



CURRICULUM MATTERS

Primary 6

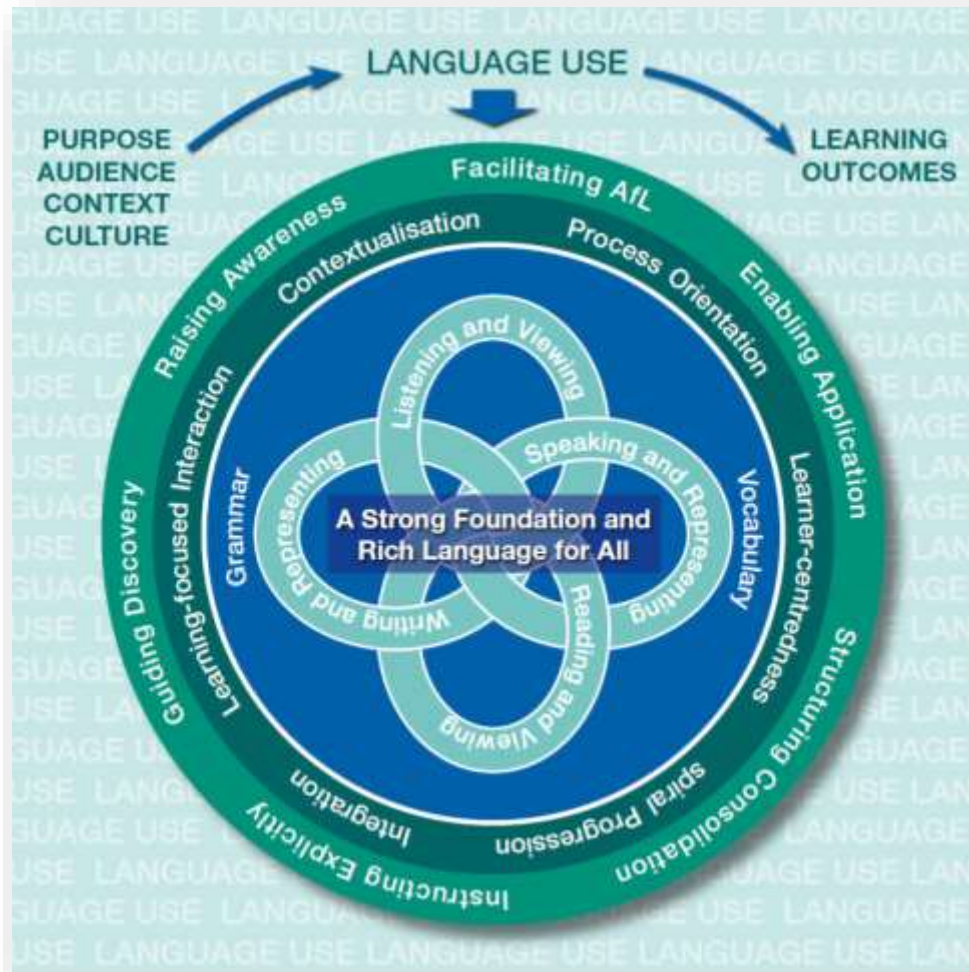


ENGLISH LANGUAGE

Primary 6



Areas of Language Learning



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



An Overview of Curriculum

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

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



What is STELLAR?

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

STراتيجيات for **E**nglish **L**anguage **L**earning **A**nd **R**eadings

- Teaching and learning of English using more speaking and listening activities
- Children learn reading and writing using rich and interesting books, with discussions led by the teacher

STELLAR Pedagogic Framework (P3b to P6)

Sustained Silent Reading

a) Supported Reading
b) KWL
c) Retelling

Writing Process
Cycle

1

**Reading for
understanding
& enjoyment**

- prediction & questioning
- reading strategies
- text types
- text features

2

**Explicit teaching of
language items,
structures & skills**

- word study
- grammar
- vocabulary
- media & visual literacy

**Follow-up activities,
e.g.,**

- oracy
- project work
- information literacy

3

**Sentence
manipulation**

- sentence expansion
- sentence combining

**Whole Text
Study**

4

**Class
Writing**

5

**Group
Writing**

6

**Individual
Writing**

7

Differentiated lessons

E.g., Guided Reading, Word Study, Listening, Writing, Speech & Drama, Grammar, Research

Scaffolding for Success

Weaving between whole - parts - whole



Examination Components

PAPER		COMPONENTS		POSSIBLE STRATEGIES
EL	FEL			
1 / [Oct]	27.5%	Writing	Situational Writing	-Write cards, emails, reports
			Continuous Writing	-Write journals/diary, blogs, supervised entries (social media), short stories, poems
2 / [Oct]	47.5%	Language Use & Comprehension		-Read posters, flyers, advertisements
				-Fill up forms -Take part in competitions -Play games
3 / [Sep]	10%	Listening Comprehension		-Listen to radio/TV/instructions
				-Watch good programmes
4 / [Aug)	15%	Oral Communication (Reading Aloud & Stimulus-based Conversation)		-Read aloud different text types
				-Converse frequently



Paper 1 : Writing

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

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





Paper 2 : Language Use & Comprehension

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

- Read a variety of genres (books/e-books)
- Read posters, flyers, advertisements
- Fill up forms (hard copies/online)
- Take part in competitions
- Play games (Wordle, word search, charades, Pictionary, board games)

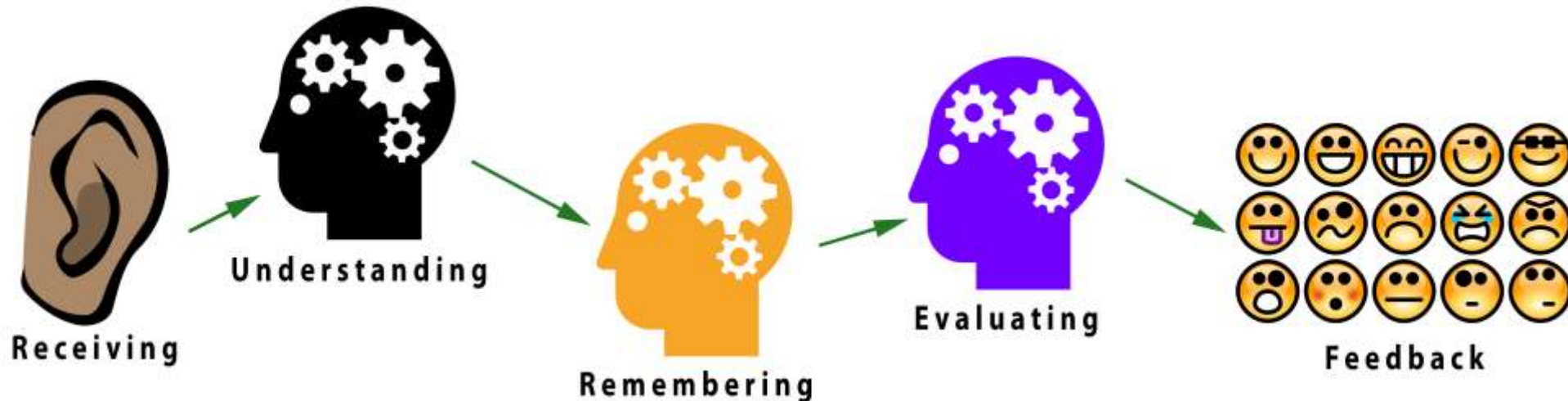




Paper 3 : Listening Comprehension

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

- Listen to radio/TV/instructions
- Listen to audio books (Libby, Get Epic)
- Watch good programmes (Toggle, Netflix, Disney+)



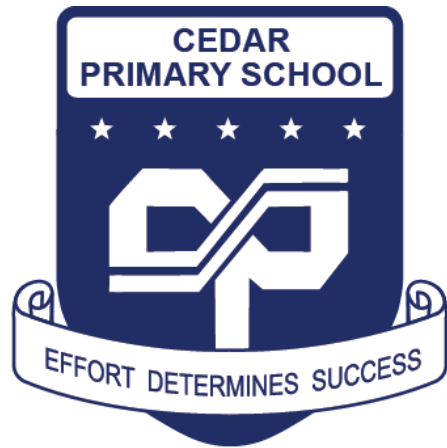


Paper 4 : Oral Communication

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

- Read aloud different text types (narrative, information, announcements)
- Converse frequently (standard vs non-standard English)
- Create fun and engaging content (videos, etc)



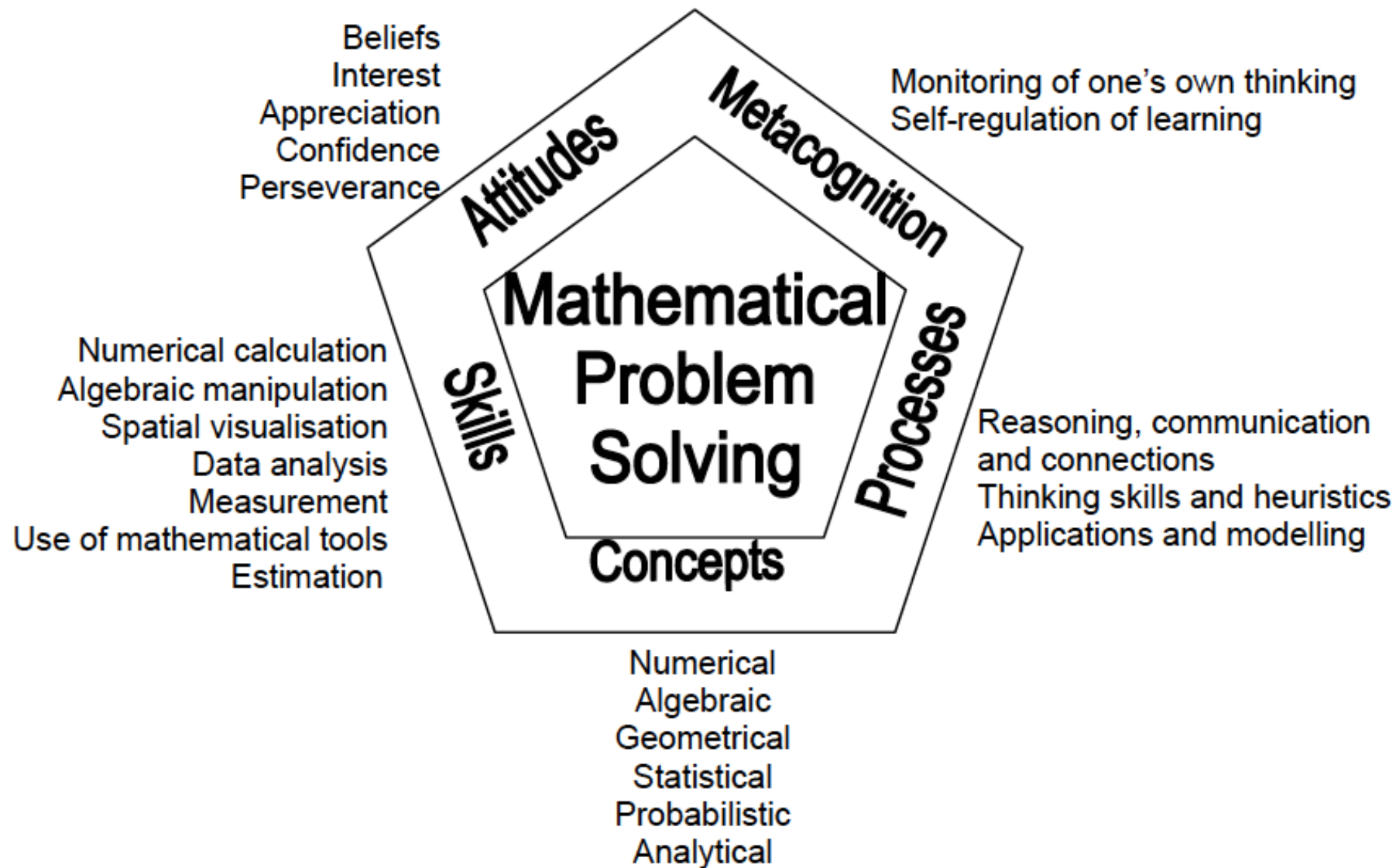


MATHEMATICS

Primary 6



MOE Math Framework





P6 PSLE Math Syllabus - Standard

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

Content

Numbers and Algebra (45%) –

- Whole Numbers, Fractions, Decimals (25%)
- Percentage, Ratio (10%)
- Rate and Speed (5%)
- Algebra (5%)

Measurement (20%) – Time / Length / Area and Perimeter / Volume

Geometry (20%) – Angles / Nets / Triangles / Quadrilaterals / Circles

Statistics (15%) – Average / Tables and Line Graphs / Pie Charts



P6 PSLE Math Syllabus - Foundation

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

Content

Numbers (30%) - Whole Numbers / Fractions / Decimals

Percentage (10%)

Rate (5%)

Measurement (25%) – Time / Area and Perimeter of Square, Rectangle, Triangle and Composite Figure / Volume of Cube and Cuboid and Liquid

Geometry (15%) – Perpendicular and Parallel Lines / Angles / Properties of Triangle

Statistics (15%) – Average / Pie Chart / Tables, Bar Graphs and Line Graph



Assessment - Format

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

Primary 6 Standard	<p>Paper 1 (45%) <i>without use of a calculator</i></p> <p>Booklet A – 15 Multiple Choice Questions (20%)</p> <p>Booklet B – 15 Short Answer Questions (25%)</p>
	<p>Paper 2 (55%) <i>with use of a calculator</i></p> <p>5 Short Answer Questions (10%)</p> <p>12 Long Answer Questions (45%)</p>



Assessment - Format

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

Primary 6 Foundation

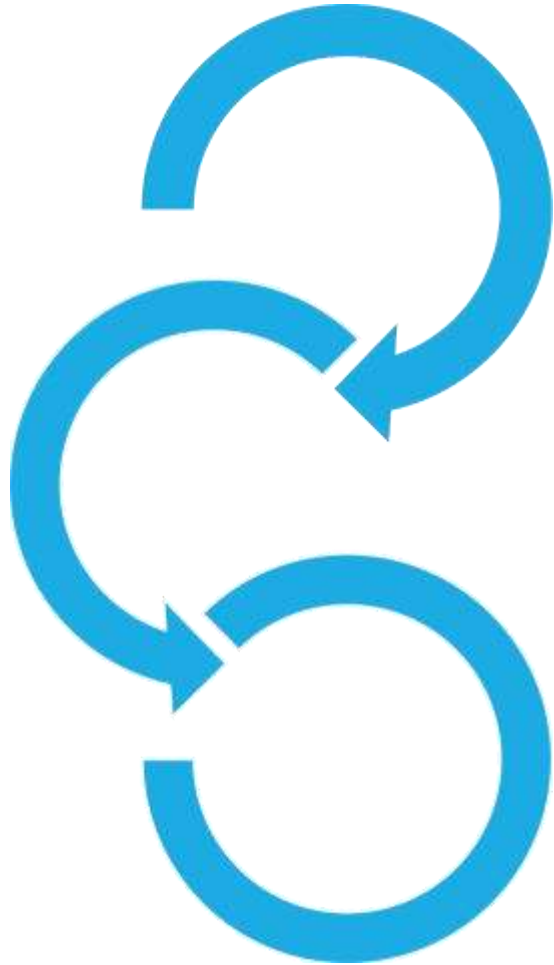
Paper 1 (50 marks) *without use of a calculator*
Booklet A – 20 Multiple Choice Questions (30 marks)
Booklet B – 10 Short Answer Questions (20 marks)

Paper 2 (40 marks) *with use of a calculator*
10 Short Answer Questions (20 marks)
6 Long Answer Questions (20 marks)



Math Approach – Gradual Release of Responsibility

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



Teacher Demonstrates

Teacher/Students Do Together

Students Do Together

Students Try on Their Own (Apply)



Supporting Your Child/Ward in Learning

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

A*ttendance

A*ctive Participation

A*ttitude

Sense of Urgency.Focus.Self-Discipline.Effort Determines Success

A*chievement





Supporting Your Child/Ward in Learning

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

- * *Create routines*
- * *Communicate & Encourage*
- * *Celebrate improvement*



**YOUR WORDS AS A
PARENT HAVE GREAT
POWER. USE THEM TO
SUPPORT
— & —
INSPIRE**



Positive Parenting Quotes via Gecko & Fly



MOTHER TONGUE LANGUAGES

Primary 6



PURPOSE & GOALS OF MTL LEARNING

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

- To support and enable every student to learn MTL to as high a level as each student is able to.
 - **Communication** – proficiency and ability to communicate in MTL for the competitive edge
 - **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history
 - **Connection** – to connect with communities across Asia and the people who speak that language and share that culture



PURPOSE & GOALS OF MTL LEARNING

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

Active and Interactive teaching and learning environment

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.



P6 STANDARD MOTHER TONGUE

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

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



P6 HIGHER MOTHER TONGUE

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

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



P6 FOUNDATION MOTHER TONGUE

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

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



Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

We will:

- Inform you of your child's/ward's progress
- Provide ideas and suggestions to support your child's/ward's learning, where necessary
- Share strategies to engage your child/ward in MTL learning at home in a fun and meaningful manner.



Partnering Parent/Guardian to Support the Child/Ward

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

Do	Avoid
<ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Encourage your child to learn MTL• Praise your child for his/her good effort and progress• Set incremental and achievable goals with your child• Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement• Doing school work for your child• Giving impression that MTL is not important

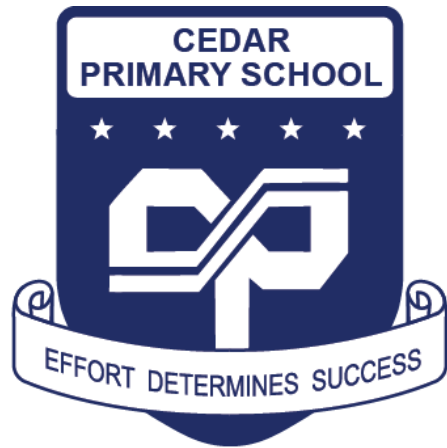


Partnering Parent/Guardian to Support the Child/Ward

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

Partnering You

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home



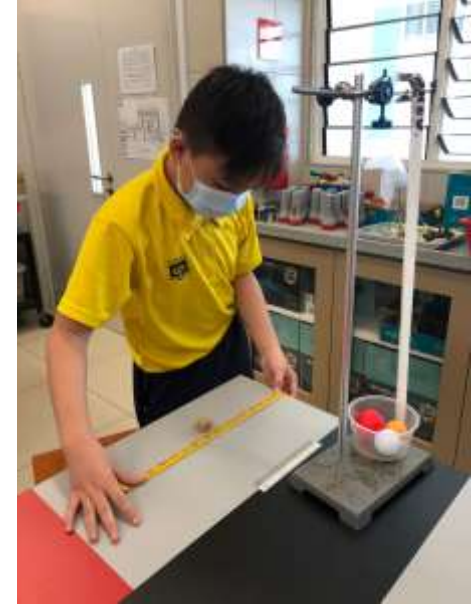
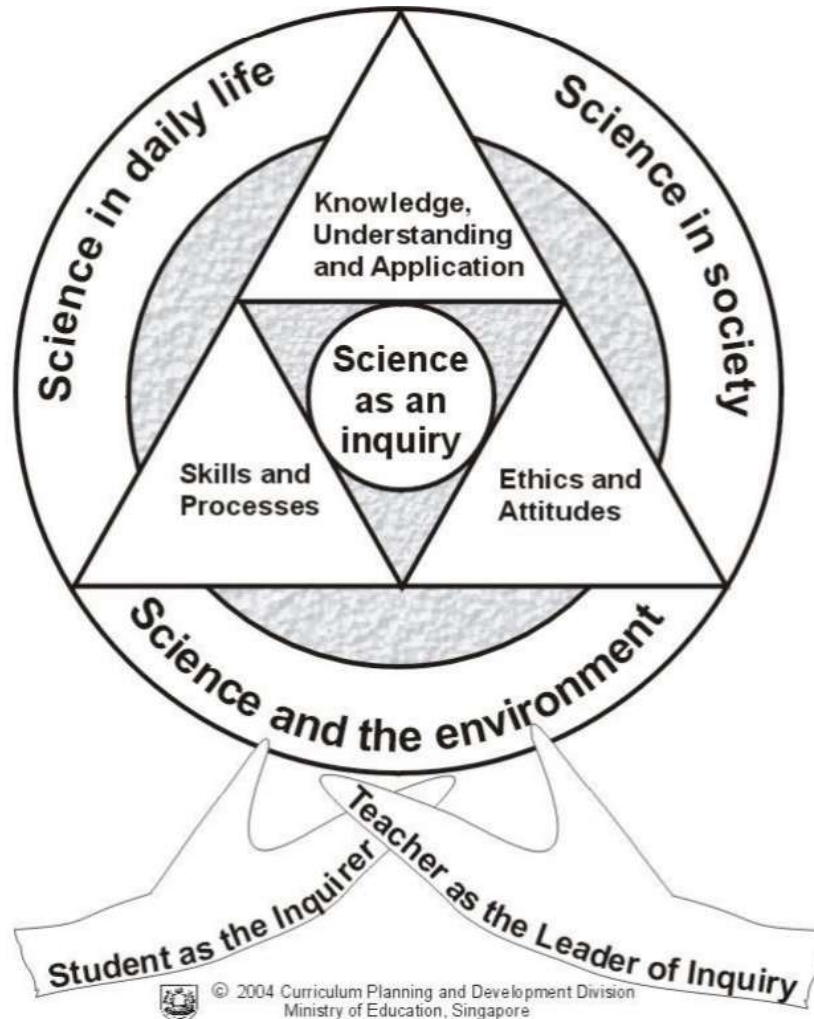
Science

Primary 6



Science Curriculum Framework

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



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Ministry of Education, Singapore



Science Syllabus – An Overview

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

Syllabus Requirement			White Space
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)	The freed up curriculum time is to enable teachers to use more engaging teaching and learning approaches, and/or to implement customised school-based programmes as long as the aims of the syllabus are met. This enables teachers to make learning more meaningful and enjoyable for their students.
Diversity	<ul style="list-style-type: none"> Diversity of living and non-living things (General characteristics and classification) Diversity of materials 		
Cycles	<ul style="list-style-type: none"> Cycles in plants and animals (Life cycles) Cycles in matter and water (Matter) 	<ul style="list-style-type: none"> Cycles in plants and animals (Reproduction) Cycles in matter and water (Water) 	
Systems	<ul style="list-style-type: none"> Plant system (Plant parts and functions) Human system (Digestive system) 	<ul style="list-style-type: none"> Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) <u>Cell system</u> Electrical system 	
Interactions	<ul style="list-style-type: none"> Interaction of forces (Magnets) 	<ul style="list-style-type: none"> Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>) Interaction within the environment 	
Energy	<ul style="list-style-type: none"> Energy forms and uses (Light and heat) 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) <u>Energy conversion</u> 	

<https://www.moe.gov.sg/primary/curriculum/syllabus>



P6 Standard Topics

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

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



P6 Foundation Topics

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

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



Examination Format - Standard

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

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

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

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



Examination Format - Foundation

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

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

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

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



Answering Open-Ended Questions

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

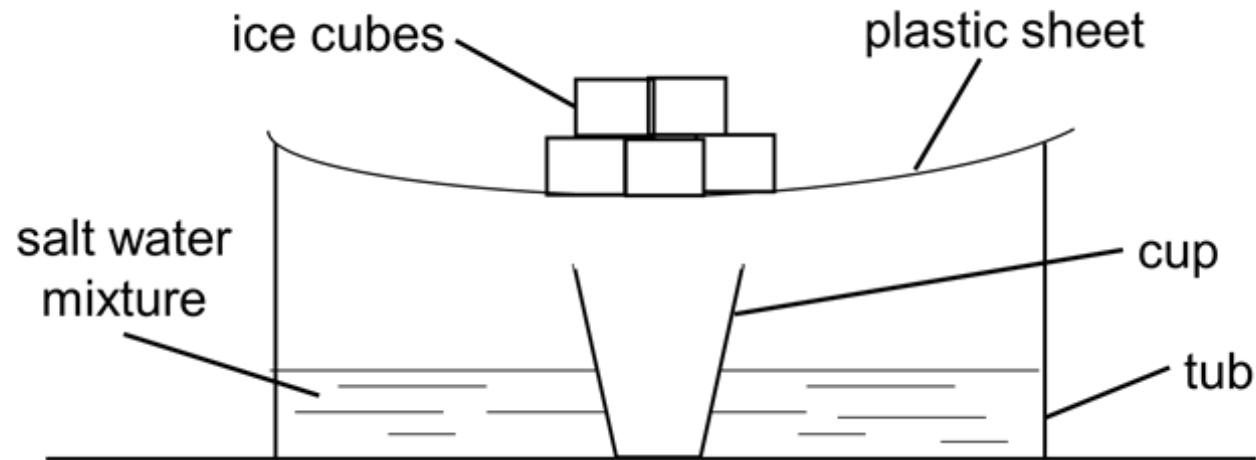
- Read and identify the key information given in the question
- Take note how the questions are phrased
- Identify the topic(s) that is/are tested
- Identify the concept(s) assessed under the topic(s)



Example

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

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



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

Incorrect response:

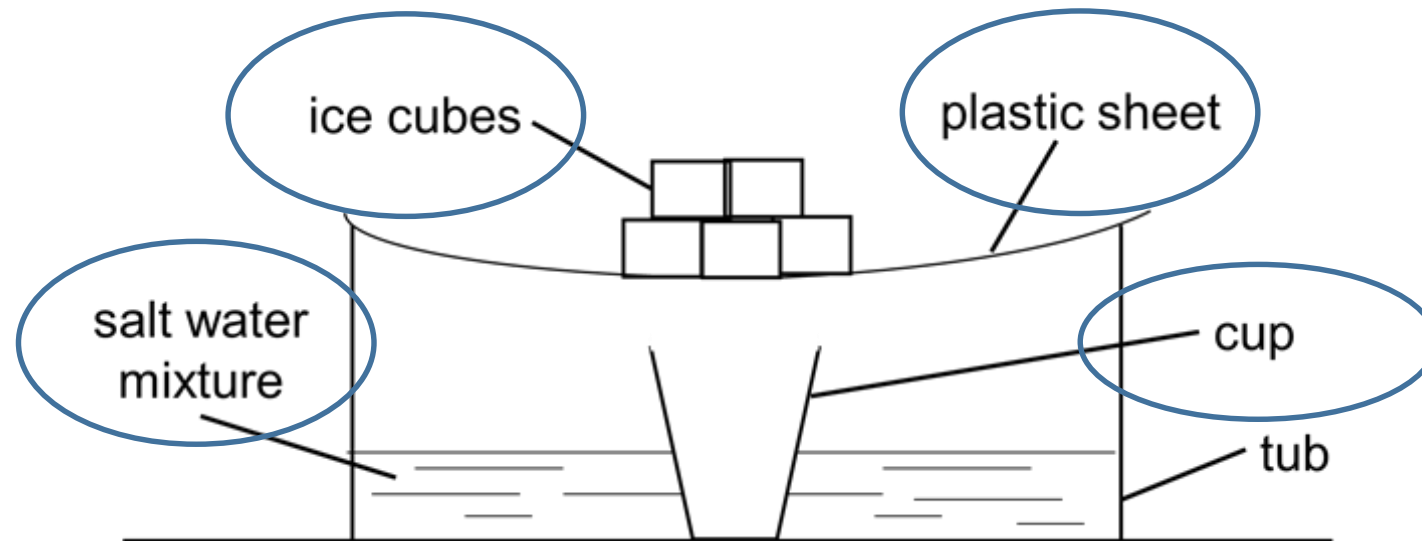
The salt water evaporates and condenses to form pure water in the cup.



Example

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

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



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



Example

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

Topic: Water and Changes of States

Concepts:

- (i) Evaporation - gain heat; water changes to water vapour
- (ii) Condensation - lose heat; cool surface; water vapour changes to water

Answer:

- (i) Water from the salt water mixture will gain heat from the surroundings in the tub and evaporate into water vapour. (1m)
- (ii) The water vapour will then lose heat to the cooler surface of the plastic sheet and condense into water droplets which will drip into the cup. (1m)



Conceptual Understanding in Science

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

- Students learn Science through understanding and applying concepts and skills in different contexts in an age-appropriate manner.
- The focus of learning Science is not on giving "standard answers" or keywords. Students can show their understanding by using their own words to explain clearly in the context of the question.
- To develop their conceptual understanding and love for the subject:
 - Explore Nature
 - Read Non-Fiction Books
 - Do Simple Science Experiments



Thank You



Class of 2022

Primary 6



Home-School Communication

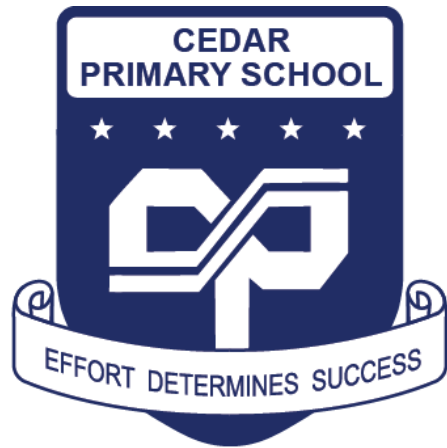
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Parents Gateway: Digitally Connecting Parents and School

- **one-stop mobile app** for parents and schools to communicate key administrative matters
- **updates** on programmes and activities.
- allows **parents to** perform administrative functions such **as providing consent** for their children to participate in school activities.



For more information, you may visit <https://pg.moe.edu.sg/faq>



Assessment Matters

Primary 6



Assessment at P6

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

Common Test	Semestral Assessment	Preliminary Examinations
24 Feb – 2 Mar	*9 May – 13 May	*15 Aug – 24 Aug

* Written papers



Assessment – PSLE Dates (tentative)

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

Registration	7 March - 23 March
PSLE Oral	11 August & 12 August
PSLE Listening Comprehension	16 September
PSLE Written Examination	29 September - 5 October

For more information on PSLE matters, please refer to:

<https://www.seab.gov.sg/home/examinations/psle>



Direct School Admission (DSA)



Direct School Admission (Sec Sch)

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

Direct School Admission for secondary schools (DSA-Sec) is a process that allows students to gain direct entry to some secondary schools before taking their PSLE.

They can seek admission based on their diverse range of talent in sports, CCAs and specific academic areas including:

- Sports and games
- Uniformed groups
- Visual, literary and performing arts
- Science, Mathematics and Engineering
- Leadership (for example, prefects)



Direct School Admission (Sec Sch)

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

DSA-Sec

If your child is admitted to a secondary school through DSA-Sec, he/she is not allowed to:

- Submit school choices during the Secondary 1 (S1) posting process
- Transfer to another school. They must commit to their chosen school for the duration of the programme



Direct School Admission (Sec Sch)

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

How to apply

- Students can apply through the DSA-Sec portal. No application fees.

Timeline

- ***Jan to May*** → explore schools and programmes
- ***May to Jun*** → apply for preferred schools online through DSA-Sec portal
- ***Jul to Aug*** → schools will notify shortlisted students to attend interviews, auditions or trials
- ***Sep*** → offer from schools for selected students
- ***Oct*** → students submit school preferences through DSA-Sec portal
- ***Nov*** → confirmed admission only when PSLE results are released

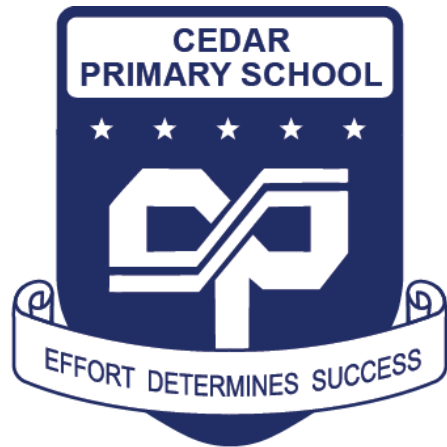
For more information on MOE-DSA matters: <https://www.moe.gov.sg/secondary/dsa>

Note: Current MOE-DSA website indicates 2021 information.



You can support your child by:

- Working with the school to know and support your child in his/her learning and well-being
- Helping your child relate to others
- Helping your child develop good habits
- Helping your child manage himself/herself



Parent – Child Interaction

Supporting your child mentally, emotionally & physically



Supporting your child

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

- Have conversations with your child not focused on the academics
- Set goals together with them

Try these conversation starters with your child

- What did you enjoy doing today?
- What roles would you like to take on and try in school?
- What is something new you want to try?
- What is one thing you hope to do better in school this year?
- What are you looking forward to in school tomorrow?
- What did you do today that you are proud of?





Supporting your child

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

Examinations are not the be-all and end-all, but provide the opportunity for children to assess how much they have learnt.



Supporting your child

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

- How do I know my child is feeling stressed?
 - Stress is not necessarily a bad thing. It is normal to feel stressed during the examination period, just like how you may feel when you have an important deadline coming up. In the right amounts, stress can be a form of extra energy that the body uses to prepare for and overcome challenges.



Supporting your child

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

However, too much stress is not good. If your child presents the following signs of stress in combination, extreme or long-lasting forms, it may be an indication of too much stress.

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Struggles to pay attention to studies or activities• Tiredness• Rebellious streak | <ul style="list-style-type: none">• Excuses to miss school/class• Stays away from others• Sulking | <ul style="list-style-type: none">• Loss of appetite and sleep• Spending more time on mobile devices and social media |
|---|---|--|



Supporting your child to manage stress

What can you do as a parent?

1. SUPERVISE

Look out for signs of distress, and monitor your child's progress.

Noticed any of the following signs that is out of the norm for your child?

- Struggles to pay attention in studies or activities
- Tiredness
- Rebellious streak
- Excuses to miss school/class
- Stays away from others
- Sulking

It may be an indication of too much stress.



2. PROVIDE

Know your child's needs and be present.

Be willing to listen and communicate frequently in an open and supportive manner.

Give them your attention.





Supporting your child to manage stress

3. ROLE MODEL

Role model resilient behaviour and positive mindsets in everyday situations.

Share with your child some of the challenges and setbacks you've faced, and how you managed and maintained positivity.



4. REASSURE

Encourage your child regularly.

Provide positive feedback and cheer your child on for every effort.





Supporting your child to manage stress

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

This period can be a time of stress for your child. Guiding your child through this period is a way for your child to develop resilience.

Developing a strong and positive mindset will enable your child to persevere and adapt positively in the face of future challenges.

I believe that...

- I can grow and learn from setbacks
- Failure is not permanent
- There is always hope and a way out





Supporting your child

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





Thank You
