

# Science Subject Sharing for Primary 5 and Primary 6 Parents

2 February 2023

Follow us on Instagram!



We will be starting the session shortly.

We seek your cooperation on the following:



**No videography**  
**No photography**



All slides will be made available on the school website at a later time.



At any time during the sharing, you can type your question using the chat function.

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Succeed & Excel

# Content

- P5/6 syllabus
- Assessment format
- Learning Science in Rivervale
- Science Programmes



# Coverage of P5/P6 Syllabus



## Four themes



### Cycles

- Reproduction of plants and animals
- Water cycle

### Systems

- Respiratory and Circulatory systems (plants and humans)
- Cell system\*
- Electrical system

### Energy

- Energy forms\* and uses (Photosynthesis)
- Energy Conversion\*

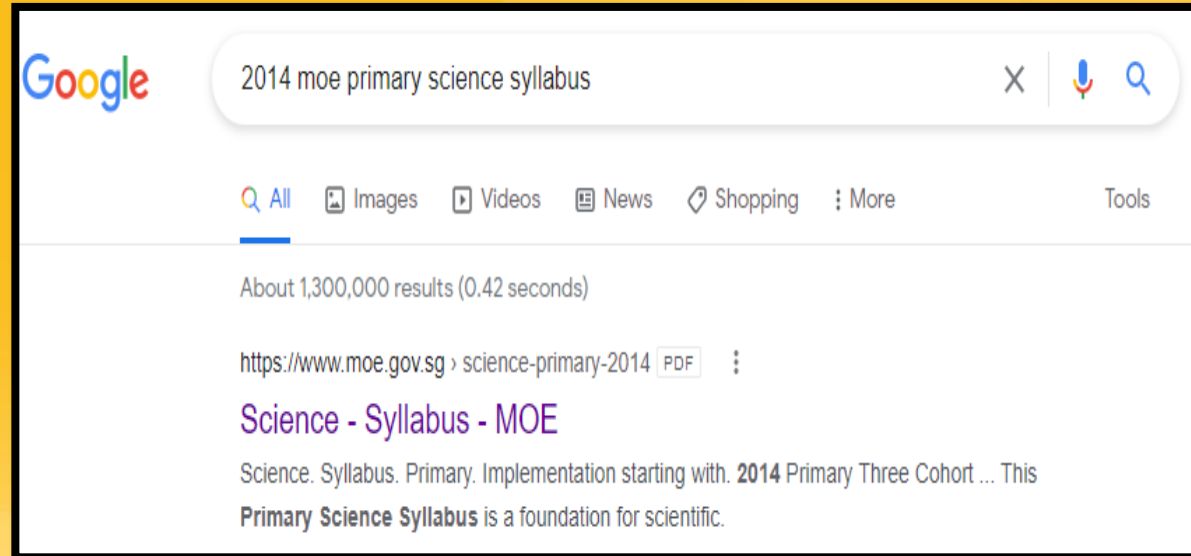
### Interactions

- Interaction of forces
- Interactions within the environment



# MOE SCIENCE SYLLABUS

Where to get a copy of the 2014 Science (Primary) syllabus?



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# Assessment Format

	P5	P6
Term 1	WA	WA
Term 2	WA	WA
Term 3	WA	PRELIM
Term 4	EYE	PSLE



# P5/P6 (Standard Science) EYE / PRELIM / PSLE



- **Format of paper :** Booklet A 56m (28 MCQs)  
Booklet B 44m (13/14 Open-ended)
- **Duration :** 1 h 45 min
- **Types of questions:** 1) Knowledge with application  
2) Process skills related





# P6 (Foundation Science) PRELIM / PSLE



- **Format of paper :** Booklet A 36m (18 MCQs)  
Booklet B 14m (6 Fill-in-the-blanks)  
20m (5-7 Open-ended)
- **Duration :** 1 h 15 min
- **Types of questions:** 1) Knowledge with application  
2) Process skills related



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# Learning Science in Rivervale



- 3C Pedagogical Framework
- Answering techniques – MCQ
- Answering techniques – Open-ended Questions

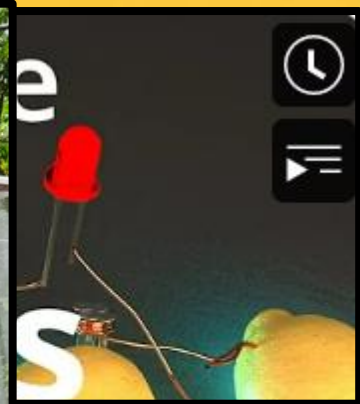


# Learning Science in Rivervale



## 1. Capture ideas and interest

Topic: _____
What I Know



# Capture ideas and interest

**Aim:** To find out if the plant absorb and transport water to different parts of the plant through the xylem

Day 1  
(start)



Day 3  
(end)



Observations:  
1) Leaves on the left half changed from green to dark red/brownish  
2) Leaves on the right half changed from green to bluish-green



Observations:  
1) Leaves change from green to red

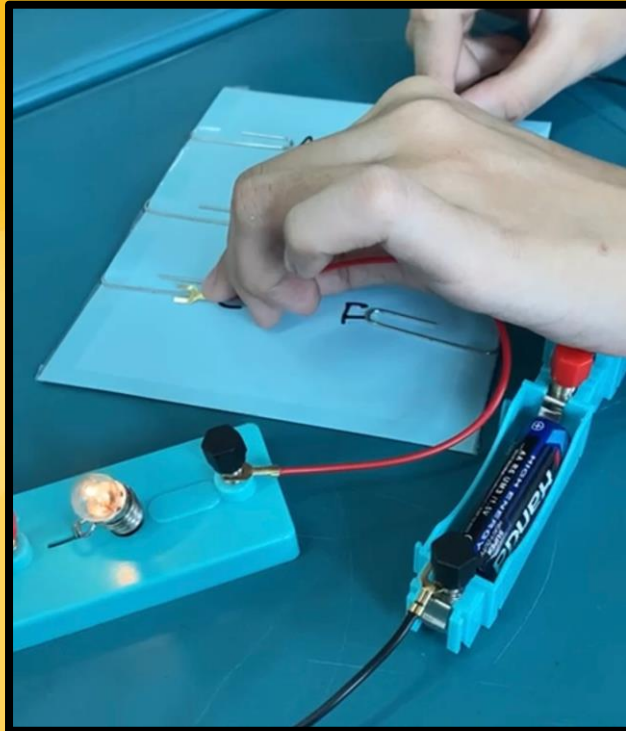


Observations:  
1) Leaves remain as green, no change

# Learning Science in Rivervale



## 2. Construct understanding



# Learning Science in Rivervale

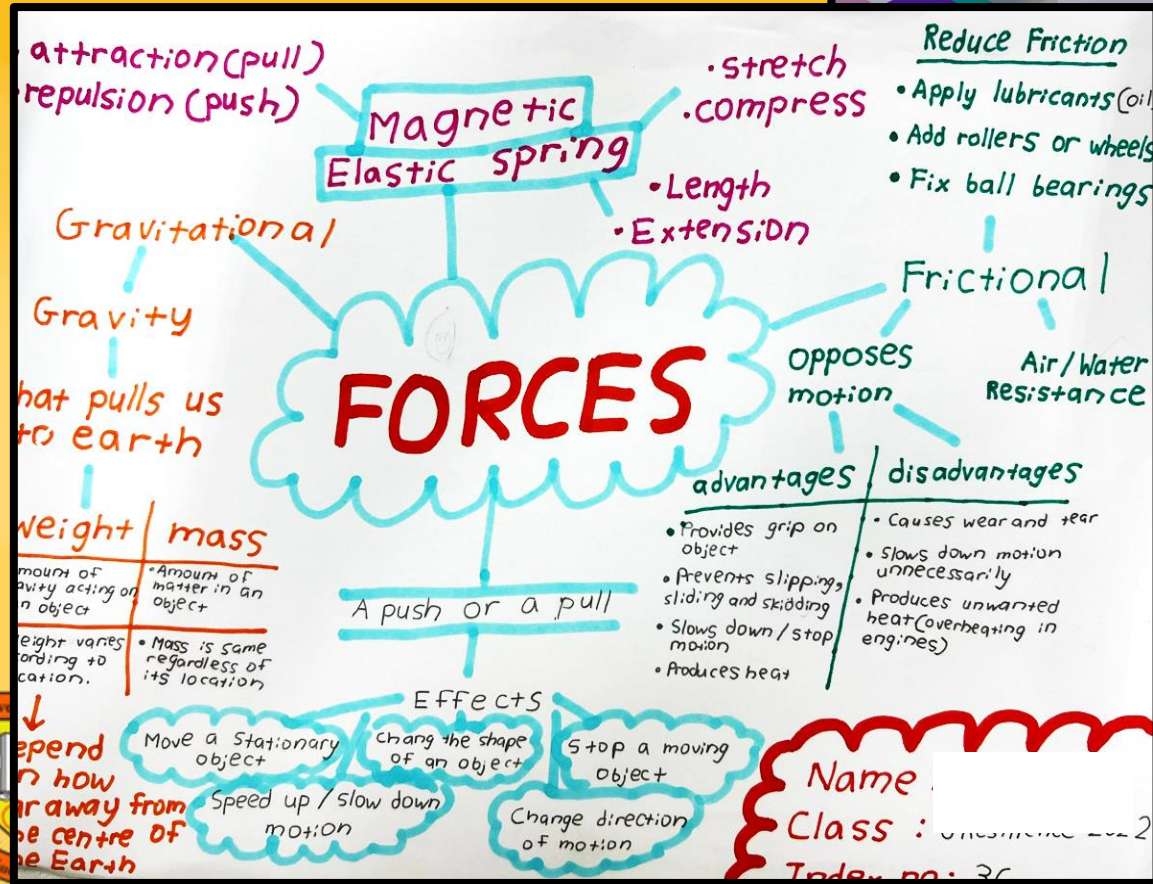


## 3. Consolidate learning

\_\_\_\_\_ is the process of plants making their own food.

Skip

0



### Exit Ticket

3 Things I learned today

2 Things I want to learn more

1 Question I have

Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Today: \_\_\_\_\_

# Steps to Answering MCQ Questions

1. Identify and highlight key information
2. Recall Concepts and Scientific Vocabulary
  - Activate prior knowledge
3. Elimination Method (eliminate options)





# Example – Diversity of Living Things

Examples of characteristics:

- Types of body covering
- How do they reproduce?
- Lay eggs or give birth to young
- Do they have wings?

Ahmad had to classify the four animals shown.



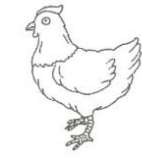
bat



frog

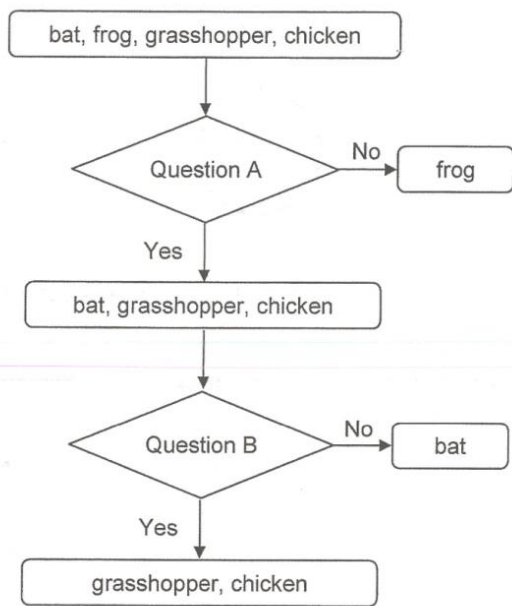


grasshopper



chicken

He classified them with the help of the chart below.



What were the two questions, A and B?

	Question A	Question B
(1)	Do they have wings? ✓	Do they lay eggs? ✓
X (2)	Do they lay eggs? X	Do they have wings? X
X (3)	Do they have wings? ✓	Do they take care of their young? X
X (4)	Do they lay eggs? X	Do they take care of their young? X

Can be classified into different groups of animals



Different characteristics

Ans : 1



# Steps to Answering some OE Questions

1. Identify and highlight key information
2. Identify Concepts and Scientific Vocabulary
  - Activate prior knowledge
3. OIC (To make sense of the question)



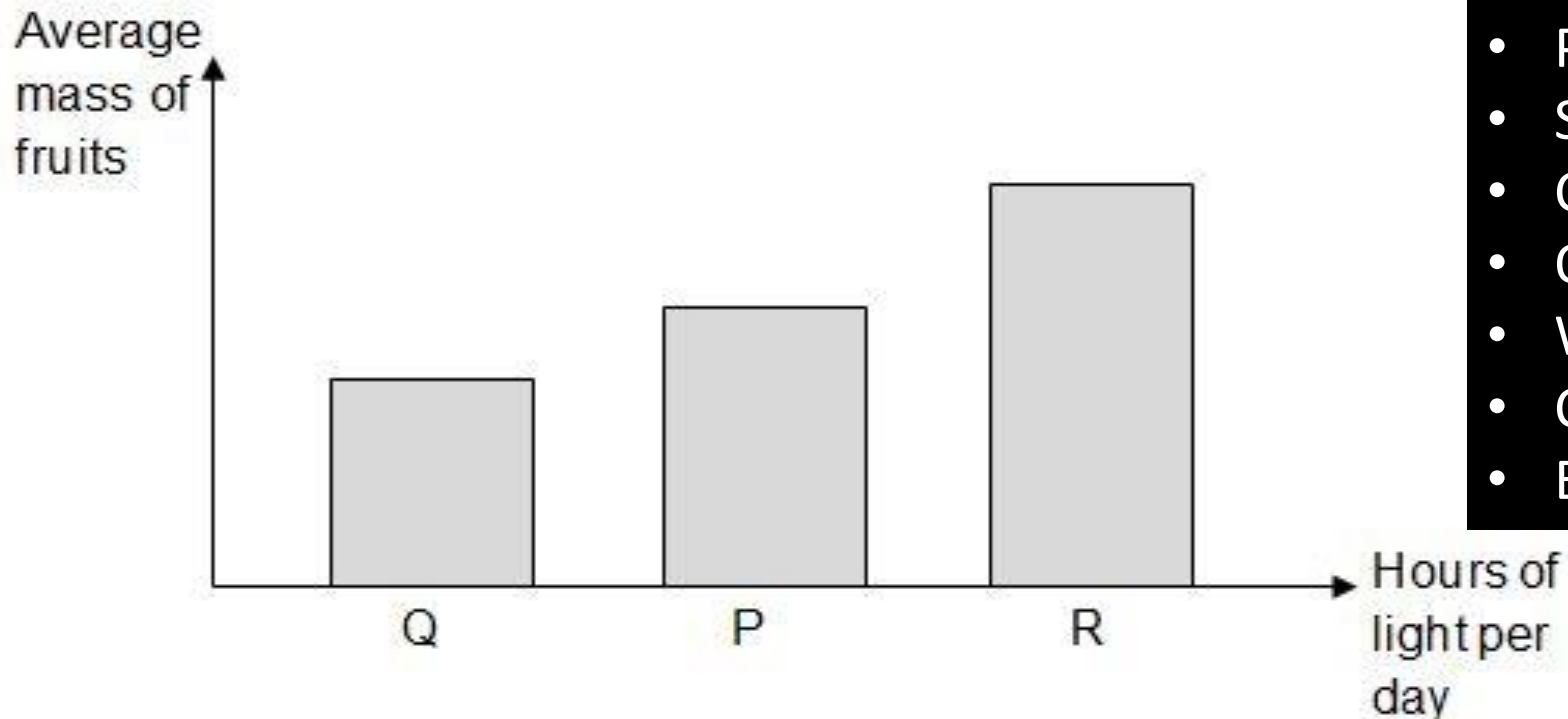
# Answering techniques (OIC)

- **Observation** – What we can observe from the question.
- **Interpretation** – What does the observation imply or mean.
- **Conclusion** – Link answer to the question setting / concept in the question.



# Example

Kor Pin exposed three similar plants, P, Q and R, to different duration of light each day and measured the average mass of the fruits on the plants after a week. The plants were placed in similar pots with similar types and amount of soil. He plotted the results in a graph as shown below.



Scientific vocabulary:

- Photosynthesis
- Sunlight
- Chlorophyll
- Oxygen gas
- Water
- Carbon dioxide
- Excess food

**Concept: Photosynthesis, excess food stored as starch**

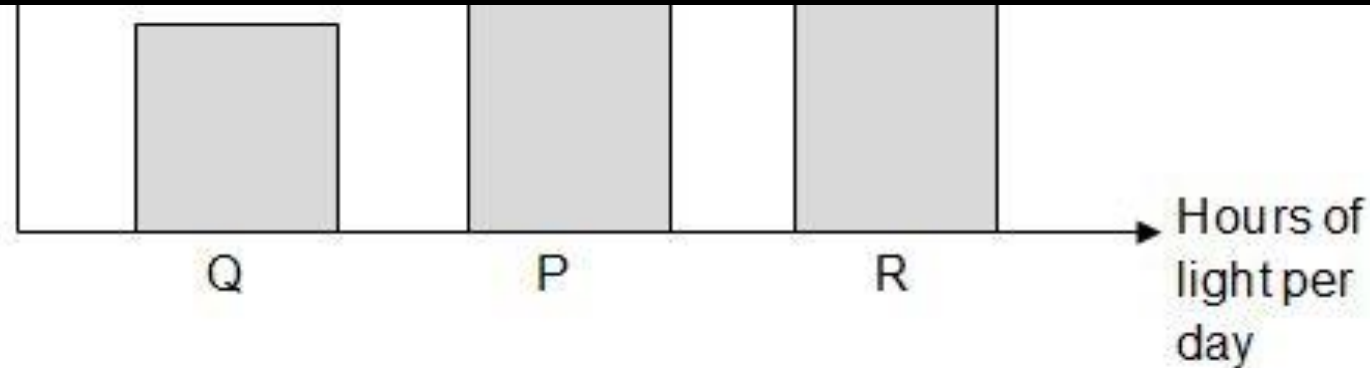


# Example

Average  
mass of  
fruits

OIC:

- O : Plant Q, P and R are exposed to different amounts of light.
- I : Light is needed for photosynthesis. The rate of photosynthesis is different. Excess food created is stored in fruits.
- C: When there is more light, there is more photosynthesis. Hence, there is more food produced. This leads to more excess food created which is stored in the fruits.



(b) Give an explanation for the results obtained in the experiment [1]

When there is more light, there is more photosynthesis taking place and more excess food is transported to the fruits causing the mass to increase.



# Learning Science in Rivervale



## Science Lab



## Sparkle Kit



# Learning Science in Rivervale



- ICT-infused lessons

SLS MY DRIVE P5 Electrical System - Drawing Circuit Diagram

You're in the Lesson View mode.

## P5 Electrical System - Drawing Circuit Diagram

**We are learning:** to draw a circuit using symbols

Electricity is important in our lives. There are different types of current in a circuit. The number of batteries used, the number of bulbs arranged in series can affect the electricity.

In this lesson, you will learn how to draw a circuit based on a given scenario.

Some questions to think about:

- What circuit components are needed for a bulb to light up?
- How should the circuit components be arranged?
- Which symbols represent the electrical components in a circuit diagram?

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### My Lessons

**The Water Cycle P5**  
Azrina Aziz  
Jan 28, 2023 - 34MB

#### The Water Cycle

**The Unit of Life P5**  
Azrina Aziz  
Jan 28, 2023 - 12MB

#### CHAPTER 4 THE UNIT OF LIFE

**Plant Transport System P5**  
Azrina Aziz  
Jan 28, 2023 - 2MB

I don't think so, Irena. I think all parts of a plant need to work together to help it grow.

Look at this plant, Bung Kai! Do you know what the roots are responsible for taking in all the substances that plants need to help them to grow?

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# Science programmes

- P6 Physics Camp



# Science programmes



- P5 So



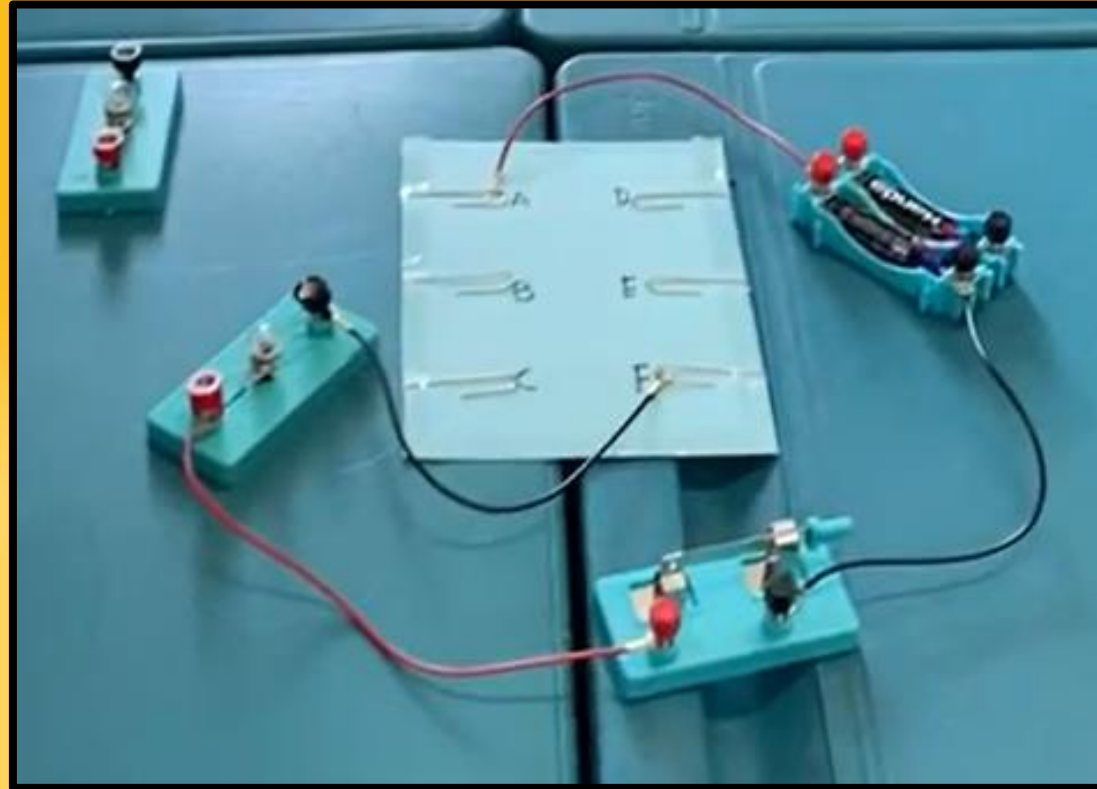
# Science programmes

- P5/P6 Science Alive at Fun Alley



# Science programmes

- Fun with experiments



# School Science Website



- <https://rivervalescience.wixsite.com/2020>





# Thank You!



FOR YOUR SUPPORT

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and we move on to the next sharing...