

**ALSAGOFF ARAB SCHOOL
ACQUIRED KNOWLEDGE DEPARTMENT
PRIMARY 4 SCIENCE SCHEME OF WORK 2016**

Term 1: Monday 4 January to Friday 11 March

School Holidays/Functions:

Week # 0	New Year's Day	Friday 1 January
Week # 1	First Day of School	Monday 4 January
Week # 3	Maulid Celebrations	Saturday 23 January
Week # 4	Maulid (In-Lieu)	Monday 25 January
Week # 5	Haflah Celebrations	Saturday 6 February
Week # 6	Chinese New Year	Monday 8 February & Tuesday 9 February
Between Term 1 & 2		Saturday 12 March - Sunday 20 March

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2, 3, 4, 5, 6 & 7	<u>Chapter 1 (Systems):</u> 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><i>Chapter Assessment</i></p>	28
8 & 9	Review	Review chapter to allow pupils to recall and prepare for Continual Assessment 1.	10
10	Continual Assessment 1	Administer pen and paper assessment. Go through answers and ensure that corrections are done.	5

ALSAGOFF ARAB SCHOOL
ACQUIRED KNOWLEDGE DEPARTMENT
PRIMARY 4 SCIENCE SCHEME OF WORK 2016

Term 2: Monday 21 March to Friday 27 May

School Holidays/Functions:

Week # 7 Labour Day (In-lieu)

Monday 2 May

Between Semesters 1 & 2

Saturday 28 May to 12 June

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2, 3 & 4	<u>Chapter 2 (Systems):</u> Plants & Their Parts	<ul style="list-style-type: none"> · Recognise that a plant is a system · Appreciate that most plants have the same basic parts · Identify the parts of a plant (leaves, stem and roots) · State the functions of leaves, stem and roots · Appreciate that plant parts work together for the plant to grow well <p><i>Chapter Assessment</i></p>	12
5 & 6	<u>Chapter 1 (Interactions):</u> Magnets & Their Characteristics	<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 	10
7	MYE: Paper 1, Oral & LC only		-
8	Revision	Review chapters to allow pupils to recall and prepare for Mid-Year Examination.	5
9 & 10	Mid-Year Written Examination		-

ALSAGOFF ARAB SCHOOL
ACQUIRED KNOWLEDGE DEPARTMENT
PRIMARY 4 SCIENCE SCHEME OF WORK 2016

Term 3: Monday 13 June to Friday 25 June, Monday 11 July to Friday 2 September

School Holidays/Functions:

Last 10 days of Ramadhan	Saturday 25 June to 10 July
Week # Youth Day (In-lieu)	Monday 4 July
Hari Raya Puasa	Wednesday 6 July
Week # 6 Family Day (In-lieu)	Monday 1 August
Week # 7 National Day	Tuesday 9 August & Wednesday 10 August
Week # 10 Teachers' Day	Friday 2 September

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1 & 2	<u>Chapter 1 (Interactions):</u> Magnets & Their Characteristics	<ul style="list-style-type: none"> · 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 <i>Chapter Assessment</i>	8
3 & 4	<u>Chapter 2 (Interactions):</u> Making Magnets	<ul style="list-style-type: none"> · Observe that only magnetic materials can be made into magnets · Describe the steps involved in making a magnet using the stroke method · State the definition of an electromagnet · Construct the set-up to make an electromagnet using the electrical method · Show an understanding that an electromagnet is a magnet only when it is connected to a battery or a source of electricity. · State some uses of electromagnets in our daily lives <i>Chapter Assessment</i>	8
5, 6 & 7	<u>Chapter 1 (Energy):</u> Light & Shadows	<ul style="list-style-type: none"> · Recognise that light is a form of energy · Identify sources of light · Recognise that the Sun is our main source of light during the day · State that we need light in order to see · Infer that objects can be seen if they can reflect light · Identify and differentiate between materials that: allow light to pass through; allow some light to pass through; allow no light to pass through · Measure light using a light sensor that is connected to a data logger · Explain how a shadow is formed · Relate the shapes and sizes of shadows to the positions of the object and the light source <i>Chapter Assessment</i>	15
8 & 9	Review	Review chapters to allow pupils to recall and prepare for Mid-Year Examination.	10
10	Continual Assessment 2		5

ALSAGOFF ARAB SCHOOL
ACQUIRED KNOWLEDGE DEPARTMENT
PRIMARY 4 SCIENCE SCHEME OF WORK 2016

Term 4: Monday 12 September to Friday 18 November

School Holidays/Functions:

Week # 1	Hari Raya Haji	Monday 12 September & Tuesday 13 September
Week # 4	Children's Day	Friday 7 October

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2, 3 & 4	<u>Chapter 2 (Energy):</u> Heat & Temperature	<ul style="list-style-type: none"> · State that heat is a form of energy that makes things hot · Identify and list some common sources of heat · Recognise that the Sun is our main source of heat · State that temperature is a measure of how hot something is · State that the unit of temperature is degree Celsius ($^{\circ}\text{C}$) · Recognise that a thermometer is used to measure temperature and different types of thermometers are used for different purposes. · Describe the steps to follow in reading a thermometer · Measure temperature using a thermometer or a heat sensor connected to a data logger · Differentiate between heat and temperature · Relate the change in temperature of an object to the gain or loss of heat by the object · Show an understanding that heat flows from a hotter to a colder object until both reach the same temperature · Show an understanding that heat gain and heat loss can cause a change in state of a solid, a liquid and a gas · Recognise that expansion is an effect of heat gain and contraction an effect of heat loss · Relate an increase in volume to expansion · Relate a decrease in volume to contraction · Recognise that the three states of matter can expand or contract · Recognise the effects of expansion and contraction around us · Recognise that some materials allow heat to flow through easily while others do not · Identify good and poor conductors of heat. <p><i>Chapter Assessment</i></p>	20
5 & 6	Review	Review chapters to allow pupils to recall and prepare for the End-of-Year Assessment.	10
7 & 8	End-of-Year Assessment	Administer pen and paper assessment.	-
9 & 10	Post-Examination Activities		-