

Primary English Syllabus

Overview

The English Language curriculum in SISB helps students become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English. In the Primary English department, we use a mixture of old and new curriculums from Singapore to ensure that our students fulfill their potential. A gradual change over is occurring where we are updating the present curriculum to incorporate the Singapore STELLAR (Strategies for English Language Learning and Reading) curriculum. The current curriculum still has a lot to offer in terms of education, so during the update, we are taking elements from it and using them to ensure that we maintain our high standards.

Desired Outcomes

At the end of their primary education, pupils are able to interact effectively in English. They are able to:

- 1) listen, speak, read, write and make presentations in internationally acceptable English that is grammatical and fluent
- 2) think through, interpret and evaluate fiction and non-fiction texts
- 3) interact effectively with people from their own or different cultures

Approach

Primary 1-4

STELLAR curriculum incorporates a sharper focus on 21st century competencies to enable our students to communicate effectively and confidently in the globalised world. The STELLAR programme is designed to cater to a diverse range of English learners in our school system and was developed based on research carried out in Singapore schools. As part of the programme, English is taught through stories and texts that appeal to children, with explicit grammar instruction. Students are provided with opportunities to express themselves in an environment where language learning can be enjoyable yet purposeful. Through the reading of engaging stories in class, students get to speak extensively, discussing and sharing their views with the teacher and their peers. The main purpose is to build students' confidence in speech, writing and enhance their learning of the language.

Primary 5-6

We build on positive attitudes to English and to reading, writing, speaking and listening as well as awareness of the structure and function of various text types. We focus on developing critically-aware and creative users of language. Each unit we teach is

focused on a particular text type and each pair of units taught centers around a theme. This enables exploration of the theme in depth and also develops critical literacy skills in relation to context, audience and purpose of texts. Grammatical features and other aspects of language use are developed through strategic, text-based introduction, spiraling at a more sophisticated level, and revisiting to revise a language point or emphasizes its use in context.

Primary Mathematics Syllabus

1. Overview

Our Primary Mathematics Syllabus is based on the Singapore syllabus, with the use of mathematical modelling and application of heuristics.

2. Desired outcomes

The syllabus aims to enable all students to:

- Acquire mathematical concepts and skills for everyday and continuous learning in mathematics;
- Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving
- Build confidence and foster interest in Mathematics

3. Approach

The approach we adopted is applications and modelling. Applications allow students to connect mathematics that they have learnt to the real world, thus enhancing their understanding of key mathematical concepts and methods, as well as develop mathematical competencies. Students will have opportunities to apply problem solving and reasoning skills to tackle a variety of problems, including open-ended and real-world problems.

Mathematical modelling is the process of formulating and improving a mathematical model to represent and solve real-world problems. Through such mathematical modelling, students will learn to deal with ambiguity, make connections, select and apply appropriate mathematical concepts and skills, identify assumptions and reflect on the solutions to real-world problems, and make informed decisions based on given or collected data.

Heuristics are general ways of what students can do to solve a problem when the solution to the problem is not obvious. This will include, using a representation, making a guess, walking through a process and changing the problem.

Primary Science Syllabus

1. Overview

Our Primary Science Syllabus is based on the Singapore syllabus where it serves as a basis for scientific studies at higher levels.

This syllabus focuses on the need for a balance between the acquisition of science knowledge, process and attitudes by inculcating the spirit of scientific inquiry. Besides, the technological applications, social implications and the value aspects of science are also considered when relevant. It also emphasises the broad coverage of basic concepts in the natural and physical world.

2. Desired outcomes

The syllabus seeks to enable students to view the pursuit of science as meaningful and useful. Inquiry is thus grounded in knowledge, issues and questions that relate to the roles played by science in daily life, society and the environment.

It also seeks to nurture the student as an inquirer on the grounds that children are curious about and want to explore the things around them. The science curriculum leverages on this to fuel this spirit of curiosity. The end goal is students who enjoy science and value science as an important tool to help them explore the natural and physical world.

Science education for the future involves teaching students more than just the basic concepts of science. Students need to be equipped with the skills to use scientific knowledge to identify questions, and to draw evidence-based conclusions so as to understand and make decisions about the natural world and the changes made to it through human activity. They also need to understand the characteristic features of science as a form of human knowledge and inquiry, and be aware of how science and technology shape our material, intellectual and cultural environments. Lastly, they need to be equipped with ethics and attitudes to engage in science-related issues as a reflective citizen¹.

A strong foundation in scientific knowledge and methodologies will include the development of reasoning and analytical skills, decision and problem solving skills, flexibility to respond to different contexts and possessing an open and inquiring mind that is willing to explore new domains and learn new things. These are skills and habits of mind that are aligned to the desired 21st century competencies.

The syllabus aims to:

- provide students with experiences which build on their interest in and stimulate their curiosity about their environment;
- provide students with basic scientific terms and concepts to help them understand themselves and the world around them;
- provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry;
- prepare students towards using scientific knowledge and methods in making personal decisions
- help students appreciate how science influences people and the environment

1 Adapted from Assessing Scientific, Reading and Mathematical Literacy, a Framework for PISA 2006, OECD.

3. Approach

The approach adopted is through inquiry learning. Inquiry-based learning may be characterised by the degree of responsibility students have in posing and responding to questions, designing investigations, and evaluating and communicating their learning (student-directed inquiry) compared to the degree of involvement the teacher takes (teacher-guided inquiry). Students will best benefit from experiences that vary between these two inquiry approaches.

To further emphasise the learning of science as inquiry, strategies that incorporate the essential features of Question, Evidence, Explanation, Connections and Communication are used and students are provided with experiences that varies between guided (partial) and open (full) inquiry.

Primary Chinese Syllabus

1 Overview

The Enhanced Primary Chinese curriculum in SISB PU campus is developed for students from various learning backgrounds based on the Singapore Chinese Language Syllabus 2007 and 2015. In this enhanced and differentiated Chinese Language curriculum, we will have four learning levels (Advanced Chinese / Mainstream Chinese / Functional Chinese / Conversational Chinese) to suit students' needs and capabilities.

2 Desired Outcomes

With this Enhanced Primary Chinese curriculum Students are able to:

- 1) learn Chinese in the suitable level based on his or her capability.
- 2) engage more actively in Chinese lessons.
- 3) develop greater interest in learning Chinese.
- 4) develop language skills in tandem with inculcating humanistic values.

3 Approach

Differentiated teaching and learning method is mainly adopted in this curriculum, as well as integrating relevant language-teaching pedagogies and up-to-date learning technologies to better engage students and enhance learning.

We also focus on functional use of Chinese Language, with greater emphasis on listening and speaking skills as the cornerstone of language proficiency, with opportunities for students to further enhance their language-learning capabilities through cultural exchanges and other practical opportunities for greater appreciation of the language and culture.

In this enhanced Chinese curriculum we will use relevant learning content connected to students' daily life, diversified teaching and learning resources such as animation and digital interactive games, as well as engaging and authentic language tasks.

Chinese Learning Support (CLS)

Students whose language proficiency is not adequate for the regular classroom may have to attend Chinese Learning Support (CLS) programme after curriculum time so that more intensive instructions in Chinese can be provided.

Primary Thai Language Syllabus

Overview

The Thai Syllabus is adapted from the MOE to cater to both native Thais and international students.

Students will be able to appreciate the Thai Culture as the national heritage and the language of their host country. The Thai Language courses follows the guidelines and the requirements of Ministry of Education as well as complies with Standards of Office of National Education Standards and Quality Assessment (ONESQA).

The study of Thai Language enables effective communication with others. The course is designed to help students to acquire a wide range of vocabulary and to develop practical language skills relevant to the student's daily lives. There are 3 levels in Thai Language Course as Beginning, Intermediate and Advance Levels depending on the individual student's language background and abilities.

Desired outcomes

Thai Language Course is designed to help students know, understand and also instill a sense of respect for the culture of the host country. It provides SISB students an understanding of Thailand, its people and rich cultural heritage which will make their stay in Thailand more productive.

All Student should have opportunity to become competent communicators in Thai Language on their own or as a foreign language. The level of linguistic competence and effectiveness differ from native students and non - native students.

Approach

Aims of the Syllabus

- To have students appreciate values and aesthetics of the Thai Language.
- To have students practice the integrated skills of speaking, listening, reading and writing and obtain knowledge and understanding of the rules which are the basics of language learning.
- To develop a crucial approach to literature.
- To respond appropriately to a variety of texts.
- To use language with enjoyment as a vehicle of thought, creativity, learning and self expression.
- To have students obtain good reading habits and know how to select reading materials.
- To gain a deeper understanding of human nature and thus of oneself and others.
- To encourage the students to comprehend more clearly aspects of their own culture and others' culture.