

P5 Parent Engagement 2026



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P5 Academic Matters

English, Mathematics, Science & Mother Tongue



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English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader

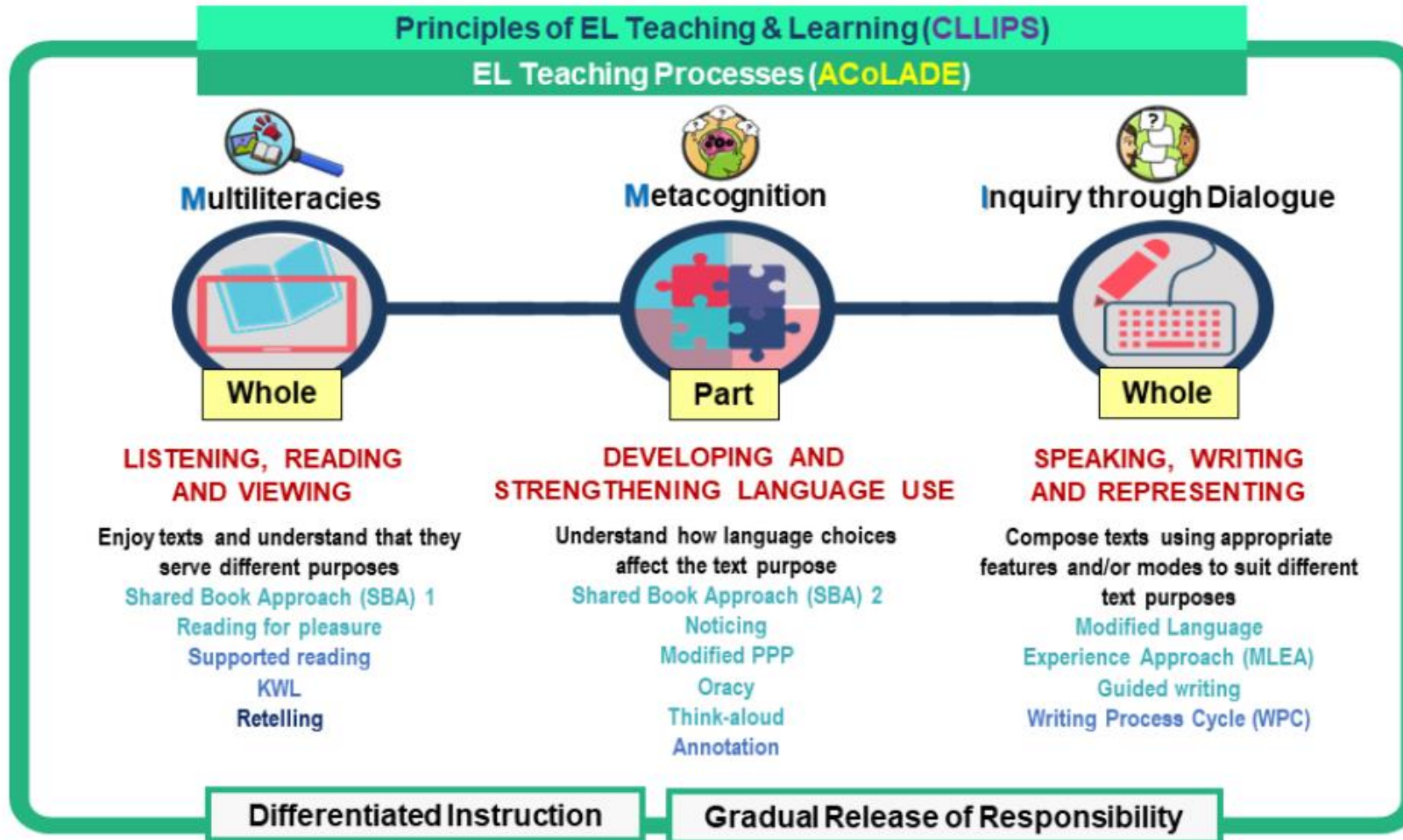


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Curriculum Framework



Guided by
ELS 2020:

Principles of EL
Teaching & Learning
(CLLIPS)

EL Teaching
Processes
(ACoLADE)

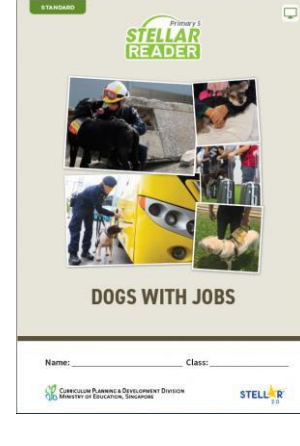
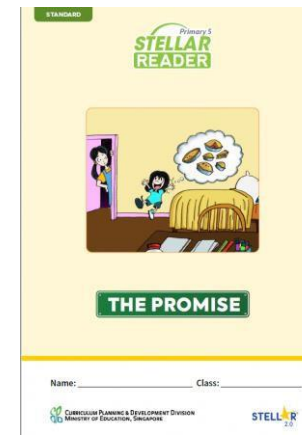
Pedagogical
Emphases (MMI)

Strategies first
introduced at these
levels:

- Lower Primary
- Middle Primary
- Upper Primary

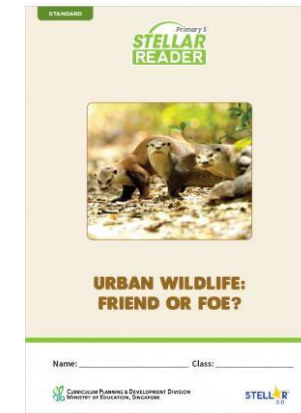
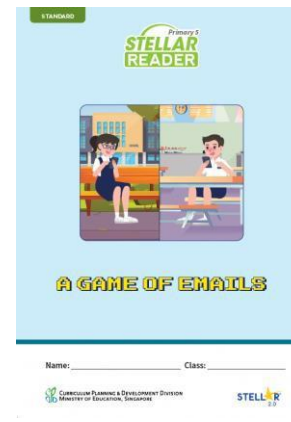
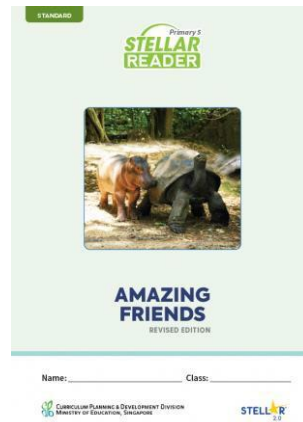
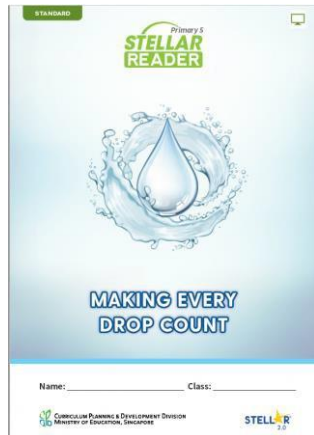


Content



Texts that Entertain

Texts that Describe and Inform
(digital texts)



Text that Explains
(digital text)

Text that Recounts
What Happened

Text that Entertains and Recounts
What Happened

Text that Responds/ Argues,
Evaluates and/or Persuades



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Strategies in **STELLAR** 2.0

LANGUAGE AREA	STRATEGY	
Reading & Viewing	<ul style="list-style-type: none"> Explicit instruction of Reading Comprehension, Annotation, Supported Reading, KWL, Reading for Pleasure through Extensive Reading 	Think Aloud
Writing & Representing	<ul style="list-style-type: none"> Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC) 	
Oracy	<ul style="list-style-type: none"> Weaved in areas of language learning , Explicit Instruction 	
Vocabulary	<ul style="list-style-type: none"> Taught in context 	
Grammar	<ul style="list-style-type: none"> Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production) 	

Learning Resources

STELLAR Readers



P5 Digital Texts



- Learning Sheets (By Unit)
- Supplementary Worksheets
- Listening Comprehension and Oral Communication Booklet
- Situational Writing Booklet
- Online Platforms e.g. SLS, Padlet, Google Classroom etc

Learning Experiences

Read @ ZPS

- ❖ Subscription to Little Red Dot
- ❖ Provision of Class Library Books & Extensive Readers
- ❖ Visit to the School Library
- ❖ Sustained Silent Reading during DEAR



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Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	Language Use [15%]	Language Use and Comprehension [15%]	Refer to the next slide [70%]



EL End-of-Year Exam Format

Component	Marks / Percentage
Paper 1 - Writing Situational Writing & Continuous Writing	50 marks (25%)
Paper 2 – Language Use & Comprehension	90 marks (45%)
Paper 3 – Listening Comprehension	20 marks (10%)
Paper 4 – Oral Communication	40 marks (20%)
Total	200 marks (100%)



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Primary 5 Standard English Language : Situational Writing

Specimen Paper



Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya plant.

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

NEW

You may reorder the points. Remember to write in complete sentences.



Primary 5 Standard EL : Continuous Writing

Write a composition of at least 150 words about making a choice.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the choice?
- What did you consider when making the choice?

You may use the points in any order and include other relevant points as well.



Paper 1 Writing - Expectations Continuous Writing

- ✓ Ensure that the writing is based on the topic and at least one of the given pictures
- ✓ Develop the content adequately
- ✓ Take note of the guiding questions
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- ✓ Learn to use them in continuous writing

Paper 2: Language Use & Comprehension

Booklet A

Component	Marks
Grammar MCQ	10m
Vocabulary MCQ	5m
Vocabulary Cloze MCQ	5m
Visual Text Comprehension	5m

Booklet B

Component	Marks
Grammar Cloze	10m
Editing for Spelling and Grammar	10m
Comprehension Cloze	15m
Synthesis and Transformation	10m
Comprehension OE (10 questions)	20m (1 passage)



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Paper 3: Listening Comprehension

P6 Std EL LC (40 min)

Total Marks: 20 marks (10%)

This paper comprises 20 multiple-choice questions which assess students' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first seven items. Each text will be read twice. Time will be given for students to read the questions before the first reading of each text.

Students should:

- ✓ Listen actively
- ✓ Take notes
- ✓ Underline keywords in the question



Paper 4: Oral Communication

	P6EL	Total
Reading Aloud Students read aloud a text to suit the purpose, audience and context of a given situation. A preamble stating the PAC will be provided.	15m	40m (20%)
Stimulus-based Conversation Students engage in a conversation with the Examiners on a topic based on a photo stimulus .	25m	

- Reading Aloud and Stimulus-based Conversation components are **delinked** thematically.
- EL and FEL share the **same photo stimulus and first main prompt**.
- Only **3 main prompts**.

Students should:

- ✓ Read widely.
- ✓ Read the newspaper and keep abreast with current issues.
- ✓ Speak confidently using **Standard English**
- ✓ Do not deviate from the topic

Parental Support

- Encourage your child to:
 - Read widely and extensively
 - Use standard English in speech and writing.
 - Use the EL strategies
 - Write neatly and legibly
 - Use a dictionary to learn meanings, pronunciation and proper usage of new words
 - Learn spelling / dictation well

Role models – Read with them, write notes and messages to your child as much as possible



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Mathematics



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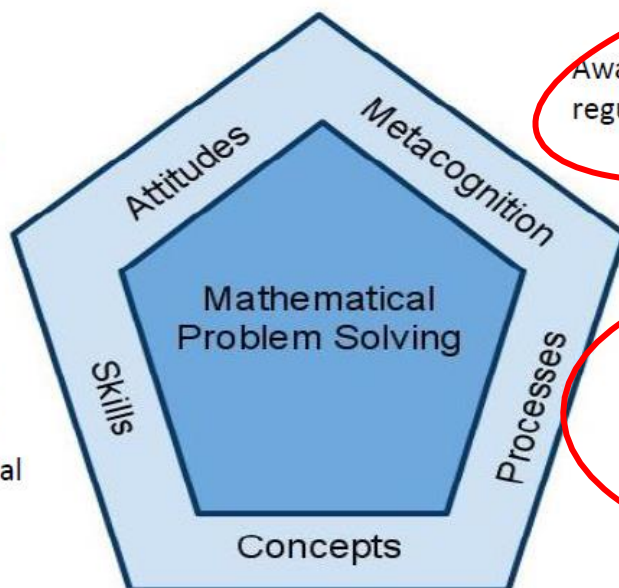


Curriculum Framework

Mathematics Curriculum Framework

Belief, appreciation,
confidence, motivation,
interest and perseverance

Proficiency in carrying out
operations and algorithms,
visualising space, handling
data and using mathematical
tools



Understanding of the properties and
relationships, operations and
algorithms

Awareness, monitoring and
regulation of thought processes

Competencies in abstracting
and reasoning, representing
and communicating,
applying and modelling

Key Focus Areas of the 2021 Primary Mathematics Syllabus

- Continued emphasis of **mathematical processes** such as reasoning, communication and connections that support the development of 21st century competencies (21CC)
- awareness of the **big ideas in mathematics** that will deepen students' understanding and appreciation of mathematics; and
- Greater attention to development of **metacognition** to promote self-directed learning and reflection

Content

Primary 4

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Measurement & Geometry

Area & Perimeter

Angles

Squares & Rectangles

Nets

Symmetry

Statistics

Tables & Line Graphs

Pie Charts

Primary 5 (2025 New Syllabus)

Numbers & Algebra

Whole Numbers (S,F)

Fractions (S,F)

Decimals (S,F)

Percentage (S)

Rate (S, F)

Measurement & Geometry

Area of Triangle (S),

Area & Perimeter (F)

Volume (S,F)

Angles (S,F)

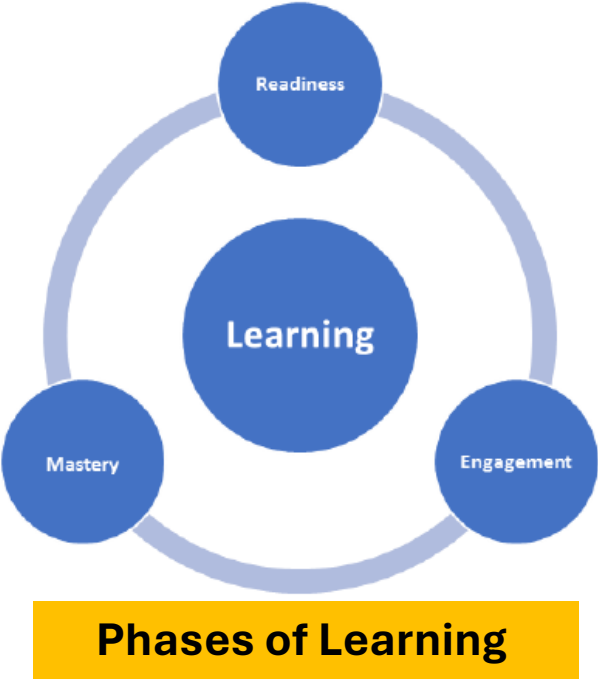
Parallel Lines, Rectangles and Triangles & Quadrilaterals (S)

Time (F)




Statistics

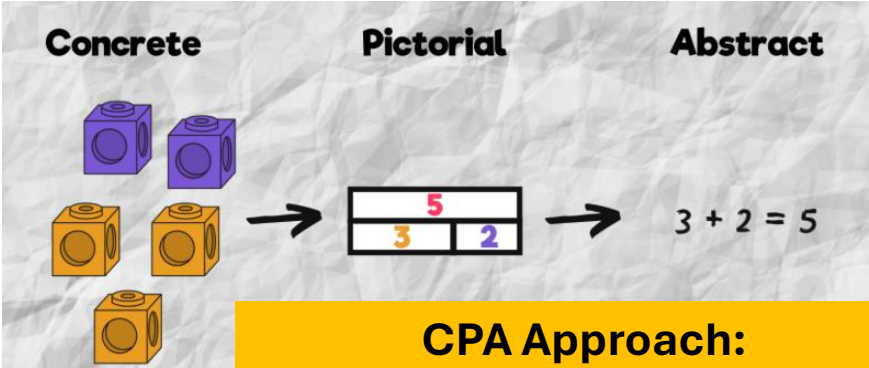
Tables, Bar Graphs & Line Graphs (F)

Strategies



Heuristics & UPDC Framework

Understand 	Have I highlighted the given information?
	Have I identified the hidden information?
	What am I supposed to find in the problem?
Plan 	Which heuristic can I use to solve the problem? <input type="checkbox"/> Draw a model/diagram <input type="checkbox"/> Work backwards <input type="checkbox"/> Look for a pattern <input type="checkbox"/> Make a systematic list <input type="checkbox"/> Guess & Check <input type="checkbox"/> Restate the problem What remains the same? <input type="checkbox"/> Difference <input type="checkbox"/> Total <input type="checkbox"/> One Quantity
	Did I write my equations ?
	Did I use the " = " correctly?
Check (NT.U.C) 	Are the numbers transferred accurately?
	Did I write the correct unit for the final answer?
	Did I check my calculations ?
	Does my answer make sense ?



CPA Approach: Direct Instruction & Activity Based Learning

- **Making Thinking Visible**
- E.g. What makes you say so
- **Math Talk Moves**
- Revoicing, Adding On...
- **Inquiry Based Learning**
- **EdTech as an Enabler**



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Learning Resources

Topical
Learning
Materials

Problem
Solving
Heuristics

Practice
Papers

Online
platforms:
SLS/
Koobits
(<https://www.koobits.com/>)

Textbook & Practice Book



Learning Experiences

- ❖ Active and experiential learning e.g Math Activities
- ❖ Solving word problems using different heuristics
- ❖ Mathematical Reasoning practice



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Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	Format: Section A: Multiple Choice Questions (MCQ) Section B: Short-Answer Questions (SAQ) Section C: Structured / Long-Answer Questions (SQ/LAQ)		



Differences between P4 and P5 Mathematics Examination Format

Primary 4	Primary 5 Standard (New Format)	Primary 5 Foundation (New Format)
<p>Section A : 15 MCQ (30 marks)</p> <p>Section B : 25 SAQ (50 marks)</p> <p>Section C : <u>5 SQ/LAQ</u> (20 marks)</p>	<p>Paper 1</p> <p>Booklet A : 18 MCQ (26 marks)</p> <p>Booklet B : 12 SAQ (24 marks)</p> <p>Paper 2</p> <p>Part 1 : 5 SAQ (10 marks)</p> <p>Part 2 : <u>10 SQ/LAQ</u> (40 marks)</p>	<p>Paper 1</p> <p>Booklet A : 20 MCQ (30 marks)</p> <p>Booklet B : 8 SAQ (16 marks)</p> <p>Paper 2</p> <p>Part 1 : 10 SAQ (20 marks)</p> <p>Part 2 : <u>4 SQ/LAQ</u> (14 marks)</p>



Use of Calculators

- Only for **Paper 2**
- Only calculators approved by Singapore Examinations & Assessment Board (SEAB) will be allowed in the examination.
- The list of approved calculators is available on SEAB's website:
<http://www.seab.gov.sg>
- School will check and a sticker will be pasted onto your child's approved calculator before the examination.
- All unauthorized calculators will **not** be allowed into the examination room.

Marking Matters

- Marks are awarded for relevant method even if the final answer is wrong.

- **Method Marks**

- Marks are awarded for correct methods.
- Marks will be given even if the answers are wrong.

- **Answer Marks**

- Marks are awarded for correct answers.
- Marks will not be given if the method is incorrect.

It is important to show mathematical thinking clearly (by writing equations, diagrams etc)

- Marks are deducted for:

- **Omission of units or wrong use of units**

Area of rectangle = 28 cm

cm²

5000 = 5 km

m

- **Mathematically incorrect statements e.g. wrong use of equal sign**

20 - 5 = 15 + 3 = 18 x 2 = 36

X

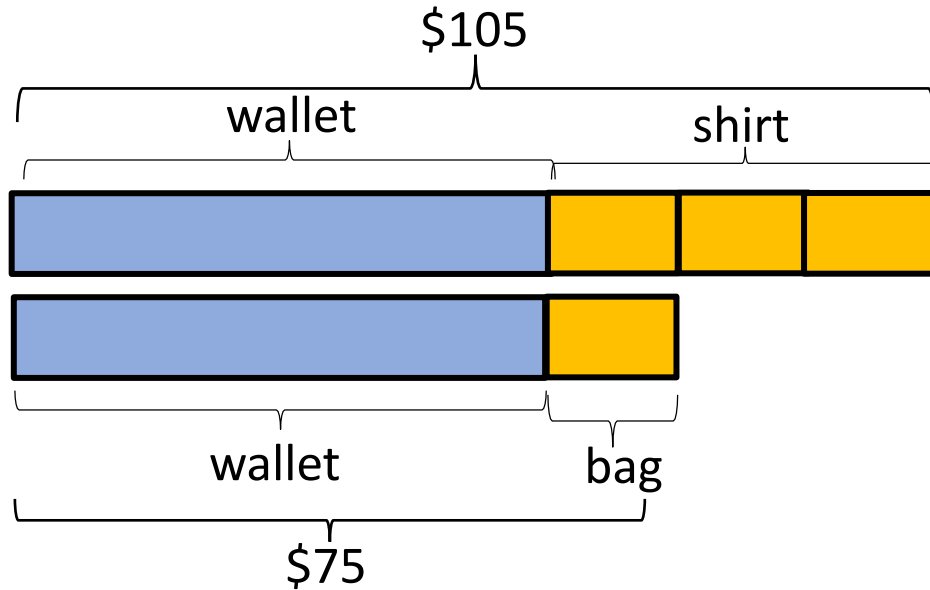
40 + 1.50 = \$1.90

X



Example

The total cost of a wallet and a shirt was \$105. The total cost of the wallet and a bag was \$75. The shirt cost 3 times as much as the bag. How much did the wallet cost?



For a SQ/LAQ, a student can still score marks for the **correct methods shown** even though his/her final answer is incorrect.

Step 1 : Find the difference between the cost of the shirt and the cost of the bag

$$\$105 - \$75 = \$30 \text{ (Method Mark)}$$

Step 2: Find the cost of the bag.

$$2 \text{ units} = \$30$$

$$1 \text{ unit} = \$30 \div 2 \text{ (Method mark)}$$
$$= \$10 \text{ (wrong answer)}$$

Step 3 : Find the cost of the wallet.

$$\$75 - \$10 \text{ (Method mark)}$$
$$= \$65 \text{ (wrong answer)}$$

$$\text{Ans: } \$65 \text{ (No answer mark)}$$

Important to write clear and **systematic** solutions

Parental Support

Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
 - Shopping/Budgeting (Estimation/Decimals)
 - Advertisements/receipts (Whole Numbers/Decimals)
 - Recipe (Measurement)
 - TV programme schedules (Time/Duration)
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation is used
- Practise factual fluency



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Mother Tongue Languages (MTL)



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Curriculum Framework

ACTIVE LEARNERS, PROFICIENT USERS

3 BROAD OBJECTIVES

IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

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

Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.

Civic Literacy &
Cultural Awareness

Language Skills

General Ability



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Content

6 Language Skills

Integrated Use of Language Skills



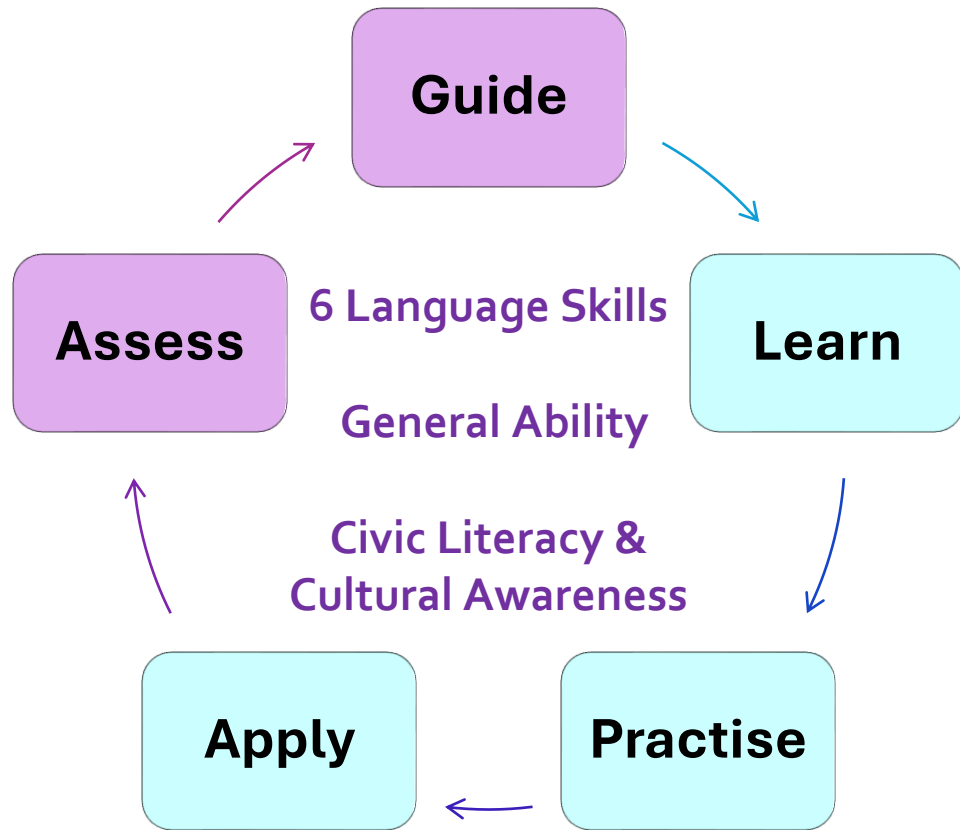
Civic Literacy & Cultural Awareness

Values
Culture
Local Culture
Cross Culture

General Ability

Thinking Skills
Learning Skills
Social Emotional Learning
Communication, Collaboration &
Information Skills

Strategies



- Dialogic Teaching
- Differentiated Instruction
- E-Pedagogy (EdTech)
- Making Thinking Visible
- Language Specific Pedagogies (Explicit Teaching and Skills integration)

Learning Resources

Teaching & Learning in classroom

Printed Materials

Textbooks, Activity Books, Learning Sheets, Supplementary Reading Materials

ICT Resources

Multimedia Learning Resources (Video, Audio Songs, etc), Digital Learning Platforms (SLS, Ezhishi)

Teaching & Learning at home

Printed Materials

Activity Books, Learning Sheets

ICT Resources

Digital Learning Platforms (SLS, Ezhishi) (Games, Learning Tasks, Reading Materials)

Learning Experiences Language & Cultural Exposure

Mother Tongue Fortnight

Promotes cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.



Conversational Chinese and Malay (CCM)



Promotes cross-cultural understanding, encourages students to develop conversational skills in a third language, prepares young Singaporeans for a globalised future and strengthen Singapore's identity as an open, diverse and cohesive society

Reading Programme

Promotes the love for reading and improve literacy skills

- ✓ Class Reading period
- ✓ Supplementary Readings



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GIVER'S
heart



Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)
	Language Use and Comprehension	Writing	Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication

MTL End-of-Year Exam **FORMAT** Standard Mother Tongue

Paper	Duration	Component	Type	Mark	
1	50 min	Composition (2 choose 1) 1. Topic 2. Picture	Open Ended	40 (20%)	
2	1hr 40 min	Language Use & Comprehension			90 (45%)
		Booklet A Part A: Language use Part B: Comprehension 1	MCQ	40 (20%)	
			MCQ	10 (5%)	
		Booklet B Part C: Phrase Part D: Comprehension 2 (includes written interaction)	FIB	8 (4%)	
			MCQ/ Open Ended	32 (16%)	
3		Oral and Listening Comprehension			70 (35%)
	(about 15 min)	Oral Part A: Reading Aloud		20 (10%)	
		Part B: Conversation based on video stimulus		30 (15%)	
	(about 30 min)	Listening Comprehension	MCQ	20 (10%)	



Changes in Examination Format from P4 to P5

--Component Weightage

Component	P4	P5
Paper 1 – Composition	15 marks (15%)	40 marks (20%)
Paper 2 – Language Use & Comprehension	45 marks (45%)	90 marks (45%)
Paper 3 – Oral	30 marks (30%)	50 marks (25%)
– Listening Comprehension	10 marks (10%)	20 marks (10%)

Comparing P4 and P5 Std MTL Paper 1

P4 Paper 1 (40 min)
Total Marks: 15 marks

Picture Composition

(4 series of pictures)

- Write at least 80-100 words
- Helping words will be given

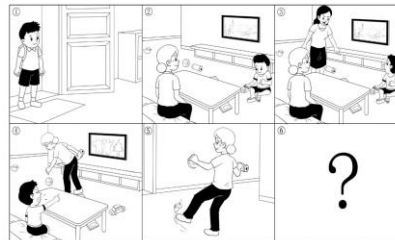
P5 Paper 1 (50min)
Total Marks: 40 marks

Content: 20m
Lang & Org: 20m

Picture Composition

(5 series of pictures + ?)

- Write at least 100-150 words
- Helping words will be given



- Use dictionaries approved by SEAB (refer to MTL teachers or SEAB Website : www.seab.gov.sg)
- Use of digital dictionary only applies to students taking CL and ML only

OR Topic Composition

Sample Topic

‘An event that have taught me the meaning of friendship’
-Write at least 100-150 words



Comparing P4 and P5 Std MTL Paper 2

Paper 2: Language Use & Comprehension

Level	Duration	Marks
Primary 4	1h	45 (45%)
Primary 5	1h 40min	90 (45%)

Comparing P4 and P5 Std MTL Paper 2

Paper 2: Language Use & Comprehension

P4 Paper 2 (40 min)

Total Marks: 15 marks

- **Language Application (Grammar/Vocabulary)**
- **Reading Comprehension 1 (include written interaction)**
- **Reading Comprehension 2**

P5 Paper 2 (50min)

Total Marks: 40 marks

- **Language Application (more Qns) (Grammar/Vocabulary)**
- **Reading Comprehension 1**
- **Reading Comprehension 2 (include written interaction) (2 passages)**



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Comparing P4 and P5 Std MTL Paper 3

Paper 3: Oral

P4 Oral

Total Marks: 30 marks

- Reading Aloud
- Picture Description and Conversation

P5 Oral

Total Marks: 50 marks

- Reading Aloud
- Stimulus Based Conversation

(Thematic Approach, based on video related to a theme – eg. Care for the environment)

Example:

1. Based on the video, tell us what did the little girl do?
2. Apart from using the bin as in the video, what are some other ways to keep the environment clean?
3. How can your school help in getting students to care for the environment?



MTL – Paper 3 (Listening Comprehension)

- ❑ 5 to 7 short passages / graphic stimulus
- ❑ MCQ format (3 choices per question)
- ❑ Duration: 30 to 40 minutes
- ❑ 10% for Standard MTL
- ❑ 30% for Foundation MTL



MTL - PSLE FORMAT Higher Mother Tongue

Paper	Duration	Component	Type	Mark	
1	50 min	Composition (2 choose 1) 1. Topic 2. Continuous Writing	Open Ended	40 (40%)	
2	1hr 20 min	Language Use & Comprehension			60 (60%)
		Part A Language use	FIB/ Response	20 (20%)	
		Part B Comprehension 1	Response	16 (16%)	
		Part C Comprehension 2	Response	24 (24%)	

MTL – Composition

Option	Mother Tongue	Higher Mother Tongue
Choose ONE	Composition 1. Topic OR 2. Picture	Composition 1. Topic OR 2. Continuous Writing
Number of Words Required	100 words and above	200 words and above

- Use dictionaries approved by SEAB (refer to MTL teachers or SEAB Website : www.seab.gov.sg)
- Use of **digital dictionary** only applies to students taking CL and ML only



MTL – Language Use & Comprehension

Mother Tongue	Higher Mother Tongue
<ul style="list-style-type: none"><input type="checkbox"/> Language Application<input type="checkbox"/> Cloze Passage<input type="checkbox"/> Graphic Stimulus (Written interaction)<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"><input type="checkbox"/> Language Application<input type="checkbox"/> 2 Comprehension passages



MTL - PSLE FORMAT **Foundation** Mother Tongue

Paper	Duration	Component	Type	Mark
1	40 min	Language Use & Comprehension	MCQ/FIB	15 (15%)
2	(abt 15 min)	Oral		55 (55%)
		Part 1: Reading Aloud		15 (15%)
		Part 2: Conversation based on video stimulus		40 (40%)
3	(abt 30 min)	Listening Comprehension	MCQ	30 (30%)



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Comparing P5 Std and P5 Fdn

Language Use & Comprehension

Standard Mother Tongue	Foundation Mother Tongue
<ul style="list-style-type: none"><input type="checkbox"/> Language Application (more Qns) (Grammar/Vocabulary)<input type="checkbox"/> Reading Comprehension 1<input type="checkbox"/> Reading Comprehension 2 (include written interaction) (2 passages)	<ul style="list-style-type: none"><input type="checkbox"/> Language Application<input type="checkbox"/> Reading passages

Parental Support

- **Provide a conducive learning environment for MTL learning at home**
 - Converse with your child in MTL at home
 - Watch MTL programme together with your child
 - Read with your child or encourage your child to read
 - Provide exposure to listening, speaking, reading and writing opportunities and activities
 - Leverage on the support materials given (SLS, other ICT learning platform) to support child's learning
- **Monitor child's work and encourage child to seek for help or support from MTL teachers where necessary**



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Science

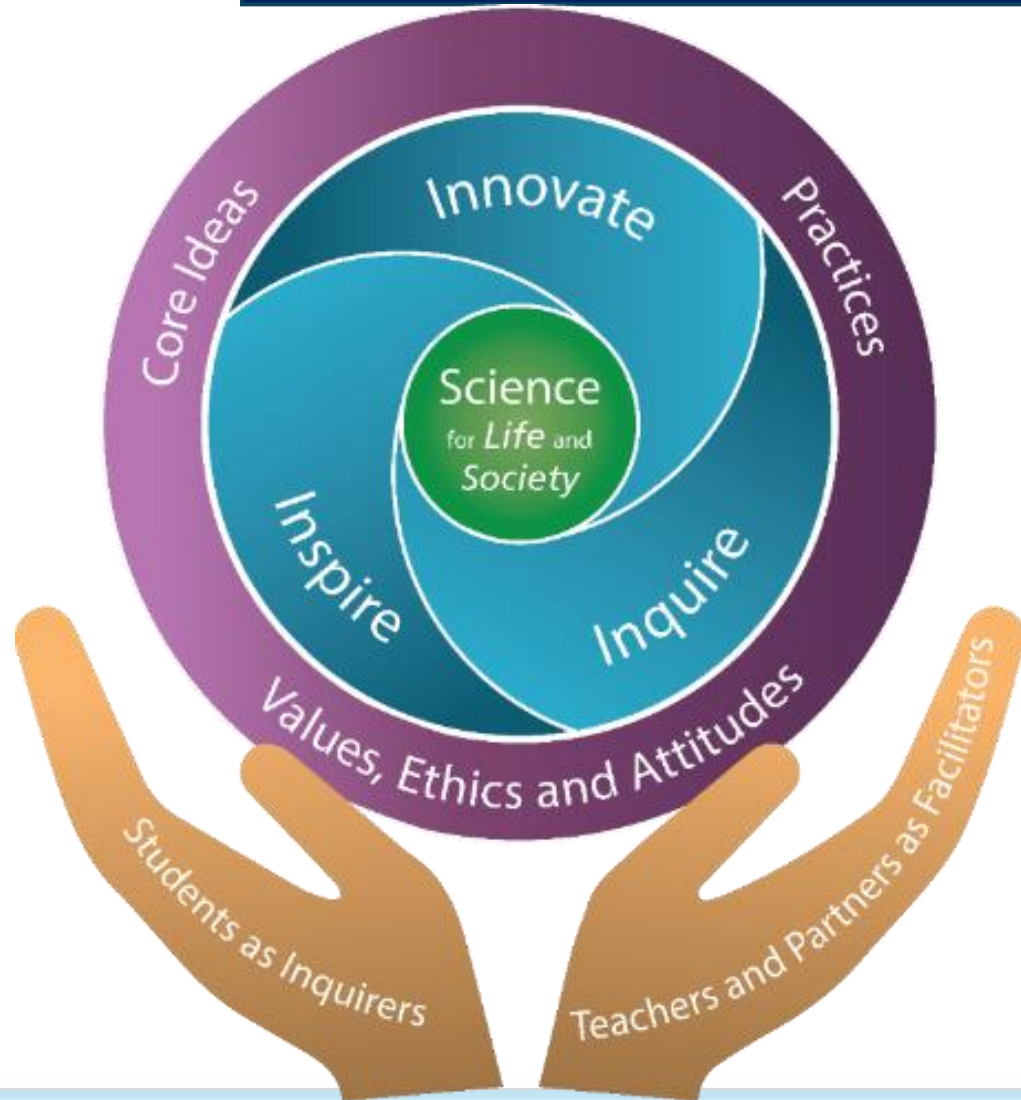


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Science Curriculum Framework - 2023



Goals

Science for Life and Society

Vision - 3Ins

Inspire
Inquire
Innovate

Three Domains

Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders

Students as Inquirers
Teachers & Partners as Facilitators

Content

- Standard Science : Topics / Skills

Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Reproduction in Animals and Plants	<u>Chap 2:</u> Cycles in Water	<u>Chap 3</u> Plant Transport System	<u>Chap 5:</u> Electrical Systems
		<u>Chap 4:</u> The Human Respiratory and Circulatory System	<u>Systems</u> <u>Chap 3:</u> Simple Series and Parallel Electric Circuits



Content

- Foundation Science : Topics / Skills

Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Reproduction in Animals and Plants	<u>Chap 2:</u> Cycles in Water	<u>Chap 3</u> Plant Transport System	<u>Chap 5:</u> Electrical Systems
		<u>Chap 4:</u> The Human Respiratory and Circulatory System	<u>Systems</u> <u>Chap 3:</u> Simple Series Electric Circuits



Syllabus Content (Practices)

Practices of Science

Set of established procedures and processes associated with scientific inquiry

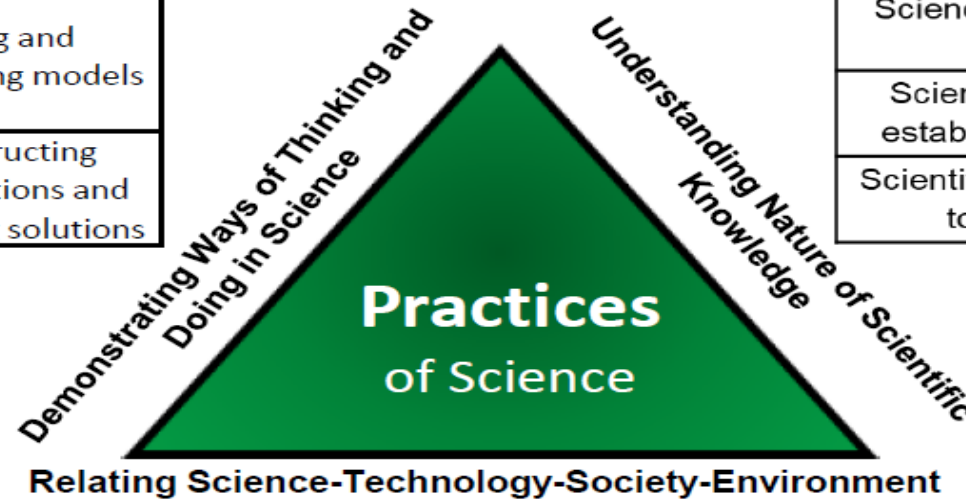
Demonstrating WOTD

Investigating	Evaluating and Reasoning	Developing Explanations and 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		

How scientific knowledge is generated and established

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.

Application of Science in society

Strategies

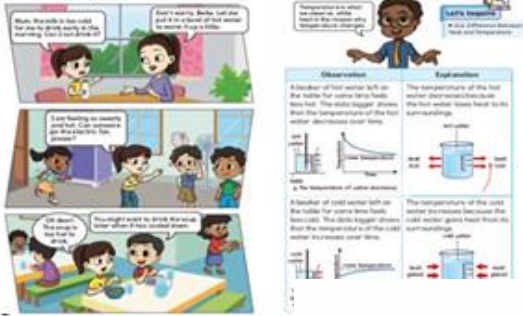
Set of established procedures and processes associated with scientific inquiry

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing Explanations and 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		



Learning Resources

Textbook
through multimodal
representations and
applications to daily life



SPARKLE Kits
through manipulatives and game

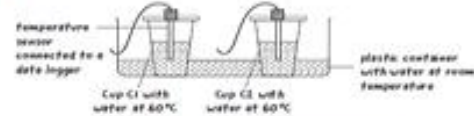


Activity Book
through hands-on learning

Let's Inquire

Part A: In which cup would hot water remain hot for a longer time?

1. Prepare the set-up as shown below.

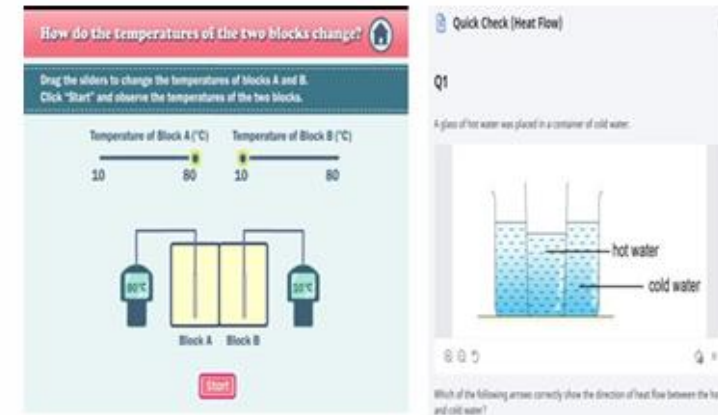


2. Predict in which cup, C1 or C2, the hot water will stay hot for a longer time.

3. Observe the temperatures of the water in cups C1 and C2 over 15 minutes. Record your observations in the table below.

Time (min)	Temperature of the water in cup C1 (°C)	Temperature of the water in cup C2 (°C)
0		
5		
10		
15		

SLS
through videos, interactives and
quick checks



Learning Experiences

P5 – Create & Play



Garden Trails



STEM Curriculum

Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%) Standard Science : 100 marks Foundation Science : 70 marks
	<u>Format:</u> MCQ and Open-ended Questions		
	1) Reproduction in Plants 2) Cycles in Water	1) Plant transport System 2) Respiratory & Circulatory System	All topics learnt in P5 Selected topics learnt in P3 & P4



Parental Support

- **Trigger** curiosity in the things around children by **asking them questions**
- Connect/Relate Science to the things around us
- Visit different places to **experience & observe** living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.
- Encourage children to read Science Books.



Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights
 - ❖ Setting up an Environment Corner
 - ❖ Create & Play
 - ❖ Practising recycling Paper and Plastic bottles
 - ❖ Commemorating International Biodiversity Day
- ❖ We seek our Parents' support in all these initiatives.



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Stretch Programme

For selected students :

English Language

- ❖ Literature programme

Mathematics

- ❖ Math Olympiad Training
- ❖ Math E2K programme

Science

- ❖ Science Olympiad Training
- ❖ Science E2K Lessons



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Learning Support Programme

For selected students :

- ❖ Remedial
- ❖ Consultation
- ❖ Online Revision



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Thank you!

We look forward to your continued partnership this year.

