Parents Engagement Science

Primary 6

Overview

1. Science Curriculum
2. Assessment Plan
3. Science Learning
4. Home Support

Science Curriculum

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

Assessment Plan (Standard Science)

Yuhua Primary School
Primary 6 Science Assessment Plan 2024
(Aligned with 2014 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Science Learning Project: Energy**			PSLE Written Examinations (More details to be shared at a later date)
Summative Assessment (Weighted) **Total : 100%**	**Term 1 Review Test** Week 8 (19 Feb - 23 Feb) (40 marks, 50 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - Energy - P5 System (Electricity) - P5 Cycle (Plant Reproduction)	**Term 2 Review Test** Week 8 (6 May – 10 May) (100 marks, 1 h 45 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - Energy - Interactions (except Adaptation for Survival and Man's Impact on Environment) - P5 Cycle (Human Reproduction) - P5 Water, changes in state and the water cycle	**Preliminary Exam** Week 8/9 (16 Aug – 22 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	
	15%	15%	70%	

Assessment Plan (Foundation Science)

Yuhua Primary School
Primary 6 Foundation Science Assessment Plan 2024
(Aligned with 2014 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Science Learning Task: Energy**			
Summative Assessment (Weighted) **Total : 100%**	**Term 1 Review Test** Week 8 (19 Feb - 23 Feb) (40 marks, 50 min) Written Assessment: Multiple Choice and Open Ended Questions **Topics to be assessed** - Energy - P5 System (Electricity) - P5 Cycle (Plant Reproduction)	**Term 2 Review Test** Week 8 (6 May – 10 May) (70 marks, 1 h 15 min) Written Assessment: Multiple Choice, Structured and Open Ended Questions **Topics to be assessed** - Energy - Interactions (except Adaptation for Survival and Man's Impact on Environment) - P5 Cycle (Human Reproduction) - P5 Water, changes in state and the water cycle	**Preliminary Exam** Week 8/9 (16 Aug – 22 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)
	15%	15%	70%	

Science Learning

Using ICT to enhance the learning of Science via tools such as data-loggers, videos, animations and other online learning platforms

Home Support

Strategy 1: Relate everyday experiences to Science, encourage your child and invite curiosity

- Ideas from magazines, newspapers, National Geographic or Discovery Channel, etc.
- Enjoy discussing the science questions your child asks and encourage him/her to share his/her views and observations.
- Ask your child about his/her learning in Science in school

Applications in daily life

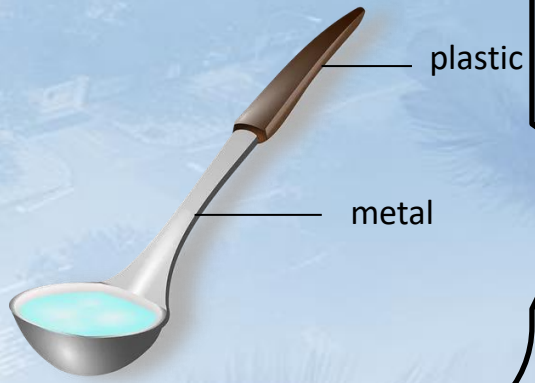
What are some examples of heat flow in our everyday life?

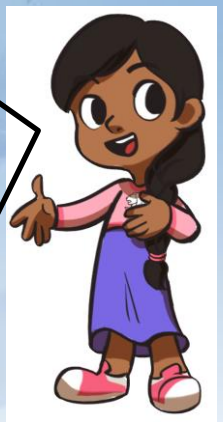
Heat flows through the metal pot quickly to cook our food.

Heat flows through the cardboard slowly so that I can hold my hot drink.

Some objects are made of both good and poor conductors of heat, such as the soup ladle.

I can hold the plastic handle safely when getting my hot soup.





Home Support

Strategy 2:

Break down the question with your child

- Search for clues or hints
- Ask questions instead of providing the answers to help your child develop his/her thinking skills in the learning of Science.
- Get them to predict and explain the results/outcomes whenever possible.

Home Support

Examples of questions you can pose:

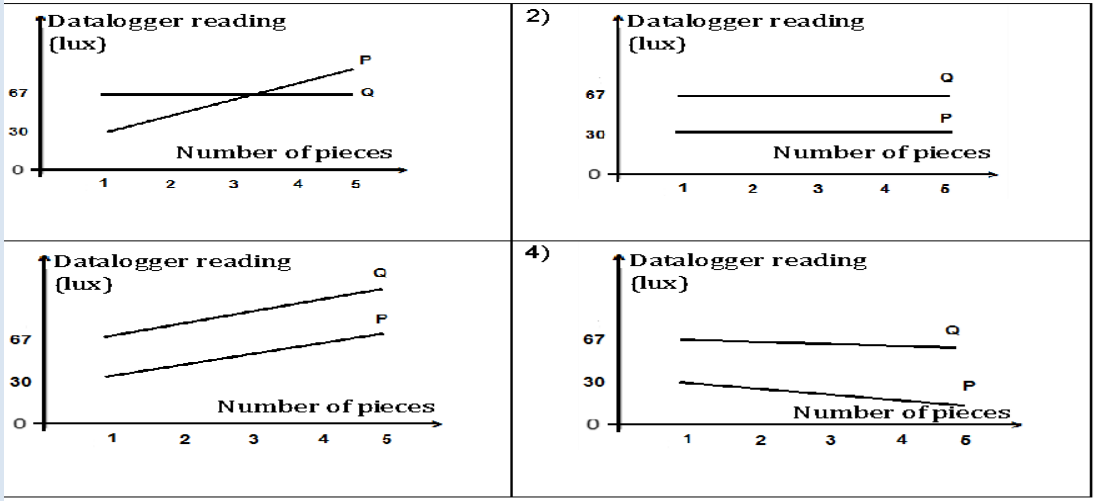
- Describe how and why the experiment set up this way?
- What does the data in the table show?
- What does each graph tell you? What are the relationships between….and….?
- How does it link up to what you have learnt about light?

1. Christine used a datalogger to measure the amount of light passing through materials **P** and **Q** as shown below.

The table below shows the readings on the datalogger when **one piece** of each material was used.

	Reading
No material	68
One piece of P only	30
One piece of Q only	67

She then continued the experiment by adding more pieces of each material until there were **5 pieces** each. Which of the following graphs show the **correct** readings?



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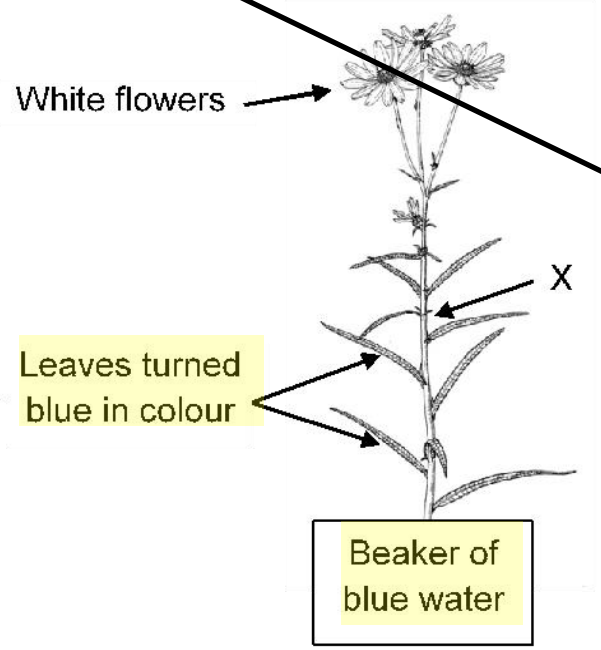
Home Support

Strategy 3: (MCQ) Practise elimination techniques

- Highlight the key **information** given in the question to help your child focus on what he/she know or can apply for the topic.
- Eliminate the options which are definitely incorrect or irrelevant to the key idea identified (increases the chances of getting the right answer).

Home Support

A cut at point X was made in the plant shown below to remove the outer ring of tubes in the stem. The plant was then placed into a beaker of blue coloured water. After an hour, it was observed that the leaves of the plant below point X had turned blue in colour while no change was noticed above point X.



Key **information**:
Leaves below X turned blue but leaves above X did not.
>>> Blue water transported; involved water-carrying tubes.

Which of the following statements best describes what happened at point X?

✓ (1) All the water-carrying tubes were removed.

Irrelevant to the key idea identified

✗ (2) All the food-carrying tubes were removed.

✗ (3) None of the water-carrying or food-carrying tubes were removed.

? (4) Some of the water-carrying and food-carrying tubes were removed.

If not all water-carrying tubes were removed, what are the possible observation?

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 until P6. Like other subjects, Science curriculum follows the spiral learning too.

(2) Science teachers will revise previous years' topics and include past year revision questions in our Termly revision.

(3) In cases where you do not have previous years' textbooks, you may get guidebooks from other publishers, access SLS MOE library or get in touch with your class' Science teachers to see how we can help your child.

Q & A

Join at **slido.com** with **#4258591** or

scan the QR code to post your questions.

We will try our best to address them during the session.

Thank You