



Curriculum Information
PRIMARY 4

M AVIS

TUTORIAL CENTRE

LEARN INSPIRE ACHIEVE

Why Choose Mavis?



1. Mavis PRO

> *Never Miss a Lesson Again*

Physical Lessons - Stay engaged with in-person learning

Recorded Lessons - All recorded lessons available for the whole year

Online Lessons - Learn from anywhere



2. Mavis Connect

> *Stay Connected, Stay Informed*

Students - Access past lesson records, submit assignments, watch recorded lessons and download lesson materials

Parents - Track lesson records, monitor attendance, receive teacher feedback, and make secure payments



3. Oral AI Companion

> *A revolutionary way to practise oral*

Structured Syllabus - Topics from basic to advanced levels

Simplified Learning - Complex topics broken down into bite-sized sections for better understanding



4. Learning Kits

> *Hands-on Learning for Stronger Grasp of Concepts*

Interactive Tools - Learning kits, like microscope, math manipulatives and calligraphy set, make lessons more engaging



5. Mavis Miles Rewards Programme

> *Rewarding Effort, Recognising Excellence*

Motivational Learning - Inspires students to participate actively and strive for excellence

Academic Achievement - Be recognised for strong academic



HEAR FROM OUR STUDENTS



'O' LEVELS 9A's

"Mavis provided us with **targeted questions**, which really helped me **focus on my weaker topics**. As a result, my Maths grade **improved from a C6 to an A1**. The teachers at Mavis also went to great lengths to ensure **everyone enjoyed class**, which made learning feel a lot easier."

KENNETH LEE

PSLE 4A1's

"Mavis gave me the **confidence** to excel in my PSLE, as the teachers were very **supportive** and provided plenty of **targeted practice**. They also took time out of their own schedules to give us **extra lessons**, which helped us feel more prepared."

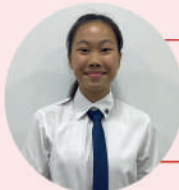
KOH TIEN YOUNG



'O' LEVELS 8A's

"I think that ultimately it is the teachers at Mavis that gave me the support needed to do well in my 'O' Levels, whenever I see them **putting their best effort to teach us**, it makes me want to **strive harder** and do my best."

FREYANN LEE



PSLE 4A1's

"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries**, and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready to answer my questions."

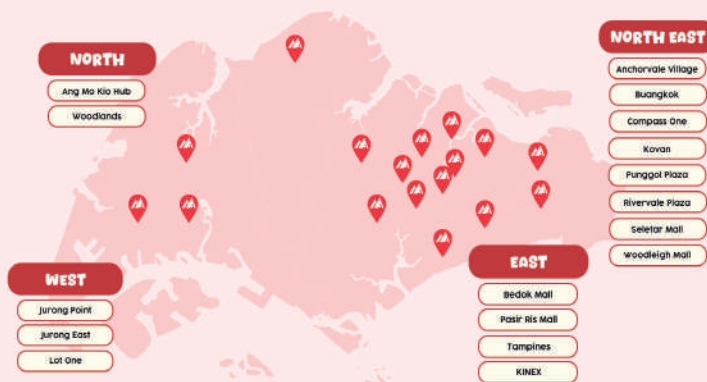
GUO XINYAO



MavisPRO

Never Miss a Lesson Again!

Physical Lessons **R**ecorded Lessons **O**nline Lessons



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SUBJECTS OFFERED FOR PRIMARY 4 STUDENTS

Dear Parents,

Thank you for your interest in Mavis Tutorial Centre.

Since 1986, we have been dedicated to delivering exceptional education, equipping students with the knowledge, skills, and confidence to excel in crucial exams such as the PSLE, SEC examinations, and GCE 'A' Levels. Our carefully structured curriculum focuses on deep subject understanding, empowering students to perform confidently and achieve excellence in their examinations. Beyond academic success, we are committed to creating an engaging learning environment where active participation and enjoyment are at the forefront, guided by our experienced and engaging tutors.

We offer a variety of courses for our Primary 4 students:

- English
- The Write Stuff (TWS)
- Mathematics
- Science
- Chinese
- Chinese Compo & Oral



THE MAVIS EXPERIENCE



Nov	Lessons commence <i>Give your child a head start and build confidence early.</i>
Dec	Supplementary Home-Based Learning Lessons <i>Keep learning consistent, even during the holidays.</i>
Feb	Term 1 Revision <i>Reinforce foundational knowledge for a stronger Term 2.</i>
Mar	Parents' Workshop: How to Support Your Child Better <i>Gain insights into exam trends and support your child's success.</i>
Apr	Mid-Year Revision <i>Prepare with purpose – consolidate learning before exams.</i>
May	Supplementary Home-Based Learning Lessons <i>Keep skills sharp after exams for continued progress.</i>
Jun	Intensive Revision Booster Class Part 1 <i>Sharpen skills and tackle challenging questions head-on.</i>
Aug	Term 3 Revision <i>Revisit key concepts to stay ahead in the final stretch.</i>
Sep	End-of-Year Revision <i>Refine knowledge and correct misconceptions before the final exam.</i>
Oct	Intensive Revision Booster Class Part 2 <i>Final push for excellence – maximise marks with targeted strategies.</i>



“

KEY FEATURES OF OUR PROGRAMME

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MAVISPRO

- Offer flexible options to attend lessons in-person or online
- Enable students to revisit recorded lessons anytime for revision
- Support self-paced revision and concept reinforcement

COMPREHENSIVE WEEKLY LEARNING RESOURCES

- Align with the latest MOE syllabus
- Deliver consistently to support steady progress
- Strengthen foundational understanding

EXPERIENTIAL LEARNING

- Engage students through hands-on activities
- Make learning interactive and enjoyable
- Deepen understanding through active participation

REVISION MATERIALS

- Reinforce key academic concepts
- Train students in effective answering techniques
- Prepare students for exam success

INTENSIVE REVISION

- Deliver targeted practice for difficult topics
- Refine answering strategies with expert guidance
- Build exam confidence through focused revision

EXTRA SUPPORT

- Include past-year examination papers & AI quizzing
- Provide additional practice opportunities
- Familiarise students with real exam formats



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PRIMARY 4

ENGLISH

**THE WRITE STUFF
(TWS)**



PRIMARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. acquire and apply four key language skills
2. strengthen knowledge in grammar & vocabulary

1

LISTENING SKILLS



Comprehending and interpreting spoken language

2

SPEAKING SKILLS



Communicating through verbal expression and articulation

3

READING SKILLS



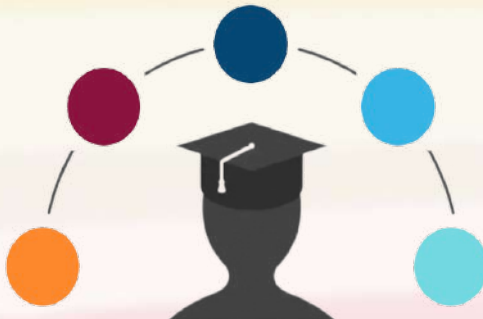
Understanding variety of texts, analysing literal and inferential meaning

4

WRITING SKILLS



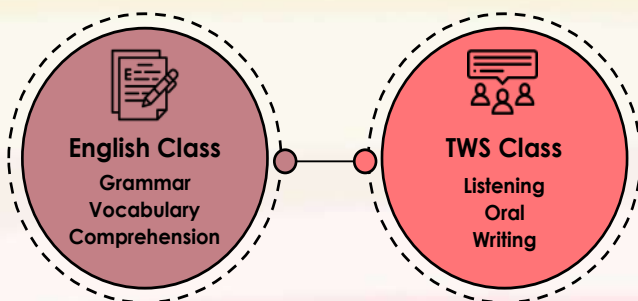
Expressing thoughts and ideas through written communication



PRIMARY ENGLISH

Paper	Components
<i>Paper 1</i> Writing	- Continuous Writing - Students will be required to write a composition of at least 100 words in continuous prose, using the storyline provided by three pictures. Some helping words will be provided.
<i>Paper 2</i> Language Use & Comprehension	- Aspects of language assessed include: (1) Grammar, (2) Vocabulary, (3) Sentence Combining, (4) Editing for Spelling, Punctuation, and Grammar, and (5) Comprehension. - Students will be assessed on their ability to use language correctly and to comprehend textual information.
<i>Paper 3</i> Listening Comprehension	- This paper comprises: (1) Picture Matching, (2) Note-taking, and (3) a Comprehension Passage. - Paper 3 assesses students' ability to understand spoken English through various texts. - The texts may take the form of instructions, recipes, telephone messages, explanations, conversations, presentations, stories, speeches, news items, announcements, and advertisements.
<i>Paper 4</i> Oral Examination	- Reading Aloud - Students will read a short passage to demonstrate their ability to read with accuracy and fluency.
	- Stimulus-based conversation - Students will demonstrate their ability to respond to a given stimulus by sharing their views and providing reasons for their opinions.

CLASSES OFFERED





P4 ENGLISH CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Comprehensive weekly worksheets

- closely aligned with the latest MOE syllabus
- complete coverage of all components of Paper 2

Key feature 2



Regular updates on current affairs

- broaden general knowledge
- strengthen understanding of various contexts

Key feature 3



Thorough exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts

OUR CURRICULUM

HOW WILL STUDENTS BENEFIT



GRAMMAR



- master grammar rules
- learn to identify & avoid common mistakes
- analyse & annotate keywords

VOCABULARY



- expand vocabulary proficiency
- understand connotations & applications

COMPREHENSION



- develop close reading & analytical skills
- learn precise answering techniques



SNIPPETS OF OUR CURRICULUM

Grammar:

For each question, write the answer (1, 2, 3 or 4) in the brackets provided.

1. "Please refer to your textbook when doing your homework," Miss Tan told her students.

to look at or in (something) for information

- (1) with
- (2) on
- (3) to
- (4) by

(3)

2. Joel has been staying back in school every day _____ the June holidays ended.

- (1) since
- (2) from
- (3) through
- (4) during

→ present tense

⇒ indicates the starting point of an action that continues up to the present.

(1)

3. unCountable Rainwater _____ from oceans, rivers and lakes.

Singular

- (1) come
- (2) comes
- (3) have come
- (4) is coming

(2)

4. Either ~~Damien~~ or his sister _____ the floor every week.

singular

present tense

- (1) mopped
- (2) is mopping
- (3) mops
- (4) are mopping

(3)

5. plural All of us except Amanda _____ tuition this evening.

present tense

- (1) has
- (2) having
- (3) have
- (4) has had

(3)



SNIPPETS OF OUR CURRICULUM

Synthesis & Transformation:

'Until'

- This refers to something happening or done up to a particular point in time before it starts.

→ For example:

I lay in bed until it was time to get up.

I scrubbed the shoes until all the mud had been washed off.

For each of the questions, rewrite the given sentence using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentence.

1. (I studied at the library.) I stopped studying when (the library closed for the day.)

I studied at the library until
it closed for the day.

2. (The wolf cubs frolicked around.) The wolf cubs stopped frolicking when (they spotted a few hunting dogs.)

The wolf cubs frolicked around until
they spotted a few hunting dogs.

3. (The contestants worked hard building beautiful sandcastles.) They stopped building when (the time was up.)

The contestants worked hard building beautiful sandcastles until
the time was up.





P4 TWS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Develop relevant content & expand vocabulary

- think creatively to make essays more engaging
- respond thoughtfully to make conversations more dynamic

Key feature 2



Improve writing & communication skills

- gain exposure to a wide variety of genres
- articulate ideas clearly
- capture the audience's attention

Key feature 3



Personalised feedback from teachers

- emphasise strengths
- provide actionable steps for areas needing improvement
- monitor progress



- Follow a theme for each learning cycle
- Provide ample practice & hold discussions based on themes relevant to recent exam trends



SNIPPETS OF OUR CURRICULUM

Oral Communication

Reading Aloud (10 marks)

- **Expression** – Vary your tone to match the events in the passage. When reading dialogue, aim to convey the emotions of the speaker.
- **Clear articulation** – Focus on pronouncing the beginning and ending sounds of each word, especially with multi-syllabic words. Ensure each syllable is distinct and avoid mumbling.
- **Fluency** – Read smoothly, without unnecessary pauses or hesitation.
- **Appropriate speed** – Avoid reading too quickly, as this can affect clarity. Maintaining an appropriate pace will help prevent stumbling over words and making unnecessary mistakes.

Emily was thrilled as she browsed through dog adoption websites, her heart set on finding the perfect puppy. Her friend Jake arrived, noticing her excitement.

"I'm thinking about adopting a dog," Emily said, showing him a picture of an adorable puppy with big, hopeful eyes.

"That's wonderful!" Jake replied. "But have you thought about all the responsibilities?"

Emily's smile wavered slightly as she considered the broader picture. She had already researched the costs for food, medical care, and vaccinations. However, she knew that training and daily care were equally important.

"I've signed up for a training class," Emily assured Jake. "And since I work from home, I can manage daily walks and playtime."

Jake nodded, appreciating her preparedness. "That's great. Just remember, dogs can live for 10 to 15 years. It's a long-term commitment."

Emily took a deep breath, her resolve firm. "I've thought about that too. I'm ready for the responsibility and excited to provide a loving home."

Jake smiled warmly. "It sounds like you're well-prepared. Your new dog will be very lucky to have you!"

Emily's excitement returned as she imagined the joy and companionship a dog would bring into her life. She was eager to start this new chapter with her future furry friend.



SNIPPETS OF OUR CURRICULUM

Oral Communication

Stimulus Based Conversation (10 marks)

- **Giving a personal response to the question prompts** – Share your opinions and feelings about the topic.
- **Providing reasons for your choices** – Include necessary details to justify your statements and demonstrate your ability to support your opinions.
- **Sharing insights** – Offer fresh perspectives and showcase your ability to think critically and deeply about the questions.
- **Including relevant personal experiences** – For instance, if the prompt is about being a good neighbour, share your own experiences or highlight how someone in your neighbourhood exemplifies this quality.
- **Making eye contact with the examiner while speaking** – Show confidence and engagement during your response.



SNIPPETS OF OUR CURRICULUM

Oral Communication (continued)

Question Prompts:

- (a) Look at the picture. What do you think happened?
 - What might have happened before this moment?
- (b) Do you think the mother is being too harsh, or is the girl overreacting? Why?
 - Have you ever felt like the girl in the picture? What happened?
- (c) Is it better to walk away from an argument or talk it out? Why?

For every question, follow the structure below. State your opinion and provide at least two reasons to support it. Include a personal response to express your thoughts and feelings.

Writing skills – Characterisation

Characterisation is the process by which the writer reveals the personality of a character. It is revealed through direct characterisation and indirect characterisation.

Direct Characterisation tells the reader what the writer wants us to know about the personality of the character.

Example: "The patient boy and quiet girl were both well-mannered and did not disobey their mother."

Explanation: The author is directly telling the reader the personality of these two children. The boy is "patient", and the girl is "quiet."

Indirect Characterisation shows the reader things about the character to help us have an understanding of the character's personality and his/her effect on other characters.

There are five different methods of indirect characterisation. The acronym *PAIRS* can help you recall these five methods:

Examples

- ① Physical description
 - ② Actions/Attitude
 - ③ Inner thoughts
 - ④ Reactions
 - ⑤ Speech
- ② He plopped down on the couch with a bag of chips in one hand and a chocolate bar on the other.
 - ③ "This is heaven," he thought to himself as he savoured the flavours of his meal, his mind already drifting to what he would eat next.
 - ④ "Doesn't he ever get full?" whispered one friend to another, shaking their heads in disbelief.



SNIPPETS OF OUR CURRICULUM

Model Composition:

The following story illustrates the theme of Being Lost based on all three pictures.



Story opener : dialogue

Introduction

"Hooray! The school holidays are finally here!" My sister Angeline and I had been eagerly anticipating the start of the school holidays as our father had promised to bring us to the zoo once we had a break from school. All day long, Angeline had been rattling on about all the different animals we would encounter; she even had a checklist for us to keep track of our progress as we struck off each of the exhibits! As we donned our shoes and prepared to leave the house, Dad reminded us that since it was a public holiday, he was expecting a throng of both local and foreign visitors at the zoo. (Set the scene and the characters' anticipation of the trip to the zoo)

Rising action

Dad's words rang true. When we finally reached the entrance of the zoo, there was a horde of visitors queueing at the ticketing counter to get their hands on the all-important pass that would gain them admission to the popular attraction. A cacophony of voices was heard, all hollering and squawking over one another. As we made our way through the crowd, my mind caught snippets of Japanese, Korean, Chinese, and even some French! Once the coveted tickets were in our hands, Angeline and I dashed as quickly as our little feet could take us into the park. Dad could only give out a feeble cry for us to wait up, lest we get separated and lost.

Our first stop was the Shaw Foundation Amphitheatre. There, the zookeepers put on a high-octane educational show about sea lions and introduced their fellow cast members to us. Angeline and I were really impressed by the energetic antics of the mischievous sea lions. While some of the sea lions glided effectively through the water to retrieve objects thrown by the zookeepers, others demonstrated their agility by balancing balls on their noses and throwing them about like a game of air football!

Next up was a visit to the various animal enclosures. Angeline was eager to check out the sleek leopards, while I desperately wanted to gawk at the ferocious crocodiles. Dad suggested that we stop by the amphibious creatures first before heading to the big cats' enclosure. As I watched the crocodiles snap their rows of gleaming fangs at the chicken meat that was fed to them, I marvelled at their strength and potency.

- ① the journey to the zoo
- ② the crowded entrance
- ③ the initial enjoyment of the zoo attractions



SNIPPETS OF OUR CURRICULUM

(continued) *the moment of crisis when the narrator realised that she was lost*

Climax

I must have been too caught up with my fascination, staring at those awe-inspiring creatures from behind the glass enclosure that separated us. When I turned around to point something out to Dad, both he and Angeline were gone! Shocked, it took me a few whirls around the area to ascertain that they were nowhere near the exhibit anymore. I sprinted as quickly as I could to the leopards' enclosure, but they were not there either! Panic gripped my heart as I spun around wildly. Through my bleary eyes, I darted haphazardly around the park, trying to catch a glimpse of Dad or Angeline in the sea of humans.

Falling action

"Hey, hey, little girl... Stop crying..." Gently patting my head to console me, the genial-looking park ranger stopped me in my tracks and offered me a piece of tissue paper that he miraculously produced from his pocket. "What happened?" In between sobs, I related the story of how I found myself separated from my dad and my sister. I had run through the park looking for them but to no avail, and I feared that I would be lost in this massive tract of land forever. Once the ranger had calmed me down, he reassured me that he would help me to find my dad and brought me to the information counter.

"Paging for the parents of Agnes Lim... Paging for the parents of Agnes Lim...A little girl by the name of Agnes has been found. She is dressed in a white lacey dress and was found near the crocodile enclosure. Would the parents of Agnes Lim please make your way to the information counter near the entrance? Thank you." Hearing that booming voice echo over the whole park, I knew that I was out of danger. Once Dad found his way to the information counter, I would be reunited with him and this whole nightmare would be over. Seated on the bench beside the counter, I chewed cheerlessly on the gummy bear that the park ranger had offered me while I awaited the arrival of my dad. *the intervention of the park ranger and the efforts to reunite the family*

Conclusion

Finally, that familiar figure appeared. He too, looked worried. Oblivious to all that was happening, Angeline was still happily clutching her soft drink in her hand and sipping from it as she tagged along behind Dad. A big smile broke across my face once Dad picked me up. I was glad that the park ranger had rescued me, and that nothing untoward had happened to me while I was lost. This experience has made me more careful, and I swore never to stray too far from Dad when we are out again. *the family reunion and the narrator's newfound caution*

Words/phrases incorporated into the composition:

<i>Mixture of sounds</i> cacophony of voices	horde of visitors <i>a large crowd</i>	<i>move quickly without any clear plan</i> squawking <i>loud, harsh noise</i>
awe-inspiring <i>amazement</i>	high-octane <i>exciting</i>	gawk <i>stare</i>
broke across <i>spread over</i>	oblivious <i>not aware</i>	ascertain <i>to find out</i>
nothing untoward <i>nothing wrong</i>	rang true <i>seemed true</i>	darted haphazardly
antics <i>playful behaviour</i>	potency <i>strength</i>	coveted <i>greatly desired</i>
amphibious <i>capable of living on land & in water</i>	tagged along <i>followed</i>	agility <i>move quickly</i>



PRIMARY 4

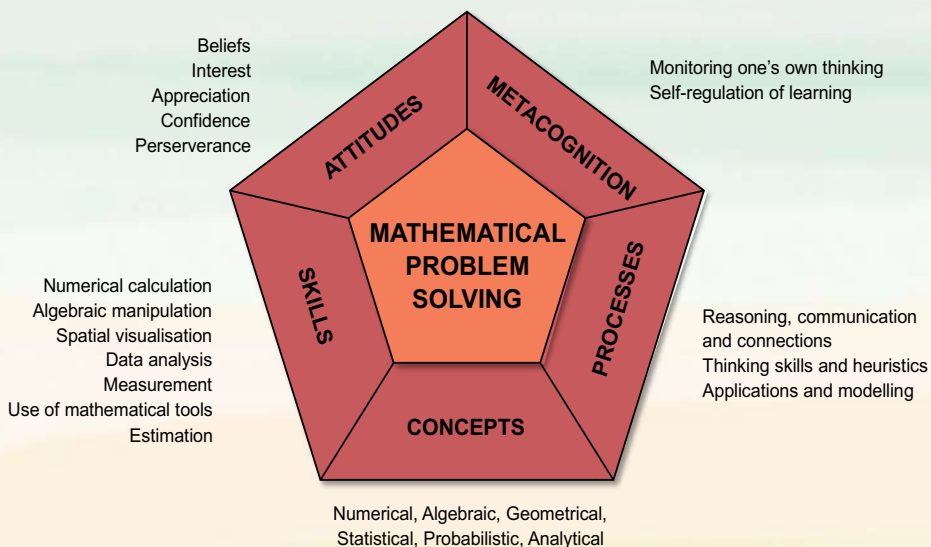
MATHEMATICS



PRIMARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. acquire and apply mathematical concepts and skills
2. develop critical thinking, reasoning and problem-solving skills
3. build confidence and cultivate interest in Mathematics



Paper	Components
Section A	MCQ questions (1 – 2 marks each)
Section B	Short answer questions (2 marks each)
Section C	Problem sums (3 – 4 marks each)





P4 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Step-by-step approach in our structured curriculum

- closely aligned with the latest MOE syllabus
- build a strong foundation & apply skills to solve questions

Key feature 2



Wide exposure to various types of heuristic questions

- learn to identify key cues, recognise concepts & solve word problems more efficiently

Key feature 3



Targeted revision materials for exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts



Numbers

- Whole Numbers up to 100 000
- Fractions
- Decimals



Measurement & Geometry

- Rectangles & Squares
- Area & Perimeter
- Angles
- Symmetry
- Nets



Statistics

- Pie Charts
- Tables & Graphs

TOPICS COVERED

COMMON HEURISTICS

- Comparison
- Supposition
- Grouping
- Equal Beginning
- Equal End
- Elimination
- Unchanged Total
- Repeated Identity (and many more..)



LEARNING JOURNEY FOR MATHEMATICS

2. Math Learning Kits

- reinforce key concepts
- enhance problem-solving skills
- facilitate engaging & effective learning

3. Revision Worksheets/Booklets*

- cover targeted & essential content
- practise non-routine questions
- improve speed & accuracy

1. Topical Worksheets*

- master the fundamentals
- tackle short-answer questions
- learn & apply heuristics

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE
EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL!



SNIPPETS OF OUR CURRICULUM

Questions on Rounding Off:

4.4.1 Example:



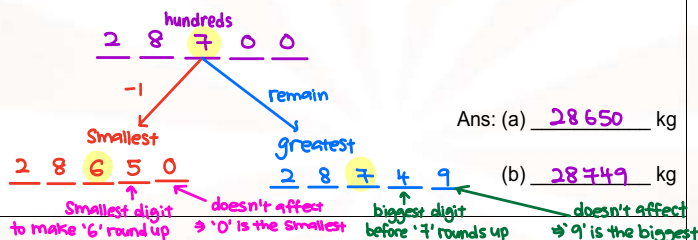
EXAM TIP!

To find the greatest/smallest value when the number is rounded off to the nearest hundreds, we highlight out the number at the hundreds place first.

- To find the smallest number, reduce the number at the hundreds place by 1, and add digit 5 behind for the tens place (because 5 is the smallest digit that will allow the number at the hundreds place to round up) and since the ones place does not matter, we will put in the smallest digit which is 0.
- To find the greatest number, keep the number at the hundreds place, and add digit 4 behind for the tens place (because 4 is the biggest digit that will allow the number at the hundreds place to remain at the same value) and since the ones place does not matter, we will put in the biggest digit which is 9.

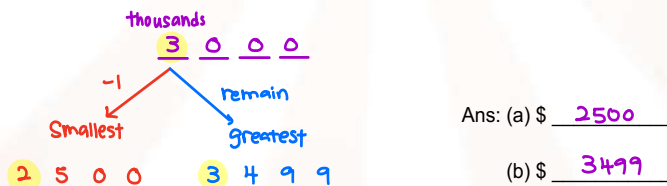
1. The mass of a whale is 28 700 kg when rounded off to the nearest hundreds.

- (a) What is the smallest possible mass of the whale?
(b) What is the greatest possible mass of the whale?



2. The cost of a laptop is \$3000 when rounded off to the nearest thousands.

- (a) What is the smallest possible cost of the laptop?
(b) What is the greatest possible cost of the laptop?



SNIPPETS OF OUR CURRICULUM

Heuristics on Unchanged Variable:

2.4.1 Example:

1. **Total no. of fruits at first**
 Jarius had 120 apples and bananas. The number of apples was $\frac{2}{3}$ as many as the number of bananas. After Jarius bought more apples, the number of apples became thrice as many as the number of bananas. How many apples did Jarius buy? $\rightarrow$ 7 units

*At first, Apples: 2 units
 Bananas: 3 units*

(3 units) $\rightarrow$ no. of bananas remain the same (unchanged variable) $\rightarrow$ 3x3 = 9 units

At first

A				
B				

} 120

After

A									
B									

? (over the additional 7 units of A)

5 units = 120
 1 unit = $120 \div 5$
 = 24

$9 - 2 = 7$ (no. of units for apples bought)

7 units = 24×7
 = 168

Ans: 168



SNIPPETS OF OUR CURRICULUM

Heuristics on Supposition:



EXAM TIP: For questions on guess and check, we can also apply the supposition method where we do the following ADDD steps:

- 1) assume the opposite item, 2) find the total difference,
- 3) find difference between each item, 4) divide

1.2.1 Practice:

1. ^{total no. of notes} Paul used 30 notes to pay for a T-shirt. They were either \$2 or \$5 notes. The T-shirt cost \$87. How many \$5 notes did Paul use?

→ Since we are finding the no. of \$5 notes
⇒ assume all of the notes he used are \$2 notes

Steps to take:
ADDD!

Assume the opposite (\$2 notes)

$$30 \times 2 = 60$$

if all the notes he used are \$2 notes, he would have paid \$60 only

Difference in total

$$87 - 60 = 27$$

← extra \$27 that come from the \$5 notes

Difference in each

$$5 - 2 = 3$$

Divide

$$27 \div 3 = 9$$

Each \$5 note is \$3 more than each \$2 note

↑
he used 9 of the \$5 notes

Ans: 9



PRIMARY 4

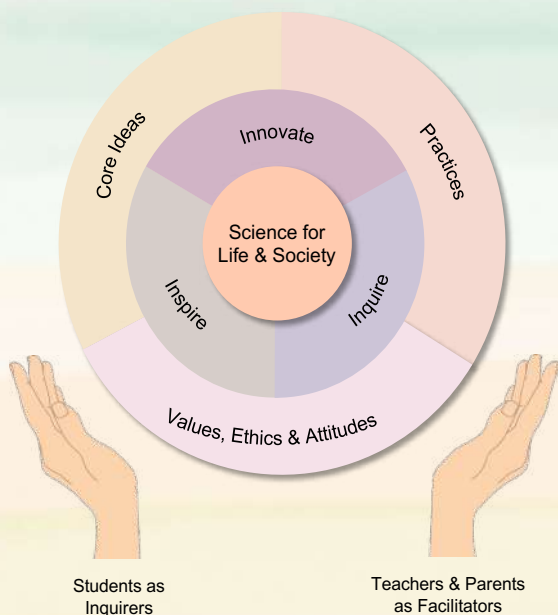
SCIENCE



PRIMARY SCIENCE

The MOE Science Curriculum aims to enable students to:

1. stimulate curiosity about themselves and their environment
2. understand the world through basic scientific concepts
3. develop inquiry skills, attitudes, and dispositions for science
4. use scientific concepts to make responsible decisions
5. appreciate the impact of Science on people and the environment



Paper	Components
Section A	• MCQ questions (2 marks each)
Section B	• Open-ended questions (2 – 5 marks each)





P4 SCIENCE CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Extensive & systematic curriculum

- closely aligned with the latest MOE syllabus
- understand the topic thoroughly & apply content to questions

Key feature 2



Master process skills & answering techniques

- highlight relevant keywords
- learn template answers
- avoid common mistakes

Key feature 3



In-depth exam revision & effective strategies

- revision papers/booklets featuring commonly tested questions & essential concepts

TOPICS COVERED



Systems

- Plant Systems
- Human Body Systems
(Skeletal, Muscular, Respiratory, Circulatory, Digestive system)

AND



Cycles

- Matter

AND



Energy

- Light
- Heat



LEARNING JOURNEY FOR SCIENCE



5. Revision Papers/Booklets*

- solidify understanding of important topics & questions
- familiarise with exam formats and mark allocation
- practise non-routine/ application-based questions (increasingly common in exams)

3. Science Learning Kits & Experiments

- make learning interactive & engaging
- enhance conceptual understanding & boost knowledge retention

1. Topical Notes

- provide thorough content coverage
- simplify complex ideas
- apply knowledge to try-it questions
- use mind maps to summarise key learning objectives

GOAL!

05

04

03

02

01

START!

4. Revision Notes

- consolidate key concepts
- provide template answers
- overview of process skills
- highlight common mistakes

2. Topical Worksheets*

- reinforce concepts with commonly tested questions
- highlight relevant keywords linked to topic

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL!



SNIPPETS OF OUR CURRICULUM

Light Notes 1:

Learning Objective 4: Understand the properties of light.

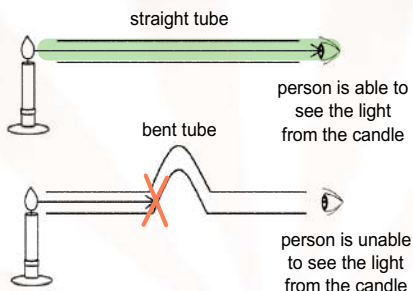
PROPERTIES OF LIGHT

- Light travels in a straight line.
- Light can be reflected.

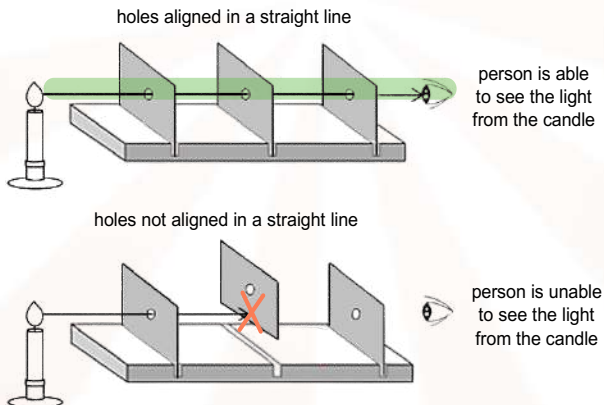
LIGHT TRAVELS IN A STRAIGHT LINE

- Light cannot bend around objects.

Example: We can see the light from the candle through a straight tube but not a bent tube.



Example: We can see the light from the candle only when the holes on the cardboard are aligned.



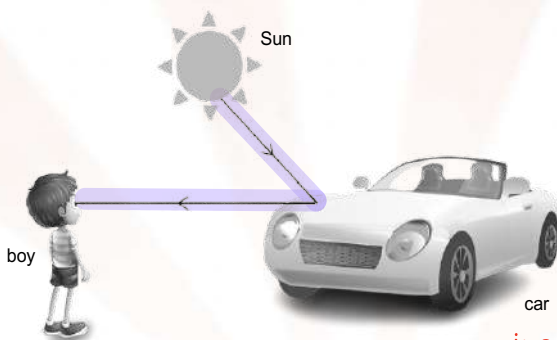
SNIPPETS OF OUR CURRICULUM

Light Notes 1:

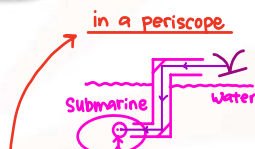
LIGHT CAN BE REFLECTED

- Non-luminous objects can be seen as they reflect light.
- Light travels from the light source to the object which is then reflected into our eyes.

Example: A boy is able to see the car because the light from the Sun shines onto the car and gets reflected into the boy's eyes.



- Shiny and smooth surfaces reflect light well.
 - clear image formed on surface
 - example: mirror, refrigerator door
- We can use mirrors to help us see objects around the corner/not at eye level.



TAKE NOTE:

- Whenever you are drawing light rays, use a pencil and ruler to draw straight lines.
- Arrows must always point out from the light source and go towards the viewer's eyes.



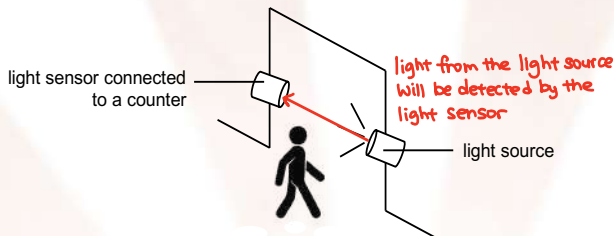
SNIPPETS OF OUR CURRICULUM

Light Notes 1:

✓ CHECKPOINT

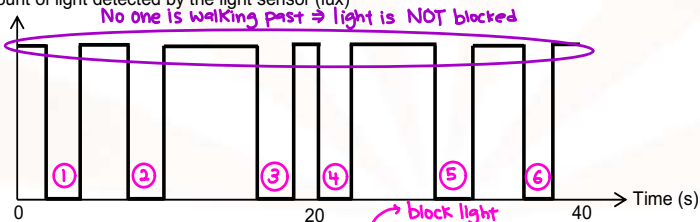
TRY IT 2!

The set-up below uses a light sensor to count the number of people entering a room.



At any time, only one person can pass through the doorway. When a person is between the light source and light sensor, the body blocks the light reaching the sensor. The data recorded is shown in the graph below.

Amount of light detected by the light sensor (lux)



- (a) Based on the graph above, how many people walked through the doorway in 40 seconds?

6 people

Too short
⇒ even when he walks past, the light from the light source can still be detected by the light sensor.

- (b) The light source and the sensor are placed 120cm above ground. State whether a child who is 100cm in height can be counted in this set-up. Explain your answer.

No. The child will be too short and his body cannot block the light from reaching the sensor.

- (c) Which property of light is demonstrated in this set-up?

Light travels in a straight line.



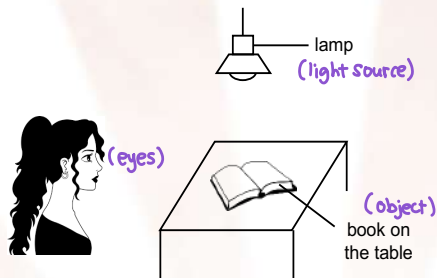
SNIPPETS OF OUR CURRICULUM

Light Notes 1:

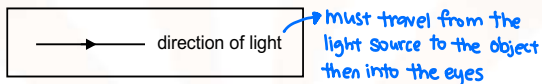
☒ CHECKPOINT

TRY IT 4!

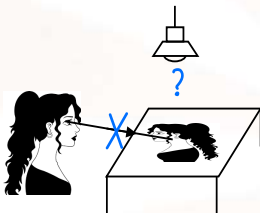
Study the picture below.



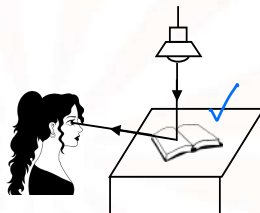
Which one of the following correctly explains why Claire can see the book on the table?



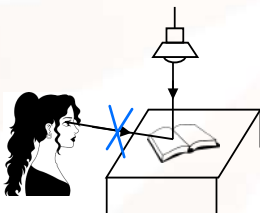
(1)



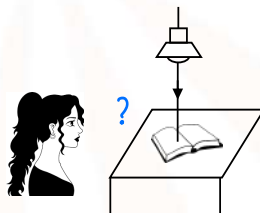
(2)



(3)



(4)



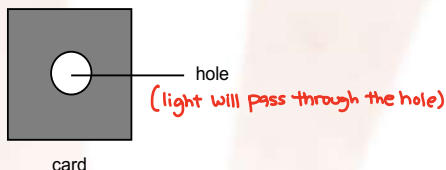
(2)



SNIPPETS OF OUR CURRICULUM

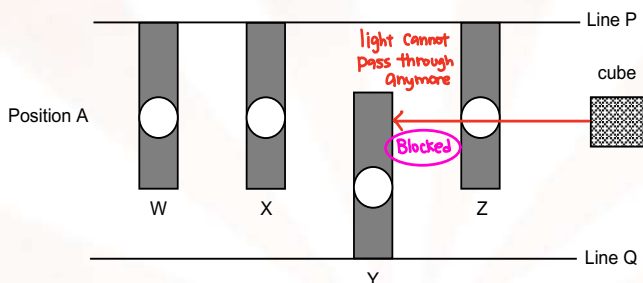
Light Worksheet 1:

13. Iris cut out a hole from the middle of a card as shown in the diagram below.



She placed four identical cards in front of a cube and stood at Position A. She could not see the cube from her position.

The diagram below shows the top view of her set-up.



Which one of the following actions should Iris do to enable her to see the cube?

- (1) Move Card Y upwards to touch Line P.
- (2) Move Card X downwards to touch Line Q.
- (3) Move cards X and Z downwards to touch Line Q.
- (4) Move cards W, X and Y downwards to touch Line Q.

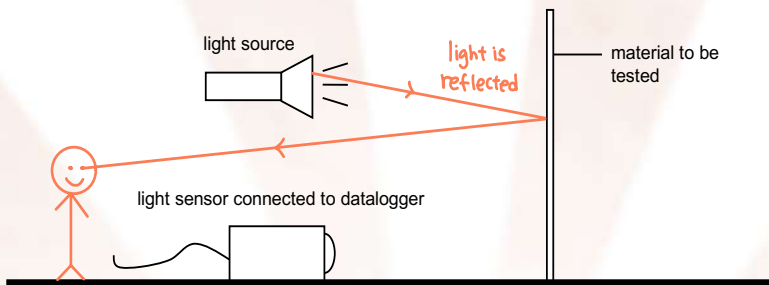
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SNIPPETS OF OUR CURRICULUM

Light Worksheet 1:

5. David conducted an experiment as shown below. He measured the amount of light detected by the light sensor.



His results were recorded in the table below.

Material	X	Y	Z
Amount of light measured by the light sensor (lux)	200	80	430

- (a) Explain how David was able to see the different materials if he is standing behind the light sensor.

The light from the light source was reflected by the materials into his eyes.

(1 mark)

- (b) Name an important variable that David has to keep the same to ensure a fair test.

Distance between the material and the light source/sensor

(1 mark)

- (c) Based on the results shown above, which material, X, Y or Z, would be most suitable for making safety vests for motorists who travel at night? Explain your answer.

Material Z. The light sensor detected the most amount of light when

light is shone on Material Z, which shows that Material Z is able to

reflect the most amount of light into other people's eyes so that they can see the motorist most clearly.

(2 marks)



choosing materials

- Choice
- Observation
- Concept
- Apply



PRIMARY 4

CHINESE

**CHINESE COMPO &
ORAL**



PRIMARY CHINESE

The MOE Chinese Curriculum aims to enable students to:

1. foster communication & cognitive skills
2. become proficient users of Chinese in everyday context
3. enhance connection to the Chinese Language and culture

课程总目标 Main Objectives



培养语言能力

Language Skills Development

方法与习惯，态度与情感，知识与技能

01



培养通用能力

General Competency Development

思维能力，学习能力，社交与情绪管理能力，资讯科技运用能力

02



培养人文素养

Humanistic Qualities Development

价值观，华族文化，新加坡本土文化，跨文化

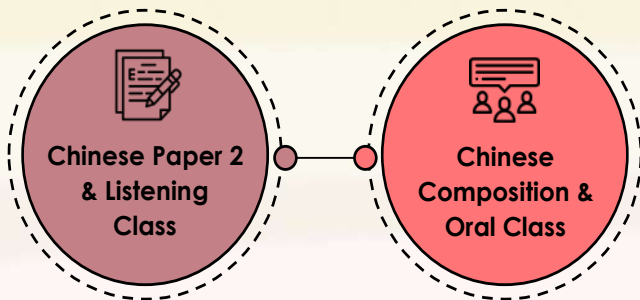
03



PRIMARY CHINESE

Paper	Components
试卷一 写作 (Composition)	- 看图作文 - 考生需要根据图意，写一段不少于 80 字的作文
试卷二 语文应用 阅读理解 (Language Use & Comprehension)	- 辨字测验 - 词语选择 - 词语搭配 - 字词改正 - 短文填空 - 阅读理解
试卷三 听力 (Listening)	- 听力测验 - 考生先听录音，然后根据录音回答问题。录音的形式包括：对话、通告、广告、说明、介绍、故事等。
试卷三 口试 (Oral Communication)	- 朗读篇章 - 考查语音语调、清晰度、流畅度
	- 看图说话 - 描述图意、表达能力，并谈谈自己的感受和看法
	- 会话 - 根据图画主题，进行对话，考查表达能力、交流能力

CLASSES OFFERED





P4 CHINESE PAPER 2 & LISTENING CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Build strong foundation (progressive learning)

- expand vocabulary
- master grammar & sentence structures

Key feature 2



Targeted answering techniques for exams

- identify keywords to break down questions & organise answers

Key feature 3



Fun activities & stories to aid in learning

- cultivate interest & foster deeper appreciation for Chinese culture



SNIPPETS OF OUR CURRICULUM

完成对话:

根据短文的内容和上下文的意思，从括号中选出适当的词语。

1. 怎么可能呢?
 2. 她不是已经还钱了吗?
 3. 所以才来找你想办法。 *so*
 4. 现在没有办法通知你。
 5. 我们不可以见死不救。
 6. 为什么她要给人家那么多钱?
 7. 我们应该找她去问个明白。
 8. 最近有许多人用电话骗钱。
- 不相干的句子 (unrelated)*
- give money*

佳佳:	你刚才有没有听见小方在打电话?	
丽丽:	没有啊, 发生了什么事?	
佳佳:	我好像听到她说要给对方一百块钱。 <i>give money to the other person</i>	
丽丽:	什么? Q1 _____? X / X /6	Q1 (6)
佳佳:	我也不清楚, Q2 _____。	Q2 (3)
丽丽:	你说她会不会是被骗了?	
佳佳:	有可能。记得老师在华文课上说 Q3 _____。	Q3 (8)
丽丽:	小方是我们的好朋友, Q4 _____, 看能不能帮她。	Q4 (7)
佳佳:	我同意, 我们现在就去找她吧!	



SNIPPETS OF OUR CURRICULUM

填一填:

从下列表格中选出适当的词语并填入句子中。

Suddenly 1. 忽然	lost 2. 迷失	Keep it a secret 3. 保密	lies 4. 谎言
5. 投进 throw in	6. 尊重 respect	7. 温暖 warm	8. 拍手叫好 clap hands & applaud

- 请你为我 (**保密**), 不要把这件事告诉别人。 **保守秘密**
- 比赛 **sai** 进行到 **wei** 尾声的时候, 我队球员又 (**投进**) 一球。 **球员投球**
coming to an end
- 看了这个 **wonderful show** 精彩的节目, 大家都 (**拍手叫好**)。
Wonderful show
- 他说的都是 (**谎言**), 你 **do not believe** 不要相信他。
谎言
- 人与人之间应该互相 (**尊重**), **lǐ dài** 以礼相待。
respect **treat somebody with due respect**
- 一群猴子 **forest** 进入森林后不久, 就 (**迷失**) 了方向。
lost their direction





P4 CHINESE COMPOSITION & ORAL CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Wide exposure to different themes & relevant words

- apply appropriate vocabulary adeptly to each theme
- express thoughts more clearly and creatively

Key feature 2



Learn proper structuring & different approaches

- present ideas in a clear, logical & structured way
- communicate the main points effectively

Key feature 3



Extensive oral practice to enhance preparedness

- speak more fluently & confidently
- improve ability to engage in meaningful dialogue



- Similar themes are grouped together
- Provide extensive practice and discussions centered on themes aligned with current exam trends.



SNIPPETS OF OUR CURRICULUM

ending 作文结尾法举例

一、自然式结尾 (natural ending)



例句:

★ sunset 夕阳西下, 爸爸 fēn fù 吩咐我们把东西 shōu shi 收拾好。我只好依依 yī shě 不舍地把东西收好。之后, 我们向海边告别, tà guī tú 踏上归途。

head back / return home

★ 回到家后, 我把今天发生的事情 一五一十 地告诉了妈妈。她听了后, 哈哈大笑。

narrate in full detail

二、总结式结尾 (summarised style ending)

例句:

★ 虽然我没有拿到满分, 没有得到第一名, 但是我做到了问心无愧。

examine oneself,
feeling no shame / not guilty

★ “zèng méiguī 赠人玫瑰, yú 手有余香”, 今天是最快乐的一天, 因为我做了一件好事。

give roses
lingering
fragrance

三、感想、看法式结尾 (reflective ending)

例句:

★ 我觉得小光和小明的 behaviour / action 行为, 值得我们学习。如果大家都能 act bravely for a just cause 见义勇为, 坏人就

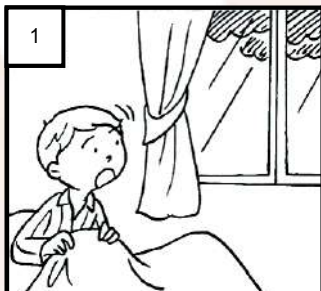
不敢再胡作非为了。
commit outrages /
act recklessly

★ 我希望弟弟不要再 naughty / mischievous 顽皮了, 变得更乖一点, 更懂事一点, 做一个听话的好孩子。



SNIPPETS OF OUR CURRICULUM

看图作文



1. 什么时间？什么地方？什么天气？
2. 小明的脸上是什么表情？小明会想什么？



1. 小明出门前，妈妈会说什么？
2. 小明听了妈妈的话吗？小明心里是怎么想的？



1. 雨下得大吗？有多大？
2. 小明是怎么跌倒的？跌成什么样子？



SNIPPETS OF OUR CURRICULUM

看图作文

	1. 小明到学校了吗？老师怎么说？ 2. 向老师解释后，小明明白了一个什么道理？
---	--

《下雨天》重点句子

1. 他想：下雨天路面总是湿滑，很难走，真麻烦！
shīhuá
2. 刚一出门，一阵冷风迎面吹来，几颗豆大的雨点打在小明的脸上，小明打了个寒颤。
hánzhàn
3. 不一会，倾盆大雨从天而降，雨点噼啪噼啪地敲打在雨伞上，好像在提醒小明：小心啊！注意脚下啊！
qīngpén jiàng pī pā qiāo
4. 世界上没有卖后悔药的，如果当初听了妈妈的话，小明就不会发生这种事了！



SNIPPETS OF OUR CURRICULUM

参考模范作文:

“铃铃铃 ……” 小明被 ^{alarm clock} 闹钟吵醒了，他打开窗子往外望。呀！天空黑沉沉的，^{chén chén} ^{gloomy}

乌云满天。他想 ^{心理描写} 下雨天路面总是 ^{shī huá} 湿滑，很难走，真麻烦！眼看就要下雨了，小明

赶紧洗漱，又 ^{xǐ shù} ^{cōng máng} 匆匆忙忙地换好校服，背着书包准备出门。
^{wash up} ^{hurriedly} ^{wet & slippery}

“要下雨了，拿着这把雨伞吧！路上千万小心。不要着急，不要跑 ……” 妈妈 ^{语言描写}

叮嘱道。真麻烦！”小明不情愿地接过雨伞，出门了。刚一出门，一阵冷风迎面

吹来，几颗豆大的雨点打在小明的脸上，小明打了个 ^{hán zhàn} 寒颤。他撑开雨伞 ^{chēng} 逆风而行。^{walked against the wind}
^{tremble}

风越刮越猛，雨越下越大。不一会，倾盆大雨从天而降，雨点噼啪噼啪地敲 ^{guā} ^{měng} ^{qīng péng} ^{jià ng} ^{pī pā} ^{qiāo}
^{fierce/vigorous}

打在雨伞上，好像在提醒小明：小心啊！注意脚下啊！可小明早就把妈妈的话抛到九 ^{pāo}
^{forget completely}

霄云外去了。他大步大步地往前跑，想早点去学校，可他一个不小心，脚底一滑，

摔出去好远 ……他 ^{zhēng zhá} 挣扎着爬起来，顾不得身上的 ^{gù} 污泥，继续往学校赶去。^{wān í}
^{struggle} ^{sludge/mud} ^{动作描写}

当小明赶到学校时还是迟到了。不少没带伞的同学也被淋得湿湿的。站在课室 ^{lín}
门口的老师看着满身污泥的小明，关切地问道：“小明，你的身上为什么 ^{zā ngā ī} 脏兮兮的？
^{dirty}

没带雨伞吗？”小明向老师 ^{jiě shì} 解释了迟到的原因，并向老师道歉。老师点点头，叮嘱 ^{explain}
他以后下雨天多注意安全。

世界上没有卖后悔药的，如果当初 ^{chū} 听妈妈的话，小明就不会发生这种事了！
^{regret} ^{at the beginning}



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