Primary 6
Science
Curriculum and Assessment Briefing

(Standard & Foundation)

29 January 2026

Content

A. Revised Science Curriculum Framework (wef 2023)

B. Coverage of Topics and Concepts

C. Assessment & Feedback
   - Knowledge-type and Application-type Questions

D. Strategies to Support our Pupils

A. Revised Science Curriculum

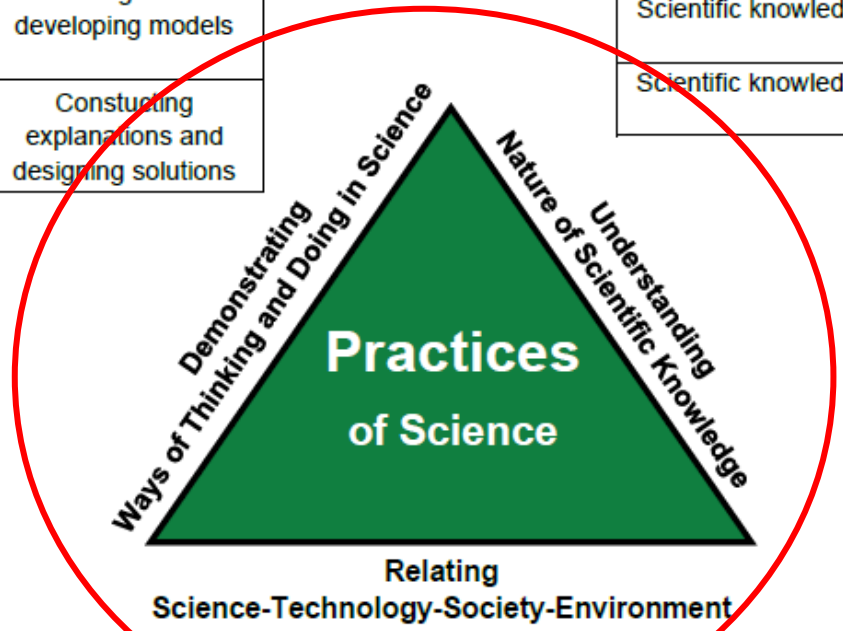
Science education in Singapore provides students with a strong foundation in Science for life, learning, citizenry, and work.

Science for Life and Society in the centre circle captures the essence of the goals of Science education.

Figure 1: The Science Curriculum Framework

Demonstrating WOTD		
Investigating ⇄	**Evaluating and Reasoning** ⇄	**Developing and Evaluating Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.



Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Figure 2: The Practices of Science

B. Topics and Concepts

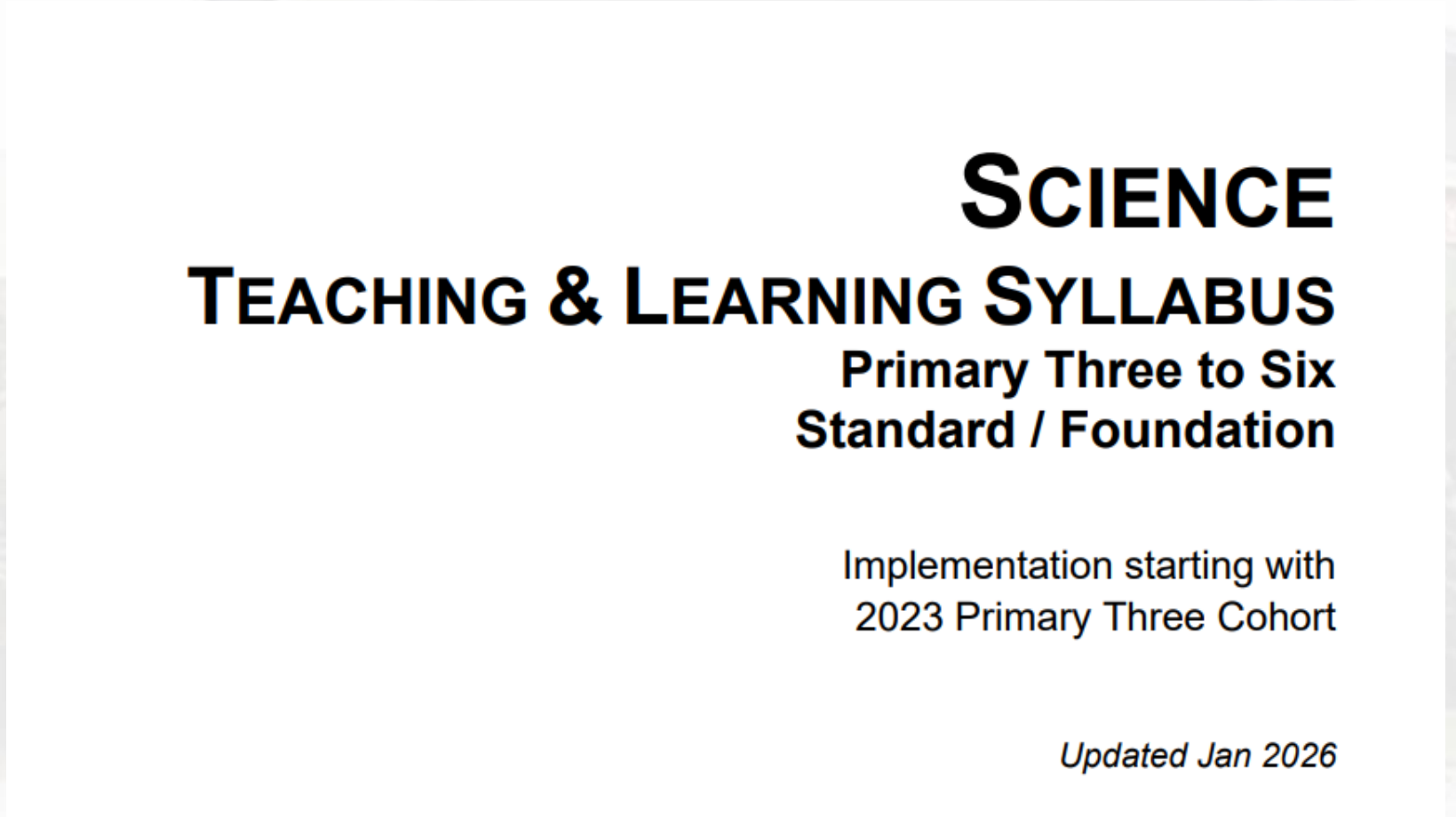
Thematic Approach (Upper Block)

- 4 themes: Cycles, Systems, **Energy and Interactions** (over the span of 2 years)
- Appreciate the links between different themes / topics to allow the integration of scientific ideas.
- More advanced concepts and skills are built on basic ones learnt at the lower block.

2023 Revised Science (Primary) Syllabus

For more details, visit the link :

https://www.moe.gov.sg/api/media/ba3562d3-5b31-4459-8693-45cde7b97273/Primary-Science-Syllabus-2023_May24.pdf



Implementation of 2023 Primary Science Syllabus

Content Update

Levels	P3	P4	P5	P6
Themes	**Diversity . Cycles . Systems . Interactions . Energy**			
Topics	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials • Cycles in plants and animals (Life cycles) • Interaction of forces (Magnets)	• Plant system (Plant parts and functions) • Human system (Digestive system) • Cycles in matter and water (Matter) • Energy forms and uses (Light) • Energy forms and uses (Heat)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water) • Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Electrical system	• Energy forms and uses (Photosynthesis) • Energy conversion • Interaction of forces (Frictional force, gravitational force, elastic spring force) • Interactions within the environment

Note: Underlined topics are not required in the Foundation Science Syllabus


INSPIRING SCIENCE
TEXTBOOK
PRIMARY
6
Standard

C. Assessment & Feedback

Purpose?

- Understanding of core concepts/key ideas
- Readiness of child
- Close learning gap

How?

Non-Weighted Assessments

NWA1: Pen and Paper
(50 marks SC, 35 marks for FSC)
Booklet A: MCQ
Booklet B: Structured Question

NWA2: Pen and Paper
(50 marks SC, 35 marks for FSC)
Booklet A: MCQ
Booklet B: Structured Question

Preliminary Examination

Standard Science
Booklet A: 30 MCQ (60 marks)
Booklet B: Structured Questions (40 marks)

Foundation Science
Booklet A: 20 MCQ (40 marks)
Booklet B: Short Response and Structured Questions (30 marks)

Generalisation vs Conceptual Responses

Which is which?

Have young/offspring.

It will die.

The water gained heat and evaporated.

The material is hard/strong.

The cup will be cold.

The water will dry up.

Without air, food and water, the organism is not able to survive.

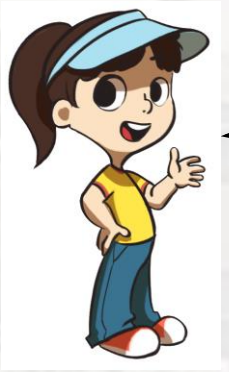
Female and male reproductive cells fuse together and eggs get fertilised.

Example P5 Topic: Water Cycle

Concept: Evaporation

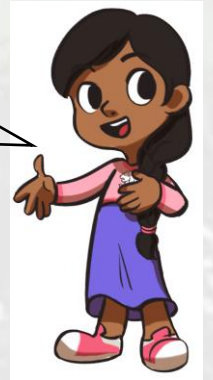
SCHOOL
s of Character

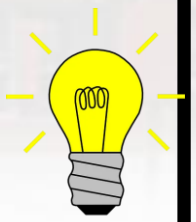
There are water droplets on the leaves in the morning.
They are not there after a while. Why?



Water has disappeared!

Water has evaporated.

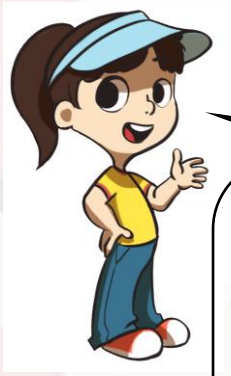




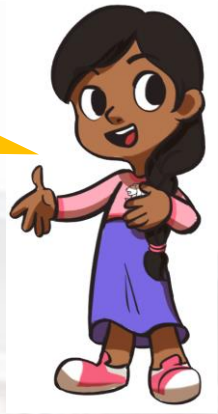
Water didn't disappear. It evaporated.
Conceptually, it continues to exist, except in a different state.
'Water has disappeared' does not explain what happened to the water.
Evaporation happens when water changes from liquid to gas.

Example P5 Topic: Water Cycle

Applications in daily life



Evaporation is happening around us …



Just like water from my clothes evaporated!

Putting little balls in reservoirs can help to slow down evaporation of water.

And water by the road evaporating!

Other key takeaways

d) Suggest two ways to increase the number of water droplets formed in container A. Spc

Add a water with the temperature higher that usal and,

increase the amount of water

Action

How to?

Acronyms

WAWE
PFDG
WOW
LOB SOS
DOW

d) Suggest two ways to increase the number of water droplets formed in container A.

Make ~~put~~ the water ~~ice~~ hotter to get more water droplets.

forming in the container / Heat up the water / us

Some Useful Words*

1	amphibian			39
2	attract			40
3	battery			41
4	blood			42
5	boil			43
6	breathe			44
7	bulb			45
8	carbon dioxide			46
9	circulation			47
10	condense / condensation			48
11	conductor			49
12	contract / contraction			50
13	deforestation			51
14	digestion			52
15	earth			53
16	electricity / electrical circuit			54
17	energy			55
18	evaporate / evaporation			56
19	expand / expansion			57
20	fertilise / fertilisation			58
21	flexible			59
22	float			60
23	food (chain)			61
24	force			62
25	freeze			63
26	friction			64
27	fungi			65
28	germinate / germination			66
29	global warming			67
30	gravity			68
31	gullet			69
32	heart			70
33	heat			71
34	insect			72
35	insulator			73
36	intestine			74
37	light			75

Som

1		amphibian
2		attract
3		battery
4		blood
5		boil
6		breathe
7		bulb
8		carbon dioxide
9		circulation
10		condense / condensation
11		conductor
12		contract / contraction
13		deforestation
14		digestion
15		earth
16		electricity / electrical circuit

- There are different question types:

  <u>Knowledge and Application Type Questions</u>

  Pupils will be able to **apply facts / concepts to new situations** and **use one or a combination of basic process skills.**

  Familiarity with the terms used in the question stem will benefit pupils:

  Spend less time writing unnecessary information (correct facts but not answering to the point, marks are not awarded)

Good practices to meet demand for the assessment

Apply strategies taught when answering

This benefits pupils as they approach the question systematically.

MCQ	Open-Ended (OE)
Elimination method	**ETC3ER (ETCCCER)** **CER**

ETC Strategy in Answering Science Questions

Extract Information	Topic Identification	Concept Identification
Circle key information in diagrams / text	Use key information in the diagrams or stem as clues to identify topic tested	Identify concept within topic

ETC3ER Strategy

Extract	Topic	Concept	Compare	Claim	Evidence	Reason
Circle / highlight key information from text and diagrams	Use the key information to identify topic(s) related to question	Identify relevant concepts from the topic(s) identified	Check if answer requires a comparison. If yes, use comparatives (involve 2 objects) or superlatives (more than 2 objects)	State the choice to the question	State data or results from the question to support the claim	Use concepts to explain how the evidence supports the claim

Is there is a difference 'larger' and 'largest'?

D. Supporting our Pupils (Home-School Partnership)

- Understanding of concepts is important
  - MAKE CONNECTIONS between concepts learnt
  - APPLY concept(s) in new situations
  - EXPLAIN clearly, completely and accurately referencing to science concepts/ facts

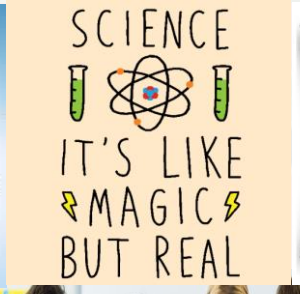
- Revision of concepts learnt from P3 to P5.
  - Home support from parents/ guardians is important.
  - All the Science materials should be kept till child sits for PSLE.
  - Textbooks, investigative activities from Workbook, Science Journal Book

- Practice
  - Important to practice an array of thinking skills (e.g. creative problem solving, decision making & investigation skills) that support scientific inquiry

Repository for revision

Support if child is keen on investigative work

Actively engaging the mind



Daily happenings around us

- Weather patterns
- Fungi growing along roadside
- Technology/research

Reading

Interest building – Some apps online/mobile apps

Thank You