

EAST SPRING PRIMARY SCHOOL

English Language Department



Gracious School , Life-long Learners



Key Pedagogies in the EL Syllabus

| Area | Enhancement |
|---------|--|
| Grammar | Usage of inductive and deductive approaches <ul style="list-style-type: none">• Contextualised from Stellar texts• Provision of grammar slides and worksheets• SLS lessons/ packages as additional teaching resources |
| Writing | Systematic Teaching of Writing Skills <ul style="list-style-type: none">• Strengthening of the reading-writing connection, taking into account the purposes of texts, e.g. texts that instruct/inform/entertain and the writing techniques involved |



Key Pedagogies in the EL Syllabus

| Area | Enhancement |
|---------|---|
| Reading | <p>Teaching of Close and Critical Reading Skills</p> <ul style="list-style-type: none"> Teaching of reading comprehension skills more systematically Introduction of word study lessons to strengthen word recognition skills <p>Extensive Reading</p> <ul style="list-style-type: none"> Ringfencing of one reading period a week, starting at lower primary Provision of additional reading resources in SLS Use of newspapers papers and magazines for exposure to various text types |
| Oracy | <p>Explicit Teaching of Oracy Skills</p> <ul style="list-style-type: none"> Provision of oracy lessons to promote thinking and enable our students to discuss, reflect and express their ideas confidently and persuasively. Use of acronyms (OREOS) aid with stimulus-based conversation |



Learning Resources

Stellar 2.0

- Stellar Readers
- Unit Worksheets

Reading

- Extensive Reading Books/ Mini Class Library
- Little Red Dot and Magazines
- Online reading resources

Listening and Speaking

- Oral Package
- Listening Comprehension Package

Writing

- Writing Package (inclusive of Composition WS and Phrase List)
- My Creative Writing Companion book
- Situational Writing Package
- Journal Writing



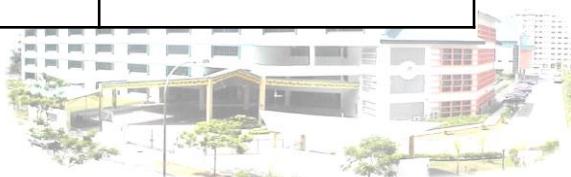
Assessment – Standard EL

| PAPER | COMPONENT | MARKS | WEIGHTING |
|---------------------------------------|--|----------|-----------|
| 1 (Writing) | Situational Writing Continuous Writing | 14 36 | 25% |
| 2 (Language Use and Comprehension) | Booklet A: Grammar Vocabulary Vocabulary Cloze Visual Text Comprehension Booklet B: Grammar Cloze Editing for Spelling and Grammar Comprehension Cloze Synthesis / Transformation Comprehension OE | 90 | 45% |
| 3 (Listening Comprehension) | Listening Comprehension | 20 | 10% |
| 4 (Oral Communication) | Reading Aloud Stimulus-based Conversation | 12 25 | 20% |



Assessment – Foundation EL

| PAPER | COMPONENT | MARKS | WEIGHTING |
|---------------------------------------|---|---------|-----------|
| 1 (Writing) | Situational Writing Continuous Writing | 9 16 | 25% |
| 2 (Language Use and Comprehension) | Booklet A: Grammar Punctuation Vocabulary Comprehension (Visual Text) Booklet B: Form Filling Editing for Grammar & Editing for Spelling Synthesis Comprehension Cloze Comprehension (Passages A and B) | 40 | 40% |
| 3 (Listening Comprehension) | Listening Comprehension | 25 | 15% |
| 4 (Oral Communication) | Reading Aloud Stimulus-based Conversation | 8 12 | 20% |



Key Programmes

English Language Week is an annual event dedicated to celebrating the language through a range of purposeful activities. During this week, students participate in specially curated learning experiences or learning journeys aligned with their STELLAR units. Through these experiences, we aim to nurture students' appreciation of and lasting interest in the English language.



Key Programmes



Book Character Day is an annual celebration where students and teachers dress up as their favourite book characters. The day features activities such as book readings during recess, and in class, students share about their characters and the books they come from, fostering a love for reading.

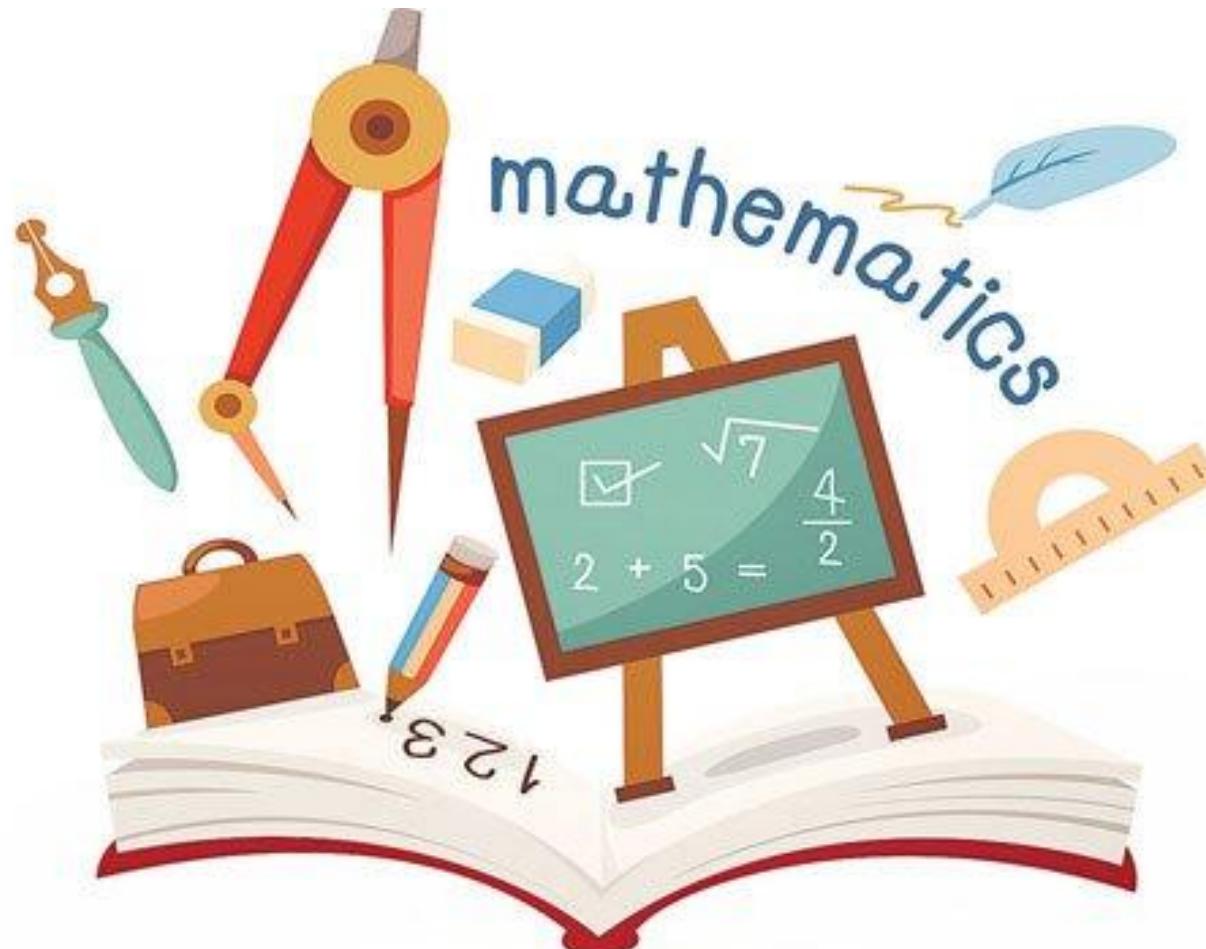


How You Can Support Learning at Home

1. Read regularly with your child and discuss the story and characters
2. Encourage your child to speak in full sentences in daily conversations
3. Provide simple writing opportunities (journals, notes, short reflections)
4. Expose your child to a range of English texts (storybooks, magazines)
5. Praise effort and progress to build confidence



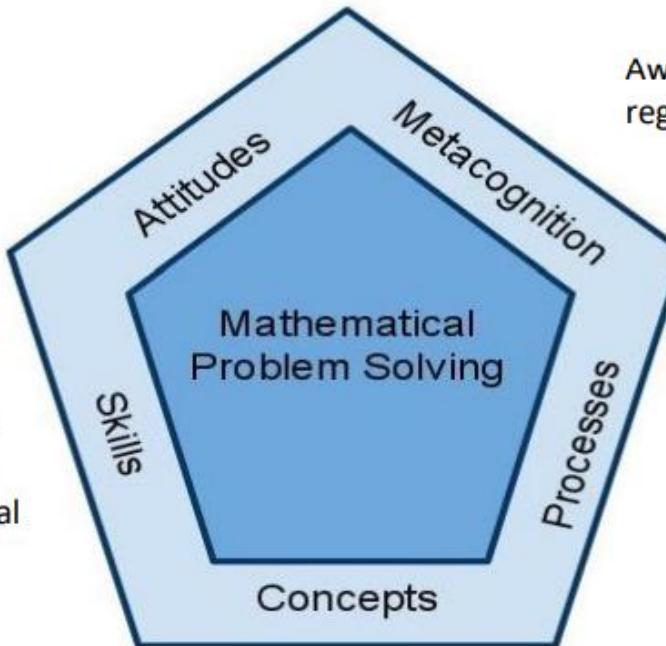
P6 Curriculum Slides



MOE 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



Awareness, monitoring and regulation of thought processes

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

Understanding of the properties and relationships, operations and algorithms

2021 Primary Math Syllabus



Gracious School, Life-long Learners

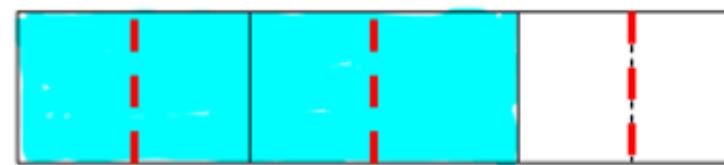
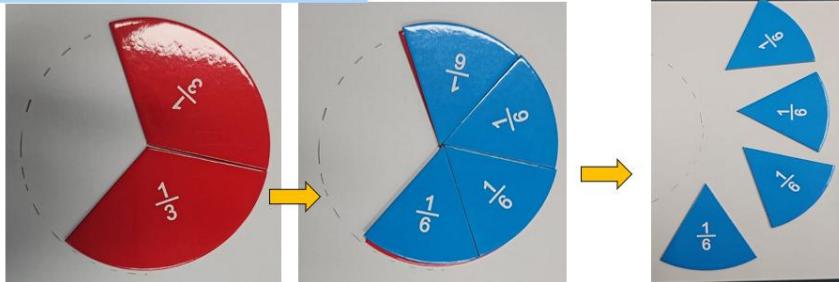


Approach to Learning

Concrete

Pictorial

Abstract



$$\frac{2}{3} \div 4$$

$$= \frac{2}{3} \times \frac{1}{4}$$

Use of physical objects

Use of drawings

Use of numbers



Teaching and Learning (P6 Standard)

Mathematical Skills

- numerical calculations
- algebraic manipulation
- spatial visualization
- data analysis
- measurement
- use of mathematical tools
- estimation

NEW!

Topics in P6 (Standard MA)

- Ratio
- Circles
- Average
- Algebra



Teaching and Learning (P6 Foundation)

Mathematical Skills

- numerical calculations
- algebraic manipulation
- spatial visualization
- data analysis
- measurement
- use of mathematical tools
- estimation

NEW!

Topics in P6 (Foundation MA)

- Percentage
- Triangles
- Average
- Pie Charts



UPSC

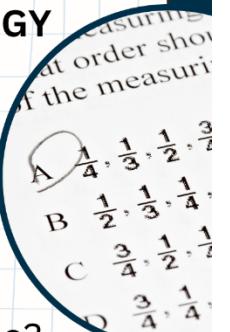
PROBLEM SOLVING STRATEGY

U

Understand

circle the numbers

underline the key words



P

Plan

What strategy will you use?

Draw a model/Look for a pattern

S

Solve

Write the equation

Draw using pencil

C

Check for accuracy

Use logical reasoning

Work backwards



Number

Transfer

Units

Calculations

Problem Solving Strategy

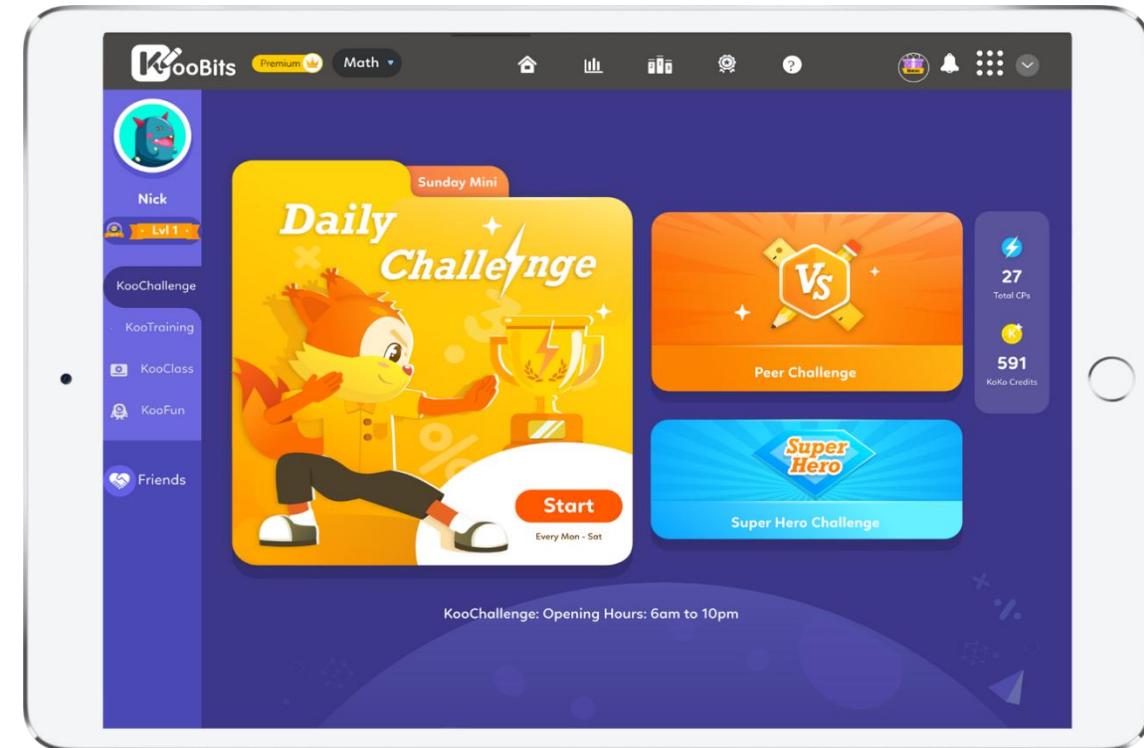


Self-directed Learning @ Home

The screenshot shows the StudentLearningSpace interface. At the top left is the logo "SINGAPORE StudentLearningSpace". The main header says "Adaptive Learning" with the sub-instruction "Start learning today!". Below this is a section titled "My Learning Goals" with three categories: "Concepts" (0 goals available), "Learning Time" (0 goals available), and "Solving Problems Involving Perce..." (an orange progress bar indicating partial completion). At the bottom left is a blue button "Help us improve 😊".

Adaptive Learning System

Koobits



To support your child's independent learning, we encourage them to explore the above platforms at their own time.



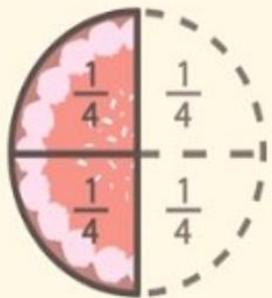
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ICT infused Lessons

Dividing Fractions

$$\frac{1}{2} \div 2 = ?$$



Using stories or videos
to introduce lessons



E-assessments
to review learning

Try this activity to check your understanding of dividing fractions.

Divide a fraction
by a fraction

Level 1

Level 2



Assessment

Format of P6 Standard Mathematics examination

| Paper | Booklet | Item Type | Number of questions | Number of marks per question | Total marks | Duration | | |
|-------|---------|----------------------------|---------------------|------------------------------|-------------|------------|--|--|
| 1 | A | Multiple-choice | 10 | 1 | 10 | 1 h 10 min | | |
| | | | 8 | 2 | 16 | | | |
| | B | Short-answer | 12 | 2 | 24 | 1 h 20 min | | |
| | 2 | Short-answer | 5 | 2 | 10 | | | |
| | | Structured/ Long-answer | 10 | 3, 4 or 5 | 40 | 1 h 20 min | | |
| Total | | | 45 | - | 100 | 2 h 30 min | | |



Assessment

Format of P6 Foundation Mathematics examination

| Paper | Booklet | Item Type | Number of questions | Number of marks per question | Total marks | Duration |
|-------|---------|-----------------|---------------------|------------------------------|-------------|------------|
| 1 | A | Multiple-choice | 10 | 1 | 10 | 1 h |
| | | | 10 | 2 | 20 | |
| 2 | | Short-answer | 8 | 2 | 16 | 45 min |
| | | Short-answer | 10 | 2 | 20 | |
| | | Structured | 4 | 3 or 4 | 14 | |
| Total | | | 42 | - | 80 | 1 h 45 min |



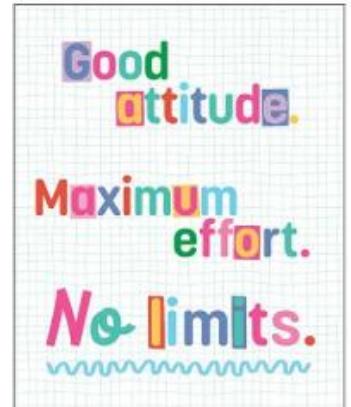
Preparation for PSLE

- Completion of P6 MA syllabus by mid-end July
- Revision using the following resources:
 - Maths Notes
 - PSLE Booklet (Topical)
 - Teacher-recorded videos (with hints & solutions) for selected PSLE Yearly Papers posted on SLS for self-paced learning



Home – School Partnership

- Be supportive and encouraging to build resilience
- Foster responsibility and ownership of their learning
- Limit the use of calculator to promote mental maths skills
- Practise working within time constraints for exam readiness
- Emphasize the importance of checking their work
- Focus revision on weak areas or concepts rather than doing many practice papers



Science



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Science Learning in East Spring Primary

Vision: To develop informed Science learners who will inquire & innovate in their daily life.

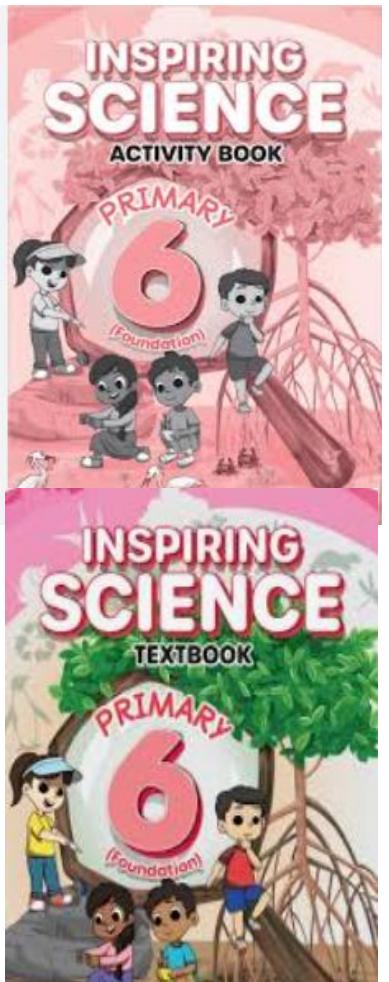


Key Programmes for Primary 6

- “I am a Scientist” Kits
- Young Scientist Badge Scheme – Ecologist
- SONY Creative Science Award (Toy making Competition)



Textbook & Activity Book



East Spring Primary School
P6 Science Worksheets 2026
Topic 2: Energy Conversion

Name: _____
Class: 6G _____
Parent's Signature: _____

Topical & Supplementary Worksheets

Key Resources

Review Exercise

Name: _____
Class: _____
Date: _____

Review Exercise (Standard)
Theme/Topic 3: Interaction of Forces

Section A:
For questions 1-2, select the answer from one out of the four options. Indicate your answer in the bracket provided. (2 marks each)

1. Sally has a set up in Diagram 1 showing a magnet repelling an object.

Diagram 1

Quiz

1. Shah set up an experiment as shown in the diagram. He attached a 20cm spring to a brick and placed a toy car next to it. When Shah pushed the toy car towards the brick, the spring was compressed. When the car was released, the spring returned to its original length and the car moved forward.

Shah measured the distance the car travelled until it came to a stop. The table shows the different lengths of the compressed spring and the distance travelled by the toy car.

| Length of compressed spring (cm) | 18 | 16 | 14 |
|------------------------------------|----|----|----|
| Distance moved by the toy car (cm) | 7 | 15 | 30 |

SLS resources

Adaptations in Animals



Learning Outcomes

Learn about adaptations in animals that enable them to survive in different environment.

What do living things need?

Optional

The things around us can be grouped into living and non-living things. How are living things different from non-living things?

What do living things need? Watch the video to find out.



MOE_CPPD_What_Living_Things_Need_Final_Cut.mp4

Read Less



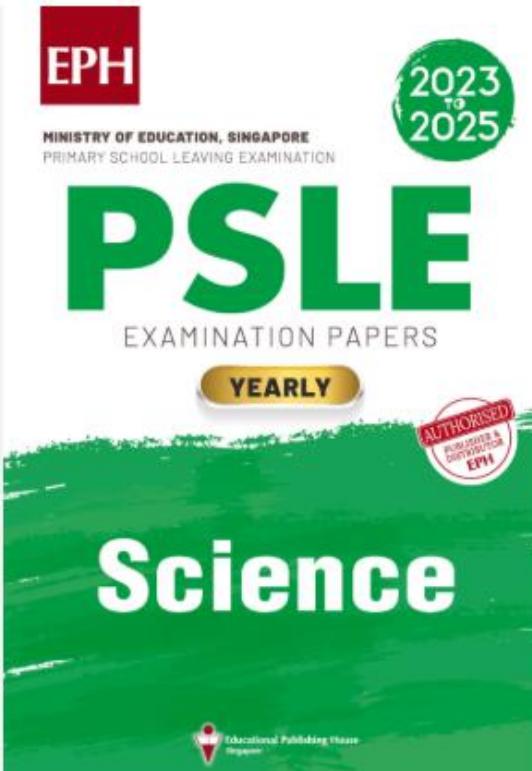
Getting ready for PSLE



EAST SPRING PRIMARY
PSLE REVISION NOTES
SCIENCE



EAST SPRING PRIMARY
PSLE REVISION NOTES
FOUNDATION SCIENCE



Exam Format for Standard Science

| Booklet | Item Type | Number of questions | Number of marks per question | Marks |
|----------------|------------------|----------------------------|-------------------------------------|--------------|
| A | Multiple-choice | 30 | 2 | 60 |
| B | Structured | 10–11 | 2–5 | 40 |

- (a) Booklet A consists of 30 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of 10–11 structured questions. Each structured question carries 2, 3, 4 or 5 marks.

Candidates are required to answer all the questions in the two booklets.

Duration of Paper

The duration of the paper is 1 hour 45 minutes.



Exam Format for Foundation Science

| Booklet | Item Type | Number of questions | Number of marks per question | Marks |
|---------|-------------------------------|---------------------|------------------------------|-------|
| A | Multiple-choice | 20 | 2 | 40 |
| B | Short response and Structured | 9–11 | 2–4 | 30 |

- (a) Booklet A consists of 20 multiple-choice questions with *three* options. Each multiple-choice question carries 2 marks.
- (b) Booklet B consists of 9–11 short response and structured questions. Short response items, e.g. ‘Fill in the blanks’, ‘Matching’, etc will carry about 10 marks and may be part of a structured question.

Duration of Paper

The duration of the paper is 1 hour 15 minutes.



Parent's Support & Partnership

- Encourage your child to be consistent in their revision.
- Monitor their completion of assignments given.
- Look out for their overall well-being beside academic achievement.



Mother Tongue Languages

Our Mother Tongues as
Living Languages



**CHINESE
LANGUAGE**

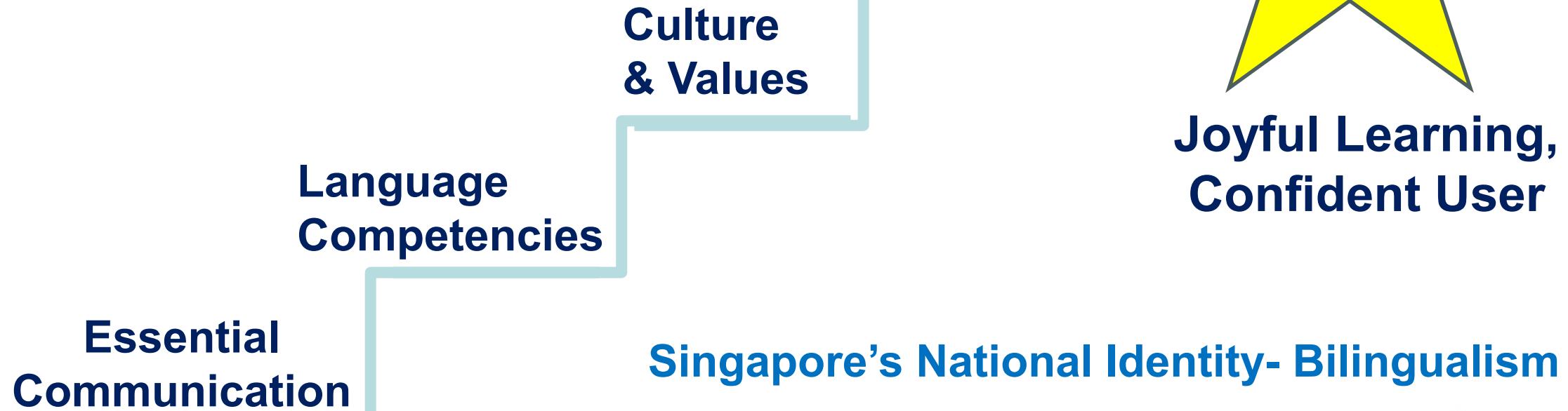
**MALAY
LANGUAGE**

**TAMIL
LANGUAGE**

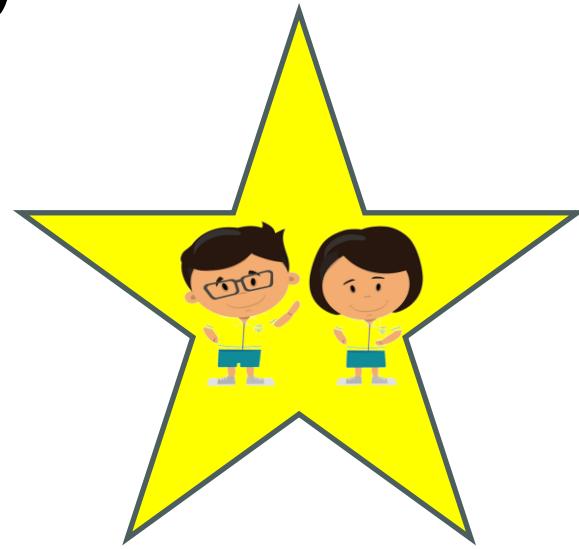


Mother Tongue Languages Key Curriculum

Equips learners with:



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**Joyful Learning,
Confident User**



ESPS MTL Department

- Designs authentic and meaningful learning experiences to nurture confident and proficient users of the MTL.
- Committed to engaging students meaningfully in learning and using their MTL both within and beyond the classroom.



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MTL Curriculum (P1- P6)

- Differentiated Instruction (P1- P6)
- Bridging Programme (P1- P2)
- Mother Tongue Support Programme (P3- P4)
- Higher Chinese & Higher Malay offered from P3
- Higher Tamil from P5
- Foundation Languages offered from P5

Support

Strengthen

Stretch



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MTL Heroes Adventure Task Card

Students receive task cards with engaging Mother Tongue Language activities to enhance their learning experience.

Differentiated Learning Approach Tasks are organised by difficulty levels, allowing students to choose reading, speaking, and writing activities matching their MTL proficiency level.

Cultural Exploration Component Cultural tasks help students understand and explore Malay, Indian, and Chinese traditions, deepening appreciation of Singapore's diverse heritage.

Recognition and Rewards System Students earn stamps for completing tasks, which can be exchanged for tokens each term to celebrate their achievements.



Using of dictionaries for exam

- From P4, students can use **SEAB-approved dictionaries (hardcopy or e-dictionary) only for Paper 1 (Composition)** during Mother Tongue Language (MTL) exams and Weighted Assessment.
- All dictionaries must be clean (No annotations, notes, highlights, or sticky tabs are allowed).
- List of approved dictionaries for use:

<https://go.gov.sg/seab-approveddictionaries>





Partnering with Parents



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books



Thank you!



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