



Yuhua  
Primary School



# P5 Parents' Engagement Science



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*Growing Our Hearts and Minds*

# Overview

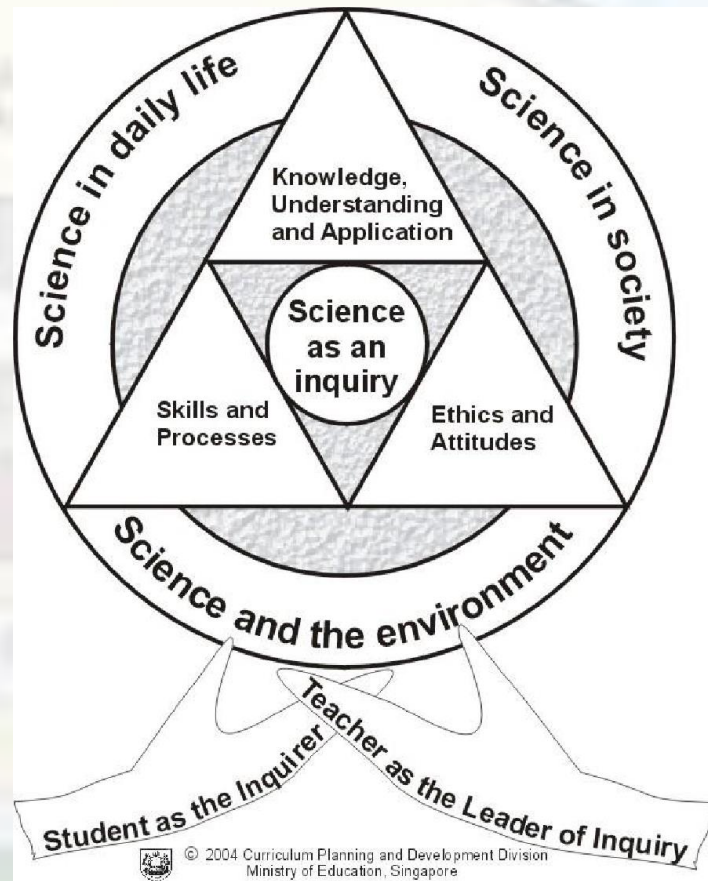
- Science Curriculum
- Assessment Plan
- Learning of Science
- Home Support



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# Science Curriculum



- The science curriculum seeks to nurture the student as an inquirer.
- Incorporate Inquiry Based Approach
- Seek balance between content knowledge and application to real world

<b>Knowledge, Understanding and Application</b>	<b>Skills and Processes</b>	<b>Ethics and Attitudes</b>
<ul style="list-style-type: none"> <li>· Scientific phenomena, facts, concepts and principles</li> <li>· Scientific vocabulary, terminology and conventions</li> <li>· Scientific instruments and apparatus including techniques and aspects of safety</li> <li>· Scientific and technological applications</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>· Observing</li> <li>· Comparing</li> <li>· Classifying</li> <li>· Using apparatus and equipment</li> <li>· Communicating</li> <li>· Inferring</li> <li>· Formulating hypothesis</li> <li>· Predicting</li> <li>· Analysing</li> <li>· Generating possibilities</li> <li>· Evaluating</li> </ul> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>· Creative problem solving</li> <li>· Decision-making</li> <li>· Investigation</li> </ul>	<ul style="list-style-type: none"> <li>· Curiosity</li> <li>· Creativity</li> <li>· Integrity</li> <li>· Objectivity</li> <li>· Open-mindedness</li> <li>· Perseverance</li> <li>· Responsibility</li> </ul>



# Science Syllabus (2023)

Levels	P3	P4	P5	P6
<b>Themes</b>	<b>Diversity . Cycles . Systems . Interactions . Energy</b>			
<b>Topics</b>	<ul style="list-style-type: none"> <li>Diversity of living and non-living things (General characteristics and classification)</li> <li>Diversity of materials</li> <li>Cycles in plants and animals (Life cycles)</li> <li>Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in matter and water (Matter)</li> <li>Human system (Digestive system)</li> <li>Plant system (Plant parts and functions)</li> <li>Energy forms and uses (Light)</li> <li>Energy forms and uses (Heat)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in matter and water (Water)</li> <li>Cycles in plants and animals (Reproduction)</li> <li>Plant system (Respiratory and circulatory systems)</li> <li>Human system (Respiratory and circulatory systems)</li> <li>Electrical system</li> </ul>	<ul style="list-style-type: none"> <li>Energy forms and uses (Photosynthesis)</li> <li>Energy conversion</li> <li>Interaction of forces (Frictional force, gravitational force, elastic spring force)</li> <li>Interactions within the environment</li> </ul>



**Yuhua Primary School**  
**Primary 5 Science Assessment Plan 2025**  
**(Aligned with 2023 Syllabus)**



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Assessment	Term 1	Term 2	Term 3	Term 4
<b>Formative Assessment</b> (Non-weighted)	<b>Topical Review</b> - Cycles in Water - Reproduction in Animals	<b>Topical Review</b> - Reproduction in Animals and Plants - Plant Transport System	<b>Topical Review</b> - Plant Transport System - The Human Respiratory and Circulatory Systems - Electrical Systems - Simple Series and Parallel Electric Circuits	
<b>Summative Assessment</b> (Weighted) <b>Total: 100%</b>		<b>Term 2 Review Test</b> Week 6 - 7 (28 – 30 Apr, 5 - 6 May) (40 marks, 50 min) Written Assessment: Multiple Choice and Structured Questions  <u><b>Topics to be assessed</b></u> - P4 Matter - P4 Heat - P4 Effects of Heat - P5 Cycles in Water - P5 Reproduction in Animals and Plants	<b>Term 3 Review Test</b> Week 7 - 8 (15 – 21 Aug) (30 marks, 45 min) Written Assessment: May include video stimulus, specimen-based questions.  <u><b>Topics to be assessed</b></u> - P4 Light - P4 Shadows - P5 Plant Transport System - P5 The Human Respiratory and Circulatory Systems	<b>End-of-Year Exam</b> Week 6 ( <b>24 Oct</b> ) (100 marks, 1 h 45 min) Written Assessment: Multiple Choice and Structured Questions  <u><b>Topics to be assessed</b></u> - All P5 topics - P4 Light - P4 Shadows - P4 Matter - P4 Heat - P4 Effects of Heat
		15%	15%	70%



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**Primary 5 Foundation Science Assessment Plan 2025**  
**(Aligned with 2023 Syllabus)**

Assessment	Term 1	Term 2	Term 3	Term 4
<b>Formative Assessment</b> (Non-weighted)	<b>Topical Review</b> - Cycles in Water - Reproduction in Animals	<b>Topical Review</b> - Reproduction in Animals and Plants - Plant Transport System	<b>Topical Review</b> - Plant Transport System - The Human Respiratory and Circulatory Systems - Electrical Systems - Simple Series Electric Circuits	
<b>Summative Assessment</b> (Weighted) <b>Total: 100%</b>		<b>Term 2 Review Test</b> Week 6 - 7 (28 – 30 Apr, 5 - 6 May) (40 marks, 50 min) Written Assessment: Multiple Choice, Short Response and Structured Questions  <u><b>Topics to be assessed</b></u> - P4 Matter - P4 Heat - P4 Effects of Heat - P5 Cycles in Water - P5 Reproduction in Animals and Plants	<b>Term 3 Review Test</b> Week 7 - 8 (15 – 21 Aug) (30 marks, 45 min) Written Assessment: May include video stimulus, specimen-based questions.  <u><b>Topics to be assessed</b></u> - P4 Light - P4 Shadows - P5 Plant Transport System - P5 The Human Respiratory and Circulatory Systems	<b>End-of-Year Exam</b> Week 6 ( <b>24 Oct</b> ) (70 marks, 1h 15 min) Written Assessment: Multiple Choice, Short Response and Structured Questions  <u><b>Topics to be assessed</b></u> - All P5 topics - P4 Light - P4 Shadows - P4 Matter - P4 Heat - P4 Effects of Heat
		15%	15%	70%



# Learning of Science



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Students discussing their project plans and making decisions as a group in different stages



Students learning concepts in human reproduction through group discussion



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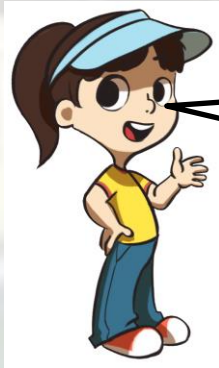
# Home Support

## Strategy 1

Relate Science concepts to applications in daily life



How is water used in our daily lives? What role does water play in our life processes?



How do electric circuits work? What do you observe in household circuits when a light bulb is fused?

# Home Support

## Strategy 2

Posing questions to help your child in revision and critical thinking

- b) Kim decided to cut the ball of plasticine into two. She then put them back into the same beaker of water again.

What is the reading in the beaker now? Explain your answer.

**Make use of CER to help you write your answer!**

**Claim:** *What is the reading?*

**Evidence:** *What information can you get from the question to support your claim?*

**Reasoning:** *What facts or concepts can help you to explain your claim?*

### More examples:

- What are the similarities and differences between these two examples?
- What are the relationships between A and B?
- What patterns do you see in the graph?



# Home Support

## Other suggested actions at home

- **Target setting** (Setting reasonable targets together with the pupil for upcoming exams)
- **Revision schedule** (Planning timetable for revision of the topics/work with the pupil)
- **Expanding Science vocabulary & general knowledge** (SLS, Encyclopedia Britannica)
- **Consistent Practices/Effort** (Homework monitoring, Understanding corrections, Asking questions)



# Past year Textbooks and Resources

- (1) Keep all previous years' Science textbooks, workbooks and worksheets. Like other subjects, Science curriculum follows the spiral learning.
- (2) Science teachers will revise previous years' topics and include past year revision questions in our Termly revision.





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*Thank You*



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