



# ENGLISH LANGUAGE

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PRIMARY 5



# What To Expect Today?

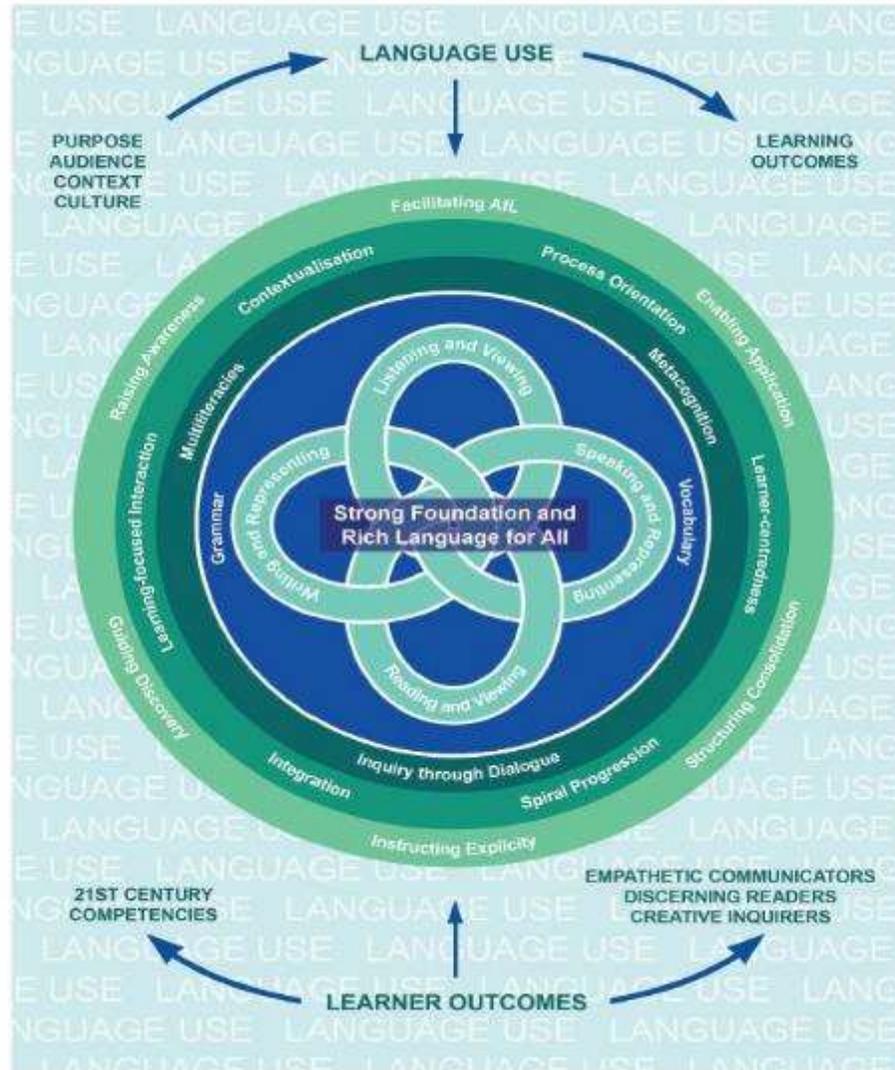
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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- ◆ Overview of Primary 5 English
- ◆ STELLAR 2.0 & Curriculum Updates
- ◆ School-Based Assessments
- ◆ PSLE 2025 Changes
- ◆ Exam Format & Key Updates
- ◆ How You Can Support Your Child



# Areas of Language Learning



- Approach to EL Teaching and Learning
- EL Teaching Processes (ACoLADe)
- Principles of EL Teaching and Learning (CLLIPS)
- Pedagogical Emphases (Multiliteracies, Metacognition, Inquiry through Dialogue)
- Knowledge about Language
- Receptive and Productive Skills

- Listening & Viewing
- Reading & Viewing
- Speaking & Representing
- Writing & Representing
- Grammar
- Vocabulary

**A Co L A D E**

Raising	Awareness
Structuring	Consolidation
Facilitating Assessment for	Learning
Enabling	Application
Guiding	Discovery
Instructing	Explicitly



# An overview

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Language Learning Area	STELLAR (National Curriculum)	School-based Curriculum
<b>Reading &amp; Viewing</b>	<ul style="list-style-type: none"> <li>Supported Reading</li> <li>Retelling</li> <li>KWL</li> <li>Sustained Silent Reading (SSR)</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>Structured Reading Programme (SRP)</li> <li>Current Affairs (Little Red Dot)</li> <li>Oral Communication Package</li> </ul>
<b>Writing &amp; Representing</b>	<ul style="list-style-type: none"> <li>Writing Process Cycle (WPC)</li> <li>Text-Type Writing</li> </ul>	<ul style="list-style-type: none"> <li>CPS Writing Package (P.O.E.M.S)</li> <li>Journal (weekly)</li> </ul>
<b>Speaking &amp; Representing</b>	<ul style="list-style-type: none"> <li>Effective and purposeful interaction and group discussion embedded in all key strategies</li> </ul>	<ul style="list-style-type: none"> <li>Oral Communication Package</li> </ul>
<b>Listening &amp; Viewing</b>	<ul style="list-style-type: none"> <li>Listening and viewing skills for understanding and critical thinking taught through all key strategies using audio and graphic stimuli</li> </ul>	
<b>Grammar</b>	<p style="text-align: center;"><b>Whole-Part-Whole Approach</b></p> <ul style="list-style-type: none"> <li>Explicit teaching of grammar in meaningful context using STELLAR readers</li> </ul>	
<b>Vocabulary</b>	Text-Based Approach <ul style="list-style-type: none"> <li>STELLAR Readers</li> </ul>	Working with Words <ul style="list-style-type: none"> <li>Spelling (in context)</li> </ul>



# What is STELLAR?

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## **Strategies for English Language Learning and Reading**

- Teaching and learning of English using more speaking and listening activities
- Children learn reading and writing using rich and interesting books, with discussions led by the teacher



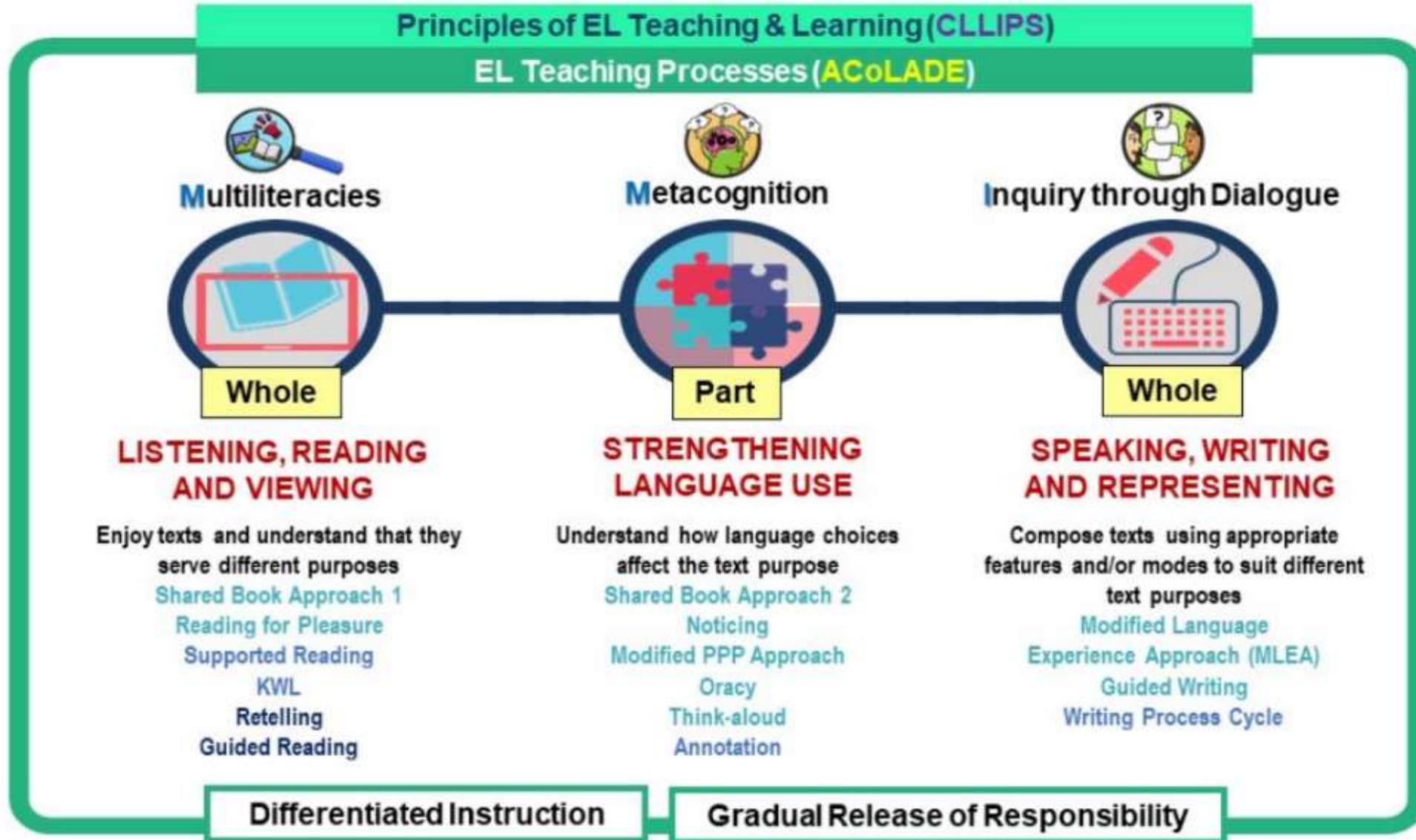
# STELLAR 2.0

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

The **STELLAR programme** has been reviewed and refined to better equip learners with essential language skills.

- ✓ Responding to changes in the global landscape
- ✓ Preparing students for an increasingly dynamic world
- ✓ Enhancing adaptability and flexibility in language use
- ✓ Integrating multiliteracies into language learning
- ✓ Equipping students for future workplaces

# Framework for Language Learning in the **STELLAR**<sup>2.0</sup> Classroom



Guided by *ELS 2020*:

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)

Pedagogical Emphases (MMI)

Whole-part-whole Approach

- Lower Primary
- Middle Primary
- Upper Primary



# Weighted Assessment (EL)

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Term	Component	Marks (Weighting)	Details
1	Language Use & Comprehension	40 (10%)	Language Use and Comprehension <ul style="list-style-type: none"><li>• Part I –MCQ questions (Grammar , Vocabulary &amp; Visual Text Comprehension)</li><li>• Part II – Grammar Cloze, Editing, Comprehension OE</li></ul>
2	Continuous Writing	36 (15%)	Write a composition of at least 150 words in continuous prose on a given topic. Three pictures will be provided on the topic offering different angles of interpretation. The composition must be based on at least one of these pictures.
3	Situational Writing	20 (15%)	Write a short functional piece (e.g., letter, email, report) to suit the purpose, audience and context of a given situation
4	End-of-Year Examination	100 (60%)	Next slide



# Weighted Assessment (FEL)

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Term	Component	Marks (Weighting)	Details
1	Language Use & Comprehension	30 (10%)	Language Use and Comprehension <ul style="list-style-type: none"><li>• Part I –MCQ questions (Grammar , Vocabulary &amp; Visual Text Comprehension)</li><li>• Part II – Grammar Cloze, Editing, Comprehension OE</li></ul>
2	Continuous Writing	16 (15%)	Write a composition of at least 120 words in continuous prose based on a series of pictures.
3	Situational Writing	20 (15%)	Write a short functional piece (e.g., letter, email, report) to suit the purpose, audience and context of a given situation
4	End-of-Year Examination	100 (60%)	Next slide



# Examination Components (EL)

PAPER	COMPONENTS	COMPONENTS	WEIGHTING
1	Writing	Situational Writing	25% (↓2.5%)
		Continuous Writing	
2	Language Use & Comprehension	<b>Booklet A:</b> Grammar, Vocabulary, Vocabulary Cloze, Comprehension (Visual Text) <b>Booklet B:</b> Grammar, Cloze Editing for Spelling and Grammar Comprehension Cloze, Synthesis / Transformation Comprehension OE	45% (↓2.5%)
3	Listening Comprehension	Listening Comprehension	10%
4	Oral Communication	Reading Aloud	20% (↑5%)
		Stimulus-based Conversation	



**NEW! PSLE 2025  
FORMAT**

# Examination Components (FEL)

PAPER	COMPONENTS	COMPONENTS	WEIGHTING
1	Writing	Situational Writing	25% (↓)
		Continuous Writing	
2	Language Use & Comprehension	<b>Booklet A:</b> Grammar, Punctuation, Vocabulary, Comprehension (Visual Text) <b>Booklet B:</b> Form Filling, Editing for Grammar, Editing for Spelling, Synthesis, Comprehension Cloze, Comprehension (Passages A and B)	40% (↓)
3	Listening Comprehension	Listening Comprehension	15% (↑)
4	Oral Communication	Reading Aloud	20% (↓)
		Stimulus-based Conversation	



# Examination Components

PAPER	COMPONENTS		SUGGESTED STRATEGIES
1	Writing	Situational Writing	<ul style="list-style-type: none"> <li>Write cards, emails, reports</li> </ul>
		Continuous Writing	<ul style="list-style-type: none"> <li>Write journals/diary, blogs, supervised entries (social media), short stories, poems</li> </ul>
2	Language Use & Comprehension		<ul style="list-style-type: none"> <li>Read posters, flyers, advertisements</li> <li>Fill up forms</li> <li>Take part in competitions</li> <li>Play games</li> </ul>
3	Listening Comprehension		<ul style="list-style-type: none"> <li>Listen to radio, songs, instructions, podcasts, etc</li> <li>Watch good English programmes</li> </ul>
4	Oral Communication (Reading Aloud & Stimulus-based Conversation)		<ul style="list-style-type: none"> <li>Read aloud different text types</li> <li>Converse frequently in Standard English</li> </ul>



# Paper 1 : Writing

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Write cards for special occasions.
- Send and reply to emails (formal and informal).
- Write reports (book reports, incident reports).
- Keep a journal or blog.
- Create supervised social media entries.
- Develop a writing portfolio (short stories, poems).





# Paper 2 : Language Use & Comprehension

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Read a variety of genres (books/e-books).
- Read and analyse posters, flyers, and advertisements.
- Complete forms, surveys, and reviews (paper-based/online).
- Take part in competitions.
- Play games (e.g. Wordle, word search, puzzles, Pictionary)

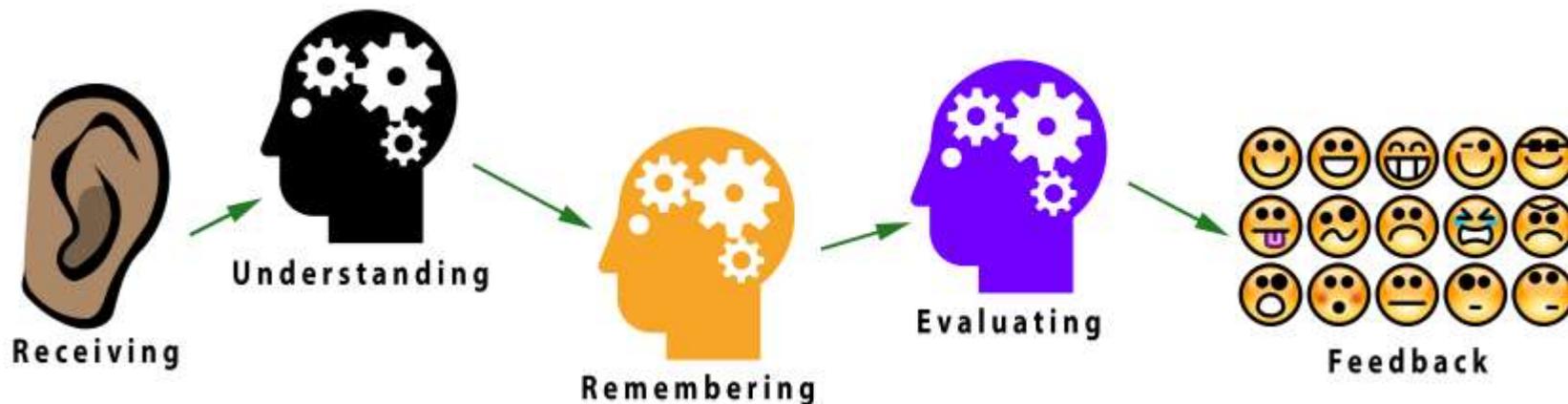




# Paper 3 : Listening Comprehension

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Listen to the radio, TV, and spoken instructions.
- Listen to audiobooks (Libby, Get Epic).
- Watch quality programmes (Toggle, Apple TV, Netflix, Disney+).
- Practise active listening by repeating and rephrasing key points.





# Paper 4 : Oral Communication

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Read aloud different text types (narratives, information texts, announcements).
- Engage in regular conversations (Standard vs Non-Standard English).
- Discuss current and trending issues.
- Create engaging and interactive content (videos, presentations, etc.).
- Practise effective speech through modelling.





# MATHEMATICS

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**Primary 5**



# Primary Mathematics Syllabus

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Aims to enable our students
  - to acquire mathematical concepts and skills for everyday use and continuous learning in mathematics
  - to develop reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving
  - to build confidence and foster interest in Mathematics



# Mathematics Syllabus – Primary 5

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



**Numbers**

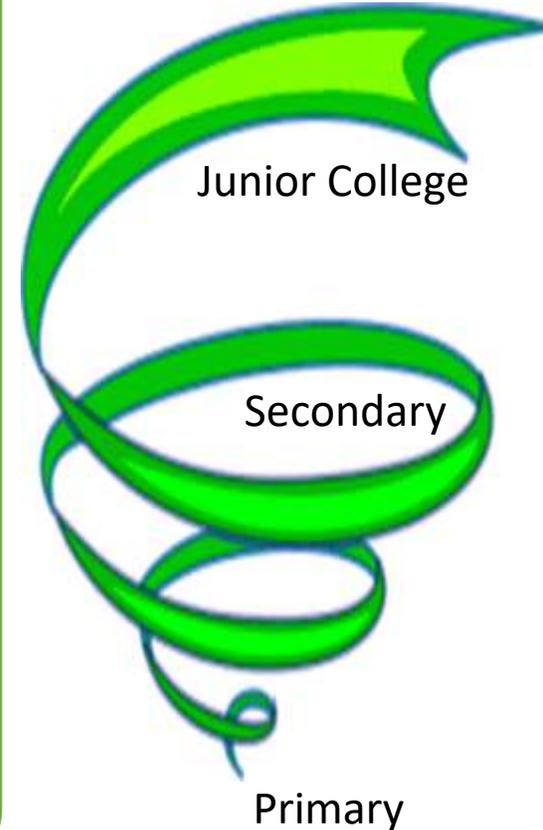


**Measurement  
& Geometry**



**Statistics**

**Mathematical Processes/Skills**





# Mathematics Framework

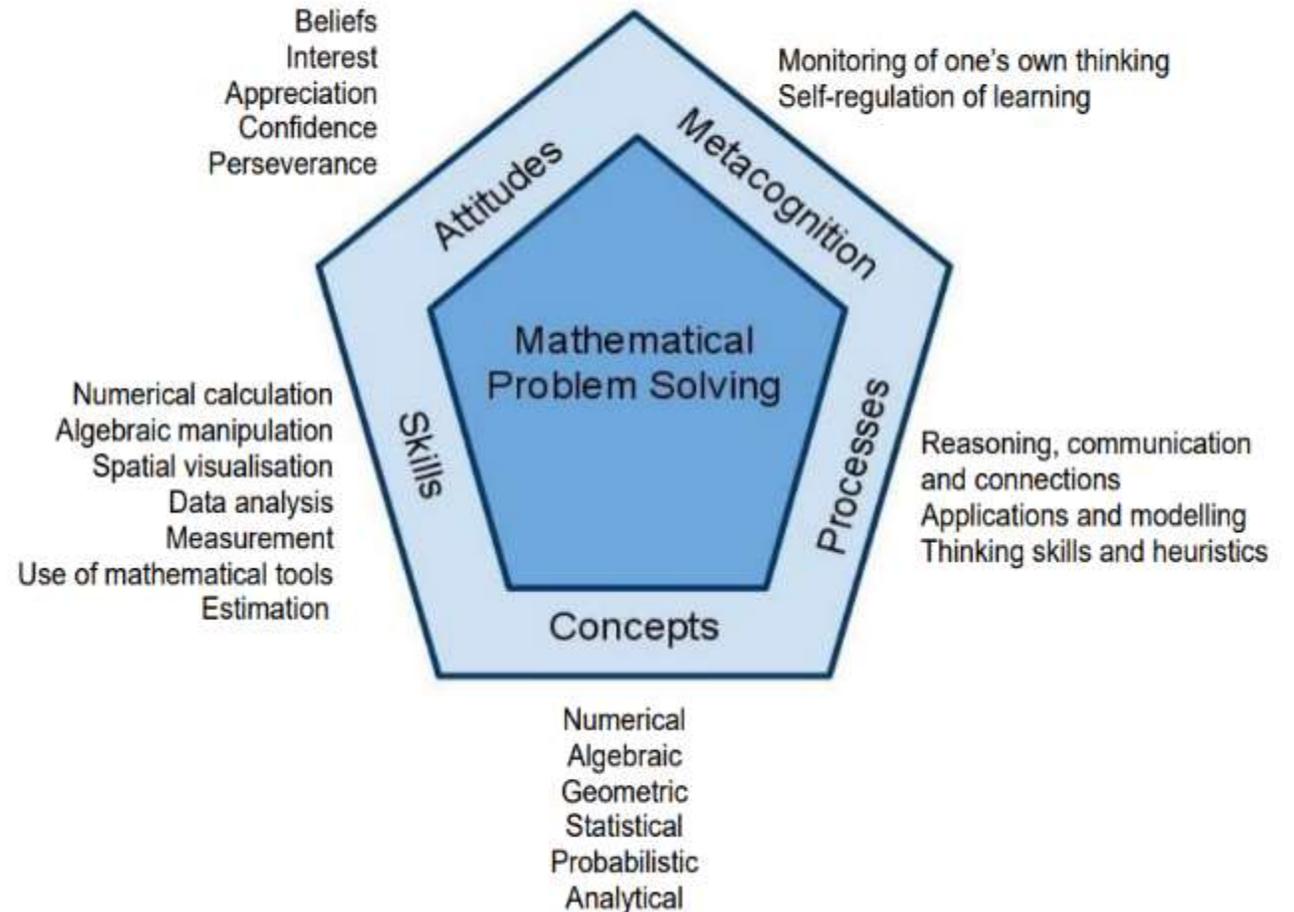
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- **Central focus**

- Mathematical Problem Solving

- **5 components**

- Concepts
- Skills
- Processes
- Attitudes
- Metacognition





# Mathematical Process @Cedar

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

**S**

## **STUDY the problem**

- Read the problem and highlight the key information
- What do I know? What do I need to find out?  
Can I retell the problem in my own words?

**O**

## **ORGANISE details and think of a plan**

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use?  
Have I come across a similar problem before?

**A**

## **ACT out the plan**

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?

**R**

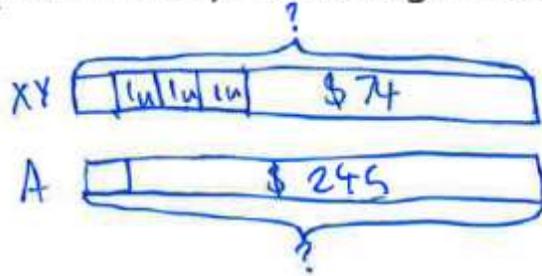
## **REFLECT on your solution**

- Check your work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?



# Learning Experience – Thinking Flexibly

Anna and Xinyi had an equal amount of money at first.  
 After Anna spent \$245 and Xinyi spent \$74, Xinyi had 4 times as much money as Anna.  
 How much money did each girl have at first?



$$\begin{aligned}
 3u &= 245 - 74 = 171 \\
 3u &= 171 \\
 u &= 171 \div 3 = 57 \\
 245 + 57 &= 302 \\
 \text{or } 4u &= 57 \times 4 = 228 \\
 228 + 74 &= 302
 \end{aligned}$$

Well done!

$$\begin{array}{r}
 245 \\
 - 74 \\
 \hline
 171 \\
 \hline
 \begin{array}{r}
 057 \\
 3 \overline{)171} \\
 \underline{057} \\
 171 \\
 \underline{153} \\
 210 \\
 \underline{210} \\
 0
 \end{array} \\
 \hline
 \begin{array}{r}
 245 \\
 + 57 \\
 \hline
 302
 \end{array}
 \quad
 \begin{array}{r}
 257 \\
 \times 4 \\
 \hline
 228
 \end{array}
 \end{array}$$

$$\begin{array}{r}
 228 \\
 + 74 \\
 \hline
 302
 \end{array}$$



- 3 Ravi is 11 years old.  
Devi is 5 years older than Ravi. *Neat and accurate.*  
In how many years' time will their total age be 43 years?

$$\text{Devi} \Rightarrow 11 + 5 = 16$$

R	D	Total
11	16	27
12	17	29
13	18	31
14	19	33
15	20	35
16	21	37
17	22	39
18	23	41
19	24	43

\* Don't start from here!

Method 2

$$16 + 11 = 27 \text{ (Total age)}$$

$$43 - 27 = 16$$

$$16 \div 2 = 8$$

Method 3

R 11 years

D 11 years 5 years

? years later

R 11 + 8 = 19

D 11 + 8 = 19 5 years

} 43 years

$$43 - 5 = 38$$

$$20 = 38$$

$$11 = 19$$

$$19 - 11 = 8$$

Ans: 8 years



# Metacognition – Math Journaling

Responsibility, Creativity

4 Operations (+, -)  
Rule: Work from left to right.  
 $50 - 20 + 15$        $50 - 20 + 15$   
 $= 50 - 35$            $= 30 + 15$   
 $= 15 \times$                $= 15 \checkmark$

Only multiplication and division  
Work from left to right  
 $24 \div 8 \times 2$       a)  $7 \times 4 \div 7$       b)  $120 \div 10 \times 6$   
 $= 3 \times 2$            $= 28 \div 7$            $= 12 \times 6$   
 $= 6$                    $= 4$                    $= 72$

c)  $40 \div 5 \times 8 \div 2$       d)  $6 \times 8 \div 4 \div 3$   
 $= 8 \times 8 \div 2$            $= 48 \div 4 \div 3$   
 $= 64 \div 2$                $= 12 \div 3$   
 $= 32$                    $= 4$

Order of operations  
 Commander ( )  
 Lt       $\times \div$   
 Sgt       $+ -$

①  $80 \div 10 - 3 \times 2$   
 $= 8 - 3 \times 2$   
 $= 8 - 6$   
 $= 2$

②  $90 - 30 \times 8 \div 4$   
 ~~$= 240 - 90 \div 4$~~   
 ~~$= 240 - 22.5$~~   
 $= 90 - 30 \times 8 \div 4$   
 ~~$= 240 - 240 \div 4$~~   
 $= 90 - 60$   
 $= 30$

③  $50 \times 8 + 15 \div 3$   
 $= 400 + 15 \div 3$   
 $= 400 + 5$   
 $= 405$

④  $60 - 15 + 12 \div 3 \times 5$   
 $= 60 - 15 + 4 \times 5$   
 $= 60 - 15 + 20$   
 $= 45 + 20$   
 $= 65$

Eg: 1  
 $6 \times (10 - 3)$   
 $= 6 \times 7$   
 $= 42$

Eg: 2  
 $32 \div (2 + 1)$   
 $= 32 \div 3$   
 $= 4$

Eg: 3  
 $(88 - 3) \div (15 \div 3)$   
 $= 85 \div (15 \div 3)$   
 $= 85 \div 5$   
 $= 17$

②  $18 + (13 - 8) \times 2$   
 $= 18 + 5 \times 2$   
 $= 18 + 10$   
 $= 28$

③  $(70 + 20) \times (6 - 4)$   
 $= 90 \times (6 - 4)$   
 $= 90 \times 2$   
 $= 180$

④  $(30 - 14) \div 2 + (5 + 9)$   
 ~~$= 16 \div 2 + 14$~~   
 ~~$= 8 + 14$~~   
 ~~$= 22$~~   
 $= 27$



# Metacognition – Math Journaling

Responsibility, Creativity

FRACTIONS as DIVISION

Fun fact: Every fraction is a division problem.

$\frac{h}{d}$  =  $\frac{\text{dividend}}{\text{divisor}}$  =  $h \div d$  =  $d \overline{)h}$

**d** divisor: The number that divides a given number

**h** dividend: The number that is divided by the divisor

3 Friends share 1 cake.      3 Friends share 5 cakes

$\frac{1}{3}$

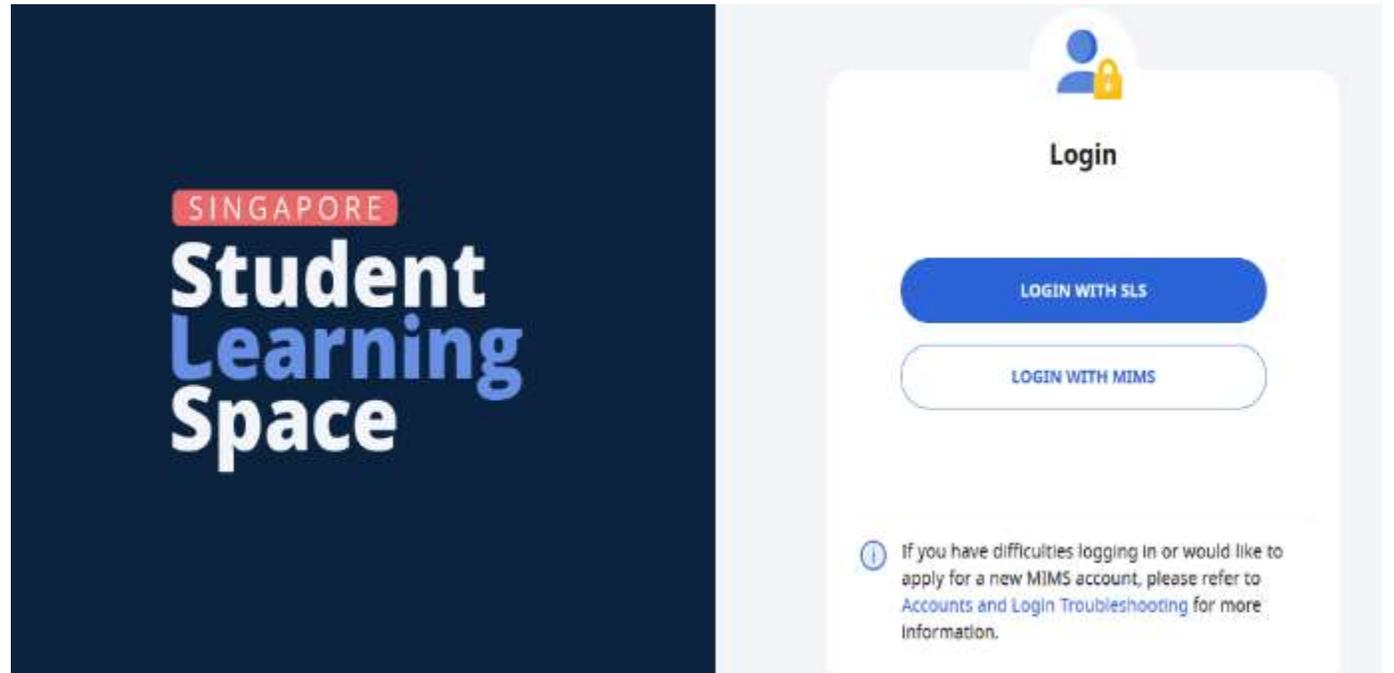
1 divided by 3



# Learning Experience - Harnessing Technology

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- An example of an online platform used for mastery of basis skills.



Our Student Learning Space



# Learning Experience – Collaboration

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Provide opportunities to students to communicate with each other using mathematical ideas in groupwork.

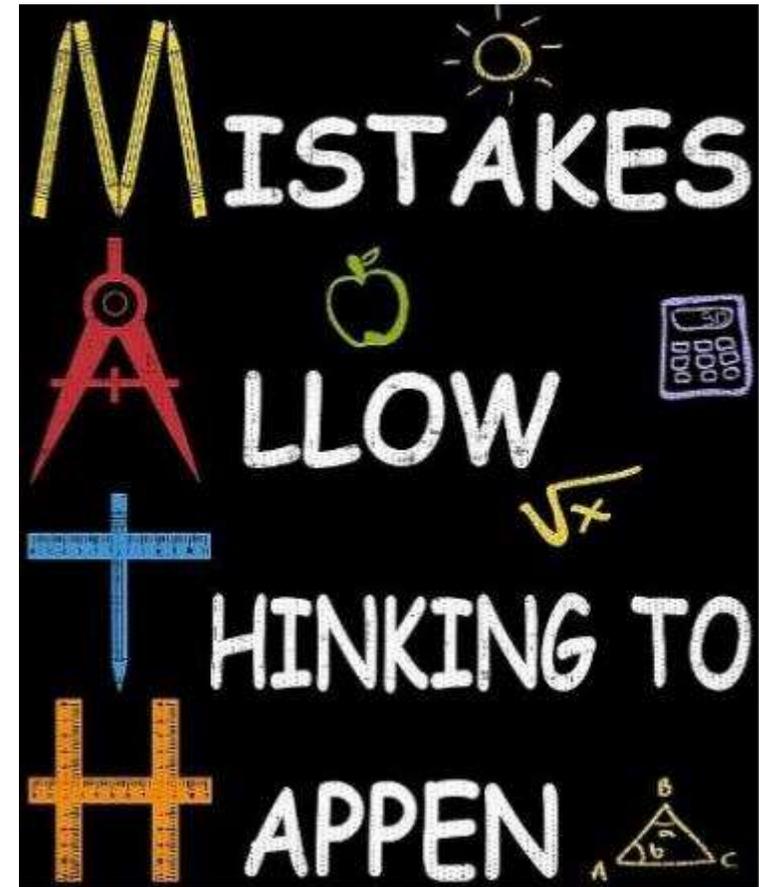




# Assessing for understanding in the classroom

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- Questions during lessons
- Quizzes
- Interactive and real-time
- Address misconceptions
- Reinforce teaching and learning





# After-School Programme

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Math E2K in Term 1 and Term 2
- Remedial in Term 2





# Weighted Assessment – Standard Math

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Term	Component	Marks (Weighting)
Term 1	MCQ & SAQ (without calculator)	35 (10%)
Term 2	SAQ & LAQ (with calculator)	30 (15%)
Term 3	SAQ & LAQ (with calculator)	30 (15%)
Term 4	End-of-Year Exam Paper 1 (without calculator) Paper 2 (with calculator)	100 (60%)



# Weighted Assessment – Foundation Math

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Term	Component	Marks (Weighting)
Term 1	MCQ & SAQ (without calculator)	40 (10%)
Term 2	MCQ & SAQ (without calculator)	40 (15%)
Term 3	SAQ & LAQ (with calculator)	35 (15%)
Term 4	End-of-Year Exam Paper 1 (without calculator) Paper 2 (with calculator)	80 (60%)



# End-of-Year Exam Format

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Level	Total Marks	Total Number of Questions	Paper 1				Paper 2				Duration	
			MCQ		SAQ		SAQ		LAQ			
			Number of questions	Marks per question	Paper 1	Paper 2						
SMA	100	45	10	1	12	2	5	2	10	3, 4 or 5	1h 10 min	1h 20 min
			8	2								
FMA	80	42	10	1	8	2	10	2	4	*3 or 4	1h	45 min
			10	2								

*\*For foundation papers, all questions under this section have to be structured*



# ABCs in Supporting Your Child in Learning

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

**Attendance**

**Active**

**Participation**

**Attitude**

*Focus. Self-Discipline. Effort Determines Success*

**Achievement**



- **Have Conversation**
  - **Encourage**
  - **Have fun doing math puzzles or games together**





# Myth or Fact?

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

*Practice makes perfect*



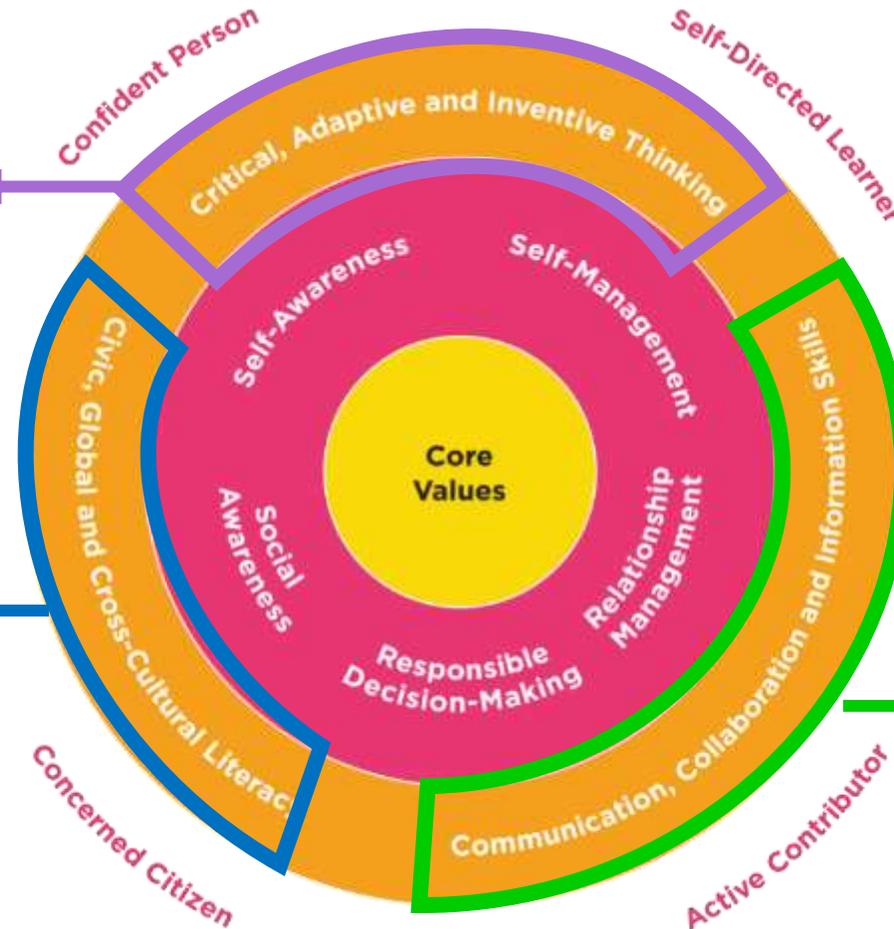


# Becoming confident & interested in Math

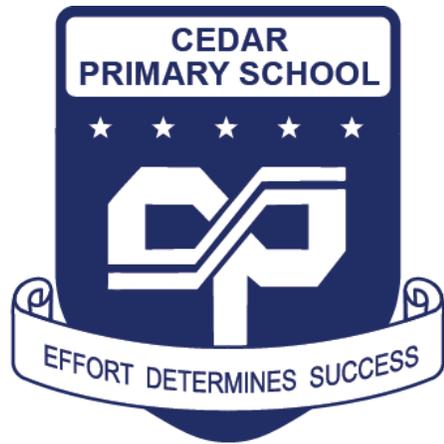
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- ✓ Adaptive thinker
- ✓ Growth mindset
- ✓ Not afraid to clarify
- ✓ Use numeracy skills accurately

- ✓ Confident
- ✓ Able to relate to real-life problems such as savings, GST, postage rates



- ✓ Effective communicator
- ✓ Collaborate with one another in solving problem mathematically



# MOTHER TONGUE LANGUAGES

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Primary 5



# PURPOSE & GOALS OF MTL LEARNING

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- To support and enable every student to learn MTL to as high a level as each student is able to.
  - **Communication** – valuable 21<sup>st</sup> century competency for life and at work. Willingness and Confidence in using MTL for effective communication.
  - **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history. Critical base in preserving transmission of cultural values and traditions.
  - **Connection** – to connect with communities across Asia and the people who speak that language and share that culture. Enhances cross-cultural competency.



# PURPOSE & GOALS OF MTL LEARNING

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **Learning MTL develops 21<sup>st</sup> Century Competencies (21CC)**

Equip students with values, socio-emotional competencies, and 21CC, esp. communication skills, cross-cultural literacy, critical, adaptive and inventive thinking.

- **Authentic and vibrant environment for active use of MTL**

Help students to like, learn and use their MTL as a living language, and produce proficient users who can communicate effectively in a variety of real-life settings.



# Weighted Assessment (P5 Standard)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Composition	40 (10%)	6-Picture Composition with helping words [SEAB approved dictionaries are allowed]
2	Language Use & Comprehension	50 (15%)	
3	Language Use & Comprehension	40 (15%)	
4	End-of-Year Examination	100 (60%)	Next slide



# P5 Standard End-of-Year Examination

Paper	Component	Marks	Details
1	Composition	40 (20%)	6-Picture Composition OR Topical Composition [SEAB approved dictionaries are allowed]
2	Language Use & Comprehension	90 (45%)	Dictionaries are not allowed during exam
3	Listening Comprehension	20 (10%)	
4	Oral	50 (25%)	- Reading Aloud - Video stimulus conversation
<b>TOTAL</b>		<b>200 (100%)</b>	



# Weighted Assessment (P5 Higher MT)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Continuous Writing	40 (10%)	[SEAB approved dictionaries are allowed]
2	Language Use & Comprehension	26 (15%)	
3	Language Use & Comprehension	34 (15%)	
4	End-of-Year Examination	100 (60%)	Next slide



# P5 Higher End-of-Year Examination

Paper	Component	Marks	Details
1	Composition	40 (40%)	Continuous writing OR Topical Composition [SEAB approved dictionaries are allowed]
2	Language Use & Comprehension	60 (60%)	
<b>TOTAL</b>		<b>100</b>	



# Weighted Assessment (P5 Foundation)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Listening Comprehension	30 (10%)	
2	Language Use & Comprehension	15 (15%)	
3	Listening Comprehension	30 (15%)	
4	End-of-Year Examination	100 (60%)	Next slide



# P5 Foundation End-of-Year Examination

Paper	Component	Marks	Details
1	Language Use & Comprehension	15 (15%)	
2	Listening Comprehension	30 (30%)	
3	Oral	70 (55%)	<ul style="list-style-type: none"><li>- Reading Aloud</li><li>- Video stimulus conversation</li></ul>
<b>TOTAL</b>		<b>100</b>	



# P5 HIGHER MOTHER TONGUE

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Current P5 higher MT students who fail to meet either of the requirements below, will NOT be offered Higher Mother Tongue at P6 next year:
  - Achieve at least AL4 for standard MT at P5 End-of-Year Examination
  - Achieve at least 60 marks for higher MT at P5 End-of-Year Examination
  - Must be offered 4 subjects at standard level (EL, MA, SC, MT)



# Partnering Parent/Guardian to Support the Child/Ward

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Partnering You

- We will:
  - Inform you of your child's/ward's progress regularly
  - Provide ideas and suggestions to support your child's/ward's learning, where necessary
  - Share strategies to engage your child/ward in MTL learning at home in a fun and meaningful manner.



# Partnering Parent/Guardian to Support the Child/Ward

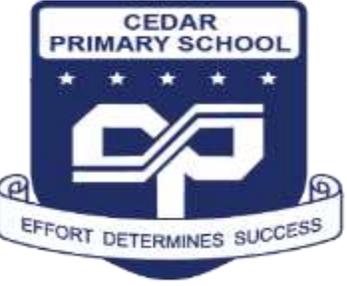
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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Partnering You

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home

# Partnering Parent/Guardian to Support the Child/Ward



*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Do

- Believe that your child can learn and wants to learn
- Encourage your child to learn MTL
- Praise your child for his/her good effort and progress
- Set incremental and achievable goals with your child
- Communicate with the school teacher regularly on your child's progress at home

## Avoid

- Making comparison between your child and other children's achievement
- Doing school work for your child
- Giving impression that MTL is not important



# Science

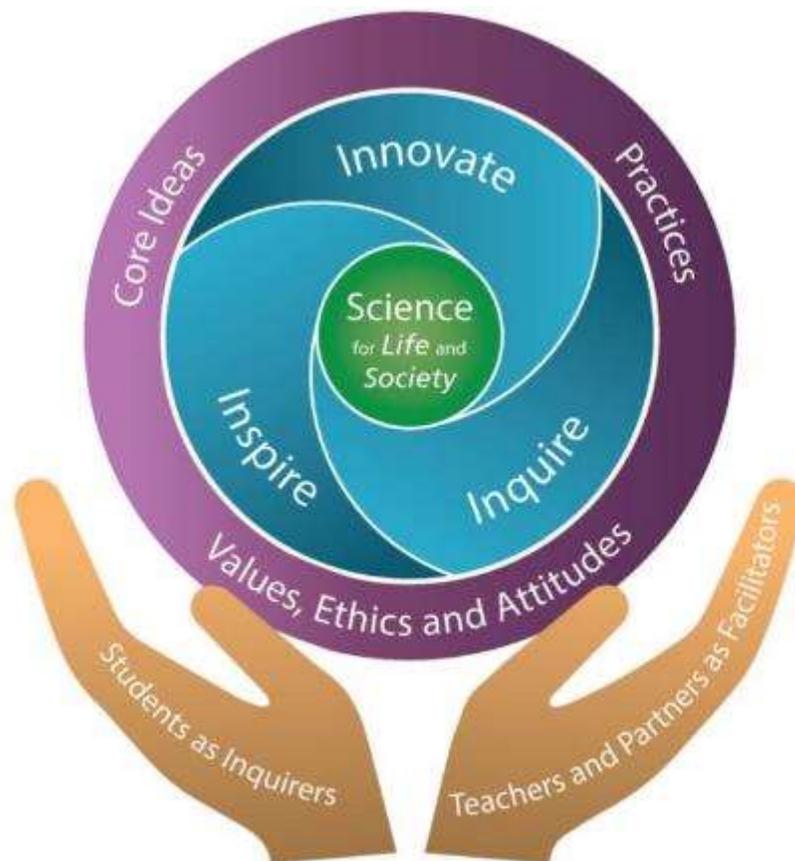
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Primary 5



# Science Curriculum Framework

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



# Overview of the Syllabus

Levels	P3	P4	P5	P6
Themes	<b>Diversity . Cycles . Systems . Interactions . Energy</b>			
Topics	<ul style="list-style-type: none"> <li>• Diversity of living and non-living things (General characteristics and classification)</li> <li>• Diversity of materials</li> <li>• Cycles in plants and animals (Life cycles)</li> <li>• Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>• Cycles in matter and water (Matter)</li> <li>• Human system (Digestive system)</li> <li>• Plant system (Plant parts and functions)</li> <li>• Energy forms and uses (Light)</li> <li>• Energy forms and uses (Heat)</li> </ul>	<ul style="list-style-type: none"> <li>• Cycles in matter and water (Water)</li> <li>• Cycles in plants and animals (Reproduction)</li> <li>• Plant system (Respiratory and circulatory systems)</li> <li>• Human system (Respiratory and circulatory systems)</li> <li>• Electrical system</li> </ul>	<ul style="list-style-type: none"> <li>• Energy forms and uses (Photosynthesis)</li> <li>• <u>Energy conversion</u></li> <li>• Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>)</li> <li>• Interactions within the environment</li> </ul>

*Note: Underlined topics are not required in the Foundation Science Syllabus*



# P5 Topics

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Semester 1

Reproduction in Humans  
and Plants

Electricity

## Semester 2

Water and Water Cycle

Plant transport System

Respiratory and  
Circulatory System



# End-of-Year Exam Format - Standard

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	30	2	60
B	Open-ended	10-11	2-5	40

Candidates are required to answer all the questions in the two booklets in one setting.  
The duration of the paper is 1 hour 45 minutes.



# End-of-Year Exam Format - Foundation

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple – choice	20	2	40
B	Structured Open-ended	9-11	2 – 4	30

A list of helping words will be given.

Candidates are required to answer all the questions in the two booklets in one setting.

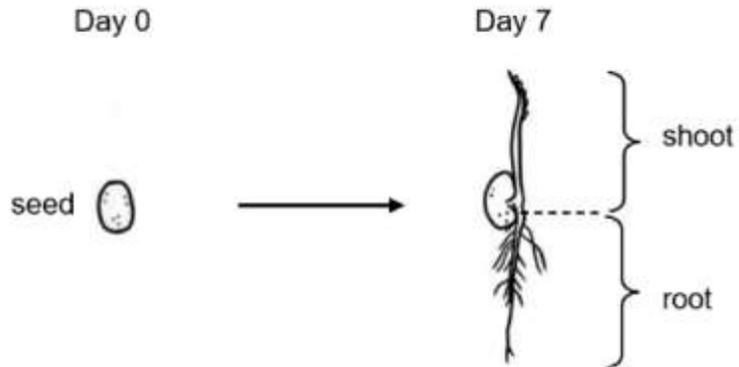
The duration of the paper is 1 hour 15 minutes.



# What's different? (in MCQ)

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A seed grew into a seedling as shown after a few days.



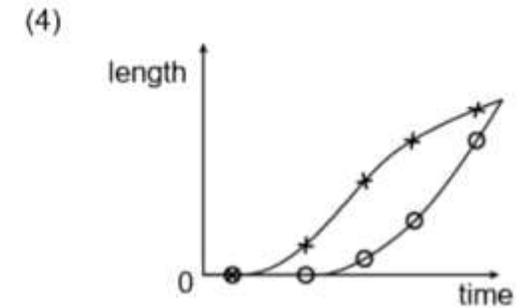
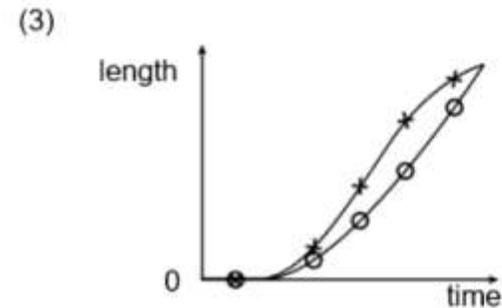
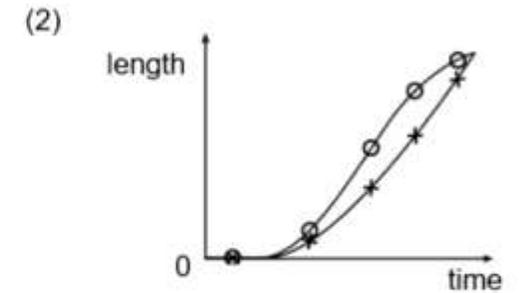
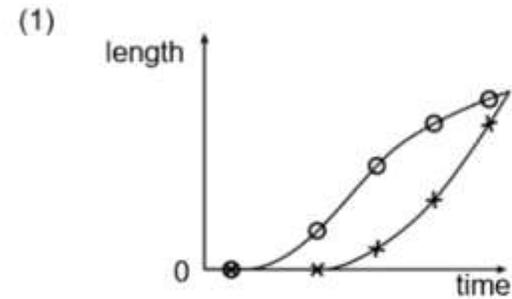
14 What is the direction in which food and water is transported in the shoot on day 7?

	direction for transport of	
	food	water
(1)	upwards	upwards
(2)	upwards	downwards
(3)	downwards	downwards
(4)	downwards	upwards

15 Which graph shows how the lengths of the shoot and root of the seedling changed with time?

Key

○ root      × shoot





# Mark Scheme for Open-Ended Questions

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- Marks are awarded for conceptual understanding
- Marks are not awarded for merely stating 'correct' key words in the answer statement
- Answer must be specific to the context.



# Example

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

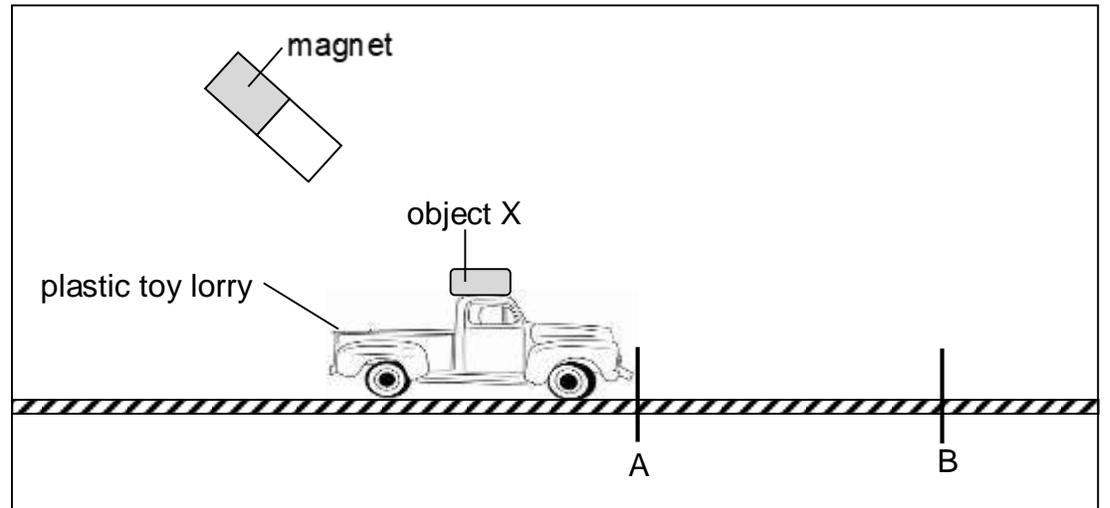
Wei Jie placed an object X on top of the plastic toy lorry as shown.

When he brought a magnet near the toy car, the plastic toy lorry began to move from position A to B.

Why did the plastic toy lorry move away when the magnet was brought near it?

Like poles of the magnets repel each other causing the lorry to move away.

(Incomplete Response)





# Example

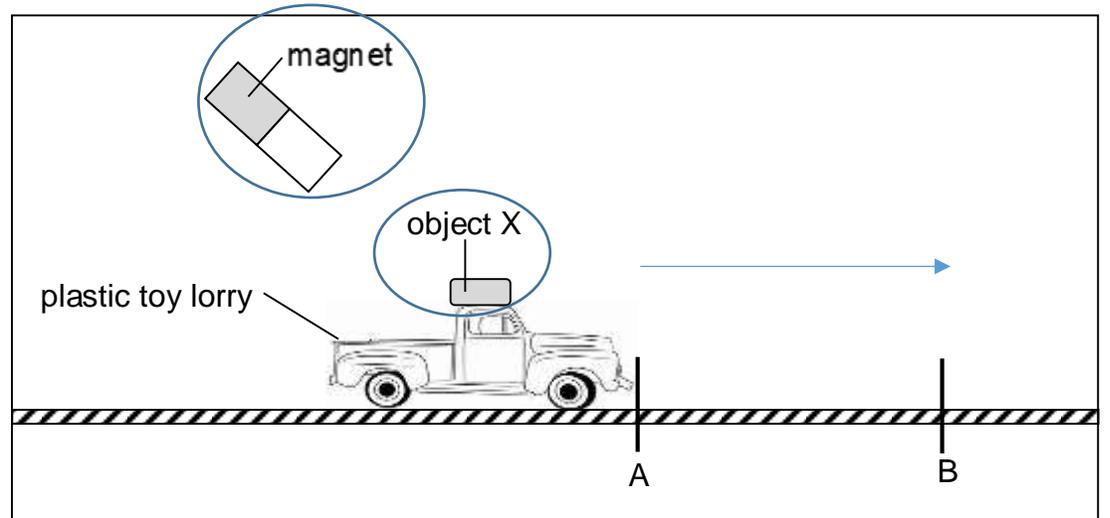
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Wei Jie placed an object X on top of the plastic toy lorry as shown.

When he brought a magnet near the toy car, the plastic toy lorry began to move from position A to B.

Why did the plastic toy lorry move away when the magnet was brought near it?

Object X is a magnet, and the like poles of the magnets repel each other causing the lorry to move away.



**Topic:** Magnet

**Concept:** Like poles of two magnets repel each other



# Answering Open-Ended Questions

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Read and identify the key information given in the question
- Identify the topic and concept(s) that is/are tested
- Link their concept to the context given in the question.



# Parents as Partners

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

**Sustain curiosity and interest in the subject**





Thank You

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