



P4 Curriculum Briefing

28 Jan 2026

VP Sharing

Mrs Audrea Chin

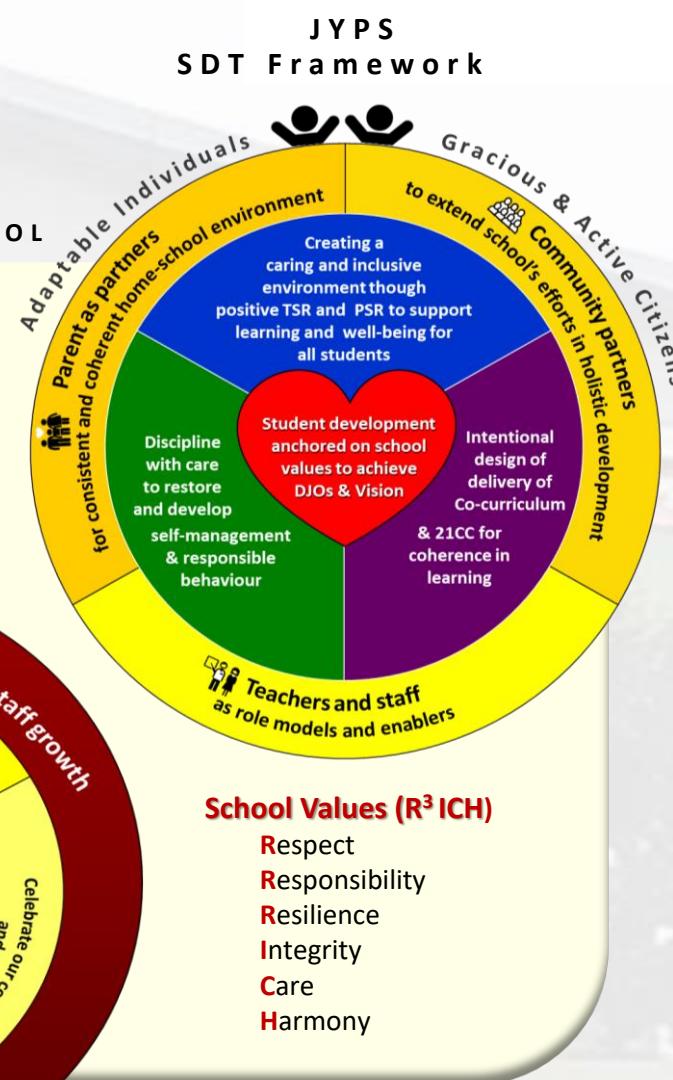
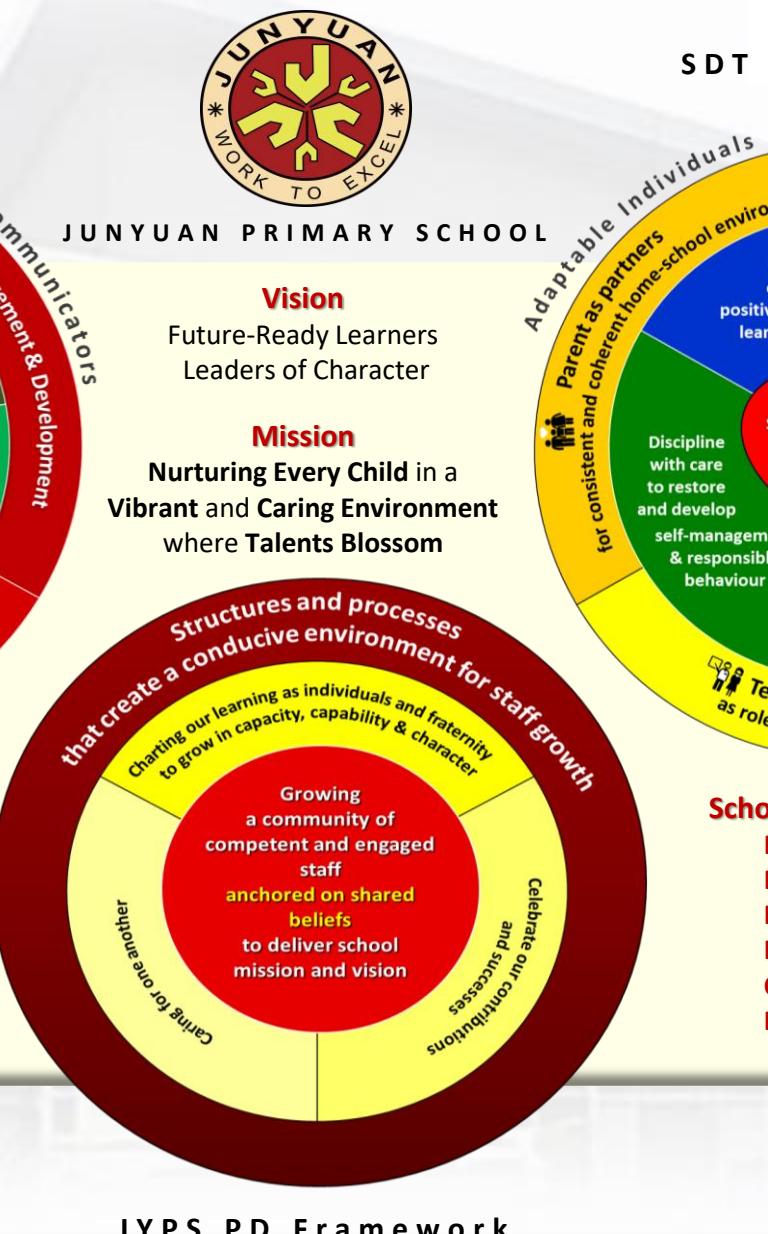


Vision

**Future-Ready Learners,
Leaders of Character**

Mission

**Nurturing Every Child in a
Vibrant and Caring
Environment where
Talents Blossom**





“I can” attitude



Class Posters (P4-6)

I am a Confident Communicator.

I Can

- Present and explain relevant ideas and information clearly to an audience.
- Keep my friends focused during discussions.
- Show respect through my choice of words and tone of voice.
- Interact respectfully with others despite having a differing opinion.
- Listen actively and consider different viewpoints.

Junyuan Primary School

21CC Primary 4 – 6 | Values: Respect, Harmony

5

I am a Self-directed Learner.

I Can

- Set SMART learning goals.
- Check my progress.
- Reflect on my learning.
- Apply what I have learnt to new situations.
- Select, organize, and check information to make sure it is accurate, trustworthy, and up to date.

Junyuan Primary School

21CC Primary 4 – 6 | Values: Respect, Responsibility, Integrity

6

I am an Adaptable Individual.

I Can

- Try different ways to find the best solution to a problem.
- Respect group decisions.
- Work in harmony with my group towards a common goal.
- Contribute to group tasks.
- Be brave to try new things, even if it is challenging.
- Reflect on my behaviour/learning and find ways to improve myself.
- Refine my ideas/solutions and make them better.

Nurturing Every Child in a Vibrant and Caring Environment where Talents Blossom



JUNYUAN PRIMARY SCHOOL

eaders of Character

I am a Gracious and Active Citizen.

I Can

- Respect different cultures, traditions, customs & religions.
- Show care and empathy for people from different backgrounds.
- Understand how events around the world can impact me, my family, and my community.
- Interact respectfully with people from Singapore and other countries.
- Take thoughtful actions to help my school and the community.

5



Values

- Respect
- Responsibility
- Resilience
- Integrity
- Care
- Harmony

R3ICH





Subject-Based Banding

Offering of Subject Combinations





Why Subject-Based Banding

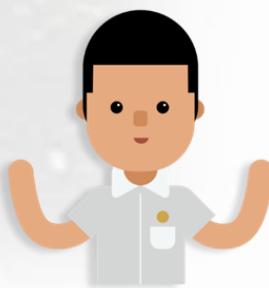
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- To recognise that every child is unique, and has different abilities, aptitudes, capabilities and talents.





What is Subject-Based Banding

- Offers students the option of **Standard and Foundation Subjects** at Primary 5 and 6, depending on their strengths and aptitudes in each subject.
- School will recommend subject combination based on the following:
 - Student's **aptitude, motivation and performance** in each subject;
 - Focus on **literacy and numeracy**, and facilitation of the student's articulation to secondary school and beyond.
- Under SBB, Primary 5 and 6 form classes comprise students offering a mix of Standard and Foundation subjects. This **provides students with the opportunities to interact with peers of different abilities.**





How does Subject-Based Banding works?

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for Primary School Leaving Examination (PSLE) at the end of Primary 6.



Possible Subject Combinations

4 standard subjects (4S)

3 standard subjects +

1 other foundation subject (3S1F)

2 standard subjects +

2 other foundation subjects (2S2F)

1 standard subject +

3 other foundation subjects (1S3F)

4 foundation subjects (4F)



Guidelines for Subject Combinations at the End of P4

- Students who pass 3 or more subjects
 - ❖ Offered 4 standard subjects at P5
- Students who pass 2 or fewer subjects
 - ❖ Offered foundation subjects at P5 (2S2F, 1S3F, 4F)



Offering subjects at a more demanding level

At the start of Secondary One

Eligible students can offer English Language, Mother Tongue Languages, Mathematics and Science at a more demanding level based on their PSLE Achievement Level (AL) for each of these subjects.

Eligibility criteria to offer English Language, Mother Tongue Languages, Mathematics and/or Science at a more demanding level

| Indicative Level of Most Subjects at Start of S1 | PSLE Standard grade | PSLE Foundation grade | Option to offer subject at |
|--|---------------------|-----------------------|----------------------------|
| G2 | AL 5 or better | - | G3 |
| G1 | AL 5 or better | - | G2 / G3 |
| | AL 6 | AL A | G2 |

Secondary school experience under Full SBB

Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school.



WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

- 1 Reducing fine differentiation of students' examination results at a young age.
- 2 Recognising a student's level of achievement, regardless of how his/her peers have done.
- 3 Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.

The revised PSLE scoring system will not change the considerations for deciding on a student's subject combination at P4/ P5.



More Information at MOE PSLE Microsite

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



Ministry of Education
SINGAPORE

PSLE Scoring System Score Calculator Posting to Secondary School Full Subject-Based Banding Resources ▾

PSLE Scoring System

The PSLE scoring system will help your child focus on their learning instead of how they compare to others.



The PSLE is a useful checkpoint to gauge your child's understanding of key concepts and academic strengths. This will help your child learn at a suitable pace when they progress to secondary school.



Key Considerations for Offering Higher Mother Tongue

- HMTL is offered to
 - further strengthen the learning of MTL from an early age and encourage the learning of MTL to as high a level as students can.
 - students with **strong proficiency** and **interest** in their Mother Tongue Language (MTL).
 - Strong performance in written language (e.g., composition, comprehension)
 - Interest in extensive reading
- Curriculum at Primary 5 and 6 includes a higher level of language skills and an introduction to Chinese, Malay, or Tamil literature.



From 2026, more students to be allowed to study higher mother tongue from Sec 1: Chan Chun Sing



Under the current system, pupils must do well in all four PSLE subjects to qualify to take higher mother tongue languages. PHOTO: LIANHE ZAOBAO

Ng Wei Kai

UPDATED OCT 14, 2024, 04:42 PM



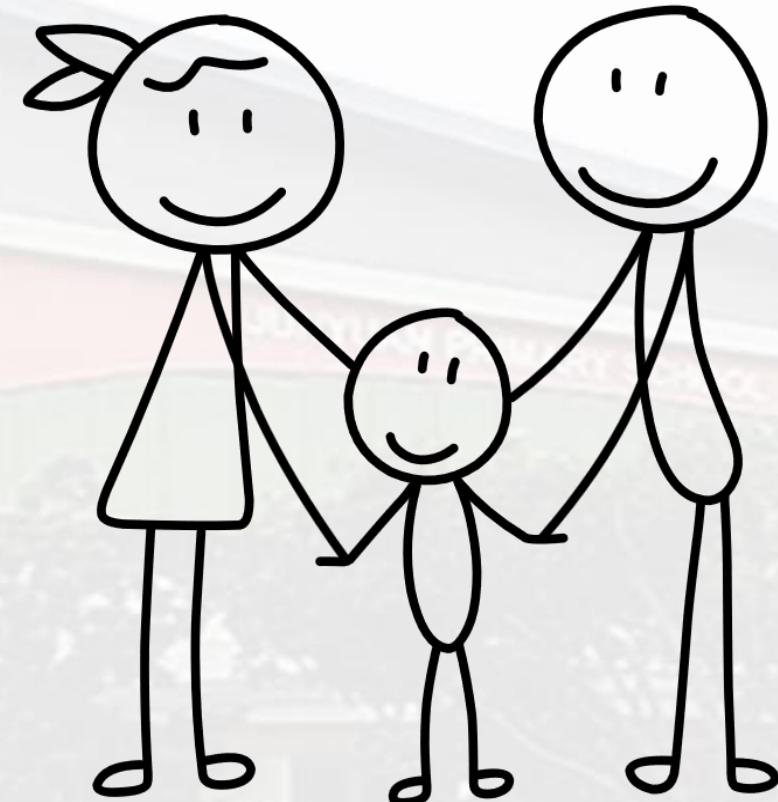
SINGAPORE – More students will be allowed to study their mother tongue languages – Chinese, Malay or Tamil – at a higher level in secondary schools as part of a raft of efforts set to kick in over the next few years to shore up bilingual education.

From 2026, pupils who do well in the subject in the Primary School Leaving Examination (PSLE) will be able to take higher mother tongue languages (HMTLs) in Secondary 1, regardless of their overall PSLE score



Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.

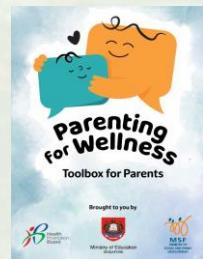


Parents are a predominant source of support for their child.



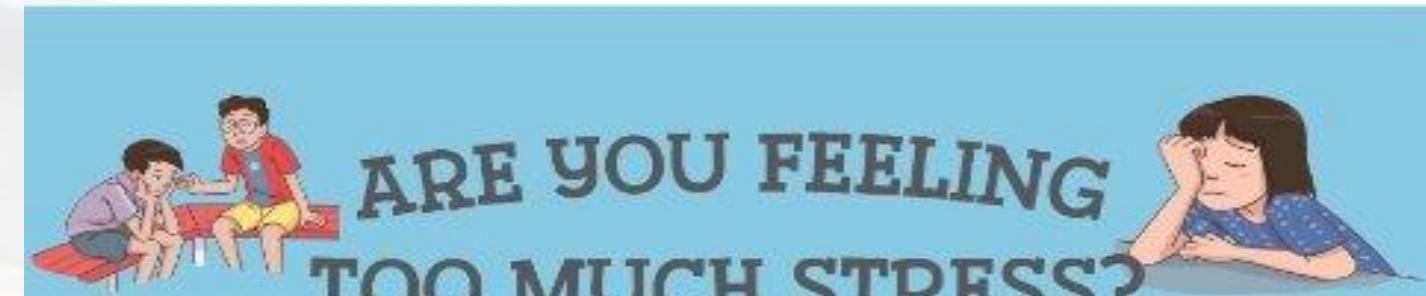
How can you support your child?

LOOK out for these signs which indicate your child may need help to cope:



<https://go.gov.sg/pfwdistress>

Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.



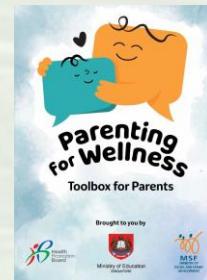
ARE YOU FEELING TOO MUCH STRESS?

We can **LOOK out for:**

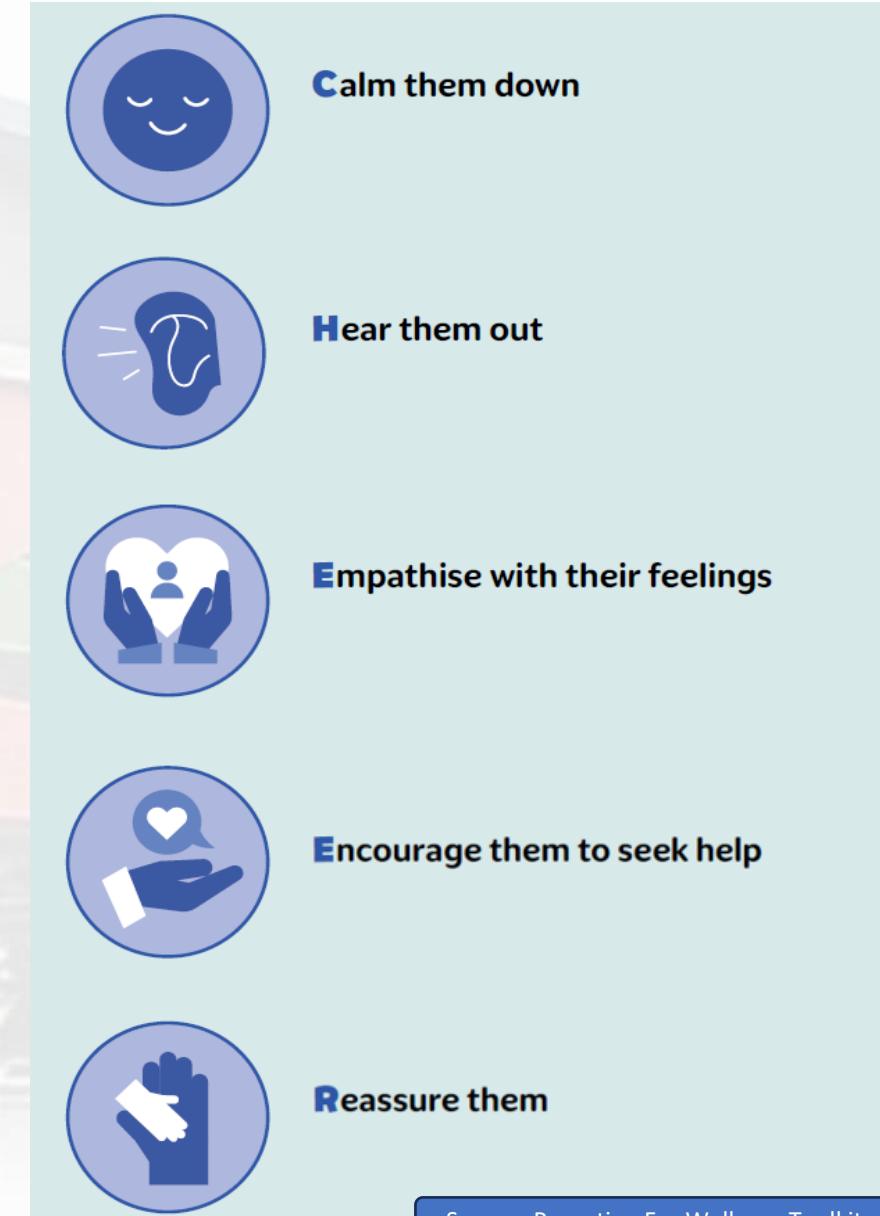
- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual



If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Source: Parenting For Wellness Toolkit

Primary 3 and 4

During CCE (FTGP)
lessons, students
will be taught:

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development



We Change as We Grow ②

Date:

How I Can Support My Friend



- Give your friend time to cool down.
- Ask your friend to take deep and slow breaths to calm his/her feelings.

- Listen attentively to your friend's words and feelings.
- Keep an open mind and do not judge.
- Do not interrupt.

- Show interest.
- Check if you had understood your friend's issue and feelings correctly.

- Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.

- Tell a teacher if you are worried your friend is in danger or may hurt himself/ herself or others.

Taken from P4 CCE Journal P.7



Parents can practise the CHEER skills with their child to help them build positive peer relationships.



How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of concerns.
- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.
- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.
- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions³.



About 1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.¹

¹Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, <https://www.commonsensemedia.org/press-releases/nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds> (accessed on 23 October)

²UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots>

³Parents, *More Kids Are Turning to AI Companions—And It's Raising Red Flags* <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how-why-kids-are-using-ai-companions-today>



Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be age- and developmentally-appropriate.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with little or no direct use of AI tools.
 - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

Three AI-enabled systems in the Singapore Student Learning Space (SLS):

AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING

MOE harnesses Artificial Intelligence (AI) as a strategy to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):

- Adaptive Learning System
- Teaching and Learning Assistants
- Learning Feedback Assistants

GREATER CUSTOMISATION OF LEARNING

- Adaptive Learning System (ALS) provides personalised learning pathways to enable students to learn at their own pace.
- Teaching and Learning Assistants, such as the Learning Assistant (LEA) guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

PERSONALISED FEEDBACK FOR LEARNING

Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning and higher-level thinking.

SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like Authoring Copilot (ACP) help teachers generate lesson ideas and materials, while Data Assistant (DA) allows teachers to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.



Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**. (Scan QR code on the right)
- Students will develop AI literacy over their educational journey.

To access information on MOE's NDLP



Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Primary 4 to 6

How will your
child use AI for
his/her
learning?

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

Sec

There should be a gradual release of responsibility to allow for independent use of AI, so that students learn to use AI to support learning while not over-relying on it.

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users

Pre-U

As students become more empowered to use AI as a collaborator, emphasis on the use of AI in a safe, responsible, and ethical manner continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI

P4 to P6

The use of AI could be gradually introduced to students under the guidance of teachers.

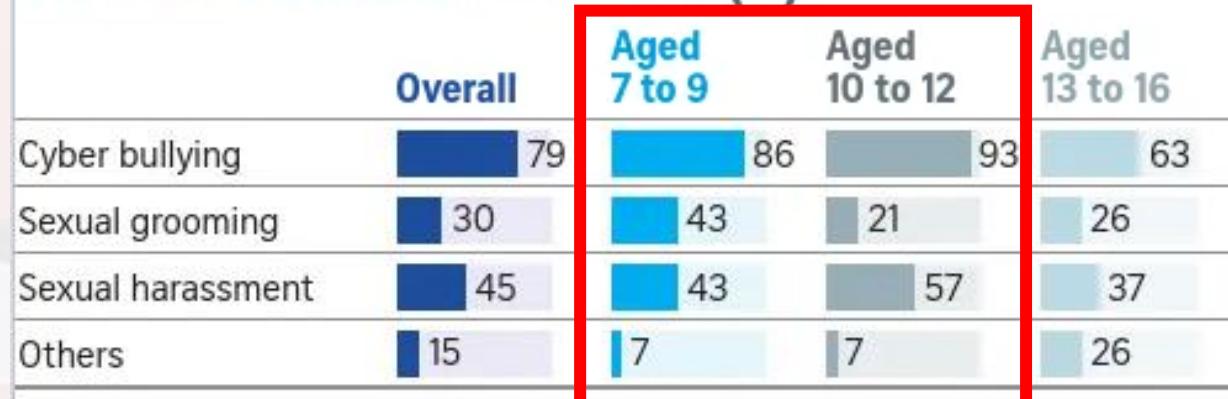
- When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI

P4 to P6

The use of AI could be gradually introduced to students under the guidance of teachers.

- *When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI*

TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: **MILIEU INSIG**
STRAITS TIMES GRAPHICS

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

Source: *Milieu Insights, reported by the Straits Times* (Feb 2021)

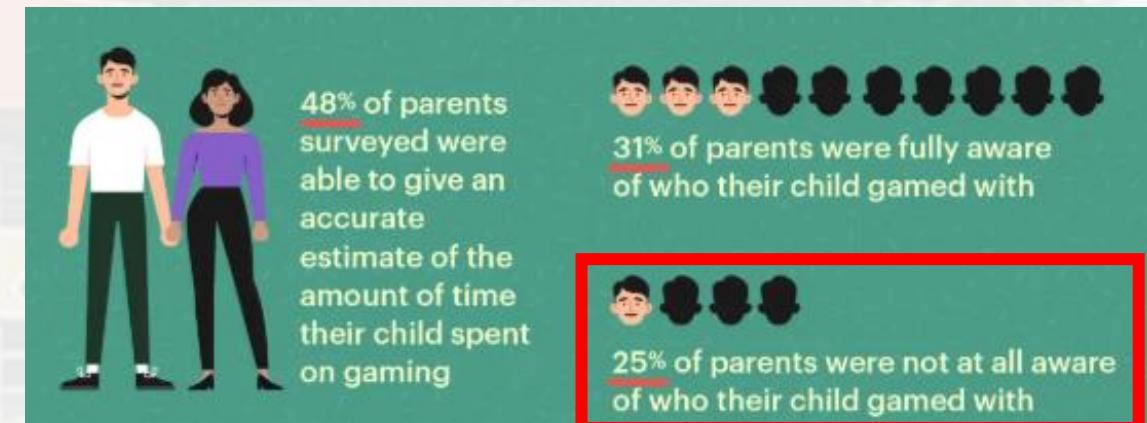
Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



Source: [MDDI Survey](#) (Feb 2024)



Did you know?

Most social media platforms and popular games have **App Store age-ratings**:

- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **before the recommended ages**.

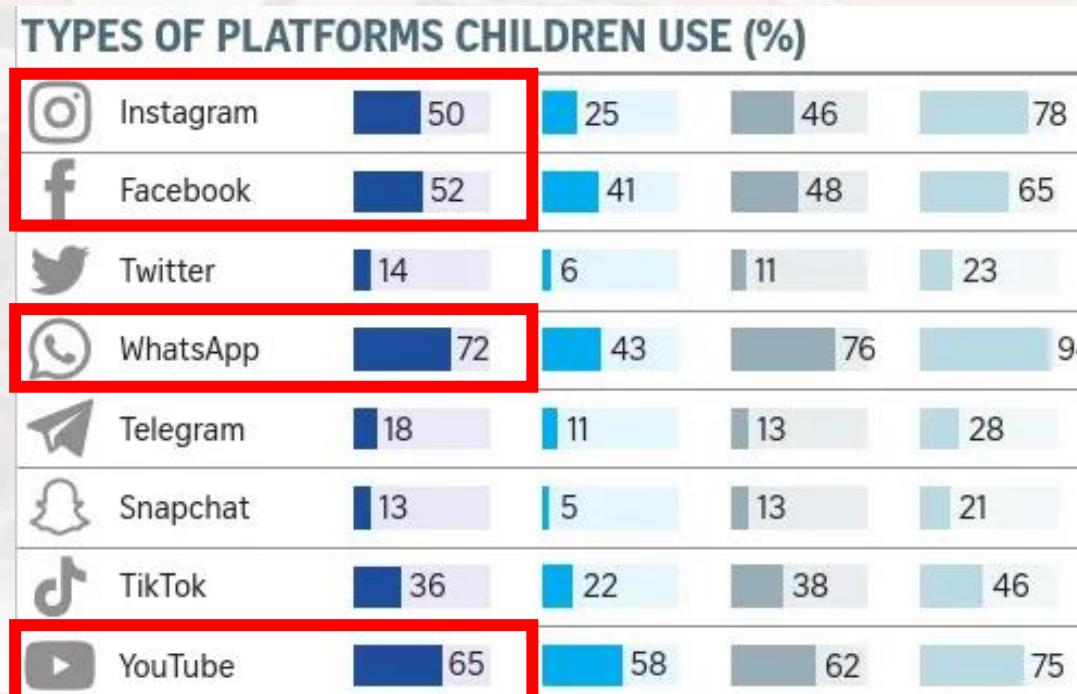
Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



CURRENT REALITY

About a third of parents



with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)



What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes;**
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

Primary 3 and 4

During
CCE(FTGP)
lessons,
students will
be taught:

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online

- Steps to take to determine if an online friend is trustworthy



My Healthy Screen Time Pledge

I, _____, pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.



Discuss your child's healthy screen time pledge at home and cultivate accountability.

The ICT team has set this as the default background on mobile cart devices to remind everyone to be responsible digital learners.



AT JYPS, WE ARE Responsible DIGITAL LEARNERS.

I will take good care of this learning device.



I will not change any settings and the wallpaper of this learning device.

I will only use the specific/recommended apps and websites for the learning task.



When my teacher gives instructions, I will keep this learning device screen facing down and listen attentively.

I will report any fault with this learning device immediately to my teacher.



ICT AUP Agreement

I will strictly follow the ICT AUP Agreement in Student Diary (Pg 35-37).

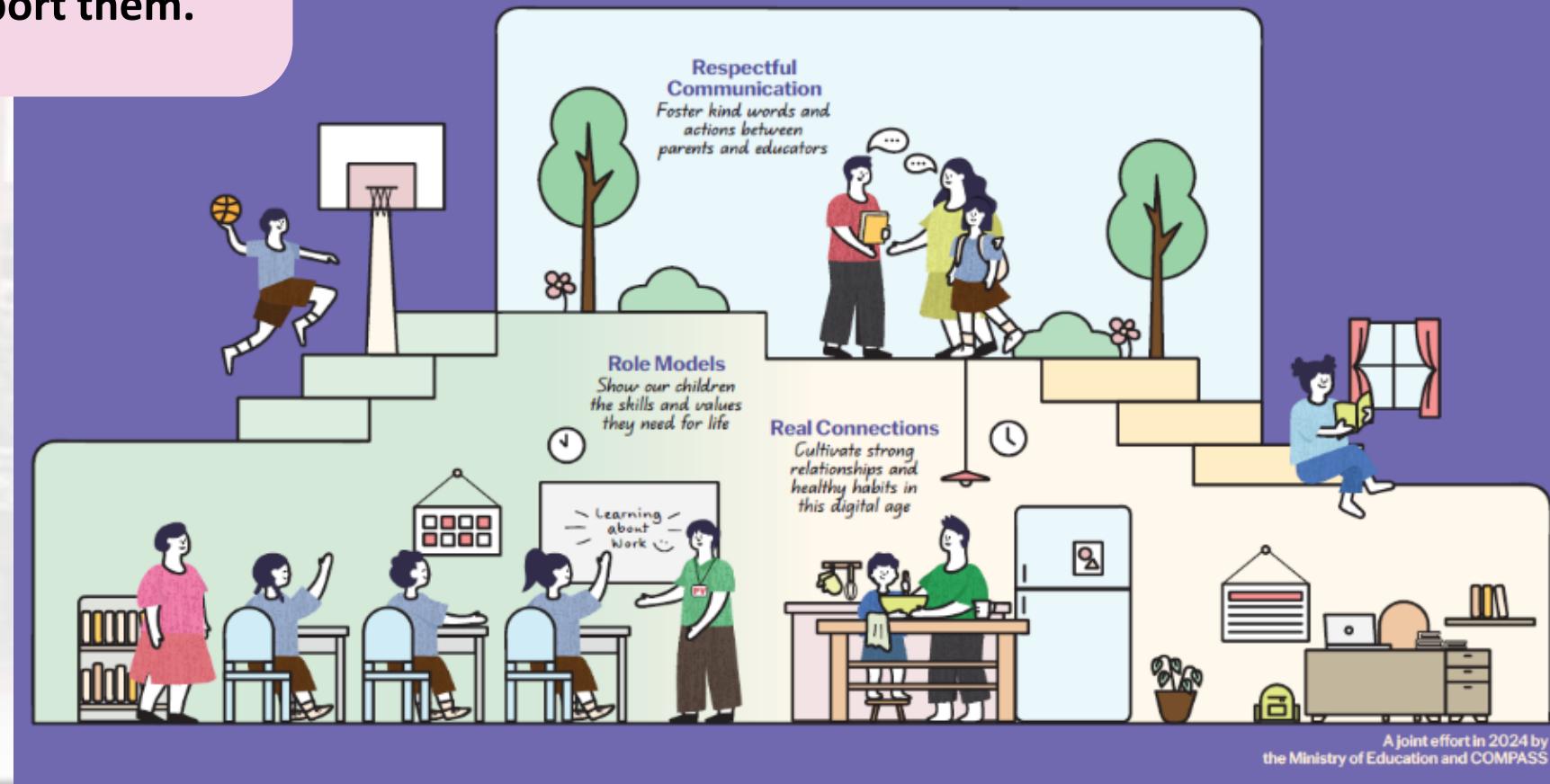


School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together





Respectful Communication

Foster kind words and actions
between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours

We seek your understanding that teachers will respond to your emails and phone calls between 7.30 am to 5.30 pm on Mon to Fri





Official Channels of Communication

Communications with parents:

- JYPS Bulletin for Parents (School Website)
- Parents Gateway (MOE App)
- Student Diary
- Parent-Teacher Meeting / Briefing
- Class DOJO
- Emails (school/teachers)
 - Generic email address: junyuan_ps@moe.edu.sg
- Phone calls (parents can call GO to leave a message for the teachers)
 - General Office: 67831495
- Whatsapp message from school official line (sent to primary Point of Contact)





Role Models

Show our children the skills and values they need for life



Model good values in words and actions



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

Thank You