

Unity Primary School



# Parents Information Booklet 2025

## *Primary 6*



## **PREFACE**

Dear Parents

It is our privilege to have your child be a part of the Unity Primary School family. As we serve the community, the work we do needs many helping hands to make it happen and we look forward to working with you in nurturing every child who comes through our gates.

As a school, our purpose is to add value to the lives of our students through providing a holistic education that strikes a balance between making learning meaningful, building character and ensuring that every child is equipped with skills and competencies to navigate the future.

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

Looking ahead, we believe that it will be an exciting year ahead filled with many opportunities for learning and growth. On behalf of the staff, we would like to wish all our parents a fruitful partnership with the school as we strive to give our best for our students.

Yours sincerely,  
Mrs Lee-Koh SC  
Principal

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## ENGLISH LANGUAGE

### AIMS OF ENGLISH LANGUAGE EDUCATION IN SCHOOLS

The Primary English Language Syllabus aims to enable all students to:

1. **Listen, read and view** critically and with accuracy, show understanding and appreciation of a wide range of literary and informational/ functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

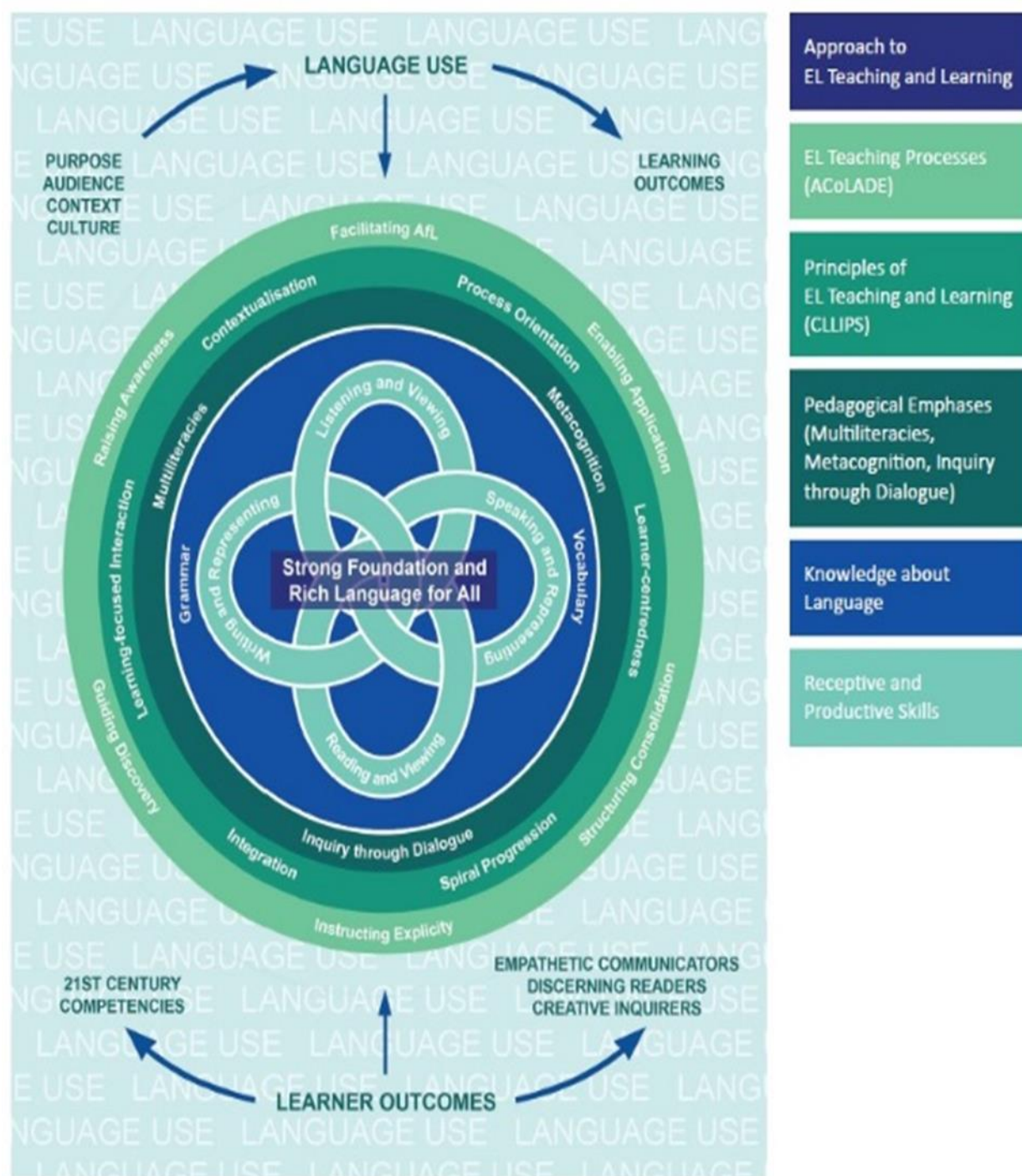
### ENGLISH LANGUAGE FRAMEWORK

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

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

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

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





### **SCOPE OF LEARNING**

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

<b>Language Skills</b>	<b>Components / Tasks</b>
Listening & Viewing	<b>Listening Comprehension</b> Students will demonstrate their understanding of the content of a variety of spoken texts at the literal and inferential levels by listening critically.
Reading & Viewing	<b>Reading Aloud</b> Students will read a short passage to demonstrate their ability to read accurately and fluently.  <b>Stimulus Based Conversation</b> Students will demonstrate their ability to provide a response to a given stimulus by sharing their views, ideas and experiences with the examiner. They must speak fluently with grammatical accuracy, using a range of appropriate vocabulary and structures.  <b>Effective Communication Workshop</b> Students will learn the necessary skills for a persuasive speech and presentation after going through 8 weeks of Effective Communication workshop.
Writing & Representing	<b>Situational Writing</b> Students will write a short note to fulfil the task requirement. While doing so, they must demonstrate their understanding of purpose, audience and context clearly. The appropriate register and tone must be used too.  <b>Continuous Writing</b> Students will organise and express their ideas in a coherent and cohesive manner that addresses the given topic and relates to at least one of the given pictures. They should demonstrate their ability to use a variety of vocabulary with clarity and precision and competency in using correct grammar, spelling and punctuation.
Language Use	<b>Explicit Skills Instruction</b> Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use and acquire the strategies to tackle the various components assessed in PSLE: <ul style="list-style-type: none"><li>- Grammar MCQ</li><li>- Vocabulary MCQ</li><li>- Vocabulary Cloze</li><li>- Grammar Cloze</li><li>- Synthesis &amp; Transformation</li><li>- Editing for Spelling &amp; Grammar</li></ul>

	<ul style="list-style-type: none"> <li>- Visual Text Comprehension</li> <li>- Comprehension</li> </ul>
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## **PROGRAMMES**

### **STELLAR**

The STELLAR programme aims to strengthen children's language and reading skills as well as promote a positive attitude towards learning in the foundational years. Age-appropriate materials and research-based teaching strategies will be used to engage children in the learning of English. Besides using the key strategies meant for lower primary classrooms, students will be exposed to the following strategies for the upper primary classrooms.

#### **Supported Reading (SR)**

Students will be given opportunities to make predictions, read assigned section silently before discussing the text and difficult words as a whole class. This strategy is usually carried out for narrative and information texts.

#### **Know - Want to know - Learnt (KWL)**

Students will use this strategy to extract information and relate it to what they already know about a topic. They will be guided to organise, access and remember information. This enables students to understand and follow the logic of information presented in a text, recognise information that is repeated and distinguish between main ideas and details. The teacher's support is gradually reduced when the students learn to be more independent in extracting information from what they read.

#### **Retelling (RT)**

Students will use retelling as a reading comprehension strategy to engage with the text at different levels: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. They will be given opportunities to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features.

### **Reading Remediation Programme (RRP)**

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

### **Applied Learning Programme (ALP)**

Learning comes alive when students are involved in hands-on and experiential learning. This programme embeds the critical thinking elements that build on learning in the classroom, and takes it forward to enrich students' overall learning.

## **RESOURCES USED**

1. STELLAR Learning Sheets
2. School Based Packages
3. Synthesis and Transformation Book
4. Listening Comprehension and Oral Booklet
5. Extensive Reading
6. Class Library Books
7. PSLE Booklets

## FOUNDATION ENGLISH LANGUAGE

### **SCOPE OF LEARNING FOR FOUNDATION ENGLISH**

Besides STELLAR (Strategies for English Language Learning and Reading), a structured programme is also in place to help our students develop and master the various language skills. The strategies for each language component or techniques for each task will be explicitly taught by our teachers to ensure students have a strong grounding in the fundamentals of English.

<b>Language Skills</b>	<b>Components / Tasks</b>
Listening & Viewing	<b>Listening Comprehension</b> Students will demonstrate their understanding of the content of a variety of spoken texts at the literal and inferential levels by listening critically.
Speaking & Representing	<b>Story Telling</b> Students will be required to present a story item after going through a Story Telling workshop.
Reading & Viewing	<b>Reading Aloud</b> Students will read a short passage to demonstrate their ability to read accurately and fluently.  <b>Stimulus Based Conversation</b> Students will demonstrate their ability to provide a response to a given stimulus by sharing their views, ideas and experiences with the examiner. They must speak fluently with grammatical accuracy, using a range of appropriate vocabulary and structures.  <b>Basic Public Speaking Skills</b> Students will be required to attend an 8-week public speaking skills workshop.
Writing & Representing	<b>Situational Writing</b> Students will write a short note to fulfil the task requirement. While doing so, they must demonstrate their understanding of purpose, audience and context clearly. The appropriate register and tone must be used too.  <b>Continuous Writing</b> Students will organise and express their ideas in a coherent and cohesive manner that addresses the given topic and relates to at least one of the given pictures. They should demonstrate their ability to use a variety of vocabulary with clarity and precision and competency in using correct grammar, spelling and punctuation.
Language Use	<b>Explicit Skills Instruction</b> Besides STELLAR learning sheets, students will be supplemented with other learning materials so that they develop the necessary foundation skills for language use and



Language Skills	Components / Tasks
	<p>acquire the strategies to tackle the various components assessed in PSLE:</p> <ul style="list-style-type: none"> <li>- Grammar MCQ</li> <li>- Punctuation MCQ</li> <li>- Vocabulary MCQ</li> <li>- Visual Text Comprehension</li> <li>- Form Filling</li> <li>- Editing for Grammar</li> <li>- Editing for Spelling</li> <li>- Synthesis</li> <li>- Comprehension Cloze</li> <li>- Comprehension</li> </ul>

### **RESOURCES USED**

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

## MATHEMATICS

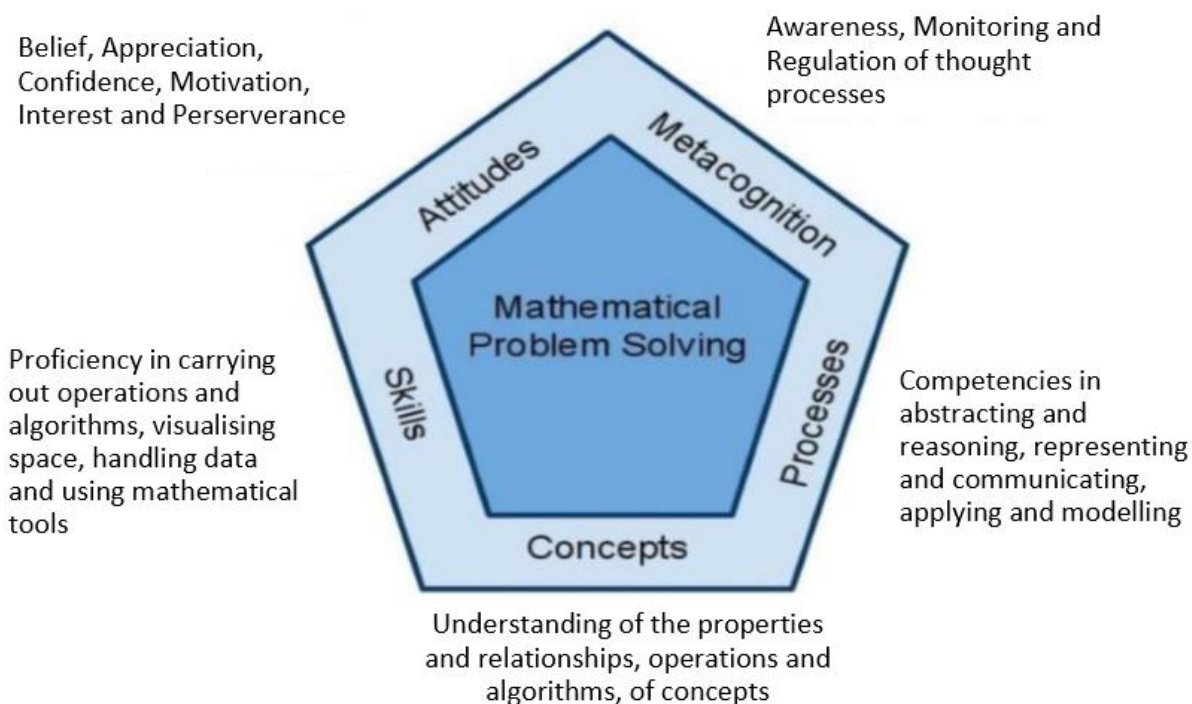
### AIMS OF MATHEMATICS EDUCATION IN SCHOOLS

The Primary Mathematics Syllabus aims to enable all students to:

1. Acquire and apply mathematical concepts and skills
2. Advance cognitive and metacognitive skills through a mathematical problem-solving approach
3. Develop positive attitudes towards Mathematics.

### MATHEMATICS FRAMEWORK

The central focus of the framework is mathematical problem-solving; that is, using mathematics to solve problems. The framework sets the direction for and provides guidance in the teaching, learning, and assessment of Mathematics at all levels, from primary to tertiary. It advocates for a well-rounded and practical approach to mathematics education. It values not only the acquisition of knowledge but also the development of positive attitudes towards Mathematics, as well as application of mathematical principles in real-world situations.



### Scope of Learning of Standard Mathematics

Content Chart	Component/ Tasks
(A) Fractions	<ol style="list-style-type: none"><li>1. Dividing a proper fraction by a whole number without calculator</li><li>2. Dividing a whole number / proper fraction by a proper fraction without calculator</li></ol>
(B) Percentage	<ol style="list-style-type: none"><li>1. Finding the whole given a part &amp; the percentage</li><li>2. Finding percentage increase / decrease</li></ol>

(C) Ratio	1. Relationship between fraction & ratio
(D) Distance, Time & Speed	<ol style="list-style-type: none"> <li>1. Concepts of speed &amp; average speed</li> <li>2. Relationship between distance, time &amp; speed, excluding conversion of units, e.g. km/h to m/min</li> <li>3. Writing speed in different units such as km/h, m/min m/s &amp; cm/s</li> </ol>
(E) Algebra	<ol style="list-style-type: none"> <li>1. Using a letter to represent an unknown number</li> <li>2. Notation, representations &amp; interpretation of simple algebraic expressions such as <ol style="list-style-type: none"> <li>(i) <math>a \pm 3</math></li> <li>(ii) <math>a \times 3</math> or <math>3a</math></li> <li>(iii) <math>a \div 3</math> or <math>\frac{a}{3}</math></li> </ol> </li> <li>3. Simplifying simple linear expressions excluding brackets</li> <li>4. Evaluating simple linear expressions by substitution</li> <li>5. Solving simple linear equations involving whole number coefficient only</li> </ol>
(F) Area & circumference of circle	<ol style="list-style-type: none"> <li>1. Finding area and circumference of circle, semicircle and quarter circle</li> <li>2. Finding area and perimeter of composite figures made up of square, rectangle, triangle, semicircle and quarter circle</li> </ol>
(G) Volume of cube & cuboid	<ol style="list-style-type: none"> <li>1. Finding one dimension of a cuboid given its volume &amp; the other dimensions</li> <li>2. Finding the length of one edge of a cube given its volume</li> <li>3. Finding the height of a cuboid given its volume &amp; base area</li> <li>4. Finding the area of a face of a cuboid given its volume &amp; one dimension</li> <li>5. Use of <math>\sqrt{\quad}</math>, <math>\sqrt[3]{\quad}</math></li> </ol>
(H) Special quadrilaterals	<ol style="list-style-type: none"> <li>1. Finding unknown angles, without additional construction of lines, in composite geometric figures involving <ul style="list-style-type: none"> <li>• square</li> <li>• rectangle</li> <li>• triangle</li> <li>• parallelogram</li> <li>• rhombus</li> <li>• trapezium</li> </ul> </li> </ol>
(I) Nets	1. Identifying & drawing 2D representations of

	<ul style="list-style-type: none"> <li>• cube</li> <li>• cuboid</li> <li>• cone</li> <li>• cylinder</li> <li>• prism</li> <li>• pyramid</li> </ul> <p>2. Identifying the nets of 3D solids</p> <ul style="list-style-type: none"> <li>• cube</li> <li>• cuboid</li> <li>• prism</li> <li>• pyramid</li> </ul> <p>3. Identifying the solid which can be formed by a given net</p>
(J) Pie charts	<p>1. Reading &amp; interpreting data from pie charts</p>

### **Scope of Learning of Foundation Mathematics**

<b>Content Chart</b>	<b>Component/ Tasks</b>
(A) Fractions	<ol style="list-style-type: none"><li>1. Dividing a whole number by a whole number with quotient as a fraction</li><li>2. Converting fractions to decimals</li><li>3. Dividing a proper fraction by a whole number</li><li>4. Dividing a whole number / proper fraction by a proper fraction</li></ol>
(B) Decimals	<ol style="list-style-type: none"><li>1. Multiplying and dividing decimals</li><li>2. Dividing a whole number by a whole number with quotient as a decimal without calculator</li><li>3. Rounding answers to a specified degree of accuracy</li></ol>
(C) Percentage	<ol style="list-style-type: none"><li>1. Expressing a part of a whole as a percentage</li><li>2. Use of %</li><li>3. Finding a percentage part of a whole</li><li>4. Finding discount, GST and annual interest</li></ol>
(D) Area of Triangle	<ol style="list-style-type: none"><li>1. Concept of base and height of a triangle</li><li>2. Area of triangle</li><li>3. Finding area and perimeter of composite figures made up of squares, rectangle, and triangles</li></ol>
(E) Volume of cube & cuboid	<ol style="list-style-type: none"><li>1. Volume of a cube / cuboid</li><li>2. Finding the volume of liquid in a rectangular tank excluding conversion between <math>\text{cm}^3</math> &amp; <math>\text{m}^3</math></li><li>3. Relationship between <math>\ell</math> (or <math>\text{m}\ell</math>) with <math>\text{cm}^3</math></li></ol>
(F) Rectangle, square & triangle	<ol style="list-style-type: none"><li>1. Properties of<ul style="list-style-type: none"><li>• isosceles triangle</li><li>• equilateral triangle</li><li>• right-angled triangle</li></ul></li><li>2. Angle sum of a triangle</li><li>3. Finding unknown angles, without additional construction of lines, in composite geometric figures involving<ul style="list-style-type: none"><li>• square</li><li>• rectangle</li><li>• triangle</li></ul></li></ol>
(G) Pie Charts	<ol style="list-style-type: none"><li>1. Reading and interpreting data from pie charts</li></ol>

Content Chart	Component/ Tasks
(H) Data analysis	<ol style="list-style-type: none"> <li>1. Average of a set of data as total value <math>\div</math> number of data</li> <li>2. Relationship between average, total value &amp; number of data</li> </ol>

## **PROGRAMMES**

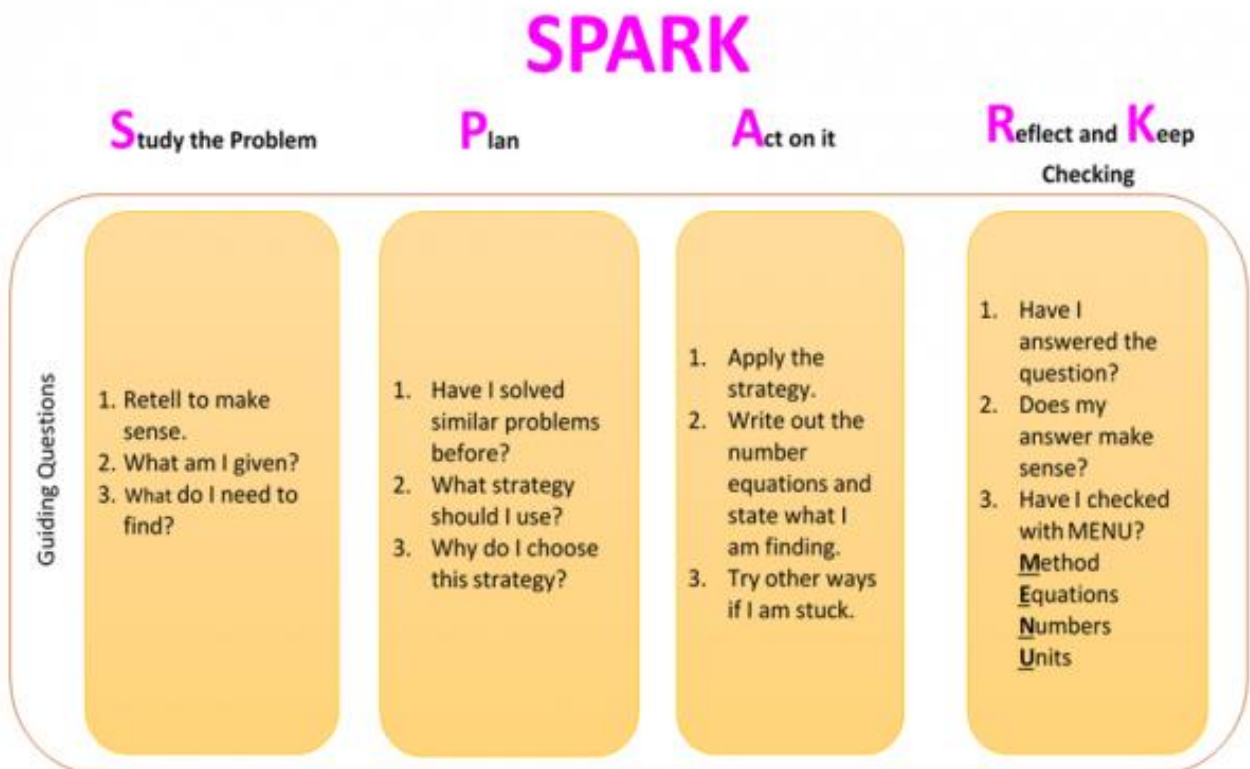
### **Engagement**

Students are engaged in a series of learning activities to explore and learn mathematical concepts and skills. From concrete manipulatives and experiences, scaffolding is provided to help students uncover abstract mathematical concepts and deepen conceptual understanding. Students are also given opportunities to apply concepts and skills learnt to achieve mastery.

### **Problem-Solving**

#### **SPARK Framework**

We infused Polya's steps in problem solving into our problem-solving framework – SPARK. Effective questioning is used to guide students in their thought processes to scaffold and aid problem-solving.





### Heuristics Package

Students at all levels, starting from Primary 1, are taught the fundamental strategies to help them in problem-solving. These strategies are cascaded in progressive developmental stages which are tagged to the topics taught at the various levels.

### Short-Answer Questions Booklet

At the foundational levels, fluency in basic operations and number facts are emphasised. In order for students to be both accurate and quick, they are assessed formatively and regularly through this package.

### **RESOURCES USED**

1. My Pals Are Here! 6A & 6B Textbook (Mathematics)
2. My Pals Are Here! 6A & 6B Workbook (Mathematics)
3. Math Works! 6A & 6B Textbook (Foundation Mathematics)
4. Math Works! 6A & 6B Workbook (Foundation Mathematics)
5. Topical Learning Sheets
6. Heuristics Booklet (Mathematics)
7. PSLE Revision Package

## SCIENCE

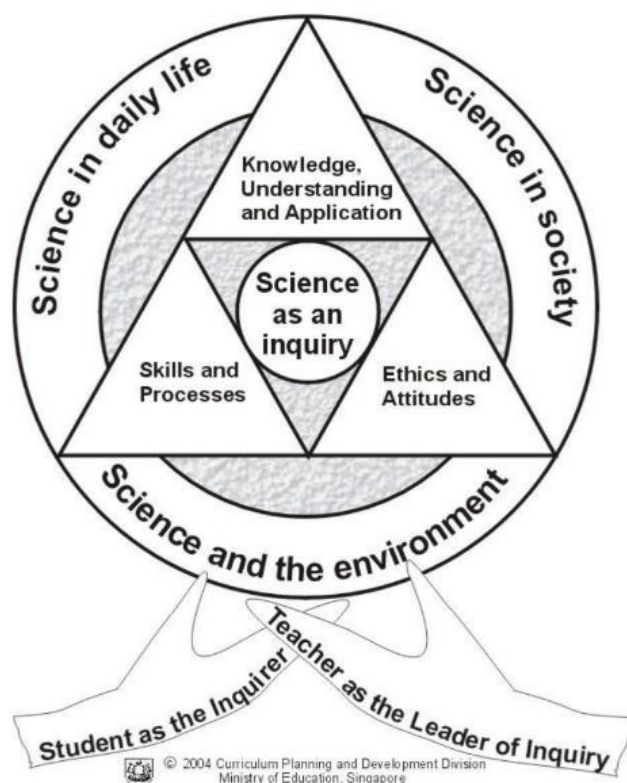
### **AIMS OF SCIENCE EDUCATION IN SCHOOLS**

The Primary Science Syllabus aims to:

1. provide students with experiences which build on their interest and stimulate their curiosity about their environment;
2. provide students with basic scientific terms and concepts to help them understand the world around them;
3. provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry;
4. prepare students towards using scientific knowledge and methods in making personal decisions;
5. help students appreciate how science influences people and the environment.

### **SCIENCE CURRICULUM FRAMEWORK**

Central to the curriculum framework is the inculcation of the spirit of scientific inquiry. The conduct of inquiry is founded on three integral domains of (a) Knowledge, Understanding and Application, (b) Skills and Processes and (c) Ethics and Attitudes. These domains are essential to the practice of science. The curriculum design seeks to enable students to view the pursuit of science as meaningful and useful. Inquiry is thus grounded in knowledge, issues and questions that relate to the roles played by science in daily life, society and the environment.



The approach towards the learning of science is based on themes that students can relate to in their everyday experiences, and to the commonly observed phenomena in nature. The aim is to enable students to appreciate the links between different themes/topics and thus allow the integration of scientific ideas. The five themes chosen are: Diversity, Cycles, Systems, Energy and Interactions.

The focus for each theme is given below:

### **Diversity**

There is a great variety of living and non-living things in the world. Man seeks to organise this great variety of living and non-living things to better understand the world in which he lives. There are common threads that connect all living things and unifying factors in the diversity of non-living things that help Man to classify them. This theme brings across the importance of maintaining diversity. The essential takeaways for “Diversity” are:

- There is a great variety of living and non-living things around us.
- Man can classify living and non-living things based on their similarities and differences to better understand them.
- Maintaining the diversity of living things around us ensures their continual survival.

### **Cycles**

There are repeated patterns of change in nature. Examples of these cycles are the life cycles of living things and the water cycle. Understanding these cycles helps Man to predict events and processes and to appreciate the Earth as a self-sustaining system. The essential takeaways are:

- There are repeated patterns of change around us.
- Observing cycles helps us to make predictions and understand things around us.

### **Systems**

A system is a whole consisting of parts that work together to perform a function(s). There are systems in nature as well as man-made systems. Examples of systems in nature are the digestive and respiratory systems. Examples of man-made systems are electrical systems. Understanding these systems allows Man to understand how they operate and how parts influence and interact with one another to perform a function. The essential takeaways are:

- A system is made of different parts. Each part has its own unique function.
- Different parts / systems interact to perform function(s).

### **Interactions**

Studying the interactions between and within systems enhances understanding of the environment and Man’s role in it. Interactions occur within an organism, between organisms as well as between organisms and the environment. The interaction of Man with the environment drives the development of Science and Technology. At the same time, Science and Technology influences the way Man interacts with the environment. By understanding the interactions between Man and the environment, students can better appreciate the consequences of their actions and be responsible for their actions. The essential takeaways are:

- There are interactions among Man, living and non-living things in the environment.
- Man can interact with the environment and make positive or negative impacts.
- Man plays an important role in conservation to ensure continuity of life and availability of resources.

### **Energy**

Energy makes changes and movement possible in everyday life. Man uses various forms of energy for many different purposes. Man is not the only animal that needs energy; all living things obtain energy and use it to carry out life processes. Understanding this theme will allow students to appreciate the importance and uses of energy and the need to conserve it. The essential takeaways are:

- Energy is required to enable things to work or move.
- There are different forms of energy and they can be converted from one form to another.
- Some sources of energy can be depleted and Man plays an important role in energy conservation.

### **SKILLS AND PROCESSES**

There are opportunities for students to use concepts and integrate skills and processes to inquire things and phenomena around them. The skill sets aligned are shown in the table below:

Skills and Processes	Engaging with an event, phenomenon or problem through:	Collecting and presenting evidence through:	Reasoning; making meaning of information and evidence through:
Skills	<ul style="list-style-type: none"> <li>• Formulating hypothesis</li> <li>• Generating possibilities</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Using apparatus and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Classifying</li> <li>• Inferring</li> <li>• Analysing</li> <li>• Evaluating</li> </ul>
	Communicating		
Processes	Creative problem-solving, Investigation and Decision-making		

### **SCOPE OF LEARNING FOR STANDARD SCIENCE**

The focus for P6 (Standard Science) is given below.

Term	Theme	Topic	Learning Objectives
1	Energy	Energy in Food	<b>State</b> that living things need energy to carry out life processes. <b>Show</b> an understanding that living things get energy from food. <b>State</b> the conditions and products of photosynthesis. <b>Describe</b> what happens during the process of photosynthesis. <b>Trace</b> the energy pathway from the sun to plants and animals.
		Forms and Uses of Energy	<b>Differentiate</b> between the different forms of energy. <b>Identify</b> the different forms of energy and recognise their uses. <b>Understand</b> the conversion of energy from one form to another.
		Sources of Energy	<b>Describe</b> some examples of the various sources of energy and their uses. <b>Recognise</b> that the sun is the main source of energy. <b>Understand</b> the need and importance of using energy wisely in daily life.
	Interactions	Forces	<b>State</b> that a force is a push or a pull. <b>Identify</b> the forces observed in our daily activities as a push or a pull.

Term	Theme	Topic	Learning Objectives
			<p><b>Show</b> an understanding of the effects of forces on an object.</p> <p><b>Identify</b> the different types of forces — frictional force, elastic spring force, gravitational force and magnetic force.</p> <p><b>Describe</b> frictional force as a force that opposes motion and is produced when two surfaces are in contact.</p> <p><b>Investigate</b> the effects of frictional force on the movement of objects.</p> <p><b>Recognise</b> that frictional force can be useful or harmful.</p> <p><b>Show</b> an understanding that elastic spring force is a force that causes an elastic object to return to its original shape, after it has been stretched or compressed.</p> <p><b>Observe</b> that a larger pulling force on a spring causes it to extend more.</p> <p><b>Describe</b> gravitational force as the force of attraction between objects.</p> <p><b>Recognise</b> that the gravitational force between objects and the earth causes the objects to have weight.</p> <p><b>Describe</b> magnetic force as the force exerted by magnets.</p>
2	Interactions	Living together	<p><b>Identify</b> the factors of an environment that affect the survival of living things.</p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Temperature</li> <li>• Air</li> <li>• Water</li> <li>• Availability of food</li> <li>• Other kinds of living things</li> </ul> <p><b>Show</b> an understanding that the factors of an environment affect different living things differently.</p> <p><b>Differentiate</b> between the terms organism, population, habitat and community.</p> <p><b>Recognise</b> that an organism is a living thing.</p> <p><b>Show</b> an understanding that a population is a group of organisms of the same kind, which live together and reproduce in a particular place.</p> <p><b>Recognise</b> that a habitat is the place where an organism lives.</p> <p><b>Recognise</b> that habitats provide organisms with food, water, air, space, shelter and protection.</p> <p><b>Show</b> an understanding that a community consists of all the different populations of organisms, which live together in a habitat.</p> <p><b>Recognise</b> that different habitats support different communities, such as the seashore, mangrove swamp, pond, field, garden and tree communities.</p>

Term	Theme	Topic	Learning Objectives
			<p><b>Show</b> an understanding that the factors of the environment in a habitat are unique.</p> <p><b>Recognise</b> that all the populations living in a habitat are interdependent for survival.</p>
		Food Chains and Food Webs	<p><b>State</b> how organisms obtain their energy.</p> <p><b>Show</b> an understanding that a producer can make its own food.</p> <p><b>Show</b> an understanding that a consumer cannot make its own food, so it eats other living things for food.</p> <p><b>Differentiate</b> between a predator and a prey.</p> <p><b>Show</b> an understanding that a food chain shows the food relationship between different organisms.</p> <p><b>Construct</b> a food chain.</p> <p><b>Show</b> an understanding that a food web is made up of food chains that are interconnected.</p> <p><b>Construct</b> a food web.</p> <p><b>Recognise</b> that the populations of all the producers and consumers in a food chain or food web affect one another.</p>
2	Interactions	Adaptation	<p><b>Recognise</b> that adaptations are special characteristics that help organisms to survive in their natural habitats.</p> <p><b>Differentiate</b> between structural adaptations and behavioural adaptations.</p> <p><b>Show</b> an understanding that structural adaptations are special parts an organism has that help it to survive in its natural habitat.</p> <p><b>Show</b> an understanding that behavioural adaptations are special ways an organism behaves to help it to survive in its natural habitat.</p> <p><b>Identify</b> a structural adaptation.</p> <p><b>Identify</b> a behavioural adaptation.</p> <p><b>Describe</b> some adaptations of organisms that serve to enhance the organisms' survival in their environments, such as:</p> <ul style="list-style-type: none"> <li>• Extreme temperatures</li> <li>• Catching prey</li> <li>• Protecting against predators</li> <li>• Breathing underwater</li> <li>• Moving</li> <li>• Living in dark environments</li> <li>• Obtaining sunlight</li> <li>• Reproducing</li> </ul>
		Man's Impact on the Environment	<p><b>Show</b> an understanding that man depends on earth's natural resources for his survival.</p> <p><b>Give</b> examples of the negative impact of man's activities on his environment.</p>



Term	Theme	Topic	Learning Objectives
			<b>Show</b> an understanding that natural resources can become depleted. <b>Describe</b> the negative effects of deforestation. <b>Identify</b> the sources of pollution. <b>Describe</b> the negative effects of pollution. <b>Show</b> an understanding that global warming can be caused by man's activities. <b>Identify</b> the negative effects of global warming. <b>Give</b> examples of what man can do to make a positive impact on his environment.

### **RESOURCES USED FOR STANDARD SCIENCE**

1. My Pals are Here! Science 5 & 6 Energy Textbook
2. My Pals are Here! Science 5 & 6 Interactions Textbook
3. Energy Inquiry-based learning (IBL\*) Booklet
4. Interactions Inquiry-based learning (IBL\*) Booklet
5. I do-We do-You do (IWY^) Packages for the following topics:
  - Energy in Food
  - Forces and Types of Force
  - Forms and Uses of Energy
  - Frictional Force
  - Food Chains and Food Webs, Adaptation and Man's Impact on the Environment
6. PSLE Revision and Examination Papers
7. PSLE Booklet (Standard)

*\*IBL packages are designed to help students learn scientific concepts and process skills through inquiry-based learning and experiments.*

*^IWY packages are designed to help students answer the open-ended questions using the C<sup>3</sup> answering technique through parallel questions.*

### **SCOPE OF LEARNING FOR FOUNDATION SCIENCE**

The focus for P6 (Foundation Science) is given below.

Term	Theme	Topic	Learning Objectives
1	Interactions	Forces	<b>State</b> that a force is a push or a pull. <b>Identify</b> the forces observed in our daily activities as a push or a pull. <b>Show</b> an understanding of the effects of forces on an object. <b>Identify</b> the different types of forces — frictional force, gravitational force and magnetic force. <b>Describe</b> friction as a force that opposes motion and is produced when two surfaces are in contact. <b>Investigate</b> the effects of frictional force on the movement of objects. <b>Recognise</b> that frictional force can be useful or harmful. <b>Describe</b> gravitational force as the force of attraction between objects. <b>Recognise</b> that the gravitational force between objects and the earth causes the objects to have weight.

Term	Theme	Topic	Learning Objectives
			<b>Describe</b> magnetic force as the force exerted by magnets.
		Living together	<p><b>Identify</b> the factors of an environment that affect the survival of living things.</p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Temperature</li> <li>• Air</li> <li>• Water</li> <li>• Availability of food</li> <li>• Other kinds of living things</li> </ul> <p><b>Show</b> an understanding that the factors of an environment affect different living things differently.</p> <p><b>Differentiate</b> between the terms organism and habitat.</p> <p><b>Recognise</b> that an organism is a living thing.</p> <p><b>Recognise</b> that a habitat is the place where an organism lives.</p> <p><b>Recognise</b> that habitats provide organisms with food, water, air, space, shelter and protection.</p> <p><b>Recognise</b> that different habitats support different organisms, such as the seashore, mangrove swamp, pond, field, garden, tree and other habitats.</p> <p><b>Show</b> an understanding that the factors of the environment in a habitat are unique.</p> <p><b>Recognise</b> that all the organisms living in a habitat are interdependent for survival.</p>
2	Interactions	Food Chains	<p><b>State</b> how organisms obtain their energy.</p> <p><b>Show</b> an understanding that a producer can make its own food.</p> <p><b>Show</b> an understanding that a consumer cannot make its own food, so it eats other living things for food.</p> <p><b>Differentiate</b> between a predator and a prey.</p> <p><b>Show</b> an understanding that a food chain shows the food relationship between different organisms.</p> <p><b>Construct</b> a food chain.</p> <p><b>Recognise</b> that the producers and consumers in a food chain affect one another.</p>
		Adaptations	<p><b>Recognise</b> that adaptations are special characteristics that help organisms to survive in their natural habitats.</p> <p><b>Differentiate</b> between structural adaptations and behavioural adaptations.</p> <p><b>Show</b> an understanding that structural adaptations are special parts an organism has that help it to survive in its natural habitat.</p> <p><b>Show</b> an understanding that behavioural adaptations are special ways an organism behaves to help it to survive in its natural habitat.</p> <p><b>Identify</b> a structural adaptation.</p>

Term	Theme	Topic	Learning Objectives
			<b>Identify</b> a behavioural adaptation. <b>Describe</b> some adaptations of organisms that serve to enhance the organisms' survival in their environments, such as: <ul style="list-style-type: none"> <li>• Extreme temperatures</li> <li>• Catching prey</li> <li>• Protecting against predators</li> <li>• Breathing underwater</li> <li>• Moving</li> <li>• Living in dark environments</li> <li>• Obtaining sunlight</li> <li>• Reproducing</li> </ul>
		Man's Impact on the Environment	<b>Show</b> an understanding that man depends on earth's natural resources for his survival. <b>Give</b> examples of the negative impact of man's activities on his environment. <b>Show</b> an understanding that natural resources can become depleted. <b>Describe</b> the negative effects of deforestation. <b>Identify</b> the sources of pollution. <b>Describe</b> the negative effects of pollution. <b>Show</b> an understanding that global warming can be caused by man's activities. <b>Identify</b> the negative effects of global warming. <b>Give</b> examples of what man can do to make a positive impact on his environment.

### **RESOURCES USED FOR FOUNDATION SCIENCE**

1. My Pals are Here! Foundation Science 5 & 6 Energy Textbook
2. My Pals are Here! Foundation Science 5 & 6 Energy Workbook
3. My Pals are Here! Foundation Science 5 & 6 Interactions Textbook
4. My Pals are Here! Foundation Science 5 & 6 Interactions Workbook
5. PSLE Foundation Revision Papers
6. PSLE Booklet (Foundation)

### **PROGRAMMES**

Experiential learning catered across the level through learning packages and activities to promote self-directed learning and cultivate a passion for science through inquiry includes:

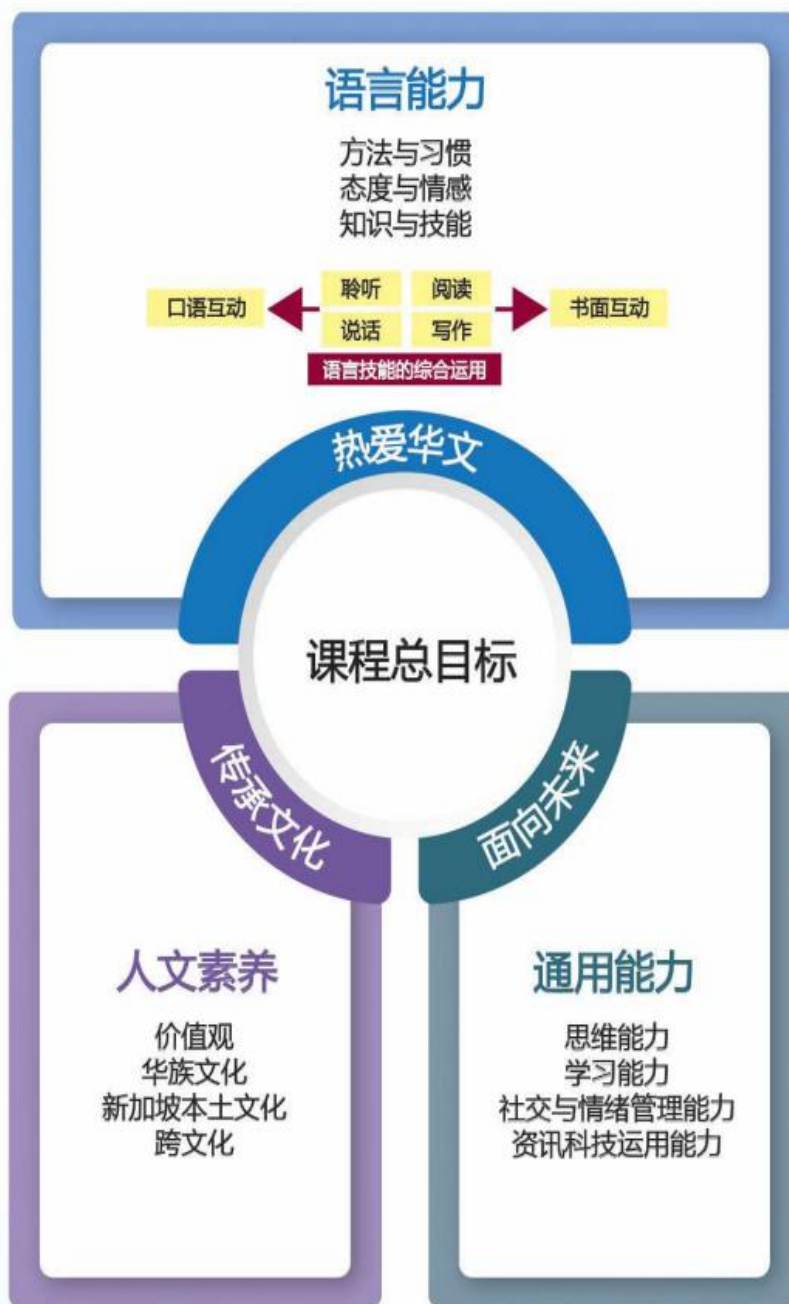
- Learning Science through Student Learning Space (SLS)  
With the SLS, students will be able to learn Science better using technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers. Teachers will also be able to use the SLS to complement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

## 华文

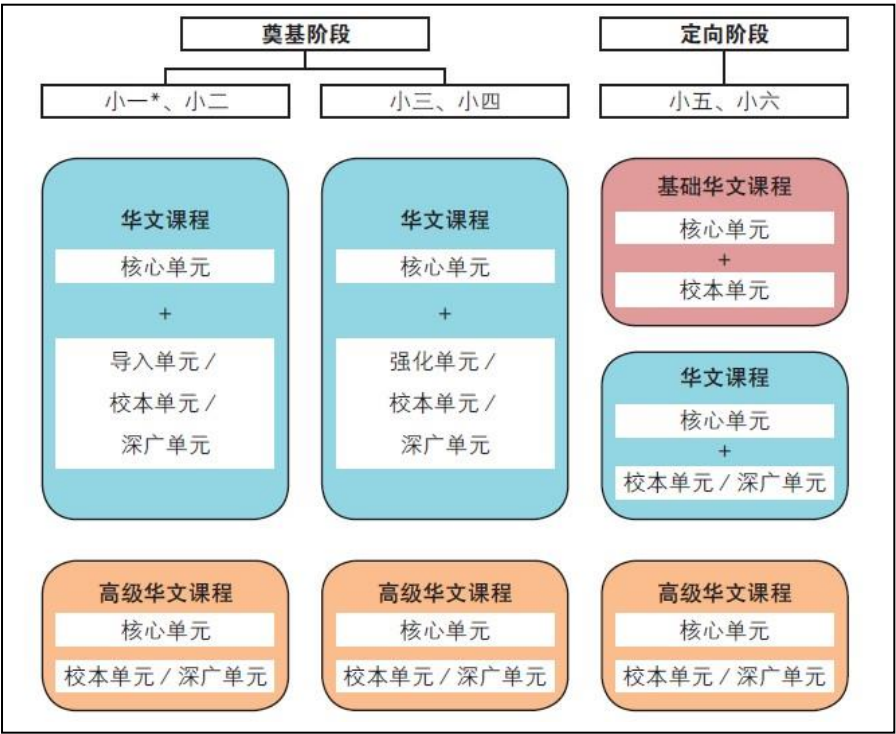
### 小学华文课程的总目标

- 1) 培养语言能力
- 2) 培养人文素养
- 3) 培养通用能力

课程总目标图示如下：



# 课程架构



- 在完成了小一至小四的奠基阶段后，学生被编入小五基础华文班 / 华文班 / 高级华文班后，继续学习至六年级。

### 1. 华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
华文课程	核心单元	导入 / 强化单元 或 校本单元 或 深广单元

### 2. 高级华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
高级华文课程	核心单元	校本单元 或 深广单元

### 3. 基础华文课程

课程	单元组合与课时分配	
	70-80%	20-30%
基础华文课程	核心单元	校本单元

单元模式的设立是为了让不同能力的学生以最适合于他学习的进度来学习华文。

### 教材特点

- 听说、读写分流并进
- 围绕六大范畴，按照主题组织教学内容
- 系统地培养语言知识与技能
- 重视资源开发，综合的教学配套

课堂教学	
纸本教材	课本、活动本、校本配套、PSLE Booklet 2022-2024



数码资源	SLS 平台、易知识平台
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### **班级阅读计划（第一至第四学段）**

通过班级阅读计划激发学生的阅读兴趣，让学生养成阅读的好习惯。

### **母语双周活动（第三学段）**

为了让学生有多点机会接触母语和认识华族的传统文化，学校安排各级学生参与并体验不同主题的文化活动。

### **评价**

评价的形式多元，除了考查学生的学习成果，老师们也会对学生在不同方面的学习能力、兴趣和需要进行更全面的了解。

### **全面性评价**

全面性评价的宗旨是要通过不同的评价形式促使学生的学习和成长，让学生有更多机会通过多元的学习任务展示学习成果，在“德、智、体、群、美”五育得到全面的发展。多元的评价形式能更好地配合学生的学习需要和学习方式，让学生学习得更投入，更有意义。

## BAHASA MELAYU, BAHASA MELAYU LANJUTAN DAN BAHASA MELAYU ASAS

### MATLAMAT PENDIDIKAN BAHASA MELAYU PERINGKAT SEKOLAH RENDAH

Matlamat pendidikan Bahasa Melayu peringkat sekolah rendah adalah untuk membolehkan murid:

1. **berkomunikasi** secara efektif dalam Bahasa Melayu dalam kehidupan seharian dan alam pekerjaan;
2. memahami dan membina jati diri melalui penghayatan yang mendalam tentang **budaya**, tradisi, sastera dan sejarah; dan
3. **berhubung** dengan masyarakat Nusantara dan dunia yang bertutur dalam bahasa atau budaya yang sama.

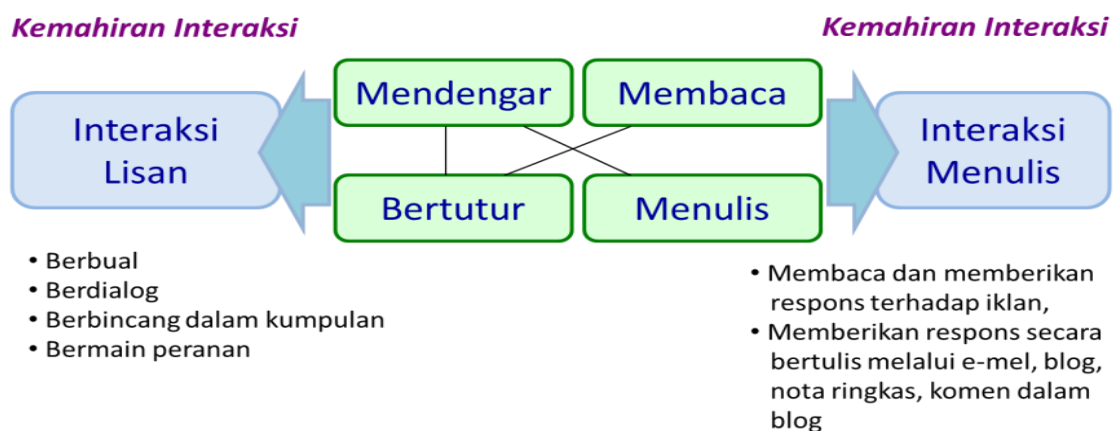
### OBJEKTIF KURIKULUM BAHASA MELAYU

Pada akhir pengajaran dan pembelajaran Bahasa Melayu di sekolah rendah, murid dapat:

- mendengar dan memahami pengucapan dengan teliti;
- bertutur dengan petah menggunakan sebutan baku dan intonasi yang betul;
- membaca pelbagai bahan bercetak dan bahan media elektronik dan memberikan respons yang sesuai;
- menulis pelbagai jenis teks berdasarkan pelbagai tajuk yang sesuai;
- berinteraksi secara lisan dengan menggunakan sebutan baku;
- berinteraksi secara bertulis mengenai pelbagai tajuk yang sesuai;
- berfikir secara kreatif, kritis dan kritikal untuk mereka cipta, menyelesaikan masalah dan membuat keputusan melalui penggunaan bahasa;
- mengenali dan memahami budaya dan nilai-nilai murni masyarakat Melayu dan kaum-kaum lain; dan
- memupuk minat membaca dan menjadikannya amalan ke arah membina budaya belajar sepanjang hayat.

### KEMAHIRAN BAHASA

Pengajaran dan pembelajaran bahasa bertujuan menjadikan murid sebagai pengguna bahasa yang cekap yang boleh berkomunikasi dengan yakin, berkesan dan bermakna dalam situasi sebenar, melalui tugas bahasa yang autentik. Untuk mencapai tujuan ini, murid harus mengasah kemahiran berbahasa yang merangkumi kemahiran mendengar, membaca, bertutur, menulis interaksi lisan dan interaksi penulisan, seperti yang tertera dalam rajah di bawah ini.



Model Kemahiran Teras Bahasa

## **PROGRAM DAN AKTIVITI PEMBELAJARAN**

Program dan aktiviti pembelajaran di sekolah ini disesuaikan dari segi pendekatan, kaedah, isi kandungan serta bahan pengajaran mengikut keperluan, keupayaan dan gaya belajar setiap murid. Pembelajaran berpusatkan murid ini dapat meningkatkan pelibatan koperatif dan kolaboratif di dalam dan di luar bilik darjah. Selain itu, murid juga melibatkan diri secara aktif dalam pembelajaran untuk meningkatkan kemahiran berfikir kerana mereka diberi peluang untuk menyoal, menghasilkan idea dan mengemukakan serta berkongsi pendapat serta menyampaikan hasil perbincangan.

<b>Kemahiran/Pengetahuan</b>	<b>Program dan Aktiviti Pembelajaran</b>
<b>Mendengar</b>	<u>Kefahaman Mendengar</u> <ul style="list-style-type: none"><li>• Murid mendengar dengan teliti, memahami dan menghayati teks berbentuk ucapan, berita, cerpen atau puisi. Murid juga dikehendaki memberikan tindak balas yang wajar.</li></ul>
<b>Membaca</b>	<u>Bacaan Lantang</u> <ul style="list-style-type: none"><li>• Murid membaca pelbagai jenis teks dengan sebutan baku, intonasi, jeda dan kelancaran yang betul serta memahami bahan yang dibaca. Mereka juga diberi peluang untuk menilai bacaan mereka secara sendiri atau berpasangan. Murid juga akan menggunakan bahan ICT untuk mendengar rakaman suara mereka supaya dapat mengecam kekuatan atau kelemahan mereka.</li></ul> <u>Kefahaman Membaca</u> <ul style="list-style-type: none"><li>• Murid membaca pelbagai jenis teks. Penekanan diberikan kepada aspek pemahaman dan penaakulan bahan-bahan tersebut secara kritis. Murid juga dikehendaki memberikan respons yang sesuai.</li></ul> <u>Baca Ria</u> <ul style="list-style-type: none"><li>• Untuk memupuk minat membaca, masa selama lebih kurang 10 minit setiap hari diperuntukkan untuk murid membaca buku cerita atau bahan bacaan lain dalam Bahasa Melayu. Kemudian, murid merekodkan buku yang telah mereka baca dalam rekod bacaan mereka.</li><li>• Majalah 'Mari Membaca' yang mengandungi cerita-cerita menarik, puisi serta aktiviti bahasa dilanggan oleh murid. Guru menggunakan artikel-artikel dalam majalah ini untuk merangsang minat membaca di samping mengasah kemahiran bahasa murid.</li></ul>
<b>Bertutur</b>	<u>Bertutur</u> <ul style="list-style-type: none"><li>• Murid bertutur untuk menyampaikan maklumat, pendapat, perasaan, serta idea dengan sebutan baku, intonasi dan jeda yang betul secara sopan.</li></ul>
<b>Menulis</b>	<u>Menulis</u> <ul style="list-style-type: none"><li>• Murid yang mengambil Bahasa Melayu dan Bahasa Melayu lanjutan akan menulis karangan untuk menjadikan sebuah cerita berdasarkan rangsangan.</li></ul>

Kemahiran/Pengetahuan	Program dan Aktiviti Pembelajaran
<b>Interaksi Penulisan</b>	<u>Interaksi Penulisan!</u> <ul style="list-style-type: none"> <li>Murid melengkapkan teks dalam pelbagai konteks, contohnya poskad, kad hari lahir, e-mel, pesanan ringkas dan sebagainya.</li> </ul>
<b>Interaksi Lisan</b>	<u>Pembelajaran Kolaboratif Lisan!</u> <ul style="list-style-type: none"> <li>Murid akan melakukan tugas secara kolaboratif. Murid dikehendaki berinteraksi secara dua hala dengan rakan atau guru.</li> </ul>
<b>Budaya</b>	<u>Minggu Dwibahasa Ibunda</u> <ul style="list-style-type: none"> <li>Minggu Dwibahasa Ibunda diadakan pada Penggal 3. Pelbagai aktiviti diadakan seperti permainan, kuiz, bengkel dan bermacam-macam lagi untuk membolehkan murid menggunakan Bahasa Melayu dalam suasana pembelajaran yang autentik lagi menyeronokkan.</li> </ul>

### **SISTEM BAHASA**

Berikut adalah aspek tatabahasa yang akan dipelajari:

#### 1. Tatabahasa

<ul style="list-style-type: none"> <li>Kata Tunggal</li> <li>Kata Terbitan</li> <li>Kata Ganda</li> <li>Kata Majmuk</li> <li>Kata Berimbuhan (meN-, beR-, teR-, peN-, di-, se-, pe-, ke-, -an, -kan, -i, meN-...-kan, di-...-kan, beR-...-kan, beR-...-an, ke-...an, peN-...an, pe-...-an)</li> <li>Kata Nama</li> </ul>	<ul style="list-style-type: none"> <li>Kata Kerja</li> <li>Kata Adjektif</li> <li>Kata Tugas</li> <li>Frasa</li> <li>Pola Ayat</li> <li>Bentuk Ayat</li> <li>Susunan Ayat</li> <li>Ragam Ayat</li> <li>Jenis Ayat</li> </ul>
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#### 2. Kosa Kata

- berdasarkan bahan pembelajaran dan lembaran kerja yang digunakan

#### 3. Penjodoh Bilangan

#### 4. Tanda Baca

- tanda noktah ( . ), koma ( , ), soal ( ? ), sempang ( - ), seru ( ! )

#### 5. Kata Seerti, Kata Berlawan, Kata Kumpulan

#### 6. Bandingan Semacam

#### 7. Peribahasa

- Selain peribahasa darjah 5 dan 6, murid juga perlu mempelajari peribahasa darjah 3 dan 4.

# Senarai Peribahasa Darjah 5 dan 6

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

No	Peribahasa	Maksud
26	seperti lipas kudung	• cepat dan cekap
27	tahan hati	• tabah
28	tangan kosong	• datang tidak membawa apa-apa
29	tangan terbuka	• menerima kedatangan seseorang dengan gembira atau sukacita
30	tulang belakang	• sumber kekuatan • orang yang dianggap tempat berlindung dalam sesuatu kumpulan dan lain-lain

#### Senarai Peribahasa Darjah 5 dan 6 Bahasa Melayu Lanjutan

No	Peribahasa	Maksud
1	ayam tambatan	• orang harapan
2	buka pintu	• memberikan kebenaran masuk • memberikan peluang untuk berunding
3	tanam budi	• berbuat baik
4	tumbuk rusuk	• memberikan rasuah
5	bagai cembul dengan tutup	• memang sesuai benar
6	bagai lebah menghimpun madu	• sangat rajin
7	seperti air dalam kolam	• orang yang tenang sikap dan tingkah lakunya
8	seperti ikan pulang ke lubuk	• orang yang telah balik ke tempat asalnya payahlah hendak berdagang semula
9	seperti menatang minyak yang penuh	• sangat dikasihi dan dipelihara dengan sempurna
10	umpama minyak setitik, di laut sekalipun timbul jua	• orang yang baik biar di mana sekalipun akan dimuliakan juga

#### Senarai Peribahasa Darjah 3 dan 4

No	Peribahasa	Maksud
1	ambil berat	• memberikan perhatian
2	anak angkat	• anak yang diambil dan dijadikan anak sendiri
3	anak emas	• orang yang sangat disayangi
4	bawa nasib	• mencari penghidupan di tempat lain
5	berat sebelah	• tidak adil
6	besar hati	• bangga atau gembira
7	buah tangan	• barang yang dibawa sebagai hadiah
8	buruk siku	• mengambil semula sesuatu yang pernah diberikan kepada seseorang
9	cakar ayam	• tulisan yang buruk dan sukar dibaca
10	campur tangan	• melibatkan diri dalam hal orang lain
11	cari jalan	• berusaha untuk mencapai sesuatu perkara
12	fasih lidah	• lancar berbicara dan betul sebutannya
13	hidung tinggi	• sombong



No	Peribahasa	Maksud
14	jalan tengah	• tidak berat sebelah atau tidak memihak kepada sesiapa
15	kaki ayam	• tidak memakai alas kaki atau kasut
16	kaki bangku	• tidak pandai bermain bola
17	kecil hati	• tersinggung
18	keras kepala	• degil
19	lepas tangan	• tidak masuk campur dalam sesuatu hal
20	lurus akal	• jujur
21	manis mulut	• bercakap dengan lemah lembut
22	mati akal	• tidak tahu apa yang hendak dilakukan
23	muka tembok	• tidak tahu malu
24	murah hati	• suka memberikan bantuan
25	rendah hati	• tidak sombong
26	ringan mulut	• peramah / mudah menyatakan pendapat
27	ringan tulang	• rajin bekerja
28	tajam akal	• cepat menerima pelajaran
29	tanda mata	• hadiah yang diberikan sebagai kenang-kenangan
30	otak udang	• bodoh

#### **BAHAN PEMBELAJARAN**

1. Buku Teks CEKAP 6A & 6B
2. Buku Aktiviti CEKAP 6A & 6B
3. Lembaran Kerja Darjah 6
4. Buku PSLE (2022 - 2024)
5. Majalah 'Mari Membaca'
6. Ruang Belajar Pelajar (SLS)

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION (PE) IN SCHOOLS

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

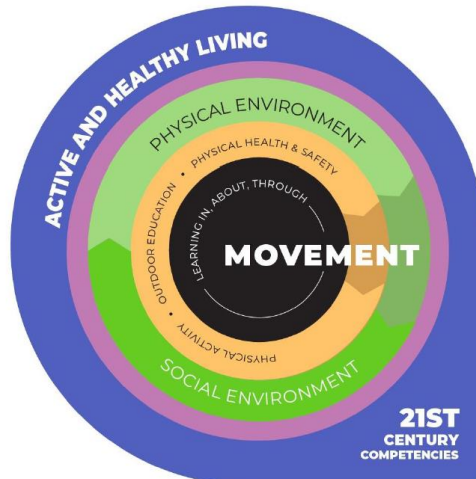


Figure 2. Physical Education Curriculum Framework

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

### PURPOSE AND GOALS OF PE

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

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

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

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

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

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

**ASSESSMENT****PE Primary 6 Assessment Plan 2025**

Topics	Term 1	Term 2	Term 3	Term 4
<b>1. Physical Activity</b> <b>2. Physical Health and Safety</b>	(Wk 8) <u>Net/Wall Games</u> Students will be able to display individual attacking & defending skills in Net/Court Games.	(Wk 7) <u>Dance</u> Students will be able to perform a pre-designed movement experience to the music "Let's Bounce"	(Wk 10) <u>PE Conduct</u> Students will be assessed in 4 areas namely; Sportsmanship, Teamwork, Safety and Personal Hygiene	NIL

# ART EDUCATION

## AIMS OF ART EDUCATION IN SCHOOLS

The aims of art education are to enable every student to:

- enjoy art,
- communicate visually, and
- make meaning through connecting with society and culture.

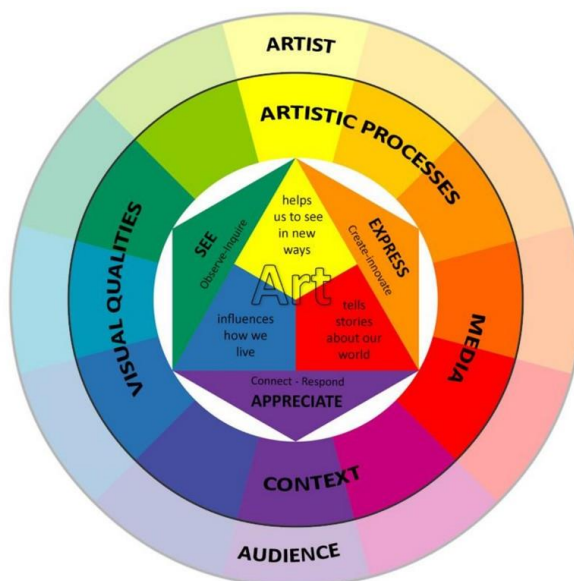


Figure: Primary Art Syllabus Framework 2018

## ART SYLLABUS FRAMEWORK

The art syllabus framework is presented in the form of a colour wheel. It shows the dynamic relationship between the various key features of the syllabus as an integrated concept for the learning of art to be holistic and enduring.

The three key ideas at the heart of the framework form the enduring understandings that provide focus for the teaching and learning of art. The key ideas frame the three Learning Domains of *See*, *Express* and *Appreciate* that present learning opportunities for students to develop the Key Competencies of observe, inquire, create-innovate, and connect-respond. Our students learn to *see*, *express* and *appreciate* through the four key components of the Learning Content - *context*, *artistic processes*, *media* and *visual qualities*. In the process, students acquire knowledge, skills and values that equip them to be active artists and informed audiences.

## SCOPE OF LEARNING ART

The learning outcomes of our school's art curriculum are organised by levels in 2-year blocks and according to the cognitive and artistic development of our students. The objectives of the syllabus are achieved through the framework of *See*, *Express* and *Appreciate*. The three behavioural domains of *seeing*, *expressing* and *appreciating* take into consideration the cognitive, affective and psychomotor dimensions that students are involved in when learning art.

This ensures that students are provided with opportunities to observe their environment, generate ideas, create artworks, discuss about art and value the role of art in society.

The school's art curriculum includes well-designed learning experiences to provide engaging and meaningful ways for students to encounter learning content through two areas:

- *Core Learning Experiences* and
- *Dynamic Learning Experiences*.

For Core Learning Experiences, students will experience drawing as a tool to develop their language, cognitive and executive function. In Primary 4 museum learning experience provides students with authentic context for the learning of local art as part of students' understanding of Singapore's history and heritage. Art exhibitions experience deepen students' understanding of the aesthetics and is an important part of their artistic learning cycle. For Dynamic Learning Experiences, the school extend students' experiences through engagement in community art and competitions.

Table 1: Domain and Key Competencies

See	Express	Appreciate
In <i>Seeing</i> art, our students observe their surroundings & respond to what they see by asking questions & creating artworks. This heightens students' sensory awareness, arouses curiosity & encourages imagination & generation of ideas.	In <i>Expressing</i> art, our students generate ideas from what they see & explore ways to communicate their ideas, feelings & experiences. Students communicate through the various art forms & media as well as orally & in written text. This cultivates students' spirit of innovation & experimentation.	In <i>Appreciating</i> art, our students acquire skills & use appropriate art vocabulary to discuss & interpret artworks. They understand why & how artworks are made & value art in their lives & society. This heightens students' aesthetics & cultural awareness & raises the value of art among them.

## **PROGRAMMES**

The schools' art programmes for Primary 6:

Table 2: Learning and Assessment Areas in Primary 6, 2025

	Term 1	Term 2	Term 3	Term 4
Topic	<b>Topic:</b> People of Singapore	<b>Topic:</b> The Day I Felt ____ (Students to insert an emotion)	<b>Topic:</b> Art and Nature	<b>Topic:</b> Drawing
Learning and Assessment Areas	Photography: Rule of Thirds, Framing, Depth of field. Leading Lines, Use of shadows Photo editing: adjusting colour	Painting, Cubism - Presentation of subjects in angular and fragmented shapes; Breaking down forms (into simpler shapes),	Land art – Use of natural materials found in the environment to create art / responding to the natural	Observe & focus on the lines of the image  Draw only what you see, follow each line instead

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	balance and contrast	Breaking rules of perspective (Present more than 1 view/angle)	environment to create artworks	of the object as a whole

### **RESOURCES USED**

- Teachings Slides
- Artists' References
- Digital Platforms (Padlet, 360 Virtual Platform, Artrage)
- National Gallery Art Reference
- Thinking Routines Charts
- Singapore Teachers' Academy for the Arts (STAR) Resources
- Reflection Checklist
- Assessment Rubrics
- Art Books (Reference)
- Student Development Curriculum Division (MOE) Resources

## MUSIC EDUCATION

### AIMS OF MUSIC EDUCATION IN SCHOOLS

The aims of Music Education are as follows:

1. Acquire and apply musical skills, knowledge and understanding through **Listening, Creating and Performing**.
2. Develop abilities for creative expression and communication.
3. Develop an understanding and appreciation of music in local and global cultures.
4. Cultivate a life-long enjoyment and involvement in music.

Music Education is offered to all students in primary schools. It contributes to the quality of students' holistic education and plays a part in nurturing them to become informed audiences for the arts.

Through creating music, singing and playing instruments, students learn to express themselves creatively in different modes. Listening and appreciation skills enable them to respond and engage with new music throughout their lives.

Music is also an integral part of society. It is used to convey cultural and social norms of different societies. Hence, learning music helps to enrich students' social, cultural, and historical awareness.

### SCOPE OF LEARNING

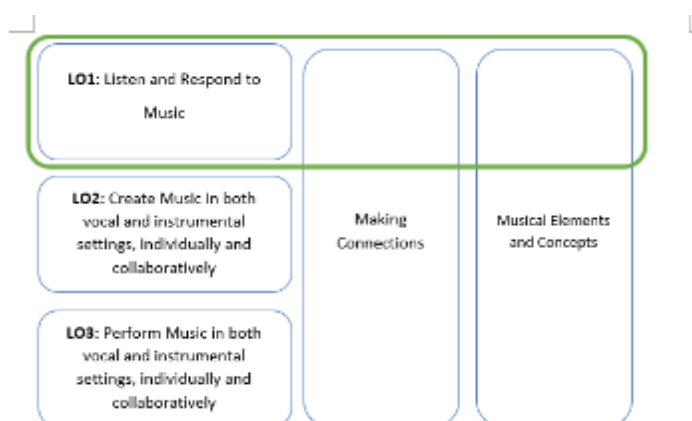
To fulfil the aims of Music Education, the syllabus spans across three key stages from Primary One to Primary Six. Each stage comprises two levels which builds upon the competencies from the previous stage(s). The learning outcomes are organised around 3 overarching Learning Objectives (LOs).

LO1: Listen and Respond to Music

LO2: Create Music in both vocal and instrumental settings, individually and collaboratively

LO3: Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively sing and play instruments.

Students also acquire a set of Knowledge, Skills, and Values (KSVs) in listening, creating and performing with the corresponding musical elements and concepts as well as musical cultures described under "Making Connections". The figure below illustrates how the different KSVs can be acquired in an integrated way at each stage.



The learning of **Musical Elements and Concepts** is synonymous to the learning of the musical language. With the fundamental understanding of the musical elements and concepts, students will be able to better understand and appreciate the music they listen to, create, and perform.

On the other hand, the KSVs for **“Making Connections”** highlight the connections students can make when they listen, create and perform music in and from a variety of contexts. This includes providing students with authentic musical tasks and raising their awareness of how social, cultural and historical contexts have shaped music, as well as the music and musicians from various genres, traditions and styles in our communities. The use of core and dynamic repertoire from our local cultures and inclusion of authentic learning opportunities outside the classroom are important ways for “Making Connections”.

Below are the general skills and knowledge to be acquired for Music in Stage 3 (Primary 6):

1. Listening & Responding to Music
a. Responding to music of various cultures & styles in a variety of ways.
b. Describing the sound produced by instruments from traditional & popular music in Singapore, traditional music from Southeast Asia & Western Classical Tradition & how they are played.
c. Analysing & evaluating music they listen to, create & perform with reference to the elements of music.
d. Describing ways composers/performers express moods & feelings in their music.
2. Creating Music
a. Improvising with voice & instruments, pentatonic & diatonic melodic & rhythmic responses of at least 4 bars or equivalent.
b. Creating a composition to a given stimulus for a small ensemble of at least 2 parts (melodic & accompaniment) using instruments, digital tools &/or everyday objects.
c. Using digital tools to create music – Sequence & mix tracks.
3. Performing Music
a. Singing a variety of 2- or 3-part canon songs as an ensemble.
b. Reading & singing scores in solfege beyond an octave.
c. Performing rhythmic & melodic patterns using graphic, cipher, standard notation, including bass clef notation &/or chord sheets, as appropriate to the music tradition.

## **PROGRAMMES**

In their musical journey at UPS, students are given opportunities to perform and showcase what they learn in class. Below are some of the programmes the students experience throughout the year.

### **Classroom-Based**

- Singing of songs from local and global cultures [T1-T4]
- Playing pitched and non-pitched instruments [T1-T4]
- Movement and Musical Games [T1-T4]

### **Level-Based**

- P6 Graduation Day Performance [T4] – to encourage students to reflect on their primary school years through showcasing class performance.

### **School-Based**

- National Day Singing [T3] – to encourage love for country through mass singing of NDP songs & Singapore folk songs during lessons & concert
- Teachers’ Day & Unity’s Got Talent [T3] - to encourage appreciation for teachers & showcase individual talent as well as communal singing during the concert.
- Children’s Day [T3] – to encourage joy of learning and living through mass singing of Semogia Bahagia (May You Achieve Happiness) at the end of the concert.



## **ASSESSMENT**

Assessment is an integral part of the teaching and learning process and helps our students become self-directed learners. It enables the teachers to monitor students' progress and to give feedback to students regularly throughout the year based on the musical activities done inside the classroom.

As a holistic part of music education, students will be exposed to the musical skills of **Listening and Responding, Creating, and Performing**. These are not discrete entities; they overlap, leading to a holistic music education experience for students. Therefore, singing, listening, creating and performing skills will be observed and assessed through varied ways to reflect students' progress in music learning.

### **Music Primary 6 Assessment Plan 2025**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b><u>Weighted Assessment 1</u></b>  <b><u>(Wk 9)</u></b>  <b>Topics</b>  Perform Music ( <b>LO3</b> ) - Perform body percussion with accuracy, clarity, and appropriate technique for the piece "Five Days a Beat!"	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 8)</u></b>  <b>Topics</b>  Listen and Respond to Music ( <b>LO1</b> ) - Respond to a call and response sequence using world percussion instruments, demonstrating appropriate rhythms and technique.	<b><u>Weighted Assessment 3</u></b>  <b><u>(Wk 9)</u></b>  <b>Topics</b>  Create Music ( <b>LO2</b> ) - Compose a two-minute piece of music demonstrating the verse-chorus form using iPad Garageband.	<b><u>Weighted Assessment 4</u></b>  <b><u>(Wk 6)</u></b>  <b>Topics</b>  Perform Music ( <b>LO3</b> ) – Perform a composition using Live Loops and Virtual Instruments in IPAD Garageband.

## **RESOURCES USED**

Resources are created and developed by teachers and / or adapted from Student Development Curriculum Division (MOE) and Singapore Teachers' Academy for the Arts (STAR).

## **CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS**

### **AIM OF CHARACTER AND CITIZENSHIP EDUCATION IN SCHOOLS**

CCE 2021 aims to develop in our students:

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

### **SCOPE OF LEARNING**

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

#### **a) CCE Lessons**

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

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

## **b) Key Student Development Experiences**

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

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

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

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

## **c) School-based Initiatives**

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

## **d) Other Subjects**

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

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

## **e) Personal Application**

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

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

### **RESOURCES USED**

1. CCE Textbooks and Journals
2. FTGP Journals
3. MOE Resources for ECG and SEd
4. Teacher-created resources for VIA
5. Teacher-created reflection journals, checklists and rubrics

### **ASSESSMENT**

#### **School Values**

<b>School Values</b>	<b>Desired Behaviours</b>	<b>Level</b>	<b>Practices</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Treats others with dignity &amp; courtesy.</li> </ul>	All	<ul style="list-style-type: none"> <li>Greets teachers &amp; peers.</li> <li>Works &amp; plays with friends of different races.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Helps others in need.</li> <li>Seeks permission before taking/ using someone else's belongings.</li> </ul>
	<ul style="list-style-type: none"> <li>Obeys school rules and class rules.</li> </ul>	All	<ul style="list-style-type: none"> <li>Follows school &amp; class rules.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>To question, explore &amp; experiment.</li> </ul>	All	<ul style="list-style-type: none"> <li>Asks questions to clarify.</li> <li>Strives to improve in learning from self or others.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Expresses opinions &amp; makes suggestions.</li> <li>Participates actively in class discussions.</li> </ul>
		P5 onwards	<ul style="list-style-type: none"> <li>Is engaged in learning &amp; strives for highest standards.</li> <li>Exhibits initiative to come up with ideas &amp; suggestions for school improvement.</li> </ul>
	<ul style="list-style-type: none"> <li>To be persistent &amp; not give up easily.</li> </ul>	All	<ul style="list-style-type: none"> <li>Perseveres in the face of defeat or obstacles.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Follows up on one's words &amp; promises.</li> </ul>	All	<ul style="list-style-type: none"> <li>Keeps up with the deadlines of all schoolwork.</li> </ul>
		P3 onwards	<ul style="list-style-type: none"> <li>Manages own emotions &amp; acts in a considerate manner.</li> </ul>
	<ul style="list-style-type: none"> <li>Does things to the best of one's ability.</li> </ul>	All	<ul style="list-style-type: none"> <li>Is punctual for class &amp; school activities.</li> </ul>

School Values	Desired Behaviours	Level	Practices
		P3 onwards	• Participates actively in class or school improvement projects.
		P5 onwards	• Is aware that choices have consequences & is accountable for decisions made.
<b>Integrity</b>	• Is honest & sincere in both words & actions.	All	• Is sincere & honest in words & actions.
		P3 onwards	• Completes work on his/her own.
	• Does the right thing even when it is a difficult thing to do.	All	• Returns items that do not belong to them.
		P5 onwards	• Stands up for what is right.
<b>Care</b>	• Shows care for self, others & the environment.	All	• Takes care of own grooming & attire.
		P3 onwards	• Takes care of personal space & cleanliness. • Shows care for school & public property.
		P5 onwards	• Contributes actively to school-wide conservation efforts, e.g. Taking care of school environment, recycling, daily classroom cleaning.
	• Values self and others.	All	• Shows acts of kindness to peers & community.
		P3 onwards	• Is sensitive to the feelings of others.
		P5 onwards	• Reflects on impact of own actions on others.
<b>Harmony</b>	• Contributes to the group one belongs to.	All	• Is a good team player.
		P3 onwards	• Volunteers to render help to others.
		P5 onwards	• Leads peers in their actions.
	• Shows inclusivity with peers.	All	• Gets along well with friends from different races and cultures. • Respects others' point of view.
		P3 onwards	• Appreciates the diversity of Singapore.

## SOCIAL STUDIES

### AIMS OF SOCIAL STUDIES IN SCHOOLS

The aim of Social Studies (SS) is to develop the civic competencies of our students so that they can be informed, concerned and participative citizens.

As an **informed** citizen, the student would:

- understand his/her own identity vis-à-vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a **concerned** citizen, the student would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making

As a **participative** citizen, the student would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

### THE SOCIAL STUDIES FRAMEWORK

The SS curriculum spans across the primary and secondary levels. At the heart of the studies is the preparation of students to be citizens of tomorrow by helping them to better understand the interconnectedness in the world they live in and appreciate the complexities of the human experience.

SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS students as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.



## **SCOPE OF LEARNING**

The SS syllabus is organized into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

<b>Cluster of study</b>		<b>Inquiry focus</b>
<b>Cluster 1: Discovering self and Immediate Environment</b>		
Primary 1	Knowing Myself, Others & My Surroundings	Who am I in relation to the people and places around me?
Primary 2	Coming Together as a Nation	What unites us as people of Singapore?
<b>Cluster 2: Understanding Singapore in the Past and Present</b>		
Primary 3	Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
Primary 4	Valuing our Past	How is life in Singapore today shaped by what happened in the past?
<b>Cluster 3: Appreciating the World and Region We Live In</b>		
Primary 5	Part 1: Understanding Singapore's Development as a Nation	How has Singapore developed as a nation since its independence?
	Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	What makes up Southeast Asia and how are the countries interconnected?
Primary 6	Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

At Primary 6, students will learn the features that make up a civilisation. They will also learn about the legacies of the civilisations of the Indian subcontinent, the Chinese civilisation and the ancient kingdoms of Southeast Asia that continue to influence our lives or can still be seen in the present day.

## **RESOURCES USED**

1. Social Studies Textbooks 6A & 6B
2. Social Studies Activity Books 6A & 6B
3. NE Passports

## **ASSESSMENT**

SS is a non-examinable subject but assessment is important to help monitor students' progress in their learning. Primary 4 students will be assessed based on the performance tasks in the NE passport, reflections after NE events and their participation level in class. The SS activity book will also provide teachers with qualitative information on the progress of student's learning throughout the year. A grade of A, B or C will be awarded accordingly at the end of the year.

\*The assessment of SS in P6 would be done by September and the grade will be awarded together with the rest of the subjects after the Preliminary Examination.

Concepts	Term 1 (35%)	Term 2 (35%)	Term 3 (30%)
1. Countries 2. Culture 3. Diversity 4. Physical Environment 5. Population 6. Cooperation, Interconnectedness 7. Heritage 8. Natural and Man-made Wonders 9. Preservation	1. People and places in SEA 2. Wonders of SEA 3. The achievements and ancient kingdoms in SEA  <u>Tasks</u> ✓ Activity book ✓ NE passport task ✓ TDD reflections	1. Contributing to the growth in SEA 2. The way we live in SEA  <u>Tasks</u> ✓ Activity book ✓ NE passport task ✓ IFD reflections	1. Cooperating together through ASEAN  <u>Tasks</u> ✓ Activity book ✓ RHD reflections ✓ ND reflections



## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

### **AIM OF ICT EDUCATION IN SCHOOLS**

The aim of ICT education in schools is to equip students with the skills to navigate, curate, collaborate and connect in the digital world. At the end of their P6 education in UPS, it is our goal that our students would have acquired a set of Baseline ICT skills and knowledge as listed below:

1. Operate computers and applications in an ICT-enabled learning environment.
2. Create short documents using MS Word.
3. Conduct internet searches and organise digital information while recognising copyright regulations.
4. Create short presentations with media elements using MS PPT.
5. Perform core computation and coding concepts through simple visual programming-based lessons.
6. Perform simple computations with data using Google Sheets, including the application of formula.
7. Collaborate with others using Google Doc, Google Slides and Google Sheets.

In addition to the mastery of technical ICT skills, the school will also focus on nurturing our students with the appropriate dispositions to harness ICT for lifelong learning.

### **SCOPE OF LEARNING**

<b>ICT Focus</b>	<b>Skills &amp; Knowledge</b>
<ul style="list-style-type: none"><li>▪ Learning with Google Sheet</li></ul>	<ul style="list-style-type: none"><li>▪ Collect, process and represent tables of data using Google Sheet.</li><li>▪ Create a table with data to be presented in a chart format.</li><li>▪ Insert different types of charts – pie chart, bar chart, line chart, etc.</li><li>▪ Insert data labels such as legend, chart title, y- and x-axis data, etc.</li><li>▪ Perform simple computations with the application of formulas on Google Sheet, e.g. sum, average, etc.</li><li>▪ Use colour-coding to distinguish the different chart data.</li><li>▪ Interpret the graph to analyse information.</li></ul>

### **ASSESSMENT**

Assessment plays an important role in helping teachers to monitor students' progress in their learning. For P6, students will assess their own learning by completing a self-checklist on ICT Baseline Competencies.

### **CYBER WELLNESS (CW)**

Our Cyber Wellness (CW) programme, guided by MOE CW Framework, focuses on developing students' instincts to protect and empower themselves to take responsibility for their own well-being in cyberspace.

The three guiding principles of CW are:

1. Respect for Self & Others
2. Safe & Responsible Use
3. Positive Peer Influence

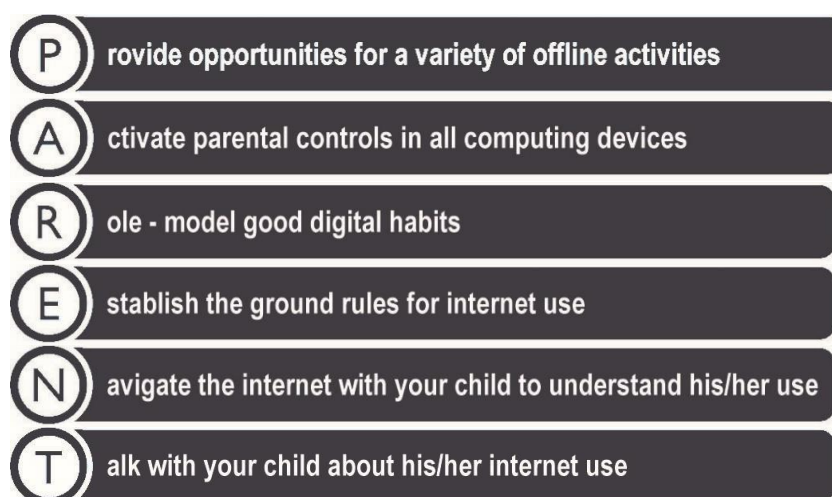
At the end of P6, the following topics will be covered:

1. Netiquette
2. Cyberbullying
3. Danger with Cyber Contacts
4. Addiction – Managing Screen Time
5. Copyright
6. Handling Inappropriate Content – Scams & Spam



For P6 students, a level Assembly Talk will be conducted on the topic of ‘Handling Inappropriate Content – Scams & Spam’ and lessons will also be delivered via Form Teacher Guidance Period (FTGP).

To complement the CW Curriculum in schools, parents can set a good example at home in the use of technology and to play an active role in guiding the students on how to navigate in cyberspace. To ensure that our students are safe and have positive online experiences, parents can do the following:



### **HOME-BASED LEARNING (HBL)**

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

School will keep parents informed of the HBL schedule for each exercise via Parents Gateway (PG). This will allow parents to play a complementary role by helping to monitor the progress of their children’s learning in terms of work completion.

As for the students, the HBL schedule will be shared with them via Student Learning Space (SLS) to encourage them to exercise responsibility for their own learning and to be self-directed learners.

**STUDENT LEARNING SPACE (SLS)**

SLS is an online learning portal rolled out by MOE to all primary schools. This online platform, containing curriculum-aligned resources and learning tools, will support teaching and learning in school. It serves to empower our students to drive their own learning and to be able to learn anytime, anywhere and at their own pace, both independently and with their peers.

As part of our effort to engage our students to learn with the use of ICT, Home-Based Learning (HBL) exercises will be conducted for our students to complete their online assignments via SLS. Moving forward, with Blending Learning as a feature of school experiences, school will be equipping students with basic ICT skills, for example, how to do voice recording, how to do uploading of audio clips and/or videos up to SLS. This is to ease students' submission of work while having HBL exercises. Teachers will also use SLS to complement their classroom teaching and to set additional work or learning resources to aid students in their learning.

## CHANGES TO PSLE FROM 2021

Under the revised PSLE scoring system, the PSLE will be scored with wider bands and the scores will reflect the student's individual performance and not his performance relative to his peers. These changes are part of a larger shift to better nurture well-rounded individuals. They are also more educationally meaningful in understanding your child's learning at this point in his education journey and helping him plan his next step.

### Wider Scoring Bands

The T-score will be replaced by wider scoring bands, where students in the same band are similar academically. Each subject will be scored using 8 bands known as Achievement Levels (AL), with AL 1 being the best score and AL 8 being the lowest score. The ALs reflect the student's level of achievement in the subject. The student's PSLE Score will be the sum of the four subject scores.

AL	Raw Mark Range
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

English Language	AL 3
Mathematics	AL 2
Science	AL 1
Mother Tongue Language	AL 2

**PSLE SCORE : 8**

### Scoring for Foundation Level Subjects

Under the new AL system, Foundation subject grades will be graded in 3 scoring bands from AL A to C. Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how he has performed relative to his peers.

For the purpose of Secondary 1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score. This mapping is similar to the past PSLE scoring system, which is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

English Language	AL 2
Mathematics	AL 4
Foundation Science	AL B
Mother Tongue Language	AL 2

**PSLE SCORE : 15**

### **Eligibility for Secondary School Higher Mother Tongue Language (HMTL)**

The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

For students who do not meet the below criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

<b>Eligibility Criteria for Secondary School HMTL</b>
<b>PSLE Score of <u>8 or better</u></b>
<b>OR</b>
<b>PSLE Score of 9 to 14 inclusive; and achieving</b>
<b>i) AL 1 / AL 2 in MTL or ii) Distinction/Merit in HMTL</b>

### **Achievement Level (AL) Cut-Off Points (COPs)**

To support parents and students in making informed secondary school choices, MOE will provide information on each secondary school's COP in AL terms. These AL COPs will be derived from the PSLE Scores and choice patterns of the previous year's Secondary 1 posting exercise. These COPs allow the P6 cohort to make their secondary school choices and apply for Direct School Admission - Secondary (DSA-Sec) if they wish to.

### **Changes to the new S1 Posting System – Choice Order to Matter More**

From 2021 onwards, choice order of schools will matter more because it will be used as a tie-breaker when two or more students with the same score and citizenship status vie for the last available place in a school. This recognises the different considerations that families have when choosing secondary schools, for example the school's ethos, culture, programmes and CCAs, as well as distance between the school and home.

As such, we strongly encourage you to discuss with your child when choosing secondary schools. You should consider your child's overall fit with the school, including the following factors:

- Academic fit to child's learning need and pace
- Suitability of the school's learning environment to the child's learning need and interests
- Programmes and CCAs that will develop the child's unique strengths and interests
- School culture and ethos
- Distance between school and home

## **HOLISTIC ASSESSMENT**

Assessment is an integral part of the interactive process of teaching and learning. It is an on-going process by which teachers gather information about students' learning to inform and support teaching.

The main purpose of holistic assessment is to provide regular, timely and meaningful feedback on what students are doing to achieve specific learning outcomes. It monitors students' progress and identifies their strengths and weaknesses so that more focussed and effective remedial assistance can be rendered.

This form of assessment also helps teachers to monitor students' learning and their performance in different aspects of the required skills. Quantitative feedback in the form of grades and marks, and qualitative feedback in the form of teacher comments help students learn about their strengths, weaknesses and the steps they could take to improve their learning.

The assessment plans appended in the following pages for your reference are:

1. Standard English Language
2. Foundation English Language
3. Standard Mathematics
4. Foundation Mathematics
5. Standard Science
6. Foundation Science
7. Standard Chinese Language
8. Higher Chinese Language
9. Foundation Chinese Language
10. Standard Malay Language
11. Higher Malay Language
12. Foundation Malay Language

The information presented is correct at the point of this publication. More details with regard to the weighted assessment items will be disseminated via the Parents' Letters at the beginning of each term.

### Standard English Language Primary 6 Assessment Plan 2025

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

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



### Foundation English Language Primary 6 Assessment Plan 2025

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

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

### Mathematics Primary 6 Standard Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 8/ 30 m, 45 min)</u></b>  <b>Format of Paper:</b> <u>Paper 1</u> (no calculator) 6 MCQ 10 SAQ  <b>Topics</b> 1. Algebra 2. Numbers to 10 million 3. Fractions 4. Ratio 5. Percentage	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 7 30 m, 45 min)</u></b>  <b>Format of Paper:</b> <u>Paper 2</u> (calculator) 4 SAQ 6 LAQ  <b>Topics</b> 1. Fractions 2. Ratio 3. Percentage 4. Circles 5. Angles 6. Speed 7. Volume	<b><u>Preliminary Examinations</u></b> <b><u>(Wk 8/ 100 m)</u></b>  <b>Format of Paper:</b> <u>Paper 1</u> (no calculator, 1h, 45 m) MCQ SAQ <u>Paper 2</u> (calculator, 1h 30 min, 55 m) SAQ LAQ  <b>Topics</b> All Semester 1 & 2 topics	<b>PSLE</b>

### Mathematics Primary 6 Foundation Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 8/ 30 m, 45 min)</u></b>  <b>Format of Paper:</b> <u>Paper 1</u> (no calculator) 6 MCQ 10 SAQ  <b>Topics</b> 1. Fractions 2. Decimals 3. Percentage	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 7/ 30 m, 45 min)</u></b>  <b>Format of Paper:</b> <u>Paper 2</u> (calculator) 8 SAQ 4 LAQ  <b>Topics</b> 1. Fractions 2. Decimals 3. Percentage 4. Average 5. Pie Charts 6. Volume	<b><u>Preliminary Examinations</u></b> <b><u>(Wk 8/ 90 m)</u></b>  <b>Format of Paper:</b> <u>Paper 1</u> (no calculator, 1h, 50 m) MCQ SAQ <u>Paper 2</u> (calculator, 1h, 40 m) SAQ LAQ  <b>Topics</b> All Semester 1 & 2 topics	<b>PSLE</b>

### Science Primary 6 Standard Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 9/ 55 min/ 50 m)</u></b> <b>Format of Paper:</b> 14 MCQ (28m) & 6 OEQ (22m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. Magnets and their Characteristics (P3)</li> <li>2. Making Magnets (P3)</li> <li>3. Matter (P4)</li> <li>4. Light &amp; Shadows (P4)</li> <li>5. Heat &amp; Temperature (P4)</li> <li>6. Energy in Food (P6)</li> <li>7. Forms and Uses of Energy (P6)</li> <li>8. Sources of Energy (P6)</li> <li>9. Forces (P6)</li> </ol>	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 8/ 55 min/ 50 m)</u></b> <b>Format of Paper:</b> 14 MCQ (28m) & 6 OEQ (22m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. P3 – 9 Topics</li> <li>2. P4 – 5 Topics</li> <li>3. P5 – 10 Topics</li> <li>4. P6 – 8 Topics</li> </ol>	<b><u>Preliminary Examination</u></b> <b><u>(Wk 8/ 1 h 45 min/ 100 m)</u></b> <b>Format of Paper:</b> 28 MCQ (56m) & 12 OEQ (44m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. P3 – 9 Topics</li> <li>2. P4 – 5 Topics</li> <li>3. P5 – 10 Topics</li> <li>4. P6 – 8 Topics</li> </ol>	<b>PSLE</b>

### Science Primary 6 Foundation Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 9/ 40 min/ 35 m)</u></b> <b>Format of Paper:</b> 9 MCQ (18m) & 6 OEQ (17m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. Magnets and their Characteristics (P3)</li> <li>2. Making Magnets (P3)</li> <li>3. Matter (P4)</li> <li>4. Light &amp; Shadows (P4)</li> <li>5. Heat &amp; Temperature (P4)</li> <li>6. Energy from the Sun (P6)</li> <li>7. Forces (P6)</li> </ol>	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 8/ 40 min/ 35 m)</u></b> <b>Format of Paper:</b> 9 MCQ (18m) & 6 OEQ (17m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. P3 – 9 Topics</li> <li>2. P4 – 5 Topics</li> <li>3. P5 – 10 Topics</li> <li>4. P6 – 5 Topics</li> </ol>	<b><u>Preliminary Examination</u></b> <b><u>(Wk 8/ 1 h 15 min/ 70 m)</u></b> <b>Format of Paper:</b> 18 MCQ (36m) & 12 OEQ (34m) <b>Topics</b> <ol style="list-style-type: none"> <li>1. P3 – 9 Topics</li> <li>2. P4 – 5 Topics</li> <li>3. P5 – 10 Topics</li> <li>4. P6 – 5 Topics</li> </ol>	<b>PSLE</b>

### Standard Chinese Language Primary 6 Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b>  <b><u>(Wk 8 / 10 min / 50 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 8 / 50 min / 40 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical/Picture Composition: 40 m	<b><u>Preliminary Examination</u></b>  <b><u>(Wk 5 / 10 min / 50 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 20 m 2. Video-stimulus Conversation: 30 m  <b><u>(Wk 6 / 35 min / 20 m)</u></b> <b>Component:</b> Listening <b>Format of Paper:</b> 1. Response to Narratives: 20 m  <b><u>(Wk 9 / 50 min / 40 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical/Picture Composition: 40 m  <b><u>(Wk 9 / 1h 40 min / 90 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. 语文应用: 30 m 2. 短文填空: 10 m 3. 阅读理解一: 10 m 4. 完成对话: 8 m 5. 阅读理解二: 32 m  A 组: 广告	<b>PSLE</b>

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		B 组: 故事性短文  <b>Scope of Testing:</b> 1. CL Curriculum Units 1-10 2. School-based Packages	



### Higher Chinese Language Primary 6 Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
<b><u>Weighted Assessment 1</u></b> <b><u>(Wk 9 / 50 min / 40 m)</u></b>  <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical Composition/ Continuous Writing: 40 m  <b>Scope of Testing:</b> 1. Term 1 HCL Curriculum Writing	<b><u>Weighted Assessment 2</u></b> <b><u>(Wk 8 / 50 min / 30 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. 语文应用 A 组 (3 x 2m) 2. 语文应用 B 组 (3 x 2m) 3. 阅读理解 1 (3 Qns, 10m) 4. 阅读理解 2 (3 Qns, 8m)  <b>Scope of Testing:</b> 1. HCL Curriculum Units 1-8	<b><u>Preliminary Exam</u></b>  <b><u>(Wk 9 / 50 min / 40 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical Composition/ Continuous Writing: 40 m  <b><u>(Wk 9 / 1 h 20 min / 60 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. 语文应用 A 组: 10 m 2. 语文应用 B 组: 10 m 3. 阅读理解 1 (6 Qns, 16m) 4. 阅读理解 2 (7 Qns, 24m)  <b>Scope of Testing:</b> 1. HCL Curriculum Units 1-12	<b>PSLE</b>

### Foundation Chinese Language Primary 6 Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4
<b><u>Weighted Assessment 1</u></b>  <b><u>(Wk 8 / 10 min / 70 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 8 / 35 min / 30 m)</u></b> <b>Component:</b> Listening <b>Format of Paper:</b> 1. Response to Narratives: 30 m	<b><u>Preliminary Exam</u></b>  <b><u>(Wk 5 / 10 min / 70 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 30 m 2. Video-stimulus Conversation: 40 m  <b><u>(Wk 6 / 35 min / 30 m)</u></b> <b>Component:</b> Listening <b>Format of Paper:</b> 1. Response to Narratives: 30 m  <b><u>(Wk 9 / 40 min / 15 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> Lang Use MCQ: 5 m Comprehension MCQ and Written Interactive: 10 m  <b>Scope of Testing:</b> 1. Term 1 to Term 3 School-based Oral Package 2. FCL Curriculum Units 1-9	<b>PSLE</b>

### Standard Malay Language Primary 6 Assessment Plan 2025

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
<b><u>Weighted Assessment 1</u></b>  <b><u>Wk 8 / 10 min / 50 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 20 marks 2. Video-stimulus Conversation: 30 marks  <b>Scope of Testing:</b> 1. Term 1 ML Curriculum Units 2. Term 1 School-based Learning Sheets	<b><u>Weighted Assessment 2</u></b>  <b><u>(Wk 8 / 50 min / 40 m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical/Picture Composition: 40 marks  <b>Scope of Testing:</b> 1. Term 1 - 2 ML Curriculum Units 2. Term 1 - 2 School-based Learning Sheets	<b><u>Preliminary Examination</u></b>  <b><u>(Wk 5 / 10 min / 50 m)</u></b> <b>Component:</b> Reading and Conversation <b>Format of Paper:</b> 1. Reading Aloud: 20 marks 2. Video-stimulus Conversation: 30 marks  <b><u>(Wk 6 / 35 min / 20 m)</u></b> <b>Component:</b> Listening Comprehension <b>Format of Paper:</b> 1. Response to Narratives: 20 marks  <b><u>(Wk 9 / 50 min / 40m)</u></b> <b>Component:</b> Writing <b>Format of Paper:</b> 1. Topical/Picture Composition: 40 marks  <b><u>(Wk 9 / 1 h 40 min / 90 m)</u></b> <b>Component:</b> Language Use <b>Format of Paper:</b> 1. <i>Imbuhan</i> : 20 marks 2. <i>Peribahasa</i> : 10 marks 3. <i>Golongan Kata</i> : 10 marks 4. <i>Kefahaman MCQ</i> : 10 marks 5. <i>Frasa</i> : 8 Marks 6. <i>Rangsangan Grafik &amp; Interaksi Penulisan</i> : 10 marks 7. <i>Kefahaman OE &amp; Kosa kata</i> : 22 marks	<b>PSLE</b>

Term 1 (15%)	Term 2 (15%)	Term 3 (70%)	Term 4 (0%)
		<b>Scope of Testing:</b> 1. Term 1 - 3 ML Curriculum Units 2. Term 1 - 3 School-based Learning Sheets	

### Higher Malay Language Primary 6 Assessment Plan 2025

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

### Foundation Malay Language Primary 6 Assessment Plan 2025

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