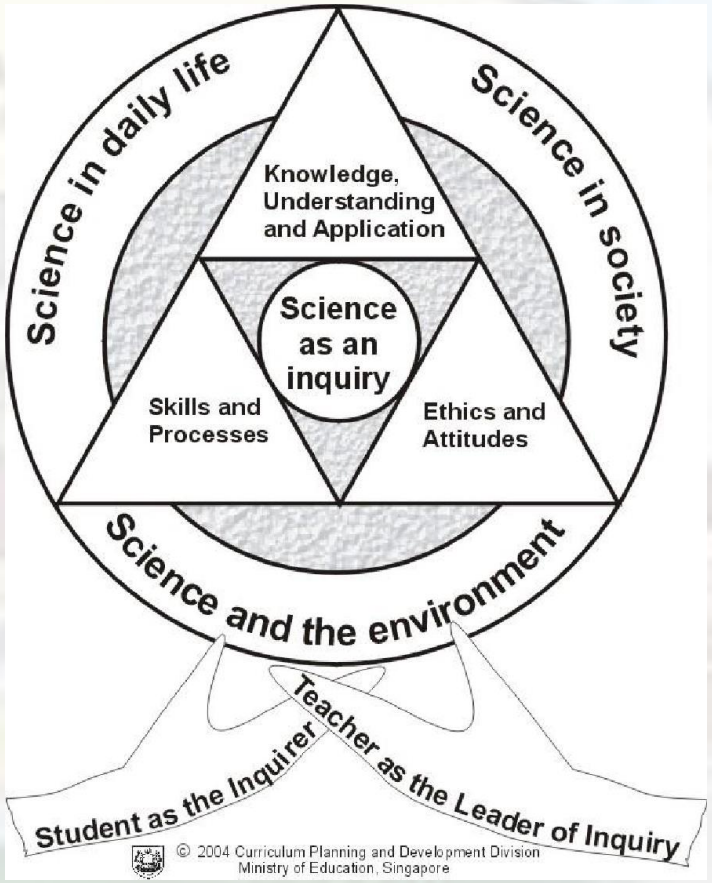
Yuhua
Primary School

P6 Parents' Engagement
Science

Overview

- Science Curriculum
- PSLE format and School-based Assessments
- Learning of Science
- Home Support

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

Knowledge, Understanding and Application	Skills and Processes	Ethics and Attitudes
· Scientific phenomena, facts, concepts and principles · Scientific vocabulary, terminology and conventions · Scientific instruments and apparatus including techniques and aspects of safety · Scientific and technological applications	Skills · Observing · Comparing · Classifying · Using apparatus and equipment · Communicating · Inferring · Formulating hypothesis · Predicting · Analysing · Generating possibilities · Evaluating Processes · Creative problem solving · Decision-making · Investigation	· Curiosity · Creativity · Integrity · Objectivity · Open-mindedness · Perseverance · Responsibility

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Science Syllabus (2014)

Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials	
Cycles	• Cycles in plants and animals (Life cycles) • Cycles in matter and water (Matter)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water)
Systems	• Plant system (Plant parts and functions) • Human system (Digestive system)	• Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Cell system • Electrical system
Interactions	• Interaction of forces (Magnets)	• Interaction of forces (Frictional force, gravitational force, force in springs) • Interaction within the environment
Energy	• Energy forms and uses (Light and heat)	• Energy forms and uses (Photosynthesis) • Energy conversion

Topics which are underlined are not required for students taking Foundation Science.

Standard Science PSLE Format

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	28	2	56
B	Open-ended	12 - 13	2 - 5	44

(a) Booklet A consists of 28 multiple-choice questions with *four* 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.

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

Duration of Paper

The duration of the paper is 1 hour 45 minutes.

Foundation Science PSLE Format

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

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

(b) Booklet B consists of two parts.
The first part consists of 6-7 structured questions, e.g. 'Fill in the blanks', 'Matching', etc. Each question carries 2-3 marks.

The second part consists of 5-6 open-ended questions with varying mark allocation (2-4 marks).

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

Duration of Paper

The duration of the paper is 1 hour 15 minutes.

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School-based assessments

Yuhua Primary School
Primary 6 Science Assessment Plan 2025
(Aligned with 2014 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Topical Review** - Energy - Interaction of Forces	**Topical Review** - Interaction of Forces - Interactions within the Environment	**Topical Review** - Interactions within the Environment	
Summative Assessment (Weighted) **Total : 100%**	**Term 1 Review Test** Week 8 (24 – 28 Feb) (40 marks, 50 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - P6 Energy in Food and Photosynthesis - P5 Electrical System - P5 Cycles in Plants and Animals (Reproduction)	**Term 2 Review Test** Week 7 (5 – 9 May) (100 marks, 1 h 45 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - P6 Energy - P6 Interactions of Forces - P5 Cycles in Water - P5 Electrical System - P5 Cycles in Plants and Animals (Reproduction) - P5 Plant system (Respiratory and circulatory systems) - P5 Human system (Respiratory and circulatory systems) - P4 Energy forms and uses (Heat)	**Preliminary Exam** Week 8 **(20 Aug)** (100 marks, 1 h 45 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - All topics covered in PSLE syllabus	PSLE Written Examinations (More details to be shared at a later date)
	15%	15%	70%	

Yuhua Primary School
Primary 6 Foundation Science Assessment Plan 2025
(Aligned with 2014 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Topical Review** - Energy - Interaction of Forces	**Topical Review** - Interaction of Forces - Interactions within the Environment	**Topical Review** - Interactions within the Environment	
Summative Assessment (Weighted) **Total: 100%**	**Term 1 Review Test** Week 8 (24 – 28 Feb) (40 marks, 50 min) Written Assessment: Multiple Choice, Structured and Open-Ended Questions **Topics to be assessed** - P6 Energy - P5 Electrical System - P5 Cycles in Plants and Animals (Reproduction)	**Term 2 Review Test** Week 7 (5 – 9 May) (70 marks, 1 h 15 min) Written Assessment: Multiple Choice, Structured and Open-Ended Questions **Topics to be assessed** - P6 Energy - P6 Interactions of Forces - P5 Cycles in Water - P5 Electrical System - P5 Cycles in Plants and Animals (Reproduction) - P5 Plant system (Respiratory and circulatory systems) - P5 Human system (Respiratory and circulatory systems) - P4 Energy forms and uses (Heat)	**Preliminary Exam** Week 8 **(20 Aug)** (70 marks, 1 h 15 min) Written Assessment: Multiple Choice, Structured and Open-Ended Questions **Topics to be assessed** - All topics covered in PSLE syllabus	PSLE Written Examinations (More details to be shared at a later date)
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Learning of Science

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Students learning about science through tech-enabled learning and hands-on learning.

Home Support

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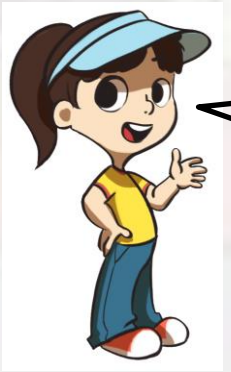
Strategy 1
Relate Science concepts to applications in daily life

What is the energy conversion that takes place when a pot of soup is being boiled?



How can we identify if there is starch found in the food in the pot?

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

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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

Together we can ACHIEVE with a heart of gratitude for our past and beyond.

Growing Our Hearts and Minds