

OODLANDS RING PRIMARY SCHOOL  
ENGLISH LANGUAGE DEPARTMENT 2021  
PRIMARY 6 SEMESTER 1 TOPICS

Term 1		
STELLAR Unit 1 (Theme: Wise Counsel)		Core Value: Respect
Weeks 1 to 3	Vocabulary	Grammar
	<p><b>1. Nouns</b> credit-ticket flexibility henchman/men planks</p> <p><b>2. Adjectives</b> humiliating rowdy</p> <p><b>3. Simile</b> as fast as light like the rocks in a river</p> <p><b>4. Idiom</b> at your fingertips to swing into action</p> <p><b><u>LANGUAGE FEATURES</u></b> Narratives in general have: a setting, characters, a plot or problem/solution, events, an ending</p>	<p><b>1. Punctuation:</b></p> <ul style="list-style-type: none"> <li>hyphen for some compounds: <i>great-grandfather, credit-ticket</i></li> <li>ellipsis for an unfinished sentence: "Get him ..." he growled.</li> </ul> <p><b>2. [Word Class]:</b> identify noun, pronoun, verb, adjective, adverb, preposition, connector, determiner, quantifier</p> <p><b>3. [Determiners]:</b> <i>more, a lot of, some, all, most, add in less, fewer</i></p> <p><b>4. Tenses:</b></p> <ul style="list-style-type: none"> <li>[simple present] for dialogue</li> <li>[simple past] for narration</li> </ul> <p><b>5. [conditional] and subjunctive:</b> <i>They call me names if I don't comply.</i> <i>If you do a good job...</i> <i>If I were big and strong, I wouldn't be afraid of BBC</i></p> <p><b>6. [Relative pronouns]:</b> <i>that garden which had stacks and stacks of soil; banyan tree where...; the payment (that/which) they deserved</i></p> <p><b>7. [Adverbs and adverbial phrases]:</b> <i>constantly, hesitantly, forlornly, finally, the moment the recess bell rang, by the time recess was over</i></p> <p><b>8. [Preposition collocations]:</b> <i>forget about, armed with, ask for/about, point to, pay off/for, bite into/off, run to/from, look at/for, yearn for</i></p> <p><b>9. Synthesis &amp; Transformation:</b> [changing direct speech to reported speech], using connectors such as "neither...nor", "either...or", "neither of" and "either of"</p>

[ ] For revision

Term 1		
STELLAR Unit 2 (Theme: Animal-man Partnership)		Core Value: Responsibility
Weeks 4 to 6	<b>Vocabulary</b>	<b>Grammar</b>
	<p><b>1. Nouns</b>  accelerants  aggression  laboratory  obstacle  professionals  scenarios  victims</p> <p><b>2. Adjectives</b>  humiliating  dreaded  rowdy  operational  reputable  sooty  sweltering</p> <p><b>3. Metaphor</b>  [metaphor]: <i>could see Bailey's eyes light up</i></p> <p><b><u>LANGUAGE FEATURES</u></b>  Information reports in general have:  - simple present tense for timeless facts  - an introduction  - description  - headings and sub-headings</p> <p>additional characteristics to above:  - an introductory and other paragraphs that are factual recounts and are in the past tense  - photographs with captions (use of additional media to help meaning for the reader.)</p>	<p><b>1. Nouns:</b> [apposition]: <i>Staff Sergeant Dan Qiong, the only female dog handler in the SCDF and ... let her dog, Bailey</i></p> <p><b>2. Tenses:</b></p> <ul style="list-style-type: none"> <li>• [simple present] for informational parts;</li> <li>• [present perfect] <i>SCDF has included ... since; may not have stabilized ... yet;</i></li> <li>• [simple past] for the factual recount parts</li> </ul> <p><b>3. Pronouns:</b> relative pronouns/ relative clauses: <i>who are rewarded with doggy treats; dogs are specific breeds (that are) certified by...</i></p> <p><b>4. Punctuation:</b></p> <ul style="list-style-type: none"> <li>• quotation marks for special words "<i>working dogs</i>", "<i>play drive</i>", "<i>sociability test</i>"</li> <li>• dash for more information –<i>adorable and friendly</i></li> <li>• hyphens in some compound words <i>three-and-a-half-year-old</i></li> <li>• brackets for abbreviations (SSG); (SCDF); (USAR)</li> <li>• semi-colon</li> </ul> <p><b>5. Synthesis &amp; Transformation:</b></p> <ul style="list-style-type: none"> <li>• [complex sentences] main clause plus relative clause that has a subject and verb but cannot alone as a sentence</li> <li>• changing passive voice to active voice</li> <li>• combining sentences using relative pronoun clauses</li> </ul>

[ ] For revision

Term 1		
STELLAR Unit 3 (Theme: Fight Against Piracy )		Core Value: Resilience
Weeks 7 to 10	Vocabulary	Grammar
	<p><b>1. Nouns</b>  crude oil  delicate ecosystem  paramount  pirate-infested  radar  representative  surveillance  technology</p> <p><b>2. Similes</b>  like flies to honey</p> <p><b>3. [Metaphor]</b>  pirate-infested</p> <p><b>4. Words to elicit specific emotions</b>  vicious, ruthless. pirate-infested, theft, threatened</p> <p><b><u>LANGUAGE FEATURES</u></b>  Arguments in general have:  - an introduction or statement of position  - a series of points to support the position statement  - a conclusion or restatement of position</p> <p><i>additional characteristics to above:</i>  - photographs with captions  - generalized participants (pirates vs ASEAN)  - technical terms (technology, radar, surveillance, SURPIC, etc)  - mostly timeless present tense with some past tense for historical perspective and present continuous for current ongoing actions.</p>	<p><b>1. Nouns:</b> Apposition: <i>SURPIC, a surface picture surveillance system...; Mr. Suda, a representative of the Japanese Foreign Ministry...; Straits of Malacca and Singapore, the world's most important sea lanes.</i></p> <p><b>2. Adjectives:</b>  [comparative/superlative adjectives]: <i>more vicious, most vicious (two-syllable words); most pirate-infested (three-syllable words)</i></p> <p><b>3. Verbs:</b>  [infinitives]: <i>are getting together <u>to stop</u>...; are using navy ships <u>to fight</u>...; shares information <u>to make</u> it easier...; piracy seems <u>to be</u> a big problem.</i></p> <p><b>4. Tenses</b>  [simple present] for information parts  [simple past] for narration  [present continuous] for actions happening at the moment of speech  [present perfect] Action that begins in the past and affects the present  [conditional]: <i>If there had been an accident, the crude oil <u>would have spilled</u> into the sea</i></p> <p><b>5. Punctuations:</b></p> <ul style="list-style-type: none"> <li>hyphen for some compounds: <i>modern-day, three-quarters, crew-less, pirate-infested, one-quarter, real-life.</i></li> <li>commas in a list: <i>Blangladesh, China, India, etc.</i></li> <li>dash (-) for more information: <i>...entire crew killed - after all, dead man tell no stories.</i></li> </ul> <p><b>6. Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>changing active voice to passive voice. <i>The same year, Singapore and Malaysia set up SURPIC. =&gt; The same year, SURPIC was set up by Singapore and Malaysia.</i></li> </ul>

Term 2		
STELLAR Unit 4 (Theme: Making Amends)		Core Value: Integrity
Weeks 1 to 3	Vocabulary	Grammar
	<p><b>1. Nouns</b> calculator court magazines rip-off shoplifter thieves</p> <p><b>2. Similes</b> as white as a potato tea tastes like he washes his socks in it</p> <p><b>3. [Metaphor]</b> secondary school costs heaps stomach felt heavy head felt hot and thick</p> <p><b><u>LANGUAGE FEATURES</u></b> Narratives in general have: - a setting - characters (vivid description from narrator and direct speech) - a plot or problem/solution - an ending</p> <p>additional characteristics to above: - conversational tone with clipped words and sentences of teenagers - use of literary language – similes and metaphors</p>	<p><b>1. Tenses:</b></p> <ul style="list-style-type: none"> <li>• [simple past] of narration; <i>Kayley <u>steals</u> things.</i></li> <li>• [<u>present perfect</u>] Action that begins in the past and affects the present. <i>Kayley <u>has stolen</u> in the past.</i></li> <li>• [past perfect] Action that began further back in time when the speaker is talking about the past incident. <i>Kayley <u>had stolen</u> the calculator before she met up with Jade.</i></li> <li>• [past perfect continuous] action that started in the past and continued up until another time in the past. <i>Kayley <u>had been stealing</u> things since she was in Primary 5.</i></li> </ul> <p><b>2. Modals:</b> <i>would</i> for typical past actions</p> <p><b>3. Connectors:</b> [Connectors]:wherever, whenever</p> <p><b>4. Sentence Structure:</b></p> <ul style="list-style-type: none"> <li>• [simple sentence] revise subject + verb + object (Direct and indirect)</li> <li>• [simple sentence] combining (revision of a variety of connectors)</li> </ul> <p><b>5. Punctuations:</b> dash for more information. <i>It's easy - everybody does it.</i></p> <p><b>6. Cohesion in text:</b></p> <ul style="list-style-type: none"> <li>• expanding clipped sentences in dialogue</li> <li>• combining sentences with [connectors] <i>wherever, whenever</i></li> <li>• <i>would</i> used for typical past actions</li> <li>• cohesion: organization of ideas/ changing the ending/ comparing characters</li> </ul>

Term 2		
STELLAR Unit 5 (Theme: War Heroes)		Core Value: Respect and Integrity
Weeks 4 to 6	Vocabulary	Grammar
	<p><b>1. Nouns</b> collective nouns: <i>army, regiment, platoon</i> (see subject/verb agreement)</p> <p><b>2. Adjectives</b> adjectives to describe the battle and conditions: <i>ferocious, intense, brave, heavy, determined, attacking, ingenious, fatal</i></p> <p>[postpositive adjective] <i>something unusual</i></p> <p><b><u>LANGUAGE FEATURES</u></b> Recounts in general have: - orientation as to who was involved, where and when the events took place - events with details to help the reader visualise what happened and how - justification /reasons for the events/decisions - personal comment (more appropriate for personal and literary recounts than in purely actual recounts such as a news item, police report, eyewitness account).</p> <p>additional characteristics to above: - a text box to make the military group terms clearer to the reader - <i>translations of Malay phrases and place names</i></p>	<p><b>1. Verbs:</b> subject/verb agreement for collective nouns: <i>army, regiment, platoon</i></p> <p><b>2. Tense:</b> [simple past]/ [past perfect] <i>had retreated, had conquered, etc.</i></p> <p><b>3. Adverbs:</b> adverbs of manner: <i>seriously, silently</i></p> <p><b>4. Sentence Structure:</b> changing passives to active voice and vice versa</p> <p>deconstructing <u>compound sentences</u> - E.g. <i>He gave no thought for himself but ordered his men to continue fighting.</i></p> <p><b>5. Punctuations:</b> hyphen in some compounds e.g. <i>18-year old Adnan</i></p> <p><b>6. Cohesion in text:</b> cohesion: organising information using time phrases, actual dates and main ideas in paragraphs</p>

Term 2		
STELLAR Unit 6 (Theme: Family Bonds)		Core Value: Care
Weeks 7 to 10	Vocabulary	Grammar
	<p><b>1. Nouns</b> procession siblings</p> <p><b>2. Adjectives</b> adopted biological bleary-eyed burly domestic edible elegant sullen obvious smugly</p> <p><b>3. [Similes]</b> <i>looked like six sardines packed in a can; crumpled like her heart; like the bag of marbles</i></p> <p><b>4. [Metaphor]</b> <i>breeze curled its way around her; breeze seemed to whisper an apology; the flood of questions she had; the secrets leaked out; swallowed her questions</i></p> <p><b><u>LANGUAGE FEATURES</u></b> Narratives in general have: a setting, characters (vivid description from narrator and direct speech), a plot or problem/solution, events, an ending Additional characteristics to above: - a third person narrator</p>	<p><b>1. Time/tense/aspect</b></p> <ul style="list-style-type: none"> <li>[simple present] for dialogue</li> <li>[simple past] for narration</li> <li>[past perfect]: <i>had seen; had been kind, had raised; had sent</i></li> </ul> <p><b>2. [Modals]</b></p> <ul style="list-style-type: none"> <li><i>would</i> for a typical action <i>She would call out every afternoon; they would chant in unison</i></li> <li><i>could/would/might</i> in reported speech</li> </ul> <p><b>3. [Punctuation]</b></p> <ul style="list-style-type: none"> <li>dash for more information - <i>a girl called Rapih...</i></li> <li>[quotation marks] for thoughts rather than direct speech</li> </ul> <p><b>4. [Complex sentences]</b></p> <ul style="list-style-type: none"> <li>[relative clauses]: <i>the prim and proper one who lined up the folds of her skirt; group of children who loved playing masak-masak; they too discovered that they had been adopted; family that had suddenly grown...</i></li> </ul> <p><b>5. Synthesis &amp; Transformation:</b> [<i>changing direct speech to reported speech and combining sentences</i>]</p>

**WOODLANDS RING PRIMARY SCHOOL  
MATHEMATICS DEPARTMENT 2021  
PRIMARY 6 (STANDARD) SEMESTER 1 TOPICS**

Topics	Learning Outcomes
<b>Algebra</b>	<ul style="list-style-type: none"> <li>• Using letters to represent numbers</li> <li>• Represent, interpret and write simple algebraic expressions in one variable such as <math>y \pm 2</math>, <math>6 \pm y</math>,</li> <li>• <math>y + y</math>, <math>3y</math>, <math>\frac{y}{2}</math>, <math>\frac{3+y}{5}</math>, <math>\frac{3-y}{5}</math></li> <li>• Evaluate simple algebraic expressions by substitution</li> <li>• Simplify algebraic expressions in one variable</li> <li>• Solve word problems involving algebraic expressions</li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• Divide a whole number / proper fraction by a proper fraction without using calculators</li> <li>• Divide a proper fraction by a whole number without calculator</li> <li>• Solve word problems using the four operations</li> </ul>
<b>Ratio</b>	<ul style="list-style-type: none"> <li>• Relationship between fractions and ratio</li> <li>• Finding the whole /one part when the whole is divided into parts in a given ratio</li> <li>• Compare ratio</li> <li>• Solve word problems involving changing ratio</li> </ul>
<b>Continual Assessment 1</b> <ul style="list-style-type: none"> <li>- Algebra</li> <li>- Fractions</li> <li>- Ratio</li> <li>- Solve problems involving a combination of concepts and skills</li> <li>- Selected previous year's topics</li> </ul>	

Topics	Learning Outcomes
<b>Percentage</b>	<ul style="list-style-type: none"> <li>Finding the whole given a part and the percentage</li> <li>Finding percentage increase and decrease</li> <li>Solve word problems involving percentage</li> </ul>
<b>Circles</b>	<ul style="list-style-type: none"> <li>Identify the radius, diameter and circumference of a circle</li> <li>Finding circumference of circles</li> <li>Find the area and perimeter of figure made up of semicircle and quarter circle</li> <li>Find the area and perimeter of a figure made up of some of the following shapes: rectangles, square, triangle, semicircle and quadrant</li> </ul>
<b>Angles in Geometric Figure</b>	<ul style="list-style-type: none"> <li>Find unknown angles in geometric figures using the properties of               <ul style="list-style-type: none"> <li>(a) triangles</li> <li>(b) four-sided figures (square, rectangle, parallelogram, rhombus and trapezium)</li> </ul> </li> </ul>
<b>Semestral Assessment 1</b> <ul style="list-style-type: none"> <li>Algebra</li> <li>Fractions</li> <li>Ratio</li> <li>Percentage</li> <li>Circles and composite figures</li> <li>Angles in Geometric Figure</li> <li>Selected previous year's topics</li> </ul>	
Topics	Learning Outcomes
<b>Solid Figures and Nets</b>	<ul style="list-style-type: none"> <li>Identify and draw 2D representation of solid figures</li> <li>Identify the nets of 3D solids</li> <li>Identify the solid which can be form by a given net</li> </ul>



**WOODLANDS RING PRIMARY SCHOOL  
SCIENCE DEPARTMENT 2021  
PRIMARY 6 STANDARD SEMESTER 1 TOPICS**

Topic	Learning Outcomes
P6 Energy, Chapter 1 - Energy in food	<ul style="list-style-type: none"> <li>• State that living things need energy to carry out life processes.</li> <li>• Show an understanding that living things get energy from food.</li> <li>• State the conditions and products of photosynthesis.</li> <li>• Describe what happens during the process of photosynthesis.</li> <li>• Trace the energy pathway from the Sun to plants and animals.</li> </ul>
P6 Energy, Chapter 2 - Forms and uses of energy	<ul style="list-style-type: none"> <li>• Differentiate between the different forms of energy.</li> <li>• Identify the different forms of energy and recognise their uses.</li> <li>• Understand the conversion of energy from one form to another.</li> </ul>
P3/P4 Revision Interactions Chapter 1,2: - Magnets and their characteristics  - Making magnets	<ul style="list-style-type: none"> <li>• State that magnets come in different shapes and sizes.</li> <li>• State that magnets are made of iron or steel.</li> <li>• State that without touching the object, a magnet can attract (pull) or repel (push) the object.</li> <li>• Show an understanding that magnets attract only magnetic materials.</li> <li>• Differentiate between magnetic and non-magnetic materials.</li> <li>• Infer that not all metals are magnetic and that all non-metals are non-magnetic.</li> <li>• Recognise that a magnet has two poles called the North and South poles.</li> <li>• State that the two poles of a magnet have the strongest attraction.</li> <li>• Recognise that like (same) poles of two magnets repel each other and unlike (opposite) poles attract.</li> <li>• Observe that a magnet, when freely suspended, will always come to rest in the North-South direction.</li> </ul>

Topic	Learning Outcomes
P3/P4 Revision Cycles Chapter 1, 2 <ul style="list-style-type: none"> <li>- Life cycles of some animals</li> <li>- Life cycles of plants</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that a cycle is a repeated pattern of change</li> <li>• Show an understanding that all living things go through a life cycle</li> <li>• Recognise that living things reproduce and have young</li> <li>• Recognise that animals change and go through stages in their life cycles</li> <li>• Show an understanding that the young go through a similar life cycle as their parents</li> <li>• Identify and describe the stages in the life cycles of a chicken, a frog, a cockroach and a grasshopper</li> <li>• Recognise the similarities and differences in the three-stage life cycles of a chicken, frog, cockroach and grasshopper</li> <li>• Identify and describe the stages in the life cycles of a butterfly, a mosquito and a beetle</li> <li>• Recognise the similarities and differences in the four-stage life cycles of a butterfly, a mosquito and a beetle</li> <li>• Differentiate between a three-stage and a four-stage life cycle.</li> <li>• Identify the stages in the life cycle of a plant grown from seeds</li> <li>• Observe and compare the life cycles of plants grown from seeds over a period of time</li> <li>• 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</li> </ul>
P3/P4 Revision Cycles Chapter 3 <ul style="list-style-type: none"> <li>- Matter</li> </ul>	<ul style="list-style-type: none"> <li>• State that matter is anything that has mass and occupies space.</li> <li>• Differentiate between the three states of matter (solid, liquid, gas) in terms of shape and volume.</li> <li>• Properties of Solid, Liquid and Gas</li> <li>• Measure mass and volume using appropriate apparatus.</li> </ul>
P6 Energy, Chapter 3 <ul style="list-style-type: none"> <li>- Sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some examples of the various sources of energy and their uses.</li> <li>• Recognise that the Sun is the main source of energy.</li> <li>• Understand the need and importance of using energy wisely in daily life.</li> </ul>

Topic	Learning Outcomes
<p>P3/P4 Revision Systems Chapter 1, 2</p> <ul style="list-style-type: none"> <li>- Your amazing body as a system</li> <li>- Plants and their parts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what a system is.</li> <li>• Recognise that each part of a system has a certain function.</li> <li>• Recognise that some systems are man-made, while some are found in nature.</li> <li>• Recognise that a living thing is a system made up of many parts that work together to keep the living thing alive.</li> <li>• List some organ systems in the human body and state their functions.</li> <li>• State the major parts in each organ system.</li> <li>• Recognise that for the body to function well, all the organ systems in the body must work together.</li> <li>• Recognise that the food we eat has to be broken down to simple substances for the body to use.</li> <li>• Recognise that digestion is the process where food is chewed then broken down into simple substances by the organs in the digestive system.</li> <li>• List the five major organs in the digestive system (mouth, gullet, stomach, small intestine and large intestine) and describe their functions.</li> <li>• Recognise that a plant is a system.</li> <li>• Appreciate that most plants have the same basic parts.</li> <li>• Identify the parts of a plant (leaves, stem and roots).</li> <li>• State the functions of leaves, stem and roots.</li> <li>• Appreciate that plant parts work together for the plant to grow well.</li> </ul>
<p>P5 Revision Cycles Chapter 3,4</p> <ul style="list-style-type: none"> <li>- Water &amp; Changes of States</li> <li>- The Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• List examples of water in each of its three states.</li> <li>• Recognise that a change in state can occur when water gains or loses heat.</li> <li>• State the freezing point of water, melting point of ice and boiling point of water.</li> <li>• Describe the changes of states that take place during freezing, melting, condensation, boiling and evaporation.</li> <li>• Identify the similarities and differences between boiling and evaporation.</li> <li>• Investigate the factors that affect the rate of evaporation.</li> <li>• Describe the water cycle with the help of a diagram.</li> <li>• Relate evaporation and condensation to the roles they play in the water cycle.</li> <li>• Recognise that the water cycle ensures a constant supply of fresh water on Earth.</li> <li>• Identify the roles of water in the functions carried out by different human body systems.</li> </ul>

Topic	Learning Outcomes
<p>P5 Revision Systems, Chapter 5,6 - Electrical Systems - Using Electricity</p>	<ul style="list-style-type: none"> <li>• Recognise that an electric circuit is an electrical system because it is made up of components that work together, where each has its own function.</li> <li>• Identify the different components of an electric circuit and relate them to their function(s).</li> <li>• Differentiate between a closed circuit and an open circuit.</li> <li>• Observe that an electric current flows only when an electric circuit is closed.</li> <li>• Recognise that an electrical conductor is a material that allows electric current to flow through it.</li> <li>• Recognise that an electrical insulator is a material that does not allow electric current to flow through it.</li> <li>• Classify different materials as electrical conductors or insulators.</li> <li>• Draw circuit diagrams using the symbols of electrical components, such as a battery, wire, switch and bulb.</li> <li>• Construct simple electric circuits based on circuit diagrams.</li> <li>• Recognise that a series connection of batteries involves connecting the positive terminal of one battery to the negative terminal of another battery.</li> <li>• Investigate how the number of batteries in an electric circuit can affect the brightness of a bulb.</li> <li>• Recognise that a series connection of bulbs involves connecting the bulbs one after another.</li> <li>• Investigate how the number of bulbs in an electric circuit can affect their brightness.</li> <li>• Recognise that a parallel connection of bulbs involves connecting the bulbs such that an electric current flows along separate paths to each bulb.</li> <li>• Investigate how the arrangement of bulbs in an electric circuit can affect their brightness.</li> <li>• Investigate which arrangement of bulbs in an electric circuit allows the bulbs to work independently of one another.</li> <li>• List the factors that affect the brightness of a bulb in an electric circuit.</li> <li>• Recognise the need to conserve electricity.</li> <li>• List ways in which one can help to conserve electricity.</li> <li>• Recognise that electricity can cause harm if not used with care.</li> <li>• List ways in which one can use electricity safely.</li> </ul>
<p>P3/P4 Revision Energy Chapter 1 - Light and shadows</p>	<ul style="list-style-type: none"> <li>• Recognise that light is a form of energy.</li> <li>• Identify sources of light.</li> <li>• Recognise that the Sun is our main source of light during the day.</li> <li>• State that we need light in order to see.</li> <li>• Infer that objects can be seen if they can reflect light.</li> <li>• Identify and differentiate between materials that: allow light to pass through; allow some light to pass through; allow no light to pass through.</li> <li>• Measure light using a light sensor that is connected to a data logger.</li> <li>• Explain how a shadow is formed.</li> <li>• Relate the shapes and sizes of shadows to the positions of the object and the light source.</li> </ul>

Topic	Learning Outcomes
P3/P4 Revision Energy Chapter 2 - Heat and temperature	<ul style="list-style-type: none"> <li>• State that heat is a form of energy that makes things hot.</li> <li>• Identify and list some common sources of heat.</li> <li>• Recognise that the Sun is our main source of heat.</li> <li>• State that temperature is a measure of how hot something is.</li> <li>• State that the unit of temperature is degree Celsius (<math>^{\circ}\text{C}</math>).</li> <li>• Recognise that a thermometer is used to measure temperature and different types of thermometers are used for different purposes.</li> <li>• Describe the steps to follow in reading a thermometer.</li> <li>• Measure temperature using a thermometer or a heat sensor connected to a data logger.</li> <li>• Differentiate between heat and temperature.</li> <li>• Relate the change in temperature of an object to the gain or loss of heat by the object.</li> <li>• Show an understanding that heat flows from a hotter to a colder object until both reach the same temperature.</li> <li>• Show an understanding that heat gain and heat loss can cause a change in state of a solid, a liquid and a gas.</li> <li>• Recognise that expansion is an effect of heat gain and contraction an effect of heat loss.</li> <li>• Relate an increase in volume to expansion.</li> <li>• Relate a decrease in volume to contraction.</li> <li>• Recognise that the three states of matter can expand or contract.</li> <li>• Recognise the effects of expansion and contraction around us.</li> <li>• Recognise that some materials allow heat to flow through easily while others do not.</li> <li>• Identify good and poor conductors of heat.</li> </ul>
<b>CA1 (Term 1, Week 9)</b> <ul style="list-style-type: none"> <li>• P6 Energy Chapter 1: Energy in food</li> <li>• P6 Energy Chapter 2: Forms and uses of energy</li> <li>• P6 Energy Chapter 3: Sources of energy</li> <li>• P5 Cycle Chapter 4&amp;5: (5 processes)</li> <li>• P5 System Chapter 5,6: (Electricity)</li> <li>• P3 Interactions Chapter 1,2: Magnets &amp; their characteristics, Making magnets</li> <li>• P3 Cycles Chapter 1,2: Life cycles of some animals, Life cycles of plants</li> <li>• P4 Cycles Chapter 3: Matter</li> <li>• P4 Energy Chapter 1, 2 (Heat &amp; Light)</li> <li>• P3/P4 Systems Chapter 1,2: Your amazing body as a system, Plants &amp; their parts</li> </ul>	

Topic	Learning Outcomes
P6 Interactions Chapter 1 Forces	<ul style="list-style-type: none"> <li>• State that a force is a push or a pull.</li> <li>• Identify the forces observed in our daily activities as a push or a pull.</li> <li>• Show an understanding of the effects of forces on an object.</li> <li>• Identify the different types of forces — frictional force, elastic spring force, gravitational force and magnetic force.</li> <li>• Describe frictional force as a force that opposes motion and is produced when two surfaces are in contact.</li> <li>• Investigate the effects of frictional force on the movement of objects.</li> <li>• Recognise that frictional force can be useful or harmful.</li> <li>• Show an understanding that elastic spring force is a force that causes an elastic object to return to its original shape, after it has been stretched or compressed.</li> <li>• Observe that a larger pulling force on a spring causes it to extend more.</li> <li>• Describe gravitational force as the force of attraction between objects.</li> <li>• Recognise that the gravitational force between objects and the Earth causes the objects to have weight.</li> <li>• Describe magnetic force as the force exerted by magnets.</li> </ul>

Topic	Learning Outcomes
<p>P3/P4 Revision Diversity Chapter 1,2,3,4,5: - Classification : Living and non-living things - Plants - Animals - Fungi and bacteria - Exploring Materials</p>	<ul style="list-style-type: none"> <li>• Recognise that there is a variety of living and non-living things in the world</li> <li>• Describe and explain the characteristics of living things: need air, water and food to stay alive, grow, respond to changes around them, reproduce</li> <li>• Recognise some broad groups of living things: plants (flowering, non-flowering), animals (amphibians, birds, fish, insects, mammals, reptiles), fungi (mould, mushroom, yeast) and bacteria</li> <li>• Observe and classify a variety of living and non-living things and infer differences between them.</li> <li>• Recognise that plants are living things.</li> <li>• Recognise that a variety of plants can be found in many places.</li> <li>• Classify plants into flowering or non-flowering plants.</li> <li>• Identify the basic parts of a plant.</li> <li>• Identify and describe the roots, stem, leaves, flowers and fruits of some plants.</li> <li>• Classify plants based on the similarities and differences in their parts.</li> <li>• Explain why plants are important.</li> <li>• Recognise that animals are living things.</li> <li>• Recognise that there is a diversity of animals.</li> <li>• Classify animals based on similarities and differences in common observable characteristics.</li> <li>• State and describe the characteristics of some groups of animals (amphibians, birds, fish, insects, mammals and reptiles).</li> <li>• State why animals are important.</li> <li>• Describe the characteristics of fungi.</li> <li>• List examples of fungi.</li> <li>• Recognise that fungi come in various sizes.</li> <li>• State how some fungi are useful, while others are harmful.</li> <li>• State how fungi obtain food.</li> <li>• State where fungi can be found.</li> <li>• State how fungi reproduce.</li> <li>• Describe the characteristics of bacteria.</li> <li>• Recognise that bacteria are microorganisms.</li> <li>• State how some bacteria are useful, while others are harmful.</li> <li>• State where bacteria can be found.</li> <li>• State how bacteria obtain food.</li> </ul>

Topic	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Recognise that there is a wide variety of materials.</li> <li>• Identify some common types of materials such as wood, glass, rubber, metals, ceramics, fabrics and plastics.</li> <li>• Recognise that objects can be classified based on the materials they are made of.</li> <li>• State the different properties of materials.</li> <li>• State the ways to test the properties of materials.</li> <li>• Compare materials based on their physical properties.</li> <li>• Observe a material and describe its properties.</li> <li>• Relate the properties of materials to their uses.</li> <li>• Identify the appropriate materials to use to make different objects based on what the objects are used for.</li> </ul>
P6 Interactions Chapter 2 Living Together	<ul style="list-style-type: none"> <li>• Identify the factors of an environment that affect the survival of living things. <ul style="list-style-type: none"> <li>- Light</li> <li>- Temperature</li> <li>- Air</li> <li>- Water</li> <li>- Availability of food</li> <li>- Other kinds of living things</li> </ul> </li> <li>• Show an understanding that the factors of an environment affect different living things differently.</li> <li>• Differentiate between the terms organism, population, habitat and community.</li> <li>• Recognise that an organism is a living thing.</li> <li>• Show an understanding that a population is a group of organisms of the same kind, which live together and reproduce in a particular place.</li> <li>• Recognise that a habitat is the place where an organism lives.</li> <li>• Recognise that habitats provide organisms with food, water, air, space, shelter and protection.</li> <li>• Show an understanding that a community consists of all the different populations of organisms, which live together in a habitat.</li> <li>• Recognise that different habitats support different communities, such as the seashore, mangrove swamp, pond, field, garden and tree communities.</li> <li>• Show an understanding that the factors of the environment in a habitat are unique.</li> <li>• Recognise that all the populations living in a habitat are interdependent for survival.</li> </ul>



Topic	Learning Outcomes
P3/P4 Revision Energy Chapter 1 - Light and shadows	<ul style="list-style-type: none"> <li>• Recognise that light is a form of energy.</li> <li>• Identify sources of light.</li> <li>• Recognise that the Sun is our main source of light during the day.</li> <li>• State that we need light in order to see.</li> <li>• Infer that objects can be seen if they can reflect light.</li> <li>• Identify and differentiate between materials that: allow light to pass through; allow some light to pass through; allow no light to pass through.</li> <li>• Measure light using a light sensor that is connected to a data logger.</li> <li>• Explain how a shadow is formed.</li> <li>• Relate the shapes and sizes of shadows to the positions of the object and the light source.</li> </ul>
P3/P4 Revision Energy Chapter 2 - Heat and temperature	<ul style="list-style-type: none"> <li>• State that heat is a form of energy that makes things hot.</li> <li>• Identify and list some common sources of heat.</li> <li>• Recognise that the Sun is our main source of heat.</li> <li>• State that temperature is a measure of how hot something is.</li> <li>• State that the unit of temperature is degree Celsius (<math>^{\circ}\text{C}</math>).</li> <li>• Recognise that a thermometer is used to measure temperature and different types of thermometers are used for different purposes.</li> <li>• Describe the steps to follow in reading a thermometer.</li> <li>• Measure temperature using a thermometer or a heat sensor connected to a data logger.</li> <li>• Differentiate between heat and temperature.</li> <li>• Relate the change in temperature of an object to the gain or loss of heat by the object.</li> <li>• Show an understanding that heat flows from a hotter to a colder object until both reach the same temperature.</li> <li>• Show an understanding that heat gain and heat loss can cause a change in state of a solid, a liquid and a gas.</li> <li>• Recognise that expansion is an effect of heat gain and contraction an effect of heat loss.</li> <li>• Relate an increase in volume to expansion.</li> <li>• Relate a decrease in volume to contraction.</li> <li>• Recognise that the three states of matter can expand or contract.</li> <li>• Recognise the effects of expansion and contraction around us.</li> <li>• Recognise that some materials allow heat to flow through easily while others do not.</li> <li>• Identify good and poor conductors of heat.</li> </ul>

Topic	Learning Outcomes
P5 Revision Cycles Chapter 3, 4 - Water & Changes of States - The Water Cycle	<ul style="list-style-type: none"> <li>• List examples of water in each of its three states.</li> <li>• Recognise that a change in state can occur when water gains or loses heat.</li> <li>• State the freezing point of water, melting point of ice and boiling point of water.</li> <li>• Describe the changes of states that take place during freezing, melting, condensation, boiling and evaporation.</li> <li>• Identify the similarities and differences between boiling and evaporation.</li> <li>• Investigate the factors that affect the rate of evaporation.</li> <li>• Describe the water cycle with the help of a diagram.</li> <li>• Relate evaporation and condensation to the roles they play in the water cycle.</li> <li>• Recognise that the water cycle ensures a constant supply of fresh water on Earth.</li> <li>• Identify the roles of water in the functions carried out by different human body systems.</li> </ul>
<b>SA1 (Term 2 Week 8)</b> <ul style="list-style-type: none"> <li>• P6 Energy, Chapter 1,2, 3: Energy in food, Forms and uses of energy, Sources of energy</li> <li>• P6 Interactions Chapter 1,2: Forces, Living Together</li> <li>• P3/P4 Diversity Chapter 1,2,3,4,5: Classification- Living and non-living things, Plants, Animals, Fungi and bacteria, Exploring Material</li> <li>• P3/P4 Interactions Chapter 1,2: Magnets &amp; their characteristics, Making magnets</li> <li>• P3/P4 Cycles Chapter 1,2: Life cycles of some animals, Life cycles of plants</li> <li>• P3/P4 Cycles Chapter 3: Matter</li> <li>• P3/P4 Systems Chapter 1,2: Your amazing body as a system, Plants &amp; their parts</li> <li>• P3/4 Energy Chapter 1,2: Light and shadows, Heat and temperature</li> <li>• P5 Cycles Chapter 3, 4: Water &amp; Changes of States, The Water Cycle</li> </ul>	
P6 Interactions Chapter 3 Food Chains & Food Webs	<ul style="list-style-type: none"> <li>• State how organisms obtain their energy.</li> <li>• Show an understanding that a producer can make its own food.</li> <li>• Show an understanding that a consumer cannot make its own food, so it eats other living things for food.</li> <li>• Differentiate between a predator and a prey.</li> <li>• Show an understanding that a food chain shows the food relationship between different organisms.</li> <li>• Construct a food chain.</li> <li>• Show an understanding that a food web is made up of food chains that are interconnected.</li> <li>• Construct a food web.</li> <li>• Recognise that the populations of all the producers and consumers in a food chain or food web affect one another.</li> </ul>

Topic	Learning Outcomes
P6 Interactions Chapter 4 Adaptations	<ul style="list-style-type: none"> <li>• Recognise that adaptations are special characteristics that help organisms to survive in their natural habitats.</li> <li>• Differentiate between structural adaptations and behavioural adaptations.</li> <li>• Show an understanding that structural adaptations are special parts an organism has that help it to survive in its natural habitat.</li> <li>• Show an understanding that behavioural adaptations are special ways an organism behaves to help it to survive in its natural habitat.</li> <li>• Identify a structural adaptation.</li> <li>• Identify a behavioural adaptation.</li> <li>• Describe some adaptations of organisms that serve to enhance the organisms' survival in their environments, such as:               <ul style="list-style-type: none"> <li>- extreme temperatures</li> <li>- breathing underwater</li> <li>- moving</li> <li>- living in dark environments</li> <li>- obtaining sunlight</li> <li>- catching prey</li> <li>- protecting against predators</li> <li>- reproducing</li> </ul> </li> </ul>

(Based on 2014 MOE Science syllabus)

小六华文上半年学习内容 ( 知识点 )

课次	学习内容一览表 ( 知识点 )
<b>第一课</b> <b>《加油！加油！》</b>	<p><b>识读字词</b></p> <p>克服、锻炼、测验、严格、勤奋、懒惰、计划、临时、访谈、压力、战胜、要求、目标、动力、面对、托（起）、鲜艳、滴（进）、埋、暴雨、狂风、榜样、凉风习习、吸引、顽强、柔弱、一连串、疑问、生命力、烈日当空、坚强、打动、望（着）</p> <p><b>识写字</b></p> <p>压、克、梦、勤、复、计、划、勇、景、引、颜、阵、棒</p> <p><b>句式</b></p> <p>加上“不仅……而且……”表示意思更进一层[改写]</p>
<b>第二课</b> <b>《祖孙情》</b>	<p><b>识读字词</b></p> <p>祖孙、牵、促进、家庭、和谐、拨打、智能手机、闯关、祖父母节、一系列、目的、发扬、轮椅、儿童推车、方便、详情、贴心、热心、讲座、共同、制作、走猫步、时装秀、家有一老，如有一宝、经验、分享会、倾斜、迅速、踩（着）、笑咪咪、呀、遮风挡雨、嘴唇、回忆、招手、积水、密密的、怀(里)、抖动、泪光、充满、无限、温情、美好</p> <p><b>识写字</b></p> <p>孙、趣、解、贴、共、陪、斜、踩、歪、咪、换、挡、忆</p> <p><b>句式</b></p> <p>用“总是”表示一直这样[改写]</p>

<p><b>第三课</b> <b>《美食小侦探》</b></p>	<p><u>识读字词</u> 清蒸、脆、煎、赠送、咸菜、粥、海鲜、清炒、马来风光、半价、消费、（一）盘、皮蛋、米粒、模仿、 例如、毒、财主、争夺、彼此、使劲、伟大、智慧、熟练、灵巧、玉石、据说、检验、关于、团结、财产、 不费吹灰之力、无法、力量、西方（国家）、体现</p> <p><u>识写字</u> 炸、烤、苗、盘、瘦、汁、粒、除、例、争、断、伟</p> <p><u>句式</u> 用“例如”来举例说明[改写]</p>
<p><b>第一学段测试：单元 1 至单元 3（测试的范围包括所属单元的词语）</b></p> <ul style="list-style-type: none"> <li>• 语文理解与应用</li> </ul>	

课次	学习内容一览表（知识点）
<p><b>第四课</b> <b>《宝贵的礼物》</b></p>	<p><u>识读字词</u> 珍珠、项链、货、便宜、质量、销售、损坏、修理、首页、热卖、商品、电器、打折、母亲节、首选、原价、 购物车、价钱、行李箱、旅行、必备、附带、条件、促销、顾客、（一）套、（一）趟、匆匆、打扰、普通、趁、慈祥、 购物中心、衣领、洗手间、神色、慌张、脸色、糊涂、心意、保安、反而、也许、改过自新</p> <p><u>识写字</u> 价、货、宜、量、修、理、套、趟、弯、腰、随、示、趁、反</p> <p><u>句式</u> 用“也许”表示不很肯定[改写]</p>

<p><b>第五课</b> <b>《小故事，大道理》</b></p>	<p><u>识读字词</u> 选择、讲述、呈现、方式、创意、肥、性别、华语、表达、能力、培养、题目、奖励、（一至三）等、奖金、分别、先生、小姐、肥皂泡、表格、姓名、中（中文）、出生、贪财、砸碎、镇上、铁锤、聋、糟糕、捂（住）、塞（住）、捞、成语、（一）户、人家、院子、铜（钟）、值钱、一窝蜂、消失、欺骗、船夫、记号、简直、解决、方法</p> <p><u>识写字</u> 达、创、肥、垃、圾、铃、院、搬、碎、笨、逃、袋、靠、忍</p> <p><u>句式</u> 加上“明明”表示情况明显是这样[改写]</p>
<p><b>第六课</b> <b>《精彩三国》</b></p>	<p><u>识读字词</u> 对抗、忠诚、杰出、品德、长江、英俊、帅气、妒忌、时期、联合、人才、赞赏、大将、及、文武双全、才能、箭、甘愿、受罚、拖延、罪、催、雾、绳子、射、神机妙算、佩服、表面、主意、为难、交战、同意、一言为定、遮盖、任何、动静、对岸、靠近、出兵、掉转、火冒三丈、上当</p> <p><u>识写字</u> 杰、俊、帅、议、够、愿、罚、必、须、盖、催、躲、妙</p> <p><u>句式</u> 用“像……一样”让句子更生动[改写]</p>
<p><b>年中考试：单元 1 至单元 6（测试的范围包括所属单元的词语）</b></p> <p>（一）听力考试</p> <p>（二）口试</p> <p>（三）语文理解与应用</p> <p>（四）作文</p>	

小六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 )
<b>第一课</b> <b>《加油！加油！》</b>	<p><b>识读字词</b></p> <p>访谈、压力、克服、战胜、锻炼、测验、严格、要求、勤奋、懒惰、目标、临时、抱佛脚、动力、面对、石缝、每逢、凉风习习、岩石、吸引、吸收、鲜艳、耀眼、托 ( 起 )、优雅、扎 ( 根 )、顽强、柔弱、一连串、疑问、滴 ( 进 )、埋、生命力、烈日当空、暴雨、不屈不挠、坚强、打动、凭 ( 着 )、意志、榜样</p> <p><b>识写字</b></p> <p>克、锻、炼、梦、格、勤懒、惰、艳、弱、产、坚、恶、志、榜</p> <p><b>句式</b></p> <p>加上“不仅……而且……”表示意思更进一层[改写]</p>
<b>第二课</b> <b>《祖孙情》</b>	<p><b>识读字词</b></p> <p>祖孙、牵、祖父母节、一系列、目的、发扬、美德、促进、家庭、轮椅、儿童推车、方便、拨打、详情、贴心、热心、讲座、智能手机、基础、制作、走猫步、时装秀、闯关、家有一老，如有一宝、经验、分享会、倾斜、招手、一蹦一跳、迅速、挽 ( 起 )、踩 ( 着 )、积水、密密的、灰蒙蒙、笑咪咪、呀、疑惑、笑而不语、惊讶、脸色、苍白、怀(里)、遮风挡雨、嘴唇、抖动、闪 ( 着 )、泪光、充满、无限、温情</p> <p><b>识写字</b></p> <p>孙、牵、促、庭、拨、倾、斜、踩、歪、眯、透、换、撑</p> <p><b>句式</b></p>

	用“总是”表示一直这样[改写]
<b>第三课</b> <b>《美食小侦探》</b>	<b>识读字词</b> 海鲜、清蒸、脆、清炒、煎、马来风光、半价、消费、赠送、（一）盘、咸菜、皮蛋、粥、熟练、米粒、灵巧、长期、头脑、敏捷、传说、黄河、河道、堵塞、引发、水灾、模仿、例如、玉石、据说、检验、毒、关于、财主、争夺、财产、不费吹灰之力、使劲、彼此、西方（国家）、敲击、五花八门、收藏、艺术品、亲朋好友、一辈子、伟大、体现、智慧  <b>识写字</b> 蒸、脆、烤、苗、煎、酸、瘦、科、模、仿、除、例、劲、硬、伟  <b>句式</b> 用“例如”来举例说明[改写]
<b>第一学段测试：单元 1 至单元 4（测试的范围包括所属单元的词语）</b> <ul style="list-style-type: none"> <li>• 语文理解与应用</li> </ul>	

课次	学习内容一览表（知识点）
<b>第四课</b> <b>《宝贵的礼物》</b>	<b>识读字词</b> 首页、热卖、商品、电器、打折、母亲节、首选、珍珠、项链、原价、购物车、货、价钱、便宜、质量、行李箱、旅行、必备、销售、损坏、修理、附带、条件、促销、顾客、均匀、颗粒、饱满、衣领、（一）趟、洗手间、猛然、不翼而飞、当时、神色、慌张、打扰、态度、糊涂、普通、心意、省吃俭用、客气、趁、保安、反而、也许、慈祥、改过自新



	<p><b>识写字</b></p> <p>珠、项、链、价、货、质、修、逛、趟、扰、忞、普、趁、反</p> <p><b>句式</b></p> <p>用“也许”表示不很肯定[改写]</p>
<p><b>第五课</b></p> <p><b>《小故事，大道理》</b></p>	<p><b>识读字词</b></p> <p>华语、表达、能力、培养、选择、题目、讲述、呈现、方式、奖励、（一至三）等、奖金、分别、创意、先生、小姐、肥、肥皂泡、书架、彩虹、表格、姓名、中（中文）、出生、性别、成语、自相矛盾、市集、夸口、刺穿、锐利、抵挡、哑口无言、羞愧、合理、贪财、（一）户、人家、院子、铜（钟）、值钱、砸碎、镇上、铁锤、聋、糟糕、捂（住）、塞（住）、一窝蜂、欺骗、船夫、捞、毫不在意、记号、立即、简直、方法</p> <p><b>识写字</b></p> <p>择、式、创、肥、慌、披、性、固、铃、贪、财、砸、捂、笨、毫、即</p> <p><b>句式</b></p> <p>加上“明明”表示情况明显是这样[改写]</p>
<p><b>第六课</b></p> <p><b>《精彩三国》</b></p>	<p><b>识读字词</b></p> <p>时期、联合、对抗、忠诚、杰出、人才、品德、赞赏、大将、长江、及、文武双全、英俊、帅气、妒忌、才能、（第一）场、攻打、表面、为难、交战、足智多谋、同意、不谋而合、暗喜、戏言、开玩笑、甘愿、受罚、一言为定、拖延、退场、吩咐、逼、罪、遮盖、任何、动静、按兵不动、催、四更、雾、绳子、对岸、靠近、埋伏、遵命、射、掉转、神机妙算、火冒三丈、上当、自叹不如、剧终</p> <p><b>识写字</b></p> <p>抗、杰、智、慧、俊、帅、妒、忌、够、罚、罪、催、埋、伏、遵</p>

	<p><u>句式</u></p> <p>用“像……一样”让句子更生动[改写]</p>
<p><b>第七课</b></p> <p><b>《世界走透透》</b></p>	<p><u>识读字词</u></p> <p>万水千山、自然景点、建筑物、文化、富士山、活火山、最高峰、夏季、滑冰、气候、空气、清新、避暑胜地、信息、热门、瀑布、跨越、加拿大、跨国、倾泻、震耳欲聋、壮观、既……也……、名山大川、公里、雄伟、山脉、名胜古迹、游客、流连忘返、从容、游览、死海、风景宜人、平坦、覆盖、混（着）、透明、照耀、其实、含盐量、其他、难怪、甚至、寸草不生、不过、创造、奇迹、惊叹、战争、大惊失色、神灵、兴致、激发、泡一泡、益处、治疗、慢性、疾病、仿佛、低语、保存、强劲、（一）股、厉害、冲洗、难得、体验</p> <p><u>识写字</u></p> <p>季、胜、跨、泻、迹、返、含、甚、至、治、疗、托、股、厉</p> <p><u>句式</u></p> <p>用“甚至”表示强调[改写]</p>
<p>年中考试：单元 1 至单元 7（测试的范围包括所属单元的词语）</p> <p>（一）作文</p> <p>（二）语文理解与应用</p>	

**WOODLANDS RING PRIMARY SCHOOL  
MALAY UNIT 2021  
PRIMARY 6 SEMESTER 1 TOPICS**

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
Unit 1  Bahasa Kita, Budaya Kita	<u>Ragam Bahasa</u>  Kata Nama  Kata Ganti Nama Diri Orang Pertama, Kata Ganti Nama Diri Orang Kedua, Kata Ganti Nama Diri Orang Ketiga
	<u>Budi Bicara</u>  Kata Terbitan: Awalan 'ber-', me-, 'mem-', 'men-' dan 'meng-'
	<u>Santun Budaya Kita</u>  Peribahasa  Contoh: diam ubi, kata putus, langkah seribu

	<p><b><u>Pintar Bahasa</u></b></p> <p><b>Ayat Tunggal</b></p>
<p><b>Unit 2</b></p> <p><b>Gaya Hidup Sihat</b></p>	<p><b><u>Hidup Sihat, Keluarga Bahagia</u></b></p> <p><b>Kata Kerja Tak Transitif</b></p>
	<p><b><u>Ayuh, Makan! Biar Sihat</u></b></p> <p><b>Kata Terbitan Akhiran ‘-an’, ‘-kan’ dan ‘-i’</b></p>
	<p><b><u>Badan Cergas Otak Cerdas</u></b></p> <p><b>Peribahasa</b>  <b>Contoh:</b> hendak seribu daya, tak hendak seribu dalih, lapang dada, seperti lipas kudung</p> <p><b>Ayat</b>  <b>Ayat Aktif</b></p>
	<p><b><u>Keluarga Cergas, Hidup Gemilang</u></b></p> <p><b>Penjodoh Bilangan</b>  <b>Contoh:</b> cubit , gugus, helai, ikat</p>

<p><b>Unit 3</b></p> <p><b>Samudera</b></p>	<p><b><u>Satu Kejutan</u></b></p> <p><b>Bandingan Semacam</b></p>
	<p><b><u>Pameran Kapal</u></b></p> <p><b>Kata Terbitan:</b> Apitan ‘me-...-kan’, ‘mem-...-kan’, ‘ber-...an’, ‘ber-...-kan’</p>
	<p><b><u>Pesanan Keluarga</u></b></p> <p><b>Kata Arah</b>  <b>Contoh :</b> utara , selatan, timur, barat</p> <p><b>Peribahasa</b>  <b>Contoh:</b> bagai tikus memperbaiki labu, banting tulang, makan suap</p>
	<p><b><u>Cerita Rakyat</u></b></p> <p><b>Ayat</b>  <b>Ayat majmuk pancangan komplemen</b></p> <p><b>Penanda Wacana</b>  <b>Contoh:</b> urutan masa, musabab</p>
<p><b>Unit 4</b></p> <p><b>Cerita Rakyat</b></p>	<p><b><u>Tok Selampit</u></b></p> <p><b>Kata Hubung:</b> yang</p>

	<p><b><u>Legenda</u></b></p> <p><b>Kata Ganda:</b> Kata Ganda Penuh, Kata Ganda Separa, Kata Ganda Berentak</p> <p><b>Tanda Baca:</b> Tanda petik, Tanda petik tunggal, Tanda sembarang</p>
	<p><b><u>Cerita Jenaka</u></b></p> <p><b>Peribahasa:</b> baik budi, cubit paha kanan, paha kiri terasa juga, seperti anjing dengan kucing</p>
	<p><b><u>Asal Usul</u></b></p> <p><b>Ayat Tanya</b></p> <p><b>Ayat Penyata</b></p>
	<p><b>Hasil Pembelajaran:</b></p> <ul style="list-style-type: none"> <li>- membaca pelbagai jenis teks dengan sebutan dan kelancaran yang betul</li> <li>- membaca dan mengenal pasti idea utama</li> <li>- mendengar dan mengenal pasti susunan peristiwa atau idea</li> <li>- bertutur tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai</li> </ul>
<b>Continual Assessment 1 : Unit 1 - 2</b>	
- <b>Penggunaan Bahasa dan Kefahaman</b>	
<b>Semestral Examination 1: Unit 1 - 4</b>	
<ul style="list-style-type: none"> <li>- Komponen 1 (Karangan)</li> <li>- Komponen 2 (Kefahaman Mendengar)</li> <li>- Komponen 3 (Penggunaan Bahasa dan Kefahaman)</li> <li>- Komponen 4 (Lisan)</li> </ul>	

**WOODLANDS RING PRIMARY SCHOOL  
MALAY UNIT 2021  
PRIMARY 6 HIGHER MOTHER TONGUE SEMESTER 1 TOPICS**

<b>TEMA UNIT/TAJUK</b>	<b>PENGETAHUAN BAHASA</b>
<p style="text-align: center;"><b>Unit 1</b></p> <p><b>Bahasa Kita, Budaya Kita</b></p>	<p><u><b>Ragam Bahasa</b></u></p> <p><b>Kata Nama</b></p> <p><b>Kata Ganti Nama Diri Orang Pertama</b></p> <p><b>Kata Ganti Nama Diri Orang Kedua</b></p> <p><b>Kata Ganti Nama Diri Orang Ketiga</b></p>
	<p><u><b>Budi Bicara</b></u></p> <p><b>Kata Terbitan</b> <b>Awalan 'ber-', 'me-, 'mem-', 'men-', 'meng-'</b></p>
	<p><u><b>Santun Budaya Kita</b></u></p> <p><b>Peribahasa</b> <b>Contoh:</b> buka pintu , diam-diam ubi, kata putus, langkah seribua</p> <p><b>Kata Kumpulan</b></p>

	<p><b><u>Pintar Bahasa</u></b></p> <p><b>Ayat</b></p> <p><b>Ayat Tunggal</b></p>
<p><b>Unit 2</b></p> <p><b>Gaya Hidup Sihat</b></p>	<p><b><u>Hidup Sihat, Keluarga Bahagia</u></b></p> <p><b>Kata Kerja Tak Transitif</b></p>
	<p><b><u>Ayuh, Makan!, Biar Sihat</u></b></p> <p><b>Kata Terbitan</b>  <b>Akhiran ‘-an’, ‘-kan’, ‘-i’</b></p>
	<p><b><u>Badan Cergas, Otak Cerdas</u></b></p> <p><b>Peribahasa</b>  <b>Contoh:</b> hendak seribu daya , tak hendak seribu dalih, lapang dada, seperti lipas kudung  seperti menatang minyak yang penuh</p> <p><b>Ayat</b>  <b>Ayat Aktif</b></p>



	<p><b><u>Keluarga Cergas, Hidup Gemilang</u></b></p> <p><b>Penjodoh Bilangan</b>  <b>Contoh:</b> cubit , gugus, helai, ikat</p>
<p><b>Unit 3</b></p> <p><b>Samudera</b></p>	<p><b><u>Satu Kejutan</u></b></p> <p><b>Bandingan Semacam</b>  <b>Contoh :</b> berani macam singa, kesat macam pasir, tenang macam tasik</p>
	<p><b><u>Pameran Kapal</u></b></p> <p><b>Kata Terbitan</b></p> <p>Apitan  'me-...-kan' , 'mem-...-kan' , 'ber-...an', 'ber-...-kan'</p>
	<p><b><u>Pesanan Keluarga</u></b></p> <p><b>Kata Arah</b>  <b>Contoh :</b> utara , selatan, timur, barat</p> <p><b>Peribahasa</b>  <b>Contoh:</b> bagai tikus membaiki labu, banting tulang, makan suap, tumbuk rusuk</p>

	<p><b><u>Harapan Bangsa</u></b></p> <p><b>Ayat</b>  <b>Ayat majmuk pancangan komplemen</b></p> <p><b>Penanda Wacana</b>  <b>Contoh:</b> urutan masa , musabab</p>
<p><b>Unit 4</b>   <b>Cerita Rakyat</b></p>	<p><b><u>Tok Selampit</u></b></p> <p><b>Kata Hubung</b>  <b>Contoh :</b> yang</p>
	<p><b><u>Legenda</u></b></p> <p><b>Kata Ganda Penuh, Kata Ganda Separa, Kata Ganda Berentak</b></p> <p><b>Tanda Baca</b>  <b>Tanda petik, tanda petik tunggal, tanda sempang</b></p>
	<p><b><u>Cerita Jenaka</u></b></p> <p><b>Peribahasa</b>  <b>Contoh :</b> baik budi, cubit paha kanan, paha kiri terasa juga, seperti anjing dengan kucing, seperti ikan pulang ke lubuk</p>

	<p><b><u>Asal Usul</u></b></p> <p><b>Ayat</b> <b>Ayat Tanya</b></p> <p><b>Ayat Penyata</b></p>
	<p><b>Hasil Pembelajaran:</b></p> <ul style="list-style-type: none"> <li>- membaca pelbagai jenis teks dengan sebutan dan kelancaran yang betul</li> <li>- membaca dan mengenal pasti idea utama</li> <li>- mendengar dan mengenal pasti susunan peristiwa atau idea</li> <li>- bertutur tentang sesuatu perkara dengan menggunakan kosa kata dan ayat yang sesuai</li> </ul>
<b>Continual Assessment 1 : Unit 1 - 2</b>	
- <b>Penggunaan Bahasa dan Kefahaman</b>	
<b>Semestral Examination 1: Unit 1 - 4</b>	
<ul style="list-style-type: none"> <li>- Komponen 1 (Karangan)</li> <li>- Komponen 3 (Penggunaan Bahasa dan Kefahaman)</li> </ul>	

**WOODLANDS RING PRIMARY SCHOOL**  
**TAMIL UNIT 2021**  
**PRIMARY 6 STANDARD SEMESTER 1 TOPICS**

Topics	Learning Outcomes (Knowledge)
<b>6A தொகுதி 1</b> <b>நான்:</b> <b>நன்னெறிக் கதைகள்</b>	<ul style="list-style-type: none"> <li>‘இன், இலிருந்து, இடமிருந்து’ ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள்.</li> <li>‘இல், இடம்’ ஆகிய வேற்றுமை உருபுகளின் பயன்பாட்டை அறிந்துகொள்வார்கள்.</li> <li>‘ஆக்கப் பொறுத்தவன் ஆறப் பொறுக்க வேண்டும்’ என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘மகன்தந்தைக்கு ஆற்றும் உதவி...’ என்னும் திருக்குறளின் கருத்தை அறிந்து அதைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘பணிவுடையன் இன்சொலன் ஆதல்...’ என்னும் திருக்குறளின் கருத்தை அறிந்து அதைப் பொருளுணர்ந்து கூறுவார்கள்.</li> </ul>
<b>6A தொகுதி 2</b> <b>குடும்பம்:</b> <b>குடும்ப உறவுகளின்</b> <b>மேன்மை</b>	<ul style="list-style-type: none"> <li>விளி வேற்றுமையின் பயன்பாடுபற்றி அறிந்துகொள்வார்கள்.</li> <li>எட்டு வேற்றுமைகளையும் மீண்டும் படித்தறிவார்கள்.</li> <li>‘ஒரு கை தட்டினால் ஓசை எழும்புமா?’ என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘காலத்தி னாற்செய்த நன்றி...’ என்னும் திருக்குறளின் கருத்தை அறிந்து அதைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘நன்றிக்கு வித்தாகும் நல்லொழுக்கம்...’ என்னும் திருக்குறளின் கருத்தை அறிந்து அதைப் பொருளுணர்ந்து கூறுவார்கள்.</li> </ul>
<b>6A தொகுதி 3</b> <b>நாடு:</b> <b>முழுமைத் தற்காப்பு</b>	<ul style="list-style-type: none"> <li>‘கனவில் கண்ட பொருள் கைக்குக் கிட்டுமா?’ என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>சிங்கப்பூர் முழுமைத் தற்காப்பின் ஆறு தூண்களைப்பற்றி அறிந்துகொள்வார்கள்.</li> <li>இயல்புப் புணர்ச்சிபற்றி அறிந்துகொள்வார்கள்.</li> <li>‘இன்னாசெய் தாரை ஒறுத்தல்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘ல, ள, ழ’ எழுத்துகளையுடைய சொற்களையும் சிறிய வாக்கியங்களையும் சரியான உச்சரிப்புடன் பொருள் உணர்ந்து படிப்பார்கள்.</li> <li>‘ஒறுத்தார்க்கு ஒருநாளை இன்பம்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> </ul>
<b>6A தொகுதி 4</b> <b>உலகம்:</b> <b>புலவர்களும்</b> <b>மன்னர்களும்</b>	<ul style="list-style-type: none"> <li>விகாரப் புணர்ச்சியின் வகைகளான தோன்றல், திரிதல், கெடுதல் ஆகியவற்றைப்பற்றிக் கொடுக்கப்பட்டிருக்கும் உதாரணங்களின் உதவியோடு படித்துப் புரிந்துகொள்வார்கள்.</li> <li>‘ன, ண’ எழுத்துகளையுடைய சொற்களையும் சிறிய வாக்கியங்களையும் சரியான உச்சரிப்புடன் பொருள் உணர்ந்து படிப்பார்கள்.</li> <li>‘எப்பொருள் யார்யார்வாய்க் கேட்பினும்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘காலம் பொன் போன்றது’ என்னும் பழமொழியைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>‘கேடில் விழுச்செல்வம் கல்வி...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>படித்துப் புரிந்துகொண்ட கதையை வாய்மொழியாகக் கூறுவார்கள்.</li> </ul>

தாள் 2 - மொழி	<p><b>‘அ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> </ul> <p><b>‘ஆ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• கோடிட்ட இடங்களை நிறைவு செய்தல்</li> </ul>	<ul style="list-style-type: none"> <li>• வேற்றுமை             <ul style="list-style-type: none"> <li>- ஒவ்வொரு வாக்கியத்தையும் படித்து, வேற்றுமை உருபேற்ற பெயர்ச்சொல்லைச் சரியாகப் பயன்படுத்த அறிதல்</li> </ul> </li> <li>• செய்யுள்             <ul style="list-style-type: none"> <li>- செய்யுள்களையும் பழமொழிகளையும் நினைவுகூரும் திறனைப் பெறுதல்</li> </ul> </li> <li>• அடைமொழி/எச்சம்             <ul style="list-style-type: none"> <li>- ஒவ்வொரு வாக்கியத்தையும் படித்து, அடைமொழி/எச்சத்தைச் சரியாகப் பயன்படுத்த அறிதல்</li> </ul> </li> <li>• முன்னுணர்வுக் கருத்தறிதல்             <ul style="list-style-type: none"> <li>- இடம் நோக்கியும் சொல் அமைப்பைக்கொண்டும் பகுதியின் பொருளை முன்னுணர்ந்து, கருத்தை முழுமையாகப் படித்துப் புரிந்துகொண்டு வினாக்களுக்கு விடைகளைக் கண்டறிதல்</li> </ul> </li> <li>• தெரிவுவிடைக் கருத்தறிதல் மற்றும் சொற்பொருள்             <ul style="list-style-type: none"> <li>- ஒரு குறிப்பிட்ட சூழ்நிலையில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல்.</li> </ul> </li> <li>• சொற்பொருள்             <ul style="list-style-type: none"> <li>- பகுதியில் இடம்பெற்றுள்ள சொற்களுக்கு, இடம் நோக்கிப் பொருளுணர்ந்து, சரியான விடையைக் கண்டறிதல்</li> </ul> </li> <li>• ஒலி வேறுபாட்டுச் சொற்கள்             <ul style="list-style-type: none"> <li>- இடம் நோக்கியும் சொல் அமைப்பைக்கொண்டும்,</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• தெரிவுவிடை</li> <li>• சுயவிடை</li> </ul>	<p>வாக்கியங்கள் உணர்த்தும் பொருளறிந்து சரியான ஒலி வேறுபாட்டுச் சொற்களைக் கண்டறிதல்</p> <ul style="list-style-type: none"> <li>• கருத்துவிளக்கப் படக் கருத்திறதல்</li> <li>- கருத்து விளக்கப்படத்திலுள்ள தகவல்களைப் படித்துப் புரிந்துகொண்டு வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல்</li> <li>• சுயவிடைக் கருத்தறிதல்</li> <li>- ஒரு குறிப்பிட்ட சூழ்மையில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுத அறிதல்</li> </ul>
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## **Term 2**

### **Mid Year Examination : Unit 1 - 4**

தாள்	வினா வகை	உள்ளடக்கம்
தாள் 1 - கட்டுரை	சுயவிடை	<p>( இரண்டில் ஏதேனும் ஒரு வினாவைத் தெரிவு செய்தல் )</p> <ul style="list-style-type: none"> <li>• தலைப்புக் கட்டுரை</li> <li>- கருத்துவளத்தையும் மொழிவளத்தையும் கண்டறிதல், கற்பனை வளத்தையும் படைப்பாற்றலையும் கண்டறிதல், கொடுக்கப்பட்ட நேரத்திற்குள் தலைப்பையொட்டிக் கட்டுரை எழுதுதல்</li> <li>• படக்கட்டுரை</li> <li>- கருத்துவளத்தையும் மொழிவளத்தையும் கண்டறிதல், கற்பனை வளத்தையும் படைப்பாற்றலையும் கண்டறிதல், கொடுக்கப்பட்ட நேரத்திற்குள் படத்தொடரைக்கொண்டு கட்டுரை எழுதுதல். கடைசிப் படத்தை நீக்குவதன்மூலம் தனித்துவமிக்க முடிவை வெளிப்படுத்துதல்</li> </ul>

<p>தாள் 2 - மொழி</p>	<p><b>‘அ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> <li>• தெரிவுவிடை</li> </ul> <p><b>‘ஆ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• கோடிட்ட இடங்களை நிறைவு செய்தல்</li> </ul>	<ul style="list-style-type: none"> <li>• வேற்றுமை <ul style="list-style-type: none"> <li>- ஒவ்வொரு வாக்கியத்தையும் படித்து, வேற்றுமை உருபேற்ற பெயர்ச்சொல்லைச் சரியாகப் பயன்படுத்த அறிதல்</li> </ul> </li> <li>• செய்யுள் <ul style="list-style-type: none"> <li>- செய்யுள்களையும் பழமொழிகளையும் நினைவுகூரும் திறனைப் பெறுதல்</li> </ul> </li> <li>• அடைமொழி/எச்சம் <ul style="list-style-type: none"> <li>- ஒவ்வொரு வாக்கியத்தையும் படித்து, அடைமொழி/எச்சத்தைச் சரியாகப் பயன்படுத்த அறிதல்</li> </ul> </li> <li>• முன்னுணர்வுக் கருத்தறிதல் <ul style="list-style-type: none"> <li>- இடம் நோக்கியும் சொல் அமைப்பைக்கொண்டும் பகுதியின் பொருளை முன்னுணர்ந்து, கருத்தை முழுமையாகப் படித்துப் புரிந்துகொண்டு வினாக்களுக்கு விடைகளைக் கண்டறிதல்</li> </ul> </li> <li>• தெரிவுவிடைக் கருத்தறிதல் மற்றும் சொற்பொருள் <ul style="list-style-type: none"> <li>- ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல்.</li> </ul> </li> <li>• சொற்பொருள் <ul style="list-style-type: none"> <li>- பகுதியில் இடம்பெற்றுள்ள சொற்களுக்கு, இடம் நோக்கிப் பொருளுணர்ந்து, சரியான விடையைக் கண்டறிதல்</li> </ul> </li> <li>• ஒலி வேறுபாட்டுச் சொற்கள் <ul style="list-style-type: none"> <li>- இடம் நோக்கியும் சொல் அமைப்பைக்கொண்டும், வாக்கியங்கள் உணர்த்தும் பொருளறிந்து சரியான ஒலி</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• தெரிவுவிடை</li> <li>• சுயவிடை</li> </ul>	<p>வேறுபாட்டுச் சொற்களைக் கண்டறிதல்</p> <ul style="list-style-type: none"> <li>• கருத்துவிளக்கப் படக் கருத்திறதல் <ul style="list-style-type: none"> <li>- கருத்து விளக்கப்படத்திலுள்ள தகவல்களைப் படித்துப் புரிந்துகொண்டு வினாக்களுக்குச் சரியான விடைகளைக் கண்டறிதல்</li> </ul> </li> <li>• சுயவிடைக் கருத்தறிதல் <ul style="list-style-type: none"> <li>- ஒரு குறிப்பிட்ட சூழ்நிலையில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்து, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுத அறிதல்</li> </ul> </li> </ul>	
வாய்மொழி	சுயவிடை	<ul style="list-style-type: none"> <li>• வாய்விட்டு வாசித்தல் <ul style="list-style-type: none"> <li>-கொடுக்கப்பட்ட பகுதியைச் சரியான உச்சரிப்புடனும் ஏற்ற தொனியுடனும் சரளமாக வாசித்தல்</li> </ul> </li> <li>• ஒளிக்காட்சியை ஒட்டிய உரையாடல் <ul style="list-style-type: none"> <li>-கொடுக்கப்படும் ஒளிக்காட்சியைக் கண்டுவிட்டு, அதைப்பற்றி விவரித்துச் சரளமாகப் பேசுதல்.</li> </ul> </li> </ul>	
கேட்டல் கருத்தறிதல்	தெரிவுவிடை	<ul style="list-style-type: none"> <li>• விடைக்கான எண்ணை எழுதுதல் <ul style="list-style-type: none"> <li>- கூறப்படும் பனுவல்களைக் கவனமாகக் கேட்டப் பிறகு அவற்றை ஒட்டி கேட்கப்படும் கேள்விகளுக்குச் சரியான விடையளித்தல்</li> </ul> </li> </ul>	



**WOODLANDS RING PRIMARY SCHOOL**  
**TAMIL UNIT 2021**  
**PRIMARY 6 HTL SEMESTER 1 TOPICS**

Topics	Learning Outcomes (Knowledge)
<b>6A தொகுதி 1</b> <b>நான்:</b> <b>தன்னம்பிக்கையும்</b> <b>விடாமுயற்சியும்</b>	<ul style="list-style-type: none"> <li>பகுதியை ஆழ்ந்து படித்துக் குறிப்பிட்ட தகவல்களைக் கண்டறிவார்கள்.</li> <li>‘சமன்செய்து சீர்தூக்குங் கோல்போல்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து படிப்பார்கள்.</li> <li>பகுதி உணர்த்தும் விழுமியங்களைப் புரிந்துகொள்வார்கள்.</li> </ul>
<b>6A தொகுதி 2</b> <b>குடும்பம்:</b> <b>தமிழர் வாழ்வியல்</b> <b>(கால்நடைச் செல்வம்,</b> <b>அணிமணி)</b>	<ul style="list-style-type: none"> <li>‘உள்ளத்தால் உள்ளலும் தீதே...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>கொடுக்கப்பட்டுள்ள படங்களின் உதவியோடு தங்கள் முன்னறிவைத் தொடர்புபடுத்திக் கருத்துகளைக் கூறுவார்கள்.</li> </ul>
<b>6A தொகுதி 3</b> <b>நாடு:</b> <b>நினைவுச்சின்னங்கள்</b>	<ul style="list-style-type: none"> <li>மெய்யீற்றுப் புணர்ச்சிபற்றி அறிந்துகொள்வார்கள்.</li> <li>‘இயற்றலும் ஈட்டலும் காத்தலும்...’ என்னும் திருக்குறளைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>கதைப்பகுதியைப் படித்துப் புரிந்துகொண்டு எளிய வினாக்களுக்கும் உயர்சிந்தனை வினாக்களுக்கும் விடை எழுதுவார்கள்.</li> </ul>
<b>6A தொகுதி 4</b> <b>உலகம்:</b> <b>நவீனக்</b> <b>கண்டுபிடிப்புகளும்</b> <b>வளர்ந்துவரும்</b> <b>தொழில்களும்</b>	<ul style="list-style-type: none"> <li>‘அஞ்சுவ தஞ்சாமை பேதைமை....’ என்னும் திருக்குறளின் கருத்தை அறிந்து அதைப் பொருளுணர்ந்து கூறுவார்கள்.</li> <li>கொடுக்கப்பட்டுள்ள தொடக்கத்தைப் புரிந்துகொண்டு குழலுக்கேற்பப் பொருத்தமான உவமைத்தொடர்களைச் சேர்த்து ஆர்வமுட்டும் கட்டுரையை எழுதுவார்கள்</li> </ul>

தாள் 2 - மொழி	<p><b>‘அ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• சுயவிடை</li> <li>• சுயவிடை</li> </ul> <p><b>‘ஆ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• சுயவிடை</li> </ul> <p><b>‘இ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>• சுயவிடை</li> </ul>	<ul style="list-style-type: none"> <li>• பிழை திருத்தம் <ul style="list-style-type: none"> <li>- கற்றுக்கொண்ட மொழிக்கூறுகளின் பயன்பாட்டை அறிந்துகொண்டு, மொழியில் பிழை நீக்கி எழுதுதல்</li> </ul> </li> <li>• வாக்கியங்களை முடித்தெழுதுதல் <ul style="list-style-type: none"> <li>- வெவ்வேறு வாக்கிய வகைகளின் அமைப்பை அறிதல், முதல் வாக்கியத்தின் கருத்து மாறாமல் இரண்டாவது வாக்கியத்தை நிறைவு செய்தல்</li> </ul> </li> <li>• சுயவிடைக் கருத்தறிதல் 1 <ul style="list-style-type: none"> <li>- ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்துகொண்டு, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுதுதல்</li> </ul> </li> <li>• சுயவிடைக் கருத்தறிதல் 2 <ul style="list-style-type: none"> <li>- ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்துகொண்டு, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுதுதல்</li> </ul> </li> </ul>
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**Term 2****Mid Year Examination : Unit 1 - 4**

தாள்	வினா வகை	உள்ளடக்கம்
தாள் 1 - கட்டுரை	சுயவிடை	<p>( இரண்டில் ஏதேனும் ஒரு வினாவைத் தெரிவு செய்தல் )</p> <ul style="list-style-type: none"> <li>தலைப்புக் கட்டுரை</li> <li>கருத்துவளத்தையும் மொழிவளத்தையும் கண்டறிதல், கற்பனை வளத்தையும் படைப்பாற்றலையும் கண்டறிதல், கொடுக்கப்பட்ட நேரத்திற்குள் தலைப்பையொட்டிக் கட்டுரை எழுதுதல்</li> <li>தொடர்க் கட்டுரை</li> <li>தொடக்க வரிகளைப் பயன்படுத்தி ஒரு கதையை எழுதுதல்</li> </ul>
தாள் 2 - மொழி	<p><b>‘அ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>சுயவிடை</li> <li>சுயவிடை</li> </ul> <p><b>‘ஆ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>சுயவிடை</li> </ul> <p><b>‘இ’ பிரிவு</b></p> <ul style="list-style-type: none"> <li>சுயவிடை</li> </ul>	<ul style="list-style-type: none"> <li>பிழை திருத்தம்</li> <li>கற்றுக்கொண்ட மொழிக்கூறுகளின் பயன்பாட்டை அறிந்துகொண்டு, மொழியில் பிழை நீக்கி எழுதுதல்</li> <li>வாக்கியங்களை முடித்தெழுதுதல்</li> <li>வெவ்வேறு வாக்கிய வகைகளின் அமைப்பை அறிதல், முதல் வாக்கியத்தின் கருத்து மாறாமல் இரண்டாவது வாக்கியத்தை நிறைவு செய்தல்</li> <li>சுயவிடைக் கருத்தறிதல் 1</li> <li>ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்துகொண்டு, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுதுதல்</li> <li>சுயவிடைக் கருத்தறிதல் 2</li> <li>ஒரு குறிப்பிட்ட சூழமைவில் அமைந்திருக்கும் பகுதியை முழுமையாகப் படித்துப் புரிந்துகொண்டு அதன் கருத்தை அறிந்துகொண்டு, வினாக்களுக்கு ஏற்ற விடைகளைச் சொந்த நடையில் எழுதுதல்</li> </ul>

WOODLANDS RING PRIMARY SCHOOL  
ENGLISH LANGUAGE DEPARTMENT 2021  
PRIMARY 6 (FEL) SEMESTER 1 TOPICS

Term 1		
STELLAR Unit 1 (Theme: Traditional Tale)		Core Value: Respect
Weeks 1 to 5	Vocabulary	Grammar
	<p><b>5. Nouns</b> comfort cork desperate flipper magnificent savage shelter slippery spray stormy</p> <p><b>6. Similes</b> head bobbing like a coconut, waves like mountains</p> <p><b><u>LANGUAGE FEATURES</u></b> Narratives in general have: a setting, characters, a plot or problem/solution, an ending</p>	<p><b>1. Adjectives:</b> recall descriptive words from vocabulary study and find more from text Adjective order: huge dark shape (add in others in context of the text)</p> <p><b>2. Nouns:</b> identify nouns and pronouns  [noun phrases] expand nouns into phrases by adding the appropriate [article] and [adjectives]</p> <p><b>3. [Simple past]:</b> regular and irregular verb forms:  grew, had, threw, fell, went, came, saw, was/were, lay, held etc.</p> <p><b>4. Pronouns</b></p> <p><b>5. Determiners:</b> articles a, an, the</p> <p><b>6. Sentence structure:</b> deconstruct sentences with connectors and/but into simple sentences</p> <p><b>7. Synthesis &amp; Transformation:</b> connectors [<i>and</i>], [<i>but</i>] for combining sentences</p>

[ ] For revision

Term 1		
STELLAR Unit 2 (Theme: Useful/ Unusual Animals)		Core Value: Resilience
Weeks 6 to 10	Vocabulary	Grammar
	<p><b>4. Nouns</b>  agility  collapsed  detection  determined  disasters  disciplined  distractions  handler  investigation  kerosene  laboratories  muzzles  natural  obedient  operations  petrol</p> <p><b>5. Quantifiers:</b>  two of the four; several; 2.4, four;  70,000; 5,000, five million</p>	<p><b>1. Nouns:</b> [singular and plural nouns]: gerunds: verb+ing = noun  Answers question what? e.g. determined to assist its handler in completing a task.  Other examples are: the most important quality of a good working dog is following instructions;</p> <p>The dogs also go through agility training such as window jumping and walking across a swing bridge; These samples provide clues for finding those guilty of starting a fire.</p> <p><b>2. Tenses:</b>  [simple present]</p> <p><b>3. Comparative and Superlative Adjectives:</b>  gentle, calm, fast, smart add –er and -est  favourite, disciplined, determined, obedient,  natural, agile, playful, upset with more and most</p> <p><b>4. Modals:</b> ability vs obligation: can do, can be, can find, can assist, can take, should be, can cause, must have, must respond, must go, must follow, must have</p> <p><b>5. To infinitives:</b>  has to do, appears to be, is determined to be, should be eager to do, should be able to follow, needs to be, check to make  sure, learn to smell, learn to sniff out</p> <p><b>6. Punctuation:</b> colon before a list; comma in addresses</p> <p><b>7. Sentence structure:</b> deconstruct sentences with connector <i>and</i> into simple sentences</p> <p><b>8. Synthesis &amp; Transformation:</b> however, and, yet, if, but, so</p>

Term 2		
STELLAR Unit 3 (Theme: Coolie Boy)		Core Value: Respect
Weeks 1 to 5	Vocabulary	Grammar
	<p><b>1. Nouns</b> credit-ticket flexibility henchman/men planks</p> <p><b>2. Adjectives</b> humiliating rowdy</p> <p><b>3. Simile</b> as fast as light like the rocks in a river</p> <p><b>4. Idiom</b> at your fingertips to swing into action</p> <p><b><u>LANGUAGE FEATURES</u></b> Narratives in general have: a setting, characters, a plot or problem/solution, events, an ending</p>	<p><b>10. Punctuation:</b></p> <ul style="list-style-type: none"> <li>hyphen for some compounds: <i>great-grandfather, credit-ticket</i></li> <li>ellipsis for an unfinished sentence: "Get him ..." he growled.</li> </ul> <p><b>11. [Word Class]:</b> identify noun, pronoun, verb, adjective, adverb, preposition, connector, determiner, quantifier</p> <p><b>12. [Determiners]:</b> <i>more, a lot of, some, all, most, add in less, fewer</i></p> <p><b>13. Tenses:</b></p> <ul style="list-style-type: none"> <li>[simple present] for dialogue</li> <li>[simple past] for narration</li> </ul> <p><b>14. [conditional] and subjunctive:</b> <i>They call me names if I don't comply.</i> <i>If you do a good job...</i> <i>If I were big and strong, I wouldn't be afraid of BBC</i></p> <p><b>15. [Relative pronouns]:</b> <i>that garden which had stacks and stacks of soil; banyan tree where...; the payment (that/which) they deserved</i></p> <p><b>16. [Adverbs and adverbial phrases]:</b> <i>constantly, hesitantly, forlornly, finally, the moment the recess bell rang, by the time recess was over</i></p> <p><b>17. [Preposition collocations]:</b> <i>forget about, armed with, ask for/about, point to, pay off/for, bite into/off, run to/from, look at/for, yearn for</i></p> <p><b>18. Synthesis &amp; Transformation:</b> [changing direct speech to reported speech], using connectors such as "neither...nor", "either...or", "neither of" and "either of"</p>

Term 2		
STELLAR Unit 4 (Theme: Fight against Piracy )		Core Value: Resilience
Weeks 6 to 10	Vocabulary	Grammar
	<p><b>5. Nouns</b> ecological, economic, ecosystems, extortion, high tech gadgets, radar, rocket grenades, permission, remote, tidal inlets, uninhabited, valuables</p> <p><b>6. Prefixes / Suffixes</b> uninhabited / seriousness, extortion, electronic, economic</p> <p><b>7. [Adjective forms for countries]</b> Chinese, Korean, Indian, European, Malaysian, Bruneian, Indonesian, etc</p> <p><b><u>LANGUAGE FEATURES</u></b> Information reports in general have: - a general opening statement or introductory paragraph - paragraphs with key points - headings and sub-headings - illustrations and a conclusion - short, simple sentences to inform readers about the details of the topic - simple (timeless) present tense - specific vocabulary or technical words</p>	<p><b>7. Quantifiers:</b> one quarter, half, all, three quarters, 2.7 kilometres, 800, 40, many, ten, one</p> <p><b>8. Determiners:</b> all, no, both, each/every – Every year...; both ASEAN and non-ASEAN countries recognise the problem; They all work hard...</p> <p><b>9. Verbs:</b> [Singular / Plural agreement] [Simple present / Simple Past]</p> <p><b>10. Collocation of Prepositions</b> communicate with; take from; kidnap from; goes by ship; permission from, concerned with/about</p> <p><b>11. Connector for choice:</b> Either ... or</p> <p><b>12. Sentence Structure:</b> demonstratives for referring back and forward: The coast guards of these countries – referring back to the 6 countries listed in the previous sentence.  <ul style="list-style-type: none"> <li>These ten ASEAN countries are ...(use as an example of these to refer forward)</li> </ul> </p>

**WOODLANDS RING PRIMARY SCHOOL  
MATHEMATICS DEPARTMENT 2021  
PRIMARY 6 (FOUNDATION) SEMESTER 1 TOPICS**

Topics	Learning Outcomes
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• Concept of fraction as a division</li> <li>• Dividing a proper fraction by a whole number</li> <li>• Dividing a whole number by a proper fraction</li> <li>• Dividing a proper fraction by a proper fraction</li> <li>• Solve word problems involving fractions</li> </ul>
<b>Decimals: Multiplication and Division</b>	<ul style="list-style-type: none"> <li>• Multiplication by 1-digit numbers</li> <li>• Multiplication by tens, hundreds and thousands</li> <li>• Division by 1-digit numbers</li> <li>• Division by tens and hundreds</li> <li>• Division of whole numbers by whole numbers</li> <li>• Conversion of fractions to decimals</li> <li>• Solve word problems involving decimals</li> </ul>
<b>Continual Assessment 1</b> <ul style="list-style-type: none"> <li>– Whole Numbers (P5 &amp; P6)</li> <li>– Decimals (P5 &amp; P6)</li> <li>– Fractions (P5 &amp; P6)</li> <li>– Selected previous year's topics</li> </ul>	



Topics	Learning Outcomes
<b>Percentage</b>	<ul style="list-style-type: none"> <li>Fractions and decimals as percentage</li> <li>Percentage as part of a whole</li> <li>Solve word problems involving percentage</li> </ul>
<b>Average</b>	<ul style="list-style-type: none"> <li>Finding average</li> <li>Finding total</li> <li>Finding unknown item</li> </ul>
<b>Area of Triangles</b>	<ul style="list-style-type: none"> <li>Finding base and height of a triangle</li> <li>Finding area of triangle</li> <li>Finding area and perimeter of composite figures</li> </ul>
<b>Semestral Assessment 1</b> <ul style="list-style-type: none"> <li>Whole Numbers (P5 &amp; P6)</li> <li>Decimals (P5 &amp; P6)</li> <li>Fractions (P5 &amp; P6)</li> <li>Percentage</li> <li>Average</li> <li>Area of triangles</li> <li>Selected previous year's topics</li> </ul>	

**WOODLANDS RING PRIMARY SCHOOL  
SCIENCE DEPARTMENT 2020  
PRIMARY 6 FOUNDATION SEMESTER 1 TOPICS**

Topic	Learning Outcomes
P6F Energy, Chapter 1 - Energy from the Sun	<ul style="list-style-type: none"> <li>• Show an understanding that living things get energy from food.</li> <li>• State the conditions and products of photosynthesis.</li> <li>• Describe what happens during the process of photosynthesis.</li> <li>• Trace the energy pathway from the Sun to plants and animals.</li> </ul>
P3/P4 Revision Interactions Chapter 1,2: - Magnets and their characteristics  - Making magnets	<ul style="list-style-type: none"> <li>• State that magnets come in different shapes and sizes.</li> <li>• State that magnets are made of iron or steel.</li> <li>• State that without touching the object, a magnet can attract (pull) or repel (push) the object.</li> <li>• Show an understanding that magnets attract only magnetic materials.</li> <li>• Differentiate between magnetic and non-magnetic materials.</li> <li>• Infer that not all metals are magnetic and that all non-metals are non-magnetic.</li> <li>• Recognise that a magnet has two poles called the North and South poles.</li> <li>• State that the two poles of a magnet have the strongest attraction.</li> <li>• Recognise that like (same) poles of two magnets repel each other and unlike (opposite) poles attract.</li> <li>• Observe that a magnet, when freely suspended, will always come to rest in the North-South direction.</li> </ul>

Topic	Learning Outcomes
P3/P4 Revision Cycles Chapter 1, 2 <ul style="list-style-type: none"> <li>- Life cycles of some animals</li> <li>- Life cycles of plants</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding that different organisms have different life cycles.               <ul style="list-style-type: none"> <li>- Plants</li> <li>- Animals</li> </ul> </li> <li>• Observe and compare the life cycles of plants grown from seeds over a period of time.</li> <li>• Observe and compare the life cycles of animals over a period of time. e.g. butterfly, mealworm, grasshopper, cockroach, chicken, frog</li> </ul>
P3/P4 Revision Cycles Chapter 3 <ul style="list-style-type: none"> <li>- Matter</li> </ul>	<ul style="list-style-type: none"> <li>• State that matter is anything that has mass and occupies space.</li> <li>• Differentiate between the three states of matter (solid, liquid, gas) in terms of shape and volume.</li> <li>• Properties of Solid, Liquid and Gas</li> <li>• Measure mass and volume using appropriate apparatus.</li> </ul>
P6F Interactions, Chapter 1 <ul style="list-style-type: none"> <li>- Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a force as a push or a pull.</li> <li>• State the effects of a force.               <ul style="list-style-type: none"> <li>- A force can move a stationary object</li> <li>- A force can speed up, slow down or change the direction of motion</li> <li>- A force can stop a moving object</li> <li>- A force may change the shape of an object</li> </ul> </li> <li>• Recognise and give examples of the different types of forces.               <ul style="list-style-type: none"> <li>- magnetic force</li> <li>- gravitational force</li> <li>- frictional force</li> </ul> </li> <li>• Investigate the effect of friction on the motion of objects and communicate findings.</li> <li>• Show objectivity by using data and information to validate observations and explanations about forces.</li> <li>• Value individual effort and team work.</li> <li>• Recognise that objects have weight because of the gravitational force between them and the Earth</li> </ul>

Topic	Learning Outcomes
<p>P3/P4 Revision Systems Chapter 1, 2</p> <ul style="list-style-type: none"> <li>- Your amazing body as a system</li> <li>- Plants and their parts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what a system is.</li> <li>• Recognise that each part of a system has a certain function.</li> <li>• Recognise that some systems are man-made, while some are found in nature.</li> <li>• Recognise that a living thing is a system made up of many parts that work together to keep the living thing alive.</li> <li>• List some organ systems in the human body and state their functions.</li> <li>• State the major parts in each organ system.</li> <li>• Recognise that for the body to function well, all the organ systems in the body must work together.</li> <li>• Recognise that the food we eat has to be broken down to simple substances for the body to use.</li> <li>• Recognise that digestion is the process where food is chewed then broken down into simple substances by the organs in the digestive system.</li> <li>• List the five major organs in the digestive system (mouth, gullet, stomach, small intestine and large intestine) and describe their functions.</li> <li>• Recognise that a plant is a system.</li> <li>• Appreciate that most plants have the same basic parts.</li> <li>• Identify the parts of a plant (leaves, stem and roots).</li> <li>• State the functions of leaves, stem and roots.</li> <li>• Appreciate that plant parts work together for the plant to grow well.</li> </ul>
<p>P3/P4 Revision Energy Chapter 1 and 2:</p> <ul style="list-style-type: none"> <li>- Light and shadows</li> <li>- Heat and temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that an object can be seen when it reflects light or when it is a source of light.</li> <li>• Recognise that a shadow is formed when light is completely or partially blocked by an object.</li> <li>• Investigate the transparency of materials to light and communicate findings. e.g. using datalogger</li> <li>• List some common sources of heat.</li> <li>• State that the temperature of an object is a measurement of its degree of hotness.</li> <li>• Differentiate between heat and temperature. <ul style="list-style-type: none"> <li>- heat is a form of energy</li> <li>- temperature is a measurement of the degree of hotness of an object</li> </ul> </li> <li>• Show an understanding that heat flows from a hotter to a colder object until both reach the same temperature.</li> <li>• Relate the change in temperature of an object to the gain or loss of heat by the object.</li> <li>• List some effects of heat gain/loss in our everyday life. <ul style="list-style-type: none"> <li>- contraction / expansion of objects</li> <li>- change in state of matter</li> </ul> </li> <li>• Measure temperature using a thermometer or a datalogger.</li> <li>• Show objectivity by seeking data and information to validate observations &amp; explanations about heat.</li> <li>• Identify good conductors (metals) and poor conductors of heat (wood, plastic, air).</li> </ul>

Topic	Learning Outcomes
P5F, Cycles, Chapter 3: - Water and Changes of States	<ul style="list-style-type: none"> <li>• List examples of water in each of its three states.</li> <li>• Recognise that a change in state can occur when water gains or loses heat.</li> <li>• State the freezing point of water, melting point of ice and boiling point of water.</li> <li>• Describe the changes of states that take place during freezing, melting, condensation, boiling and evaporation.</li> <li>• Identify the similarities and differences between boiling and evaporation.</li> <li>• Investigate the factors that affect the rate of evaporation.</li> <li>• Describe the water cycle with the help of a diagram.</li> <li>• Relate evaporation and condensation to the roles they play in the water cycle.</li> <li>• Recognise that the water cycle ensures a constant supply of fresh water on Earth.</li> <li>• Identify the roles of water in the functions carried out by different human body systems.</li> </ul>
P5F Systems, Chapter 4 and 5: - Electric Systems - Using Electricity	<ul style="list-style-type: none"> <li>• Recognise that an electric circuit is an electrical system because it is made up of components that work together, where each has its own function.</li> <li>• Identify the different components of an electric circuit and relate them to their function(s).</li> <li>• Differentiate between a closed circuit and an open circuit.</li> <li>• Observe that an electric current flows only when an electric circuit is closed. Recognise that an electrical conductor is a material that allows electric current to flow through it.</li> <li>• Recognise that an electrical insulator is a material that does not allow electric current to flow through it.</li> <li>• Classify different materials as electrical conductors or insulators.</li> <li>• Draw circuit diagrams using the symbols of electrical components, such as a battery, wire, switch and bulb.</li> <li>• Construct simple electric circuits based on circuit diagrams.</li> <li>• Recognise that a series connection of batteries involves connecting the positive terminal of one battery to the negative terminal of another battery.</li> <li>• Investigate how the number of batteries in an electric circuit can affect the brightness of a bulb.</li> <li>• Recognise that a series connection of bulbs involves connecting the bulbs one after another.</li> <li>• Investigate how the number of bulbs in an electric circuit can affect their brightness.</li> <li>• List the factors that affect the brightness of a bulb in an electric circuit.</li> <li>• Recognise the need to conserve electricity.</li> <li>• List ways in which one can help to conserve electricity.</li> <li>• Recognise that electricity can cause harm if not used with care.</li> <li>• List ways in which one can use electricity safely.</li> </ul>

Topic	Learning Outcomes
<b>CA1 (Term 1, Week 9)</b> <ul style="list-style-type: none"> <li>• P6F Energy Chapter 1: Energy from the Sun</li> <li>• P6F Interactions Chapter 1: Forces (partial coverage)</li> <li>• P3 Interactions Chapter 1 &amp; 2 (Magnets &amp; their characteristics, Making magnets, Magnets)</li> <li>• P3 Cycles Chapter 1 &amp; 2: Life cycles of some animals, Life cycles of plants</li> <li>• P4 Cycles Chapter 3: Matter</li> <li>• P4 Systems Chapter 1 &amp; 2: Your amazing body as a system, Plants and their parts</li> <li>• P4 Energy Chapter 1 &amp; 2 (Heat &amp; Light)</li> <li>• P5F Cycles Chapter 4 (Water &amp; changes of states)</li> <li>• P5F Systems, Chapter 4 and 5: (Electricity)</li> </ul>	

Topic	Learning Outcomes
P6F Interactions, Chapter 1 - Forces	<ul style="list-style-type: none"> <li>• State that a force is a push or a pull.</li> <li>• Identify the forces observed in our daily activities as a push or a pull.</li> <li>• Show an understanding of the effects of forces on an object.</li> <li>• Identify the different types of forces — frictional force, gravitational force and magnetic force.</li> <li>• Describe friction as a force that opposes motion and is produced when two surfaces are in contact.</li> <li>• Investigate the effects of frictional force on the movement of objects.</li> <li>• Recognise that frictional force can be useful or harmful.</li> <li>• Describe gravitational force as the force of attraction between objects.</li> <li>• Recognise that the gravitational force between objects and the Earth causes the objects to have weight.</li> <li>• Describe magnetic force as the force exerted by magnets.</li> </ul>
P6F Interactions Chapter 2 - Living Together	<ul style="list-style-type: none"> <li>• Identify the factors of an environment that affect the survival of living things. <ul style="list-style-type: none"> <li>- Light</li> <li>- Temperature</li> <li>- Air</li> <li>- Water</li> <li>- Availability of food</li> <li>- Other kinds of living things</li> </ul> </li> <li>• Show an understanding that the factors of an environment affect different living things differently.</li> </ul>

辅廉小学  
华文部 2021  
小六基础华文上半年学习内容 ( 知识点 )

课次	学习内容一览表 ( 知识点 )
<b>第一课</b> <b>《加油！加油！》</b>	<p><b>理解词语</b> 想法、最近、没有精神、尽力、生命力、不管、还是、坚强、了不起</p> <p><b>认认写写</b> 想法、最近、上课、安排、别人、办法、带、爬山、一朵、吹、刮风、了不起</p> <p><b>句式</b> 在句子中加上“真”表示强调</p>
<b>第二课</b> <b>《祖孙情》</b>	<p><b>理解词语</b> 为了、发扬、敬老、举办、一系列、广场、幸福、了解、情况、歪、打着伞、明明、一半、撑伞、毛巾、闪着泪光</p> <p><b>认认写写</b> 一起、为了、举办、运动、故事、想、伞、每次、总是、一半、毛巾、闪</p> <p><b>句式</b> 在句子中加上“每次”，扩写句子</p>
<b>第三课</b>	<b>理解词语</b>

《美食小侦探》	<p>海鲜、清炒、豆苗、苦瓜、马来风光、玉米、免费、团结、伤害、一根、折断、不费吹灰之力、（一）把、硬如铁</p> <p><u>认认写写</u></p> <p>牛油、苦瓜、玉米、鱼片、米粉、团结、自己、互相、折、用力、低下了头</p> <p><u>句式</u></p> <p>用“只要……就……”把两个句子连起来</p>
<p>第一学段测试：单元 1 至单元 3（测试的范围包括所属单元的词语）</p> <p>（一）听力考试</p> <p>（二）语文理解与应用</p>	

课次	学习内容一览表（知识点）
<p>第四课</p> <p>《宝贵的礼物》</p>	<p><u>理解词语</u></p> <p>购物网、花（得少）、一双、出国、旅行、选、餐厅、弄脏、洗手间、摘（项链）、擦洗、干净、慌张、一串</p> <p><u>认认写写</u></p> <p>卖、母亲、一双、选、出国、不小心、洗手间、干净、忽然、慌张、礼物</p> <p><u>句式</u></p> <p>用“请”“可以”写句子，表示请求</p>



<p><b>第五课</b></p> <p><b>《小故事，大道理》</b></p>	<p><u><b>理解词语</b></u></p> <p>目的、表达能力、礼堂、注意事项、分钟、刻、劝告、不慌不忙、记号、靠岸</p> <p><u><b>认认写写</b></u></p> <p>学生、讲、成为、礼堂、注意、分钟、劝告、不慌不忙、跳、哈哈大笑、马上、很久</p> <p><u><b>句式</b></u></p> <p>加上“明明”改写句子</p>
<p><b>年中考试：单元 1 至单元 5 ( 测试的范围包括所属单元的词语 )</b></p> <p>    ( 一 ) 听力考试</p> <p>    ( 二 ) 口试</p> <p>    ( 三 ) 语文理解与应用</p>	

**WOODLANDS RING PRIMARY SCHOOL  
MALAY UNIT 2021  
PRIMARY 6FML SEMESTER 1 TOPICS**

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
Unit 1  Bahasa Kita, Budaya Kita	<u>Ragam Bahasa</u>  Kata Terbitan ‘mem-’, ‘men-’, ‘meng-’, ‘ber-’
	<u>Santun Budaya Kita</u>  Ayat Peluasan subjek dan predikat
Unit 2  Gaya Hidup Sihat	<u>Hidup Sihat, Keluarga Bahagia</u>  Penjodoh Bilangan Contoh: ‘cubit’, ‘ikat’, ‘helai’, ‘gugus’
	<u>Ayuh, Makan Untuk Sihat</u>  Kata Terbitan Akhhiran ‘-an’, ‘-kan’, ‘-i’

<b>Unit 3</b>  <b>Samudera</b>	<b><u>Meluangkan Masa Bersama</u></b>  <b>Kata Terbitan</b> <b>Apitan</b> <b>ber-...-an , ber-...-kan, me-...-kan, men-...-kan, mem-...-kan, meng-...-kan</b>
	<b><u>Pameran Kapal</u></b>  <b>Bandingan Semacam</b> <b>Contoh : kesat macam pasir , tenang macam tasik, mahal macam emas, kuning macam kunyit</b>
<b>Unit 4</b>  <b>Cerita Rakyat</b>	<b><u>Tok Selampit</u></b>  <b>Kata Ganda</b> <b>Contoh: murid-murid, berebut-rebut, kampung-kampung</b>
	<b><u>Cerita Jenaka</u></b>  <b>Tanda Baca</b> <b>Tanda petik ,Tanda petik tunggal, tanda sempang</b>

	<b>Hasil Pembelajaran:</b> <ul style="list-style-type: none"> <li>- membaca dan membuat inferens</li> <li>- menjana dan menyusun idea untuk menghasilkan pelbagai jenis teks dengan mengembangkan idea secara teratur mengikut kronologi, sebab dan akibat dan keutamaan</li> <li>- menjelaskan maklumat dengan mengemukakan bukti yang wajar atau relevan</li> <li>- membaca dan memahami maklumat yang tersirat</li> </ul>
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<b>Continual Assessment 1 : Unit 1 - 2</b> - <b>Penggunaan Bahasa dan Kefahaman</b> - <b>Kefahaman Mendengar</b>	
<b>Semestral Examination 1: Unit 1 - 4</b>  -      Komponen 1 (Kefahaman Mendengar) -      Komponen 2 (Penggunaan Bahasa dan Kefahaman) -      Komponen 3 (Lisan)	