Unity Primary School

Parents Information Booklet 2023
(Primary 6)

PREFACE

Dear Parents

It is our privilege to have your child be a part of the Unity Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

As such, we have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes of the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More information on the weighted assessment items will be given at the beginning of each term.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely,
Mrs Lee-Koh SC
Principal

CONTENT PAGE

ENGLISH LANGUAGE

AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

The Primary English Language Syllabus aims to enable all students to:
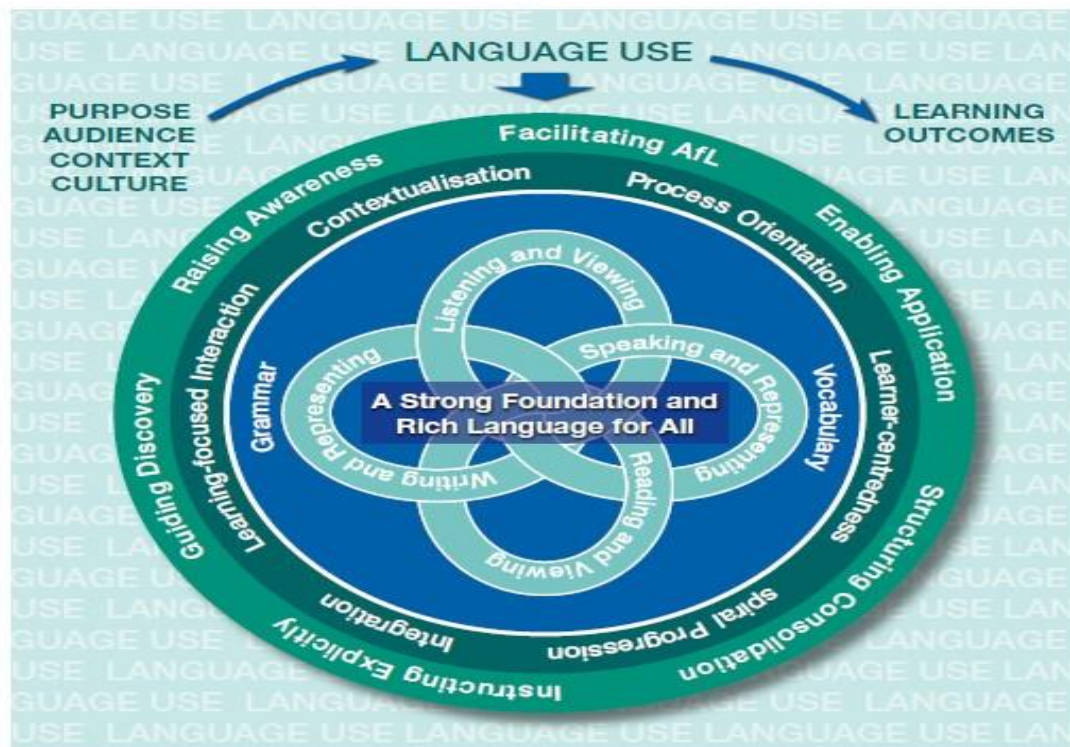
1. **Listen, read and view** critically and with accuracy, show understanding and appreciation of a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2010* is to develop effective language use. Students' language use will be affected by the purpose, audience, context and culture and their proficiency in language use is assessed by their attainment of the learning outcomes.

To achieve the overarching aim of the *EL Syllabus 2010*, a two-pronged approach of building a strong foundation and providing rich language for all will be adopted. Students' language use is reflected in the following areas of language learning:

- Listening and Viewing
- Reading and Viewing
- Writing and Representing
- Grammar
- Vocabulary

SCOPE OF LEARNING

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

Language Skills	Components / Tasks
Listening & Viewing	**Listening Comprehension** Students will demonstrate their understanding of the content of a variety of spoken texts at the literal and inferential levels by listening critically.
Reading & Viewing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Stimulus Based Conversation** Students will demonstrate their ability to provide a response to a given stimulus by sharing their views, ideas and experiences with the examiner. They must speak fluently with grammatical accuracy, using a range of appropriate vocabulary and structures.
Writing & Representing	**Situational Writing** Students will write a short note to fulfil the task requirement. While doing so, they must demonstrate their understanding of purpose, audience and context clearly. The appropriate register and tone must be used too. **Continuous Writing** Students will organise and express their ideas in a coherent and cohesive manner that addresses the given topic and relates to at least one of the given pictures. They should demonstrate their ability to use a variety of vocabulary with clarity and precision and competency in using correct grammar, spelling and punctuation.
Language Use	**Explicit Skills Instruction** Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use and acquire the strategies to tackle the various components assessed in PSLE: • Grammar MCQ • Vocabulary MCQ • Vocabulary Cloze • Grammar Cloze • Synthesis & Transformation • Editing for Spelling & Grammar • Visual Text Comprehension • Comprehension

PROGRAMMES
STELLAR
The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. Besides using the key strategies meant for lower primary classrooms, students will be exposed to the following strategies for the upper primary classrooms.

Supported Reading (SR)
Students will be given opportunities to make predictions, read assigned section silently before discussing the text and difficult words as a whole class. This strategy is usually carried out for narrative and information texts.

Know - Want to know - Learnt (KWL)
Students will use this strategy to extract information and relate it to what they already know about a topic. They will be guided to organise, access and remember information. This enables students to understand and follow the logic of information presented in a text, recognise information that is repeated and distinguish between main ideas and details. The teacher's support is gradually reduced when the students learn to be more independent in extracting information from what they read.

Retelling (RT)
Students will use retelling as a reading comprehension strategy to engage with the text at different levels: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. They will be given opportunities to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features.

Applied Learning Programme (ALP)
Learning comes alive when students are involved in hands-on and experiential learning. This programme embeds the critical thinking elements that build on learning in the classroom, and takes it forward to enrich students' overall learning.

RESOURCES USED
1. STELLAR Learning Sheets
2. School Based Packages
3. Synthesis and Transformation Book
4. PSLE Booklet
5. PSLE Revision Package
6. Class Library Books

FOUNDATION ENGLISH LANGUAGE

SCOPE OF LEARNING FOR FOUNDATION ENGLISH

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

Language Skills	Components / Tasks
Listening & Viewing	**Listening Comprehension** Students will demonstrate their understanding of the content of a variety of spoken texts at the literal and inferential levels by listening critically.
Reading & Viewing	**Reading Aloud** Students will read a short passage to demonstrate their ability to read accurately and fluently. **Stimulus Based Conversation** Students will demonstrate their ability to provide a response to a given stimulus by sharing their views, ideas and experiences with the examiner. They must speak fluently with grammatical accuracy, using a range of appropriate vocabulary and structures.
Writing & Representing	**Situational Writing** Students will write a short note to fulfil the task requirement. While doing so, they must demonstrate their understanding of purpose, audience and context clearly. The appropriate register and tone must be used too. **Continuous Writing** Students will organise and express their ideas in a coherent and cohesive manner that addresses the given topic and relates to at least one of the given pictures. They should demonstrate their ability to use a variety of vocabulary with clarity and precision and competency in using correct grammar, spelling and punctuation.
Language Use	**Explicit Skills Instruction** Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use and acquire the strategies to tackle the various components assessed in PSLE: - Grammar MCQ - Punctuation MCQ - Vocabulary MCQ - Form Filling - Synthesis - Editing for Grammar - Editing for Spelling - Comprehension (Completion of Sentences)

Language Skills	Components / Tasks
	- Comprehension Cloze - Visual Text Comprehension - Comprehension

RESOURCES USED
1. STELLAR Learning Sheets
2. School Based Packages
3. Marshall Cavendish Listening Comprehension and Oral Book
4. PSLE Booklet
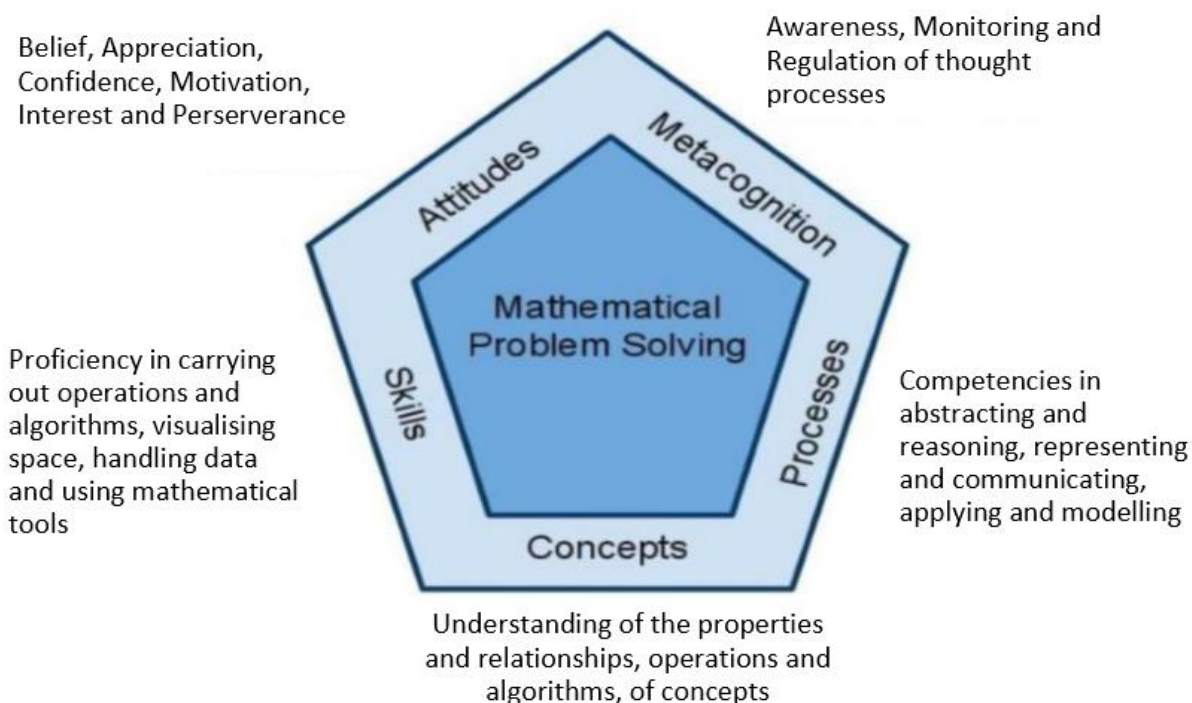5. PSLE Revision Package
6. Class Library Books

MATHEMATICS

AIMS OF MATHEMATICS EDUCATION IN SCHOOLS
The primary mathematics syllabus aims to enable all students to:
1. Acquire and apply mathematical concepts and skills
2. Develop cognitive and metacognitive skills through a mathematical approach to problem-solving.
3. Develop positive attitudes towards mathematics.

MATHEMATICS FRAMEWORK
The central focus of the framework is mathematical problem-solving that is, using mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of mathematics at all levels, from primary to tertiary. The framework stresses conceptual understanding, skills proficiency and mathematical processes, and gives due emphasis to attitudes and metacognition.

Scope Of Learning

Content Chart	Component/ Tasks
(A) Algebra	1. Using a letter to represent an unknown number 2. Notation, representations & interpretation of simple algebraic expressions such as (i) $a \pm 3$ (ii) $a \times 3$ or $3a$ (iii) $a \div 3$ or $\frac{a}{3}$ 3. Simplifying simple linear expressions excluding brackets

Content Chart	Component/ Tasks
	4. Evaluating simple linear expressions by substitution 5. Solving simple linear equations involving whole number coefficient only in simple context
(B) Fractions	1. Dividing a proper fraction by a whole number without calculator 2. Dividing a whole number/ proper fraction by a proper fraction without calculator 3. Word problems
(C) Ratio	1. Understanding relationship between fraction and ratio 2. Word Problems involving ratio including changing ratios
(D) Percentage	1. Finding the whole given a part and the percentage 2. Finding the percentage increase/decrease 4. Word problems
(E) Circles	1. Finding area and circumference of circle, semicircle and quarter circle 2. Finding area and perimeter of composite figures made up of square, rectangle, triangle, semicircle and quarter circle
(F) Angles in Geometric Figures	1. Finding unknown angles, without additional construction of lines in composite geometric figures involving (i) Square (ii) Rectangle (iii) Triangle (iv) Parallelogram (v) Rhombus (vi) Trapezium
(G) Speed	1. Understand the concept of speed and average speed 2. Understand the relationship between distance, time and speed 3. Writing speed in different unit such as km/h, m/min, m/s and cm/s 4. Solving word problems involving speed and average speed.
(H) Volume of Solids and Liquids	1. Finding the dimension of a cuboid given its volume and the other dimensions 2. Finding the length of one edge of a cube given its volume

Content Chart	Component/ Tasks
	3. Finding the height of a cuboid given its volume and base area 4. Finding the area of a face of a cuboid given its volume and dimension 5. Use of $\sqrt{}$, $\sqrt[3]{}$
(I) Pie Charts	1. Reading and interpreting data from pie charts 2. Solve 1-step problems using data from tables/ graphs

(J) Solid Figures and Nets	1. Identifying and drawing 2D representations of
	  (i) Cube
	  (ii) Cuboid
	  (iii) Cone
	  (iv) Cylinder
	  (v) Prism
	  (vi) Pyramid
	2. Identifying the nets of 3D solids
	  (i) Cube
	  (ii) Cuboid
	  (vii) Prism
	  (viii) Pyramid
	3. Identifying the solid which can be formed by a given net

Scope Of Learning of Foundation Mathematics

Content Chart	Component/ Tasks
(A) Fractions	1. Divide a whole number by a whole number with quotient as a fraction 2. Convert fractions to decimals 3. Divide a proper fraction by a whole number 4. Divide a whole number/ proper fraction by a proper fraction 5. Solve word problems involving 4 operations of fractions
(B) Decimals	1. Multiplying and dividing decimals 2. Dividing a whole number by a whole number with quotient as a decimal without calculator 3. Rounding answers to a specified degree of accuracy 4. Solve word problems involving 4 operations of decimals (including money)
(C) Percentage	1. Express a part of a whole as a percentage 2. Use of %

Content Chart	Component/ Tasks
	3. Finding a percentage part of a whole 4. Finding discount, GST and annual interest 5. Word problems
(D) Area of Triangles	1. Understand the concept of base and height of a triangle 2. Find area of triangle 3. Finding area and perimeter of composite figures made up of squares, rectangle, and triangles

(E) Triangles, Squares and Rectangles	1. Understanding the properties of
	  (i) Isosceles triangle
	  (ii) Equilateral triangle
	  (iii) Right-angled triangle
	2. Understand angle sum of a triangle
	3. Finding unknown angles, without additional construction of lines, in composite geometric figures involving
	  (i) Square
	  (ii) Rectangle
	  (iii) Triangle

(F) Pie Charts	1. Reading and interpreting data from pie charts 2. Solve 1-step problems using data from tables/ graphs
(G) Volume	1. Finding volume of cube/ cuboid 2. Finding volume of liquid in a rectangular tank 3. Conversion between ℓ (or m ℓ) with cm^2

PROGRAMMES
Engagement

Students are engaged in a series of learning activities to explore and learn mathematical concepts and skills. From concrete manipulatives and experiences, scaffolding is provided to help students uncover abstract mathematical concepts and deepen conceptual understanding. Students are also given opportunities to apply concepts and skills learnt to achieve mastery.

Problem-Solving

SPARK Framework

We infused Polya's steps in problem solving into our problem-solving framework – SPARK. Effective questioning is used to guide students in their thought processes to scaffold and aid problem-solving.

SPARK

Study the Problem   **P**lan   **A**ct on it   **R**eflect and **K**eep Checking

Guiding Questions

1. Retell to make sense.
2. What am I given?
3. What do I need to find?

1. Have I solved similar problems before?
2. What strategy should I use?
3. Why do I choose this strategy?

1. Apply the strategy.
2. Write out the number equations and state what I am finding.
3. Try other ways if I am stuck.

1. Have I answered the question?
2. Does my answer make sense?
3. Have I checked with MENU?
   Method
   Equations
   Numbers
   Units

Heuristics Package
Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving and these strategies are cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

Short-Answer Questions Booklet
At the foundational levels, fluency in basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this programme.

RESOURCES USED
1. My Pals Are Here! 6A & 6B Textbook (Mathematics)
2. My Pals Are Here! 6A & 6B Workbook (Mathematics)
3. Math Works! 6A & 6B Textbook (Foundation Mathematics)
4. Math Works! 6A & 6B Workbook (Foundation Mathematics)
5. Topical Learning Sheets
6. Heuristics Booklet (Mathematics)
7. Short-Answer Questions Booklet (Mathematics)

SCIENCE

AIMS OF SCIENCE EDUCATION IN SCHOOLS
The Primary Science Syllabus aims to:
1. provide students with experiences which build on their interest and stimulate their curiosity about their environment;
2. provide students with basic scientific terms and concepts to help them understand the world around them;
3. provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry;
4. prepare students towards using scientific knowledge and methods in making personal decisions;
5. help students appreciate how science influences people and the environment.

SCIENCE CURRICULUM FRAMEWORK
Central to the curriculum framework is the inculcation of the spirit of scientific inquiry. The conduct of inquiry is founded on three integral domains of (a) Knowledge, Understanding and Application, (b) Skills and Processes and (c) Ethics and Attitudes. These domains are essential to the practice of science. The curriculum design seeks to enable students to view the pursuit of science as meaningful and useful. Inquiry is thus grounded in knowledge, issues and questions that relate to the roles played by science in daily life, society and the environment.

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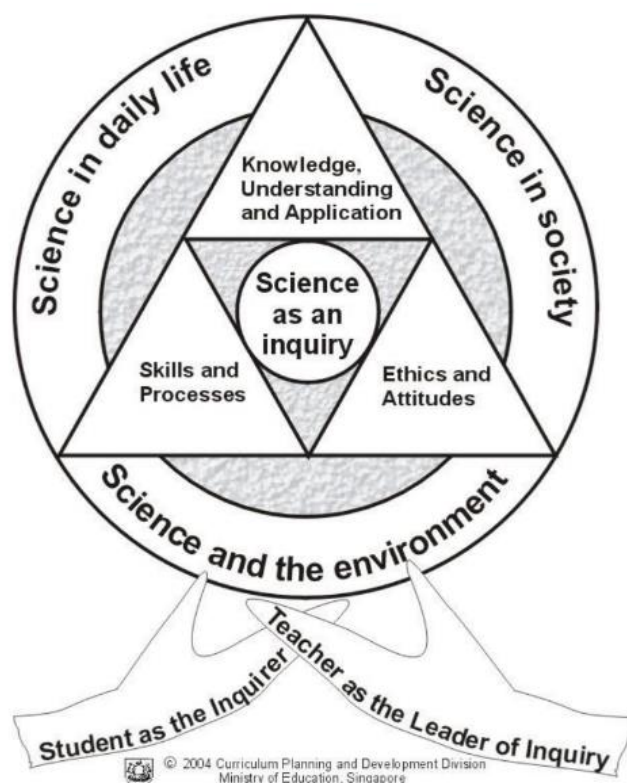
The approach towards the learning of science is based on themes that students can relate to in their everyday experiences, and to the commonly observed phenomena in nature. The aim is to enable students to appreciate the links between different themes/topics and thus allow the integration of scientific ideas. The five themes chosen are: Diversity, Cycles, Systems, Energy and Interactions.
The focus for each theme is given below:

Diversity
There is a great variety of living and non-living things in the world. Man seeks to organise this great variety of living and non-living things to better understand the world in which he lives. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help Man to classify them. This theme brings across the importance of maintaining diversity. The essential takeaways for "Diversity" are:
- There is a great variety of living and non-living things around us.
- Man can classify living and non-living things based on their similarities and differences to better understand them.
- Maintaining the diversity of living things around us ensures their continual survival.

Cycles
There are repeated patterns of change in nature. Examples of these cycles are the life cycles of living things and the water cycle. Understanding these cycles helps Man to predict events and processes and to appreciate the Earth as a self-sustaining system. The essential takeaways are:
- There are repeated patterns of change around us.
- Observing cycles helps us to make predictions and understand things around us.

Systems
A system is a whole consisting of parts that work together to perform a function(s). There are systems in nature as well as man-made systems. Examples of systems in nature are the digestive and respiratory systems. Examples of man-made systems are electrical systems. Understanding these systems allows Man to understand how they operate and how parts influence and interact with one another to perform a function. The essential takeaways are:
- A system is made of different parts. Each part has its own unique function.
- Different parts / systems interact to perform function(s).

Interactions
Studying the interactions between and within systems enhances understanding of the environment and Man's role in it. Interactions occur within an organism, between organisms as well as between organisms and the environment. The interaction of Man with the environment drives the development of Science and Technology. At the same time, Science and Technology influences the way Man interacts with the environment. By understanding the interactions between Man and the environment, students can better appreciate the consequences of their actions and be responsible for their actions. The essential takeaways are:
- There are interactions among Man, living and non-living things in the environment.
- Man can interact with the environment and make positive or negative impacts.
- Man plays an important role in conservation to ensure continuity of life and availability of resources.

Energy
Energy makes changes and movement possible in everyday life. Man uses various forms of energy for many different purposes. Man is not the only animal that needs energy; all living things obtain energy and use it to carry out life processes. Understanding this theme will allow students to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways are:

- Energy is required to enable things to work or move.
- There are different forms of energy and they can be converted from one form to another.
- Some sources of energy can be depleted and Man plays an important role in energy conservation.

SKILLS AND PROCESSES
There are opportunities for students to use concepts and integrate skills and processes to inquire things and phenomena around them. The skill sets aligned are shown in the table below:

Skills and Processes	Engaging with an event, phenomenon or problem through:	Collecting and presenting evidence through:	Reasoning; making meaning of information and evidence through:
Skills	- Formulating hypothesis - Generating possibilities - Predicting	- Observing - Using apparatus and equipment	- Comparing - Classifying - Inferring - Analysing - Evaluating
	Communicating		
Processes	Creative problem-solving, Investigation and Decision-making		

SCOPE OF LEARNING FOR STANDARD SCIENCE
The focus for P6 (Standard Science) is given below.

Term	Theme	Topic	Learning Objectives
1	Energy	Energy in Food	**State** that living things need energy to carry out life processes. **Show** an understanding that living things get energy from food. **State** the conditions and products of photosynthesis. **Describe** what happens during the process of photosynthesis. **Trace** the energy pathway from the sun to plants and animals.
		Forms and Uses of Energy	**Differentiate** between the different forms of energy. **Identify** the different forms of energy and recognise their uses. **Understand** the conversion of energy from one form to another.
		Sources of Energy	**Describe** some examples of the various sources of energy and their uses. **Recognise** that the sun is the main source of energy. **Understand** the need and importance of using energy wisely in daily life.
	Interactions	Forces	**State** that a force is a push or a pull. **Identify** the forces observed in our daily activities as a push or a pull.

Term	Theme	Topic	Learning Objectives
			Show an understanding of the effects of forces on an object. **Identify** the different types of forces — frictional force, elastic spring force, gravitational force and magnetic force. **Describe** frictional force as a force that opposes motion and is produced when two surfaces are in contact. **Investigate** the effects of frictional force on the movement of objects. **Recognise** that frictional force can be useful or harmful. **Show** an understanding that elastic spring force is a force that causes an elastic object to return to its original shape, after it has been stretched or compressed. **Observe** that a larger pulling force on a spring causes it to extend more. **Describe** gravitational force as the force of attraction between objects. **Recognise** that the gravitational force between objects and the earth causes the objects to have weight. **Describe** magnetic force as the force exerted by magnets.
2	Interactions	Living together	**Identify** the factors of an environment that affect the survival of living things. • Light • Temperature • Air • Water • Availability of food • Other kinds of living things **Show** an understanding that the factors of an environment affect different living things differently. **Differentiate** between the terms organism, population, habitat and community. **Recognise** that an organism is a living thing. **Show** an understanding that a population is a group of organisms of the same kind, which live together and reproduce in a particular place. **Recognise** that a habitat is the place where an organism lives. **Recognise** that habitats provide organisms with food, water, air, space, shelter and protection. **Show** an understanding that a community consists of all the different populations of organisms, which live together in a habitat. **Recognise** that different habitats support different communities, such as the seashore, mangrove swamp, pond, field, garden and tree communities.

Term	Theme	Topic	Learning Objectives
			Show an understanding that the factors of the environment in a habitat are unique. **Recognise** that all the populations living in a habitat are interdependent for survival.
		Food Chains and Food Webs	**State** how organisms obtain their energy. **Show** an understanding that a producer can make its own food. **Show** an understanding that a consumer cannot make its own food, so it eats other living things for food. **Differentiate** between a predator and a prey. **Show** an understanding that a food chain shows the food relationship between different organisms. **Construct** a food chain. **Show** an understanding that a food web is made up of food chains that are interconnected. **Construct** a food web. **Recognise** that the populations of all the producers and consumers in a food chain or food web affect one another.
2	Interactions	Adaptation	**Recognise** that adaptations are special characteristics that help organisms to survive in their natural habitats. **Differentiate** between structural adaptations and behavioural adaptations. **Show** an understanding that structural adaptations are special parts an organism has that help it to survive in its natural habitat. **Show** an understanding that behavioural adaptations are special ways an organism behaves to help it to survive in its natural habitat. **Identify** a structural adaptation. **Identify** a behavioural adaptation. **Describe** some adaptations of organisms that serve to enhance the organisms' survival in their environments, such as: • Extreme temperatures • Catching prey • Protecting against predators • Breathing underwater • Moving • Living in dark environments • Obtaining sunlight • Reproducing
		Man's Impact on the Environment	**Show** an understanding that man depends on earth's natural resources for his survival. **Give** examples of the negative impact of man's activities on his environment.

Term	Theme	Topic	Learning Objectives
			Show an understanding that natural resources can become depleted. **Describe** the negative effects of deforestation. **Identify** the sources of pollution. **Describe** the negative effects of pollution. **Show** an understanding that global warming can be caused by man's activities. **Identify** the negative effects of global warming. **Give** examples of what man can do to make a positive impact on his environment.

RESOURCES USED FOR STANDARD SCIENCE

1. My Pals are Here! Science 5 & 6 Energy Textbook
2. My Pals are Here! Science 5 & 6 Interactions Textbook
3. Energy Inquiry-based learning (IBL*) Booklet
4. Interactions Inquiry-based learning (IBL*) Booklet
5. I do-We do-You do (IWY^) Packages for the following topics:
   - Energy in Food
   - Forces and Types of Force
   - Forms and Uses of Energy
   - Frictional Force
   - Food Chains and Food Webs, Adaptation and Man's Impact on the Environment
6. PSLE Revision and Examination Papers
7. PSLE Booklet (Standard)

IBL packages are designed to help students learn scientific concepts and process skills through inquiry-based learning and experiments.
^IWY packages are designed to help students answer the open-ended questions using the C^3 answering technique through parallel questions.

SCOPE OF LEARNING FOR FOUNDATION SCIENCE
The focus for P6 (Foundation Science) is given below.

Term	Theme	Topic	Learning Objectives
1	Interactions	Forces	**State** that a force is a push or a pull. **Identify** the forces observed in our daily activities as a push or a pull. **Show** an understanding of the effects of forces on an object. **Identify** the different types of forces — frictional force, gravitational force and magnetic force. **Describe** friction as a force that opposes motion and is produced when two surfaces are in contact. **Investigate** the effects of frictional force on the movement of objects. **Recognise** that frictional force can be useful or harmful. **Describe** gravitational force as the force of attraction between objects. **Recognise** that the gravitational force between objects and the earth causes the objects to have weight.

Term	Theme	Topic	Learning Objectives
			Describe magnetic force as the force exerted by magnets.
		Living together	**Identify** the factors of an environment that affect the survival of living things. • Light • Temperature • Air • Water • Availability of food • Other kinds of living things **Show** an understanding that the factors of an environment affect different living things differently. **Differentiate** between the terms organism and habitat. **Recognise** that an organism is a living thing. **Recognise** that a habitat is the place where an organism lives. **Recognise** that habitats provide organisms with food, water, air, space, shelter and protection. **Recognise** that different habitats support different organisms, such as the seashore, mangrove swamp, pond, field, garden, tree and other habitats. **Show** an understanding that the factors of the environment in a habitat are unique. **Recognise** that all the organisms living in a habitat are interdependent for survival.
2	Interactions	Food Chains	**State** how organisms obtain their energy. **Show** an understanding that a producer can make its own food. **Show** an understanding that a consumer cannot make its own food, so it eats other living things for food. **Differentiate** between a predator and a prey. **Show** an understanding that a food chain shows the food relationship between different organisms. **Construct** a food chain. **Recognise** that the producers and consumers in a food chain affect one another.
		Adaptations	**Recognise** that adaptations are special characteristics that help organisms to survive in their natural habitats. **Differentiate** between structural adaptations and behavioural adaptations. **Show** an understanding that structural adaptations are special parts an organism has that help it to survive in its natural habitat. **Show** an understanding that behavioural adaptations are special ways an organism behaves to help it to survive in its natural habitat. **Identify** a structural adaptation.

Term	Theme	Topic	Learning Objectives
			Identify a behavioural adaptation. **Describe** some adaptations of organisms that serve to enhance the organisms' survival in their environments, such as: • Extreme temperatures • Catching prey • Protecting against predators • Breathing underwater • Moving • Living in dark environments • Obtaining sunlight • Reproducing
		Man's Impact on the Environment	**Show** an understanding that man depends on earth's natural resources for his survival. **Give** examples of the negative impact of man's activities on his environment. **Show** an understanding that natural resources can become depleted. **Describe** the negative effects of deforestation. **Identify** the sources of pollution. **Describe** the negative effects of pollution. **Show** an understanding that global warming can be caused by man's activities. **Identify** the negative effects of global warming. **Give** examples of what man can do to make a positive impact on his environment.

RESOURCES USED FOR FOUNDATION SCIENCE

1. My Pals are Here! Foundation Science 5 & 6 Energy Textbook
2. My Pals are Here! Foundation Science 5 & 6 Energy Workbook
3. My Pals are Here! Foundation Science 5 & 6 Interactions Textbook
4. My Pals are Here! Foundation Science 5 & 6 Interactions Workbook
5. PSLE Foundation Revision Papers
6. PSLE Booklet (Foundation)

PROGRAMMES

Experiential learning catered across the level through learning packages and activities to promote self-directed learning and cultivate a passion for Science through inquiry includes:
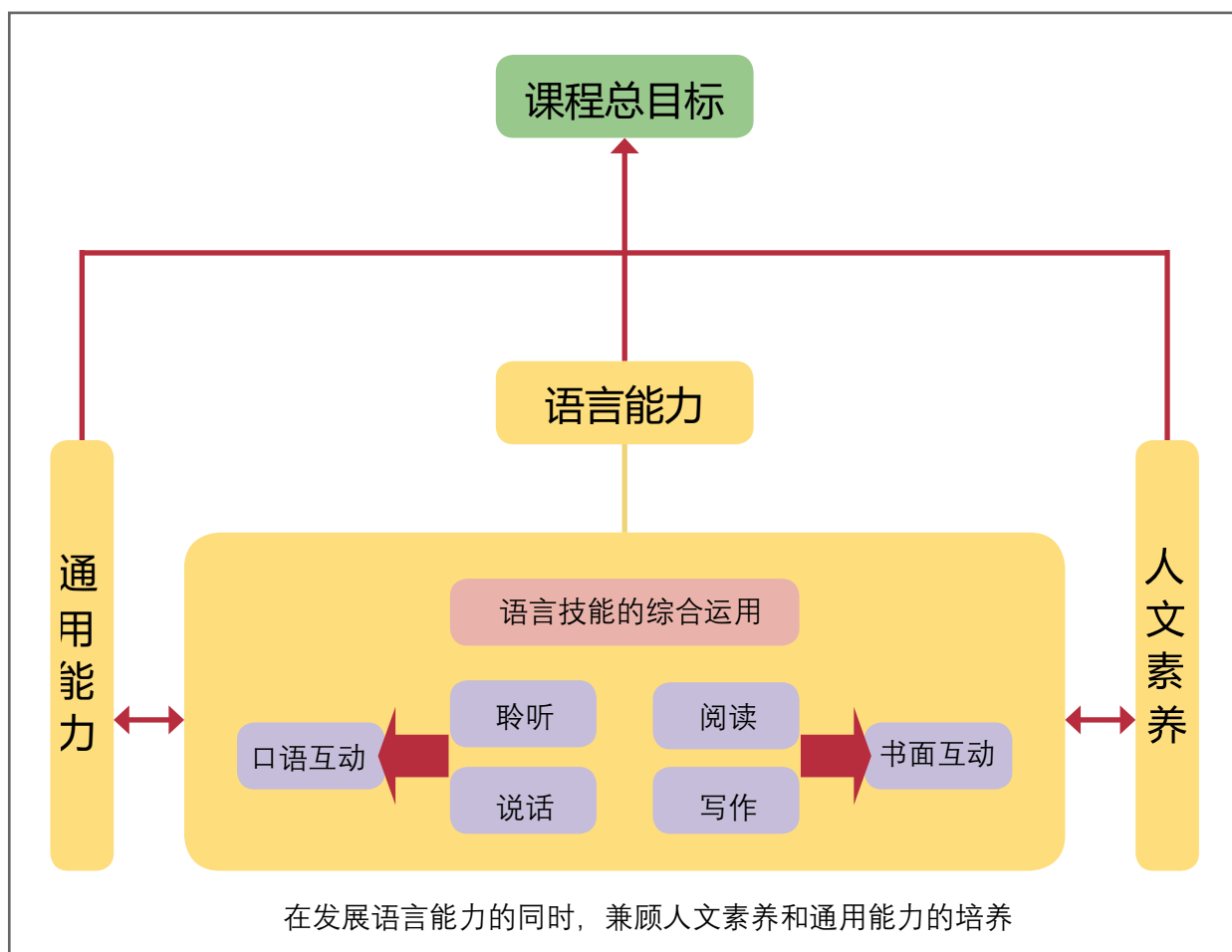
- Learning Science through Student Learning Space (SLS)
  With the SLS, students will be able to learn Science better through the use of technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers. Teachers will also be able to use the SLS to complement their classroom teaching, further enriching students' learning experience.
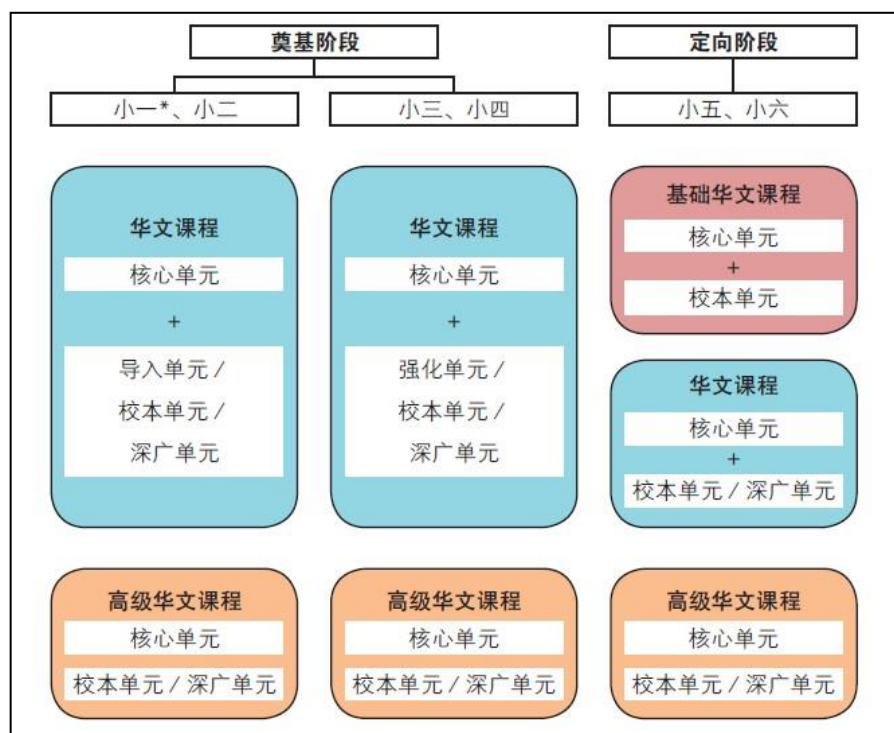
华文

小学华文课程的总目标

1. 培养学生的语文能力
2. 培养学生的人文素养
3. 培养学生的通用能力

课程目标图示如下：

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                        ┌─────────────┐
                        │  课程总目标  │
                        └─────────────┘
                               ↑
                        ┌─────────────┐
                        │   语言能力   │
                        └─────────────┘

┌───┐     ┌─────────────────────────────────────┐     ┌───┐
│通 │     │        ┌───────────────┐             │     │人 │
│用 │     │        │ 语言技能的综合运用 │          │     │文 │
│能 │ ←→  │        └───────────────┘             │ ←→  │素 │
│力 │     │   ┌──────┐        ┌──────┐           │     │养 │
│   │     │   │ 聆听 │        │ 阅读 │           │     │   │
│   │     │口语│──────│        │──────│书面       │     │   │
│   │     │互动│ 说话 │        │ 写作 │互动       │     │   │
│   │     │   └──────┘        └──────┘           │     │   │
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        在发展语言能力的同时，兼顾人文素养和通用能力的培养
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课程架构

	奠基阶段		定向阶段
	小一*、小二	小三、小四	小五、小六

- 在完成了小一至小四的奠基阶段后，学生被编入小五基础华文班／华文班／高级华文班后，继续学习至六年级。

1. 华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
华文课程	核心单元 +	导入／强化单元 或 校本单元 或 深广单元

2. 高级华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
高级华文课程	核心单元 +	校本单元 或 深广单元

3. 基础华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
基础华文课程	核心单元 + 校本单元	

单元模式的设立是为了让不同能力的学生以最适合于他学习的进度来学习华文。

教材特点

- 听说、读写分流并进
- 围绕六大范畴，按照主题组织教学内容
- 系统地培养语言知识与技能
- 重视资源开发，综合的教学配套

课堂教学	
纸本教材	课本、活动本、校本配套、PSLE Booklet 2020-2022
数码资源	SLS 平台 、易知识平台

班级阅读计划（第一至第四学段）

通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。

母语双周活动（第三学段）

为了让学生有多点机会接触母语和认识华族的传统文化，学校安排各级学生参与并体验不同主题的文化活动。

评价

评价的形式多元，除了考查学生的学习成果，老师们也会对学生在不同方面的学习能力、兴趣和需要进行更全面的了解。

全面性评价

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，在"德、智、体、群、美"五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

**BAHASA MELAYU, BAHASA MELAYU LANJUTAN
DAN BAHASA MELAYU ASAS**

MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Matlamat pendidikan Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. **berkomunikasi** secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang **budaya**, tradisi, sastera dan sejarah; dan
3. **berhubung** dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.


OBJEKTIF KURIKULUM BAHASA MELAYU

Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:

- mendengar dan memahami pengucapan dengan teliti;
- bertutur dengan petah menggunakan sebutan baku dan intonasi yang betul;
- membaca pelbagai bahan bercetak dan bahan media elektronik dan memberikan respons yang sesuai;
- menulis pelbagai jenis teks berdasarkan pelbagai tajuk yang sesuai;
- berinteraksi secara lisan dengan menggunakan sebutan baku;
- berinteraksi secara bertulis mengenai pelbagai tajuk yang sesuai;
- berfikir secara kreatif, kritis dan kritikal untuk mereka cipta, menyelesaikan masalah dan membuat keputusan melalui penggunaan bahasa;
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu dan kaum-kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugasan bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merangkumi kemahiran mendengar, membaca, bertutur, menulis interaksi lisan dan interaksi penulisan, seperti yang tertera dalam rajah di bawah ini.
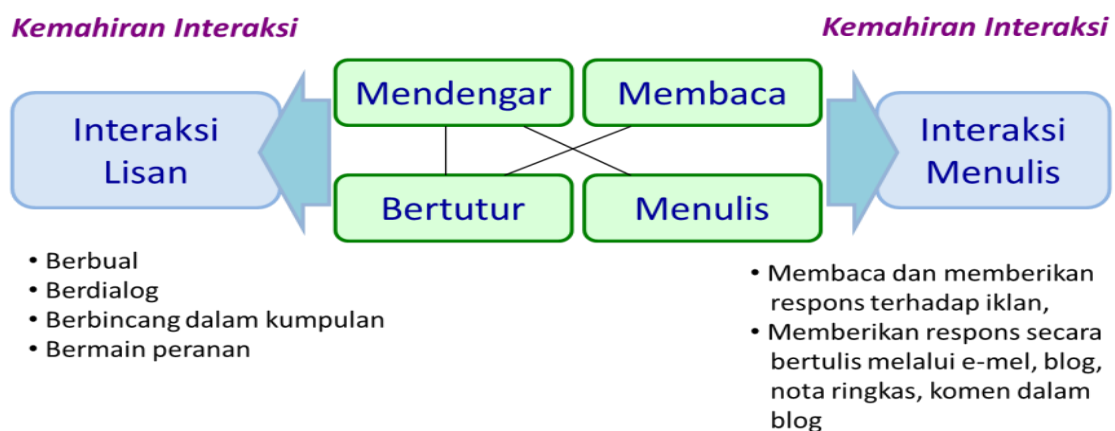
Model Kemahiran Teras Bahasa

PROGRAM DAN AKTIVITI PEMBELAJARAN

Program dan aktiviti pembelajaran di sekolah ini disesuaikan dari segi pendekatan, kaedah, isi kandungan serta bahan pengajaran mengikut keperluan, keupayaan dan gaya belajar setiap murid. Pembelajaran berpusatkan murid ini dapat meningkatkan pelibatan koperatif dan kolaboratif di dalam dan di luar bilik darjah. Selain itu, murid juga melibatkan diri secara aktif dalam pembelajaran untuk meningkatkan kemahiran berfikir kerana mereka diberi peluang untuk menyoal, menghasilkan idea dan mengemukakan serta berkongsi pendapat serta menyampaikan hasil perbincangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Mendengar	Kefahaman Mendengar • Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	Bacaan Lantang • Murid membaca pelbagai jenis teks dengan sebutan baku, intonasi, jeda dan kelancaran yang betul serta memahami bahan yang dibaca. Mereka juga diberi peluang untuk menilai bacaan mereka secara kendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengecam kekuatan atau kelemahan mereka. Kefahaman Membaca • Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai. Baca Ria • Untuk memupuk minat membaca, masa selama lebih kurang 10 minit setiap hari diperuntukkan untuk murid membaca buku cerita atau bahan bacaan lain dalam Bahasa Melayu. Kemudian, murid merekodkan buku yang telah mereka baca dalam rekod bacaan mereka. • Majalah 'Mari Membaca' yang mengandungi cerita-cerita menarik, puisi serta aktiviti bahasa dilanggani oleh murid. Guru menggunakan artikel-artikel dalam majalah ini untuk merangsang minat membaca di samping mengasah kemahiran bahasa murid.
Bertutur	Bertutur • Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	Menulis! • Murid yang mengambil Bahasa Melayu dan Bahasa Melayu lanjutan akan menulis karangan untuk menjadikan sebuah cerita berdasarkan rangsangan.

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
Interaksi Penulisan	Interaksi Penulisan! • Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.
Interaksi Lisan	Pembelajaran Kolaboratif Lisan! • Murid akan melakukan tugasan secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Budaya	Minggu Dwibahasa Ibunda • Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz, bengkel dan bermacam-macam lagi untuk membolehkan murid menggunakan Bahasa Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan.

SISTEM BAHASA
Berikut adalah aspek tatabahasa yang akan dipelajari:

1. Tatabahasa

• Kata Tunggal • Kata Terbitan • Kata Ganda • Kata Majmuk • Kata Berimbuhan (meN-, beR-, teR-, peN-, di-, se-, pe-, ke-, -an, -kan, -i, meN-…-kan, di-…-kan, beR-…-kan, beR-…-an, ke-…an, peN-…an, pe-…-an) • Kata Nama	• Kata Kerja • Kata Adjektif • Kata Tugas • Frasa • Pola Ayat • Bentuk Ayat • Susunan Ayat • Ragam Ayat • Jenis Ayat

2. Kosa Kata
   • berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

3. Penjodoh Bilangan

4. Tanda Baca
   • tanda noktah (.) , koma (,) , soal (?), sempang (-), seru (!)

5. Kata Seerti, Kata Berlawan, Kata Kumpulan

6. Bandingan Semacam

7. Peribahasa
   • Selain peribahasa darjah 5 dan 6, murid juga perlu mempelajari peribahasa darjah 3 dan 4.

Senarai Peribahasa Darjah 5 dan 6

No	Peribahasa	Maksud
1	air dicencang tiada putus	• perselisihan antara adik beradik tidak akan berpanjangan • ikatan persaudaraan tidak boleh diputuskan
2	bagai aur dengan tebing	• saling membantu
3	bagai dakwat dengan kertas	• sesuai benar • tidak boleh berpisah
4	bagai isi denga kuku	• sangat rapat
5	bagai menghitung bulu kambing	• usaha yang sia-sia
6	bagai tikus membaiki labu	• orang yang cuba membaiki sesuatu yang tidak diketahuinya, akhirnya barang yang dibaiki itu bertambah rosak
7	baik budi	• berperangai mulia dan berniat baik
8	banting tulang	• bekerja keras dengan bermati-matian
9	berani mati	• tidak berasa takut walaupun akan menghadapi bahaya
10	buang yang keruh, ambil yang jernih	• berdamai dan melupakan pertelingkahan
11	cubit paha kanan, paha kiri terasa juga	• apabila seseorang teraniaya, kaum keluarganya akan terasa
12	diam-diam ubi	• tidak banyak bercakap tetapi berfikir/banyak pengetahuan
13	hendak seribu daya, tak hendak seribu dalih	• kalau mahu, berusaha bersungguh-sungguh tetapi kalau tidak mahu, memberikan bermacam-macam alasan
14	kata putus	• ketentuan terakhir • keputusan rundingan
15	langkah seribu	• melarikan diri dengan sekuat hati kerana ketakutan
16	lapang dada	• berasa senang atau mempunyai perasaan yang sabar
17	makan suap	• menerima rasuah
18	panjang akal	• bijaksana
19	perah otak	• berfikir atau belajar bersungguh-sungguh
20	putih hati	• ikhlas
21	seperti anjing dengan kucing	• selalu bergaduh
22	seperti garam jatuh di air	• cepat meresap atau segera mengerti nasihat atau pelajaran
23	seperti kacang lupakan kulit	• orang yang melupakan budi baik serta pertolongan orang lain apabila telah hidup senang
24	seperti katak di bawah tempurung	• orang yang cetek ilmu pengetahuannya kerana tidak terdedah dengan isu semasa di sekelilingnya
25	seperti langit dengan bumi	• sangat berbeza

No	Peribahasa	Maksud
26	seperti lipas kudung	• cepat dan cekap
27	tahan hati	• tabah
28	tangan kosong	• datang tidak membawa apa-apa
29	tangan terbuka	• menerima kedatangan seseorang dengan gembira atau sukacita
30	tulang belakang	• sumber kekuatan • orang yanag dianggap tempat berlindung dalam sesuatu kumpulan dan lain-lain

Senarai Peribahasa Darjah 5 dan 6 Bahasa Melayu Lanjutan

No	Peribahasa	Maksud
1	ayam tambatan	• orang harapan
2	buka pintu	• memberikan kebenaran masuk • memberikan peluang untuk berunding
3	tanam budi	• berbuat baik
4	tumbuk rusuk	• memberikan rasuah
5	bagai cembul dengan tutup	• memang sesuai benar
6	bagai lebah menghimpun madu	• sangat rajin
7	seperti air dalam kolam	• orang yang tenang sikap dan tingkah lakunya
8	seperti ikan pulang ke lubuk	• orang yang telah balik ke tempat asalnya payahlah hendak berdagang semula
9	seperti menatang minyak yang penuh	• sangat dikasihi dan dipelihara dengan sempurnanya
10	umpama minyak setitik, di laut sekalipun timbul jua	• orang yang baik biar di mana sekalipun akan dimuliakan juga

Senarai Peribahasa Darjah 3 dan 4

No	Peribahasa	Maksud
1	ambil berat	• memberikan perhatian
2	anak angkat	• anak yang diambil dan dijadikan anak sendiri
3	anak emas	• orang yang sangat disayangi
4	bawa nasib	• mencari penghidupan di tempat lain
5	berat sebelah	• tidak adil
6	besar hati	• bangga atau gembira
7	buah tangan	• barang yang dibawa sebagai hadiah
8	buruk siku	• mengambil semula sesuatu yang pernah diberikan kepada seseorang
9	cakar ayam	• tulisan yang buruk dan sukar dibaca
10	campur tangan	• melibatkan diri dalam hal orang lain
11	cari jalan	• berusaha untuk mencapai sesuatu perkara
12	fasih lidah	• lancar berbicara dan betul sebutannya
13	hidung tinggi	• sombong

| No	Peribahasa	Maksud
14	jalan tengah	• tidak berat sebelah atau tidak memihak kepada sesiapa
15	kaki ayam	• tidak memakai alas kaki atau kasut
16	kaki bangku	• tidak pandai bermain bola
17	kecil hati	• tersinggung
18	keras kepala	• degil
19	lepas tangan	• tidak masuk campur dalam sesuatu hal
20	lurus akal	• jujur
21	manis mulut	• bercakap dengan lemah lembut
22	mati akal	• tidak tahu apa yang hendak dilakukan
23	muka tembok	• tidak tahu malu
24	murah hati	• suka memberikan bantuan
25	rendah hati	• tidak sombong
26	ringan mulut	• peramah / mudah menyatakan pendapat
27	ringan tulang	• rajin bekerja
28	tajam akal	• cepat menerima pelajaran
29	tanda mata	• hadiah yang diberikan sebagai kenang-kenangan
30	otak udang	• bodoh

BAHAN PEMBELAJARAN
1. Buku Teks CEKAP 6A & 6B
2. Buku Aktiviti CEKAP 6A & 6B
3. Lembaran Kerja Darjah 6
4. Buku PSLE (2017-2019)
5. Majalah 'Mari Membaca'
6. Ruang Belajar Pelajar (SLS)

PHYSICAL EDUCATION

AIM OF PHYSICAL EDUCATION (PE) IN SCHOOLS

The purpose of Physical Education is to enable students to demonstrate individually and with others, the physical skills, practices and values to enjoy a lifetime of active, healthy living.

PE AND SPORTS DEVELOPMENT FRAMEWORK
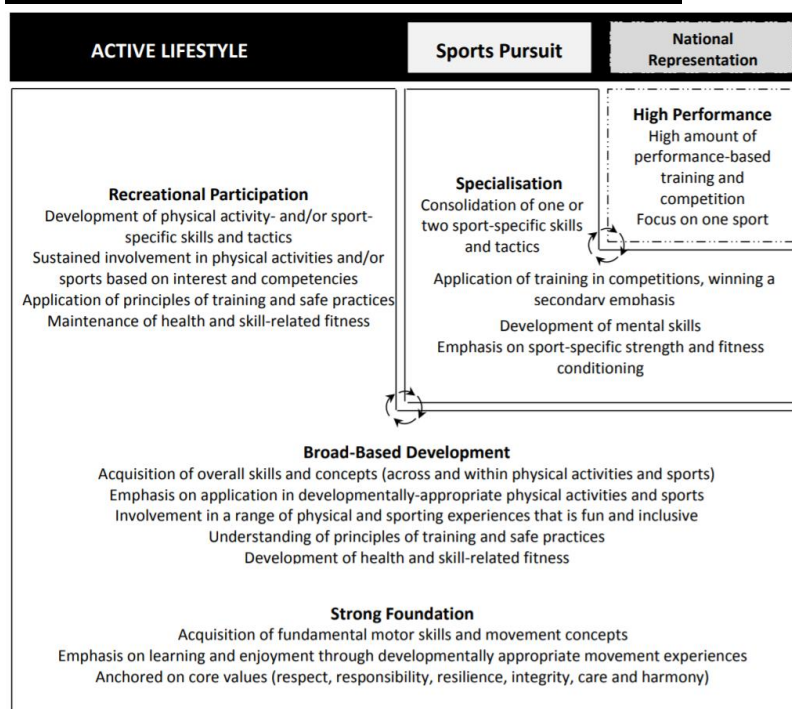
Figure: MOE PE Syllabus (2014)

The PE and Sports Development Framework is designed to guide the delivery of PE and Sports within the school system. It is an inclusive approach whereby each individual values, participates and pursues physical activities and sports of their interest and ability in order to enrich their lives, be it for recreation, personal challenge and achievement or national honours. A strong foundation anchored on fundamental motor skills and core values forms the bedrock on which the building blocks for learning, participation and enjoyment in a wide variety of physical activities and sports rest. Such participation develops broad based physical competencies which provide opportunities for exploration of interest. From broad-based development, all individuals are able to continue into recreational participation. Those with interest and ability to participate at a higher level can specialise and commit to sport-specific training. Having acquired broad-based competencies, each individual can choose and change physical activities and sports most suited for them as physical ability and interest change across an individual's life span.

GOALS OF PE

The PE Syllabus seeks to equip our students with competencies to engage in a wide range of physical activities and sports.
PE seeks to develop in each student the ability to:

Goal 1: Acquire a range of motor skills to participate in a variety of physical activities.

Goal 2: Understand and apply movement concepts, principles and strategies in a range of physical activities.

Goal 3: Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

Goal 4: Display positive personal and social behaviour across different experiences.

Goal 5: Acquire and maintain health-enhancing fitness through regular participation in physical activities.

Goal 6: Enjoy and value the benefits of living a physically active and healthy life.

SCOPE OF LEARNING

The 7 learning areas that facilitate the organization of learning experiences in the primary schools include:

1. Athletics (from Primary 3)
2. Dance
3. Games and Sports
4. Gymnastics
5. Swimming (by the end of Primary 6)
6. Outdoor Education
7. Physical Health & Fitness

At the lower primary level, the focus is on the teaching and mastery of fundamental motor skills and concepts. These skills are applied through learning areas such as games and sports, dance and gymnastics. The upper primary level builds on students' development in the lower primary with further refinement of their basic movement patterns, and the development of combined skills to help them move with increasing complexity, variety, and versatility to solve more challenging movement activities and tasks.

ASSESSMENT

PE Primary 6 Assessment Plan 2023

Topics	Term 1	Term 2	Term 3	Term 4
1. **Net/Wall Games** 2. **Dance** 3. **PE Conduct**	Net/Wall Games (Week 8) Students will be able to display individual attacking & defending skills in Net/Court Games.	Dance (Week 7) Students will be able to perform a pre-designed movement experience to the music "Let's Bounce"	PE Conduct (Week 10) Students will be assessed in 4 areas namely; Sportsmanship, Teamwork, Safety and Personal Hygiene	NIL

ART EDUCATION

AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:
- enjoy art,
- communicate visually, and
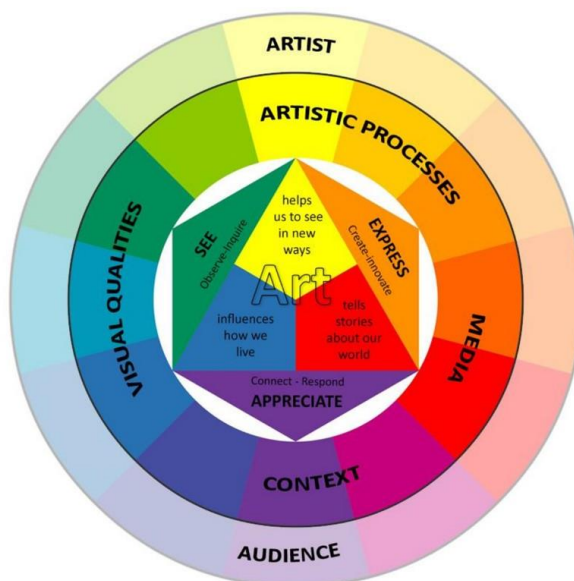- make meaning through connecting with society and culture.

Figure: Primary Art Syllabus Framework 2018

ART SYLLABUS FRAMEWORK

The art syllabus framework is presented in the form of a colour wheel. It shows the dynamic relationship between the various key features of the syllabus as an integrated concept for the learning of art to be holistic and enduring.

The three key ideas at the heart of the framework form the enduring understandings that provide focus for the teaching and learning of art. The key ideas frame the three Learning Domains of *See, Express and Appreciate* that present learning opportunities for students to develop the Key Competencies of observe, inquire, create-innovate, and connect-respond. Our students learn to *see, express and appreciate* through the four key components of the Learning Content - *context, artistic processes, media and visual qualities.* In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

SCOPE OF LEARNING ART

The learning outcomes of our school's art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of *See, Express* and *Appreciate*. The three behavioural domains of *seeing, expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art.

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This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

The school's art curriculum includes well-designed learning experiences to provide engaging and meaningful ways for students to encounter learning content through two areas:

- *Core Learning Experiences* and
- *Dynamic Learning Experiences.*

For Core Learning Experiences, students will experience drawing as a tool to develop their language, cognitive and executive function. In Primary 4 museum learning experience provides students with authentic context for the learning of local art as part of students' understanding of Singapore's history and heritage. Art exhibitions experience deepen students' understanding of the aesthetics and is an important part of their artistic learning cycle. For Dynamic Learning Experiences, the school extend students' experiences through engagement in community art and competitions.

Table 1: Domain and Key Competencies

See	Express	Appreciate
In *Seeing* art, our students observe their surroundings & respond to what they see by asking questions & creating artworks. This heightens students' sensory awareness, arouses curiosity & encourages imagination & generation of ideas.	In *Expressing* art, our students generate ideas from what they see & explore ways to communicate their ideas, feelings & experiences. Students communicate through the various art forms & media as well as orally & in written text. This cultivates students' spirit of innovation & experimentation.	In *Appreciating* art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. They understand why & how artworks are made & value art in their lives & society. This heightens students' aesthetics & cultural awareness & raises the value of art among them.

PROGRAMMES

The schools' art programmes for Primary 6 focus on the following areas:

Table 2: Focus Areas In Art Learning for Primary 6, 2023

	Term 1	Term 2	Term 3	Term 4
Topic	**Topic: Modern Batik**	**Topic: Before After Juxapose**	**Topic: Word Cloud**	**Topic: Drawing**
Learning Objectives *Students will be able to:*	• Traditional textile prints that uses wax & dye • Prints & repeated patterns created using shapes, lines &	• All local artworks • Try to interpret what the artist is trying to tell viewer (LO4) • Learn about juxaposition in images	• Understanding what performance art is • Local artist demonstrating the power of using art to bring across	• Observe & focus on the lines of the image • Draw only what you see, follow each line instead of the object as a whole

	objects from nature		political messages	

RESOURCES USED
- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Artrage)
- National Gallery Art Reference
- Thinking Routines Charts
- Singapore Teachers' Academy for the Arts (STAR) Resources
- Reflection Checklist
- Assessment Rubrics
- Art Books (Reference)
- Student Development Curriculum Division (MOE) Resources

ASSESSMENT

Table 3: Art Education Primary 6 Assessment Plan 2023

Term 1	Term 2	Term 3
Topic: Modern Batik (Wk 9)	**Topic: Before After Juxapose** (W9)	**Topic: Word Cloud** (Wk 7)
Combine traditional elements with modern cartoon characters/ mythical creatures to create Batik prints digitally	Create a story line for Before & After drawing Choose 2 images & try juxtaposition	Explore Art with Words/ Font Art to create artwork digitally

MUSIC EDUCATION

AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing.**
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts.

Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives.

Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural, and historical awareness.

SCOPE OF LEARNING

To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

LO1:   Listen and Respond to Music
LO2:   Create Music in both vocal and instrumental settings, individually and collaboratively
LO3:   Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively sing and play instruments.

Students also acquire a set of Knowledge, Skills, and Values (KSVs) in listening, creating and performing with the corresponding musical elements and concepts as well as musical cultures described under "Making Connections". The figure below illustrates how the different KSVs can be acquired in an integrated way at each stage.
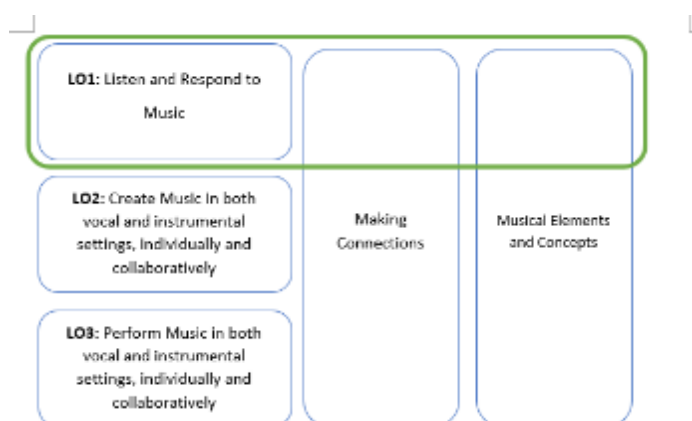
The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

On the other hand, the KSVs for **"Making Connections"** highlight the connections students can make when they listen, create and perform music in and from a variety of contexts. This includes providing students with authentic musical tasks and raising their awareness of how social, cultural and historical contexts have shaped music, as well as the music and musicians from various genres, traditions and styles in our communities. The use of core and dynamic repertoire from our local cultures and inclusion of authentic learning opportunities outside the classroom are important ways for "Making Connections".

Below are the general skills and knowledge to be acquired for Music in Stage 3 (Primary 6):

1.	Listening & Responding to Music
	a. Responding to music of various cultures & styles in a variety of ways.
	b. Describing the sound produced by instruments from traditional & popular music in Singapore, traditional music from Southeast Asia & Western Classical Tradition & how they are played.
	c. Analysing & evaluating music they listen to, create & perform with reference to the elements of music.
	d. Describing ways composers/performers express moods & feelings in their music.
2.	Creating Music
	a. Improvising with voice & instruments, pentatonic & diatonic melodic & rhythmic responses of at least 4 bars or equivalent.
	b. Creating a composition to a given stimulus for a small ensemble of at least 2 parts (melodic & accompaniment) using instruments, digital tools &/or everyday objects.
	c. Using digital tools to create music – Sequence & mix tracks.
3.	Performing Music
	a. Singing a variety of 2- or 3-part canon songs as an ensemble.
	b. Reading & singing scores in solfege beyond an octave.
	c. Performing rhythmic & melodic patterns using graphic, cipher, standard notation, including bass clef notation &/or chord sheets, as appropriate to the music tradition.

PROGRAMMES

In their musical journey at UPS, students are given opportunities to perform and showcase what they learn in class. Below are some of the programmes the students experience throughout the year.

Classroom-Based
- Singing of songs from local and global cultures [T1-T4]
- Playing pitched and non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

Level-Based
- P6 Graduation Day Performance [T4] – to encourage students to reflect on their primary school years through showcasing class performance.

School-Based
- National Day Singing [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert
- Teachers' Day & Unity's Got Talent [T3] - to encourage appreciation for teachers & showcase individual talent as well as communal singing during the concert.
- Children's Day [T3] – to encourage joy of learning and living through mass singing of Semogia Bahagia (May You Achieve Happiness) at the end of the concert.

ASSESSMENT

Assessment is an integral part of the teaching and learning process and helps our students become self-directed learners. It enables the teachers to monitor students' progress and to give feedback to students regularly throughout the year based on the musical activities done inside the classroom.

As a holistic part of music education, students will be exposed to the musical skills of **Listening and Responding, Creating, and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

Music Primary 6 Assessment Plan 2023

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 1 **(Wk 9)** **Topics** Perform Music (**LO3**) - Perform body percussion with accuracy, clarity, and appropriate technique for the piece "Five Days a Beat!"	**Weighted Assessment 2** **(Wk 8)** **Topics** Listen and Respond to Music (**LO1**) - Respond to a call and response sequence using world percussion instruments, demonstrating appropriate rhythms and technique.	**Weighted Assessment 3** **(Wk 9)** **Topics** Create Music (**LO2**) - Compose a two-minute piece of music demonstrating the verse-chorus form using iPad Garageband.	**Weighted Assessment 4** **(Wk 6)** **Topics** Perform Music (**LO3**) – Perform a composition using Live Loops and Virtual Instruments in IPAD Garageband.

RESOURCES USED
Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR).

CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

Character and Citizenship Education (CCE) aims to inculcate values and build competencies in our students to develop them into good individuals and useful citizenships. There are eight Learning Outcomes (LO) which state what we want our students to learn and attain:

LO1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

LO2: Act with integrity and make responsible decisions that uphold moral principles

LO3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

LO4: Be resilient and have the ability to turn challenges into opportunities

LO5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building

LO6: Value Singapore's socio-cultural diversity, and promote social-cohesion and harmony

LO7: Care for others and contribute actively to the progress of our community and nation

LO8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

SCOPE OF LEARNING

The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and the CCE Guidance Module.

1. CCE lessons

These focus on the teaching of values, knowledge and skills for CCE in Mother Tongue languages. For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking Mother Tongue Language, CCE will be taught in English. The lessons are progressive and developmental, and cover the following domains:

- Self – being who I am and becoming who I can be
- Family – strengthening family ties
- School – fostering healthy friendships and team spirit
- Community – understanding our community and building an inclusive society
- Nation – developing a sense of national identity and nation-building
- World (Primary 5&6) – being an active citizen in a globalised world

2. Form Teacher Guidance Period (FTGP)

The central idea, and purpose, behind FTGP is to provide protected time within the curriculum:

- to provide quality interaction time between form/co-form teachers and students
- for form/co-form teachers to build positive relationships with their students, and
- to equip students with social and emotional competencies

The school sets aside curriculum time for the facilitation of FTGP, alternating with school assemblies during which school-based CCE programme and values-education talks are conducted. During FTGP, the following will take place:

- Explicit teaching of social and emotional competencies
- Lessons on leadership competencies **guided by Kouzes' The Leadership Challenge**
- Lessons on Cyber Wellness and Education and Career Guidance
- Game and play-based activities between form/co-form teacher and his/her students so as to build a safe environment for students and to enhance bonding between form/co-form teacher and students

To further enhance students' social-emotional learning, the school also involves the Allied Educator (Counselling) in delivering some sharing to help students identify feelings and learn ways to manage them.

3. School-based CCE Programme
This includes activities that complement CCE lessons, and could include assembly programme, value-education talks and commemoration of National Education (NE) events and major festive celebrations.

4. CCE Guidance Module
The compulsory CCE Guidance Module, namely Sexuality Education (delivered through the Growing Years series), will be delivered only to Primary 5 and 6 students. It addresses issues associated with child and adolescent development.

5. Values-in-action (VIA)
This refers to learning experiences where students put values into practice within the context of real-life situations in the family, school, community, nation and the world. Through VIA, our students are encouraged to identify & understand community issues, initiate action among their peers to make a difference & improve the lives of others. Throughout the process, students reflect on what they have learnt & how they can continue to make a difference to others.

In UPS, a major aspect of VIA is the adoption of the Pangsua Waterway. All P5 and P6 students are scheduled to go for the waterway clean-up at least once a year. It is the school's initiative to involve all in giving back to the community.

6. Education and Career Guidance (ECG)
Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives. Through ECG, social emotional competencies and qualities of proactivity, adaptability and resilience are developed to prepare students for the 21st Century.

The purpose of ECG is to:
- nurture student's self-awareness, self-directedness and life skills for continuous learning and training; (Skills)
- enable students to explore viable education and career options through the provision of accurate and comprehensive information; (Knowledge)
- inculcate an appreciation for the value of all occupations and how they contribute to the well-functioning of society; (Mindsets)
- equip students with skills and means to positively engage their parents and other career influencers (Engaging the community).

ECG has different emphasis at different levels:
- **Primary School Emphasis: Awareness**
  Awareness of interests, abilities and career aspirations
  1. Relation of self to others and work
  2. Initial preferences in occupational roles assumed in play
- **Secondary School Emphasis: Exploration**
  Exploring the world of work
  1. Awareness of relevant courses of study and educational pathways
  2. Awareness of skills, interests and values
- **Upper/Post-Secondary Emphasis: Planning**
  Clarification of career self-concept
  1. Developing skills in gathering information
  2. Development of decision-making skills

At the primary school level, ECG lessons for p3-p6 levels have been incorporated into the FTGP lesson and will be delivered during FTGP.

7. Sexuality Education (SEd)

Sexuality Education in schools is about enabling students to:
- Understand the physiological, social and emotional changes they experience as they mature;
- Develop healthy and rewarding relationships including those with members of the opposite sex; and
- Make wise, informed and responsible decisions.

The key messages of SEd are:
- Love and respect yourself as you love and respect others
- Build positive relationships based on love and respect (which are the foundations for strong families)
- Make responsible decisions for yourself, your family and society
- Abstinence before marriage is the best protection against STIs/HIV and unwanted pregnancies. Casual sex can harm and hurt you and your loved ones

The guiding principles for SEd are:

- **Home**
  ➢ Parents play the primary role in the sexuality education of their children
- **School**
  ➢ The teaching of knowledge and skills is integrated with the teaching of values
  ➢ SEd is premised on the family as the basic unit of society
  ➢ Specially-selected teachers are trained by MOE to teach SEd
- **Community**
  ➢ Students and teachers will respect the different attitudes, values and beliefs
  ➢ Relevant resources in the community may be brought in to supplement schools' SEd programmes where needed

The Growing Years (GY) programme for SEd is developmental and spiral in nature, beginning at Primary 5 through to the Junior College or Centralised Institute levels. The programme provides for the developmental needs of students at the different stages or levels.

RESOURCES USED
1. CCE Textbooks and Journals
2. FTGP Journals
3. MOE Resources for ECG and SEd
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

ASSESSMENT

School Values

School Values	Desired Behaviours	Level	Practices
Respect	• Treats others with dignity & courtesy.	All	• Greets teachers & peers. • Works & plays with friends of different races.
		P3 onwards	• Helps others in need. • Seeks permission before taking/ using someone else's belongings.
	• Obeys school rules and class rules.	All	• Follows school & class rules.
Resilience	• To question, explore & experiment.	All	• Asks questions to clarify. • Strives to improve in learning from self or others.
		P3 onwards	• Expresses opinions & makes suggestions. • Participates actively in class discussions.
		P5 onwards	• Is engaged in learning & strives for highest standards. • Exhibits initiative to come up with ideas & suggestions for school improvement.
	• To be persistent & not give up easily.	All	• Perseveres in the face of defeat or obstacles.
Responsibility	• Follows up on one's words & promises.	All	• Keeps up with the deadlines of all schoolwork.
		P3 onwards	• Manages own emotions & acts in a considerate manner.
	• Does things to the best of one's ability.	All	• Is punctual for class & school activities.
		P3 onwards	• Participates actively in class or school improvement projects.
		P5 onwards	• Is aware that choices have consequences & is accountable for decisions made.

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School Values	Desired Behaviours	Level	Practices
Integrity	• Is honest & sincere in both words & actions.	All	• Is sincere & honest in words & actions.
		P3 onwards	• Completes work on his/her own.
	• Does the right thing even when it is a difficult thing to do.	All	• Returns items that do not belong to them.
		P5 onwards	• Stands up for what is right.
Care	• Shows care for self, others & the environment.	All	• Takes care of own grooming & attire.
		P3 onwards	• Takes care of personal space & cleanliness. • Shows care for school & public property.
		P5 onwards	• Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.
	• Values self and others.	All	• Shows acts of kindness to peers & community.
		P3 onwards	• Is sensitive to the feelings of others.
		P5 onwards	• Reflects on impact of own actions on others.
Harmony	• Contributes to the group one belongs to.	All	• Is a good team player.
		P3 onwards	• Volunteers to render help to others.
		P5 onwards	• Leads peers in their actions.
	• Shows inclusivity with peers.	All	• Gets along well with friends from different races and cultures. • Respects others' point of view.
		P3 onwards	• Appreciates the diversity of Singapore.

SOCIAL STUDIES

AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an **informed** citizen, the student would:
- understand his/her own identity vis-à -vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a **concerned** citizen, the student would:
- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a **participative** citizen, the student would:
- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.

SCOPE OF LEARNING

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

	Cluster of study	Inquiry focus
Cluster 1: Discovering self and Immediate Environment		
Primary 1	Knowing Myself, Others & My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
Cluster 2: Understanding Singapore in the Past and Present		
Primary 3	Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
Primary 4	Valuing our Past	How is life in Singapore today shaped by what happened in the past?
Cluster 3: Appreciating the World and Region We Live In		
Primary 5	Part 1: Understanding Singapore's Development as a Nation Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	How has Singapore developed as a nation since its independence? What makes up Southeast Asia and how are the countries interconnected?
Primary 6	Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

At Primary 6, students will learn the features that make up a civilisation. They will also learn about the legacies of the civilisations of the Indian subcontinent, the Chinese civilisation and the ancient kingdoms of Southeast Asia that continue to influence our lives or can still be seen in the present day.

RESOURCES USED

1. Social Studies Textbooks 6A & 6B
2. Social Studies Activity Books 6A & 6B
3. NE Passports

ASSESSMENT

SS is a non-examinable subject but assessment is important to help monitor students' progress in their learning. Primary 4 students will be assessed based on the performance tasks in the NE passport, reflections after NE events and their participation level in class. The SS activity book will also provide teachers with qualitative information on the progress of student's learning throughout the year. A grade of A, B or C will be awarded accordingly at the end of the year.
*The assessment of SS in P6 would be done by September and the grade will be awarded together with the rest of the subjects after the Preliminary Examination.

Concepts	Term 1 (35%)	Term 2 (35%)	Term 3 (30%)
1. Countries 2. Culture 3. Diversity 4. Physical Environment 5. Population 6. Cooperation, Interconnectedness 7. Heritage 8. Natural and Man-made Wonders 9. Preservation	1. People and places in SEA 2. Wonders of SEA 3. The achievements and ancient kingdoms in SEA Tasks ✓ Activity book ✓ NE passport task 1, 2 &3 ✓ TDD reflections	1. Contributing to the growth in SEA 2. The way we live in SEA Tasks ✓ Activity book ✓ NE passport task 4&5 ✓ IFD reflections	1. Cooperating together through ASEAN Tasks ✓ Activity book ✓ RHD reflections ✓ ND reflections

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

AIM OF ICT EDUCATION IN SCHOOLS
The aim of ICT education in schools is to equip students with the skills to navigate, curate, collaborate and connect in the digital world. At the end of their P6 education in UPS, it is our goal that our students would have acquired a set of Baseline ICT skills and knowledge as listed below:

1. Operate computers and applications in an ICT-enabled learning environment.
2. Create short documents using MS Word.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using MS PPT.
5. Perform core computation and coding concepts through simple visual programming-based lessons.
6. Perform simple computations with data using Google Sheets, including the application of formula.
7. Collaborate with others using Google Doc, Google Slides and Google Sheets.

In addition to the mastery of technical ICT skills, the school will also focus on nurturing our students with the appropriate dispositions to harness ICT for lifelong learning.

SCOPE OF LEARNING

ICT Focus	Skills & Knowledge
▪ Learning with Google Sheet	▪ Collect, process and represent tables of data using Google Sheet. ▪ Create a table with data to be presented in a chart format. ▪ Insert different types of charts – pie chart, bar chart, line chart, etc. ▪ Insert data labels such as legend, chart title, y- and x-axis data, etc. ▪ Perform simple computations with the application of formulas on Google Sheet, e.g. sum, average, etc. ▪ Use colour-coding to distinguish the different chart data. ▪ Interpret the graph to analyse information.

ASSESSMENT
Assessment plays an important role in helping teachers to monitor students' progress in their learning. For P6, students will assess their own learning by completing a self-checklist on ICT Baseline Competencies.

CYBER WELLNESS (CW)

Our Cyber Wellness (CW) programme, guided by MOE CW Framework, focuses on developing students' instincts to protect and empower themselves to take responsibility for their own well-being in cyberspace.

The three guiding principles of CW are:
1. Respect for Self & Others
2. Safe & Responsible Use
3. Positive Peer Influence

At the end of P6, the following topics will be covered:
1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright
6. Handling Inappropriate Content – Scams & Spam

For P6 students, a level Assembly Talk will be conducted on the topic of 'Handling Inappropriate Content – Scams & Spam' and lessons will also be delivered via Form Teacher Guidance Period (FTGP).

To complement the CW Curriculum in schools, parents can set a good example at home in the use of technology and to play an active role in guiding the students on how to navigate in cyberspace. To ensure that our students are safe and have positive online experiences, parents can do the following:

P — rovide opportunities for a variety of offline activities

A — ctivate parental controls in all computing devices

R — ole - model good digital habits

E — stablish the ground rules for internet use

N — avigate the internet with your child to understand his/her use

T — alk with your child about his/her internet use
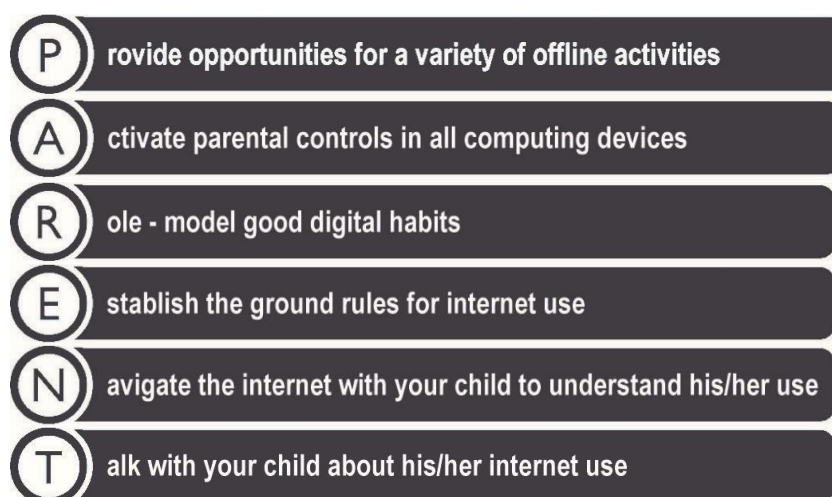
HOME-BASED LEARNING (HBL)
Home-Based Learning (HBL) exercises will be conducted in every academic year. For each HBL exercise, students will be assigned with both online and offline assignments.

School will keep parents informed of the HBL schedule for each exercise via Parents Gateway (PG). This will allow parents to play a complementary role by helping to monitor the progress of their children's learning in terms of work completion.

As for the students, the HBL schedule will be shared with them via Student Learning Space (SLS) to encourage them to exercise responsibility for their own learning and to be self-directed learners.

STUDENT LEARNING SPACE (SLS)

SLS is an online learning portal rolled out by MOE to all primary schools. This online platform, containing curriculum-aligned resources and learning tools, will support teaching and learning in school. In particular, it empowers our students to drive their own learning and to be able to learn anytime, anywhere and at their own pace, both independently and with their peers.

As part of our effort to engage our students to learn through the use of ICT, Home-Based Learning (HBL) exercises will be conducted for our students to complete their online assignments via SLS.   Moving forward, with Blending Learning as a feature of school experiences, school will be equipping students with basic ICT skills, for example, how to do voice recording, how to do uploading of audio clips and/or videos up to SLS. This is to ease students' submission of work while having HBL exercises. Teachers will also use SLS to complement their classroom teaching and to set additional work or learning resources to aid students in their learning.

CHANGES TO PSLE FROM 2021

Under the revised PSLE scoring system, the PSLE will be scored with wider bands and the scores will reflect the student's individual performance and not his performance relative to his peers. These changes are part of a larger shift to better nurture well-rounded individuals. They are also more educationally meaningful in understanding your child's learning at this point in his education journey and helping him plan his next step.

Wider Scoring Bands

The T-score will be replaced by wider scoring bands, where students in the same band are similar academically. Each subject will be scored using 8 bands known as Achievement Levels (AL), with AL 1 being the best score and AL 8 being the lowest score. The ALs reflect the student's level of achievement in the subject. The student's PSLE Score will be the sum of the four subject scores.

AL	Raw Mark Range
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

English Language	AL 3
Mathematics	AL 2
Science	AL 1
Mother Tongue Language	AL 2
PSLE SCORE : 8	

Scoring for Foundation Level Subjects

Under the new AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C. Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how he has performed relative to his peers.

For the purpose of Secondary 1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score. This mapping is similar to the past PSLE scoring system, which is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

English Language	AL 2
Mathematics	AL 4
Foundation Science	AL B
Mother Tongue Language	AL 2
PSLE SCORE : 15	

Eligibility for Secondary School Higher Mother Tongue Language (HMTL)

The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

For students who do not meet the below criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

Eligibility Criteria for Secondary School HMTL
PSLE Score of 8 or better
OR
PSLE Score of 9 to 14 inclusive; and achieving
i) AL 1 / AL 2 in MTL or **ii) Distinction/Merit in HMTL**

Achievement Level (AL) Cut-Off Points (COPs)

To support parents and students in making informed secondary school choices, MOE will provide information on each secondary school's COP in AL terms. These AL COPs will be derived from the PSLE Scores and choice patterns of the previous year's Secondary 1 posting exercise. These COPs allow the P6 cohort to make their secondary school choices and apply for Direct School Admission - Secondary (DSA-Sec) if they wish to.

Changes to the new S1 Posting System – Choice Order to Matter More

From 2021 onwards, choice order of schools will matter more because it will be used as a tie-breaker when two or more students with the same score and citizenship status vie for the last available place in a school. This recognises the different considerations that families have when choosing secondary schools, for example the school's ethos, culture, programmes and CCAs, as well as distance between the school and home.

As such, we strongly encourage you to discuss with your child when choosing secondary schools. You should consider your child's overall fit with the school, including the following factors:

- Academic fit to child's learning need and pace
- Suitability of the school's learning environment to the child's learning need and interests
- Programmes and CCAs that will develop the child's unique strengths and interests
- School culture and ethos
- Distance between school and home

HOLISTIC ASSESSMENT

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans appended in the following pages for your reference are:
1. Standard English Language
2. Foundation English Language
3. Standard Mathematics
4. Foundation Mathematics
5. Standard Science
6. Foundation Science
7. Standard Chinese Language
8. Higher Chinese Language
9. Foundation Chinese Language
10. Standard Malay Language
11. Higher Malay Language
12. Foundation Malay Language

The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

Standard English Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 **(Wk 8 / 6 min / 30 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 10m 2. Stimulus based conversation: 20m	**Weighted Assessment 2** **(Wk 7 / 1h 10 min / 55 m)** **Component:** Writing and Representing **Format of Paper:** 1. Situational Writing: 15m 2. Continuous Writing: 40m	**Preliminary Examination** **(Wk 5 / 6 min / 30 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 10m 2. Stimulus based conversation: 20m **(Wk 6 / 45 min / 20 m)** **Component:** Listening and Viewing **Format of Paper:** 1. Picture Matching and Texts Comprehension **(Wk 8 / 1h 10 min / 55 m)** **Component:** Writing and Representing **Format of Paper:** 1. Situational Writing: 15m 2. Continuous Writing: 40m **(Wk 8 / 1h 50 min / 95 m)** **Component:** Language Use **Format of Paper:** 1. Grammar MCQ: 10m 2. Vocabulary MCQ: 5m 3. Vocabulary Cloze: 5m 4. Visual Text Comprehension: 8m 5. Grammar Cloze: 10m 6. Editing for Spelling and Grammar: 12m	**PSLE**

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		7. Comprehension Cloze: 15m 8. Synthesis and Transformation: 10m 9) Comprehension: 20m **Scope of Testing:** 1. Term 1 to Term 3 STELLAR Units 2. Term 1 to Term 3 School-based Packages	

Foundation English Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 **(Wk 8 / 6 min / 30 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 10m 2. Stimulus based conversation: 20m **Scope of Testing**: 1. Term 1 STELLAR Units 2. Term 1 School-based Packages	**Weighted Assessment 2** **(Wk 7 / 30 min / 30 m)** **Component:** Language Use **Format of Paper:** 1. Form Filling (5m) 2. Editing for Grammar (8m) 3. Editing for Spelling (7m) 4. Comprehension (10m) **Scope of Testing:** 1. Term 1 and Term 2 STELLAR Units 2. Term 1 and Term 2 School-based Packages	**Preliminary Examination** **(Wk 5 / 6 min / 30 m)** **Component:** Reading and Viewing **Format of Paper:** 1. Reading Aloud: 10 marks 2. Stimulus based conversation: 20 marks **(Wk 6 / 45 min / 20 m)** **Component:** Listening and Viewing **Format of Paper:** 1. Picture Matching and Texts Comprehension: 20 marks **(Wk 8 / 1h 10 min / 40 m)** **Component:** Writing and Representing **Format of Paper:** 1. Situational Writing: 10 marks 2. Continuous Writing: 30 marks **(Wk 8 / 1h 20 min / 60 m)** **Component:** Language Use **Format of Paper:** 1. Grammar MCQ: 8 marks 2. Punctuation MCQ: 2 marks 3. Vocabulary MCQ: 5 marks	**PSLE**

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		4. Visual Text Comprehension: 5 marks	
		5. Form Filling: 5 marks	
		6. Editing for Grammar: 6 marks	
		7. Editing for Spelling: 6 marks	
		8. Comprehension (Completion of Sentences): 5 marks	
		9. Synthesis: 3 marks	
		10. Comprehension Cloze: 5 marks	
		11. Comprehension: 10 marks	
		Scope of Testing:	
		1. Term 1 to Term 3 STELLAR Units	
		2. Term 1 to Term 3 School-based Packages	

Mathematics Primary 6 Standard Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 (Wk 9/ 50 m)	**Weighted Assessment 2 (Wk 8/ 50 m)**	**Preliminary Examinations (Wk 6/ 100 m)**	**PSLE**
Format of Paper: Paper 1 (no calculator, 35 min) 5 MCQ (5 x 2m) 11 SAQ (6 x 1m, 5 x 2m) Paper 2 (calculator, 40 min) 6 LAQ (2 x 3m, 2 x 4m, 2 x 5m)	**Format of Paper:** Paper 1 (no calculator, 35 min) 5 MCQ (5 x 2m) 11 SAQ (6 x 1m, 5 x 2m) Paper 2 (calculator, 40 min) 6 LAQ (2 x 3m, 2 x 4m, 2 x 5m)	**Format of Paper:** Paper 1 (no calculator, 1h, 45m) MCQ SAQ Paper 2 (calculator, 1h 30 min, 55m) SAQ LAQ	
Topics 1. Numbers to 10 million 2. Fractions 3. Ratio 4. Percentage	**Topics** 1. Fractions 2. Ratio 3. Percentage 4. Angles 5. Volume 6. Pie Charts	**Topics** All Semester 1 & 2 topics	

Mathematics Primary 6 Foundation Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 (Wk 9/ 40 m) **Format of Paper:** Paper 1 (no calculator, 30 min) 4 MCQ (4 x 2m) 9 SAQ (4 x 1m, 5 x 2m) Paper 2 (calculator, 30 min) 5 LAQ (2 x 3m, 3 x 4m) **Topics** 1. Fractions 2. Decimals 3. Percentage	**Weighted Assessment 2 (Wk 8/ 40 m)** **Format of Paper:** Paper 1 (no calculator, 30 min) 4 MCQ (4 x 2m) 9 SAQ (4 x 1m, 5 x 2m) Paper 2 (calculator, 30 min) 5 LAQ (2 x 3m, 3 x 4m) **Topics** 1. Fractions 2. Decimals 3. Percentage 4. Average 5. Pie Charts 6. Volume	**Preliminary Examinations (Wk 6/ 90 m)** **Format of Paper:** Paper 1 (no calculators, 1h, 50m) MCQ SAQ Paper 2 (calculator, 1h, 40m) SAQ LAQ **Topics** All Semester 1 & 2 topics	**PSLE**

Science Primary 6 Standard Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 (Wk 9/ 55 min/ 50 m) **Format of Paper:** 14 MCQ (28m) & 7 OEQ (22m) **Topics** 1. Interactions – Magnets and their Characteristics 2. Interactions – Making Magnets 3. Cycles – Matter 4. Energy – Light & Shadows 5. Energy – Heat & Temperature 6. Energy – Energy in Food 7. Energy – Forms of Energy 8. Energy – Sources of Energy 9. Interactions – Forces	**Weighted Assessment 2 (Wk 8/ 55 min/ 50 m)** **Format of Paper:** 14 MCQ (28m) & 7 OEQ (22m) **Topics** 1. Lower Block Topics 2. Upper Block Topics	**Preliminary Examination (Wk 8/ 1 h 45 min/ 100 m)** **Format of Paper:** 28 MCQ (56m) & 13 OEQ (44m) **Topics** 1. Lower Block Topics 2. Upper Block Topics	**PSLE**

Science Primary 6 Foundation Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 (Wk 9/ 40 min/ 35 m) **Format of Paper:** 9 MCQ (18m) & 6 OEQ (17m) **Topics** 1. Interactions – Magnets and their Characteristics 2. Interactions – Making Magnets 3. Cycles – Matter 4. Energy – Light & Shadows 5. Energy – Heat & Temperature 6. Energy – Energy in Food 7. Interactions – Forces	**Weighted Assessment 2 (Wk 8/ 40 min/ 35 m)** **Format of Paper:** 9 MCQ (18 m) & 6 OEQ (17 m) **Topics** 1. Lower Block Topics 2. Upper Block Topics	**Preliminary Examination (Wk 8/ 1 h 15 min/ 70 m)** **Format of Paper:** 18 MCQ (36 m) & 13 OEQ (34 m) **Topics** 1. Lower Block Topics 2. Upper Block Topics	**PSLE**

Standard Chinese Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 **(Wk 8 / 10 min / 50 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m	**Weighted Assessment 2** **(Wk 7 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical/Picture Composition: 40 m	**Preliminary Examination** **(Wk 5 / 10 min / 50 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m **(Wk 6 / 35 min / 20 m)** **Component:** Listening **Format of Paper:** 1. Response to Narratives: 20 m **(Wk 9 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical/Picture Composition: 40 m **(Wk 9 / 1h 40 min / 90 m)** **Component:** Language Use **Format of Paper:** **1**. 语文应用: 30 m 2. 短文填空: 10 m 3. 阅读理解一: 10 m 4. 完成对话: 8 m 5. 阅读理解二: 32 m 　A 组：广告	**PSLE**

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		B 组：故事性短文 **Scope of Testing:** 1. CL Curriculum Units 1-10 2. School-based Packages	

Higher Chinese Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
Weighted Assessment 1 **(Wk 9 / 50 min / 30 m)** **Component:** Language Use **Format of Paper:** 1. 语文应用 A 组 (3 x 2m) 2. 语文应用 B 组 (3 x 2m) 3. 阅读理解 1 (3 Qns, 10m) 4. 阅读理解 2 (3 Qns, 8m) **Scope of Testing:** 1. HCL Curriculum Units 1-4	**Weighted Assessment 2** **(Wk 7 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical Composition/Continuous Writing: 40 m **Scope of Testing:** 1. Term 1 and 2 HCL Curriculum Writing	**Preliminary Exam** **(Wk 8 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical Composition/Continuous Writing: 40 m **(Wk 8 / 1 h 20 min / 60 m)** **Component:** Language Use **Format of Paper:** 1. 语文应用 A 组: 10 m 2. 语文应用 B 组: 10 m 3. 阅读理解 1 (6 Qns, 16m) 4. 阅读理解 2 (7 Qns, 24m) **Scope of Testing:** 1. HCL Curriculum Units 1-12	**PSLE**

Foundation Chinese Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
Weighted Assessment 1 **(Wk 8 / 10 min / 70 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m	**Weighted Assessment 2** **(Wk 7 / 35 min / 30 m)** **Component:** Listening **Format of Paper:** 1. Response to Narratives: 30 m	**Preliminary Exam** **(Wk 5 / 10 min / 70 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m **(Wk 6 / 35 min / 30 m)** **Component:** Listening **Format of Paper:** 1. Response to Narratives: 30 m **(Wk 9 / 40 min / 15 m)** **Component:** Language Use **Format of Paper:** Lang Use MCQ: 5 m Comprehension MCQ and Written Interactive: 10 m **Scope of Testing:** 1. Term 1 to Term 3 School-based Oral Package 2. FCL Curriculum Units 1-9	**PSLE**

Standard Malay Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 **Wk 8 / 10 min / 50 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 20 marks 2. Video-stimulus Conversation: 30 marks **Scope of Testing**: 1. Term 1 ML Curriculum Units 2. Term 1 School-based Learning Sheets	**Weighted Assessment 2** **(Wk 6 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical/Picture Composition: 40 marks **Scope of Testing**: 1. Term 1 - 2 ML Curriculum Units 2. Term 1 - 2 School-based Learning Sheets	**Preliminary Examination** **(Wk 5 / 10 min / 50 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud: 20 marks 2. Video-stimulus Conversation: 30 marks **(Wk 6 / 35 min / 20 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Response to Narratives: 20 marks **(Wk 9 / 50 min / 40m)** **Component:** Writing **Format of Paper:** 1. Topical/Picture Composition: 40 marks **(Wk 9 / 1 h 40 min / 90 m)** **Component:** Language Use **Format of Paper:** 1. *Imbuhan*: 20 marks 2. *Peribahasa*: 10 marks 3. *Golongan Kata*: 10 marks 4. *Kefahaman MCQ*: 10 marks 5. *Frasa*: 8 Marks 6. *Rangsangan Grafik & Interaksi Penulisan*: 10 marks 7. *Kefahaman OE & Kosa kata*: 22 marks	**PSLE**

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		Scope of Testing: 1. Term 1 - 3 ML Curriculum Units 2. Term 1 - 3 School-based Learning Sheets	

Higher Malay Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
Weighted Assessment 1 **(Wk 9 / 50 min / 30 m)** **Component:** Language Use **Format of Paper:** 1. *Peribahasa (*8m) 2. *Mengedit Teks (*8m) 3. *Kefahaman 1 (*14m) **Scope of Testing**: 1. Term 1 HML Curriculum Units	**Weighted Assessment 2** **(Wk 7 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical Composition/Continuous Writing (40m) **Scope of Testing**: 1. Term 1 - 2 HML Curriculum Units	**Preliminary Examination** **(Wk 8 / 50 min / 40 m)** **Component:** Writing **Format of Paper:** 1. Topical Composition/Continuous Writing (40m) **(Wk 8 / 1 h 20 min / 60 m)** **Component:** Language Use **Format of Paper:** 1. *Peribahasa (*10m) 2. *Mengedit Teks (*10m) 3. *Kefahaman 1 (*16m) 4. *Kefahaman 2 (*24m) **Scope of Testing**: 1. Term 1 – 3 HML Curriculum Units	**PSLE**

Foundation Malay Language Primary 6 Assessment Plan 2023

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
Weighted Assessment 1 **Wk 8 / 10 min / 70 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (30m) 2. Video Stimulus Conversation: (40m)	**Weighted Assessment 2** **(Wk 6 / 35 min / 30 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Response to Narratives (30m)	**Preliminary Examination** **(Wk 5 / 10 min / 70 m)** **Component:** Reading and Conversation **Format of Paper:** 1. Reading Aloud (30m) 2. Video Stimulus Conversation: (40m) **(Wk 6 / 35 min / 30 m)** **Component:** Listening Comprehension **Format of Paper:** 1. Response to Narratives (30m) **(Wk 9 / 40 min / 15 m)** **Component:** Language Use **Format of Paper:** 1. *Penggunaan Bahasa (*5m) 2. *Kefahaman 1 (*4m) 3. *Kefahaman 2 (*6m) **Scope of Testing**: 1. Term 1 - 3 School-based Learning Sheets 2. Term 1 – 3 FML Curriculum Units	**PSLE**