe practices during activities and discuss how science choices affect people and the environment (e.g. saving water, recycling).
 Respect for Evidence	Ask children to observe carefully, measure where possible, and explain answers using what they see or record.
 Integrity & Objectivity	Encourage honest recording of results, even when outcomes are unexpected; value truth over “right answers”.
 Open-mindedness	Invite children to consider different explanations and listen to others’ ideas before deciding.
 Creativity & Innovation	Allow children to design, build or improve ideas using simple or recycled materials; focus on the thinking process.
 Resilience & Healthy Scepticism	Normalise mistakes and retries; encourage children to question claims and ask, “How do we know this is true?”

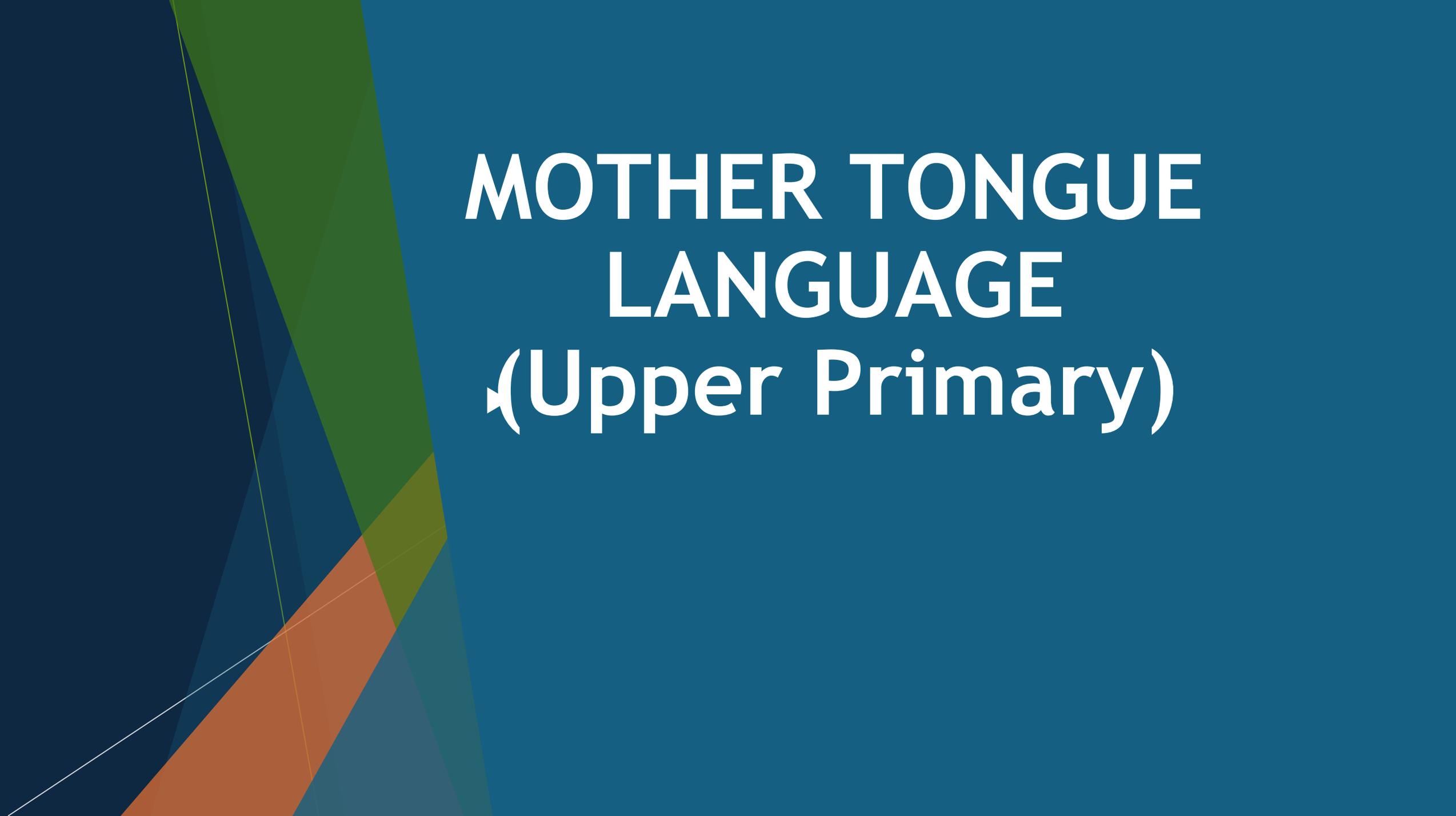
Everyday conversations and simple activities at home can help build strong scientific thinking habits.



Spark Joy in Learning Science

- Educational Toys
- Experiment Kits
- Non-fiction Books
- Newspaper Articles
- Science Magazines
- Educational Videos

Continue to spark joy in learning Science daily.



MOTHER TONGUE LANGUAGE (Upper Primary)

MOTHER TONGUE LANGUAGE

▶ (Upper Primary)

How can parents help
their child in learning
Mother Tongue Language
(MTL)

Objectives of MTL

Love for the Language

Be close to and develop a fondness for the language, with confidence and accuracy in using it for expression and communication.

Preserve the Culture

Understand and inherit the cultural heritage, Singapore's local culture, and traditional values, thereby strengthening cultural identity.

Embrace the Future

Master core knowledge and skills while continuously learning and adapting to be well-prepared for future challenges.

3. 试卷蓝图

3.1 试卷一：写作（40分）

考查项目	方式	题数	分数/比重	备注
命题作文	开放式	2选1	40/20%	字数不少过100
看图作文				
共		1	40/20%	

3.2 试卷二：语文应用与阅读理解（90分）

序数	考查项目	方式	题数	分数/比重	备注
一	语文应用	多项选择	15	30/15%	
	短文填空	多项选择	5	10/5%	
二	阅读理解一	多项选择	5	10/5%	
三	完成对话	开放式	4	8/4%	
四	阅读理解二 (2个篇章)	开放式	11	32/16%	包括书面互动
共			40	90/45%	

3.3 试卷三：口试（50分）

序数	考查项目	方式	题数	分数/比重	备注
一	朗读篇章	朗读	1	20/10%	
二	会话	对话	1	30/15%	
共			2	50/25%	

试卷三：听力（20分）

考查项目	方式	题数	分数/比重	备注
听力	听力理解	10	20/10%	
共		10	20/10%	

Standard Chinese PSLE Format

3 JADUAL PENGKHUSUSAN

Kertas (Masa)	Komponen	Jenis Item	Jumlah Soalan (Jumlah soalan yang perlu dijawab)	Markah (Timbangan)	Penerangan
1 (50 minit)	KARANGAN	Respons bebas	2 (1)	40 (20%)	Calon dikehendaki menulis karangan yang panjangnya tidak kurang daripada 150 patah perkataan.
	1 Karangan Berdasarkan Topik				
	2 Karangan Berdasarkan Gambar				
	<i>Subtotal</i>		2 (1)	40 (20%)	
2 (1 jam 40 minit)	PENGGUNAAN BAHASA DAN KEFAHAMAN				
	<u>Bahagian A</u> Penggunaan Bahasa				
	▪ Imbuhan	MCQ	10 (5)	20 (10%)	
	▪ Peribahasa	MCQ	5 (5)	10 (5%)	
	▪ Golongan Kata	MCQ	5 (5)	10 (5%)	
BUKU A	<u>Bahagian B</u> Kefahaman 1	MCQ	5 (5)	10 (5%)	1 teks ekspositori
	<u>Bahagian C</u> Frasa	FIB	4 (4)	8 (4%)	1 teks dialog
BUKU B	<u>Bahagian D</u> Kefahaman 2	MCQ/ Respons bebas	11 (11)	32 (16%)	2 teks; 1 teks berdasarkan bahan autentik, sebagai contoh, iklan, brosur, poster, risalah, menu dan lain-lain lagi dan 1 teks naratif.
	<i>Subtotal</i>		40 (40)	90 (45%)	

Standard Malay PSLE Format

Kertas (Masa)	Komponen	Jenis Item	Jumlah Soalan (Jumlah soalan yang perlu dijawab)	Markah (Timbangan)	Penerangan
3 (15 minit)	LISAN DAN KEFAHAMAN MENDENGAR <u>Lisan</u> <u>Bahagian A</u> Bacaan Lantang		1 (1)	20 (10%)	Calon dikehendaki membaca lantang petikan karangan yang dipaparkan pada skrin komputer.
	<u>Bahagian B</u> Perbualan berdasarkan rangsangan video		1 (1)	30 (15%)	Calon dikehendaki menonton klip video pendek (55-60 saat). Calon akan melibatkan diri dalam perbualan dengan pemeriksa lisan.
	<u>Kefahaman Mendengar</u>	MCQ	10 (10)	20 (10%)	7 teks autentik pelbagai genre seperti rencana, iklan, pengumuman, cerpen dan lain-lain lagi. 3-4 teks pendek (satu soalan bagi setiap teks pendek) yang antara pilihan jawapannya berbentuk grafik dan yang menguji keupayaan calon melengkapkan perbualan (<i>dialogue rejoinder</i>).
(Lebih kurang 30 minit)	<i>Subtotal</i>		12 (12)	70 (35%)	
	TOTAL		54 (53)	200 (100%)	

Standard Malay PSLE Format

3. தேர்வு விவர அட்டவணை

தொடக்கப்பள்ளி கிறுதித் தேர்வு தமிழ் (0007)

தாள் (தேரம்)	பொருளடக்கம்	வினா வகை	வினாக்களின் எண்ணிக்கை	மதிப்பெண் (மதிப்பளவு)
1 (50 நி)	கட்டுரை (100 சொற்களுக்குக் குறையாமல்) 1.1 தலைப்பை அடிப்படையாகக் கொண்டது 1.2 படத்தொடரை அடிப்படையாகக் கொண்டது (6 கட்டங்கள்; 5 கட்டங்களில் மட்டுமே படங்கள்; 8 உதவிச்சொற்கள்)	கட்டுரை	2 (ஒரு வினாவிற்கு மட்டும் விடையளித்தல்)	40 (20%) 40
2 (1 மணி 40 நி)	கருத்தறிதல் மற்றும் மொழி மரபும் பயன்பாடும் 'அ' பிரிவு A1 வேற்றுமை A2 செய்யுள்/பழமொழி A3 அடைமொழி/எச்சம் A4 மூன்றுணர்வுக் கருத்தறிதல் B5 தெரிவுவிடைக் கருத்தறிதல் மற்றும் சொற்பொருள் 'ஆ' பிரிவு C6 ஒலி வேறுபாட்டுச் சொற்கள் D7 கருத்து விளக்கப்படக் கருத்தறிதல் D8 சுயவிடைக் கருத்தறிதல்	தெரிவுவிடை தெரிவுவிடை தெரிவுவிடை தெரிவுவிடை தெரிவுவிடை கோடிட்ட கிடங்களை நிறைவு செய்தல் தெரிவுவிடை, சுயவிடை	5 5 5 5 5 4 11	10/5% 10/5% 10/5% 10/5% 10/5% 8/4% 32/16%
3 (சுமார் 10 நி) (30 நி)	வாய்மொழி 1. வாய்விட்டு வாசித்தல் 2. ஒளிக்காட்சியையொட்டிய உரையாடல் கேட்டல் கருத்தறிதல்	சுயவிடை தெரிவுவிடை	1 1 10	20/10% 30/15% 20/10%

Standard Tamil PSLE Format

Foundation and Higher Mother Tongue PSLE Format

<https://www.seab.gov.sg/psle/psle-formats-examined-in-2025/>

School Work

- Daily homework like writing exercise, activity book or revision on what is taught for the day.
- Weekly spelling (depending on progress of teaching)
- Topical worksheets (to reinforce the learning after each unit)
- Composition writing
- Students are taught to **annotate** in their work, like comprehension questions or multiple choice questions, to identify key words/ phrases to better understand the context.

原来，枯枝烂叶能为树木提供营养。许多动物以植物为食，像毛虫，就吃树叶。矮树丛和杂草给许多动物提供了藏身和休息的地方。有的鸟儿就在树丛中做窝，捉食森林里的害虫。森林里的枯枝烂叶、矮树丛和杂草多了，鸟类、动物自然也就多了。现在，工人把矮树丛除掉了，鸟儿也都飞走了。没有了鸟儿，森林里的害虫就多了。它们成群地吃树叶、咬树根，森林就渐渐被破坏了。

大自然中的所有事物都是互相联系的，其中一个发生了变化，其他的也会受到影响。

1. 森林管理部来了一位新官员，他做了什么？
他一来就下了个命令：把森林“打扫”干净。

2. “枯枝烂叶也不放过”的“不放过”，是什么意思？
就是说连地上的枯枝烂叶都要除掉。
这句话（这句话） (他) (除)

“大自然中的所有事物都是互相联系的” (从生活中)

举一个例子说明。
li zi

树的木可以用来做物品。 ? x

用树的木做房子，树也渐渐减少了。等到有一天

天没木了，人就无法在做新的物品。

CUP
• Circle
• Underline
• Passage

School Work

- Online work like Ezhishi (Chinese language) aims to develop Self-Directed Learning (SDL) by getting students to be curious about learning and explore more with the help of technology.

Useful Tips

- Check in daily with your child on their work.
- Homework should be indicated in their personal organizer.
- Get them to show 'evidence' of their work. Parents can retrieve work from their bag alternatively.
- Check for completion of work, mistakes or missing page. Seek clarification from your child.

Useful Tips

- Encourage your child to read MTL books (eg composition books) to acquire more vocabulary which will be useful in composition writing.
- Students are also encouraged to use electronic dictionary (Chinese language) or useful apps (eg PLECO) to help in their daily work.
- Resources like Ezhishi, 知识画报, have plethora of reading resources.

Useful Tips

- Suti Mayil magazine for TL pupils is a useful resource to enhance their reading skills
- Gen_G newspaper for ML pupils covers important local and global current affairs in a compact, concise, and relevant manner, and aims to build general knowledge and enhance language & oral skills

Monday Jul 25, 2022

Smart Parenting: Volunteering in school

Parents participate, students do better

AN NIE study points to a positive correlation between parent involvement and students' cognitive, behavioural and emotional engagement.



Getting closer

My children would always come up to say hello and introduce their classmates to me. By getting to know their classmates, it provides me with more meaningful conversations with my children, thus improving my bond with them.

COLETTA YONG
A mother of two children, Coletta Yong and her husband have been active in their children's education since they were young. She is currently a volunteer at her children's school.

By PERCY SIMON, LEE JIA-LEI

...more studies and tend to work a lot. The results of research show that parent involvement in school matters when it comes to levels of academic engagement, the study says.

"From the start, to go up when parents are involved," the study says.

The study looked at the impact of parental involvement on three areas: cognitive engagement (academic progress), behavioural engagement (participation in class and emotional engagement (how much they enjoy school). The study found a positive correlation between parent involvement and all three areas.

The study was carried out by getting students to rate statements about their parent involvement and their perception of it - for instance: "My parents attend parent-teacher meetings" or "I get parents to see my progress, sometimes in school".

The results were then analysed to generally see the impact across the stages of parental behaviour and parents' beliefs on their involvement and in class.

Students named their main types of activities positively when their parents attended parent-teacher conferences when parents discussed their children's learning progress with teachers, and when parents attended talks or workshops organised by the school.

The students who were most engaged in school had parents who were characterised as highly supportive, for example, taking part in or co-ordinating activities for school.

"Parents who tend to be relaxed as to whether their children, you could say, are at school, or have a clear demonstration of what is their concern about their child's education, that does it better for parents to get more involved," Dr Chan said.

PARENTS WHO PERFORM BEST IN NECESSARY SCHOOLS

The study found that parental participation in both primary and secondary schools was positively related to academic achievement, work or career, teacher confidence and dedication about their children's progress.

But more secondary school students reported that their parents checked over their homework, visited it was multiple school activities, and that their parents included activities during their leisure time.

Dr Chan says some parents also think their teens would not want to be at school, but that's a "common misconception" that can be changed.

"Come a study by Dr William Jeynes, a professor of education at California State University, who studies parent involvement and wrote a book called *Parental Involvement and Academic Success* - he said parents should build their relationship with their child by being very supportive in their child's study and career, being very and responsive, meeting with them and listening to their needs and feelings."

Dr Chan says that students who are more engaged in school are more likely to be successful in their studies and careers.

"When we have parents who are more involved in their children's education, we see a clear demonstration of what is their concern about their child's education, that does it better for parents to get more involved," Dr Chan said.

IMPROVING PARENTING AND PARENT INVOLVEMENT

One of the areas that was studied was whether a supportive parenting style, known as authoritative parenting, was comparable for lower school involvement, as authoritative style of parenting, more than other parenting styles, was more responsive, meeting with them and listening to their needs and feelings.

The study found that students who are more engaged in school are more likely to be successful in their studies and careers.

Dr Chan says that students who are more engaged in school are more likely to be successful in their studies and careers.

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Students are more engaged when their parents are:

- Involved in school work/events like Parent-Teacher meeting
- Volunteering

Be involved and work with the school to help your child reach their potential

Useful Tips

- Spend time with them to do reading or watch online resources such as 早报校园 www.zbschools.sg (CL).
- Ask questions to promote thinking and teach them the right values.
- Encourage them to converse in their MTL to develop confidence and hone their conversational skills which will help in their PSLE oral examination.

Develop winning habits

- Seldom speaks Chinese
- Pri 5 AL4. Improved to AL2 in Mid-year. Scored AL1 in Prelim and PSLE
- What did she do?
 - read papers
 - use dictionary to revise or learn new words
 - keep a notebook for phrases useful in writing

下定决心学华文 一年内成绩突飞猛进

绿洲小学首批小六毕业生谭祖仪英文能力出众，还出版过三本电子图书。

然而，在家不讲华语的她一直以来认为华文是最具挑战性的科目，还曾在刚上小学时的华文课上几度受挫落泪。

为了在会考中考好，谭祖仪下定决心努力学习华文，华文成绩一年内突飞猛进，从之前的AL4进步至年中考试的AL2，最后在预考中获得AL1。她刚在小学离校考试中考获四科AL1的佳绩，总成绩为4分。

谭祖仪升上小六时便开始勤奋阅读学生报章，一碰到不认识

的词语就会查字典，并把解释与词语搭配写进笔记本里。

她说：“坚持一阵子后，我还慢慢开始喜欢上这种学习过程……会考前，那本笔记本超过一半的页面也都被我写满了。”

谭祖仪受访时表示，能获得4分其实在自己意料之外。“虽然我的预考成绩也是4分，但我觉得会考的试卷比较难，所以我并没有把握，觉得能考10分以下就心满意足了。”

谭祖仪昨天也接获通知，她已成功凭借英文的表现，通过直接招生计划（DSA）获新加坡女子学校录取。



谭祖仪的强项虽然是英文写作，但她对学习华文的态度也非常认真，华文成绩在短短一年内突飞猛进。

（绿洲小学提供）

Thank you