

# P6 English Language, Mathematics & Science Subject Information for Parents





SENGKANG GREEN  
Primary School

# English Language Curriculum & Expectations

# EL Syllabus 2020

## Desired Learner Outcomes

### Empathetic Communicator

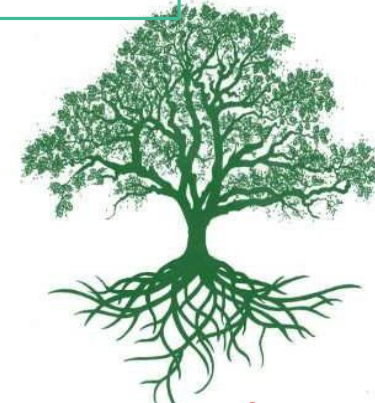
offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

### Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.

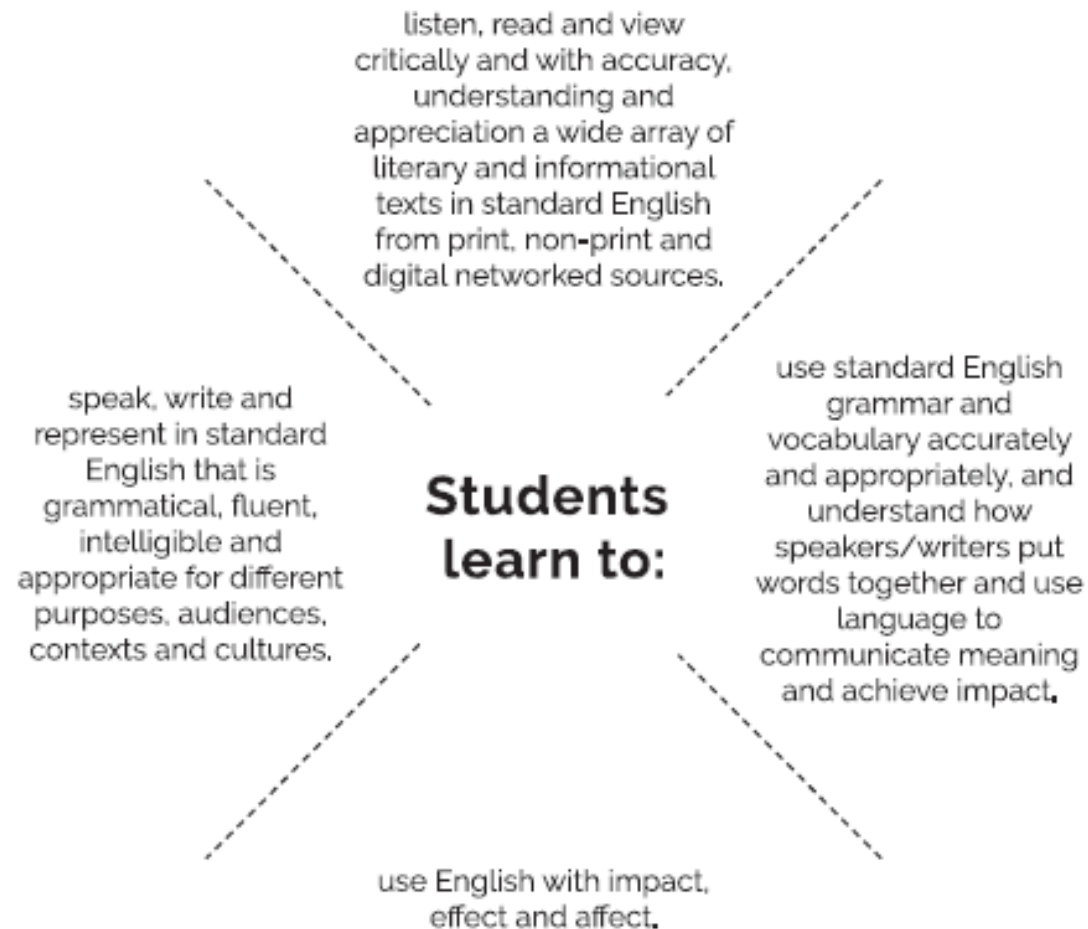
encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

### Discerning Reader



**Stronger Fundamentals  
Future Learning**

# Aims of English Language Learning



# P6 Level Focus

## Reading

- analyse and explain literal and implied information from a variety of texts
- read with good pronunciation, clear articulation & appropriate intonation in order to convey information, ideas & feelings in a passage

## Writing

- create imaginative, informative & persuasive texts for different purposes and audiences
- understand grammar and sentence types, select specific vocabulary and use accurate spelling and punctuation

## Speaking & Listening

- express opinions, ideas & experiences clearly and effectively
- speak fluently and with grammatical accuracy, using appropriate vocabulary & structures
- infer & draw conclusions by listening critically
- Identify main ideas & details in spoken texts

## Primary 6 Examination Format for year 2020

### English Language Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	DURATION
<b>1 (Writing)</b>	Situational Writing	OE	15	1 h 10 min
	Continuous Writing	OE	40	
<b>2 (Language Use and Comprehension)</b>	<b>Booklet A</b> (Grammar, Vocabulary, Vocabulary Cloze, Visual Text Comprehension)	MCQ	28	1 h 50 min
	<b>Booklet B</b> (Grammar Cloze, Editing for Spelling and Grammar, Comprehension Cloze, Synthesis & Transformation, Comprehension OE)	OE	67	
<b>3 (Listening Comprehension)</b>	Listening Comprehension	MCQ	20	About 35 min
<b>4 (Oral Communication)</b>	Reading Aloud and Stimulus-based Conversation	OE	30	10 min
<b>Total</b>			<b>200</b>	

## Primary 6 Examination Format for year 2020

### Foundation English Language Examination Format

PAPER	COMPONENT	ITEM TYPE	MARKS	DURATION
1 (Writing)	Situational Writing	OE	10	1 h 10 min
	Continuous Writing	OE	30	
2 (Language Use and Comprehension)	<b>Booklet A</b> (Grammar, Punctuation, Vocabulary, Visual Text Comprehension)	MCQ	20	1 h 20 min
	<b>Booklet B</b> Form Filling, Editing for Grammar, Editing for Spelling, Completion of Sentences, Synthesis & Transformation, Comprehension Cloze, Comprehension OE)	OE	40	
3 (Listening Comprehension)	Listening Comprehension	MCQ	20	About 35 min
4 (Oral Communication)	Reading Aloud and Stimulus-based Conversation	OE	30	About 10 min
Total			<b>150</b>	

# **Paper 1: Writing**

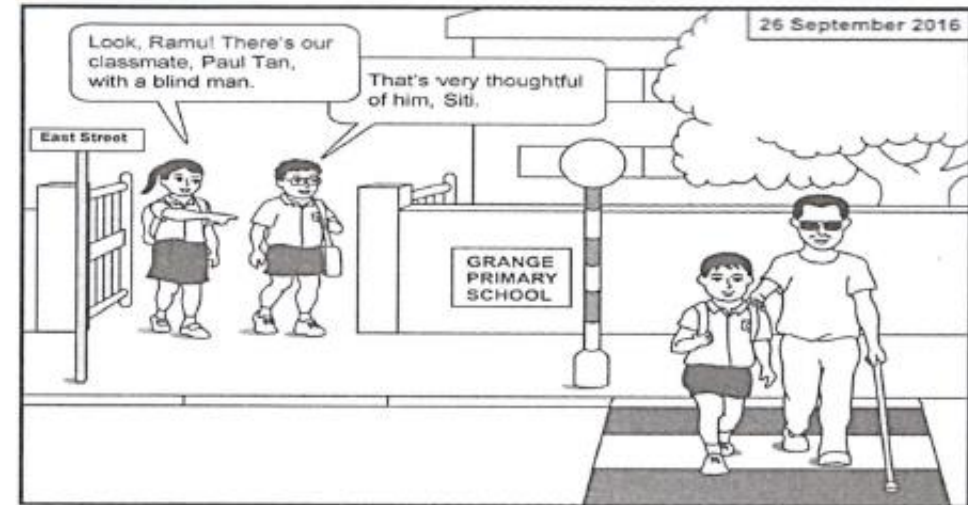
**Part 1: Situational Writing**

**Part 2: Continuous Writing**



## Situational Writing (EL/FEL)

- Write an **email**, a **letter** or a **report** based on a given situation
- **Purpose** – WHY?
- **Audience** – WHO?
- **Context** – Formal or informal?



## Continuous Writing (EL)

- Write a composition of at least 150 words in continuous prose on a given **topic**.

2  
POINTS

TOPIC

VISUALS

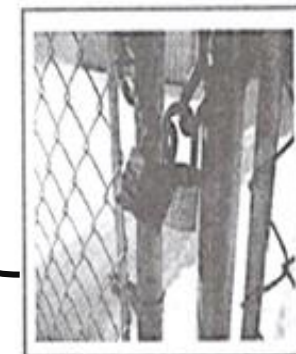
Write a composition of at least 150 words about a secret.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the secret?
- Why was it kept a secret?

You may use the points in any order and include other relevant points as well.



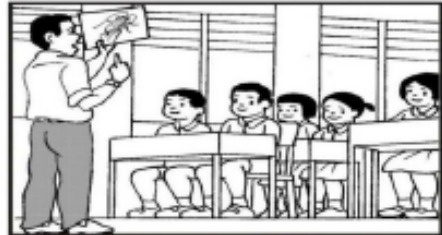
# Continuous Writing (FEL)

VISUALS

The pictures below show what happened in class one morning.

Based on these pictures, write a story of at least 120 words.

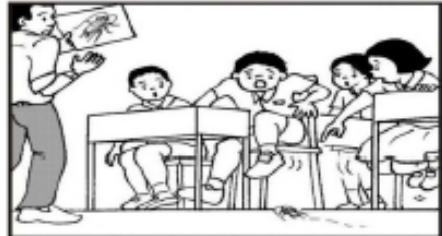
Give the story your own ending. You may use the given helping words and phrases. You may also include other details.



Science lesson

picture card of a cockroach

listening attentively



noticed a cockroach

raised his legs

frightened



heavy book

to crush the cockroach

empty jar



HELPING  
WORDS

# Traits of Good Writing

## Ideas

I choose a strong topic.

I use strong details to make my writing interesting.

I stick to the topic so my writing is clear and makes sense.

## Organization

My writing has a strong beginning.

I put things in order so my writing makes sense.

My writing has a strong ending.

## Word Choice

I choose words carefully.

I use strong words to paint a picture in the reader's mind.

I use juicy words to make my writing sparkle.

## Voice

My writing has a style.

My writing sounds like me.

My personality shines through my writing.

## Conventions

I use capital letters.

I use periods, exclamation points, and question marks.

I leave spaces between words.

I check my spelling.

## Sentence Fluency

My writing flows smoothly and is easy to read.

I start each sentence differently.

I have long and short sentences.



# Writing Skills

## Parents Can Encourage Your Child To

- Copy out good sentences and paragraphs in a notebook.
- Learn from P5-P6 spelling & dictation lists. Proficient spellers are likely to use a wider range of vocabulary and are less repetitive, more effective and confident in their writing.
- Read the newspapers. Read good stories.

**Reading and Writing are connected.  
Proficient readers do make good writers.**

## **Paper 2**

# **Language Use and Comprehension**

- Grammar MCQ
- Vocab MCQ
- Vocab Cloze MCQ
- Visual Text Comprehension

## Booklet A

## Booklet B

- Grammar Cloze
- Editing for Spelling & Grammar
- Comprehension Cloze
- Synthesis & Transformation
- Comprehension Open-ended



# Foundation English

## Booklet A

Grammar MCQ

Punctuation MCQ

Vocab MCQ

Visual Text Comprehension  
MCQ

## Booklet B

Form Filling

Editing for Spelling

Editing for Grammar

Completion of Sentences

Synthesis

Comprehension Open-ended



# Language Use and Comprehension Skills

## How You Can Help Your Child

### Grammar

Practise techniques taught in school. E.g. underline key words

Learn from corrections

Take notes in class

### Vocabulary

Write good phrases down

Read widely.

Use the dictionary

### Comprehension OE

Practise close reading skills

Practise skills learnt in class, e.g. inferencing, annotation, making connections, etc

# **Paper 3**

## **Listening Comprehension**

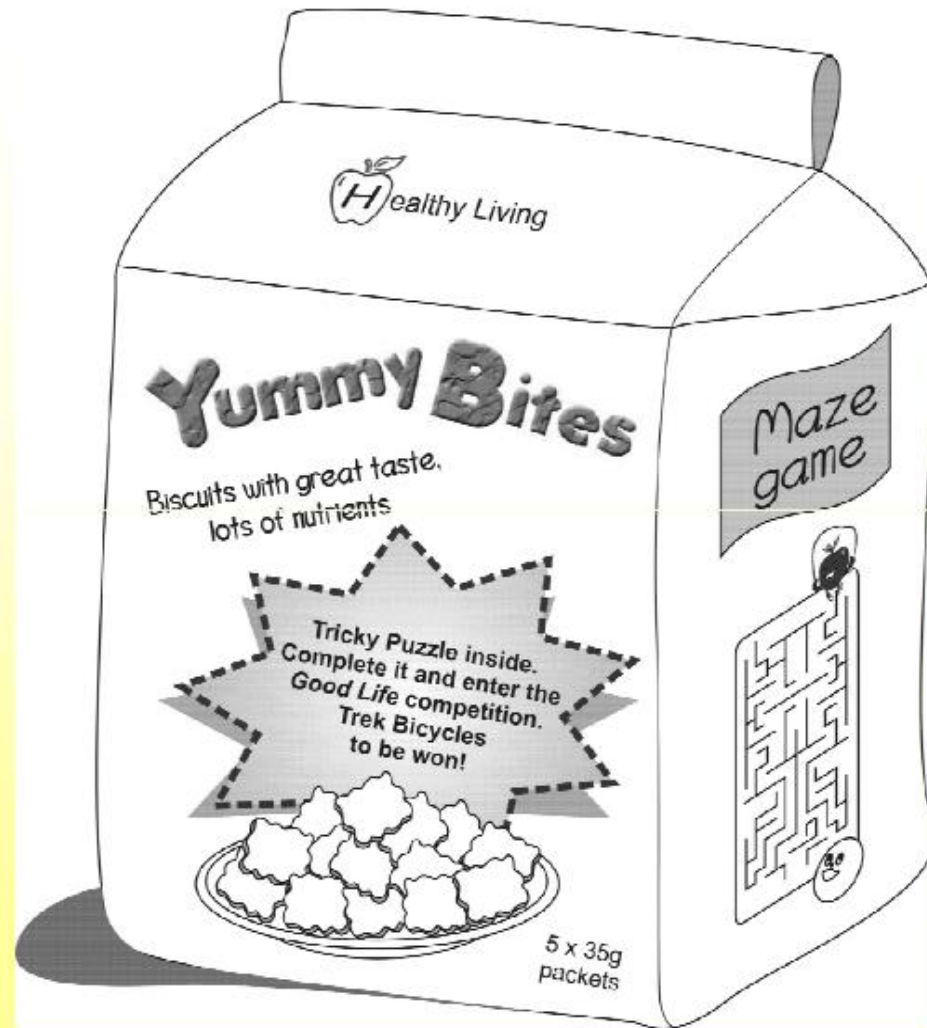
# Listening Comprehension Strategies

- 1) Scan the questions.
- 2) Listen to the text and answer the questions.
- 3) As you listen, write down the key words used.
- 4) Shade your answer immediately on the OAS.
- 5) If you are unsure of your answers, use the elimination strategy. Eliminate any answers that you think is incorrect.
- 6) Listen to the text the second time and finalise the answer.

# **Paper 4**

## **Oral Communication**

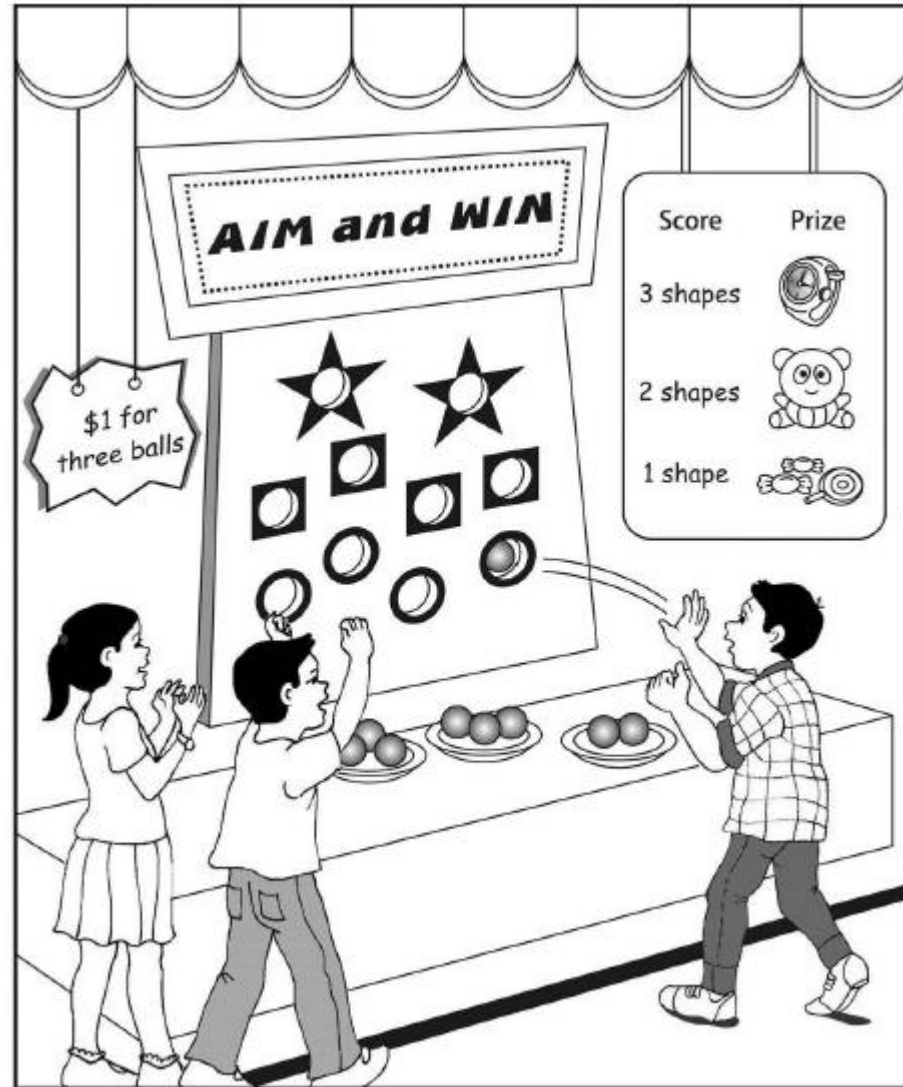
# Stimulus-based Conversation (EL)



# Stimulus-based Conversation (EL)

- (a) Look at the picture. Would you be interested to buy the biscuits? Tell me why / why not.
- Why do you think a maze game is given on the biscuit box?
- (b) What kinds of food do you enjoy eating, and do you think your diet is a healthy one?
- Are you influenced by what your friends and family eat?
- (c) Eating healthily is one example of healthy living. Exercising is also a good way to have a healthy lifestyle. What sorts of exercise do you like and why?
- Are there any forms of exercise that you have never done before and would like to try?

# Stimulus-based Conversation (FEL)



# Stimulus-based Conversation (FEL)

(a) Look at the picture. Would you like to play this game? Why / Why not?

- What do you think of the prizes?

(b) Do you have a game that you enjoy playing? Tell us about it.

- Why do you like this game?

(c) How do you usually spend your free time?

- Would you prefer to spend it indoors or outdoors? Why?

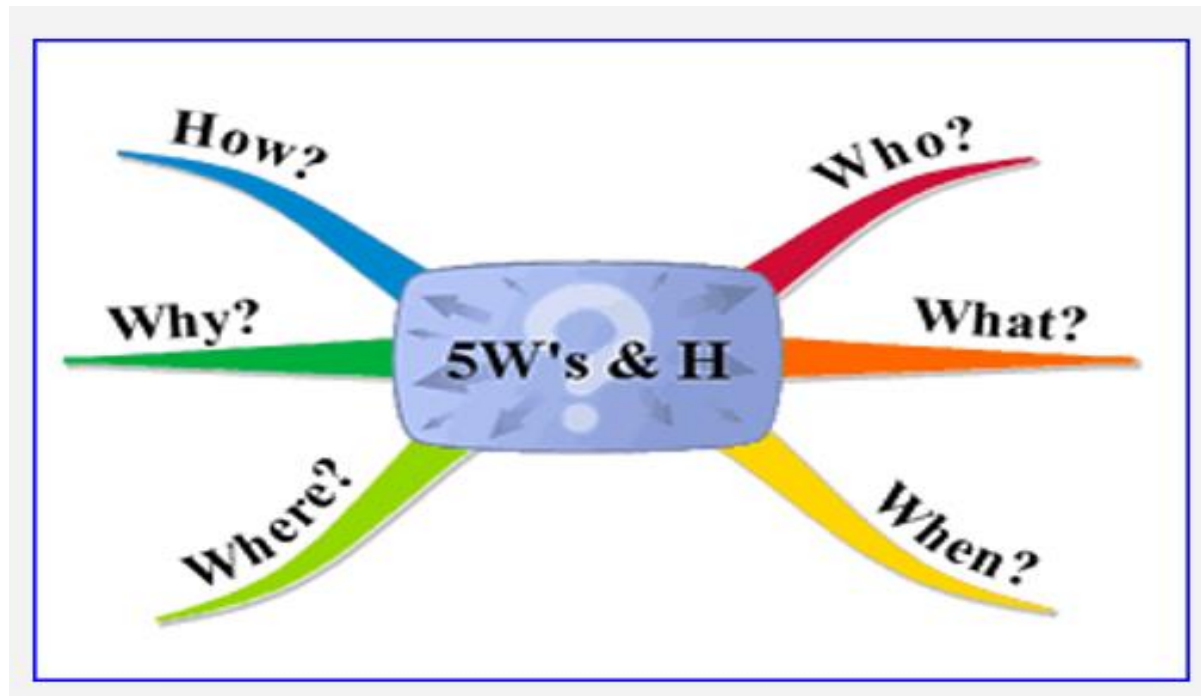


# How You Can Help Your Child

## Stimulus-based Conversation

**5W1H**

Students can use 5W1H to frame their thoughts.



# Stimulus-based Conversation

## PREP

### 5W1H Example

What mode of transportation do you travel on most frequently? Do you enjoy taking that mode of transport?

What?

- I usually travel on the bus and I enjoy taking bus rides.

Why?

- I like to look out of the windows at the passing sights along the bus journey.

Who?

- My parents do not allow me to travel alone so I am always with an adult.

When?

- Every weekend, I take the bus to Punggol Waterway Point to attend English enrichment class.

How?

- I travel with my EZLink card which my parents top up for me.

# Oracy Skills

## How You Can Help Your Child

- Record your child's reading aloud using mobile phone.
- Talk about different issues/news with them. They are good conversation starters between parent and child.
- Practise, practise, practise!

## How You Can Help Your Child

### Practise Reading Aloud

- A** – Appropriate pauses
- C** – Clear pronunciation
- E** – Expressive reading

# How parents can help to support their children's learning of EL?

- **Reinforcement**

Get him/her to practise the skills taught in school at home too.

- **Monitor reading habits**

Get him/her to read widely and find out meanings of difficult words.

# How parents can help to support their children's learning of EL?

- **Revise together**

Get him/her to “teach” you what he has learnt.

- **Note down important key points**

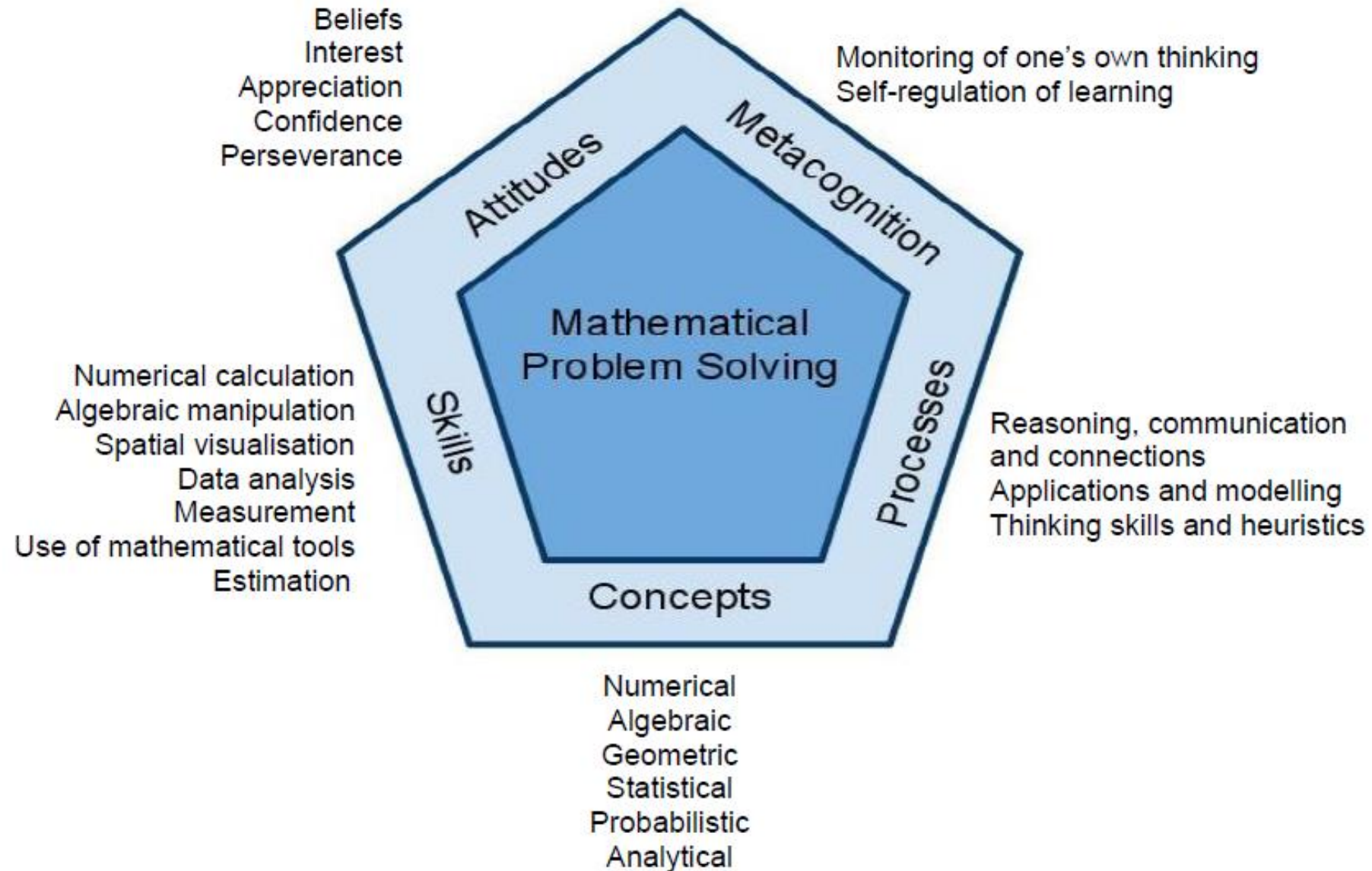
Every night before he/she sleeps, take out his/her notes and test himself/herself on the topics he/she has learnt for the day.



SENGKANG GREEN  
Primary School

# MATHEMATICS

# MOE Mathematics Curriculum Framework





# Spiral Mathematics Curriculum

Primary 1	Primary 2 & 3	Primary 4	Primary 5	Primary 6
Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers	Whole Numbers
Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry
Data representation & interpretation	Data representation & interpretation	Data representation & interpretation	Data representation & interpretation	Data representation & interpretation
Money	Money	Decimal	Decimal	Decimal
	Fractions	Fractions	Fractions	Fractions
			Percentage	Percentage
			Ratio	Ratio
			Rate	Speed
				Algebra

# Aims of Primary Mathematics Education

To enable students to:

- Acquire mathematical concepts and skills for everyday use and continuous learning in mathematics.
- Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving.
- Build confidence and foster interest in mathematics.

# Content Strands in Mathematics Syllabus

Number & Algebra	Measurement & Geometry	Statistics
<ul style="list-style-type: none"><li>• Whole Numbers</li><li>• Fractions</li><li>• Decimals</li><li>• Percentage</li><li>• Ratio</li><li>• Rate and Speed</li><li>• Algebra</li></ul>	<ul style="list-style-type: none"><li>• Measurement<ul style="list-style-type: none"><li>○ Length, Mass and Volume (of Liquid)</li><li>○ Time</li></ul></li><li>• Area and Volume<ul style="list-style-type: none"><li>○ Area and Perimeter</li><li>○ Volume of Cube and Cuboid</li><li>○ Circles</li></ul></li><li>• Geometry<ul style="list-style-type: none"><li>○ Angles</li><li>○ Triangles</li><li>○ Quadrilaterals</li><li>○ Nets</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Data Representation and Interpretation<ul style="list-style-type: none"><li>○ Tables, Bar Graphs and Line Graphs</li><li>○ Pie Charts</li></ul></li><li>• Data Analysis<ul style="list-style-type: none"><li>○ Average</li></ul></li></ul>

# P6 Level Focus

<b>Concepts</b>	<p>Develop a good understanding of <b>ratio</b> and <b>percentage</b> concepts and their <b>connections</b> to fraction and decimal concepts</p> <p>Develop the ability to see <b>connections</b> between different concepts</p>
<b>Skills</b>	<p>Acquire <b>procedural fluency</b> for division of fractions</p> <p>Acquire proficiency in use of <b>calculator</b> for <b>numerical calculation</b></p>
<b>Processes</b>	<p>Apply <b>mathematical reasoning and communication</b></p> <p>Acquire the proficiency in using <b>ratio method</b> for problem solving</p> <p>Develop a good understanding of using <b>heuristics</b> for problem solving [revision]</p>
<b>Attitudes</b>	<p>Develop the <b>perseverance</b> in <b>solving problems</b></p> <p><b>Prepare for</b> and <b>manage exam effectively</b></p>
<b>Metacognition</b>	<p>Develop from 'Strategic' learners to <b>'Reflective' learners</b></p> <ul style="list-style-type: none"><li>• 'Strategic' learners organise their thinking by using problem solving, grouping and classifying, evidence seeking, decision making, etc. They know and apply the strategies that help them learn.</li><li>• 'Reflective' learners are not only strategic about their thinking but they also reflect upon their learning whilst it is happening, considering the success or not of any strategies they're using and then revising them as appropriate.</li></ul>

# P6 School-Based Weighted Assessments (2020)

Term 1	Term 2	Term 3
• <b>Continual Assessment</b>	• <b>Semestral Assessment</b>	• <b>Preliminary Examinations</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>

- Applicable to both Standard and Foundation Mathematics
- Pen and paper tests that follow the PSLE exam format
- To assess students' mastery of the concepts and skills that have been taught

# SCHOOL, PRELIM, PSLE EXAMINATION FORMAT (**STANDARD MATH**)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1 **	A	Multiple-choice	10	1	10	1 h
			5	2	10	
	B	Short-answer	5	1	5	
			10	2	20	
2		Short-answer	5	2	10	1 h 30 min
		Long-answer	12	3, 4 or 5	45	
			47	-	100	2 h 30 min

\*\* The use of calculators is not allowed for Paper 1

# Good Time Management is Important

Paper (Duration)	Number of Questions	Average time spent on each question	Time left for checking
Paper 1 (60 min)	30 Questions	1.5 min ( $1.5 \times 30 = 45$ )	15 min
		2 min ( $2 \times 30 = 60$ )	No time to check
Paper 2 (90 min)	17 Questions	5 min ( $5 \times 17 = 85$ )	5 min
		6 min ( $6 \times 17 = 102$ )	No time to finish and check

# SCHOOL, PRELIM, PSLE EXAMINATION FORMAT (FOUNDATION MATH)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1 **	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	10	2	20	
2		Short-answer	10	2	20	1 h
		Structured	6	3 or 4	20	
			46	-	90	2 h

\*\* The use of calculators is not allowed for Paper 1



# Good Time Management is Important

Paper (Duration)	Number of Questions	Average time spent on each question	Time left for checking
Paper 1 (60 min)	30 Questions	1.5 min ( $1.5 \times 30 = 45$ )	15 min
		2 min ( $2 \times 30 = 60$ )	No time to check
Paper 2 (60 min)	16 Questions	3 min ( $3 \times 16 = 48$ )	12 min
		5 min ( $5 \times 16 = 80$ )	No time to finish and check

# PSLE EXAMINATION FORMAT

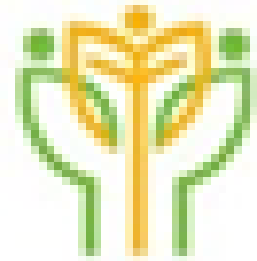
- Paper 2 allows students the use of calculators to solve problems
- Only calculators that are approved by SEAB will be allowed for use in the examinations
- The list of approved calculators is available on the SEAB website - <https://www.seab.gov.sg/home/examinations/approved-calculators>

# How do we support your child...

- Review topics from P3 to P5 and teach new topics such as Algebra, Circles, Speed, Nets and Pie Charts
- Practise past PSLE exam questions and other schools' exam papers
- Teach application of various heuristics to solve problems
- Practise good time management and presentation of solutions
- Consolidate and revise concepts and key topics

# Parents as partners-in-education

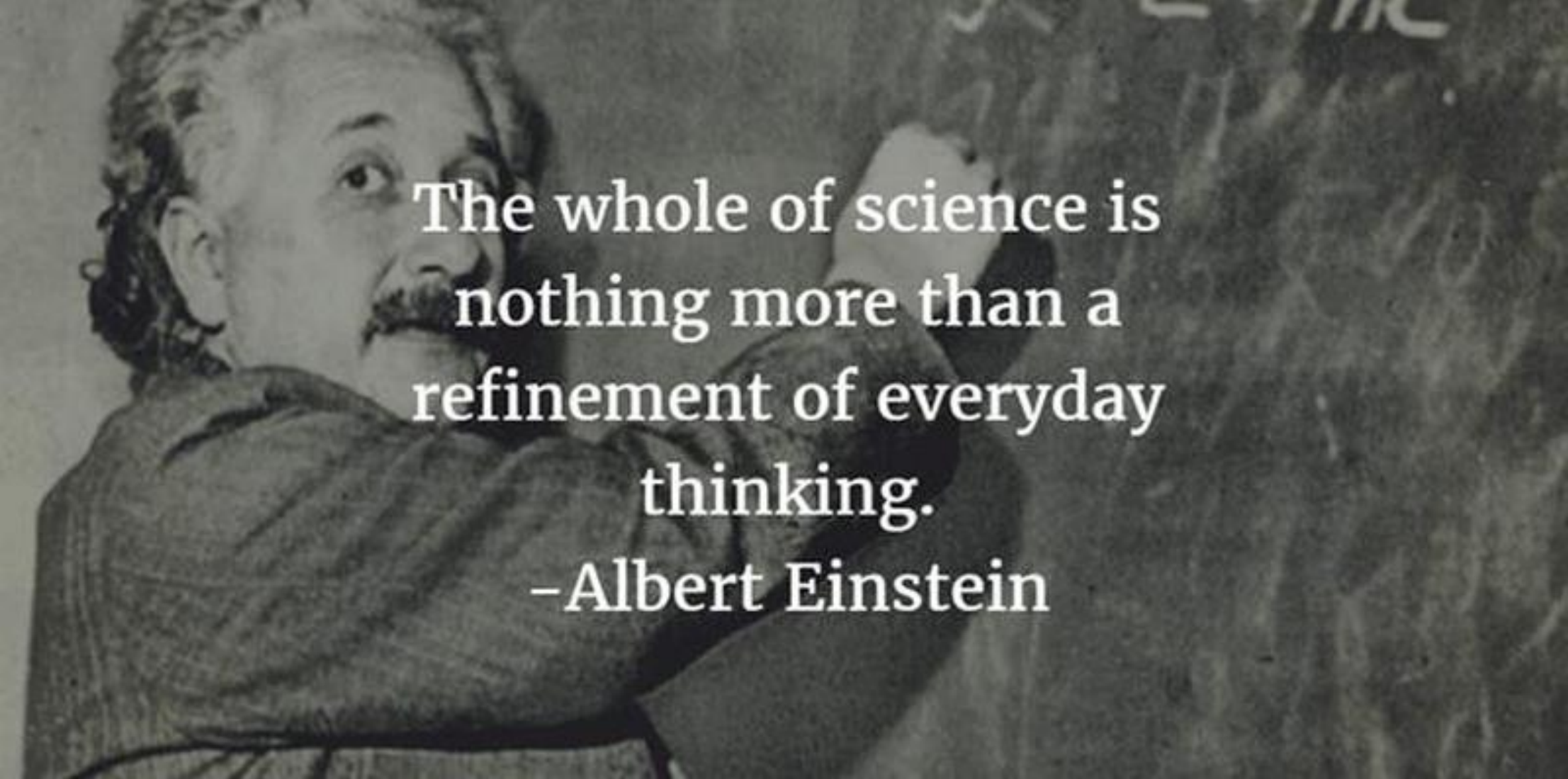
- Practise reinforces learning. Get your child to practise daily. Use available resources like the textbook and worksheets.
- Develop your child's time management skills.
- Ensure that your child has a calculator that works and no calculator is used in daily work unless calculator symbol is indicated.
- If your child has difficulty with his/her homework, do not be too quick to provide the answers but guide him/her with questions and indicate on the homework 'assisted' or 'guided'.
- Get your child to explain certain concepts or how he/she is able to solve the problem. Articulating the strategy helps your child to develop clarity in his/her thinking.
- Revise previous years' topics to ensure that your child has a firm foundation as the P5/P6 Maths learning builds on the concepts and skills learned in P1-P4.



SENGKANG GREEN  
Primary School

# SCIENCE

# How You Can Support Your Child

A black and white photograph of Albert Einstein, showing him from the chest up, turned slightly to his right, pointing his right index finger towards a chalkboard. He has his characteristic wild hair and mustache. The chalkboard in the background is filled with faint, illegible chalk markings.

The whole of science is  
nothing more than a  
refinement of everyday  
thinking.

–Albert Einstein

# Scientific literacy is the goal of science education

- Our students need more than just content knowledge. They need to know the language of science. Scientific knowledge can be represented in many different forms besides just text, in diagrams, pictures, reports, graphs, data, even current affairs; news articles has lots of science involved.
- Science is so much a part of our every day life that is most important to read and talk about what students see. Students are naturally curious about things around them.
- Teaching and learning science adopts a spiral approach. Hence, it is crucial for students to revise the previous years' topics. We do remind students not to throw away their old textbooks and worksheets as they are useful for revision

# How can parents encourage their child to learn science

**4Es**

**Engage** in discussion - **TALK, WRITE**

**Encourage** questioning and researching

**Explore** and **Experiment**

**R**

**Revise** previous P3-P5 topics early



# Aims of Primary Science Education

- Provide students with **experiences** which **build on their interest** in and **stimulate their curiosity** about their environment
- Provide students with **basic scientific terms and concepts** to help them understand themselves and the world around them
- Provide students with opportunities to **develop skills, habits and mind and attitudes** necessary for **scientific inquiry**
- Prepare students towards **using scientific knowledge and methods** in making **personal decisions**
- Help students **appreciate how science influences people and the environment**

# Science Department aims to

- ▶ stimulate children's **curiosity** and **passion** for science through meaningful, authentic experiences
- ▶ nurture reflective thinkers who ask scientific questions and appreciate how science affects their lives, the society and the environment
- ▶ develop scientific literacy in learners to face challenges in the present and for the future



# How parents can support their child . . .

- Quiz your child on **scientific facts and knowledge**. Get them to **explain the concepts**. They can also use **drawings and concept maps** to elaborate on their ideas. Encourage them to use their **Science Notebook**!
- Get them to **talk and make connections** with the **different themes and topics**, especially the previous years' topics. Help them be confident to articulate their thoughts. **This helps them to remember these concepts better!**
- Get them to think about **reflect, analyse everyday phenomenon** and **interpret data and information**.  
For example:
  - *Tell me about photosynthesis. What else can you remember about plants that you have learnt in Primary 3 and 5?*
  - *Tell me about the water cycle. What is the difference between boiling and evaporation? Why does it rain? How are clouds formed?*

# Primary Science Syllabus

THEME	LIFE SCIENCE
DIVERSITY	DIVERSITY OF LIVING THINGS
CYCLES	LIFE CYCLES OF PLANTS AND ANIMALS CYCLES IN PLANTS AND ANIMALS (REPRODUCTION)
SYSTEMS	PLANT SYSTEM HUMAN SYSTEM PLANT & HUMAN SYSTEM (RESPIRATORY & CIRCULATORY SYSTEMS) <u>CELL SYSTEM</u>
INTERACTIONS	*ENVIRONMENT (P6 TERM 3)
ENERGY	*PHOTOSYNTHESIS (P6 TERM 1)

P3 Topics

P6 Topics

P4 Topics P5 Topics P5 Topics (not included for Foundation)

P6 Topics (not included for Foundation)

# Primary Science Syllabus

THEME	PHYSICAL SCIENCE
DIVERSITY	DIVERSITY OF NON-LIVING THINGS
CYCLES	WATER
SYSTEMS	MATTER ELECTRICAL SYSTEM
INTERACTIONS	FORCES (MAGNETS) *INTERACTION OF FORCES (FRICTIONAL FORCE, GRAVITATIONAL FORCE, <u>FORCE IN SPRINGS</u> ) (P6 TERM 2)
ENERGY	LIGHT HEAT *ENERGY <u>CONVERSION</u> (P6 TERM 1)

P3 Topics

P6 Topics

P4 Topics P5 Topics P5 Topics (not included for Foundation)

P6 Topics (not included for Foundation)

# School-Based Weighted Assessment

TERM 1	TERM 2	TERM 3	TERM 4
Continual Assessment	Mid-year Examination	Preliminary Examination	PSLE
100%	100%	100%	100%
<b>Other forms of assessments (Non-weighted)</b> <ul style="list-style-type: none"><li>•Reviews</li><li>•Use of Science notebook / Concept Mapping / Drawing / Reflections</li></ul>			

- Applicable to both standard and foundation Science
- Pen and paper tests that follow the PSLE exam format.
- To assess pupils' mastery of the concepts and skills that have been taught.

# Examination Format (Standard Science)

Booklet	Item Type	Number of questions	Number of marks per question	Weighting (%)
A	Multiple-choice	28	2	56
B	Open-ended	12-13	2-5	44
				100

(a) Booklet A consists of 28 multiple-choice questions with 4 options. Each multiple-choice question carries 2 marks.

(b) Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2,3,4 or 5 marks.

Students are required to answer all the questions in the 2 booklets.  
Duration of the paper is **1 hour 45 minutes**.

# Weighting (Standard Science)

Theme	Weighting (%)
Diversity	10-20
Cycles	15-25
Systems	10-25
Interactions	15-30
Energy	15-25
Weighting	100



# Examination Format (Foundation Science)

Booklet	Item Type	Number of questions	Number of marks per question	Weighting (%)
A	Multiple-choice	18	2	36
B	Structured	6-7	2-3	14
	Open-ended	5-6	2-4	20
				70

(a) Booklet A consists of 18 multiple-choice questions with 3 options. Each multiple-choice question carries 2 marks.

(b) Booklet B consists of 2 parts.

The 1<sup>st</sup> part consists of 6-7 structured question, e.g. 'Fill in the blanks', 'Matching', etc. Each question carries 2-3 marks.

The 2<sup>nd</sup> part consists of 5-6 open-ended questions with varying mark allocation (2-4 marks)

Students are required to answer all the questions in the 2 booklets.

Duration of the paper is **1 hour 15 minutes**

# Weighting (Foundation Science)

Theme	Weighting (%)
Diversity	10-20
Cycles	15-25
Systems	10-25
Interactions	15-30
Energy	15-25
Weighting	100

# How You Can Support Your Child

## Encourage their interests in Science

- Websites

- National Geographic Kids (<https://kids.nationalgeographic.com/>)
- Bill Nye (<https://www.billnye.com/>)
- Kids Sites (<http://www.kidsites.com/sites-edu/science.htm>)
- How Stuff Works (<https://www.howstuffworks.com/>)
- Science News for Students (<https://www.sciencenewsforstudents.org/>)



**Enjoy the science learning journey with your child!**



Do refer to PG notification dated  
17 February 2020 for P6 assessment details.

Thank You