

2026

P6 Parent Engagement

Friday, 16th January



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P6 Academic Slides

English, Mathematics, Mother Tongue & Science



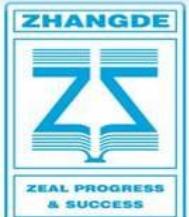
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English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader

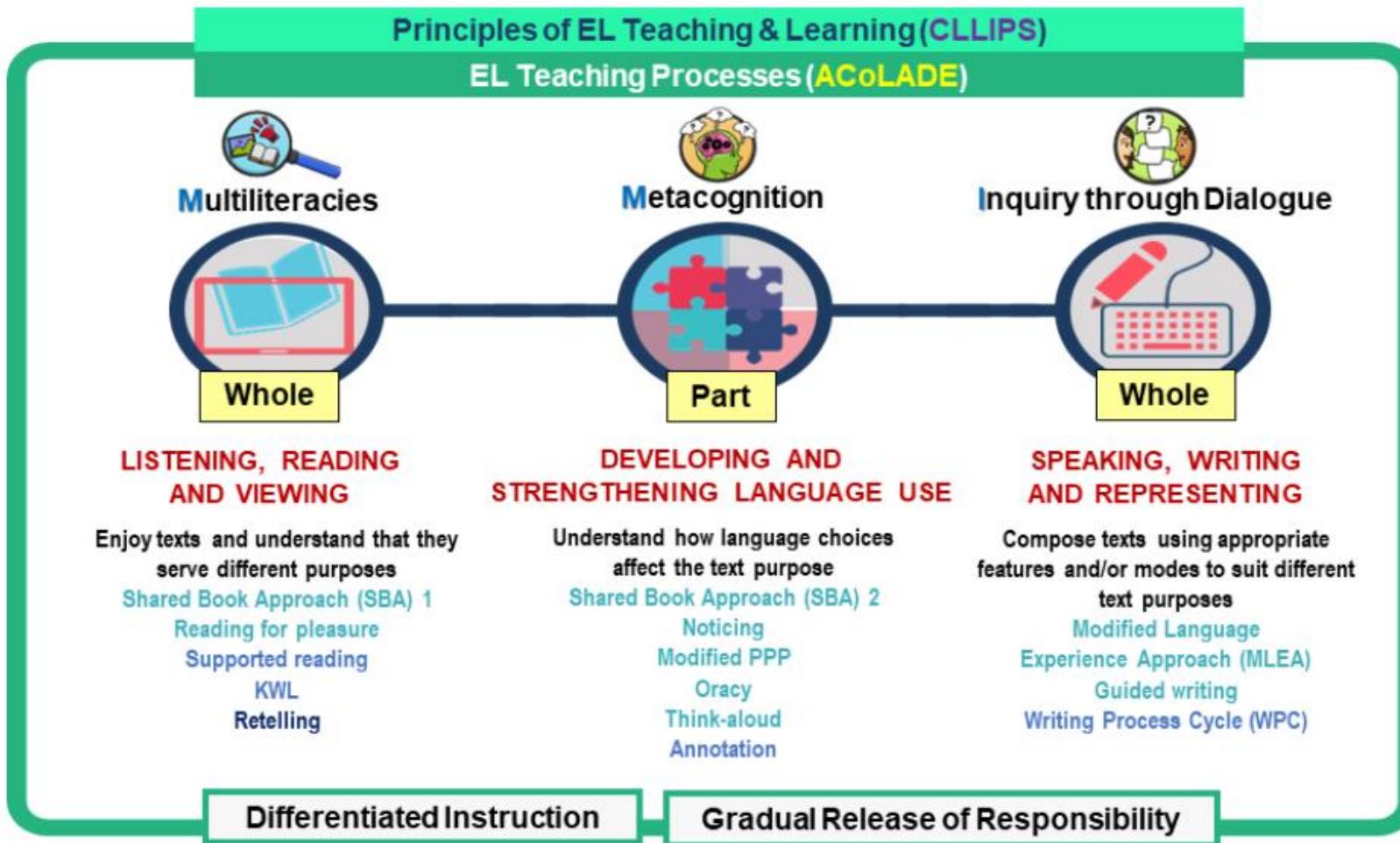


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Curriculum Framework



Guided by
ELS 2020:

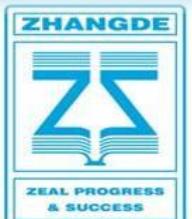
Principles of EL
Teaching & Learning
(CLLIPS)

EL Teaching
Processes
(ACoLADE)

Pedagogical
Emphases (MMI)

Strategies first
introduced at these
levels:

- Lower Primary
- Middle Primary
- Upper Primary



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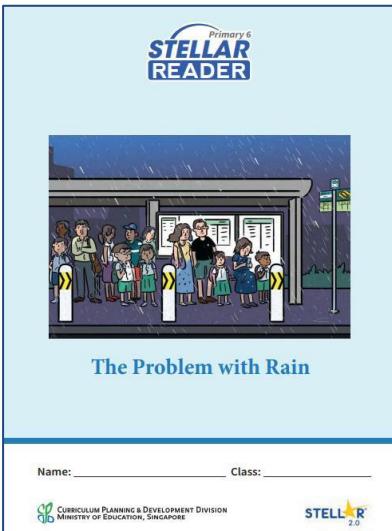
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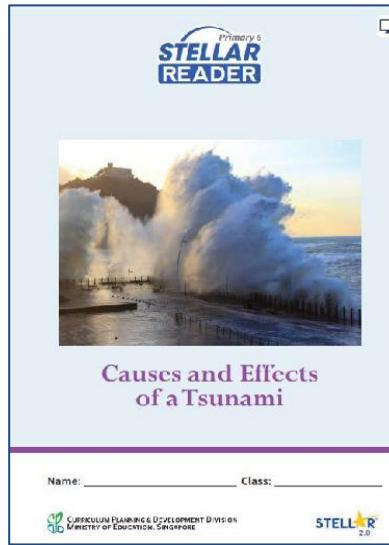
Content



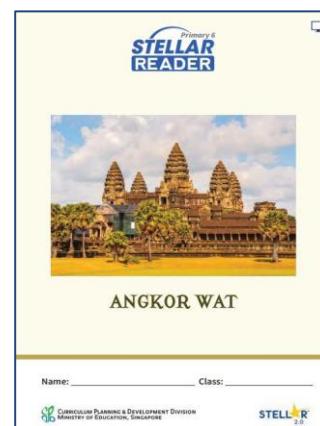
Texts that Entertain



Text that Entertains and Describes and Informs



Text that Explains (digital text)



Text that Responds, Argues, Evaluates and/or Persuades and Describes and Informs (digital text)



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Strategies in STELLAR® 2.0

LANGUAGE AREA

STRATEGY

Reading & Viewing

- Explicit instruction of Reading Comprehension, Annotation, Supported Reading, KWL, Reading for Pleasure through Extensive Reading

Writing & Representing

- Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)

Oracy

- Weaved in areas of language learning , Explicit Instruction

Think Aloud

Vocabulary

- Taught in context

Grammar

- Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)



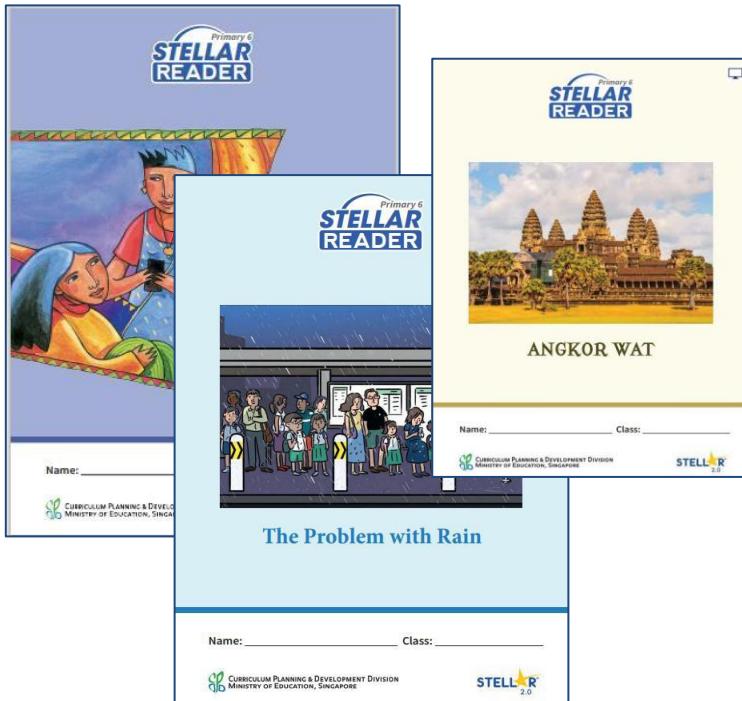
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Learning Resources

STELLAR Readers



P6 Digital Texts

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



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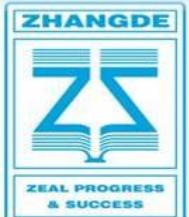
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Learning Experiences

Read @ ZPS

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



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Assessment

Term 1	Term 2	Term 3	Term 4
Review (0%)	Timed Practice (0%)	P6 Preliminary Examination (100%)	PSLE
	Writing Language Use and Comprehension	Language Use and Comprehension Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication	



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PSLE EL Exam Format (2025)

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



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Paper 2: Language Use & Comprehension

(Part 1 / Std EL Booklet A)

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

Students should:

- ✓ Highlight contextual clues
- ✓ Annotate questions and comprehension passages while reading



Paper 2: Language Use & Comprehension (Part 2 / Std EL Booklet B)

Component	P6
Grammar Cloze	10m
Editing for Spelling and Grammar	10m
Comprehension Cloze	15m
Synthesis and Transformation	10m
Comprehension OE	20m (1 passage)

Students should:

- ✓ Highlight contextual clues
- ✓ Draw links
- ✓ Annotate questions and comprehension passages while reading



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Paper 3: Listening Comprehension

P6 Std EL LC (40 min)

Total Marks: 20 marks (10%)

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

Students should:

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



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Paper 4: Oral Communication

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

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

Students should:

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



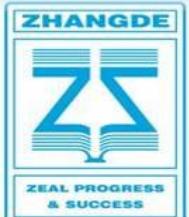
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Foundation English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader

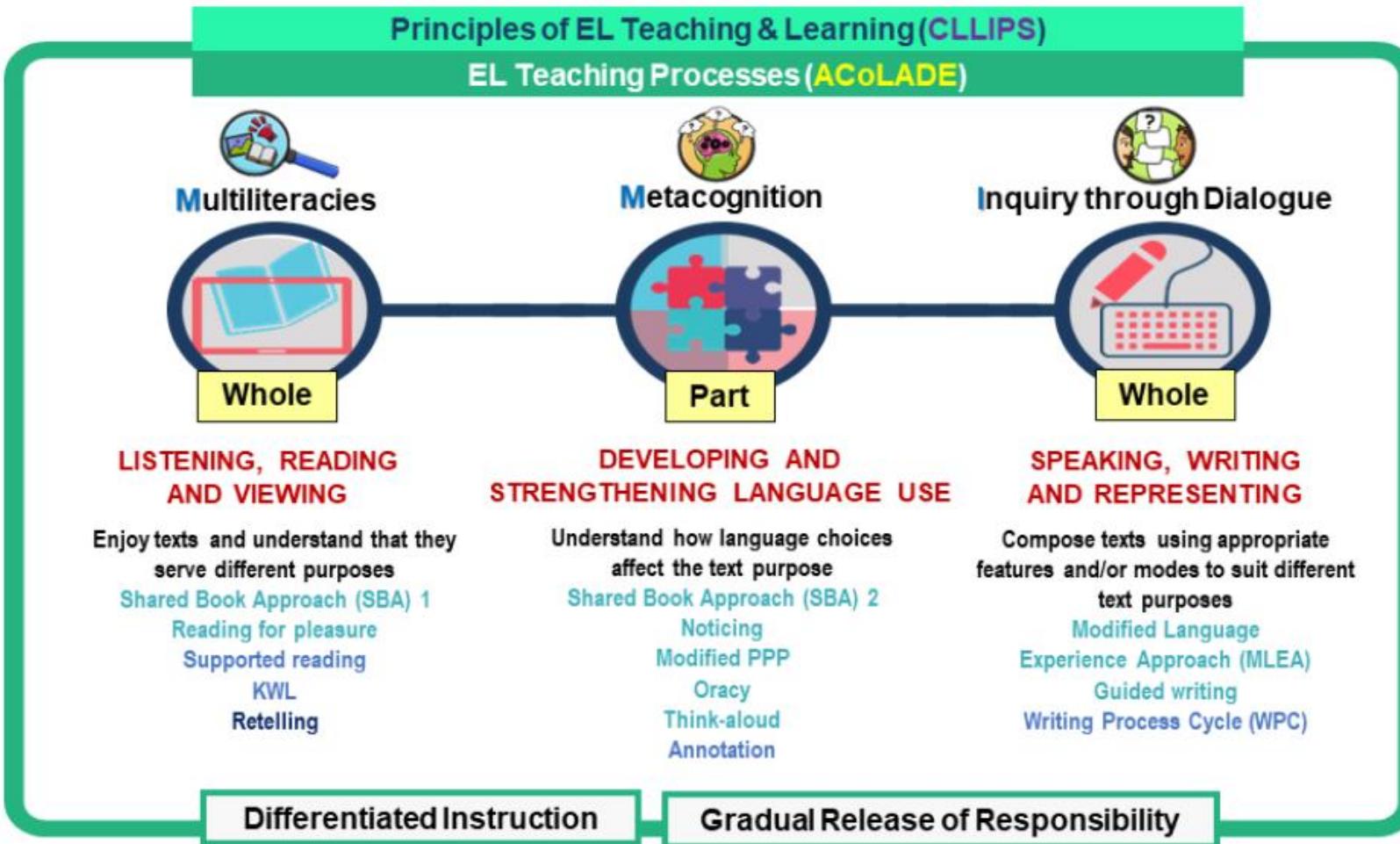


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Curriculum Framework



Guided by
ELS 2020:

Principles of EL
Teaching & Learning
(CLLIPS)

EL Teaching
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Pedagogical
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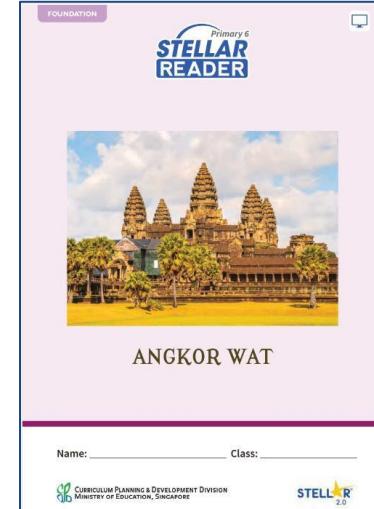
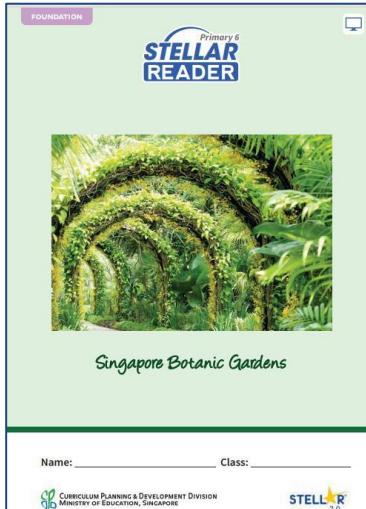
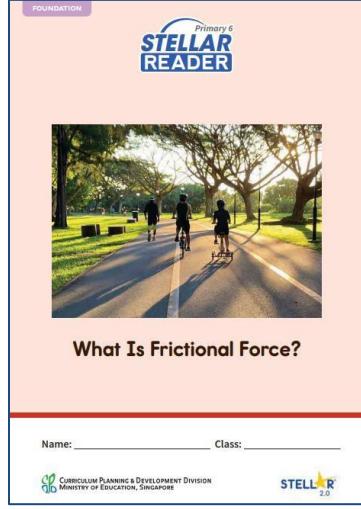
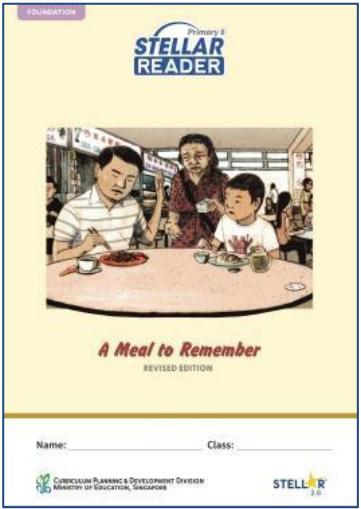


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Content P6 FEL STELLAR® Readers 2.0



Text that Entertains

Text that Entertains
and Explains

Text that Explains

Text that Describes
and Informs
(digital text)

Text that Responds,
Argues, Evaluates
and/or Persuades
(digital text)



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CURRICULUM PLANNING
DEVELOPMENT DIVISION

Strategies in STELLAR® 2.0

LANGUAGE AREA

STRATEGY

Reading & Viewing

- Explicit instruction of Reading Comprehension, Annotation, Supported Reading, KWL, Reading for Pleasure through Extensive Reading

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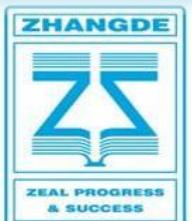
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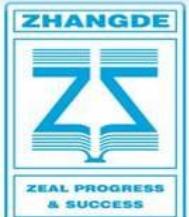
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Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Timed Practice (0%)	P6 Preliminary Examination (100%)	PSLE
	Writing Language Use and Comprehension	Language Use and Comprehension Paper 1: Writing Paper 2: Language Use and Comprehension Paper 3: Listening Comprehension Paper 4: Oral Communication	



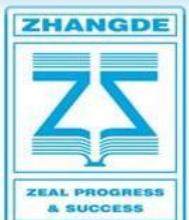
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PSLE EL Exam Format (2025)

Component	Marks / Percentage
Paper 1 - Writing Situational Writing & Continuous Writing	25 marks (25%)
Paper 2 – Language Use & Comprehension	40 marks (40%)
Paper 3 – Listening Comprehension	15 marks (15%)
Paper 4 – Oral Communication	20 marks (20%)
Total	100 marks (100%)



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P6 FEL Paper 1 (1h 10min)

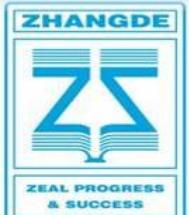
Total Marks: 25 marks

Part 1: Situational Writing (9m)

Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Part 2: Continuous Writing (16m)

Write a composition of at least 120 words in continuous prose based on a series of pictures.



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Paper 2: Language Use & Comprehension

Booklet A

Component	Marks
Grammar MCQ	5m
Vocabulary MCQ	3m
Punctuation MCQ	2m
Visual Text Comprehension	5m

Booklet B

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



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Paper 3: Listening Comprehension

P6 FEL LC (40 min)

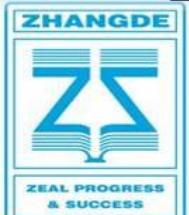
Total Marks: 15 marks (15%)

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

Questions will be read to the students.

Students should:

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



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Paper 4: Oral Communication

	P6FEL	Total
Reading Aloud Students read aloud a text.	8m	20m (20%)
Stimulus-based Conversation Students engage in a conversation with the Examiners on a topic based on a photo stimulus .	12m	

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

Students should:

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



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Parental Support

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

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

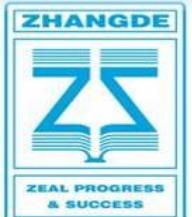


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Mathematics



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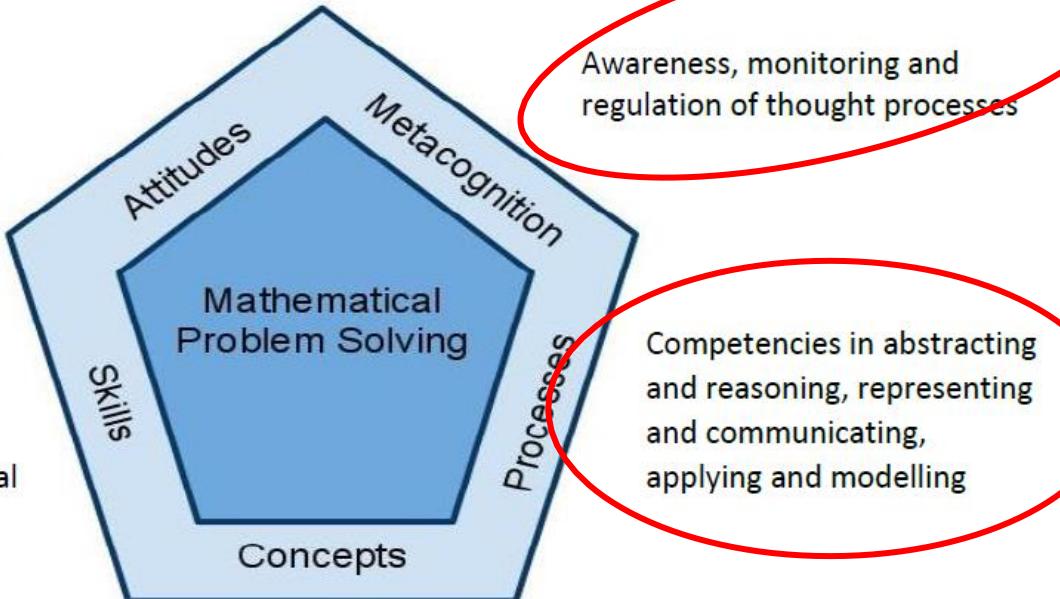
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Curriculum Framework

Mathematics Curriculum Framework

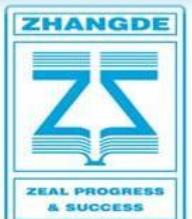
Belief, appreciation, confidence, motivation, interest and perseverance

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



Key Focus Areas of the 2021 Primary Mathematics Syllabus

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



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Content

Primary 5 (2025 New Syllabus)

Numbers & Algebra

Whole Numbers (S,F)

Fractions (S,F)

Decimals (S,F)

Percentage (S)

Rate (S, F)

Measurement & Geometry

Area of Triangle (S),

Area & Perimeter (F)

Volume (S,F)

Angles (S,F)

Perpendicular & Parallel Lines, Rectangles and Squares (F)

Triangles & Quadrilaterals (S)

Time (F)

Statistics

Tables, Bar Graphs & Line Graphs (F)

Primary 6 (2026 New Syllabus)

Numbers & Algebra

Algebra (S)

Decimals (F)

Fractions (S, F)

Percentage (S, F)

Ratio (S)

Measurement & Geometry

Area of Triangle (F)

Angles, rectangle, square & triangle (F)

Area and circumference of circle (S)

Volume of cube and cuboid (S, F)

Angles in geometrical figures eg triangles, quadrilaterals (S)

Statistics

Pie Charts (F)

Average (S, F)

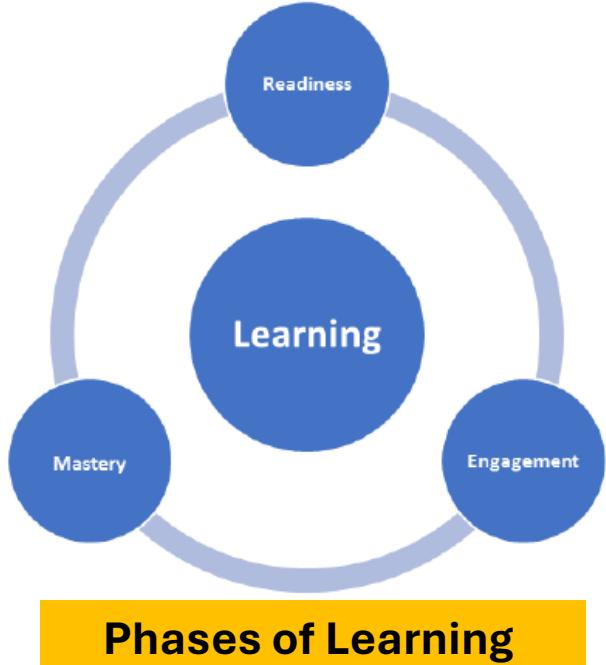


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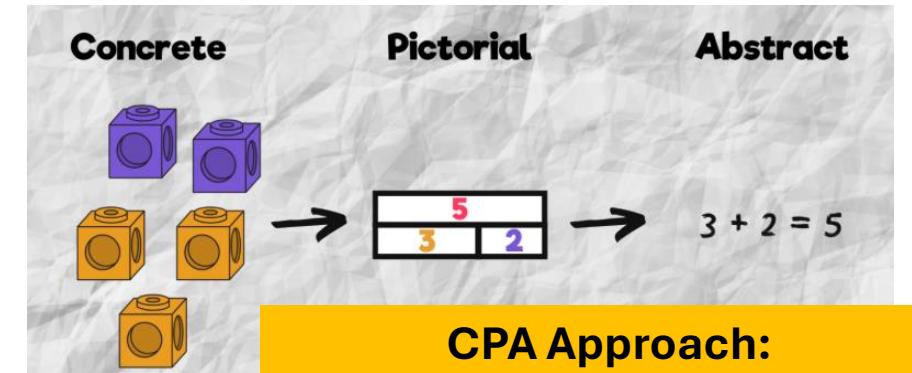
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Strategies



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



CPA Approach:
Direct Instruction &
Activity Based Learning

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



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Learning Resources

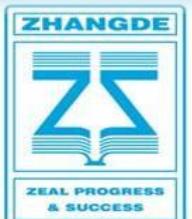
Topical
Learning
Materials

Problem
Solving
Heuristics

Practice
Papers

Online
platforms:
SLS/
Koobits
([https://www.
koobits.com/](https://www.koobits.com/))

Textbook & Workbook



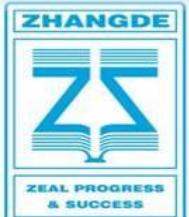
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Learning Experiences

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



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Assessment

Term 1	Term 2	Term 3	Term 4
Review (0%)	Timed Practice (0%)	Timed Practice (0%) P6 Preliminary Examination (100%)	PSLE
	Format: Paper 1 : Booklet A: Multiple Choice Questions (MCQ) Booklet B: Short-Answer Questions (SAQ) Paper 2 : SAQ/Structured / Long-Answer Questions (SQ/LAQ)		



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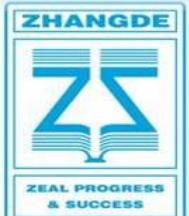
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P6 Standard Mathematics Paper

Revised Examination Format for Standard Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	50%	1 h 10 min
			8	2	16		
	B	SAQ	12	2	24		
2 Calculator		SAQ	5	2	10	50%	1 h 20 min
		LAQ/ Structured	10	3, 4, 5	40		
Total			45	-	100		2 h 30 min



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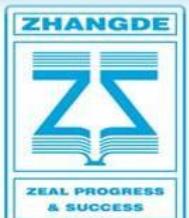
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P6 Foundation Mathematics Paper

Revised Examination Format for Foundation Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	57.5%	1 h
			10	2	20		
	B	SAQ	8	2	16		
2 Calculator		SAQ	10	2	20	42.5%	45 min
		Structured	4	3, 4	14		
Total			42	-	80		1 h 45 min



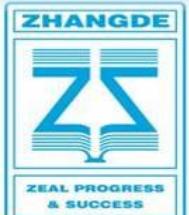
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Use of Calculators

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



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Marking Matters

- Marks are awarded for correct and clear method and relevant working even if the final answer is wrong.
- **Method Marks**
 - Marks are awarded for correct methods.
 - Marks will be given even if the answers are wrong.
- **Answer Marks**
 - Marks are awarded for correct answers.
 - Marks will not be given if the method is incorrect.
- Marks are deducted for:
 - **Omission of units or wrong use of units**


 - **Mathematically incorrect statements – e.g. wrong use of equal sign**
$$20 - 5 = 15 + 3 = 18 \times 2 = 36$$

It is important to show mathematical thinking clearly (by writing equations, diagrams etc), even for Paper 2.

$$\frac{2}{3} = \$60$$

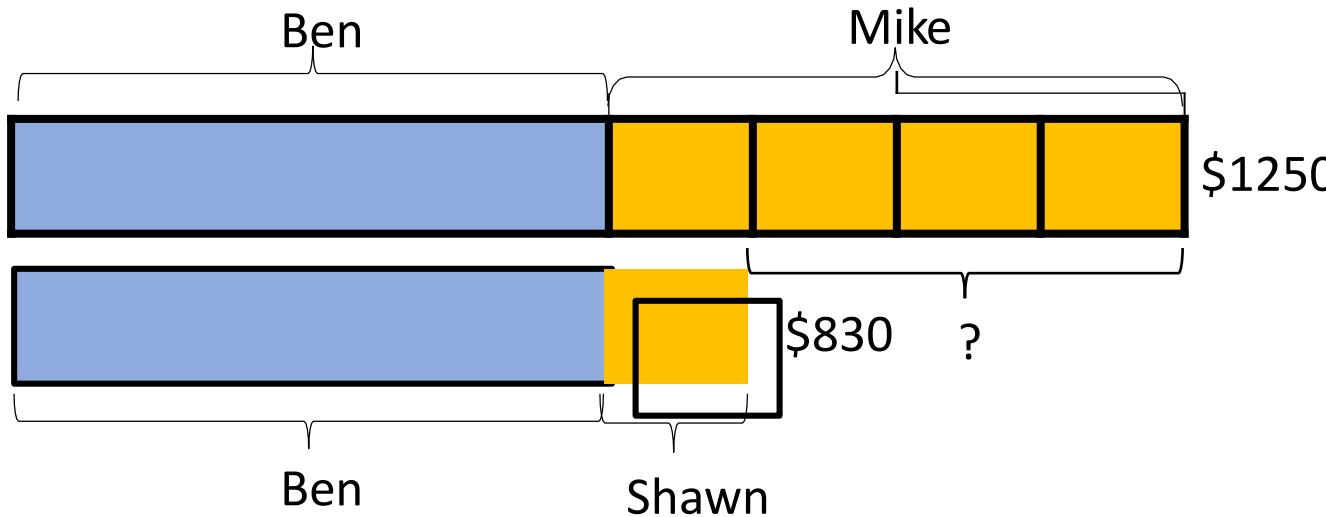
$$20 \% = 40$$

$$40 + 1.50 = \$1.90$$



Example

Ben and Mike had \$1250 altogether. Ben and Shawn had \$830 altogether. Mike had 4 times as much money as Shawn. How much more money did Ben have than Mike?



For a 4-mark LAQ, a student can still score 3 marks for the correct method even though his/her final answer is incorrect.

Step 1 : Establish Relationship

$$4 \text{ units} - 1 \text{ unit} = 3 \text{ units}$$

$$\begin{aligned}3 \text{ units} &= \$1250 - \$830 \text{ (*Method mark*)} \\&= \$420\end{aligned}$$

Step 2 : Find the amount of money Mike had.

$$1 \text{ unit} = \$420 \div 3$$

$$= \$130 \text{ (*wrong answer*)}$$

$$\begin{aligned}4 \text{ units} &= \$130 \times 4 \text{ (*Method mark*)} \\&= \$520\end{aligned}$$

Step 3 : Subtract the amount of money Mike had from the amount of money Ben had.

$$\$830 - \$130 - \$520 \text{ (*Method mark*)}$$

$$= \$180 \text{ (*No answer mark*)}$$

Important to write clear and systematic solutions even for Paper 2, where the use of calculator is allowed.



How can I help my child?

Monitor

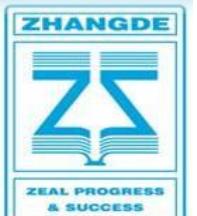
- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
 - Shopping, receipts (Discount/GST)
 - Rental/Taxi charges (Rate)
 - Budgeting (Estimation)
 - Recipes (Measurements)
- Ask them to explain their thinking and reasoning

Partner

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

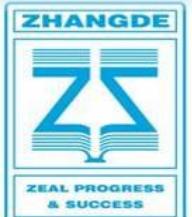


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Mother Tongue Languages (MTL)



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Curriculum Framework

ACTIVE LEARNERS, PROFICIENT USERS

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

3 BROAD OBJECTIVES

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

Communication

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

Culture

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

Connection

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



Civic Literacy & Cultural Awareness

Language Skills

General Ability



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Content

6 Language Skills

Integrated Use of Language Skills



Civic Literacy & Cultural Awareness

Values
Culture
Local Culture
Cross Culture

General Ability

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



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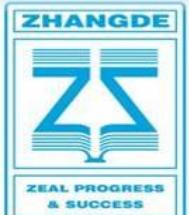
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Strategies



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



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Learning Resources

Teaching & Learning in classroom

Printed Materials	Textbooks, Activity Books, Learning Sheets, Supplementary Reading Materials
ICT Resources	Multimedia Learning Resources (Video, Audio Songs,etc), Digital Learning Platforms (SLS, Ezhishi)

Teaching & Learning at home

Printed Materials	Activity Books, Learning Sheets
ICT Resources	Digital Learning Platforms (SLS, Ezhishi) (Games, Learning Tasks, Reading Materials)



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Learning Experiences Language & Cultural Exposure

Mother Tongue Fortnight

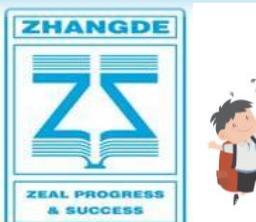
Promotes cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.



Reading Programme

Promotes the love for reading and improve literacy skills

- ✓ Class Reading period
- ✓ Supplementary Readings



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Assessment

Term 1	Term 2	Term 3	Term 4
Review (0%)	Timed Practice (0%)	Preliminary Examination (100%)	PSLE
	Paper 1: Composition Paper 2: Language Use and Comprehension	Paper 1: Composition Paper 2: Language Use and Comprehension Paper 3: Oral & LC	



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MTL - PSLE FORMAT

Standard Mother Tongue

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



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MTL - PSLE FORMAT

Higher Mother Tongue

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



MTL - PSLE FORMAT Foundation Mother Tongue

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



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MTL – Composition

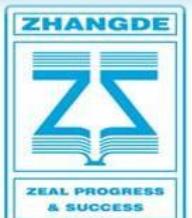
Option	Mother Tongue	Higher Mother Tongue
Choose ONE	Composition 1. Topic OR 2. Picture	Composition 1. Topic OR 2. Continuous Writing
Number of Words Required	100 words and above	200 words and above

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



MTL – Language Use & Comprehension

Foundation Mother Tongue	Mother Tongue	Higher Mother Tongue
<input type="checkbox"/> Language Application <input type="checkbox"/> Comprehension	<input type="checkbox"/> Language Application <input type="checkbox"/> Cloze Passage <input type="checkbox"/> Graphic Stimulus (Written interaction) <input type="checkbox"/> Comprehension	<input type="checkbox"/> Language Application <input type="checkbox"/> 2 Comprehension passages



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MTL – Oral & Listening Comprehension

Oral Conversation	Listening Comprehension
<p>(A)Reading Aloud</p> <p>(B)Conversation</p> <p>Thematic Approach</p> <ul style="list-style-type: none">• Video related to a theme – eg. Care for the environment <p>Example:</p> <ol style="list-style-type: none">1. Based on the video, tell us what did the little girl do?2. Apart from using the bin as in the video, what are some other ways to keep the environment clean?3. How can your school help in getting students to care for the environment?	<ul style="list-style-type: none"><input type="checkbox"/> 5 to 7 short passages / graphic stimulus MCQ format (3 choices per question)<input type="checkbox"/> Duration: 30 to 40 minutes<input type="checkbox"/> 10% for Standard MTL<input type="checkbox"/> 30% for Foundation MTL



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Parental Support

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



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Science

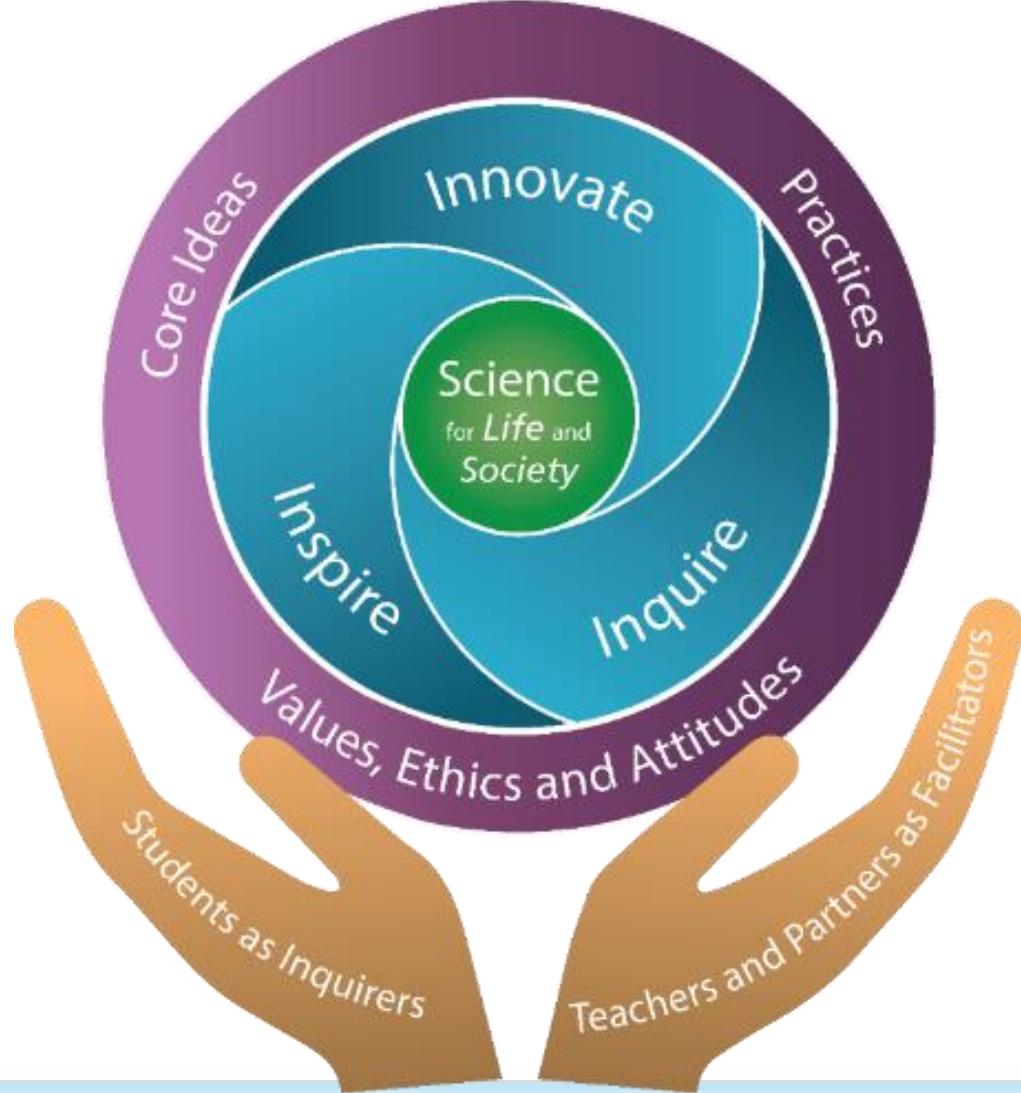


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Science Curriculum Framework - 2023



Goals

Science for Life and Society

Vision - 3Ins

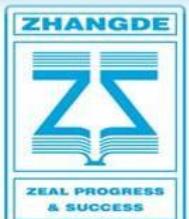
Inspire
Inquire
Innovate

Three Domains

Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders

Students as Inquirers
Teachers & Partners as Facilitators



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Content

- Standard Science : Topics / Skills

Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Photosynthesis	<u>Chap 3:</u> Interaction of Forces	<u>Chap 5:</u> Surviving in the Environment	Revision
<u>Chap 2:</u> Energy Conversion	<u>Chap 4:</u> Interactions within the Environment	Revision	PSLE
		Prelims	



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Content

- Foundation Science : Topics / Skills

Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Photosynthesis	<u>Chap 3:</u> Interactions within the Environment	Revision	Revision
<u>Chap 2:</u> Interaction of Forces	<u>Chap 4:</u> Surviving in the Environment	Prelims	PSLE



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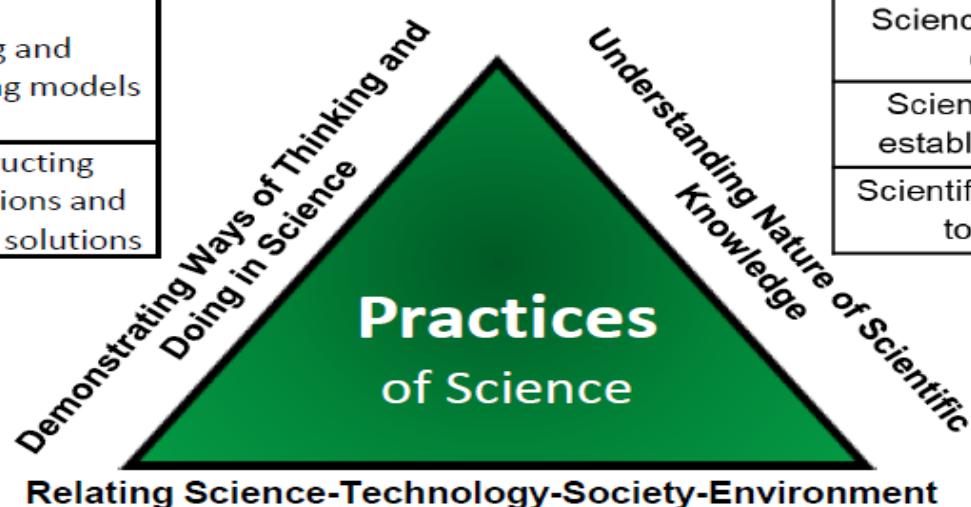
Syllabus Content (Practices)

Practices of Science

Set of established procedures and processes associated with scientific inquiry

Demonstrating WOTD

Investigating	Evaluating and Reasoning	Developing Explanations and Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		



How scientific knowledge is generated and established

Understanding NOS

- Science is an evidence-based, model-building enterprise to understand the real world.
- Science assumes natural causes, order and consistency in natural systems.
- Scientific knowledge is generated through established procedures and critical debate.
- Scientific knowledge is reliable, durable, open to change in light of new evidence.

Relating STSE

There are risks and benefits associated with the applications of Science in society.

Applications of Science often have ethical, social, economic and environmental implications.

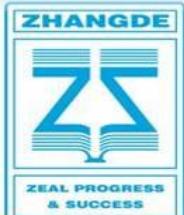
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Application of Science in society

Strategies

Set of established procedures and processes associated with scientific inquiry

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing Explanations and Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		



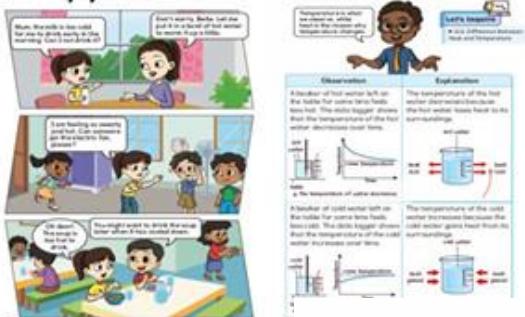
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Learning Resources

Textbook
through multimodal representations and applications to daily life



SPARKLE Kits
through manipulatives and game

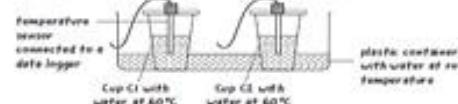


Activity Book
through hands-on learning

Let's Inquire

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

1. Prepare the set-up as shown below.



Be careful when handling hot objects.

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

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

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

SLS

through videos, interactives and quick checks

How do the temperatures of the two blocks change?

Drag the sliders to change the temperatures of Blocks A and B. Click 'Start' and observe the temperatures of the two blocks.

Temperature of Block A (°C) Temperature of Block B (°C)

Block A Block B

hot water cold water

Start

Quick Check (Heat Flow)

Q1

A glass of hot water was placed in a container of cold water.

Which of the following arrows correctly show the direction of heat flow between the hot and cold water?

A diagram showing two glasses of water. The top glass is labeled 'hot water' and the bottom glass is labeled 'cold water'. Three arrows point from the cold water towards the hot water, representing heat flow.

Learning Experiences

Environment and Garden Trails @ Zhangde

Enrichment Programme- P6



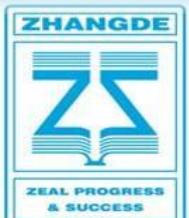
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Assessment

Term 1	Term 2	Term 3	Term 4
Review (0%)	Timed Practice (0%)	Timed Practice (0%) Prelims (100%) Science : 100 marks Foundation Science : 70 marks	PSLE
	<u>Format:</u> MCQ and Open-ended Questions		



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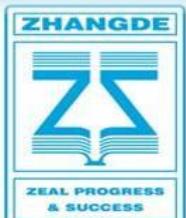
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Assessment Format for P6 PSLE Science

(1 hr 45 mins)

Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	30	2	60	60
B	OE (open-ended)	10 - 11	2 - 5	40	40
Total				100	100



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Assessment Format for P6 PSLE Foundation Science (1 hr 15 mins)

Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	20	2	40	57.1
B	Short response & Structured	9 - 11	2 - 4	30	42.9
Total				70	100



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Topics covered in Prelims and PSLE SC/FSC

Theme	Life Science	Physical Science
Diversity	Diversity of living and non-living things (P3)	Diversity of materials (P3)
Cycles	Cycles in plants and animals (P3)	Cycles in matter and water (P4 & P5)
Systems	Plant system (P4) Human system (P4 & P5)	Electrical system (P5)
Interactions	Interaction within the environment (P6)	Interaction of forces (P6)
Energy	Energy forms and uses (P6) (photosynthesis)	Energy forms and uses (light and heat) (P4) Energy Conversion (only SCI) (P6)



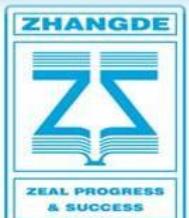
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Parental Support

- Regular revision of past years' topics is important.
- Visit different places to **experience & observe** living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.
- Ensure all written assignments are completed and marked.
- Do get in touch with the Science teachers regularly.



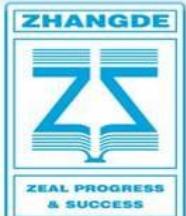
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Environment Education @ Zhangde

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



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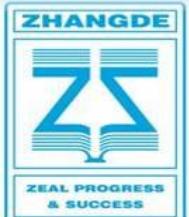
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Stretch Programme

For selected students :

Mathematics

- ❖ Mathematics Olympiad Training



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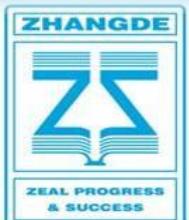
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Learning Support Programme

For selected students :

- ❖ Remedial
- ❖ Consultation
- ❖ Online Revision



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Thank you!

We look forward to your continued partnership this year.

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