



ENGLISH LANGUAGE

PRIMARY 6

1



Our Approach to Language Learning



2



e21CC and English Language Learning

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



Empathetic
Communicators



Discerning Readers



Creative Inquirers

3



What is STELLAR?

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

4



5



An overview

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

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

6



Examination Components

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

7



Paper 1 : Writing

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

- Write cards on special occasions
- Send & reply emails (formal & informal)
- Write reports (book reports, incident reports)
- Write journals/diary, blogs
- Craft supervised entries on social media
- Create a writing portfolio (short stories, poems)



8



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, advertisements
- Fill up forms, complete surveys, reviews (hard copies/online)
- Take part in competitions
- Play games (Wordle, word search, puzzles, charades, Pictionary, board games)



9



Paper 3 : Listening Comprehension

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

- Listen to radio/TV/instructions
- Listen to audio books (Libby, Get Epic)
- Watch good programmes (MeWatch, Apple TV, Netflix, Disney+)
- Active listening, repeat and rephrase



10



Paper 4 : Oral Communication

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

- Read aloud different text types (narrative, information, announcements)
- Converse frequently (standard vs non-standard English)
- Engage in discussions on trending issues
- Create fun and engaging content (videos, etc)
- Modelling



11



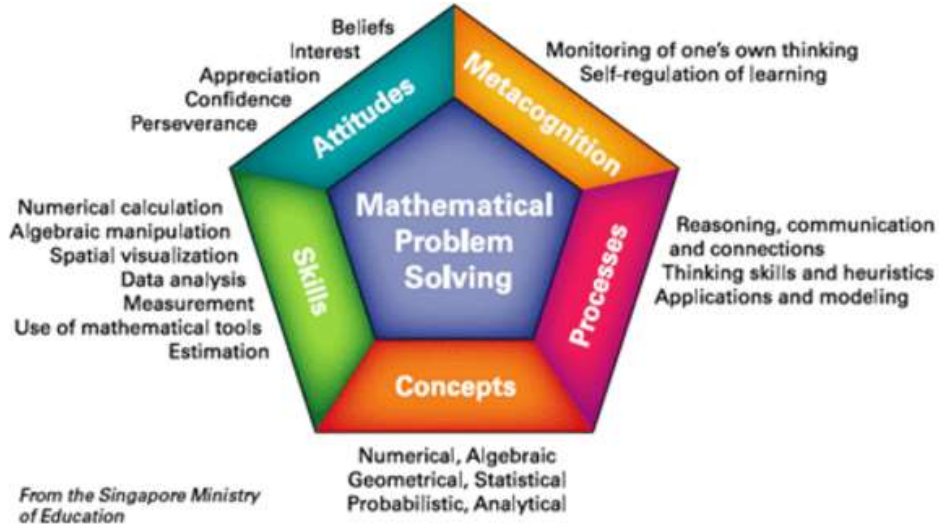
MATHEMATICS

Primary 6

12



MOE Mathematics Framework



13



P6 Mathematics Curriculum

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

- ✓ Follows a **spiral progression** in building up content across the levels
- ✓ Develops **logical reasoning, communication, problem-solving** and **metacognitive skills**
- ✓ Builds students' **confidence** and foster **interest** in Math, shaping their **attitude** towards the subject



14



P6 Syllabus & Topics



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

| STANDARD | FOUNDATION |
|---|--|
| <ul style="list-style-type: none"> Algebra Fractions Ratio Percentage Angles in Geometric Figures Volume of Cube & Cuboid | <ul style="list-style-type: none"> Decimals Pie-charts Fraction & Division Area & Perimeter Average of a Set of Data Volume of Cube & Cuboid Rectangle, Square & Triangle |

15



End-of-Year Assessment Format

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

| | |
|---------------|---|
| Standard Math | <p>Paper 1 <i>without the use of a calculator</i> Booklet A – 15 Multiple Choice Questions (20 marks) Booklet B – 15 Short Answer Questions (25 marks)</p> |
| | <p>Paper 2 <i>with the use of a calculator</i> 5 Short Answer Questions (10 marks) 12 Long Answer Questions (45 marks)</p> |

16



End-of-Year Assessment Format

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

| | |
|----------------------------|---|
| Foundation Math | <p>Paper 1 <i>without the use of a calculator</i> Booklet A – 20 Multiple Choice Questions (30 marks) Booklet B – 10 Short Answer Questions (20 marks)</p> |
| | <p>Paper 2 <i>with the use of a calculator</i> 10 Short Answer Questions (20 marks) 6 Long Answer Questions (20 marks)</p> |

17



Key Focus Areas

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

- ✓ Develop critical mathematical processes that support the development of **emerging 21st century competencies**.
- ✓ Develop **metacognition** to promote self-directed learning and reflection.

18



Emerging 21st Century Competencies

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

- ✓ Solve word problems
- ✓ Make decisions
- ✓ Justify claims
- ✓ Derive different strategies



- ✓ Solve real-life problems such as savings, GST, postage rates

- ✓ Discuss / Share how to solve the problem
- ✓ Collaborate with one another
- ✓ Use Math vocabulary

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19



Metacognition

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

- ✓ Thinking about thinking
- ✓ Think about **why** a chosen approach is used to solve a problem
- ✓ Make **thinking audible or visible** by communicating what is being thought or how the problem is approached



20



Metacognition

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?



21



Learning Experiences

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



22



Learning Experiences

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AB, PQ and TR are straight lines. STUV is a square.
 $\angle P = 20^\circ$. Find $\angle z$.

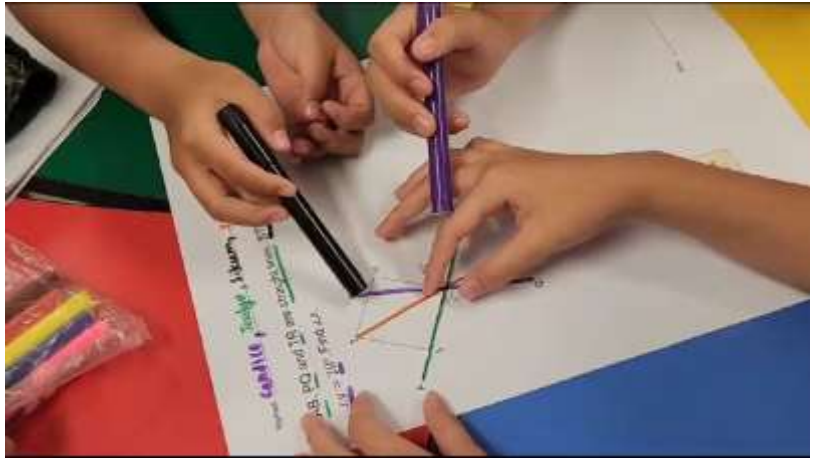
along angle Note that 10°

$1 \text{ circle} = 360^\circ$

1. $\angle TVP = 45^\circ - 20^\circ = 25^\circ$
 $\angle SWU = 45^\circ + 25^\circ = 70^\circ$
 $\angle Z = 180^\circ - 70^\circ = 110^\circ$

2. $\angle Z = \angle V$ (vert. opp. \angle)
 $70^\circ + 70^\circ = 140^\circ$ $360^\circ - 140^\circ = 220^\circ$
 $\angle Z = 220^\circ \div 2 = 110^\circ$

How do you check the reasonableness of your answer?



23



Using Math Language

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



12/07
 Formulas table
 The number of dark chocolate was $\frac{1}{2}$ of the number of milk chocolate. After removing 20 dark chocolate and 25 milk chocolate, the number of milk chocolate was $\frac{1}{2}$ of the number of dark chocolate. How many dark chocolate were there at the end?

$26 - 2 = 24$ $24 \div 4 = 6$
 $8 - 2 = 4$ $4 \times 6 = 24$

$\frac{2}{3}$ of a pie was shared among 3 pupils. What fraction of the pie did each pupil receive?

$\frac{1}{3} \div 3 = \frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

Ans: $\frac{1}{9}$

Algebra
 How letters to represent numbers
EXAMPLE:
 John had 20 apples, the number of apples was 10 less than the number of oranges. How many oranges did he have in the end?
 John has 30 oranges now.

Simplify Algebraic Expressions
 Liming, Marcus and Siti each weigh n kg. Find their total mass.

$n + n + n = 3n$

Total mass = $n + n + n$
 $= (n + n) + n$
 $= 3n$

PERCENTAGE

percentage increase = $\frac{\text{increase}}{\text{original}} \times 100\%$

→ Out of 100

| | | | | | |
|-----------------|-----------------------------------|------------------|----------------------------------|-------------------|------------------------------------|
| 2% | $2\% \times \frac{20}{100} = 0.4$ | 30% | $30\% \times 120 = 36$ | 100% | $100\% \times 100 = 100$ |
| $\frac{2}{100}$ | $\frac{2}{100} \times 20 = 0.4$ | $\frac{30}{100}$ | $\frac{30}{100} \times 120 = 36$ | $\frac{100}{100}$ | $\frac{100}{100} \times 100 = 100$ |
| $\frac{2}{100}$ | $\frac{2}{100} \times 20 = 0.4$ | $\frac{30}{100}$ | $\frac{30}{100} \times 120 = 36$ | $\frac{100}{100}$ | $\frac{100}{100} \times 100 = 100$ |

24



Using Math Language



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

Eg 1
Mary ate $\frac{1}{2}$ of the cake. The remainder was shared by 6 of her neighbours. What fraction of the cake did each neighbour get?

$\frac{1}{2} \div 6 = \frac{1}{2} \times \frac{1}{6}$
 $\frac{1}{2} \div 6 = \frac{1}{12}$
 Each neighbour gets $\frac{1}{12}$

Eg 2
Peter bought 5 cakes for his pupils. Each pupil had $\frac{1}{4}$ of a cake. How many pupils were there?

$5 \div \frac{1}{4} = 5 \times \frac{4}{1}$
 $= 20$
 There are 20 pupils

Division of Fraction

- Divide: $\frac{1}{2} \div 6 = \frac{1}{12}$
- Share equally: Put into equal groups
- Step Change: $\times X$ (inverse of \div)
- invert \div into \times over multiplication
- Fraction \div whole number: share equally (see eg 1) (whole is a fraction)
- whole number \div fraction: Put into equal groups (see eg 2) (whole is a whole number)
- Fraction \div fraction: see eg 3 (Put into equal groups)

Eg 3
John has 1/2 of a cake. He ate it in 6 parts. How many parts did he eat?

$\frac{1}{2} \div \frac{1}{6} = \frac{1}{2} \times \frac{6}{1} = 3$
 He ate 3 parts of a cake.

When a whole number is divided by a proper fraction, is the answer greater than or smaller than the whole number? Support your reasoning with examples.

The answer is always bigger.

For Example:

- $5 \div \frac{1}{2} = 10$ (10 is bigger than 5)
- $10 \div \frac{1}{3} = 30$ (30 is bigger than 10)
- $10 \div \frac{1}{4} = 40$ (40 is bigger than 10)

Conclude: a fraction is always smaller than a whole number.

eg:
 $4 \div \frac{1}{2} = 8$ (bigger than 4)
 $1 \div \frac{1}{2} = 2$ (bigger than 1)

25



Using Math Language



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

Read these statements.

(a) The amount of money May had was $\frac{4}{5}$ of the amount of money John had.

(b) The amount of money Dave had was $\frac{3}{7}$ of the total amount of money Dave and Wayne had altogether.

What does the fraction in each statement mean? Discuss their differences.

In (a), $\frac{4}{5}$ meant that 4 units while John had 5 units.

In (b), $\frac{3}{7}$ meant that Dave had 3 units and the 7 in $\frac{3}{7}$ is the no. of units Dave AND Wayne had.

Conclusion: $\frac{4}{5}$ is the fraction of how much Dave had to how much BOTH him and Wayne had BUT $\frac{3}{7}$ is the fraction of how much May had to how much John had.

in (a), $\frac{4}{5}$ is the amount of money May has and $\frac{5}{5}$ (1 whole) is the amount of money John has.

in (b), Dave had $\frac{3}{7}$ while Wayne had $\frac{4}{7}$ because the question said that Dave had $\frac{3}{7}$ of the total so Wayne will have $\frac{4}{7}$ which is $\frac{7}{7} - \frac{3}{7} = \frac{4}{7}$

Read these statements.

(a) The amount of money May had was $\frac{4}{5}$ of the amount of money John had.

(b) The amount of money Dave had was $\frac{3}{7}$ of the total amount of money Dave and Wayne had altogether.

What does the fraction in each statement mean? Discuss their differences.

In (a), $\frac{4}{5}$ of the amount of money May had to John had meant that May had 4 units while John had 5 units.

In (b), $\frac{3}{7}$ of the amount Dave had to the total amount Dave and Wayne had altogether meant that $\frac{3}{7}$ was referring to DAVE while the number 7 in $\frac{3}{7}$ was referring to Dave and Wayne.

Conclusion: $\frac{4}{5}$ is the fraction of how much Dave had to how much both him and Wayne had BUT $\frac{3}{7}$ is the fraction of how much May had to how much John had.

4) It means: May's money
 John's money
 Fraction: $\frac{4}{5}$

5) It means: Dave Wayne
 Total of Dave and Wayne
 Fraction: $\frac{3}{7}$

26



Practice makes Perfect?

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

Practice makes permanence.

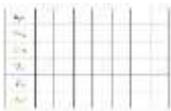
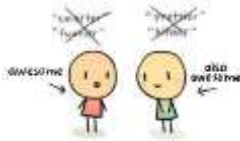


27



Home-School Partnership

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



28



MOTHER TONGUE LANGUAGES

Primary 6

29



PURPOSE & GOALS OF MTL LEARNING

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 21st 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.

30



PURPOSE & GOALS OF MTL LEARNING

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

- **Learning MTL develops 21st 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.

31



P6 STANDARD MOTHER TONGUE

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

- **Paper 1: Composition Writing (40 marks, 20%)**
 - Duration: 50 min
 - Choose to do either 1 – Topical composition OR Picture composition
 - SEAB-approved dictionaries may be used during exam
- **Paper 2: Language Use and Comprehension (90 marks, 45%)**
 - Duration – 1 h 40 min
 - Dictionaries are not allowed during exam
- **Paper 3: Listening Comprehension (20 marks, 10%)**
- **Paper 4: Oral (50 marks, 25%)**
 - Read Aloud and Video Conversation

32



P6 HIGHER MOTHER TONGUE

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

- **Paper 1: Composition Writing (40 marks, 40%)**
 - Duration: 50min
 - Choose to do either 1 – Topical composition OR Continuous Writing
 - SEAB-approved dictionaries may be used during exam
- **Paper 2: Language Use and Comprehension (60 marks, 60%)**
 - Duration: 1 h 20 min
- Grading
 - Distinction: 80 – 100 marks
 - Merit: 65 – 79 marks
 - Pass: 50 – 64 marks
 - Ungraded – below 50 marks

33



P6 FOUNDATION MOTHER TONGUE

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

- **Paper 1: Language Use and Comprehension (15 marks, 15%)**
 - Duration – 40 min
 - Dictionaries are not allowed during exam
- **Paper 2: Oral (55 marks, 55%)**
 - Reading Aloud and Video Conversation
- **Paper 3: Listening Comprehension (30 marks, 30%)**

34



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

- We will:
 - Inform you of your child's/ward's progress
 - 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.

35



Partnering Parent/Guardian to Support the Child/Ward

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

| Do | Avoid |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Placing excessive attention on marks • Making comparison between your child and other children's achievement • Doing school work for your child • Giving impression that MTL is not important |

36



Partnering Parent/Guardian to Support the Child/Ward

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

37



Science

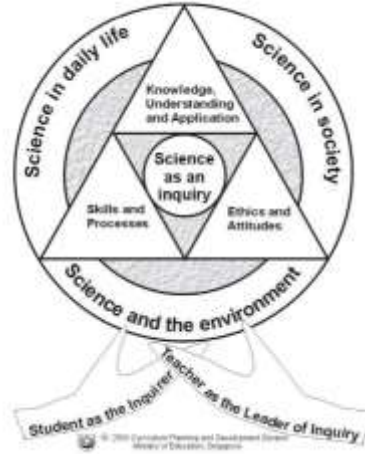
Primary 6

38



Science Curriculum Framework

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



39



Topics to be covered for Science (Standard)

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

| Theme | Topics |
|-------------|--|
| Energy | Energy in Food Forms and Uses of Energy Sources of Energy |
| Interaction | Forces Living Together Food Chains and Web Adaptations Man's Impact on his Environment |

40



Topics to be covered for Science (Foundation)

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

| Theme | Topics |
|-------------|--|
| Energy | Energy from the Food |
| Interaction | Forces Living Together Food Chains Adaptations Man's Impact on his Environment |

41



Examination Format - Standard

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

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

| Booklet | Item type | Number of questions | Number of marks per question | Marks |
|---------|------------------|---------------------|------------------------------|-------|
| A | Multiple –choice | 28 | 2 | 56 |
| B | Open-ended | 12 - 13 | 2-5 | 44 |

- Booklet A consists of 28 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
 - Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.
- Candidates are required to answer all the questions in the two booklets.
 - The duration of the paper is 1 hour 45 minutes.

42



Examination Format - Foundation

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

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

| Booklet | Item type | Number of questions | Number of marks per question | Marks |
|---------|------------------|---------------------|------------------------------|-------|
| A | Multiple –choice | 18 | 2 | 36 |
| B | Structured | 6 – 7 | 2 – 3 | 14 |
| | Open-ended | 5 – 6 | 2 – 4 | 20 |

- Booklet A consists of 18 multiple-choice questions with three options. Each multiple-choice question carries 2 marks.
 - Booklet B consists of two parts.
 - First part consists of 6 – 7 structured questions e.g. 'Fill in the blanks', 'matching', etc
 - Second part consists of 5 – 6 open-ended questions
- Candidates are required to answer all the questions in the two booklets.
 - The duration of the paper is 1 hour 15 minutes.
 - Provision of Word List

43



Answering Open-Ended Questions

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

- Read and identify the key information given in the question
- Identify the topic that is tested
- What is the concept assessed under the topic
- Link their concept to the context given in the question.

44



Use of Key Words

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

- Marks are not awarded just based on keywords.
- The mark allocation in Science is based on the following:
 - the accurate usage of concepts
 - links to the context of the problem posed
 - whether the response is complete

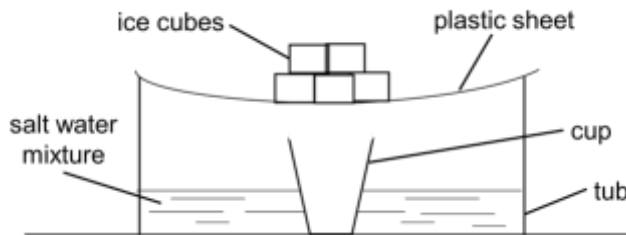
45



Example

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

Samson used the following set-up to obtain pure water from the salt water mixture for two hours.



Explain how he could use the set-up to obtain the pure water in the cup after two hours. (2m)

The salt water evaporates and **condenses** to form pure water in the cup.

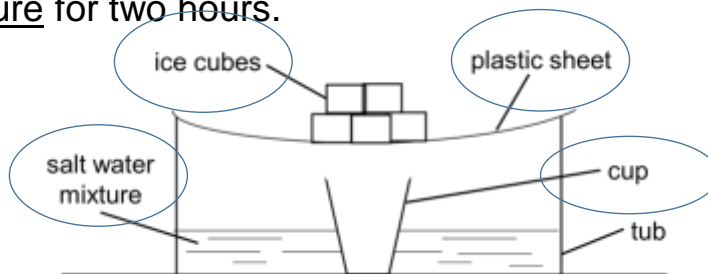
46



Example

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

Samson used the following set-up to obtain pure water from the salt water mixture for two hours.



Explain how he could use the set-up to obtain the pure water in the cup after two hours. (2m)

47



Suggested Answer

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

Water from the salt water mixture **will gain heat from the surroundings** in the tub and **evaporate into water vapour**. (1m)

The water vapour will then **lose heat to the cooler surface of the plastic sheet** and **condense into water droplets** which will drip into the cup. (1m)

48



Parents as Partners

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

- Supporting the child's progress
- Sustain curiosity and interest in the subject



49



Thank You

50