

Unity Primary School



Parents Information Booklet 2026

Primary 6



Dear Parents

We would like to welcome you and your child to Primary 6 in Unity Primary School. It is our privilege to be able to journey with your child in this final leg in his/her primary school life.

Our Department Heads and Primary 6 subject teachers have prepared this Information Booklet to allow you to have a better idea of the guiding framework, content, resources and programmes for the respective subjects. We have also included some information on the Holistic Assessment (HA) practices in the school. More specific information on the weighted assessment items will be given at the beginning of each term.

We hope that this booklet will be helpful to you and enable you to support your child better.

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. Learning and growth at Unity Primary goes beyond just the academics to include the holistic development; striking a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

We look forward to a fruitful partnership with you as we commit to the nurturing of each child and maximising his/her potential.

Yours sincerely,
Mrs Finella Goh
Principal

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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.

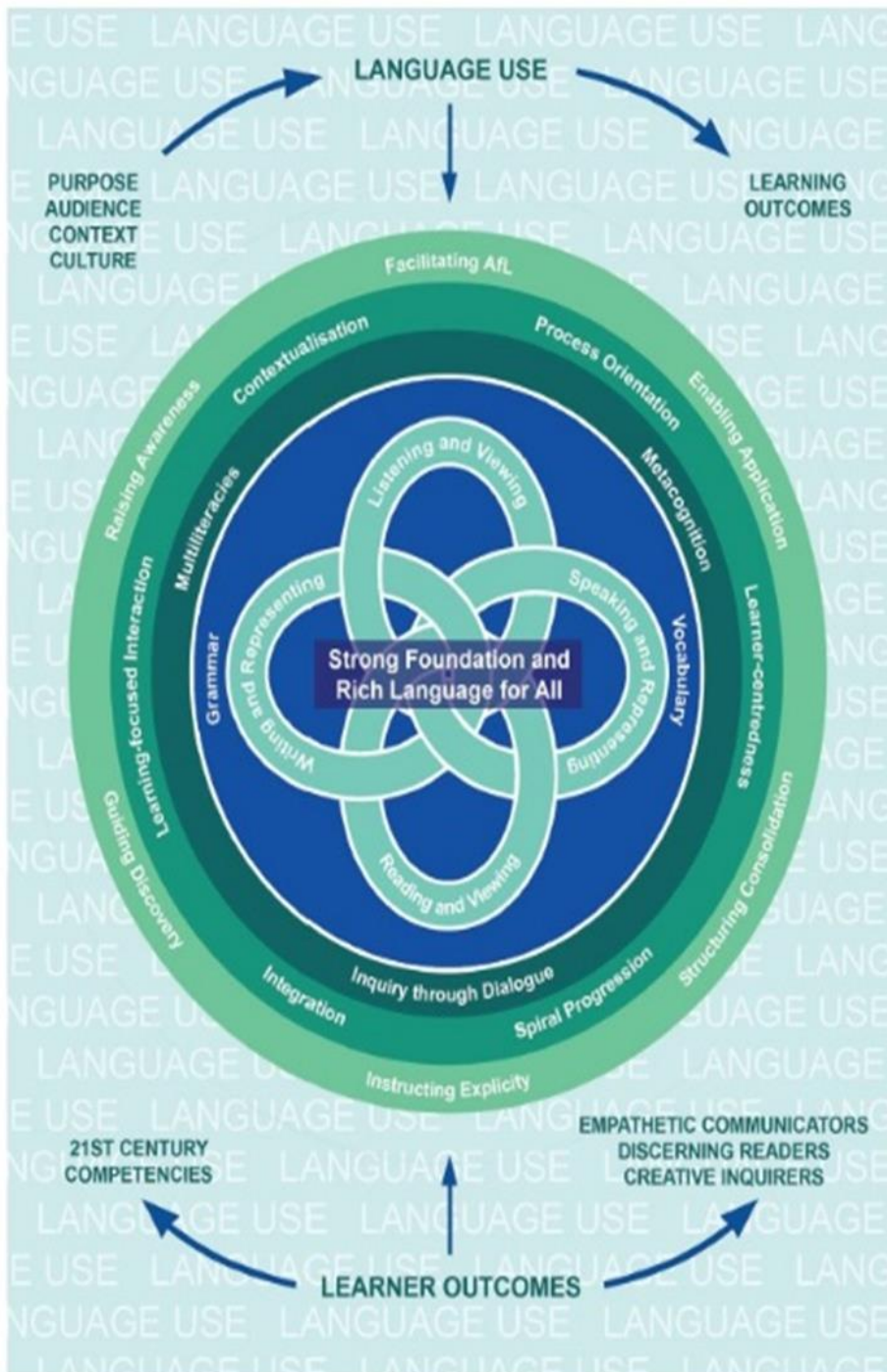
ENGLISH LANGUAGE FRAMEWORK

The overarching aim of the *EL Syllabus 2020* is to develop effective language use. Besides developing in children, the love for reading and a strong foundation in the English Language, STELLAR 2.0 aims to further develop in them the values, dispositions and skills to listen actively to multiple perspectives.

They will learn to communicate confidently, effectively and sensitively while working towards shared goals. As they distinguish between fact and falsehood, they will be able to process information more critically and with discernment.

Students' language use is reflected in the following areas of language learning:

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



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

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. Effective Communication Workshop Students will learn the necessary skills for a persuasive speech and presentation after going through 8 weeks of Effective Communication workshop.
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: <ul style="list-style-type: none">- 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.

Reading Remediation Programme (RRP)

The Reading Remediation Programme (RRP) aims to provide support for P3 to P5 students who still face consistent difficulty in reading in the English Language despite having completed the Learning Support Programme in P1 and P2. The programme exposes students to a range of coping strategies for reading comprehension which will enable them to better manage their learning in the regular classroom.

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. Listening Comprehension and Oral Booklet
5. Extensive Reading
6. Class Library Books
7. PSLE Booklets

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.
Speaking & Representing	Story Telling Students will be required to present a story item after going through a Story Telling workshop.
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. Basic Public Speaking Skills Students will be required to attend an 8-week public speaking skills workshop.
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: <ul style="list-style-type: none"> - Grammar MCQ - Punctuation MCQ

Language Skills	Components / Tasks
	<ul style="list-style-type: none"> - Vocabulary MCQ - Visual Text Comprehension - Form Filling - Editing for Grammar - Editing for Spelling - Synthesis - Comprehension Cloze - Comprehension

RESOURCES USED

1. STELLAR Learning Sheets
2. School Based Packages
3. Listening Comprehension and Oral Booklet
4. Class Library Books
5. PSLE Booklets

MATHEMATICS

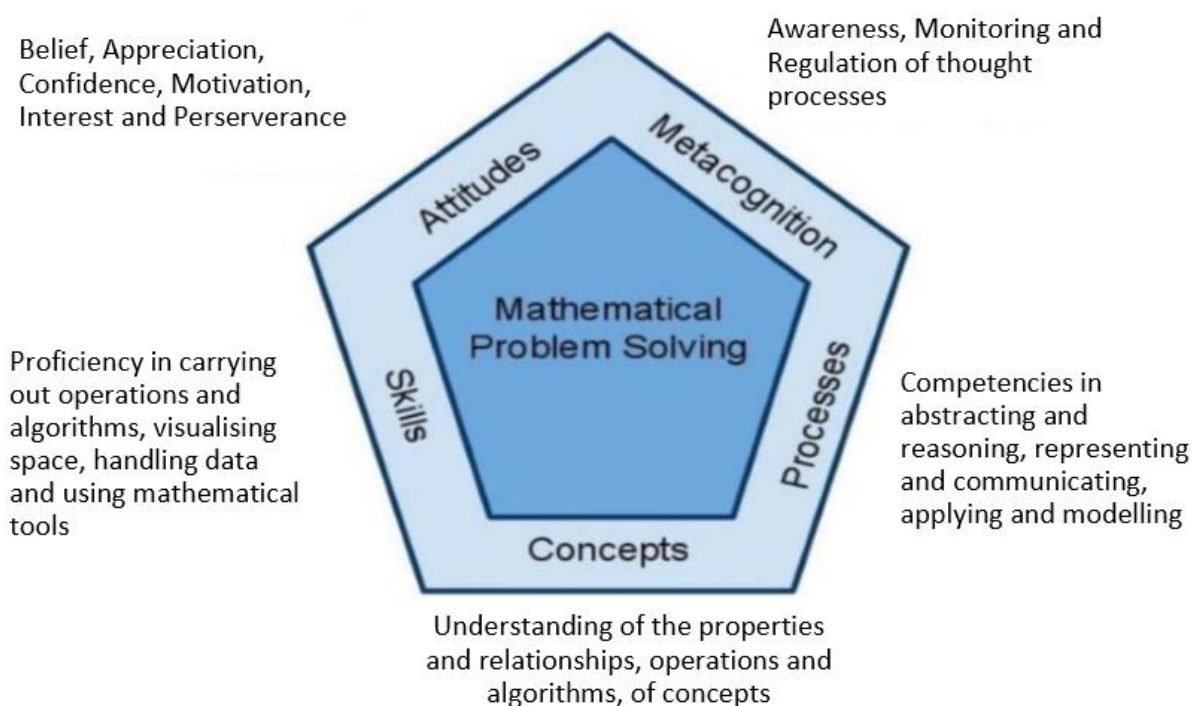
AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

The Primary Mathematics Syllabus aims to enable all students to:

1. Acquire and apply mathematical concepts and skills
2. Advance cognitive and metacognitive skills through a mathematical problem-solving approach
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. It advocates for a well-rounded and practical approach to mathematics education. It values not only the acquisition of knowledge but also the development of positive attitudes towards Mathematics, as well as application of mathematical principles in real-world situations.



Scope of Learning of Standard Mathematics

Content Chart	Component/ Tasks
(A) Fractions	1. Dividing a fraction by a whole number 2. Dividing a whole number by a fraction 3. Dividing a fraction by a fraction
(B) Ratio	1. Ratio 2. Equivalent Ratio 3. Fraction & Ratio 4.
(C) Percentage	1. Finding the whole given a part & the percentage 2. Finding percentage increase / decrease

(D) Angles in Geometrical Figures	1. Finding unknown angles
(E) Circles	1. Parts of a circle 2. Circumference of circle, 3. Perimeter of a semicircle and quartercircle 4. Area of circle 5. Area of semicircle & quartercircle 6. Area & perimeter of composite figures
(F) Average	1. Finding average 2. Finding total value 3. Finding number of data
(G) Algebra	1. Algebraic expressions 2. Simplifying & evaluating algebraic expressions 3. Solving algebraic expressions

Scope of Learning of Foundation Mathematics

Content Chart	Component/ Tasks
(A) Fractions	<ol style="list-style-type: none">1. Dividing a whole numbers and fraction2. Dividing a fraction by a whole number3. Dividing a whole number by a fraction4. Dividing a fraction by a fraction
(B) Decimals	<ol style="list-style-type: none">1. Multiplication of decimals2. Division of decimals3. Division of whole number as decimal
(C) Percentage	<ol style="list-style-type: none">1. Use of %2. Conversion between fractions, decimals & percentages3. Discount, GST and annual interest
(D) Average	<ol style="list-style-type: none">1. Finding Average2. Finding Total Value3. Finding number of data
(E) Volume	<ol style="list-style-type: none">1. Volume of a cube & cuboid2. Volume of liquid
(F) Pie Charts	<ol style="list-style-type: none">1. Representing & interpreting data in pie charts
(G) Area of Triangle	<ol style="list-style-type: none">1. Area of triangle2. Area & perimeter of composite figures
(H) Properties of Triangles	<ol style="list-style-type: none">1. Angle sum of triangles2. Finding angles of triangles3. Drawing triangles
(I) Angles in triangle, square & rectangle	<ol style="list-style-type: none">1. Finding angles

PROGRAMMES

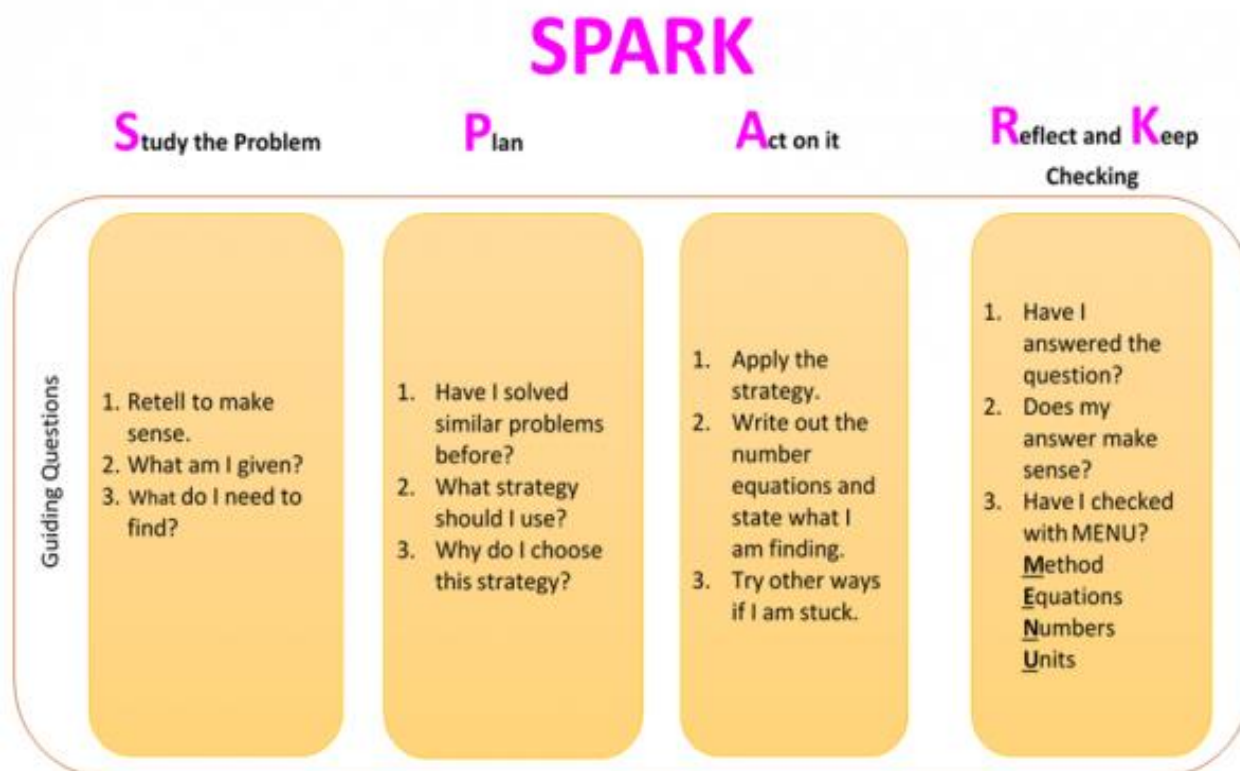
Engagement

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.



Heuristics Package

Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving. 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 package.

RESOURCES USED

1. Primary Mathematics Textbook & Practice Book 6
2. Primary Mathematics Foundation Textbook & Practice Book 6A & 6B
3. Topical Learning Sheets
4. Heuristics Booklet (Mathematics)
5. PSLE Revision Package

SCIENCE

Science Curriculum Framework

The revised Science Curriculum Framework (see Figure 1) encapsulates the thrust of Science education in Singapore to provide students with a strong foundation in Science for life, learning, citizenry, and work.

Science for Life and Society in the centre circle captures the essence of the goals of Science education.



Figure 1: The Science Curriculum Framework

Our students are diverse, with different needs, interests, and aptitudes for Science. Given the diversity of our students and the needs of our country, the twin goals of Science education are to:

- Enthuse and nurture all students to be scientifically literate, so that they are able to make informed decisions and take responsible actions in their daily lives; and
- Provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work. Surrounding the centre circle are the three “IN”s — Inspire, Inquire and Innovate—which represents the vision for Science Education and encapsulates the overall experience of our students in Science education:

- (a) **INspired by Science.** Students enjoy learning Science and are fascinated by how everyday phenomena have scientific connections and how Science helps solve many of our global challenges. They regard Science as relevant and meaningful, appreciating how Science and Technology have transformed the world, and improved our lives. Students are open to the possibility of pursuing Science-related careers as a viable profession to serve the good of society.
- (b) **INquire like Scientists.** Students have strong fundamentals in Science and possess the spirit of scientific inquiry. They are able to engage confidently in the Practices of Science, grounded in the knowledge, issues and questions that relate to the roles played by Science in daily life, society and the environment. They can discern, weigh alternatives, and evaluate claims and

ideas critically, based on logical scientific evidence and arguments, and yet be able to suspend judgement where there is lack of evidence.

- (c) INnovate using Science. Students apply Science to generate creative solutions to solve real-world problems, ranging from those affecting everyday lives to complex problems affecting humanity. It is envisaged that there will be a strong pipeline of students who can contribute towards STEM research, innovation, and enterprise.

The outer ring represents the domains that make up the strong science fundamentals: Core Ideas of Science, Practices of Science and the Values, Ethics & Attitudes in Science.

- **Core Ideas of Science.** The Core Ideas are the distilled ideas central to Science. The Core Ideas help students see the coherence and conceptual links within and across the different sub-disciplines of Science (i.e., Biology, Chemistry, and Physics). The Core Ideas also provide a framework to make visible students' progression in Science understanding across the different levels of education.
- **Practices of Science.** The Practices consist of three components:
 - (a) Demonstrating Ways of Thinking and Doing in Science (WOTD);
 - (b) Understanding the Nature of Scientific Knowledge (NOS); and
 - (c) Relating Science, Technology, Society and Environment (STSE).

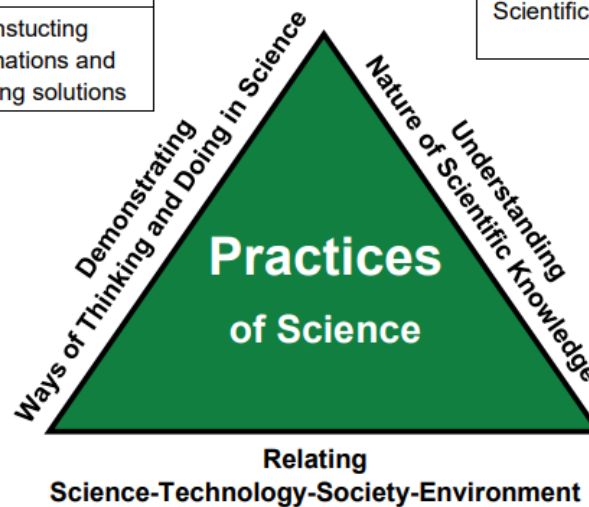
They represent the set of established procedures and processes associated with scientific inquiry, what scientific knowledge is and how it is generated and established, and how Science is applied in society respectively. The Practices serve to highlight that the discipline of Science is more than the acquisition of a body of knowledge (e.g., scientific facts, concepts, laws, and theories); it is also a way of thinking and doing. It is important to appreciate that the three components representing the cognitive, epistemic, and social aspects of the Practices are intricately related (see Figure 2).

- **Values, Ethics and Attitudes in Science.** Although Science uses objective methods to arrive at evidence-based conclusions, it is in fact a human enterprise conducted in particular social contexts which involves consideration of values and ethics. The intent of fostering an awareness and appreciation of values in the curriculum is to sensitise our students to the ethical implications of the application of Science in society. Thus, Science education needs to equip students with the ability to articulate their ethical stance as they participate in discussions about socioscientific issues that involve ethical dilemmas, with no single right answer.

The pair of hands represents the roles of students as inquirers , supported by teachers and partners as facilitators of the students' learning experiences. The partnership of learning and teaching goes beyond the students and teachers to include other partners who can facilitate learning in various contexts to help students appreciate the application of Science in their daily lives, society, and the environment.

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.



Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Figure 2: The Practices of Science

Syllabus Framework

The Primary Science Syllabus comprises the Core Ideas, Practices and Values, Ethics and Attitudes.

Core Ideas

The Core Ideas in this syllabus are organised as themes, which 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**. These themes encompass a core body of concepts in both the life and physical Sciences. This body of concepts has been chosen because it provides a broad-based understanding of the environment, and it will help build a foundation upon which students can rely on for further study.

Although the content of the syllabus is organised into five themes, the topics under each theme are not to be viewed as compartmentalised blocks of knowledge. In general, there are no clear boundaries between these themes. There may be topics common to different themes. Hence, a conscious effort is needed to demonstrate the relationship between themes whenever possible. To help teachers and students appreciate and understand the themes, essential takeaways and key inquiry questions are included for each theme. These essential takeaways and questions can guide teachers and engage students in uncovering the important ideas at the heart of each theme. They can also use these questions to raise more specific questions for the respective topics under each theme.

Another feature of the syllabus is the spiral approach. This is characterised by the revisiting of concepts and skills at different levels and with increasing depth. The spiral approach allows the learning of scientific concepts and skills to match students' cognitive development. It therefore helps students build upon their existing understanding of concepts and facilitates the gradual mastery of skills. The focus of each theme is given below.

Diversity

There is a great variety of living and non-living things around us. Organising this diversity of things helps us better understand the world in which we live. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help us classify them. This theme helps us appreciate the importance of maintaining diversity. The essential takeaways and key inquiry questions for "Diversity" are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
<ul style="list-style-type: none">• There is a great variety of living and non-living things around us.• We classify living and non-living things based on their similarities and differences.• Maintaining the diversity of living and non-living things is important for survival.	<ul style="list-style-type: none">• What can we observe around us?• How can we classify the great variety of living and non-living things?• Why is it important to maintain diversity?

Cycles

There are cycles or repeated patterns of change in nature. Understanding cycles, such as life cycles and the water cycle, helps us predict events and processes and to appreciate the Earth as a self-sustaining system that supports life. The essential takeaways and key inquiry questions for “Cycles” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
<ul style="list-style-type: none">• There are repeated patterns of change around us.• Understanding cycles helps us to make predictions about events and processes around us.	<ul style="list-style-type: none">• What makes a cycle?• How does a cycle help us predict events and processes?• Why are cycles important to life?

Systems

A system is a whole consisting of parts that work together to perform function(s). There are systems in nature such as plant and human systems; as well as man-made systems such as electrical systems. Understanding these systems allows us to appreciate how parts influence and work together to perform function(s). The essential takeaways and key inquiry questions for “Systems” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
<ul style="list-style-type: none">• A system is made of different parts. Each part has its own unique function.• Different parts of a system influence and work together to perform function(s).	<ul style="list-style-type: none">• What is a system?• How do different parts / systems work together to perform function(s)?• Why is it important to understand how parts/ systems work together?

Interactions

Interactions are the actions between and within living and non-living systems in the environment. Understanding these interactions helps us see relationships between the factors/variables in the environment. We can also appreciate the consequences of our actions and play our part in conservation. The essential takeaways and key inquiry questions for “Interactions” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
<ul style="list-style-type: none">• There are interactions among us, living and non-living things in the environment.	<ul style="list-style-type: none">• What are the types of interactions around us?

<ul style="list-style-type: none"> Interactions within the environment can have positive or negative impacts. Conservation is important to ensure continuity of life and availability of resources. 	<ul style="list-style-type: none"> How do interactions affect the environment and us? Why is it important for us to conserve the environment?
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Energy

Energy is required for things to work in everyday life. We use various forms of energy for many different purposes. All living things obtain energy and use it to carry out life processes. Understanding this theme allows us to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways and key inquiry questions for “Energy” are:

Essential Takeaways Key Inquiry Questions	Essential Takeaways Key Inquiry Questions
<ul style="list-style-type: none"> Energy is required for things to work. There are various forms of energy and they can be converted from one form to another. Some sources of energy can be depleted and we play an important role in energy conservation. 	<ul style="list-style-type: none"> What are the different forms of energy around us? How is energy used in everyday life? Why is it important to conserve energy?

Practices

Teachers are encouraged to engage students in the Practices of Science and help them understand how scientific knowledge is developed through inquiry. One of the components of Practices of Science is the Ways of Thinking and Doing. It supports students in learning Science as inquirers and involves various skills and processes. For example, the skill of generating possibilities can be used when students are engaged in posing questions and defining problem or when they are constructing explanations and designing solutions.

There is no one definite sequence of priority among the Ways of Thinking and Doing. For instance, posing questions and defining problems may arise when one is analysing and interpreting data or conducting investigations.

Table 1 below describes each Way of Thinking and Doing and its progression for students by the end of Primary 4 and Primary 6. The progression provides a coherent and systematic development of skills and processes across levels.

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
Posing questions and	This involves asking questions	<ul style="list-style-type: none"> Ask questions out of curiosity or to deepen understanding. 	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
defining problems	to make sense of the world (students themselves and the environment) around them.	<ul style="list-style-type: none"> Ask questions which can be investigated. 	
Designing investigations	This involves formulating questions or hypotheses and designing fair tests to find out answers to the questions or to verify the hypotheses.	<ul style="list-style-type: none"> Recognise a fair test (changed/ unchanged variables). 	<ul style="list-style-type: none"> Design a fair test (changed/ unchanged variables).
Conducting investigations and testing solutions	This involves conducting investigations to gather data through making observations using our senses or instruments. This also involves knowing the functions and limitations of various apparatus, developing the ability to select and handle them appropriately for various tasks.	<ul style="list-style-type: none"> Use senses, apparatus, and equipment to gather data. Investigate to find out answers to questions (guided investigations). Record and/or compare observations/ data with suggested scaffolding. 	<ul style="list-style-type: none"> Use and select appropriate apparatus and equipment to gather data. Investigate to find out answers to questions (guided and open investigations). Record and/or compare observations/ data using a variety of forms e.g., notes, drawings, and charts.
Analysing and interpreting data	This involves identifying and explaining the parts of objects, information (presented in different forms), as well as the patterns and relationships between these parts.	<ul style="list-style-type: none"> Simple analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings. 	<ul style="list-style-type: none"> Analysis of data and information in representations (e.g., tables, bar and line graphs, charts, and diagrams) to infer patterns and relationships or explain findings.
Communicating, evaluating and defending ideas with evidence	This involves receiving and presenting information and ideas in various forms. This also	<ul style="list-style-type: none"> Communicate (e.g., written, verbal, pictorial, tabular or graphical) clear explanation and reasoning. Seek clarification to deepen understanding. 	

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
	involves assessing the reasonableness, accuracy and quality of information and ideas.		
Making informed decisions and taking responsible actions	This involves establishing and applying criteria to select from among seemingly equal alternatives. The process of establishing criteria involves consideration of the consequences and values.	<ul style="list-style-type: none"> State or select options based on appropriate criteria with reasons. 	
Using and developing models	This involves using multiple representations to describe, explain and predict phenomena.	<ul style="list-style-type: none"> Use multiple representations (e.g., pictures, charts, diagrams, tables, graphs) to explain concepts, describe and predict phenomena. 	
Constructing explanations and designing solutions	This involves generating ideas and justifying them to remedy or alter a problem situation.	<ul style="list-style-type: none"> Construct possible explanations and generate ideas. 	

Table 1: Ways of Thinking and Doing

Values, Ethics and Attitudes

In learning Science, the adoption of certain mental attitudes such as Curiosity, Creativity, Integrity, Objectivity, Open-mindedness, Resilience, Responsibility and Healthy Scepticism is advocated.

- **Curiosity**
Desiring to explore the environment and question what is found.
- **Creativity**
Seeking innovative and relevant ways to solve problems.
- **Integrity**
Handling and communicating data and information with honesty.

- **Objectivity**
Seeking data and information to validate observations and explanations without bias.
- **Open-mindedness**
Accepting all knowledge as tentative and suspending judgement. Tolerance for ambiguity. Willingness to change views if the evidence is convincing.
- **Resilience**
Not giving up on the pursuit for answers/ solutions. Willingness to take risks and embrace failure as part of the learning process.
- **Responsibility**
Showing care and concern for living things and awareness of our responsibility for the quality of the environment.
- **Healthy Scepticism**
Questioning the observations, methods, processes, and data, as well as trying to review one's own ideas.

SCOPE OF LEARNING

The focus for P6 (Standard) is given below.

Term	Theme	Topic	Core Ideas / Practices
1 & 2	Energy	Energy Forms and Uses (Photosynthesis)	<ul style="list-style-type: none"> • Recognise that living things need energy from respiration to carry out life processes. • Recognise that the Sun is our primary source of energy (light and heat). • Differentiate between the ways in which plants and animals obtain energy. • Investigate the requirements (water, light energy and carbon dioxide) for photosynthesis (production of sugar and oxygen).
		Energy Conversion	<ul style="list-style-type: none"> • Recognise that energy from most of our energy resources is derived in some ways from the Sun. • Recognise and give examples of the various forms of energy. <ul style="list-style-type: none"> • Kinetic energy • Potential energy • Light energy • Electrical energy • Sound energy • Heat energy • Investigate energy conversion from one form to another.
	Interactions	Interaction of Forces (Frictional force, gravitational force, elastic spring force)	<ul style="list-style-type: none"> • Identify a force as a push or a pull. • Show an understanding of the effects of a force. <ul style="list-style-type: none"> • A force can move a stationary object. • A force can speed up, slow down or change the direction of motion.

Term	Theme	Topic	Core Ideas / Practices
			<ul style="list-style-type: none"> • A force can stop a moving object. • A force may change the shape of an object. • Recognise and give examples of the different types of forces. <ul style="list-style-type: none"> • Magnetic force • Gravitational force • Elastic spring force • Frictional force • Recognise that objects have weight because of the gravitational force acting on the object. • Investigate the effect of frictional force on the motion of objects. • Investigate the effects of elastic spring force.
		Interactions within the Environment	<ul style="list-style-type: none"> • Identify the factors that affect the survival of an organism. <ul style="list-style-type: none"> • Physical characteristics of the environment (temperature, light, water) • Availability of food • Types of other organisms present (producers, consumers, decomposers) • Show an understanding of the effect on organisms when the environment becomes unfavourable (organisms adapt and survive; move to other places or die). • Show an understanding of the energy pathway from the Sun through living things and identify the roles of various organisms (producers, consumers, predators, prey) in a food chain and a food web. • Differentiate among organism, population and community. <ul style="list-style-type: none"> • An organism is a living thing. • A population is a group of organisms of the same kind, living and reproducing at a given place and time. • A community consists of many populations living together in a particular place. • Show an understanding that different habitats support different communities (garden, field, pond, seashore, tree, mangrove swamp). • Show an understanding that adaptations serve to enhance survival and can be structural or behavioural. <ul style="list-style-type: none"> • Cope with physical factors • Obtain food • Escape predators • Reproduce by finding and attracting mates or dispersing seeds/fruits

Term	Theme	Topic	Core Ideas / Practices
			<ul style="list-style-type: none"> Give examples of man's impact (both positive and negative) on the environment. Observe, collect and record information regarding the interacting factors within an environment.

RESOURCES USED

1. P6 Inspiring Science Text Book & Activity Book
2. Topical Worksheets
3. I do-We do-You do (IWY*) Packages for the following topics:
 - Energy Forms and Uses (Photosynthesis)
 - Energy Conversion
 - Interaction of Forces (Frictional force, gravitational force, elastic spring force)
 - Interactions within the Environment
4. PSLE Revision and Examination Papers
5. PSLE Booklet (Standard)

**IWY packages are designed to help students answer the open-ended questions using the C³ (Concept, Connection, Conclusion) answering technique through parallel questions.*

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.

SCOPE OF LEARNING

The focus for P6 (Foundation) is given below.

Term	Theme	Topic	Core Ideas / Practices
1 & 2	Energy	Energy Forms and Uses (Photosynthesis)	<ul style="list-style-type: none"> Recognise that the Sun is our primary source of energy (light and heat). Investigate the requirements (water, light energy and carbon dioxide) for photosynthesis (production of sugar and oxygen).
	Interactions	Interaction of Forces (Frictional force, gravitational force, elastic spring force)	<ul style="list-style-type: none"> Identify a force as a push or a pull. State the effects of a force. <ul style="list-style-type: none"> • A force can move a stationary object. • A force can speed up, slow down or change the direction of motion. • A force can stop a moving object. • A force may change the shape of an object. Recognise and give examples of the different types of forces.

Term	Theme	Topic	Core Ideas / Practices
			<ul style="list-style-type: none"> • Magnetic force • Gravitational force • Frictional force • Recognise that objects have weight because of the gravitational force acting on the object. • Investigate the effect of frictional force on the motion of objects.
		Interactions within the Environment	<ul style="list-style-type: none"> • Identify the factors that affect the survival of an organism. <ul style="list-style-type: none"> • Physical characteristics of the environment (temperature, light, water) • Availability of food • Types of other organisms present (producers, consumers, decomposers) • Recognise the energy pathway from the Sun through living things and identify the roles of various organisms (producers, consumers, predators, prey) in a food chain. • Recognise that different habitats support different organisms (garden, field, pond, seashore, tree, mangrove swamp). • Recognise that adaptations serve to enhance survival and can be structural or behavioural. <ul style="list-style-type: none"> • Cope with physical factors • Obtain food • Escape predators • Reproduce by finding and attracting mates or dispersing seeds/fruits • Give examples of man's impact (both positive and negative) on the environment. • Observe, collect and record information regarding the interacting factors within an environment.

RESOURCES USED FOR FOUNDATION SCIENCE

1. P6 Inspiring Science Text Book & Activity Book (Foundation)
2. 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:

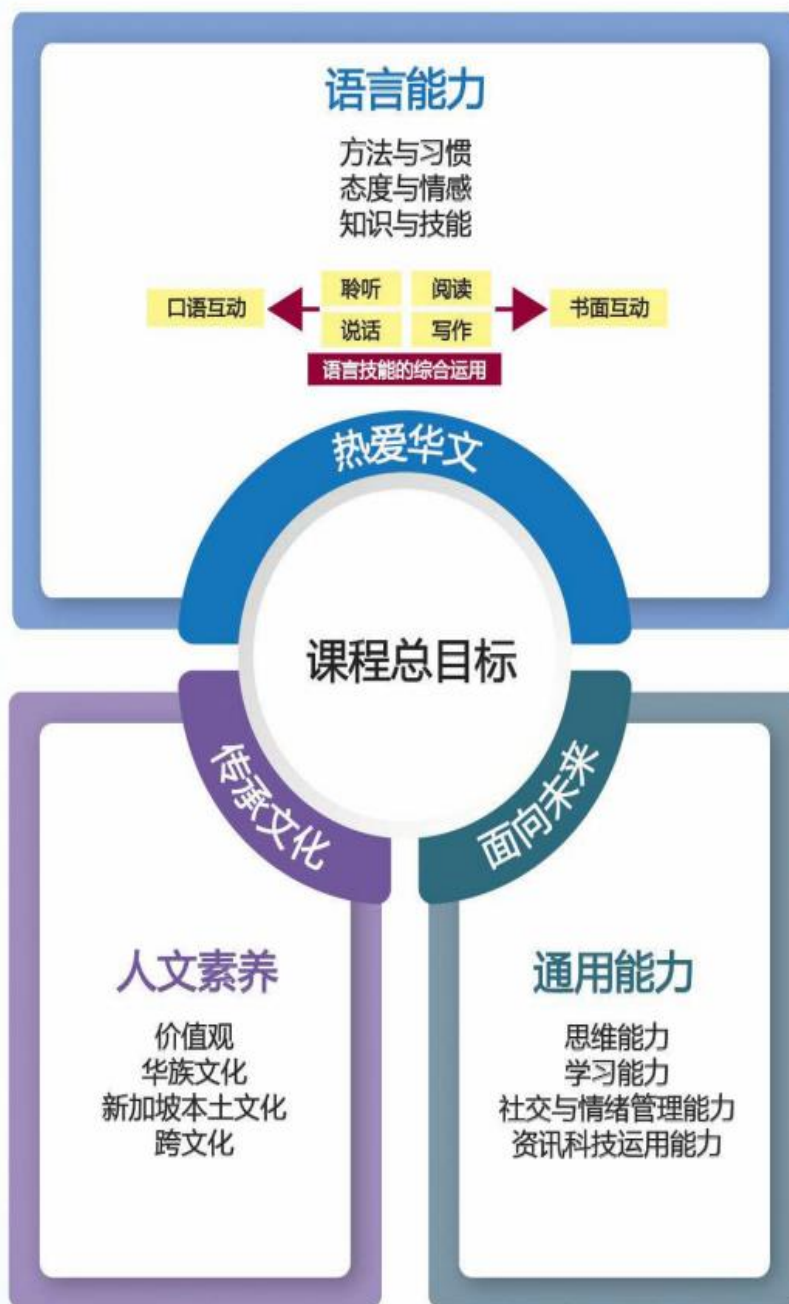
- Learning Science through Student Learning Space (SLS)
With the SLS, students will be able to learn Science better using technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers. Teachers will also be able to use the SLS to complement their classroom teaching, further enriching students' learning experience.

华文

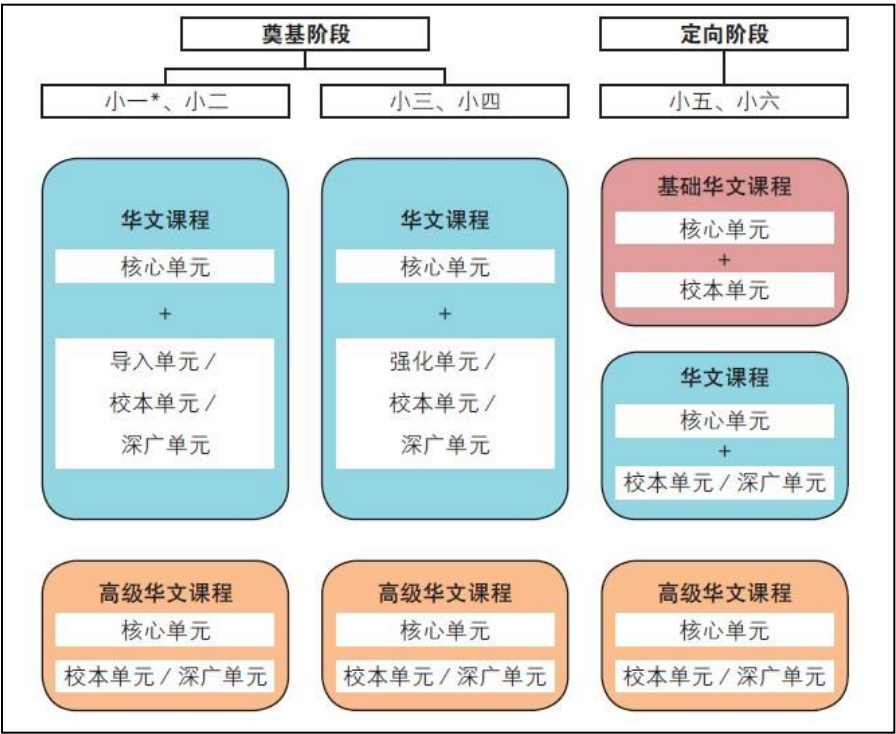
小学华文课程的总目标

- 1) 培养语言能力
- 2) 培养人文素养
- 3) 培养通用能力

课程总目标图示如下：



课程架构



- 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 2022-2024

数码资源	SLS 平台、易知识平台
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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.

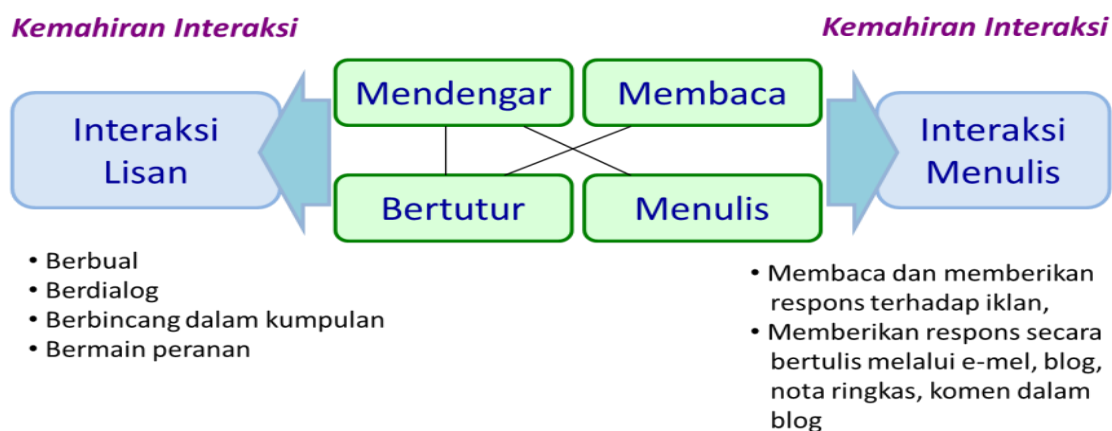
OBJEKTIF KURIKULUM BAHASA MELAYU

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 tugas 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	<u>Kefahaman Mendengar</u> <ul style="list-style-type: none">• Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.
Membaca	<u>Bacaan Lantang</u> <ul style="list-style-type: none">• 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 sendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengesan kekuatan atau kelemahan mereka. <u>Kefahaman Membaca</u> <ul style="list-style-type: none">• Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai. <u>Baca Ria</u> <ul style="list-style-type: none">• 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 dilanggan oleh murid. Guru menggunakan artikel-artikel dalam majalah ini untuk merangsang minat membaca di samping mengasah kemahiran bahasa murid.
Bertutur	<u>Bertutur</u> <ul style="list-style-type: none">• Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.
Menulis	<u>Menulis</u> <ul style="list-style-type: none">• 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	<u>Interaksi Penulisan!</u> <ul style="list-style-type: none"> Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.
Interaksi Lisan	<u>Pembelajaran Kolaboratif Lisan!</u> <ul style="list-style-type: none"> Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.
Bahasa dan Budaya	<u>Minggu Dwibahasa Ibunda</u> <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Kata Kerja Kata Adjektif Kata Tugas Frasa Pola Ayat Bentuk Ayat Susunan Ayat Ragam Ayat Jenis Ayat
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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 4.

Senarai Peribahasa Darjah 5 dan 6

No	Peribahasa	Maksud
1	air dicencang tiada putus	<ul style="list-style-type: none"> perselisihan antara adik beradik tidak akan berpanjangan ikatan persaudaraan tidak boleh diputuskan
2	bagai aur dengan tebing	<ul style="list-style-type: none"> saling membantu
3	bagai dakwat dengan kertas	<ul style="list-style-type: none"> sesuai benar tidak boleh berpisah
4	bagai isi denga kuku	<ul style="list-style-type: none"> sangat rapat
5	bagai menghitung bulu kambing	<ul style="list-style-type: none"> usaha yang sia-sia
6	bagai tikus membaiki labu	<ul style="list-style-type: none"> orang yang cuba membaiki sesuatu yang tidak diketahuinya, akhirnya barang yang dibaiki itu bertambah rosak
7	baik budi	<ul style="list-style-type: none"> berperangai mulia dan berniat baik
8	banting tulang	<ul style="list-style-type: none"> bekerja keras dengan bermati-matian
9	berani mati	<ul style="list-style-type: none"> tidak berasa takut walaupun akan menghadapi bahaya
10	buang yang keruh, ambil yang jernih	<ul style="list-style-type: none"> berdamai dan melupakan pertelingkahan
11	cubit paha kanan, paha kiri terasa juga	<ul style="list-style-type: none"> apabila seseorang teraniaya, kaum keluarganya akan terasa
12	diam-diam ubi	<ul style="list-style-type: none"> tidak banyak bercakap tetapi berfikir/banyak pengetahuan
13	hendak seribu daya, tak hendak seribu dalih	<ul style="list-style-type: none"> kalau mahu, berusaha bersungguh-sungguh tetapi kalau tidak mahu, memberikan bermacam-macam alasan
14	kata putus	<ul style="list-style-type: none"> ketentuan terakhir keputusan rundingan
15	langkah seribu	<ul style="list-style-type: none"> melarikan diri dengan sekuat hati kerana ketakutan
16	lapang dada	<ul style="list-style-type: none"> berasa senang atau mempunyai perasaan yang sabar
17	makan suap	<ul style="list-style-type: none"> menerima rasuah
18	panjang akal	<ul style="list-style-type: none"> bijaksana
19	perah otak	<ul style="list-style-type: none"> berfikir atau belajar bersungguh-sungguh
20	putih hati	<ul style="list-style-type: none"> ikhlas
21	seperti anjing dengan kucing	<ul style="list-style-type: none"> selalu bergaduh
22	seperti garam jatuh di air	<ul style="list-style-type: none"> cepat meresap atau segera mengerti nasihat atau pelajaran
23	seperti kacang lupakan kulit	<ul style="list-style-type: none"> orang yang melupakan budi baik serta pertolongan orang lain apabila telah hidup senang
24	seperti katak di bawah tempurung	<ul style="list-style-type: none"> orang yang cetek ilmu pengetahuannya kerana tidak terdedah dengan isu semasa di sekelilingnya
25	seperti langit dengan bumi	<ul style="list-style-type: none"> 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 yang 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 sempurna
10	umpama minyak setitik, di laut sekalipun timbul jua	• orang yang baik biar di mana sekalipun akan dimuliakan juga

Senarai Peribahasa Darjah 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 (2023 - 2025)
5. Majalah 'Mari Membaca'
6. Ruang Belajar Pelajar (SLS)

PHYSICAL & HEALTH EDUCATION

PHYSICAL EDUCATION (PE) IN SCHOOLS

Physical Education is an integral component of Singapore's school curriculum to develop students holistically. By emphasising the importance of movement, and an individual's interaction with the environment, Physical Education seeks to develop the whole child to bring about a nation of physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.

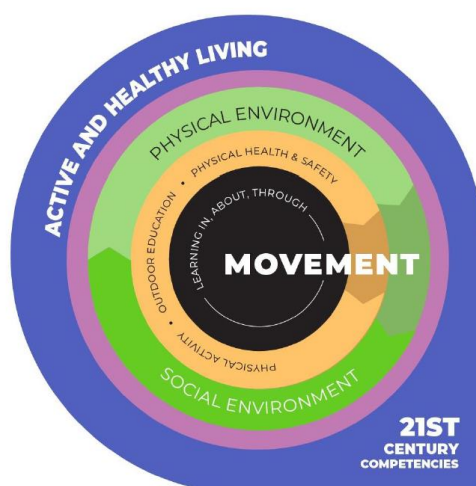


Figure 2. Physical Education Curriculum Framework

The three learning areas of Physical Activity, Outdoor Education, and Physical Health and Safety are pivotal in providing the content for design and enactment of students' meaningful learning experiences in, about and through movement. These areas leverage the physical and social environment to provide real-life contexts that strengthen students' learning. A balanced and well-designed Physical Education curriculum, delivered through effective pedagogies and purposeful assessment can enable students to apply the skills, knowledge, practices and values to lead an active and healthy lifestyle. Additionally, it can help them acquire the 21st century competencies to thrive in the fast changing and complex world.

PURPOSE AND GOALS OF PE

The purpose of Physical Education is to develop physically competent and confident individuals who enjoy a lifetime of active and healthy living safely and responsibly.

Goal 1: Movement Competence. Students are competent and confident to participate in a range of physical and outdoor activities.

Goal 2: Healthy Lifestyle Practices. Students have a personal commitment to healthy lifestyle practices in physical activity, nutrition, sleep, outdoor time and hygiene.

Goal 3: Safety Mindset. Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.

Goal 4: Core Values. Students make informed and responsible decisions with regard to personal behaviour and social interactions based on sound values-based judgements.

Goal 5: Enjoyment. Students enjoy and value physical activities and healthy living in a sustainable way.

ASSESSMENT**PE Primary 6 Assessment Plan 2026**

Topics	Term 1	Term 2	Term 3	Term 4
1. Physical Activity 2. Physical Health and Safety	(Wk 8) <u>Net/Wall Games</u> Students will be able to display individual attacking & defending skills in Net/Court Games.	(Wk 7) <u>Gymnastics</u> Students will be assessed in a Gymnastics Routine (Group) that include counterbalance, counter tension and simple base to top positions.	(Wk 10) <u>PE Conduct</u> Students will be assessed in 4 areas: Sportsmanship, Teamwork, Safety, Personal Hygiene & E21CC – Communication & Collaboration	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.

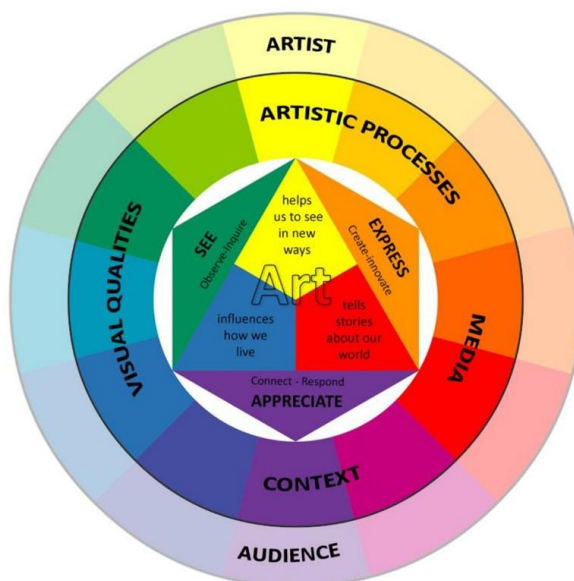


Figure: Primary Art Syllabus Framework 2018

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.

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 <i>Seeing art</i> , our students observe their surrounding closely, and analyse and reflect on their visual and other experiences. The focus will be on recording and interpreting as means towards developing students' observation and visual inquiry. Students will be equipped with tools such as drawing to capture and reflect on their observations and lived experiences.	In <i>Expressing art</i> , our students generate ideas from what they see and explore ways to create and communicate through the use of various conventional and unconventional materials and tools, art forms and media. Students also experiment and innovate with visual elements, qualities of materials, tools and six artistic processes in order to meet an artistic intention. To promote metacognition and deepen the dispositions as artist and audience, students get to present choices and voices within their art processes, progress and products through portfolio process and display platforms in tandem with their developmental capacities and interest.	In <i>Appreciating art</i> , our students acquire skills and use appropriate vocabulary to discuss and interpret artworks. Students deepen their understanding of Singapore through drawing inspirations from their environment, learning about artworks and artists from local and other cultures and context to make connections and understand the values of art in their lives and society.

PROGRAMMES

The schools' art programmes for Primary 6:

Table 2: Learning and Assessment Areas in Primary 6, 2026

	Term 1	Term 2	Term 3	Term 4
Learning Outcomes	LO1: Make informed links between the use of visual qualities and artistic intentions LO2: Draw to tell stories based on observations and imagination LO3: Experiment with alternative or new ways to use materials and tools to make art individually and collaboratively LO4: Evaluate and apply art concepts, techniques and approaches to their art making LO5: Reflect on selected artefacts/learning evidence from the portfolio and for display that connect with personal, community and cultural experiences LO6: Reflect on and explain the intended meaning of artwork to others through an artist statement and other formats LO7: Analyse and interpret how Singapore and international artworks reflects changing societal, cultural and historical contexts			
Topic	Topic: People of Singapore	Topic: The Day I Felt __ (Students to insert an emotion)	Topic: Art and Nature	Topic: Drawing
Learning and Assessment Areas	New Media: Application of Photography techniques such as Rule of Thirds, Framing, Depth of field, Leading Lines, Use of shadows. New Media: Photo Editing such as adjusting colour balance and contrast.	Painting: Presentation of Cubism such as subjects in angular and fragmented shapes; Breaking down forms (into simpler shapes), Breaking rules of perspective (Present more than 1 view/ angle).	Mixed Media: Use of natural materials found in the environment/ responding to the natural environment to create Land Art artworks.	Drawing Imagination and Visual Dialogue: Creating of Imaginary worlds, fantastic creatures, time travel adventures, "What If?" scenarios, individual visual voices, collaborative visual dialogue.

RESOURCES USED

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Canva, Sketchbook App)
- 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

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

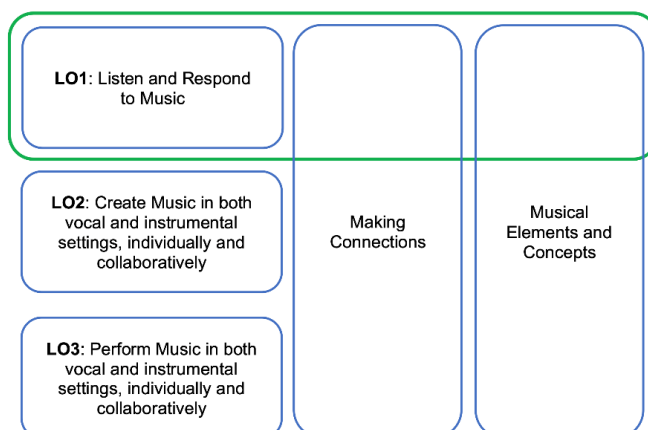
To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

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 2026

Term 1 (25%)	Term 2 (25%)	Term 3 (25%)	Term 4 (25%)
<u>Weighted Assessment 1</u> <u>(Wk 7)</u> Topic Sing a song from Southeast Asia, demonstrating accurate pitch, steady rhythm, clear pronunciation, expressive phrasing, and confident participation. LO1: Listen and Respond to Music LO3A: Perform Music - Sing	<u>Weighted Assessment 2</u> <u>(Wk 8)</u> Topic Play <i>Majulah Singapura</i> on the recorder, demonstrating accurate notes, steady rhythm, clear tone, and basic proficiency appropriate for the instrument. LO1: Listen and Respond to Music LO3B: Perform Music - Play Instruments	<u>Weighted Assessment 3</u> <u>(Wk 8)</u> Topic Compose a melody using staff notation and perform it accurately, showing appropriate rhythm, pitch, and expression in response to a given stimulus. LO2: Create Music LO3B: Perform Music - Play Instruments	<u>Weighted Assessment 4</u> <u>(Wk 6)</u> Topic Perform an excerpt from a Western musical individually and as part of a group, demonstrating accurate pitch and rhythm, expressive phrasing, and confident participation. LO1: Listen and Respond to Music LO3A: Perform Music - Sing

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

AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS

CCE 2021 aims to develop in our students:

- a) Good character: Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;
- b) Resilience and social-emotional well-being: Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;
- c) Future readiness: Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life; and
- d) Active citizenship: Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.

SCOPE OF LEARNING

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

a) CCE Lessons

These lessons, which include CCE Form Teacher Guidance Period (FTGP), CCE Mother Tongue Languages (MTL) and Programme for Active Learning (PAL), provide the time for teachers to engage and build relationships with their students through discussions and effective classroom strategies. Broadly, there are three ways CCE lesson time is used:

- (i) explicit teaching of values, and social and emotional skills, which addresses the holistic developmental needs of students, e.g. understanding emotions and how to regulate them, learning how to manage relationships, and developing skills for responsible decision-making and deepening moral values and one's cultural identity in CCE (MTL).
- (ii) equipping students with knowledge and skills to better understand and navigate the real-world, e.g. understand mental health issues, navigate cyberspace responsibly, make appropriate educational and career choices, appreciate family life, understand Singapore's racial and religious diversity; and
- (iii) providing opportunities for contribution to family, school and community through Values in Action (VIA) projects. Time will be given to identify the needs and establish the intent of project, planning the activities and reflecting on learning.

b) Key Student Development Experiences

Student development experiences (SDEs) are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral and social domains.

Key SDEs are programmes and activities that all Singapore schools provide for all their students. These comprise the following:

- Co-Curricular Activities (CCA);
- Cohort Learning Journeys (LJs);
- Education and Career Guidance (ECG) Experiences;
- National Education (NE) Commemorative Days;
- Outdoor Adventure Learning (OAL) Cohort Camps;
- Student Leadership Development (SLD) Programmes; and
- Values in Action (VIA), including Everyday Responsibilities.

For each of these programmes and activities, specific CCE learning outcomes are articulated, and planned activities are incorporated with the intention of realising the identified learning outcomes. These activities are based on experiential learning pedagogy, including dialogue, discussion and reflection, and intentional application of values, social-emotional, and civic competencies.

c) School-based Initiatives

As every school context is different, and the needs, interests and abilities of students vary within each context, schools design and implement programmes and activities for CCE that cater to the profile of their students. These school-based initiatives also take reference from the CCE learning outcomes and apply the guiding principles of student-centricity, intentionality and coherence to ensure that the students' learning experiences meaningfully blend in with the overall whole-school approach to CCE.

d) Other Subjects

In primary school, CCE complements other learning platforms and subjects in the development of students. Social Studies, Music and Art are subjects with natural opportunities to explore national identity, contemporary issues, as well as Singapore's constraints and vulnerabilities. The teaching of English and Mother Tongue Languages also provides opportunities to hone students' sensitivity towards others and learn communication skills for relationship building. Physical Education (PE) allows for students to learn sportsmanship and take responsibility for a healthy lifestyle.

Besides linking CCE learning outcomes to content knowledge in other subject areas, the learning of values and social-emotional competencies can also occur through teachable moments. As students interact with one another through group activities, they learn the skills of working together harmoniously, appreciating diversity and active listening. They also learn how to demonstrate values such as respect, integrity and responsibility as they are encouraged to do their best in various learning tasks and relate to their teachers and fellow classmates. They demonstrate care as they look out for and support their classmates and friends in times of need.

e) Personal Application

For CCE to be meaningful for students, they should be taught to reflect on their character growth as a lifelong process. There are many authentic learning opportunities within and beyond school for our students to develop the habit of self-reflection and gratitude. As

they practise thinking back on positive and negative life experiences, they consider what can be learnt from these experiences and commit to working towards better versions of themselves. The time they spend in school after lessons, during recess and lunch break with their school mates, as well as after school with their families, friends in the community and other social groups, online and offline, have a great influence on who they are and who they choose to become. CCE provides the knowledge and skills to help our students make sense of their life experiences and the language to express their learning and development.

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

Assessment will be formative and include:

- **Teacher's assessment**
Teacher provides feedback and words of encouragement to motivate students to learn and improve ☐
- **Self-assessment**
Students reflect on their own learning through reflections and self-checklists
- **Peer assessment**
Students give feedback to one another for improvement
- **Parents' feedback**
Parents affirm students' effort through positive comments

School Values

School Values	Desired Behaviours	Practices/ Examples of what I can do.
Respect Believe in my own self-worth & the intrinsic worth of people.	Show genuine consideration for boundaries & rules.	<ul style="list-style-type: none"> ✓ Follow instructions given promptly. ✓ Maintain cleanliness in shared areas by tidying up.
	Demonstrate respect in all interactions, communicate with courtesy.	<ul style="list-style-type: none"> ✓ Greet teachers & peers. ✓ Use polite words like "please", "thank you" & "excuse me". ✓ Listen attentively during conversations & wait patiently for my turn to speak.
Resilience Demonstrate emotional strength & persevere in the face of challenges. Show courage, optimism,	Demonstrate resilience & perseverance when facing challenges.	<ul style="list-style-type: none"> ✓ Learn from mistakes & try again. ✓ Stay focused & complete a task even when it requires more time & effort. ✓ Try different ways to solve a problem or respond to an issue.
	Demonstrate intellectual curiosity through thoughtful questioning,	<ul style="list-style-type: none"> ✓ Ask questions to clarify. ✓ Strive to improve by learning from others to achieve the highest standards.

School Values	Desired Behaviours	Practices/ Examples of what I can do.
adaptability & resourcefulness.	exploration & experimentation.	✓ Express opinions & offer suggestions for improvement.
Responsibility Recognise I have a duty to myself, my family, community, nation & the world & fulfill my responsibilities with love & commitment.	Do things to the best of my ability.	✓ Am punctual for school & class activities. ✓ Take care of personal belongings, space & grooming. ✓ Act in a considerate manner.
	Keep to my words & promises.	✓ Keep up with the deadlines of all assigned tasks, e.g., homework, projects, duties, etc. ✓ Participate actively in school & class activities. ✓ Am aware that choices have consequences & I am accountable for the decisions I make.
Integrity Uphold ethical principles & have the moral courage to stand up for what is right.	Be honest & sincere in both words & actions.	✓ Complete work & tasks to the best of my ability. ✓ Own up to my mistakes & not blame others. ✓ Speak the truth with tact.
	Do the right thing even when it is difficult to do so.	✓ Return item that do not belong to me. ✓ Follow rules at home, in school or on digital platforms even when no one is watching. ✓ Speak up against what is wrong.
Care Act with kindness & compassion & contribute to the betterment of the community & the world.	Value self & others.	✓ Am sensitive to the feelings of others. ✓ Listen attentively to peers in need. ✓ Consider how my actions & words affect others in both digital & in-person interactions.
	Show care for others & the environment.	✓ Use school & public property with care. ✓ Contribute actively to conservation efforts, e.g., reducing waste, recycling, etc.
Harmony Promote social cohesion & appreciate the unity & diversity of a multicultural society.	Foster harmony through positive contributions.	✓ Ensure everyone's voice is heard. ✓ Appreciate different perspectives while interacting with others. ✓ Volunteer to help others. ✓ Lead peers by setting a positive example through exemplary actions.
	Be inclusive.	✓ Appreciate & respect people from different social, cultural & religious backgrounds. ✓ Get along well with friends from different races & cultures. ✓ Work with others to contribute to shared goals.

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	How has Singapore developed as a nation since its independence?
	Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	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 <u>Tasks</u> ✓ Activity book ✓ NE passport task ✓ TDD reflections	1. Contributing to the growth in SEA 2. The way we live in SEA <u>Tasks</u> ✓ Activity book ✓ NE passport task ✓ IFD reflections	1. Cooperating together through ASEAN <u>Tasks</u> ✓ 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 and Google Doc.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using Google Slides.
5. Perform simple computations with data using Google Sheets.
6. Collaborate with others using Google Doc, Google Slides and Google Sheets.
7. Perform core computation and coding concepts through simple visual programming-based lessons.
8. Apply Generative AI for content creation.

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
<ul style="list-style-type: none">▪ AI for Fun▪ Creating of a digital storyboard	<ul style="list-style-type: none">▪ Natural Language Processing▪ Safe and responsible use of Generative AI▪ Applying Generative AI for ideation and content creation

ASSESSMENT

Assessment plays an important role in helping teachers to monitor students' progress in their ICT Baseline competencies. 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

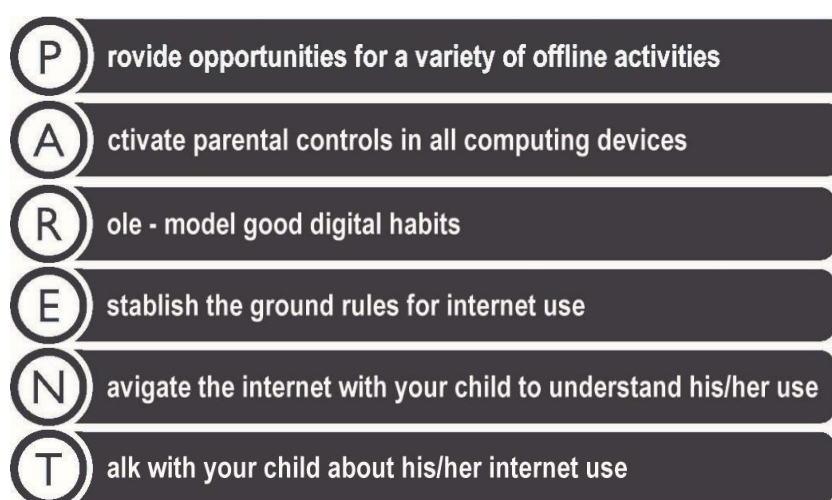
At the end of P6, the following topics will be covered:

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:



HOME-BASED LEARNING (HBL)

Home-Based Learning (HBL) exercises will be conducted in every academic year. For each HBL exercise, students will be assigned both online and offline assignments.

The school will keep parents informed of the HBL schedule for each exercise via the school website. This allows parents to play a complementary role by helping to monitor their children's learning progress and work completion.

Students will receive their HBL schedule through the Student Learning Space (SLS) and can also access it via the school website. This encourages them to take responsibility for their own learning and develop as 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. It serves to empower 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 with 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.

PSLE SCORING SYSTEM

The PSLE is scored using wider achievement bands that reflect a student's individual level of attainment, rather than comparing performance against peers. This scoring approach supports the holistic development of students and provides a clearer understanding of their learning progress at this stage of their education, helping them make informed decisions for their next step.

Achievement Levels (ALs)

Each subject is assessed using eight Achievement Levels (ALs), with AL1 being the highest level of achievement and AL8 the lowest. Students within the same AL are of similar academic ability in that subject.

A student's PSLE Score is calculated by adding the AL scores of the four subjects, giving a total score that reflects overall performance across subjects.

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

Scoring for Foundation Level Subjects

Foundation level subjects are graded using three Achievement Levels, from AL A to AL C. Similar to Standard level subjects, these Achievement Levels reflect a student's level of achievement, rather than performance relative to 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 takes into account the learning and assessment demands of Foundation subjects and provides an indication of a student's readiness to access the secondary school curriculum.

This mapping takes into account the learning and assessment load of Foundation subjects and provides an indication of a student's readiness to access the secondary school curriculum.

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 <u>8 or better</u>
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.

Secondary 1 Posting System – Importance of School Choice Order

Under the current Secondary 1 Posting System, the order of school choices matters, as it is used as a tie-breaker when two or more students with the same PSLE Score and citizenship status compete for the last available place in a school. This approach recognises that families consider various factors when selecting secondary schools, such as the school's ethos, culture, programmes, CCAs, and the distance between home and school.

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 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(Wk 8 / 6 min / 40 m)</u> Component: Reading and Viewing Format of Paper: 1. Reading Aloud: 15m 2. Stimulus based conversation: 25m	<u>Weighted Assessment 2</u> <u>(Wk 8 / 1h 10 min / 50 m)</u> Component: Writing and Representing Format of Paper: 1. Situational Writing: 14m 2. Continuous Writing: 36m	<u>Preliminary Examination</u> <u>(Wk 5 / 6 min / 40 m)</u> Component: Reading and Viewing Format of Paper: 1. Reading Aloud: 15m 2. Stimulus based conversation: 25m <u>(Wk 6 / 45 min / 20 m)</u> Component: Listening and Viewing Format of Paper: 1. Picture Matching and Texts Comprehension <u>(Wk 8 / 1h 10 min / 50 m)</u> Component: Writing and Representing Format of Paper: 1. Situational Writing: 14m 2. Continuous Writing: 36m <u>(Wk 8 / 1h 50 min / 90 m)</u> Component: Language Use Format of Paper: 1. Grammar MCQ: 10m 2. Vocabulary MCQ: 5m 3. Vocabulary Cloze: 5m 4. Visual Text Comprehension: 5m 5. Grammar Cloze: 10m 6. Editing for Spelling and Grammar: 10m	PSLE

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

Foundation English Language Primary 6 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<p><u>Weighted Assessment 1</u></p> <p><u>(Wk 8 / 6 min / 20 m)</u> Component: Reading and Viewing Format of Paper: 1. Reading Aloud: 8m 2. Stimulus based conversation: 12m Scope of Testing: 1. Term 1 STELLAR Units 2. Term 1 School-based Packages</p>	<p><u>Weighted Assessment 2</u></p> <p><u>(Wk 8 / 40 min / 25 m)</u> Component: Language Use Format of Paper: 1. Form Filling: 3m 2. Editing for Grammar: 3m 3. Editing for Spelling: 3m 4. Synthesis: 3m 5. Comprehension Cloze: 3m 6. Comprehension OE: 10m Scope of Testing: 1. Term 1 and Term 2 STELLAR Units 2. Term 1 and Term 2 School-based Packages</p>	<p><u>Preliminary Examination</u></p> <p><u>EYE</u></p> <p><u>(Wk 5 / 6 min / 20 m)</u> Component: Reading and Viewing Format of Paper: 1. Reading Aloud: 8m 2. Stimulus based conversation: 12m <u>(Wk 6 / 35 min / 15 m)</u> Component: Listening Comprehension Format of Paper: 1. Picture Matching and Texts Comprehension <u>(Wk 8 / 1h 10 min / 25 m)</u> Component: Writing and Representing Format of Paper: 1. Situational Writing: 9m 2. Continuous Writing: 16m <u>(Wk 8 / 1h / 40 m)</u> Component: Language Use Format of Paper: <u>Booklet A</u></p>	<p>PSLE</p>

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		<ol style="list-style-type: none"> 1. Grammar: 5m 2. Punctuation: 2m 3. Vocabulary: 3m 4. Visual Text Comprehension: 5m <p><u>Booklet B</u></p> <ol style="list-style-type: none"> 1. Form Filling: 3m 2. Editing for Grammar: 3m 3. Editing for Spelling: 3m 4. Synthesis: 3m 5. Comprehension Cloze: 3m 6. Comprehension OE: 10m <p>Scope of Testing:</p> <ol style="list-style-type: none"> 1. Term 1 to Term 4 STELLAR Units 2. Term 1 to Term 4 School-based Packages 	

Mathematics Primary 6 Standard Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(Wk 8/ 30 m, 45 min)</u> Format of Paper: <u>Paper 1</u> (no calculator) 7 MCQ 10 SAQ Topics 1. Algebra 2. Numbers to 10 million 3. Fractions 4. Ratio 5. Percentage	<u>Weighted Assessment 2</u> <u>(Wk 7 30 m, 45 min)</u> Format of Paper: <u>Paper 2</u> (calculator) 4 SAQ 6 LAQ Topics 1. Fractions 2. Ratio 3. Percentage 4. Circles 5. Angles 6. Volume	<u>Preliminary Examinations</u> <u>(Wk 8/ 100 m)</u> Format of Paper: <u>Paper 1</u> (no calculator, 1h 10 min, 50 m) MCQ SAQ <u>Paper 2</u> (calculator, 1h 20 min, 50 m) SAQ LAQ Topics All Semester 1 & 2 topics	PSLE

Mathematics Primary 6 Foundation Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(Wk 8/ 30 m, 45 min)</u> Format of Paper: <u>Paper 1</u> (no calculator) 7 MCQ 10 SAQ Topics 1. Fractions 2. Decimals 3. Percentage	<u>Weighted Assessment 2</u> <u>(Wk 7/ 30 m, 45 min)</u> Format of Paper: <u>Paper 2</u> (calculator) 8 SAQ 4 LAQ Topics 1. Fractions 2. Decimals 3. Percentage 4. Average 5. Pie Charts 6. Volume	<u>Preliminary Examinations</u> <u>(Wk 8/ 80 m)</u> Format of Paper: <u>Paper 1</u> (no calculator, 1h, 46 m) MCQ SAQ <u>Paper 2</u> (calculator, 45min, 34 m) SAQ LAQ Topics All Semester 1 & 2 topics	PSLE

Science Primary 6 Standard Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(55 min/ 50 m)</u> Format of Paper: 15 MCQ (30m) & 5 OEQ (20m) Topics <ol style="list-style-type: none"> 1. Interaction of Forces (Magnets) 2. Energy Forms and Uses (Light) 3. Energy Forms and Uses (Heat) 4. Energy Forms and Uses (Photosynthesis) 5. Energy Conversion 6. Interaction of Forces (Frictional Force, Gravitational Force, Elastic Spring Force) 	<u>Weighted Assessment 2</u> <u>(55 min/ 50 m)</u> Format of Paper: 15 MCQ (30m) & 5 OEQ (20m) Topics <ol style="list-style-type: none"> 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials 3. Cycles in Plants and Animals (Life Cycles) 4. Interaction of Forces (Magnets) 5. Plant System (Plant Parts and Functions) 6. Human System (Digestive System) 7. Cycles in Matter and Water (Matter) 8. Energy Forms and Uses (Light) 9. Energy Forms and Uses (Heat) 10. Cycles in Plants and Animals (Reproduction) 11. Cycles in Matter and Water (Water) 12. Plant System (Respiratory and Circulatory Systems) 13. Human System (Respiratory and Circulatory Systems) 14. Electrical System 15. Energy Forms and Uses (Photosynthesis) 16. Energy Conversion 17. Interaction of Forces (Frictional Force, Gravitational Force, Elastic Spring Force) 	<u>Preliminary Examination</u> <u>(1 h 45 min/ 100 m)</u> Format of Paper: 30 MCQ (60m) & 10 OEQ (40m) Topics <ol style="list-style-type: none"> 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials 3. Cycles in Plants and Animals (Life Cycles) 4. Interaction of Forces (Magnets) 5. Plant System (Plant Parts and Functions) 6. Human System (Digestive System) 7. Cycles in Matter and Water (Matter) 8. Energy Forms and Uses (Light) 9. Energy Forms and Uses (Heat) 10. Cycles in Plants and Animals (Reproduction) 11. Cycles in Matter and Water (Water) 12. Plant System (Respiratory and Circulatory Systems) 13. Human System (Respiratory and Circulatory Systems) 14. Electrical System 15. Energy Forms and Uses (Photosynthesis) 16. Energy Conversion 17. Interaction of Forces (Frictional Force, Gravitational Force, Elastic Spring Force) 	PSLE

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
	18. Interactions within the Environment	18. Interactions within the Environment	

Science Primary 6 Foundation Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(40 min/ 35 m)</u> Format of Paper: 10 MCQ (20m) & 5 OEQ (15m) Topics <ol style="list-style-type: none"> 1. Interaction of Forces (Magnets) 2. Energy Forms and Uses (Light) 3. Energy Forms and Uses (Heat) 4. Energy Forms and Uses (Photosynthesis) 5. Energy Conversion 6. Interaction of Forces (Frictional Force, Gravitational Force) 	<u>Weighted Assessment 2</u> <u>(40 min/ 35 m)</u> Format of Paper: 10 MCQ (20m) & 5 OEQ (15m) Topics <ol style="list-style-type: none"> 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials 3. Cycles in Plants and Animals (Life Cycles) 4. Interaction of Forces (Magnets) 5. Plant System (Plant Parts and Functions) 6. Human System (Digestive System) 7. Cycles in Matter and Water (Matter) 8. Energy Forms and Uses (Light) 9. Energy Forms and Uses (Heat) 10. Cycles in Plants and Animals (Reproduction) 11. Cycles in Matter and Water (Water) 12. Plant System (Respiratory and Circulatory Systems) 13. Human System (Respiratory and Circulatory Systems) 14. Electrical System 15. Energy Forms and Uses (Photosynthesis) 16. Interaction of Forces (Frictional Force, Gravitational Force) 17. Interactions within the Environment 	<u>Preliminary Examination</u> <u>(1 h 15 min/ 70 m)</u> Format of Paper: 20 MCQ (40m) & 10 OEQ (30m) Topics <ol style="list-style-type: none"> 1. Diversity of Living and Non-Living Things (General Characteristics and Classification) 2. Diversity of Materials 3. Cycles in Plants and Animals (Life Cycles) 4. Interaction of Forces (Magnets) 5. Plant System (Plant Parts and Functions) 6. Human System (Digestive System) 7. Cycles in Matter and Water (Matter) 8. Energy Forms and Uses (Light) 9. Energy Forms and Uses (Heat) 10. Cycles in Plants and Animals (Reproduction) 11. Cycles in Matter and Water (Water) 12. Plant System (Respiratory and Circulatory Systems) 13. Human System (Respiratory and Circulatory Systems) 14. Electrical System 15. Energy Forms and Uses (Photosynthesis) 16. Interaction of Forces (Frictional Force, Gravitational Force) 17. Interactions within the Environment 	PSLE

Standard Chinese Language Primary 6 Assessment Plan 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>(Wk 8 / 10 min / 50 m)</u> Component: Reading and Conversation Format of Paper: 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m	<u>Weighted Assessment 2</u> <u>(Wk 8 / 50 min / 40 m)</u> Component: Writing Format of Paper: 1. Topical/Picture Composition: 40 m	<u>Preliminary Examination</u> <u>(Wk 5 / 10 min / 50 m)</u> Component: Reading and Conversation Format of Paper: 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m <u>(Wk 6 / 35 min / 20 m)</u> Component: Listening Format of Paper: 1. Response to Narratives: 20 m <u>(Wk 9 / 50 min / 40 m)</u> Component: Writing Format of Paper: 1. Topical/Picture Composition: 40 m <u>(Wk 9 / 1h 40 min / 90 m)</u> 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 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
<u>Weighted Assessment 1</u> <u>(Wk 9 / 50 min / 40 m)</u> Component: Writing Format of Paper: 1. Topical Composition/ Continuous Writing: 40 m Scope of Testing: 1. Term 1 HCL Curriculum Writing	<u>Weighted Assessment 2</u> <u>(Wk 8 / 50 min / 30 m)</u> 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 1-8	<u>Preliminary Exam</u> <u>(Wk 9 / 50 min / 40 m)</u> Component: Writing Format of Paper: 1. Topical Composition/ Continuous Writing: 40 m <u>(Wk 9 / 1 h 20 min / 60 m)</u> 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 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
<u>Weighted Assessment 1</u> <u>(Wk 8 / 10 min / 70 m)</u> Component: Reading and Conversation Format of Paper: 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m	<u>Weighted Assessment 2</u> <u>(Wk 8 / 35 min / 30 m)</u> Component: Listening Format of Paper: 1. Response to Narratives: 30 m	<u>Preliminary Exam</u> <u>(Wk 5 / 10 min / 70 m)</u> Component: Reading and Conversation Format of Paper: 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m <u>(Wk 6 / 35 min / 30 m)</u> Component: Listening Format of Paper: 1. Response to Narratives: 30 m <u>(Wk 9 / 40 min / 15 m)</u> 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 2026

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<u>Weighted Assessment 1</u> <u>Wk 8 / 10 min / 50 m)</u> 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	<u>Weighted Assessment 2</u> <u>(Wk 8 / 50 min / 40 m)</u> 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	<u>Preliminary Examination</u> <u>(Wk 5 / 10 min / 50 m)</u> Component: Reading and Conversation Format of Paper: 1. Reading Aloud: 20 marks 2. Video-stimulus Conversation: 30 marks <u>(Wk 6 / 35 min / 20 m)</u> Component: Listening Comprehension Format of Paper: 1. Response to Narratives: 20 marks <u>(Wk 9 / 50 min / 40m)</u> Component: Writing Format of Paper: 1. Topical/Picture Composition: 40 marks <u>(Wk 9 / 1 h 40 min / 90 m)</u> Component: Language Use Format of Paper: 1. <i>Imbuhan</i> : 20 marks 2. <i>Peribahasa</i> : 10 marks 3. <i>Golongan Kata</i> : 10 marks 4. <i>Kefahaman MCQ</i> : 10 marks 5. <i>Frasa</i> : 8 Marks 6. <i>Rangsangan Grafik & Interaksi Penulisan</i> : 10 marks 7. <i>Kefahaman OE & Kosa kata</i> : 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 2025

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

Foundation Malay Language Primary 6 Assessment Plan 2025

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