



Primary Five Meet-The-Parent Session

22 January 2026



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

What to Expect This Year

A new phase for our children – and for parents

- New routines and expectations
- Academic demands increase
- Greater responsibility for self-management
- Parents may also feel the change



Your Role Matters Most

You are your child's strongest support!

- Provide reassurance and build confidence
- Give them space to learn from mistakes
- Encourage effort, not just results



School Support

- Supporting learning at an appropriate pace
- Paying close attention to well-being
- Helping students build confidence and resilience
- Preparing them steadily for future demands



Connecting with the School

- Listen to and understand each other's perspectives and concerns regarding each child.
- Email addresses of all teachers and Key Personnel, including School Leaders, are on the school website.
- Teachers are not required to share their personal numbers with parents.
- You can choose to email or call the General Office who will pass the message for the teacher to return call. However, please give our teachers time to return your call.
- Do keep communication to between 7a.m. and 5p.m. on weekdays during term time.
- We will use Parents Gateway (PG) and email as the main mode of communication, supplemented by phone calls.



Student Recognition Framework:

**Recognising Growth in Every
Learner**

Your Voice. Your Growth. Your Story.

It's often the same people getting awards for the good results. Effort and other talents should be counted too.

Not everyone of us can be top scorer but we worked hard. I vote for that to be recognised too.

Some students are good in PE, Music or Art, not just exams. It's great that we are recognising that now.

Yes, results matter – but is that the only way to measure how far we've come?

We all learn differently... some of us express ourselves better through art, music, or movement.

I love PE so I'm happy there's finally an award for that. There are many strengths you can observe during PE lessons too!

Celebrate The Many Paths to Success

2025

Name of Award	To Recognise...
PE Sports Trailblazer	<ul style="list-style-type: none">• sportsmanship, fair play, and teamwork• effort during physical activities• responsibility, resilience and a positive mindset in sports and games
ART Creative Explorer	<ul style="list-style-type: none">• creativity and originality in students' artistic expression• responsibility in the use of art materials and completion of work• resilience and openness to experimenting with ideas
MUSIC Harmonious Explorer	<ul style="list-style-type: none">• active participation in music lessons.• positive learning attitudes and consistent effort in musical tasks.• resilience, collaboration and empathy in music learning
Resilient Achiever	<ul style="list-style-type: none">• adaptability in faces of challenges.• perseverance and effort• progress and improvement not just final outcomes

Celebrate the Many Paths to Success

Name of Award	Objectives	2025
All-Rounder Award	<ul style="list-style-type: none">• To recognise overall excellence• To promote holistic development and balanced achievement• To nurture future-ready competencies	

It's Not Just About Marks

Removed Awards



Best in Subject by Level



Top 3 in Class



New Awards

More Recognition

- Subject Awards shifted to Class



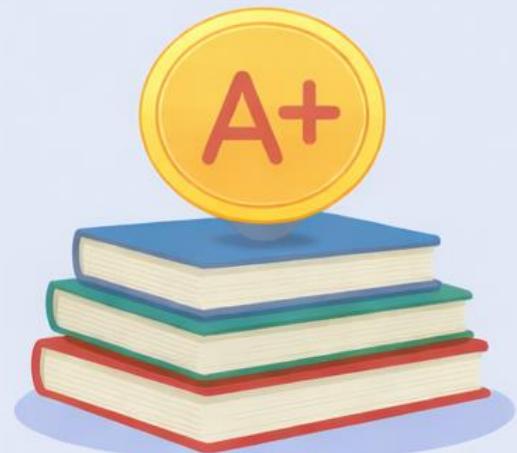
- Recognising Beyond Marks



Resilience Curiosity Innovation

It's About Recognising the Whole child

Academic Results
Still Matter...



&

But So Do
Learning Dispositions



Curiosity Resilience Effort

Both are key for future success

Celebrate How They Think, Communicate and Innovate

2026

Name of Award	To Recognise...
EL Empathetic Communicator	<ul style="list-style-type: none">• excellence in English Language• strong language skills• clear articulation and effective expression
MTL Cultural Language Achiever	<ul style="list-style-type: none">• excellence in Mother Tongue Language• cultural understanding and appreciation• effective communicators
MATH Analytical Problem Solver	<ul style="list-style-type: none">• excellence in Mathematics• flexible thinking and multiple solution pathways• analytical thinking and mathematical resilience
SCIENCE Inquisitive Inquirer	<ul style="list-style-type: none">• excellence in Science• systematic inquiry skills and scientific method application• questioning mindset

Recognising Competencies for the Future

2026

Name of Level Award	Objectives
Linguistics Achiever	<ul style="list-style-type: none">• To recognise excellence in language mastery• To promote bilingualism and cultural awareness• To encourage effective communication across languages• To nurture confident communicators
Future Innovator	<ul style="list-style-type: none">• To recognise excellence in Math and Science• To promote analytical and inventive thinking• To encourage innovative problem-solving• To nurture future-ready competencies



Recognising Competencies for the Future



2026

Name of Level Award	Objectives
BTPS Thinker	<ul style="list-style-type: none">• To recognise students with outstanding thinking skills• To nurture deep thinking capabilities and dispositions• To promote intellectual curiosity
Future-Ready Achiever	<ul style="list-style-type: none">• To recognise students with future-ready capabilities• To nurture 21CC skills like communication and collaboration skills• To promote real-world application in learning

Yes! The Students Can Earn This!

<u>Class</u> Award	No. of awards	Year	
		2025	2026
Top 3 in Class	3	✓	Removed
Empathetic Communicator	1		✓
Cultural Language Achiever	1		✓
Analytical Problem Solver	1		✓
Inquisitive Inquirer	1		✓
Sports Trailblazer	1	✓	✓
Creative Explorer	1	✓	✓
Harmonious Explorer	1	✓	✓
Resilient Achiever	2	✓	✓

Work Towards It, Your Way!

<u>Level</u> Award	No. of Awards	Year	
		2025	2026
Best in Subject	1 per subject	✓	Removed
Linguistics Achiever	2		✓
Future Innovator	2		✓
BTPS Thinker	2		✓
Future-Ready Achiever	2		✓
All-Rounder	2	✓	✓

Thank You

Primary 5 (2026)

Meet-the-Parents Session

Sharing by Year Head

Mrs Angeline Teo

22 January 2026

A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL



Level Motto & Expectations

Level Motto

Lead and Inspire

Expectations

- Be responsible
- Show resilience
- Influence others positively



Growing towards Independence

Self-Awareness & Self-Management

- I will apply my strengths to achieve my goals.
- I can overcome challenges.

Social Awareness & Relationship Management

- I will influence others positively.
- I will value diversity as opportunities to learn.
- I will have the support from others to overcome challenges.



Growing towards Independence

Responsible Decision-Making

- I will always uphold integrity.
- I will be responsible for my decisions and actions.
- I will take care of the environment.
- I will be an upstander.



Focus for P5 in 2026

- Developing **self-leadership**
- Strengthening **self-management skills**
- Cultivating a **growth mindset**



These focus areas support students in becoming more independent and resilient learners.

Self-Leadership Begins with Self-Management

Self-leadership

- Doing the right thing even when no one is watching
- Taking responsibility for behaviour and choices
- Setting a good example without being told

Self-management

- Managing time and coming to class prepared
- Managing emotions and responses
- Thinking before acting and considering consequences

Before they can lead others well,
they must first manage themselves well.



Developing a Growth Mindset

- How students talk to themselves affects how they learn.
- A growth mindset helps students keep trying when learning is hard.

Examples (optional, short):

“This is too difficult” → “I can keep practising”

“I’m not good at this” → “I’m still learning”



Why These Skills Matter in P5?

- Promote greater independence in learning
- Support students in managing increasing academic demands
- Build resilience and confidence as learning becomes more challenging

These skills help students approach learning with confidence, responsibility and perseverance.



Providing a Holistic Education

- P5 Learning Journey to Indian Heritage Centre (Jan)
- P5 AWE Day Out (Mar)
- P5 Internationalisation Programme (May)
- P5 NE Show (Jul)
- P5 Camp (2 – 4 Nov)



Academic Support

Guidelines on Weekly Homework

Levels	Weekly Homework Time (estimated)
P1 and P2	2 - 4 hours
P3 and P4	5 – 7 hours
P5 and P6	8 – 10 hours

Note:

- Lower Primary students complete most of their work in class.
- **Upper Primary students may need more time to complete practice papers as well as to meet the increased demand of the subject.**



Providing Relevant and Timely Information

- Education & Career Guidance (ECG) efforts:
www.moe.gov.sg/schoolfinder
- DSA Talk (April)
- Parent-Teacher-Student conference in May
(for selected students)
- Regular check-ins by Form Teachers



<https://go.gov.sg/findschool>

Sexuality Education Programme

The programme is offered to Primary, Secondary and Post-secondary levels.

- a) Support students in managing their physiological, social and emotional changes as they grow up and develop safe and healthy relationships.
- b) Guide students to make wise, informed and responsible decisions on sexuality matters.
- c) Help students develop a moral compass and respect for themselves and others by having positive mainstream values and attitudes about sexuality that are premised on the family as the basic unit of society.

Sexuality Education Programme

Teachers are trained by MOE Guidance Branch to conduct these lessons.

Lessons are conducted on selected Mondays, during CCE FTGP.

- Students are regrouped by gender for some of the lessons
- Parents/Guardians have a choice to opt their child/ward out of the programme at the beginning of Primary 5 and Primary 6.
- Students who are opted out from the programme will attend Let's CHAT session with another teacher.

Primary 5 Lesson – Did You Know?

The Changes in Me

Did You Know?

Keeping Myself Safe

At Bukit Timah Primary School, the following Sexuality Education lessons will be taught in 2026:



Ministry of Education
SINGAPORE

2026 SEXUALITY EDUCATION LESSONS IN CCE

PRIMARY 5

CCE(FTGP) THEME	LESSON TITLE / DURATION	LESSON OVERVIEW	TIME PERIOD (e.g. Term 1 Week 2)
Growing Years	The Changes in Me (60 min)	This lesson focuses on helping students identify the emotions and stress caused by physical changes during puberty. Students will learn to describe the healthy ways to manage their negative feelings during this time. They will also learn to recognise that one's identity need not be negatively affected, even when one's body is experiencing changes due to puberty. <i>This lesson is conducted separately for boys and girls in different classrooms, so that the students will feel more comfortable during the discussions.</i>	Term 3 Week 8 17 August 2026
	Did You Know? (60 min)	This lesson focuses on helping students know what pornography is and how it can affect themselves and others. Students will learn about the dangers of being exposed to sexually explicit materials and reject the viewing and/or reading of pornographic materials.	Term 3 Week 9 24 August 2026

Keeping Myself Safe from Harmful Content



Stop
Sense the dangers.

How do I know that this image or content is not safe for me?

- Does the image or content make me feel uncomfortable, weird, scared, confused or guilty?
- Can I understand what the content is about?
- Is it healthy/unhealthy, safe/unsafe, right/wrong if I view the image or content?



Think
about the consequences.

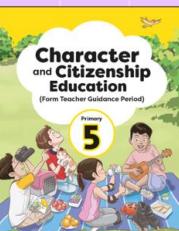
What are my choices and how will they affect me?

- How will it affect the way I view myself and others?
- Is it something that is against the school rules/the law?
- How will my parent/teacher respond if they see me looking at this image or content?
- Is it what I believe/think is important?



Do
Act responsibly.

- Stop looking or viewing the image or content. E.g. Close the website immediately. Click 'Control-Alt-Delete' if the site does not allow you to exit.
- Tell a trusted adult such as _____
- Share with him/her any information that led you to this image/content.



Character and Citizenship Education (Form Teacher Guidance Period) Primary 5

Primary 6 Lesson – Are We More Than Friends?

Are We More Than
Friends? (1)

Are We More Than
Friends? (2)

Ways to Cope with Infatuation

What are some helpful ways for me to cope?

- Being aware of my feelings and telling myself that feelings of infatuation are normal and part of growing up.
- Talking to a trusted adult like my parents, teacher or school counsellor.
- Focusing my time and attention on healthy activities and interests such as picking up a new sport or learning to play a musical instrument.

What are some ways that are not helpful and healthy?

- Telling the person whom I like about my feelings immediately.
- Being upset and jealous when I see the person I like talking to other friends.
- Bottling up my thoughts and feelings and not sharing them with someone I trust.

Why is this helpful?

- Acknowledging my feelings gives me time and space to make responsible decisions.
- A trusted adult can offer emotional support and guidance to act responsibly.
- Feelings of infatuation tend to be short term and these feelings become less intense over time.

Why is this not helpful?

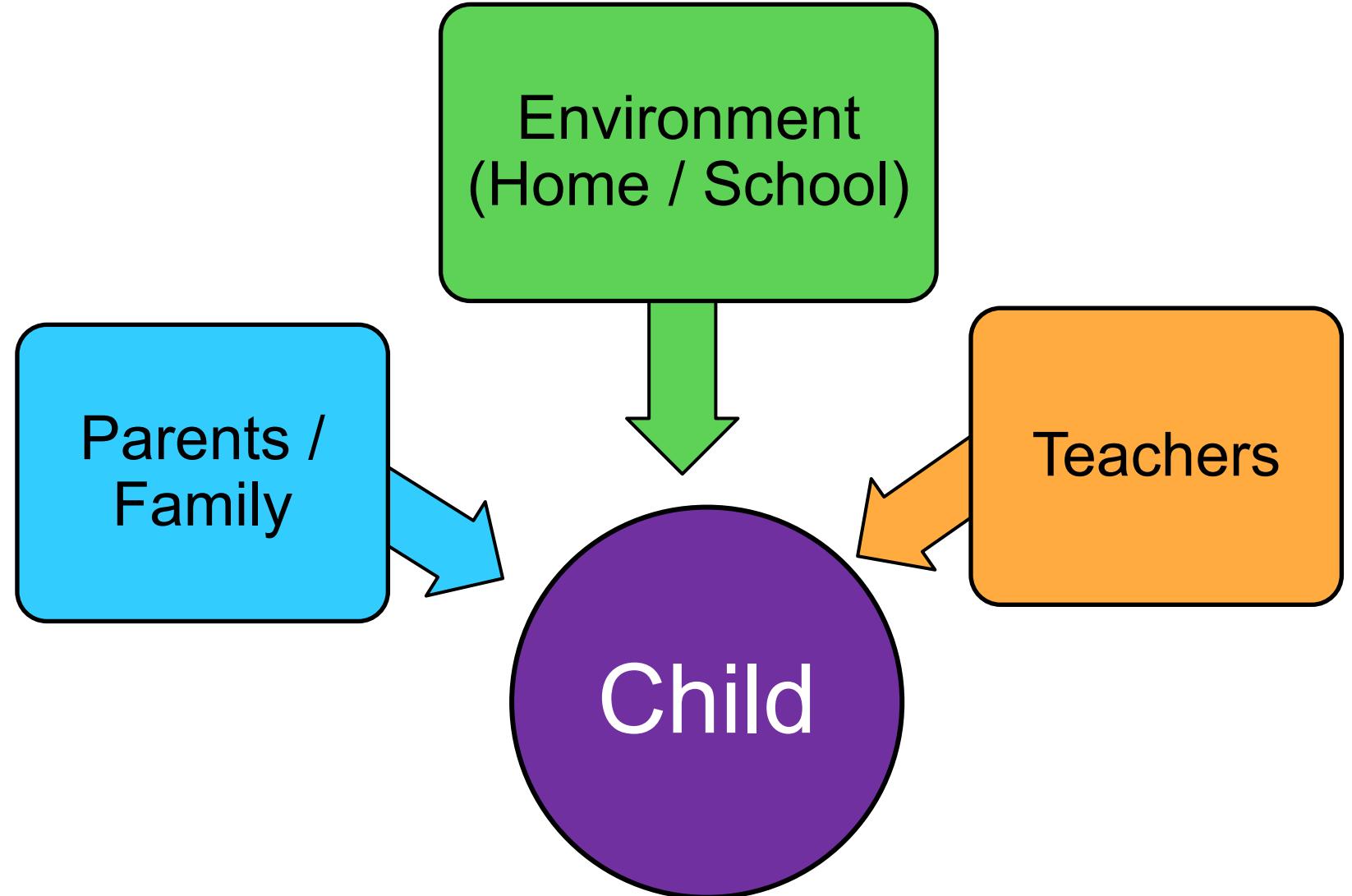
- The other person may not know how to react, and this will affect the friendship in the long term.
- It makes everyone feel awkward and affects the friendships of everyone involved.
- Unhealthy habits may be formed when I try to deal with these strong emotions on my own.

We need to show respect to others and act responsibly when we make any decisions.

Sexuality Education Programme

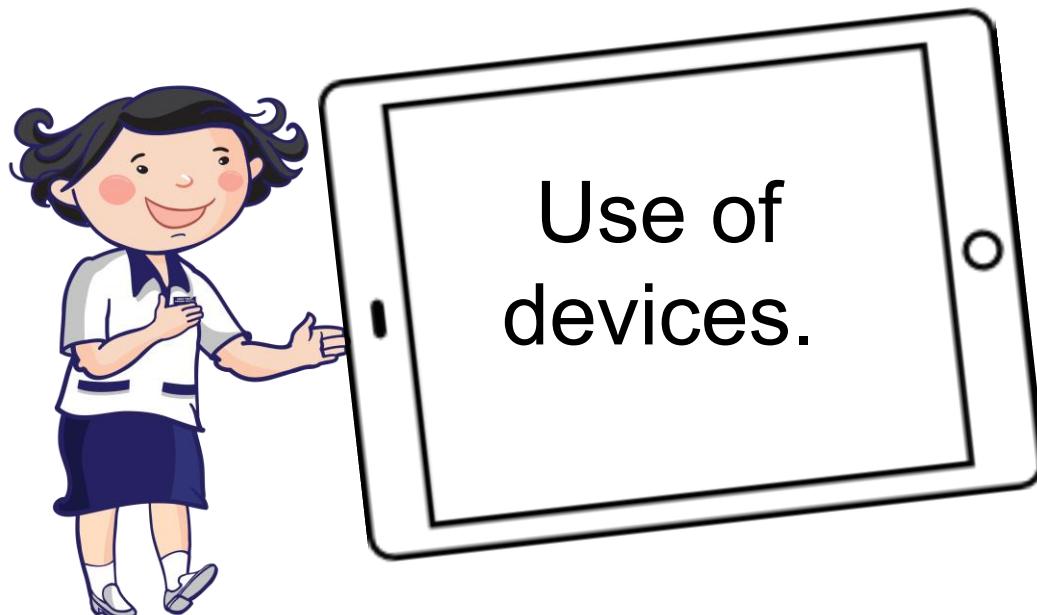
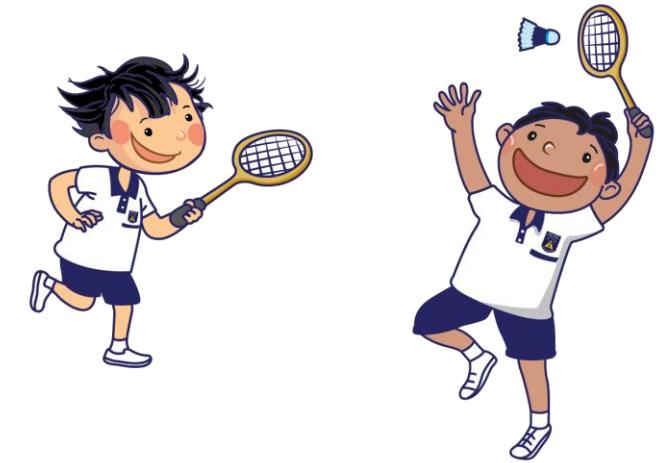
- Programme details and lesson information will be available on the school website.
- Parents/guardians may opt their child/ward out via the PG app
- Opt-out students will attend Let's CHAT sessions with another teacher

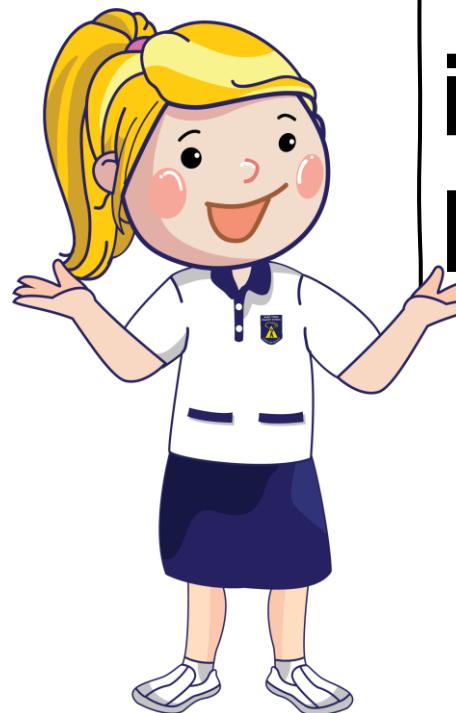
Who matters in this equation?



Mental Well-being of the student

- Balance between studying and leisure.
- Balance between structure and autonomy.
- Balance between encouragement and consequences.





**We will now move on to the
subject briefings for more
information on your child's
Primary 5 journey.**

Meet-the-Parents Session

Thank You



A PRESENTATION BY
BUKIT TIMAH PRIMARY SCHOOL



Sharing to Parents

Primary 5

22 January 2026

Mdm Anita Francis

francis_anita_chitra@schools.gov.sg



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Welcome to Upper Primary

A journey towards **growth, greater independence and stronger partnerships**

**Primary 5
journey**



building the habits, confidence and resilience that will carry them through Primary 6 and beyond

**Teachers – guide,
challenge and support
your children**

**Parents – role shifts from
directing learning to
supporting independence**

At Primary 5 (Standard)

Paper	Primary 4	Primary 5	
1	Composition (20 marks)	Situational Writing (14 marks) Composition (36 marks)	* Visual Text Comprehension
2	Booklet A (14 marks) Booklet B (36 marks)	Booklet A (25 marks)* Booklet B (65 marks)**	**Editing **Comprehension
3	Listening Comprehension (14 marks)	Listening Comprehension (20 marks)	Cloze
4	Reading (6 marks) Stimulus-based Conversation (10 marks)	Reading (15 marks) Stimulus-based Conversation# (25 marks)	#Photograph

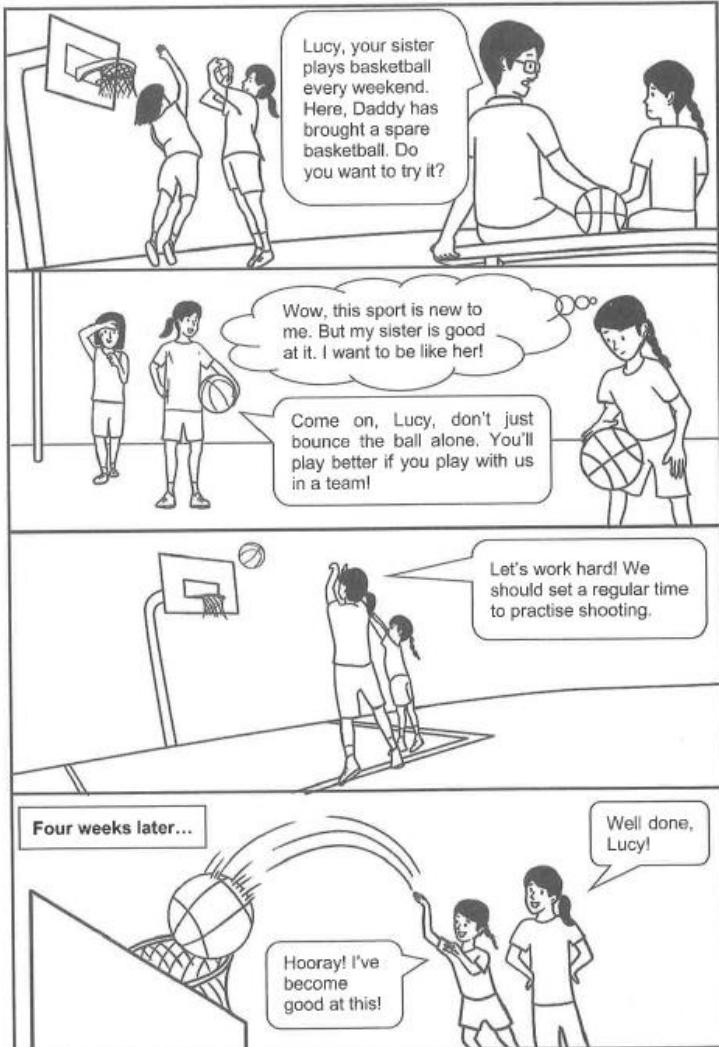
At Primary 5 (Foundation)

Paper	Primary 4	Primary 5	
1	Composition (20 marks)	Situational Writing (9 marks) Composition (16 marks)	* Visual Text Comprehension
2	Booklet A (14 marks) Booklet B (36 marks)	Booklet A (15 marks)* Booklet B (25 marks)**	** Form Filling **Editing **Comprehension Cloze
3	Listening Comprehension (14 marks)	Listening Comprehension (15 marks)	
4	Reading (6 marks) Stimulus-based Conversation (10 marks)	Reading (8 marks) Stimulus-based Conversation# (12 marks)	#Photograph

2025 Situational Writing (PSLE)

Part 1: Situational Writing (14 marks)

- 1 The pictures below show Lucy taking up a new sport. Study the pictures carefully.



Your Task

Imagine you are Lucy.

Write an article for the class noticeboard to tell your classmates about your experience learning the new sport.

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 article, include the following key information:

- why you wanted to learn basketball
- what you did when you first received a basketball
- two things you did to improve yourself in this sport
- how long you took to be good at shooting a basketball
- one way you have benefitted from this sport.

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

2025 Stimulus-based Conversation (PSLE)

2

PSLE ENGLISH LANGUAGE STIMULUS-BASED CONVERSATION



- taking perspectives
- justifying opinions
- taking a stand

Teaching & Learning @ BTPS (EL)



Key Pedagogical Approaches

Inquiry-based Learning
using
Thinking Routines

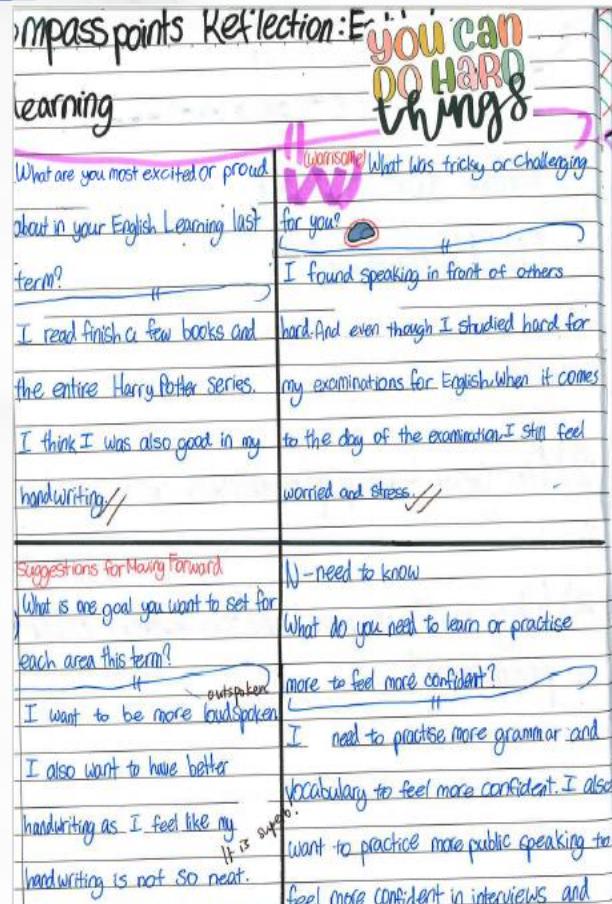
Experiential
Learning



Uniquely BTPS EL Programmes

Journalling:

Connecting Thinking, Language and Experience



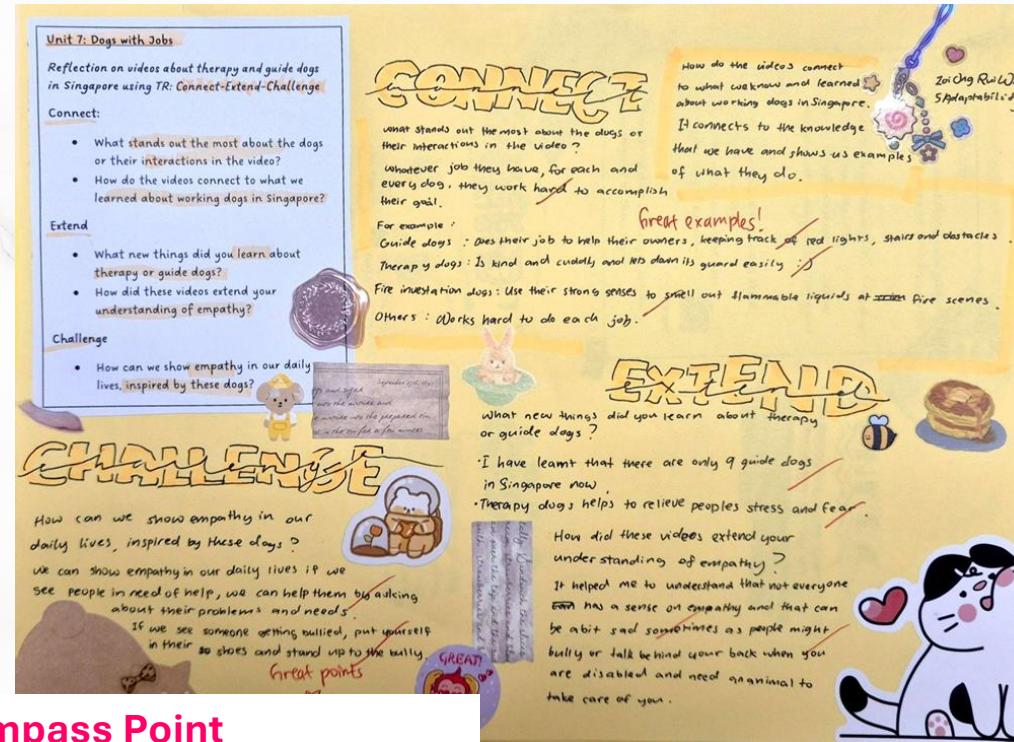
Structure of the thinking routine, Compass Point

N – needs

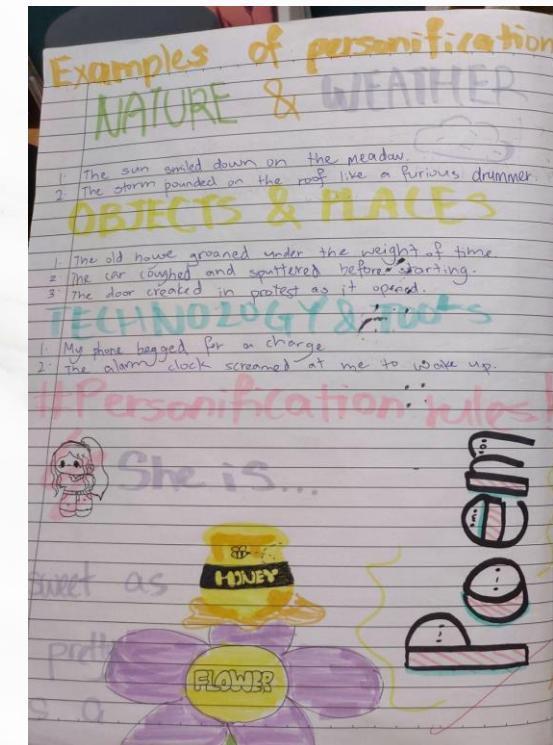
S – stance, steps, suggestions

E – excitements

W – worries

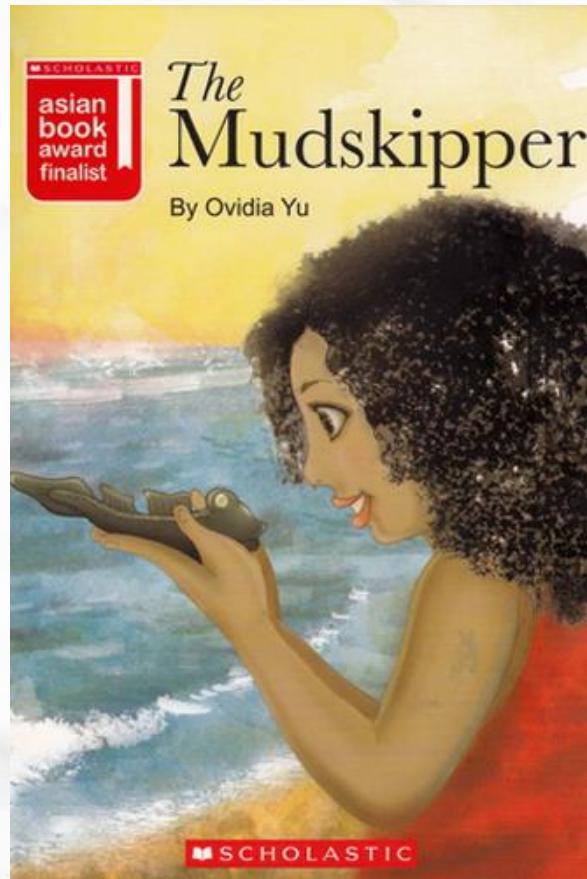


provide students with a platform to explore different aspects of learning the English Language and make it a fun and engaging experience



Uniquely BTPS EL Programmes

Primary 5



SingLit Programme: Discovering local voices and perspectives

introduces students to a rich range of local literature that celebrates Singapore's voices, heritage, and experiences.

THE MUDSKIPPER

the Mangrove Swamp
The Big House

The Big House (chapter 1, 3, 5)

A powerful sentence that caught my attention: Chp: 5 Pg: 33

The house Lizhi's father grew up in a huge mess

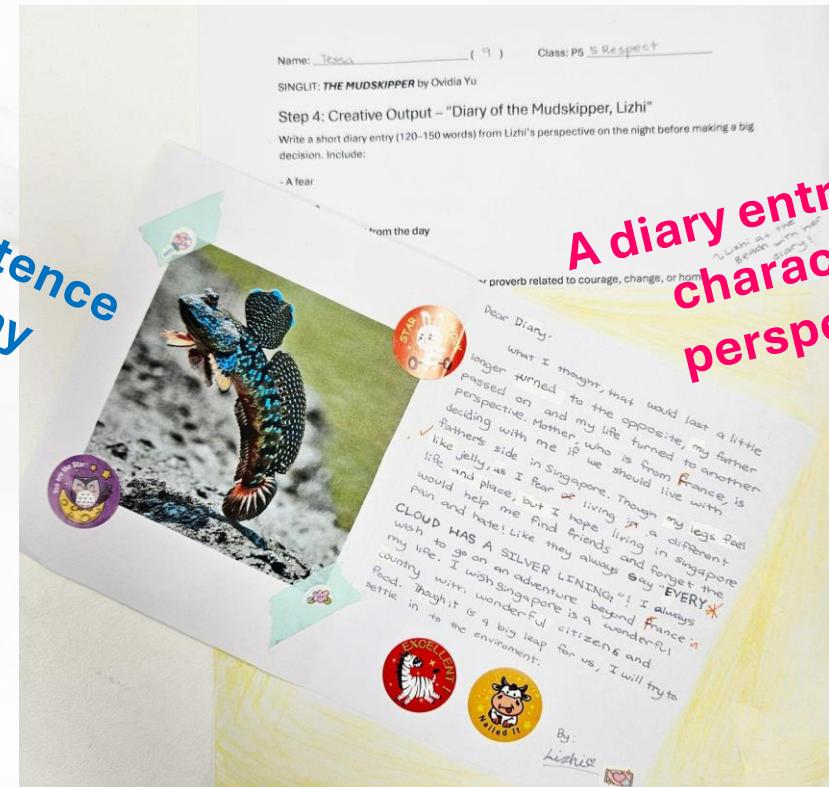
But why? it catch my attention

In the book, it often states that the father was always focused on drawing that he forgot everything else. This sentence can show either that the habit started from young and he was doing something and then he got distracted and he just threw it away, eventually making a mess.

DIARY ENTRY - 28 MAY - WEDNESDAY

I was just eating some fruits in the early morning when suddenly out of the blue, there were visitors! This never happened before so I hid behind a wall and was the visitors were... Jurassic! My son's wife? But my son is a year ago... And the child, that I waited for, imagined of... I did not even know her name! I had some jailbird and my son so many letters but they had not replies I was angry, and now I still kind of was. They had just come out of a taxi. Juliette and the taxi driver as if the child was admiring one house. The taxi driver then Bum Bum hurriedly came to open the gates. So,

A powerful sentence that caught my attention



A diary entry from a character's perspective

Assessment Plan 2026

Level	Term 1	Term 2	Term 3	Term 4
P5	Listening Comprehension (10%)	Booklet A and Situational Writing (15%)	Modified Booklet B (Editing + Synthesis and Transformation, Comprehension open-ended) (15%)	EYE (60%)
P5 FEL	Listening Comprehension (10%)	Booklet A and Situational Writing (15%)	Modified Booklet B (Synthesis and Transformation, Comprehension open-ended) (15%)	EYE (60%)

P5 End-of-Year Examination (EYE) Format

Standard English

Candidates will be assessed in the following areas:

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing ----- Continuous Writing	OE OE	50	25%	1 h 10 min
2	Language Use and Comprehension	OE / MCQ	90	45%	1 h 50 min
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication	OE	40	20%	About 10 min (5 min preparation time; about 5 min examination time)
Total			200	100%	

P5 End-of-Year Examination (EYE) Format

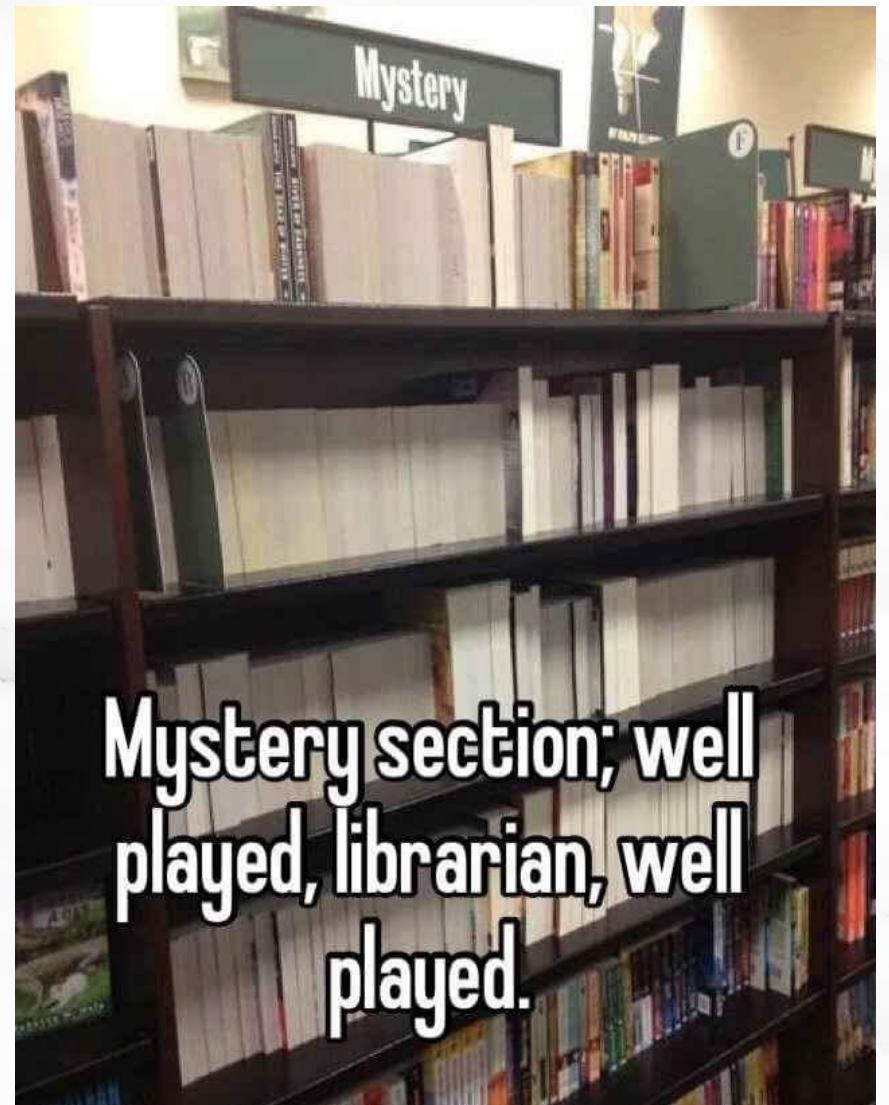
Foundation English

Candidates will be assessed in the following areas:

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing ----- Continuous Writing	OE OE	25	25%	1 h 10 min
2	Language Use and Comprehension	OE / MCQ	40	40%	1 h
3	Listening Comprehension	MCQ	15	15%	About 35 min
4	Oral Communication	OE	20	20%	About 10 min (5 min preparation time; about 5 min examination time)
Total			100	100%	

Support your child at home

- **Engage in purposeful conversations**
 - encourage clear explanations and reasons
- **Support independent reading**
 - discuss ideas and meaning, not speed
- **Guide structured writing habits**
 - encourage the practise of clear paragraphs and neat presentation
- **Maintain healthy routines**
 - support consistency without excessive drilling



Thank You



Mother Tongue Language (MTL) Curriculum Briefing

22 January 2026



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

MTL Subjects Offered at Primary 5

FMTL

Foundation
Mother Tongue
Language

MTL

Standard
Mother Tongue
Language

HMTL

Higher
Mother Tongue
Language

Primary 5 MTL Assessment Framework

P5 Mother Tongue Language

Schedule	Component	Weightage
Term 1 23 Feb – 10 Mar	Listening Comprehension	10%
Term 2 28 Apr – 15 May	Paper 2: Comprehension	15%
Term 3 3 Aug – 21 Aug	Paper 1: Composition	15%
Term 4 6 Oct – 27 Oct	End of Year Exam (EYE)	60%

Primary 5 HMTL Assessment Framework

P5 Higher Mother Tongue

Schedule	Component	Weightage
Term 1 23 Feb – 10 Mar	Paper 2: Language Use	10%
Term 2 28 Apr – 15 May	Paper 1: Composition	15%
Term 3 3 Aug – 21 Aug	Paper 2: Comprehension	15%
Term 4 6 Oct – 27 Oct	End of Year Exam (EYE)	60%

Primary 5 FMTL Assessment Framework

P5 Foundation Mother Tongue Language		
Schedule	Component	Weightage
Term 1 23 Feb – 10 Mar	Listening Comprehension	10%
Term 2 28 Apr – 15 May	Oral Conversation	15%
Term 3 3 Aug – 21 Aug	Language use : Paper 1	15%
Term 4 6 Oct – 27 Oct	End of Year Exam (EYE)	60%

Primary 5 EYE MTL Examination Format

Components	Marks	Weightage (%)
Language Paper	90	45
Oral	50	25
Composition	40	20
Listening Comprehension	20	10
Total	200	100

Primary 5 EYE HMTL Examination Format

Components	Marks	Weightage (%)
Language Paper	60	60
Composition	40	40
Total	100	100

Primary 5 EYE FMTL Examination Format

Components	Marks	Weightage (%)
Language use: Paper 1	15	15
Oral	55	55
Listening Comprehension	30	30
Total	100	100

Criterion for Offering HMTL at Primary 6

Overall Results	HMT	MT
At the end of P5	Pass	Minimum 75%

E-Oral Assessment



E-Oral Examination	(25%)
Reading Aloud	(10%)
Video Description & Conversation	(15%)

Conversation Prompts Sample

Q1. Share with us ONE of your observation in the video.

Q2. Apart from what you have seen in the video, relate to us your personal experience on a good deed.

Q3. What do you think the school or the community can do to promote acts of kindness?

Support for Students

- ✓ Provide targeted after-school support for selected students.
- ✓ Use bite-sized assessments and revision papers to reinforce learning.
- ✓ Build listening and oral skills through regular SLS practices.
- ✓ Partner parents to support learning at home.

Partnership with Parents

Create a conducive environment to learn MTL

- Set aside regular time for MTL revision at home.
- Discuss news/current affairs to build speaking confidence.
- Read with your child/ward and listen to them read (texts/storybooks).
- Practise timed composition writing.
- Encourage and support your child consistently.

Thank You



Primary 5 Science

MTPS

Mr Christopher Khoo
HOD Science
22 January 2026



Adaptive Learner, Empathetic Leader and Future-Ready Citizen

Science Teaching and Learning @ P5

- Programme for Science Learning
 - ASC Programme – Supporting Science learning.
 - Work Like a Scientist (Selected) – Exploration on Plant Tissue Culture
- Resources for Teaching and Learning
 - Inspiring Science Textbook and Activity Book
 - SAM Journals
 - Topical Review & Examination Practice Paper
- Additional Resources
 - CER approach to tackle structured questions
 - Topical Checklist, CRI, Examination Review



Science Around Me (SAM Journal)

1. Strive for the best
 2. Pose questions and find out more on their own
 3. Explain their thinking using relevant science concepts
 4. Link science learning to life
 5. Reflect on their learning



MELTING

Change in state

Solid gains heat → Liquid

Temperature at which solid changes state to become liquid

Up pure water (0°C)

The breaker of (ice + water) will remain at 0°C until all ice has melted

ice \rightarrow water

Time (min)

Temp ($^{\circ}\text{C}$)

Time	0 0 0 0 0
Temp	\checkmark (1 1 1 1 1)
6	1 2 3 4 5

Reasons FRIENDS

- There were impurities in the water.
- There's too much movement of the probe.

Did you know?

The temperature where there is no heat at all is called the absolute zero which is 0 Kelvin , or -273.15 degrees Celsius (-459.67 degrees Fahrenheit.)

Explanation: Absolute zero represents the point where

BOILING

Differences between BOILING & EVAPORATION

Boiling takes place at a fixed temperature.

Evaporation takes place at the surface of the liquid while boiling takes place throughout the liquid.

DIFFERENCES between BOILING & EVAPORATION.

Evaporation takes place at any temperature while boiling takes place at a fixed temperature.

Evaporation takes place at the surface of the liquid while boiling takes place throughout the liquid.

Temperature: 155°C

Science

cells

bacteria

birds

Living things

cats

chemicals

human body

Fungi

Reproduction

Flowers

Life cycles

Non-flowering plants

Animals

Jain

Ram VSL

Certainty Response Index (CRI)

Bukit Timah Primary - Certainty of Response Index (CRI)

CRI 1: Wild Guess CRI 2: Reasonable Guess

CRI 3: Fairly Sure CRI 4: Sure



Qn	CRI 1	CRI 2	CRI 3	CRI 4	CRI 1/2 Correct	CRI 3/4 Wrong	Action to be taken
1							

Primary 5 2023 Syllabus: Content Change

(-) Remove cell system as a topic

**(+) Introduce concept of cell as
basic unit of life under Cycles in
plants and animals (Reproduction)**

Science Weighted Assessment @ P5

All	Term 1	Term 2	Term 3
Weightage	10%	15%	15%
Schedule	23 Feb (Mon) - 10 Mar (Tue)	27 Apr (Mon) - 15 May (Fri)	3 Aug (Mon) - 21 Aug (Fri)

Standard	Term 1 - 2	Term 3
Base Mark	40	20
Format	MCQ, Structured Questions	Performance task
Duration	50 min	50 min



Science End-of-Year Examination (EYE) Format

All	Term 4
Weightage	60%
Schedule	21-27 Oct



Standard

Duration: 1 h 45 min

Booklet	Type of Questions	Number of Questions	Marks
A	MCQ (2 marks)	30	60
B	Structured (2-5 marks)	10-11	40
	TOTAL	40-41	100

Adjustment to Topic Sequence (Semester 2)

- To better support students' learning progression, the order of topics in Semester 2 will be adjusted as follows:
- First:
 - Chapter 5: Electrical Systems
 - Chapter 6: Simple Series and Parallel Electric Circuits
- Then:
 - Chapter 3: Plant Transport System
 - Chapter 4: Human Respiratory and Circulatory Systems



Partnership with Parents

How can you help your child?

- Monitor their homework, eventually work towards them taking ownership of their own learning.
- Ensure that revision of content in textbooks is done.
- Encourage them to draw MindMaps to sum up their knowledge.
- Get them look through the topical/practice/exam papers done.
- Encourage them to ask questions when unsure.
- Get them to observe things around them and link them to the Science concepts that they learn in school.
- **Be encouraging and supportive!**



Thank You

