

WOODLANDS RING PRIMARY SCHOOL
ENGLISH LANGUAGE DEPARTMENT 2021
PRIMARY 5 SEMESTER 1 TOPICS

Term 1		
STELLAR Unit 1 (Theme: Overcoming Fear)		Core Value: Resilience
Weeks 1 to 4	Vocabulary	Grammar
	<p>1. Nouns attic blackness dreaded forgetful heartbeat wrinkly ceiling light shadow puppets</p> <p>2. Imagery as big as elephant's ears ears like an elephant</p> <p>3. Metaphor smile slide around her face suck in a ball of air</p> <p>4. Sound Image the beat of her words</p> <p>5. Visual Image Different shades of black</p> <p><u>LANGUAGE FEATURES</u> Narratives in general have: a setting, characters, a plot or problem/solution, an ending</p>	<p>1. Punctuation: hyphen for compound words or made – up words: <i>Da-da-DUM!</i> Dash for more information: <i>One reason – Bess</i> Ellipsis for an unfinished sentence: <i>yank them open ...</i></p> <p>2. Adjectives (comparative and superlative adjectives): <i>more scared</i></p> <p>3. [Simple present, present continuous]</p> <p>4. Modals: <i>could, would, might</i></p> <p>5. Adverbs and adverbial phrases: <i>suddenly, really, really scared</i></p> <p>6. Prepositions [of position]: <i>in my throat, between my ears, beside her bed</i></p> <p>7. Prepositions [of direction]: <i>around her face, at the wall, over me, down the stairs</i></p> <p>8. Sentence structure: simple sentence, changing direct speech to reported speech with reporting verbs</p> <p>9. Synthesis & Transformation: connectors [<i>as</i>], [<i>and</i>], [<i>since</i>], [<i>because</i>] for combining sentences</p>

[] For revision

Term 1		
STELLAR Unit 2 (Theme: Overcoming Odds)		Core Value: Resilience
Weeks 5 to 7	Vocabulary	Grammar
	<p>1. Nouns athlete athletics barefoot cinder interview journalists Mile Open opponents quarter final</p> <p>2. Idioms to have a feeling, to come in</p> <p>3. Metaphor peak of my career</p> <p>4. Collocation track and field, police and thief (game), needle and thread, cats and dogs</p>	<p>1. Nouns: [proper nouns]: <i>Mr Canagasabai Kunalan, a Singaporean athlete</i></p> <p>2. Tenses: [simple past] [past continuous]: <i>when I was training</i> present perfect for action begun in the past and continuing into the present and possibly the future: <i>who has made a great contribution</i> [simple present tense] present perfect for action occurring at unspecified time: <i>Mr K has arrived</i></p> <p>3. Pronouns: first person [<i>I, my</i>]</p> <p>4. Preposition [preposition of time]: <i>in my twenties</i> [preposition of support or opposition]: <i>played for the teachers' team, running against him</i> [preposition of comparison]: <i>ran faster than the ball</i></p> <p>5. Verbs [mental/thinking and feeling verbs]: <i>think, respected, knew, admired, enjoyed, mind, feel</i></p> <p>6. Modals: <i>used to:</i> for past events</p> <p>7. Punctuation: hyphen, dash, colon</p> <p>8. Sentence structure: [positive and negative]</p> <p>9. Synthesis & Transformation: of contrast: <i>however, or</i></p>

[] For revision

Term 1		
STELLAR Unit 3 (Theme: Photography)		Core Value: Responsibility
Weeks 8 to 10	Vocabulary	Grammar
	<p>1. Nouns exposure flash focus horizon macro-mode manual megapixel memory capacity mode shutter tripod</p> <p>2. Antonyms <i>automatic/manual</i> <i>horizontal/vertical</i> <i>close-up/distance</i></p> <p>3. Synonyms <i>manual</i> as an instruction booklet</p> <p>4. prefix and suffix: <i>auto-; macro-; mega-; tri-; -ise; -pod; -ure</i></p> <p>5. clipping: photo(s)</p> <p>6. idiomatic collocation: <i>ins and outs</i></p>	<p>1. Nouns: word class <i>frame, flash</i> and <i>focus</i> as both nouns and verbs; <i>manual</i> as adjective and noun; <i>shooting/shot</i> as a noun and <i>shoot/shot</i> as present/past verb forms</p> <p>2. Verbs: [imperative verbs]</p> <p>3. Time/ Tense/ Aspect [conditional: <i>if</i>], [simple present]</p> <p>4. Connectors Connectors of result: <i>so that; in order to</i> Connector of contrast: <i>unless</i></p> <p>5. Punctuation: [dash] to signal an explanation or more information coming: <i>Macro mode – this is very useful for taking close-up shots ...</i></p> <p>6. Qns & Ans: Changing statements into <i>what</i> questions</p> <p>7. Sentences: [simple sentence]: subject (you) + verb + object combining sentences with: <i>so that, in order to</i> and <i>unless</i></p> <p>8. Synthesis & Transformation: <i>so that; in order to, unless</i></p>

[] For revision

Term 2		
STELLAR Unit 4 (Theme: Transportation)		Core Value: Care
Weeks 1 to 4	Vocabulary	Grammar
	<p>1. Nouns <i>consideration, facilities, flexibility, flying cars, fumes, mega-cities, the MRT, private pods, public transport, technology, traffic congestion/jams, transport system/transportation, the Subway, the Underground</i></p> <p>2. Metaphor <i>MRT was born; cities are feeling the strain; mega-cities have adapted/can survive</i></p> <p>3. Idiom: <i>take for granted; no wonder</i></p> <p>4. Phrasal verbs: <i>to try out, to throw out, to work out, to deal out</i></p> <p>5. Antonym: <i>private/public; realistic/unrealistic; future/past; flexible/inflexible; predicted/unpredicted</i></p> <p>6. prefix and suffix: <i>un-; in-; -ion (solve/solution; pollute/pollution; transport/transportation); -ly (convenient/conveniently; sudden/suddenly)</i></p>	<p>1. Determiners: [a, a few], ½, ¼, 2, [too much (more than enough), too little (not enough)]</p> <p>2. Preposition of possession: <i>with and without e.g., cities without systems like the MRT, mega-cities can survive with a good transport system</i> words that go with certain prepositions or collocate e.g., <i>zip around, move around, on the roads or in the air, full of, benefit from, depend on, consideration for</i></p> <p>3. Verbs [mental verbs] to show viewpoint in exposition: <i>debated, decided</i> [verb phrases]: <i>need to be able; rushed to try</i></p> <p>4. Time/ tense/ aspect: [simple present] for timeless statements and facts</p> <p>5. Modals for possibility: <i>would, could</i> for ability: <i>can</i> for obligation: <i>need to</i> as a replacement for <i>must</i> for insistence: <i>shall, will</i></p> <p>6. Adverbs: <i>suddenly, conveniently, immediately</i></p> <p>7. Punctuation: hyphen, dash, semi-colon</p> <p>8. Sentence Structure: Combining sentences with [connectors] of reason, cause/effect, choice: <i>instead, in fact, however</i></p> <p>9. Synthesis & Transformation: <i>instead, in fact, however, because, so, but, or, even, in contrast</i></p>

[] For revision

Term 2		
STELLAR Unit 5 (Theme: Environmental Pollution and Awareness)		Core Value: Respect
Weeks 5 to 7	Vocabulary	Grammar
	<p>1. Nouns <i>astronaut</i> <i>bullet</i> <i>disaster</i> <i>fleck</i> <i>orbit (verb and noun)</i> <i>planet</i> <i>rocket</i> <i>spacecraft</i> <i>space junk</i> <i>space launch</i> <i>space shuttle</i> <i>surf</i> <i>windscreen</i></p> <p>2. Metaphor <i>Rushes round and round our world</i></p> <p>3. [Phrasal verbs] <i>Stitched up, found out, ends up, slow down</i></p>	<p>1. Time/tense/aspect [Simple present] for timeless facts: <i>every piece of space junk <u>is</u> dangerous.</i> [present continuous]: <i>eating, swimming, cooking</i> [present perfect] actions begun in the past and may continue into the future: <i>has done, has eaten</i> [past tense] for personal and factual recounts: <i>He <u>littered</u> on the floor.</i></p> <p>2. [Will for future time]: events that have not happened but will in the future</p> <p>3. [Conditional and past perfect]: <i>If I <u>had trained</u> harder, I would have won the competition.</i></p> <p>4. Adverb phrases: <i>very, very (adverbs) scared (adjective).</i></p> <p>5. Punctuation: dash and commas</p> <p>6. Sentence manipulation <i>changing passive to active voice</i> <i>combining sentences with [connectors] of condition [if], until and unless</i></p> <p>7. Comprehension: Understanding [information report] <i>Relating prior knowledge to topic, predicting from visuals and title, skimming for gist of topic.</i></p>

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Term 2		
STELLAR Unit 6 (Theme: Aspirations/Bullying)		Core Value: Responsibility
Weeks 8 to 10	Vocabulary	Grammar
	<p>1. Nouns bullies convenience store crane operator extension ladder fire brigade harness hedge helmet hydraulic platform mountaineer pine tree</p> <p>2. [Idioms] <i>Turn over a new leaf, to believe one's eyes, in hot water</i></p> <p>3. [Similes] <i>As pale as a ghost, as fast as lightning</i></p> <p>4. [Metaphor] <i>Legs turned to jelly</i></p> <p>5. [Phrasal verbs] Noun or pronoun can come between the verb and preposition: <i>Figure it out, try him out</i></p>	<p>1. [Adjectives]: <i>Humungous old pine trees, wicked witch</i></p> <p>2. Time/tense/aspect <i>[Simple past]: for personal and factual recounts: He <u>littered</u> on the floor.</i> <i>Past perfect: action that happened further back in time when the speaker is already talking about the past incident: had given, had gone, had spoken.</i></p> <p>3. [Modal]: <i>might is used for possibility in future: I might go cycling.</i></p> <p>4. [Punctuation]: <i>Hyphens (-): bubble-wrap, narrow-minded, life-size</i></p> <p>5. Compound sentences <i>2 sentences joined by a connector: I'm a good climber <u>so</u> I might be a mountaineer when I grow up.</i> <i>Writing compound sentences with resultative connectors (as/since/so): <u>As</u> I can run very fast, I might try out for the Olympics when I grow up.</i></p> <p>6. Sentence manipulation <i>Changing direct speech to reported speech: changing tenses (present => past) and pronouns (this => that)</i></p>

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**WOODLANDS RING PRIMARY SCHOOL
MATHEMATICS DEPARTMENT 2021
PRIMARY 5 (STANDARD) SEMESTER 1 TOPICS**

Topics	Learning Outcomes
Whole Numbers Chapter (1)	<ul style="list-style-type: none"> • Identify the values and place of each digit in a 6-digit and 7-digit number • Compare and order numbers up to 6 digits • Write numbers up to 10 million and the corresponding number words • Represent a number as the sum of the values of each digit in the number • Identify the pattern in a number sequence • Round off whole numbers to the nearest thousand • Check reasonableness of answers by estimation • Recognise and use the symbol '≈'
Operations of Whole Number Chapter (2)	<ul style="list-style-type: none"> • Perform four operation of whole numbers with and without calculator • Multiply numbers up to 4-digits by 10 / 100 / 1000 and tens / hundreds / thousands without calculators • Divide numbers up to 6 digits by 10 / 100 / 1000 and tens / hundreds / thousands without calculators • Use rounding off and approximation to estimate answers in multiplication and divisions • State the order of operations in a number sentence with two or three operations and use a calculator to compute it • State the order of operations in a number sentence which has brackets and two or three operations, and use a calculator to compute it • Solve multi-step word problems involving the 4 operations using heuristics such as 'Model Drawing', 'Make a Systematic List', 'Guess and Check', 'Unitary Method', and 'Before and After Strategy' • Recognise and use the symbol '≈'

Topics	Learning Outcomes
Fractions (1) Fractions and Mixed Numbers Chapter 3	<ul style="list-style-type: none"> List the multiples of the denominators of two unlike fractions and find the first common multiple from the lists Add / Subtract two unlike proper fractions using the above strategy but without using calculators Associate fractions with division Use 'conversion of improper fraction to mixed number' to express division as a mixed number Use long division method to express an improper fraction as a mixed number Convert proper fractions, improper fractions and mixed numbers by changing the denominators to 10, 100 or 1000 or using long division or calculator Add / Subtract two mixed numbers with / without regrouping of the mixed numbers Add / Subtract two mixed numbers using a calculator Solve word problems involving fractions by relating to concepts in addition and subtraction Solve word problems using models
Review Paper 1 <ul style="list-style-type: none"> Whole Numbers Operations of Whole Numbers Fractions and Mixed Numbers Selected previous year's topics 	

Topics	Learning Outcomes
Fractions (2) Multiplication of Whole Numbers, Fractions and Mixed Numbers Chapter 4	<ul style="list-style-type: none"> Use cancellation (simplification) method to compute product of two proper fractions Solve up to 2-step word problems involving fractions using model drawing, unitary method or product of two fractions Calculate the product of two proper fractions without using calculator Use calculator to find the product of an improper fraction and a proper / improper fraction Use a calculator to find the product of a mixed number and a whole number Solve up to 2-step word problems by applying the concept of multiplication and product of a whole number and a mixed number
Fractions – Word Problems Chapter 5	<ul style="list-style-type: none"> Solve word problems involving whole numbers, fractions and mixed numbers and the 4 operations

Area of Triangle Chapter 6	<ul style="list-style-type: none"> • Identify the base and corresponding height of a triangle • State that the area of a triangle is half that of its related rectangle • State that the area of a triangle in terms of its base and corresponding height • Find the area of a triangle given its base and corresponding height • Find the area of a composite figure made up of rectangles, squares and/or triangles
Ratio Chapter 7	<ul style="list-style-type: none"> • Solve simple word problems involving ratio using model drawing • Express equivalent ratios given two quantities • Write a given ratio $x : y$ in its simplest form • Find the missing term in a pair of equivalent ratios • Solve up to 2-step word problems involving ratio of two quantities using the concept of equivalent ratio, model drawing and unitary method • Express equivalent ratios given three quantities • Write a given ratio $x : y : z$ in its simplest form • Find the missing number(s) in equivalent ratios • Solve up to 2-step word problems involving ratio of three quantities using the concept of equivalent ratio, model-drawing or unitary method
Review Paper 2 <ul style="list-style-type: none"> - Multiplication of Fractions and Whole Numbers and Mixed Numbers - Fractions – Word Problems - Area of Triangle - Ratio - Selected previous year's topics 	
Volume of Cube & Cuboid (I) Chapter 8	<ul style="list-style-type: none"> • Count the number of unit cubes in a solid made up of unit cubes • Draw a cube and a cuboid on an isometric grid / dot paper • Complete a partially drawn cube and cuboid on an isometric grid / dot paper • Draw the top view, front view and side view of a given solid on a square grid
Volume of Cube & Cuboid (II) Chapter 8	<ul style="list-style-type: none"> • State which object has a greater/smaller volume • Find the volume of a solid in cubic units • Find the volume of a solid made up of 1-cm / 1-m cubes • Find the volume of a cube and cuboid • Recognise that 1 litre (1000 ml) is equal to 1000 cm^3 • Find the volume of liquid in a rectangular container • Solve word problems involving volume of solids / liquids

**WOODLANDS RING PRIMARY SCHOOL
SCIENCE DEPARTMENT 2021
PRIMARY 5 STANDARD SEMESTER 1 TOPICS**

Topic	Learning Outcomes
P5 Systems, Chapter 1: - The Plant Transport System	<ul style="list-style-type: none"> • State the function of the plant transport system. • Identify the parts of the plant transport system. • Describe the functions of the parts of the plant transport system. • List the substances that are transported by the plant transport system. • Trace the path that substances take as they are transported by the plant transport system. • Observe how a stem transports water from the roots to the other parts of a plant.
P5 Systems, Chapter 4: - The Unit of Life	<ul style="list-style-type: none"> • Recognise that a cell is the smallest unit of life. • List some organisms that are made up of only one cell. • Recognise the relationship between a cell, a tissue and an organ. • Recognise that the cells in an organism differ in shape, size and function. • Identify the parts of a plant cell and an animal cell. • Describe the functions of the parts of a plant cell and an animal cell. • State the similarities and differences between a plant cell and an animal cell.
P5 Systems, Chapter 2: - Air and The Respiratory System	<ul style="list-style-type: none"> • Recognise that air is a mixture of gases such as nitrogen, carbon dioxide, oxygen, water vapour and other gases. • State the function of the human respiratory system. • Recognise that breathing is the process of taking air into the body and giving it out. • Identify the organs of the human respiratory system. • Describe the functions of the parts of the human respiratory system. • Describe how humans take in and give out air. • Describe how fish take in and give out air. • Describe how plants take in and give out air. • Compare how humans, fish and plants take in and give out air.

Topic	Learning Outcomes
<p>P3/P4 Revision Systems</p> <ul style="list-style-type: none"> - Chapter 1: Your amazing body as a system 	<ul style="list-style-type: none"> • Describe what a system is. • Recognise that each part of a system has a certain function. • Recognise that some systems are man-made, while some are found in nature. • Recognise that a living thing is a system made up of many parts that work together to keep the living thing alive. • List some organ systems in the human body and state their functions. • State the major parts in each organ system. • Recognise that for the body to function well, all the organ systems in the body must work together. • Recognise that the food we eat has to be broken down to simple substances for the body to use. • Recognise that digestion is the process where food is chewed then broken down into simple substances by the organs in the digestive system. • List the five major organs in the digestive system (mouth, gullet, stomach, small intestine and large intestine) and describe their functions.
<p>P3/P4 Revision Cycles</p> <p>Chapter 1: Life cycles of some animals</p> <p>Chapter 2: Life cycles of plants</p>	<ul style="list-style-type: none"> • Show an understanding that a cycle is a repeated pattern of change • Show an understanding that all living things go through a life cycle • Recognise that living things reproduce and have young • Recognise that animals change and go through stages in their life cycles • Show an understanding that the young go through a similar life cycle as their parents • Identify and describe the stages in the life cycles of a chicken, a frog, a cockroach and a grasshopper • Recognise the similarities and differences in the three-stage life cycles of a chicken, frog, cockroach and grasshopper • Identify and describe the stages in the life cycles of a butterfly, a mosquito and a beetle • Recognise the similarities and differences in the four-stage life cycles of a butterfly, a mosquito and a beetle • Differentiate between a three-stage and a four-stage life cycle. • Identify the stages in the life cycle of a plant grown from seeds. • Observe and compare the life cycles of plants grown from seeds over a period of time. • Describe the stages in the life cycle of a plant as it grows from a seed to a young plant and eventually to an adult plant.

Topic	Learning Outcomes
Review Paper 1 (Term 1 Week 9) <ul style="list-style-type: none"> • P5 Systems Chapter 1: The Plant Transport System • P5 Systems Chapter 4: The Unit of Life • P5 Systems Chapter 2: Air and The Respiratory System • P3/4 Cycles Chapter 1: Your amazing body as a system • P3/4 Cycles Chapter 1: Life cycles of some animals • P3/4 Cycles Chapter 2: Life cycles of plants 	
P5 Systems, Chapter 3: - The Circulatory System	<ul style="list-style-type: none"> • State the function of the human circulatory system. • Identify the organs of the human circulatory system. • Describe the functions of the parts of the human circulatory system. • List the substances that are transported by the human circulatory system. • Trace the flow of blood and the path that substances take as they are transported by the human circulatory system. • Recognise that the human respiratory and digestive systems work together with the human circulatory system to carry out life processes.
Cycles, Chapter 1: Reproduction in plants	<ul style="list-style-type: none"> • State why living things reproduce. • Identify the male and female parts of a flower. • Recognise that pollination is the transfer of pollen grains from the anther to the stigma of a flower. • Identify the agents that help in pollination. • Describe the processes involved in fertilization. • Describe what happens after fertilisation has taken place. • Recognise that dispersal is the scattering of fruits or seeds. • State the reason why the young does not grow near its parents. • Identify the dispersal methods of fruits and seeds by a plant. • Show an understanding of the different dispersal methods of fruits and seeds. • State the conditions necessary for germination to take place. • Trace the stages of growth of a plant from seed to young plant. • Recognise that non-flowering plants grow from spores. • Recognise that characteristics are passed on from parent plants to their young during reproduction.

Topic	Learning Outcomes
P3 Revision Diversity Chapter 5: - Exploring materials	<ul style="list-style-type: none"> • Recognise that there is a wide variety of materials. • Identify some common types of materials such as wood, glass, rubber, metals, ceramics, fabrics and plastics. • Recognise that objects can be classified based on the materials they are made of. • State the different properties of materials. • State the ways to test the properties of materials. • Compare materials based on their physical properties. • Observe a material and describe its properties. • Relate the properties of materials to their uses. • Identify the appropriate materials to use to make different objects based on what the objects are used for.
P3/P4 Revision Diversity Chapter 4: - Fungi and bacteria	<ul style="list-style-type: none"> • Describe the characteristics of fungi. • List examples of fungi. • Recognise that fungi come in various sizes. • State how some fungi are useful, while others are harmful. • State how fungi obtain food. • State where fungi can be found. • State how fungi reproduce. • Describe the characteristics of bacteria. • Recognise that bacteria are microorganisms. • State how some bacteria are useful, while others are harmful. • State where bacteria can be found. • State how bacteria obtain food.
Review Paper 2 (Term 2 Week 9) <ul style="list-style-type: none"> • P5 Cycles, Chapter 1: Reproduction in Flowering Plants • P5 Systems Chapter 3: The Circulatory System • P3/P4 Diversity Chapter 4: Fungi and bacteria 	
Cycles, Chapter 2: Reproduction in Humans	<ul style="list-style-type: none"> • Recognise that sexual reproduction occurs between a male and a female. • Identify the male reproductive parts and cells in humans. • Identify the female reproductive parts and cells in humans. • Relate the formation of a new life to the fertilisation of an egg in the female by a sperm from the male. • Describe what happens to an egg after fertilisation. • Recognise that characteristics are passed on from parents to their young during reproduction. • List examples of characteristics that are passed on from parents to their young. • Compare the reproductive processes in humans and flowering plants.

(Based on 2014 MOE Science syllabus)

辅廉小学
华文部 2021
小五华文上半年学习内容 (知识点)

课次	学习内容一览表 (知识点)
第一课 《到户外去》	<p>识读字词</p> <p>露营、探险、袜子、手电筒、防止、单独、禁止、贵重、安排、野外、营火会、营地、物品清单、卫生用品、内衣、内裤、睡袋、防蚊用品、注意事项、露营期间、行动、保管、竞赛、绑、齐心协力、配合、狼吞虎咽、(这)顿(饭)、红烧排骨、椰树、黄昏、同伴、住处、不管三七二十一、闪(着)、景色</p> <p>识写字</p> <p>集、迎、裤、鞋、袜、单、独、贵、赛、简、轮、擦、顿、摆、感</p> <p>句式</p> <p>.....只好..... [改写]</p>
第二课 《身体会说话》	<p>识读字词</p> <p>测试、正确、号码、填写、格子、昏暗、距离、户外、强烈、明亮、平板电脑、定期、而且、隔、惨、盯、头疼、咳嗽、诊所、下降、模糊、瞎、用心、光线、充足、放松、目不转睛、无精打采、常客、发黑、痛苦、伤害</p> <p>识写字</p> <p>视、题、连、续、脑、持、户、而、且、松、差、担、痛、害、惯</p> <p>句式</p>

	不但.....而且..... [改写]
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<p>第三课 《懂事的你》</p>	<p><u>识读字词</u> 材料、紫菜、调味料、盐、形状、搅拌、锅、营养、鸡蛋、去(皮)、作为、嘴巴、惊喜、异口同声、聚会、犯、错误、似的、烦恼、安慰、爱惜、劳累、可贵、沉默、当然、谈论、祝福、七嘴八舌、身份证、养育、回想</p> <p><u>识写字</u> 营、养、蛋、黄、形、状、炒、嘴、异、答、谈、似、懂、劳、累</p> <p><u>句式</u> 好像.....似的 [改写]</p>
<p>形成性测试(一): 单元1至单元3(测试的范围包括所属单元的词语)</p> <p>• 语文理解与应用(语文应用、短文填空、阅读理解一)</p>	

课次	学习内容一览表(知识点)
<p>第四课 《分享是快乐的》</p>	<p><u>识读字词</u> 捐、有效期、肉类、存放、冷冻、蔬菜、水饺、酒类、查看、包装袋、确保、完好、新鲜、食品、蛋类、速冻、汤圆、熟食、饼干、村子、自私、井、愁眉苦脸、撒、捧、缺少、愉快、聊天、从前、互不来往、村民、改变、点火、围观、妇女、一溜烟、肉丸、鲜美、感受、幸福</p> <p><u>识写字</u> 捐、装、鲜、适、糕、饼、私、煮、烧、怪、甜、转、幸、福</p>

	<u>句式</u> 要是..... [改写]
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<p>第五课 《我的东西找到了》</p>	<p><u>识读字词</u> 小贩中心、银色、车资卡、一叠、钞票、硬币、联系、早晨、丢失、招领、员工、收银台、失主、认领、摇晃、争先恐后、呆住、傻傻地、阻拦、麻烦、诚实、善良、天色、阴沉沉、只顾、银行、高声、情景、回过神、不约而同、喜出望外、连声、数一数</p> <p><u>识写字</u> 附、捡、联、系、餐、撞、紧、飘、约、麻、烦、遍、阿、姨、诚</p> <p><u>句式</u> 原来…… [改写]</p>
<p>第六课 《一千桶水》</p>	<p><u>识读字词</u> 海洋、鼻孔、浮、皮肤、一层、厚、深海、浅海、头顶、水面、呼吸、水柱、保温、大多、死、泼、大概、喘（着）气、透、抽水机、载、涨潮、一波一波、激动、无意间、拍打、团团转、来来回回、到底、有救、打（过来）、波浪、道谢、依依不舍、道别</p> <p><u>识写字</u> 顶、呼、吸、层、斤、深、浅、死、湿、提、数、脱、波</p> <p><u>句式</u> 一会儿……一会儿…… [改写]</p>
<p>第七课 《和时间赛跑》</p>	<p><u>识读字词</u> 陆地、汉字、制造、足迹、网络、未来、恐龙、灭绝、发明、飞行、天才、百分之（一）、灵感、汗水、</p>

	<p>世纪、年代、美国、太空人、月球、人类、遍布、瘦弱、永远、曾经、年龄、一眨眼、输、赢、节省、珍惜、赛跑、去世、难过、身影、浮现、脑海、睡着、世上、所有、事物、年纪、光阴、每当、钟声、想法、上气不接下气、露着、禁不住、此后、宝贵、似乎、作用</p> <p><u>识写字</u></p> <p>汉、制、造、器、登、未、骗、永、溜、输、赢、此、省</p> <p><u>句式</u></p> <p>为了…… [改写]</p>
<p>第八课</p> <p>《很久很久以前》</p>	<p><u>识读字词</u></p> <p>增添、花木兰、票价、免费、订票、装扮、打仗、露天、举办、兰花、成人、儿童、网站、领取、简介、父亲、敌人、攻打、爹、孝心、战场、杀、胜仗、打败、家乡、英雄、从军、（第一）场、边关、一身、可惜、退场、母亲、进场、免礼、娘、女扮男装、放心、将军、金子、银子、多谢、各位、开玩笑、当年、剧终</p> <p><u>识写字</u></p> <p>影、将、免、领、瓶、代、替、纪、孝、兵、乡、英、雄</p>
<p>第九课</p> <p>《成长的烦恼》</p>	<p><u>识读字语</u></p> <p>地址、痘痘、嘲笑、隐形、上瘾、控制、唠叨、成长、心情、道路、电邮、网络平台、交流、热线、网址、背后、指指点点、时时刻刻、遮（住）、夹、恶作剧、腰、鼻子一酸、农夫、惭愧、感恩、拥有、童年、往事、丰盛、取笑、吃力、原因</p> <p><u>识写字</u></p>

	<p>线、厌、较、嘲、戴、镜、控、段、遮、刷、农、珍、惜</p> <p><u>句式</u></p> <p>加上“已经”“还”，有强调 的作用 [改写]</p>
<p>形成性测试 (二) : 单元 4 至单元 8 (测试的范围包括所属单元的词语)</p> <ul style="list-style-type: none"> • 语文理解与应用 (语文应用、完成对话、阅读理解二) 	

辅廉小学
华文部 2021
小五高级华文上半年学习内容 (知识点)

课次	学习内容一览表 (知识点)
第一课 《到户外去》	<p><u>识读字词</u></p> <p>露营、安排、野外、探险、营火会、攀岩、营地、物品清单、卫生用品、内衣、内裤、袜子、睡袋、手电筒、防蚊用品、事项、防止、期间、单独、行动、禁止、贵重、保管、竞赛、同伴、绑、结结实实、齐心协力、配合、住处、不管三七二十一、狼吞虎咽、精光、(这) 顿 (饭)、红烧排骨、一望无际、清凉、迎面、椰树、黄昏、景色</p> <p><u>识写字</u></p> <p>露、营、集、袜、防、止、独、贵、绑、冠、摔、配、轮、擦、狼、咽、顿、感</p> <p><u>句式</u></p> <p>.....只好..... [改写]</p>
第二课 《身体会说话》	<p><u>识读字词</u></p> <p>测试、正确、号码、填写、格子、强烈、昏暗、明亮、平板电脑、距离、定期、户外、用心、光线、充足、而且、隔、放松、惨、目不转睛、盯、无精打采、头疼、咳嗽、诊所、常客、发黑、下降、模糊、瞎、抛、痛苦、伤害</p> <p><u>识写字</u></p> <p>案、代、昏、暗、脑、持、户、且、松、盯、圈、抛、害、惯</p>

	<p><u>句式</u></p> <p>不但.....而且..... [改写]</p>
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<p>第三课 《懂事的你》</p>	<p><u>识读字词</u> 营养、材料、鸡蛋、紫菜、调味料、盐、形状、去（皮）、搅拌、锅、作为、嘴巴、惊喜、可贵、沉默、异口同声、当然、神气十足、左顾右盼、谈论、聚会、响亮、鸦雀无声、犯、错误、似的、足足（一分钟）、七嘴八舌、身份证、语重心长、养育、祝福、烦恼、安慰、爱惜、劳累、回想</p> <p><u>识写字</u> 黄、紫、调、剪、状、炒、沉、默、异、聚、福、似、份、贺、恼、慰、劳、累</p> <p><u>句式</u> 好像……似的 [改写]</p>
<p>形成性测试（一）：单元 1 至单元 3（测试的范围包括所属单元的词语）</p> <ul style="list-style-type: none"> • 语文理解与应用（语文应用 A、阅读理解一） 	

课次	学习内容一览表（知识点）
<p>第四课 《分享是快乐的》</p>	<p><u>识读字词</u> 捐、查看、包装袋、确保、有效期、完好、肉类、存放、冷冻、新鲜、食品、蔬菜、果汁、速冻、水饺、汤圆、酒类、蛋糕、饼干、从前、村子、自私、互不来往、陌生人、村民、改变、井、点火、围观、愁眉苦脸、撒、妻子、夫妻、捧、缺少、一溜烟、肉丸、鲜美、聊天、愉快、感受、幸福、争相、邀请、宁静</p> <p><u>识写字</u> 捐、类、必、须、存、鲜、汁、饼、私、敲、烧、怪、纷、溜、烟、愉、宁</p>

	<u>句式</u> 要是..... [改写]
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<p>第五课 《我闯祸了》</p>	<p><u>识读字词</u></p> <p>受（欢迎）、程度、根据、内容、打分、注重、个人、衣着、整洁、积极、班级、逗、矛盾、解决、坏话、遇到、抱怨、骄傲、打断、人气、旺、提升、空间、闯祸、当成、珍宝、爱惜、碎片、脑海、出现、愤怒、逃离、神情、往常、严肃、假装、不禁、微微、呼吸、急促、加速、脑袋、空白、结结巴巴、怀疑、避开、火辣、难受、一分一秒、无法、忍受、温和、珍贵、勇气、更加</p> <p><u>识写字</u></p> <p>程、据、测、招、逗、矛、盾、遇、碎、愤、严、肃、禁、吸、辣、秒</p> <p><u>句式</u></p> <p>什么（也）……[改写]</p>
<p>第六课 《我的东西找到了》</p>	<p><u>识读字词</u></p> <p>寻、小贩中心、丢失、银色、车资卡、一叠、钞票、硬币、联系、招领、早晨、员工、收银台、失主、认领、离、银行、每当、天色、阴沉沉、只顾、摇晃、稳、争先恐后、高声、情景、呆住、傻傻地、如何、回过神、阻拦、不料、不约而同、喜出望外、连声、麻烦、数一数、露出、不解、神情、便利店、诚实、善良、回忆</p> <p><u>识写字</u></p> <p>银、联、系、码、晨、晃、退、恐、飘、呆、阻、拦、约、麻、诚、善、良、忆</p> <p><u>句式</u></p> <p>原来…… [改写]</p>
<p>第七课</p>	<p><u>识读字词</u></p>

<p>《一千桶水》</p>	<p>海洋、鼻孔、头顶、浮、水面、呼吸、水柱、皮肤、一层、厚、保温、大多、深海、浅海、无意间、拍打、死、团团转、泼、大概、喘（着）气、湿透、抽水机、载、涨潮、一波一波、激动、渐渐地、漫（过）、绝望、打（过来）、悬（着）、徘徊、道谢、依依不舍、道别、消失、海平面</p> <p><u>识写字</u></p> <p>顶、浮、柱、层、厚、斤、深、浅、死、概、盖、载、波、激、渐、巨、随、依、消</p> <p><u>句式</u></p> <p>一会儿……一会儿…… [改写]</p>
<p>第八课 《和时间赛跑》</p>	<p><u>识读字词</u></p> <p>陆地、恐龙、灭绝、汉字、发明、飞行、天才、百分之（一）、灵感、汗水、世纪、年代、制造、美国、太空人、月球、足迹、网络、人类、遍布、未来、去世、悲伤、瘦弱、身影、浮现、永远、世上、所有、事物、年纪、曾经、年龄、光阴似箭、一寸光阴一寸金、每当、滴答、钟声、匆匆、一眨眼、幼小、想法、输、上气不接下气、禁不住、赢、此后、节省、计划、井井有条、似乎、作用</p> <p><u>识写字</u></p> <p>汉、制、造、器、登、未、永、曾、寸、输、仍、赢、此、省、划、井、乎</p> <p><u>句式</u></p> <p>为了…… [改写]</p>
<p>第九课 《很久很久以前》</p>	<p><u>识读字词</u></p> <p>露天、增添、举办、花木兰、兰花、成人、儿童、票价、免费、订票、网站、领取、矿泉水、简介、古时候、装扮、父亲、打仗、从军、老爹、军令、边关、杀、敌兵、上阵、吃苦、孝心、主意、家乡、攻敌、列队、</p>

	<p>烈日、叮、风吹雨打、狂风、雪花、战场、败、得胜、将军、故乡、百姓、相迎、英雄、保家卫国</p> <p><u>识写字</u></p> <p>增、添、俱、将、兰、免、扮、替、仗、敌、孝、乡、烈、叮、英、雄</p>
<p>形成性测试（二）：单元 4 至单元 8（测试的范围包括所属单元的词语）</p> <ul style="list-style-type: none"> • 语文理解与应用（阅读理解二） 	

**WOODLANDS RING PRIMARY SCHOOL
MALAY UNIT 2021
PRIMARY 5 SEMESTER 1 TOPICS**

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
<p style="text-align: center;">Unit 1</p> <p>Menjadi Ketua Darjah</p>	<p><u>Siapakah Yang Layak</u></p> <p>Kata Nama</p> <p>Kata Nama Am, Kata Nama Khas, Kata Ganti Nama Diri</p> <p>Contoh:</p>
	<p><u>Siapakah Yang Dipilih?</u></p> <p>Bentuk Kata</p> <p>Kata Tunggal, Kata Terbitan, Kata Ganda, Kata Majmuk</p>
	<p><u>Aku Boleh Lakukan</u></p> <p>Peribahasa</p> <p>Contoh: ayam tambatan, diam-diam ubi, seperti langit dengan bumi, tahan hati</p> <p>Kata Kumpulan</p>

	<p><u>Ketua Yang Baik</u></p> <p>Ayat</p> <p>Peluasan Ayat Tunggal</p>
<p>Unit 2</p> <p>Mari Belajar Membaca</p>	<p><u>Meminta Nasihat</u></p> <p>Kata Kerja Tak Transitif</p>
	<p><u>Mengenal Pasti Isi</u></p> <p>Kata Terbitan</p> <p>Awalan 'bme-' , 'mem-' 'men-' , 'meng-'</p> <p>Apitan 'ber-...kan', 'ber-...an'</p>

	<p><u>Mengingat Semula</u></p> <p>Peribahasa Contoh: bagai dakwat dengan kertas, bagai aur dengan tebing, baik budi tanam budi</p> <p>Penjodoh Bilangan Contoh : naskhah , batang , bilah</p>
	<p><u>Mencari Makna</u></p> <p>Ayat</p> <p>Ayat Aktif</p>
<p>Unit 3</p> <p>Jejak Budaya</p>	<p><u>Gotong-royong</u></p> <p>Kata Adjektif</p>
	<p><u>Indahnya Batik</u></p> <p>Kata Terbitan Awalan 'se-' , 'pe-' Akhiran '-an', Apitan 'ke-...an'</p>

	<p><u>Nostalqia</u></p> <p>Peribahasa Contoh : bagai isi dengan kuku , banting tulang, bagai tikus membaiki labu</p> <p>Kata Seerti/Seiras</p> <p>Bahasa Berbunga</p>
	<p><u>Cerita Nenek</u></p> <p>Ayat</p> <p>Ayat Tanya Ayat Penyata</p>
<p>Unit 4 Kreatif Sungguh</p>	<p><u>Cuba-cuba</u></p> <p>Kata Hubung</p> <p>Contoh : atau , lalu , sambil</p>
	<p><u>Mulanya di Sini</u></p> <p>Kata Ganda Penuh,</p> <p>Kata Ganda Separa</p> <p>Kata Ganda Berentak</p>

	<p><u>Terus Berusaha</u></p> <p>Peribahasa Contoh : perah otak, tangan terbuka, tangan kosong, seperti menatang minyak yang penuh</p> <p>Bandingan Semacam</p>
	<p><u>Manisnya Kejayaan</u></p> <p>Ayat</p> <p>Ayat Majmuk</p>

	<p>Hasil Pembelajaran:</p> <ul style="list-style-type: none"> - menceritakan sesuatu perkara dan memberikan pendapat peribadi - menjana dan menyusun idea untuk membina pelbagai jenis teks dengan berurutan dan bertautan - bertukar-tukar idea, pendapat atau pandangan tentang sesuatu perkara dengan memberikan alasan yang sesuai - mengedit dan memperhalus teks dari segi bahasa, diksi, organisasi, urutan dan pertautan - menjelaskan maklumat dengan mengemukakan bukti yang wajar atau relevan - bertukar-tukar idea, pendapat atau pandangan yang membina dengan menggunakan bahasa yang betul secara formal dan tidak formal
<p>Review Paper 1: Unit 2 - 3</p> <ul style="list-style-type: none"> - Penggunaan Bahasa dan Kefahaman 	
<p>Review Paper 2: Unit 3 - 4</p> <ul style="list-style-type: none"> - Penggunaan Bahasa dan Kefahaman 	

**WOODLANDS RING PRIMARY SCHOOL
MALAY UNIT 2021
PRIMARY 5 HIGHER MOTHER TONGUE SEMESTER 1 TOPICS**

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
<p style="text-align: center;">Unit 1</p> <p>Menjadi Ketua Darjah</p>	<p><u>Siapakah Yang Layak</u></p> <p>Kata Nama</p> <p>Kata Nama Am</p> <p>Kata Nama Khas</p> <p>Kata Ganti Nama Diri</p>
	<p><u>Siapakah Yang Dipilih?</u></p> <p>Bentuk Kata</p> <p>Kata Tunggal, Kata Terbitan, Kata Ganda, Kata Majmuk</p>
	<p><u>Aku Boleh Lakukan</u></p> <p>Peribahasa</p> <p>Contoh: ayam tambatan, diam-diam ubi, seperti langit dengan bumi, tahan hati</p> <p>Kata Kumpulan</p>

	<p><u>Ketua Yang Baik</u></p> <p>Ayat</p> <p>Peluasan Ayat Tunggal</p>
<p>Unit 2</p> <p>Mari Belajar Membaca</p>	<p><u>Meminta Nasihat</u></p> <p>Kata Kerja Tak Transitif</p>
	<p><u>Mengenal Pasti Isi</u></p> <p>Kata Terbitan</p> <p>Awalan 'bme-' , 'mem-' 'men-' , 'meng-'</p> <p>Apitan 'ber-...kan', 'ber-...an'</p>

	<p><u>Mengingat Semula</u></p> <p>Peribahasa Contoh: bagai dakwat dengan kertas, bagai aur dengan tebing, baik budi, tanam budi</p> <p>Penjodoh Bilangan Contoh : naskhah , batang , bilah</p>
	<p><u>Mencari Makna</u></p> <p>Ayat</p> <p>Ayat Aktif</p>
<p>Unit 3 Jejak Budaya</p>	<p><u>Gotong-royong</u></p> <p>Kata Adjektif</p>
	<p><u>Indahnya Batik</u></p> <p>Kata Terbitan Awalan 'se-' , 'pe-'</p> <p>Akhiran '-an',</p> <p>Apitan 'ke-....an'</p>

	<p><u>Nostalgia</u></p> <p>Peribahasa Contoh : bagai isi dengan kuku ,banting tulang, bagai tikus membaiki labu</p> <p>Kata Seerti/Seiras</p> <p>Bahasa Berbunga</p>
	<p><u>Cerita Nenek</u></p> <p>Ayat</p> <p>Ayat Tanya Ayat Penyata</p>
<p>Unit 4</p> <p>Kreatif Sungguh</p>	<p><u>Cuba-cuba</u></p> <p>Kata Hubung Contoh : atau , lalu , sambil</p> <p>Kata Arah Contoh: antara, hadapan,tengah</p>
	<p><u>Mulanya di Sini</u></p> <p>Kata Ganda Penuh, Kata Ganda Separa, Kata Ganda Berentak</p>

	<p><u>Terus Berusaha</u></p> <p>Peribahasa Contoh : perah otak, tangan terbuka , tangan kosong, seperti menatang minyak yang penuh</p> <p>Bandingan Semacam</p>
	<p><u>Manisnya Kejayaan</u></p> <p>Ayat</p> <p>Ayat Majmuk</p>

	<p>Hasil Pembelajaran:</p> <ul style="list-style-type: none"> - menceritakan sesuatu perkara dan memberikan pendapat peribadi - menjana dan menyusun idea untuk membina pelbagai jenis teks dengan berurutan dan bertautan - bertukar-tukar idea, pendapat atau pandangan tentang sesuatu perkara dengan memberikan alasan yang sesuai - mengedit dan memperhalus teks dari segi bahasa, diksi, organisasi, urutan dan pertautan - menjelaskan maklumat dengan mengemukakan bukti yang wajar atau relevan - bertukar-tukar idea, pendapat atau pandangan yang membina dengan menggunakan bahasa yang betul secara formal dan tidak formal
Review Paper 1: Unit 2 - 3	
- Penggunaan Bahasa dan Kefahaman	
Review Paper 2: Unit 3 - 4	
- Penggunaan Bahasa dan Kefahaman	

WOODLANDS RING PRIMARY SCHOOL
TAMIL UNIT 2021
PRIMARY 5 STANDARD SEMESTER 1 TOPICS

Topics	Learning Outcomes (Knowledge)
5A தொகுதி 1 சமூகம்: சீனர்களின் விழாக்களும் பண்பாடும்	<ul style="list-style-type: none"> • சீனப்புத்தாண்டோடு தொடர்புடைய சுவைத் தகவல்களைப் புரிந்துகொள்வார்கள். • ஆல், உடன், ஓடு ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள். • அன்பு இருந்தால் ஆகாததும் ஆகும்' என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள். • 'செயற்கரிய செய்வார் பெரியர்...' என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.
5A தொகுதி 2 குடும்பம்: பொறுப்புகளும் உரிமைகளும்	<ul style="list-style-type: none"> • அது, உடைய ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள். • 'எரிகிற விளக்கானாலும் தூண்டுகோல் வேண்டும்' என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள். • 'அழுக்காறு அவாவெகுளி இன்னாச்சொல்...' என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.
5A தொகுதி 3 நான்: புனைகதைகள்	<ul style="list-style-type: none"> • பெயரெச்சங்களின் பயன்பாட்டை அறிந்துகொள்வார்கள். • வினையெச்சங்களின் பயன்பாட்டை அறிந்துகொள்வார்கள். • 'ஈன்ற பொழுதின் பெரிதுவக்கும்...' என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள். • 'ஒருவர் பொறை இருவர் நட்பு' என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள்.
5A தொகுதி 4 பள்ளி: மறக்கமுடியாத அனுபவங்களும் மனிதர்களும்	<ul style="list-style-type: none"> • பகுதியை 'ன, ண' ஒலி வேறுபாடு உணர்ந்து சரியாக உச்சரித்துச் சரளமாகப் படிப்பார்கள். • பகுதியை 'ர, ற' ஒலி வேறுபாடு உணர்ந்து சரியாக உச்சரித்துச் சரளமாகப் படிப்பார்கள். • ஒரு வாக்கியத்தின் இறுதியிலுள்ள வினைமுற்றைப் பெயரெச்சமாக்கி அடுத்துவரும் வாக்கியத்தோடு இணைத்து ஒரே வாக்கியமாக எழுதத் தெரிந்துகொள்வார்கள். • 'காற்றுள்ளபோதே தூற்றிக்கொள்' என்னும் பழமொழியைப் பொருளுணர்ந்து படிப்பார்கள். • 'அன்பிலார் எல்லாம் தமக்குரியர்...' என்னும் திருக்குறளைப் பொருளுணர்ந்து படிப்பார்கள்.
5A தொகுதி 5 உலகம்: பன்னாட்டுக் கலைகள்	<ul style="list-style-type: none"> • வினைமுற்றை வினையெச்சமாக்கி இரண்டு வாக்கியங்களை ஒரே வாக்கியமாக இணைத்து எழுத அறிந்துகொள்வார்கள். • 'கெடுவான் கேடு நினைப்பான்' என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள். • 'மோப்பக் குழையும் அனிச்சம்...' என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.

<p>தாள் 2 – மொழி</p> <p>‘அ’ பிரிவு</p>	<p>வினா வகை</p> <ul style="list-style-type: none"> • தெரிவுவிடை (MCQ) • தெரிவுவிடை (MCQ) • தெரிவுவிடை (MCQ) • தெரிவுவிடை (MCQ) 	<p>‘அ’ பிரிவு</p> <ul style="list-style-type: none"> • வேற்றுமை <ul style="list-style-type: none"> - ஒவ்வொரு வாக்கியத்தையும் படித்து, வேற்றுமை உருபேற்ற பெயர்ச்சொல்லைச் சரியாகப் பயன்படுத்த அறிதல் • அடைமொழி/எச்சம் <ul style="list-style-type: none"> - ஒவ்வொரு வாக்கியத்தையும் படித்து, அடைமொழி/எச்சத்தைச் சரியாகப் பயன்படுத்த அறிதல் • முன்னுணர்வுக் கருத்தறிதல் <ul style="list-style-type: none"> - இடம் நோக்கியும் சொல் அமைப்பைக்கொண்டும் பகுதியின் பொருளை முன்னுணர்ந்து, கருத்தை முழுமையாகப் படித்துப் புரிந்துகொண்டு வினாக்களுக்கு விடைகளைக் கண்டறிதல் • தெரிவுவிடைக் கருத்தறிதல் மற்றும் சொற்பொருள் <ul style="list-style-type: none"> - ஒரு குறிப்பிட்ட சூழலில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல். • சொற்பொருள் <ul style="list-style-type: none"> - பகுதியில் இடம்பெற்றுள்ள சொற்களுக்கு, இடம் நோக்கிப் பொருளுணர்ந்து, சரியான விடையைக் கண்டறிதல்
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Term 2**Review Paper 2: Unit 1 – 5****தாள் 2 - மொழி****வினா வகை**

- கோடிட்ட இடங்களை நிறைவு செய்தல்
- தெரிவுவிடை (MCQ) / சுயவிடை
- சுயவிடை

'ஆ' பிரிவு

- ஒலி வேறுபாட்டுச் சொற்கள்
 - இடம் நோக்கியும் சொல் அமைப்பைக் கொண்டும், வாக்கியங்கள் உணர்த்தும் பொருளறிந்து சரியான ஒலி வேறுபாட்டுச் சொற்களைக் கண்டறிதல்
- கருத்துவிளக்கப் படக் கருத்திறதல்
 - கருத்து விளக்கப்படத்திலுள்ள தகவல்களைப் படித்துப் புரிந்துகொண்டு வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல்
- சுயவிடைக் கருத்தறிதல்
 - ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்கு ஏற்ற விடைகளை, சொந்த நடையில் எழுத அறிதல்

WOODLANDS RING PRIMARY SCHOOL
TAMIL UNIT 2021
PRIMARY 5 HTL SEMESTER 1 TOPICS

Topics	Learning Outcomes (Knowledge)
5A தொகுதி 1 நான்: பாரம்பரியப் பழக்கவழக்கங்கள்	<ul style="list-style-type: none"> தமிழ் எழுத்துகளின் வகைகள்பற்றி அறிந்துகொள்வார்கள். ‘ஒழுக்கம் விழுப்பம் தரலான்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள். பகுதியைப் படித்துப் புரிந்துகொண்டு எளிய வினாக்களுக்கும் உயர்சிந்தனை வினாக்களுக்கும் விடை எழுதுவார்கள்.
5A தொகுதி 2 குடும்பம்: உறவுகளைப் பேணுவோம்	<ul style="list-style-type: none"> வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள். ‘ஏதிலார் குற்றம்போல் தம்குற்றம்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள். பகுதியை ஆழ்ந்து படித்துக் குறிப்பிட்ட தகவல்களை அடையாளம் காண்பார்கள்.
5A தொகுதி 3 பள்ளி: இலக்கியக் கதைகள் படிப்போம்	<ul style="list-style-type: none"> பகுதியில் இடம்பெற்றுள்ள பிழையான சொற்களைத் திருத்திச் சரியான சொற்களை எழுதுவார்கள். ‘பிறர்க்கின்னா முற்பகல் செய்யின்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள். கதைப்பகுதியைப் படித்துப் புரிந்துகொண்டு எளிய வினாக்களுக்கும் உயர்சிந்தனை வினாக்களுக்கும் விடை எழுதுவார்கள்.
5A தொகுதி 4 சமூகம் (கண்டுபிடிப்புகளும் கண்டுபிடிப்பாளர்களும்)	<ul style="list-style-type: none"> இயல்புப் புணர்ச்சி, விகாரப் புணர்ச்சிபற்றி அறிந்துகொள்வார்கள். பகுதியை ஆழ்ந்து படித்துக் குறிப்பிட்ட தகவல்களை அடையாளம் காண்பார்கள். ‘பகுத்துண்டு பல்லுயிர் ஓம்புதல்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள். பகுதியை ஆழ்ந்து படித்துக் குறிப்பிட்ட தகவல்களை அடையாளம் காண்பார்கள்.
5A தொகுதி 5 உலகம் (சுற்றுலாத்தளங்கள்)	<ul style="list-style-type: none"> பகுதியை ‘தகர, டகர’ ஒலி வேறுபாடு உணர்ந்து தெளிவாகவும் சரளமாகவும் படிப்பார்கள். முதல் வாக்கியத்தின் கருத்து மாறாதவாறு அடுத்த வாக்கியத்தை முடித்தெழுத அறிந்துகொள்வார்கள். ‘செல்வத்துள் செல்வம் செவிச்செல்வம்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.
Term 1 Review Paper 1: Unit 1 - 3 <ul style="list-style-type: none"> பிழை திருத்தம் சுயவிடைக் கருத்தறிதல் 1 	
Term 2 Review Paper 2: Unit 1 - 5 <ul style="list-style-type: none"> வாக்கியங்களை முடித்தெழுதுதல் சுயவிடைக் கருத்தறிதல் 2 	

WOODLANDS RING PRIMARY SCHOOL
ENGLISH LANGUAGE DEPARTMENT 2021
PRIMARY 5 (FEL) SEMESTER 1 TOPICS

Term 1		
STELLAR Unit 1 (Theme: Overcoming Fear)		Core Value: Resilience
Weeks 1 to 5	Vocabulary	Grammar
	<p>6. Nouns attic blackness dreaded forgetful heartbeat wrinkly ceiling light shadow puppets</p> <p>7. Lexical Field: Part of words that are part of a house: wall, floor, lamp, ceiling light, attic, bed, curtains, room, roof, stairs, phone</p> <p><u>LANGUAGE FEATURES</u> Narratives in general have: a setting, characters, a plot or problem/solution, an ending</p>	<p>10. Punctuation: Question mark: for questions Full stop: for statement and abbreviations Exclamation mark: for surprise, emphasis Quotation marks: for when someone is talking in print Apostrophe: for possession</p> <p>11. Questions / Answers: Question words – why, who, what, where, how, when</p> <p>12. [Simple present, present continuous]</p> <p>13. Verbs: Mental verbs – <i>reminds, can tell, know / knew, remember, worry</i></p> <p>14. Pronouns</p> <p>15. Determiners</p> <p>16. Sentence structure: simple sentence, combining sentences using connectors</p> <p>17. Synthesis & Transformation: connectors [<i>as</i>], [<i>and</i>], [<i>since</i>], [<i>because</i>] for combining sentences</p>

[] For revision

Term 1		
STELLAR Unit 2 (Theme: Overcoming Odds)		Core Value: Resilience
Weeks 6 to 10	Vocabulary	Grammar
	<p>5. Nouns athlete athletics barefoot cinder interview journalists Mile Open opponents quarter final</p> <p>6. Hyponym (type of): Sports / Athletics Track and field Police and thief Mile Open Mexico Olympics</p>	<p>10. Nouns: [proper nouns]: <i>Mr Canagasabai Kunalan, a Singaporean athlete</i></p> <p>11. Tenses: [simple past] [irregular verb forms]: <i>be, give, go, take, come, tell, can, run, do, know</i></p> <p>12. Pronouns: first person [<i>I, my</i>][simple past] Possessive Pronoun: <i>my – my house, my home, my friends</i></p> <p>13. Determiners: [articles]</p> <p>14. Verbs [mental/thinking and feeling verbs]: <i>think, respected, knew, admired, enjoyed, mind, feel</i></p> <p>15. Adjectives: [comparative and superlative]: <i>big, small, fast, skinny, dry</i> <i>Important, agile, more and most</i></p> <p>16. Punctuation: hyphen, dash, colon</p> <p>17. Sentence structure: deconstruct sentences with connector <i>and</i> into simple sentences</p> <p>18. Synthesis & Transformation: of addition: <i>and</i></p> <p>19. Question / Answers: Oracy - asking and answering questions Yes/No Responses Question Words: <i>Why, what, where, how, when, which, who / whose</i></p> <p>20. Punctuation: Question mark: for questions Comma</p>

[] For revision

Term 2		
STELLAR Unit 3 (Theme: Photography)		Core Value: Responsibility
Weeks 1 to 5	Vocabulary	Grammar
	<p>7. Nouns dictionary automatic horizon memory</p> <p>8. Antonyms <i>with/without</i> <i>horizontal/vertical</i> <i>close-up/distance</i></p> <p>9. Compound Words <i>Something, background, indoors, outside, close-up, nutshell</i></p> <p>10. Prefix: <i>auto-; mega-; tri-;</i></p>	<p>9. Nouns: word class <i>frame, flash</i> and <i>focus</i> as both nouns and verbs; <i>manual</i> as adjective and noun;</p> <p>10. Verbs: [imperative verbs]</p> <p>11. Time/ Tense/ Aspect [simple present]</p> <p>12. Pronouns [possessive pronoun]: <i>you, your, yours</i></p> <p>13. Adjectives: [comparative and superlative adjectives] - <i>good, better, best</i></p> <p>14. Prepositions: with as accompaniment: <i>a camera with a flash, a camera stand with three legs.</i></p> <p>15. Sentences: [simple sentence]: subject (you) + verb + object combining sentences with: <i>so that, in order to</i> and <i>unless</i></p> <p>16. Synthesis & Transformation: first, next, then, finally <i>so that; in order to</i></p>

[] For revision

Term 2		
STELLAR Unit 4 (Theme: Traditional Tales)		Core Value: Care
Weeks 6 to 10	Vocabulary	Grammar
	<p>7. Nouns <i>Bad - tempered, enemies, harvest, pineapple plantation, plague, respect, spirit</i></p> <p>8. Lexical Field: words related to planting <i>pineapple plantation, three springs, harvest, earth, grass, water, land, planter, grow, dig</i></p> <p>9. Idiom: <i>take for granted; no wonder</i></p> <p>10. Phrasal verbs: <i>woke up, eat up, turn up</i></p> <p>11. Word Cline: <i>lukewarm and warm, hot, boiling</i></p> <p>12. Compound Words: <i>pineapple, moonlit, moonlight, outside, everywhere, bad-tempered</i></p>	<p>10. Adjectives: irregular [comparative, superlative] – <i>good, better, best</i></p> <p>11. Preposition for locating things by position or direction: <i>from, on, to, in, against, out of, into, around</i></p> <p>12. Verbs [verbs to be]: <i>is, are, was, were</i> [infinitive to]: <i>to water, to be</i> [singular/plural agreement]: Eng Keong was; the two spirits were; he digs but they dig</p> <p>13. Time/ tense/ aspect: [simple past] regular and irregular verbs: <i>is/was, grow/grew, hear/heard, forget/forgot, creep/crept, build/built, find/found, become/became, hear/heard, say/said</i> <i>blessed, hissed, thanked, danced, killed</i></p> <p>14. Punctuation: exclamation mark for surprise, emphasis: <i>What sweet delicious pineapple he grew! Nonsense!</i></p> <p>15. Sentence Structure: Combining sentences with <i>so that, in order to</i> Different sentence types: declarative, interrogative and exclamatory sentences <i>What could he do? What sweet and delicious pineapples he grew!</i></p> <p>16. Synthesis & Transformation: Combining sentences with [connectors] of purpose: <i>so that, in order to</i></p>

**WOODLANDS RING PRIMARY SCHOOL
MATHEMATICS DEPARTMENT 2020
PRIMARY 5 FOUNDATION SEMESTER 1 TOPICS**

Topics	Learning Outcomes
Whole Numbers – Place Values	<ul style="list-style-type: none"> To read and write numbers up to 10 million in numerals and in words To recognise place values of numbers up to millions To find the number that is 100 / 1000 more/less than a given number To compare and order numbers up to 100 000 To round off numbers to the nearest 10, 100 and 1000 with the use of \approx
Whole Numbers – Addition & Subtraction	<ul style="list-style-type: none"> To use the terms 'sum' and 'difference' To add or subtract two 3-digit numbers without using calculator To add or subtract two 4-digits numbers using calculator To estimate answers in calculations involving addition and subtraction To check reasonableness of answers by estimation To add and subtract 3-digit numbers and ones, tens or hundreds without using calculator To solve 1-step word problems involving addition and subtraction without using calculator / using calculator
Whole Numbers – Multiplication & Division	<ul style="list-style-type: none"> To multiply and divide a 2-digit number by a 1-digit number without using calculator To determine if a 1-digit number is a factor of a given whole number To determine if a whole number is a multiple of a given 1-digit whole number To recognise the relationship between factor and multiple To list all the factors of a given whole number up to 100 To find the common factors of two given whole numbers To list the first 12 multiples of a given 1-digit whole number To find the common multiples of two given numbers up to 12 To determine if a number is a common factor or a common multiple of two given numbers To multiply a 2-digit number by a 1-digit number without using calculators
Whole Numbers – Multiplication & Division	<ul style="list-style-type: none"> To multiply / divide by a 2-digit number or more using calculator To multiply / divide by tens, hundreds or thousands To estimate answers in multiplication To divide by a 1-digit number without using calculator To do mixed operations involving addition, subtraction, multiplication and division with / without brackets To solve up to 3-step word problems involving the four operations
Review Paper 1 <ul style="list-style-type: none"> – Whole Numbers – Place Values – Whole Numbers – Addition & Subtraction – Whole Numbers – Multiplication & Division 	

Fractions: Introduction	<ul style="list-style-type: none"> • To use the terms 'numerator' and 'denominator' • To compare and order unit fractions, like and unlike fractions with denominators up to 12 • To write the equivalent fraction of a fraction given the numerator or denominator • To express a fraction in its simplest form • To list the first 8 equivalent fractions of a given fraction • To compare fractions with respect to half • To add a proper fraction to a whole number • To subtract a proper fraction from a whole number • To express an improper fraction as a mixed number and vice versa • To express an improper fraction/mixed number in its simplest form • To recognise and name a fraction of a set
Fractions: Addition and Subtraction	<ul style="list-style-type: none"> • To add / subtract like, related and unlike proper fractions with denominators up to 12 without using calculator • To solve 1-step word problems involving addition and subtraction of fractions • To add and subtract mixed numbers • To solve 1-step word problems involving addition and subtraction of mixed number
Geometry	<ul style="list-style-type: none"> • To estimate and measure angles in degrees • To use the term 'right angle' • To draw angles in degrees using a protractor • To state that vertically opposite angles are equal • To state that angles on a straight line add up to 180° • To state that angles at a point add up to 360° • To find unknown angles involving right angles, angles on a straight line, angles at a point and vertically opposite angles • To identify and name perpendicular and parallel lines • To use the terms 'vertical' and 'horizontal' • To draw perpendicular lines using a ruler and a set square • To draw parallel lines using ruler and set square • To state and use properties of rectangles and squares • To draw a rectangle, given the measurements of its length and breadth • To draw a square, given the measurements of one side
Review Paper 2 <ul style="list-style-type: none"> – Fractions – Introduction – Fractions – Addition & Subtraction – Geometry – Selected previous year's topics 	

WOODLANDS RING PRIMARY SCHOOL
SCIENCE DEPARTMENT 2021
PRIMARY 5 FOUNDATION SEMESTER 1 TOPICS

Topic	Learning Outcomes
Cycles, Chapter 3: Water and Changes of States	<ul style="list-style-type: none"> • List examples of water in each of its three states. • Recognise that a change in state can occur when water gains or loses heat. • State the freezing point of water, melting point of ice and boiling point of water. • Describe the changes of states that take place during freezing, melting, condensation, boiling and evaporation. • Identify the similarities and differences between boiling and evaporation.
Cycles, Chapter 4: The Water Cycle	<ul style="list-style-type: none"> • Describe the water cycle with the help of a diagram. • Describe the changes in state of water during the water cycle. • Recognise that the water cycle ensures a constant supply of fresh water on Earth. • Recognise that water is precious. • Recognise that water conservation is using water carefully and not wasting it. • Identify ways to conserve water.
P3/P4 Revision Diversity Chapter 1: <ul style="list-style-type: none"> • Classification: Living and non-living things 	<ul style="list-style-type: none"> • Recognise that there is a variety of living and non-living things in the world • Describe and explain the characteristics of living things: need air, water and food to stay alive, grow, respond to changes around them, reproduce • Recognise some broad groups of living things: plants (flowering, non-flowering), animals (amphibians, birds, fish, insects, mammals, reptiles), fungi (mould, mushroom, yeast) and bacteria • Observe and classify a variety of living and non-living things and infer differences between them.
P3/P4 Revision Diversity Chapter 2,3: <ul style="list-style-type: none"> • Plants • Animals 	<ul style="list-style-type: none"> • Recognise that plants are living things. • Recognise that a variety of plants can be found in many places. • Classify plants into flowering or non-flowering plants. • Identify the basic parts of a plant. • Identify and describe the roots, stem, leaves, flowers and fruits of some plants. • Classify plants based on the similarities and differences in their parts. • Explain why plants are important. • Recognise that animals are living things. • Recognise that there is a diversity of animals. • Classify animals based on similarities and differences in common observable characteristics. • State and describe the characteristics of some groups of animals (amphibians, birds, fish, insects, mammals and reptiles). • State why animals are important.

Topic	Learning Outcomes
Cycles, Chapter 4: <ul style="list-style-type: none"> The Water Cycle 	<ul style="list-style-type: none"> Recognise that water is precious. Recognise that water conservation is using water carefully and not wasting it. Identify ways to conserve water.
P3/P4 Revision Cycles Chapter 1: Life cycles of some animals Chapter 2: Life cycles of plants	<ul style="list-style-type: none"> Show an understanding that a cycle is a repeated pattern of change Show an understanding that all living things go through a life cycle Recognise that living things reproduce and have young Recognise that animals change and go through stages in their life cycles Show an understanding that the young go through a similar life cycle as their parents Identify and describe the stages in the life cycles of a chicken, a frog, a cockroach and a grasshopper Recognise the similarities and differences in the three-stage life cycles of a chicken, frog, cockroach and grasshopper Identify and describe the stages in the life cycles of a butterfly, a mosquito and a beetle Recognise the similarities and differences in the four-stage life cycles of a butterfly, a mosquito and a beetle Differentiate between a three-stage and a four-stage life cycle. Identify the stages in the life cycle of a plant grown from seeds Observe and compare the life cycles of plants grown from seeds over a period of time Describe the stages in the life cycle of a plant as it grows from a seed to a young plant and eventually to an adult plant.
Review Paper 1 (Term 1 Week 9) <ul style="list-style-type: none"> P5 Cycles Chapter 3: Water and Changes of States P5 Cycles Chapter 4: The Water Cycle P3/P4: Cycles Chapter 1,2: Life cycles of some animals, Life cycles of plants 	

Topic	Learning Outcomes
Systems, Chapter 1: <ul style="list-style-type: none"> The Plant Transport System 	<ul style="list-style-type: none"> State the function of the plant transport system. Identify the parts of the plant transport system. Describe the functions of the parts of the plant transport system. List the substances that are transported by the plant transport system. Trace the path that substances take as they are transported by the plant transport system. Observe how a stem transports water from the roots to the other parts of a plant.

Topic	Learning Outcomes
P3/P4 Revision Energy Chapter 1,2: <ul style="list-style-type: none"> Light and shadows Heat and temperature 	<ul style="list-style-type: none"> Recognise that an object can be seen when it reflects light or when it is a source of light. Recognise that a shadow is formed when light is completely or partially blocked by an object. Investigate the variables that affect shadows formed and communicate findings. <ul style="list-style-type: none"> - shape, size and position of object(s) - distance between light source-object and object-screen Show objectivity by using data and information to validate observations and explanations about light. Show concern for the need to conserve energy. List some common sources of heat. State that the temperature of an object is a measurement of its degree of hotness. Differentiate between heat and temperature. <ul style="list-style-type: none"> - heat is a form of energy - temperature is a measurement of the degree of hotness of an object Show an understanding that heat flows from a hotter to a colder object/region/place until both reach the same temperature. Relate the change in temperature of an object to the gain or loss of heat by the object. List some effects of heat gain/loss in our everyday life. <ul style="list-style-type: none"> - contraction / expansion of objects (solid, liquid and gas) - change in state of matter Measure temperature using a thermometer or a datalogger with temperature/heat sensors. Show objectivity by seeking data and information to validate observations & explanations about heat. Identify good conductors (metals) and poor conductors of heat (wood, plastic, air).

Topic	Learning Outcomes
Systems, Chapter 2: <ul style="list-style-type: none"> Air and The Respiratory System 	<ul style="list-style-type: none"> Recognise that air is a mixture of gases such as nitrogen, carbon dioxide, oxygen, water vapour and other gases. State the function of the human respiratory system. Recognise that breathing is the process of taking air into the body and giving it out. Identify the organs of the human respiratory system. Describe the functions of the parts of the human respiratory system. Describe how humans take in and give out air. Describe how plants take in and give out air. Compare how humans and plants take in and give out air.

Topic	Learning Outcomes
Systems, Chapter 3: <ul style="list-style-type: none"> The Circulatory System 	<ul style="list-style-type: none"> State the function of the human circulatory system. Identify the organs of the human circulatory system. Describe the functions of the parts of the human circulatory system. List the substances that are transported by the human circulatory system. Trace the flow of blood and the path that substances take as they are transported by the human circulatory system.
P3/P4 Revision Diversity Chapter 4: <ul style="list-style-type: none"> Fungi and bacteria 	<ul style="list-style-type: none"> Describe the characteristics of fungi. List examples of fungi. Recognise that fungi come in various sizes. State how some fungi are useful, while others are harmful. State how fungi obtain food. State where fungi can be found. State how fungi reproduce. Describe the characteristics of bacteria. Recognise that bacteria are microorganisms. State how some bacteria are useful, while others are harmful. State where bacteria can be found. State how bacteria obtain food.
P3/P4 Revision Diversity Chapter 5: <ul style="list-style-type: none"> Exploring materials 	<ul style="list-style-type: none"> Recognise that there is a wide variety of materials. Identify some common types of materials such as wood, glass, rubber, metals, ceramics, fabrics and plastics. Recognise that objects can be classified based on the materials they are made of. State the different properties of materials. State the ways to test the properties of materials. Compare materials based on their physical properties. Observe a material and describe its properties. Relate the properties of materials to their uses. Identify the appropriate materials to use to make different objects based on what the objects are used for.
P4 Revision <ul style="list-style-type: none"> Cycles Chapter 3: Matter 	<ul style="list-style-type: none"> State that matter is anything that has mass and occupies space. Differentiate between the three states of matter (solid, liquid, gas) in terms of shape and volume. Properties of Solid, Liquid and Gas Measure mass and volume using appropriate apparatus.

Topic	Learning Outcomes
<p>P3 Revision Interactions Chapter 1,2:</p> <ul style="list-style-type: none"> • Magnets and their characteristics • Making magnets 	<ul style="list-style-type: none"> • State that magnets come in different shapes and sizes. • State that magnets are made of iron or steel. • State that without touching the object, a magnet can attract (pull) or repel (push) the object. • Show an understanding that magnets attract only magnetic materials. • Differentiate between magnetic and non-magnetic materials. • Infer that not all metals are magnetic and that all non-metals are non-magnetic. • Recognise that a magnet has two poles called the North and South poles. • State that the two poles of a magnet have the strongest attraction. • Recognise that like (same) poles of two magnets repel each other and unlike (opposite) poles attract. • Observe that a magnet, when freely suspended, will always come to rest in the North-South direction.
<p><u>Review Paper 2 (Term 2 Week 9)</u></p> <ul style="list-style-type: none"> • P5 Systems, Chapter 1: • The Plant Transport System • P5 Systems Chapter 2: Air and The Respiratory System • P5 Systems Chapter 3: The Circulatory System • P3/P4 Cycles Chapter 1,2: Life cycles of some animals, Life cycles of plants • P3/P4 Diversity Chapter 4: Fungi and bacteria 	

(Based on 2014 MOE Science syllabus)

辅廉小学
华文部 2021
小五基础上半年学习内容 (知识点)

课次	学习内容一览表 (知识点)
第一课 《到户外去》	<p><u>理解词语</u> 集合、出发、抬 (腿)、容易、终点、饿、饭菜、有趣、组成、 (吃) 光、一整天、极、虽然.....但、喜欢</p> <p><u>认认读读</u> 活动、冲凉、睡觉、起床、比赛、打扫、星期、参加、容易、饿、喜欢、饭菜</p> <p><u>句式</u> 虽然.....但</p>
第二课 《身体会说话》	<p><u>理解词语</u> 答案、代表、号码、适合、潮湿、明亮、电脑、累、担心、清楚、总是、小主人、爱护、健康</p> <p><u>认认读读</u> 爱护、眼睛、应该、趴、休息、手机、读书、明亮、电脑、清楚、担心、健康</p> <p><u>句式</u> 在句子的不同地方加入表示时间的词语。</p>

<p>第三课 《懂事的你》</p>	<p><u>理解词语</u> 根、去（皮）、中间、庆祝、安静、照顾、记得、一下子、懂事、兴奋、谈、七嘴八舌</p> <p><u>认认读读</u> 鸡蛋、黄瓜、油、鼻子、放、耳朵、庆祝、兴奋、一下子、安静、照顾、记得</p> <p><u>句式</u> 在句子中加上形容的词语，扩写句子。</p>
<p>形成性测试（一）：单元 1 至单元 3（测试的范围包括所属单元的词语）</p> <ul style="list-style-type: none"> • 语文理解与应用（语文应用、阅读理解一） 	

课次	学习内容一览表（知识点）
<p>第四课 《分享是快乐的》</p>	<p><u>理解词语</u> 注意、适合、熟食、汤、村子、煮、肉丸、喝、丰富、围观、告诉、感受</p> <p><u>认认读读</u> 爱心、食物、新鲜、青菜、水果、蛋糕、汤、煮、告诉、肉丸、喝、快乐</p> <p><u>句式</u> 在句子中加上形容的词语，扩写句子。</p>
<p>第五课 《我的东西找到了》</p>	<p><u>理解词语</u> 号码、丢失、认领、路人、刚才、大家、方向、数钱、感动、回来、发现</p>

	<p><u>认读读</u></p> <p>找、钱包、掉、捡、请、电话、路人、回来、交给、发现、刚才、大家</p> <p><u>句式</u></p> <p>在句子中加上表示时间和地方的词语，扩写句子。</p>
<p>第六课</p> <p>《一千桶水》</p>	<p><u>理解词语</u></p> <p>呼气、喷、水柱、体重、公斤、米、超过、没有、死、救、上涨、需要、赶紧、帮忙、随（着）、来来回回、满头大汗、挥、再见</p> <p><u>认读读</u></p> <p>动物、舌头、站、身体、飞机、体重、没有、救、需要、满头大汗、帮忙、再见</p> <p><u>句式</u></p> <p>如果.....就.....</p>
<p>第七课</p> <p>《和时间赛跑》</p>	<p><u>理解词语</u></p> <p>时间轴、世纪、网络、遍布世界、年代、灭绝、时间、常常、赛跑、完成、作业、过世、所有、一定、利用、永远、原来</p> <p><u>认读读</u></p> <p>发明、电灯、开始、生活、地球、时间、一定、常常、赛跑、作业、完成</p> <p><u>句式</u></p> <p>.....一定.....</p>
<p>形成性测试（二）：单元4至单元8（测试的范围包括所属单元的词语）</p> <ul style="list-style-type: none"> • 语文理解与应用（语文应用、阅读理解二） 	

**WOODLANDS RING PRIMARY SCHOOL
MALAY UNIT 2021
PRIMARY 5FML SEMESTER 1 TOPICS**

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
Unit 1 Menjadi Ketua Darjah	<p><u>Siapakah Yang Layak</u></p> <p>Kata Nama: Cikgu Hamdi, Nazrin, cermin mata, dinding, tingkap, murid pintu, meja kerusi</p>
	<p><u>Sabar dan Cekap</u></p> <p>Ayat Dasar: Subjek dan Predikat</p>
Unit 2 Mari Belajar Membaca	<p><u>Meminta Bantuan</u></p> <p>Kata Kerja: berdiri , menyanyi, duduk</p>
	<p><u>Menerima Maklumat</u></p> <p>Ayat: Ayat Aktif</p>
Unit 3 Jejak Budaya	<p><u>Gotong-royong</u></p> <p>Kata Adjektif: rajin , besar, lembut</p>

	<p><u>Indahnya Batik</u></p> <p>Ayat: Ayat Tanya, Ayat Penyata</p>
<p>Unit 4</p> <p>Kreatif Sungguh</p>	<p><u>Marilah Sertai Peraduan</u></p> <p>Kata Hubung: atau , dan , sambil, tetapi</p>
	<p><u>Teruskan Usaha</u></p> <p>Ayat: Ayat Majmuk</p>
	<p>Hasil Pembelajaran:</p> <ul style="list-style-type: none"> - menceritakan sesuatu perkara dan memberikan pendapat peribadi - menjana dan menyusun idea untuk membina pelbagai jenis teks dengan berurutan dan bertautan - bertukar-tukar idea, pendapat atau pandangan tentang sesuatu perkara dengan memberikan alasan yang sesuai - mengedit dan memperhalus teks dari segi bahasa, diksi, organisasi, urutan dan pertautan - menjelaskan maklumat dengan mengemukakan bukti yang wajar atau relevan - bertukar-tukar idea, pendapat atau pandangan yang membina dengan menggunakan bahasa yang betul secara formal dan tidak formal
<p>Review Paper 1: Unit 2 - 3</p> <p>- Penggunaan Bahasa dan Kefahaman</p>	
<p>Review Paper 2: Unit 3 - 4</p> <p>- Penggunaan Bahasa dan Kefahaman</p>	

WOODLANDS RING PRIMARY SCHOOL
TAMIL UNIT 2021
PRIMARY 5 FTL SEMESTER 1 TOPICS

Topics	Learning Outcomes (Knowledge)
5A தொகுதி 1 சமூகம்: சீனர்களின் பண்பாடும் விழாக்களும்	<ul style="list-style-type: none"> படங்களைப் பார்த்துப் பேச்சுத்தமிழில் பேசுவார்கள். பகுதியைக் குறில், நெடில் வேறுபாடு உணர்ந்து சரியாக உச்சரித்துத் தெளிவாகவும் சரளமாகவும் படிப்பார்கள். எழுவாய், பயனிலை, செயப்படுபொருள் ஆகியவற்றின் பயன்பாட்டைப் புரிந்துகொள்வார்கள்.
5A தொகுதி 2 குடும்பம்: பொறுப்புகளும் உரிமைகளும்	<ul style="list-style-type: none"> பகுதியைப் பொருளுணர்ந்து படிப்பதோடு சொற்களைச் சரியாக உச்சரித்தும் படிப்பார்கள். தங்கள் உரிமைகளையும் அவற்றுக்கான பொறுப்புகளையும் அறிந்துகொள்வார்கள். காலங்களின் பயன்பாட்டை அறிந்துகொள்வார்கள்.
5A தொகுதி 3 நான்: என்னைக் கவர்ந்தவர்கள்	<ul style="list-style-type: none"> பகுதியைச் சரியான உச்சரிப்போடு தெளிவாகவும் சரளமாகவும் படிப்பார்கள். தங்களைக் கவர்ந்த ஒருவரைப்பற்றி நண்பர்களோடு கலந்துரையாடிக் கருத்துப்பரிமாறிக்கொள்வார்கள். பெயரெச்சங்களையும் வினையெச்சங்களையும் சரியான முறையில் வாக்கியங்களில் பயன்படுத்த அறிவார்கள்.
5A தொகுதி 4 பள்ளி: மறக்கமுடியாத அனுபவங்களும் மனிதர்களும்	<ul style="list-style-type: none"> படங்களைப் பார்த்துப் பேச்சுத்தமிழில் பேசுவார்கள். பகுதியைப் படித்துப் புரிந்துகொள்வதோடு ல, ள, ழ ஒலி வேறுபாட்டை உணர்ந்து சரியாக உச்சரித்துத் தெளிவாகவும் சரளமாகவும் படிப்பார்கள். தங்கள் பள்ளியில் நிகழ்ந்த ஒரு சம்பவத்தைப்பற்றிக் கலந்துரையாடுவார்கள். ஆல், ஓடு, உடன் ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை உணர்ந்து படிப்பார்கள்.
5A தொகுதி 5 உலகம் பன்னாட்டுக் கலைகள்	<ul style="list-style-type: none"> அது, உடைய ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள். சூழலையொட்டிக் கலந்துரையாடுவார்கள்; பொருத்தமான சொற்களைப் பயன்படுத்தித் தம் கருத்தைக் கூறுவார்கள்.
Term 1 Review Paper 1: Unit 1 - 3 <ul style="list-style-type: none"> மொழியும் பண்பாடும் வாசிப்புக் கருத்தறிதல் 	
Term 2 Review Paper 2: Unit 1 - 5	

- வாசிப்புக் கருத்தறிதல்
- நடைமுறை சார்ந்த பனுவல்