Primary 6 Science Briefing for Parents

2026

Vision - JWPS Science student

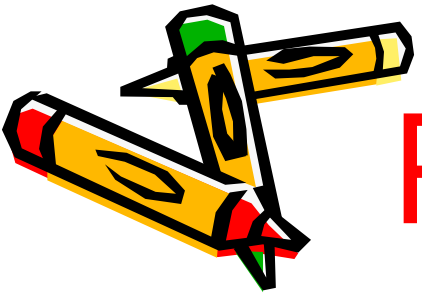
To develop **inquiring learner** who is able to use his

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

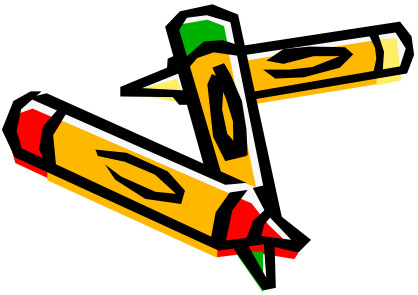
To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work

Science Activity Books

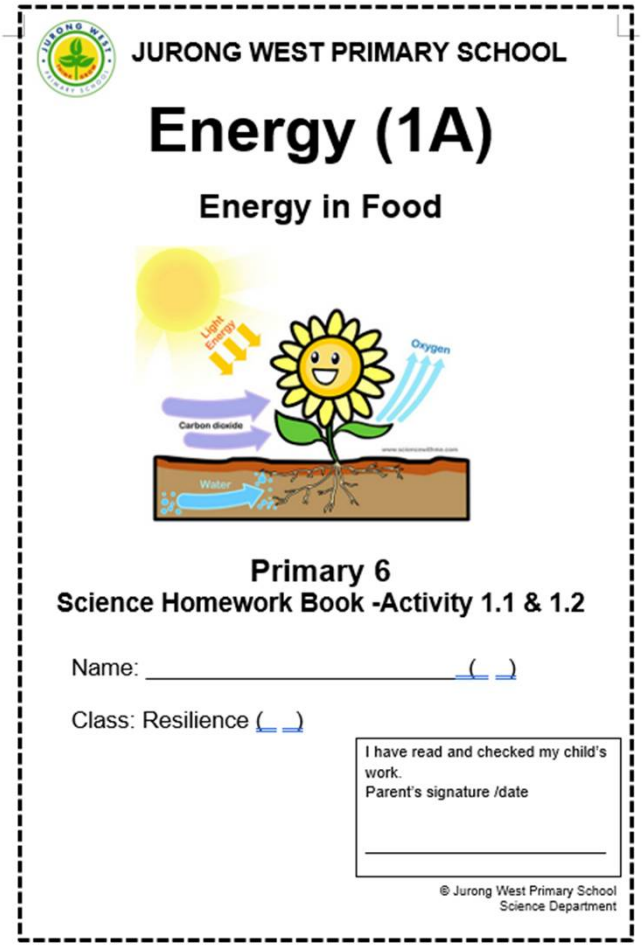
- *New* textbooks and workbooks will be used
- Students will still be engaged in inquiry-based learning
- Topical worksheets will also be provided at the end of each topic

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

Energy (1A)

Energy in Food

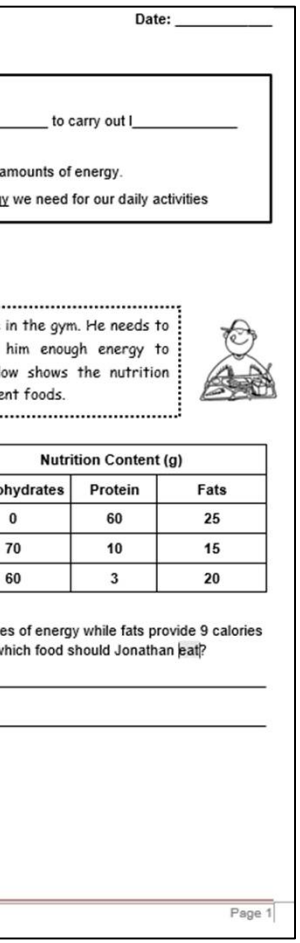
Primary 6
Science Homework Book -Activity 1.1 & 1.2

Name: _____ ( )

Class: Resilience ( )

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

_____



Date: _____

Homework 1.1

Concepts

1. We eat f_____ for e_____ to carry out l_____ p_____.
2. Different foods provide us with different amounts of energy.
3. We eat a variety of food to get the energy we need for our daily activities

Readings **Read textbook pg 3-5**

Scenario : Jonathan wants to exercise in the gym. He needs to eat enough food to give him enough energy to exercise. The diagram below shows the nutrition content in grams for different foods.

	Nutrition Content (g)		
Foods	**Carbohydrates**	**Protein**	**Fats**
Half chicken	0	60	25
Fried noodles	70	10	15
Chocolate bar	60	3	20

If carbohydrates and protein provide 4 calories of energy while fats provide 9 calories of energy, based on the amount of energy, which food should Jonathan eat?

_____

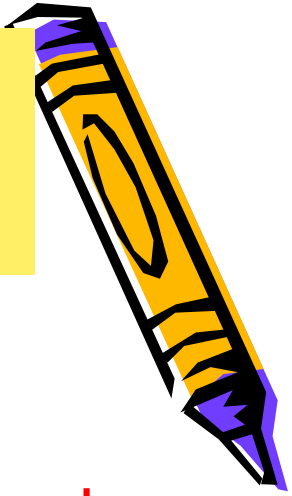
_____

Energy (1A) – Energy in Food Page 1

R.I.S.E Strategy

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

P6 Std/Fdn Science Topics



Term 1 Energy & Interactions

- Energy – Energy in Food
- Energy – Forms of Energy, Sources of energy and conversion of energy (std only) – Part 1

Term 2 Interactions & Energy

- Energy – Forms of Energy, Sources of energy and conversion of energy (std only) – Part 2
- Interactions – Types of Forces (Interactions – Living within an environment (Eg Ecosystem, Adaptation, Man's impact)

Term 3 Interactions (Man's impact)

Process Skills Taught @ P6

P3 – P5 skills learnt (revision)

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

New skills taught in P6:

- **Analysing (determining the reliability of experiment)**
- **Deciding on the effectiveness of method used in an investigation**
- **Deciding on the accuracy of data obtained in an investigation**

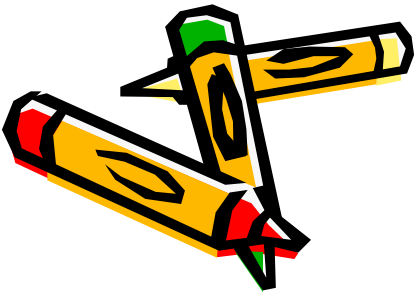
Assessments

Standard Science

Term 1: Bite-sized Assessment

Term 2: Bite-sized Assessment

Term 3: Prelim Examination



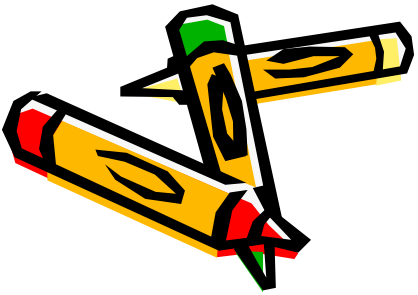
Assessments

Foundation Science

Term 1: Bite-sized Assessment

Term 2: Bite-sized Assessment

Term 3: Prelim Examination



Helping students in answering Science questions

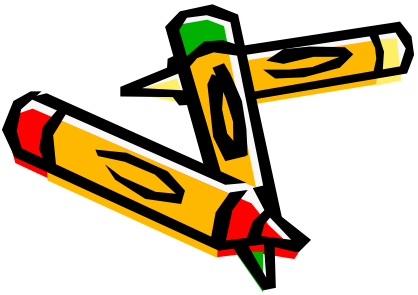
Teachers will be:

- conducting spelling and dictation tests
- 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 :

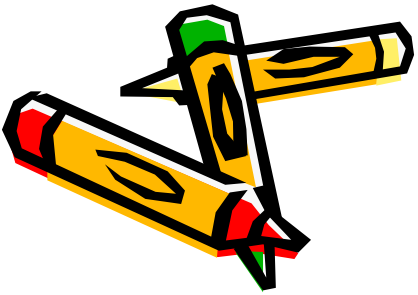
- ask more questions (Why? How? What happen?) → promoting the spirit of scientific inquiry
- read more Science books or magazines (eg Science Spy, Young Scientists)
- relate to real-life examples by providing them the exposure examples
  - Eg cooking, exercising, playing with torchlight, batteries, playground,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