GHS1

Primary 5 Science Briefing for Parents

2026

Slide 1

GHS1 need to re-record

Goh Hwee Sung, 22/1/2022

Vision - JWPS Science student

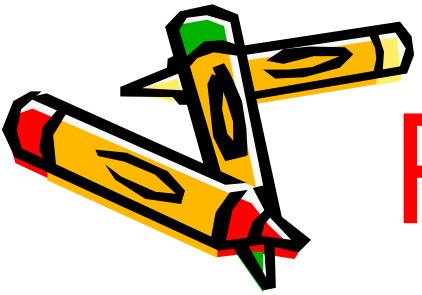
To develop **inquiring learner** who is able to use his

Senses,

Think,

Ask questions and

Reflect critically.



New Syllabus 2023

Science Curriculum Framework

Science for Life and Society

Personal / Functional

Possess scientific mind-sets and practical knowledge of science and its applications to make everyday decisions, solve problems, and improve one's life.

Cultural / Civic

Appreciate science as humanity's intellectual and cultural heritage, the beauty and power of its ideas, as well as participate in socio-scientific issues ethically and in an informed manner.

Professional / Economic

Apply scientific knowledge and skills, as well as adopt scientific attitudes and mind-sets to innovate and push new frontiers.

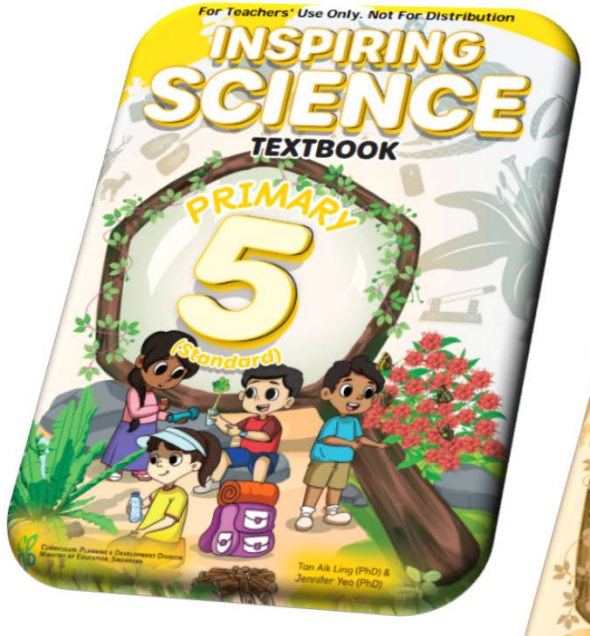
Grounded in strong Science fundamentals: Scientific Knowledge, Practices and Values

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work

Science Activity Books

- *New* textbooks and workbooks will be used
- Students will still be engaged in inquiry-based learning
- Topical worksheets will also be provided at the end of each topic

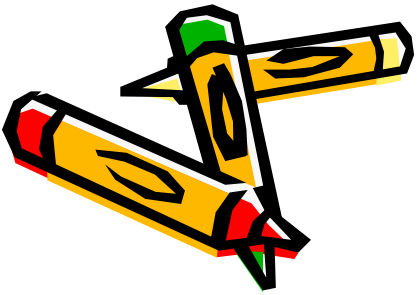


Holistic Assessment- Science

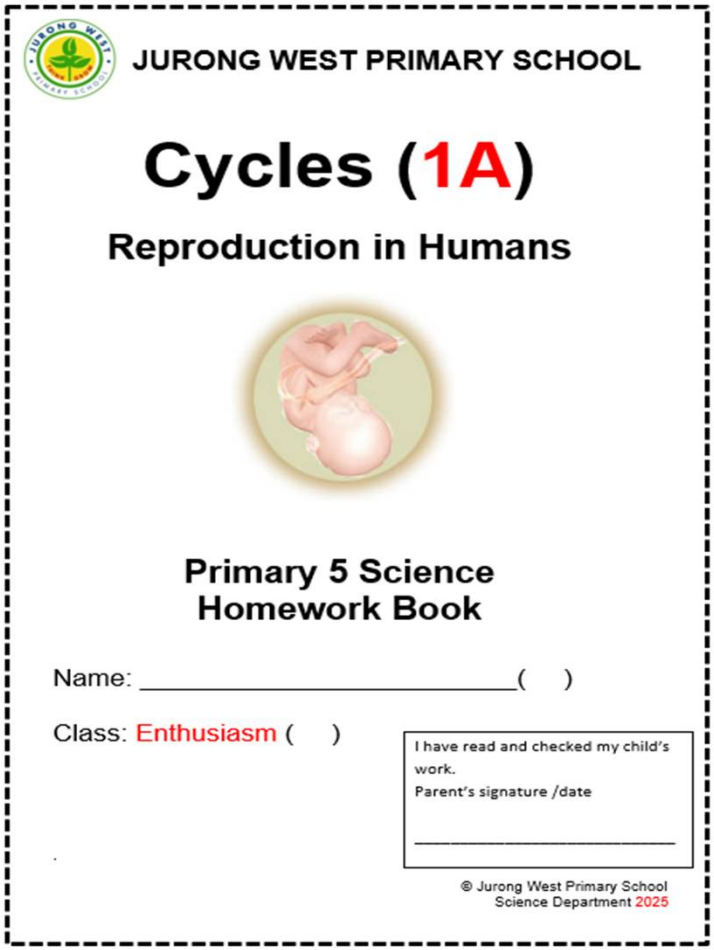
- **Bite-sized exercise** after each concept/skills taught to assess students' understanding

- **Alternative assessments** such as performance tasks, pen and paper test, practical test

- **Rubrics** for self-assessment and teacher assessment



Homework Book



JURONG WEST PRIMARY SCHOOL

Cycles (1A)

Reproduction in Humans

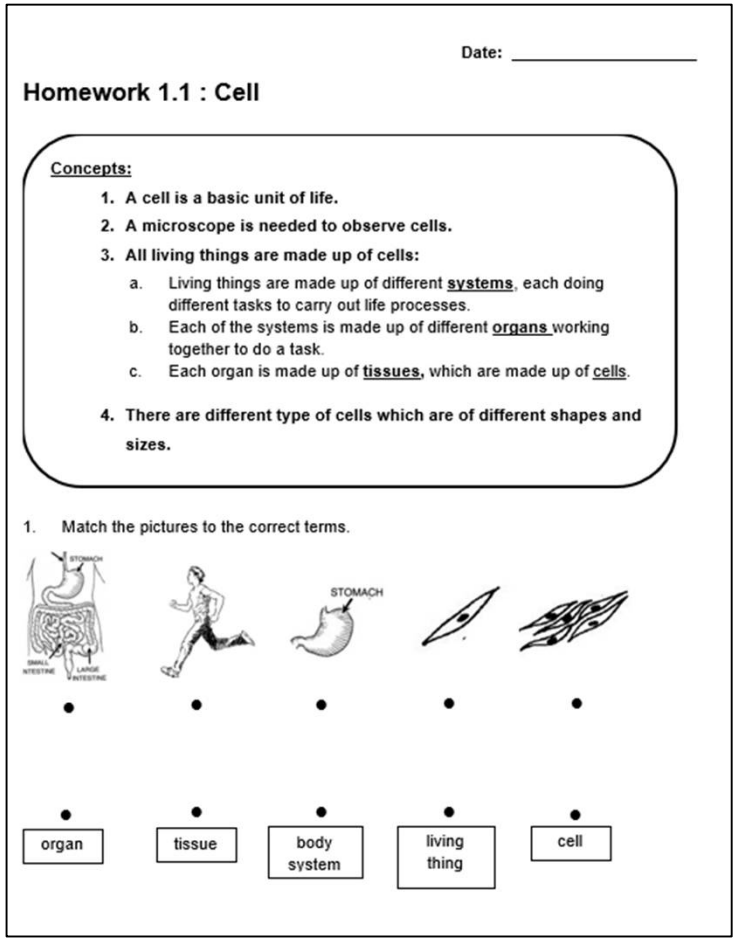
Primary 5 Science Homework Book

Name: _____( )

Class: Enthusiasm ( )

I have read and checked my child's work.
Parent's signature /date

_____



Date: _____

Homework 1.1 : Cell

Concepts:

1. **A cell is a basic unit of life.**
2. **A microscope is needed to observe cells.**
3. **All living things are made up of cells:**
   a. Living things are made up of different **systems**, each doing different tasks to carry out life processes.
   b. Each of the systems is made up of different **organs** working together to do a task.
   c. Each organ is made up of **tissues**, which are made up of cells.
4. **There are different type of cells which are of different shapes and sizes.**

1. Match the pictures to the correct terms.

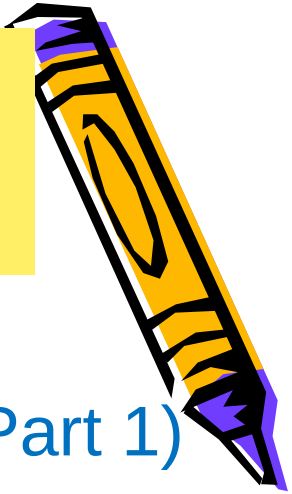
STOMACH

organ | tissue | body system | living thing | cell

R.I.S.E Strategy

R - read the question
I - identify keywords
S - select the relevant concepts
E - eliminate options

P5 Science Topics



Term 1: Systems & Cycles

Cycles - Reproduction in flowering plants & human (Part 1)

Term 2 : Cycles

Cycles - Reproduction in flowering plants & human (Part 2)

Cycles - Water and changes of states (Part 1)

Term 3 : Cycles & Systems

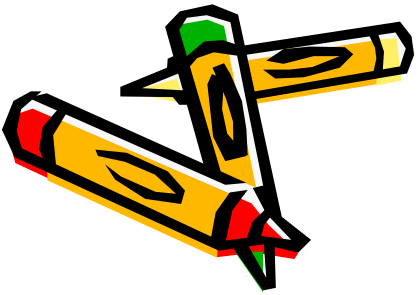
Cycles - Water and changes of states (Part 2) & Water cycle

Systems - Plant Transport Systems

Systems - Human Circulatory and Respiratory System

Term 4 : Systems

Systems - Electrical system



Process Skills Taught @ P5

P3 & P4 skills learnt (revision)

- **Observing, comparing and contrasting, organising, measuring, communicating, analysing, formulating hypothesis, predicting, generating possibilities, inferring**

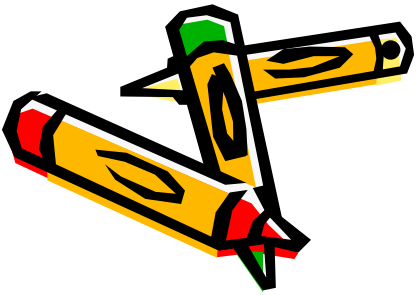
New skills taught in P5: *(Learn like a Scientist)*

- **Planning experiments (identifying and controlling variables)**
- **Analysing (identifying variables affecting experiment, determining relationship (patterns and trends), cause and effects and validity of experiment)**
- **Generating possibilities – devising methods to test a hypothesis**

Omission of Mid-Year Exam

Free up more time:

- to engage students with activities to develop skills, habits of mind and attitudes necessary for scientific inquiry (learn like a scientist)
- to allow students to appreciate how science influences them and their environment



→ allowing them to make informed and responsible decisions towards protecting the environment

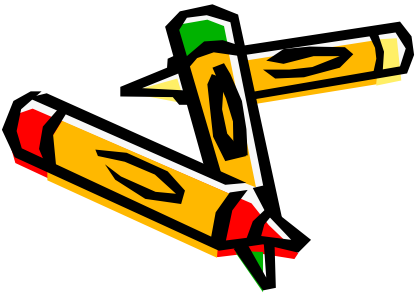
Young Environmental Enthusiast (YEE)

Objectives

- to provide opportunities to deepen understanding of **Science concepts**
- to help appreciate how **science** influences people and the environment

  # understand how our lifestyle choices impact the environment around us)

  # making use of the limited spaces available and explore ways of sustainable living



SG GREEN PLAN

5 Pillars of Singapore Green Plan 2030

City in Nature

Create a green, liveable, and sustainable home for Singaporeans, and build up our carbon sinks by expanding nature throughout our island

Sustainable Living

Make reducing carbon emissions, keeping our environment clean, and saving resources and energy a way of life in Singapore

Energy Reset

Use cleaner energy and increase our energy efficiency to lower our carbon footprint

Green Economy

Seek green growth to create new jobs, transform our industries and harness sustainabili... advantage

Resilient Future

Build up Singapore's climate defences and resilience, and enhance our food security

Green Government and Green Citizenry as Key Enablers

Urban Farming

Assessments

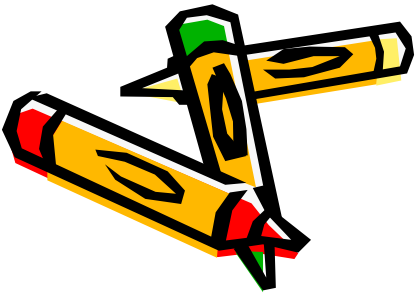
Standard Science

Term 1: Bite-sized Assessment

Term 2: Bite-sized Assessment

Term 3: Practical Test

Term 4: End-of-Year Examination



Assessments

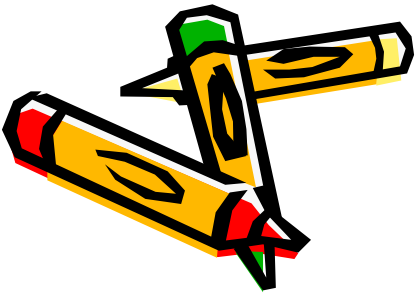
Foundation Science

Term 1: Bite-sized Assessment

Term 2: Bite-sized Assessment

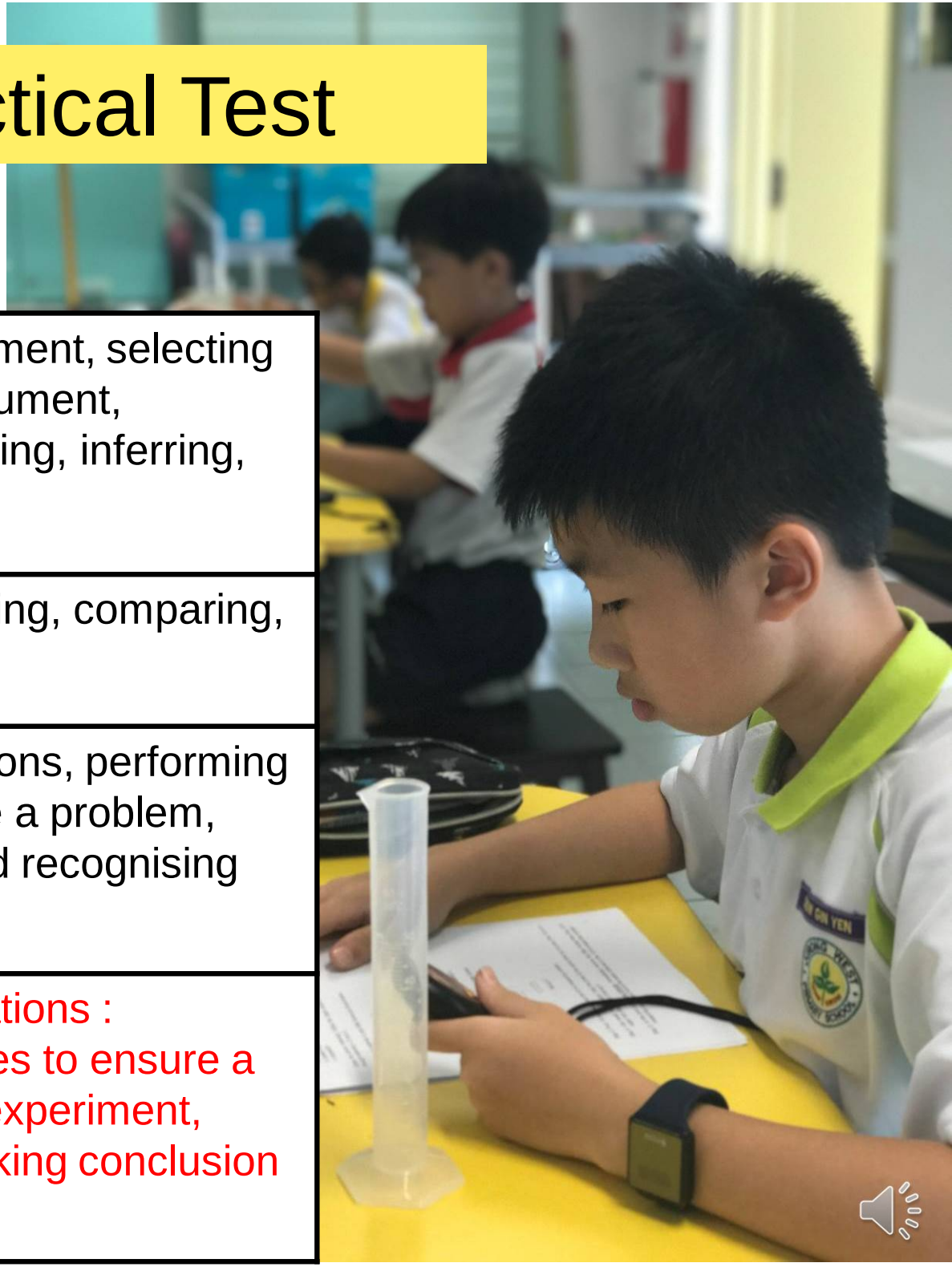
Term 3: Practical Test

Term 4: End-of-Year Examination



Science Practical Test

- Will be held in Term 3



Basic skills	Reading an instrument, selecting and using an instrument, measuring, analysing, inferring, communication
Observation work	Observing & drawing, comparing, classifying
Illustrative practical	Following instructions, performing an activity to solve a problem, collecting data and recognising patterns
Scientific inquiry skills[New]	Planning investigations : controlling variables to ensure a fair test, conduct experiment, collating data, making conclusion

Helping students in answering Science questions

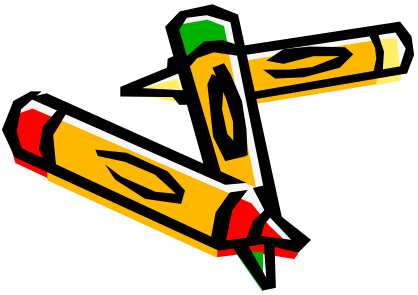
Teachers will be:

- teaching students how to use R.I.S.E. to analyse questions and identify concepts tested
- teaching students how to explain their answers thoroughly using school-created answering structure eg CCE

Helping Your Child in Science

1. Encourage your child to :

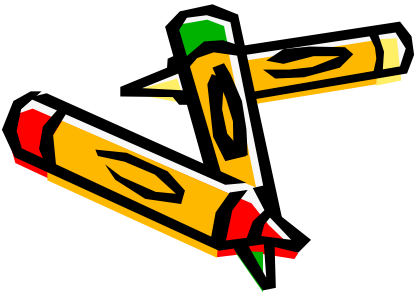
- ask more questions (Why? How? What happen?) → promoting the spirit of scientific inquiry
- read more Science books or magazines (eg Science Spy, Young Scientists)
- relate to real-life examples by providing them the exposure examples
  - Eg cooking, exercising, playing with torchlight, batteries, playground, doing housework, folding clothes, washing dishes

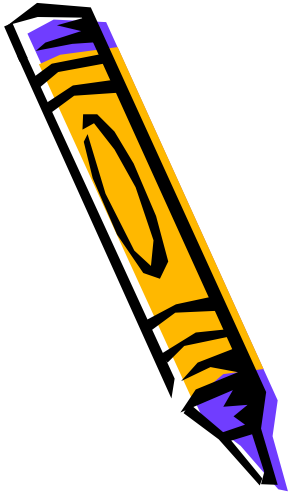


Helping Your Child in Science

2. Sign on their activity booklets and worksheets

- Be aware of their progress (understanding, attitude towards work, neatness in work)





THANK YOU