## 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** Hafiah 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  **Chapter 1 (Cycles): Reproduction in Plants**  
- State why living things reproduce.  
- Identify the male and female parts of a flower.  
- Recognise that pollination is the transfer of pollen grains from the anther to the stigma of a flower.  
- Identify the agents that help in pollination.  
- Describe the processes involved in fertilisation.  
- Describe what happens after fertilisation has taken place.  
- Recognise that dispersal is the scattering of fruits or seeds.  
- State the reason why the young does not grow near its parents.  
- Identify the dispersal methods of fruits and seeds by a plant.  
- Show an understanding of the different dispersal methods of fruits and seeds.  
- State the conditions necessary for germination to take place.  
- Trace the stages of growth of a plant from seed to young plant.  
- Recognise that non-flowering plants grow from spores.  
- Recognise that characteristics are passed on from parent plants to their young during reproduction.  

*Chapter Assessment*  

17

5, 6 & 7  **Chapter 2 (Cycles): Reproduction in Humans**  
- Recognise that sexual reproduction occurs between a male and a female.  
- Identify the male reproductive parts and cells in humans.  
- Identify the female reproductive parts and cells in humans.  
- Relate the formation of a new life to the fertilisation of an egg in the female by a sperm from the male.  
- Describe what happens to an egg after fertilisation.  
- Recognise that characteristics are passed on from parents to their young during reproduction.  
- List examples of characteristics that are passed on from parents to their young.  
- Compare the reproductive processes in humans and flowering plants.  

*Chapter Assessment*  

10

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

*Timeline might differ slightly during actual implementation of SOW.*
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

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| 1, 2 & 3 | Chapter 3 (Cycles): Water & Changes of State | - List examples of water in each of its three states.  
- Recognise that a change in state can occur when water gains or loses heat.  
- State the freezing point of water, melting point of ice and boiling point of water.  
- Describe the changes of states that take place during freezing, melting, condensation, boiling and evaporation.  
- Identify the similarities and differences between boiling and evaporation.  
- Investigate the factors that affect the rate of evaporation.  
Chapter Assessment | 11 |
| 4, 5 & 6 | Chapter 4 (Cycles): The Water Cycle | - Describe the water cycle with the help of a diagram.  
- Relate evaporation and condensation to the roles they play in the water cycle.  
- Recognise that the water cycle ensures a constant supply of fresh water on Earth.  
- Identify the roles of water in the functions carried out by different human body systems.  
- Identify the roles of water in germination and other life processes of plants.  
- Recognise that water is precious.  
- Show an understanding of the effects of water pollution.  
- Recognise that water conservation is using water carefully and not wasting it.  
- Identify ways to conserve water.  
Chapter Assessment | 12 |
| 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 | - | - |

*Timeline might differ slightly during actual implementation of SOW.*
**Primary 5 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 #
- **1** Youth Day (In-lieu)
- Hari Raya Puasa

Week # 6
- Family Day (In-lieu)

Week # 7
- National Day

Week # 10
- Teachers' Day

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| **1**     | Chapter 1 (Systems): The Plant Transport System | - State the function of the plant transport system.  
- Identify the parts of the plant transport system.  
- Describe the functions of the parts of the plant transport system.  
- List the substances that are transported by the plant transport system.  
- Trace the path that substances take as they are transported by the plant transport system.  
- Observe how a stem transports water from the roots to the other parts of a plant.  
*Chapter Assessment* | 5 |
| **2 & 3** | Chapter 2 (Systems): Air & the Respiratory System | - Recognise that air is a mixture of gases such as nitrogen, carbon dioxide, oxygen, water vapour and other gases.  
- State the function of the human respiratory system.  
- Recognise that breathing is the process of taking air into the body and giving it out.  
- Identify the organs of the human respiratory system.  
- Describe the functions of the parts of the human respiratory system.  
- Describe how humans take in and give out air.  
- Describe how fish take in and give out air.  
- Describe how plants take in and give out air.  
- Compare how humans, fish and plants take in and give out air.  
*Chapter Assessment* | 10 |
| **4 & 5** | Chapter 3 (Systems): The Circulatory System | - State the function of the human circulatory system.  
- Identify the organs of the human circulatory system.  
- Describe the functions of the parts of the human circulatory system.  
- List the substances that are transported by the human circulatory system.  
- Trace the flow of blood and the path that substances take as they are transported by the human circulatory system.  
- Recognise that the human respiratory and digestive systems work together with the human circulatory system to carry out life processes.  
*Chapter Assessment* | 10 |

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| 6 & 7   | Chapter 3 (Systems): The Unit of Life | ∙ Recognise that a cell is the smallest unit of life.  
 ∙ List some organisms that are made up of only one cell.  
 ∙ Recognise the relationship between a cell, a tissue and an organ.  
 ∙ Recognise that the cells in an organism differ in shape, size and function.  
 ∙ Identify the parts of a plant cell and an animal cell.  
 ∙ Describe the functions of the parts of a plant cell and an animal cell.  
 ∙ State the similarities and differences between a plant cell and an animal cell.  
 *Chapter Assessment* | 10 |
| 8 & 9   | Review        | Review chapters to allow pupils to recall and prepare for Mid-Year Examination. | 10 |
| 10      | Continual Assessment 2 | | 5 |

*Timeline might differ slightly during actual implementation of SOW.*
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

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| 1 & 2     | Chapter 5 (Systems): Electrical Systems| · 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.<br>· Identify the different components of an electric circuit and relate them to their function(s).<br>· Differentiate between a closed circuit and an open circuit.<br>· Observe that an electric current flows only when an electric circuit is closed.<br>· Recognise that an electrical conductor is a material that allows electric current to flow through it.<br>· Recognise that an electrical insulator is a material that does not allow electric current to flow through it.<br>· Classify different materials as electrical conductors or insulators.<br>· Draw circuit diagrams using the symbols of electrical components, such as a battery, wire, switch and bulb.<br>· Construct simple electric circuits based on circuit diagrams.  
*Chapter Assessment*                                                                                   | 10     |
| 3 & 4     | Chapter 6 (Systems): Using Electricity | · Recognise that a series connection of batteries involves connecting the positive terminal of one battery to the negative terminal of another battery.<br>· Investigate how the number of batteries in an electric circuit can affect the brightness of a bulb.<br>· Recognise that a series connection of bulbs involves connecting the bulbs one after another.<br>· Investigate how the number of bulbs in an electric circuit can affect their brightness.<br>· Recognise that a parallel connection of bulbs involves connecting the bulbs such that an electric current flows along separate paths to each bulb.<br>· Investigate how the arrangement of bulbs in an electric circuit can affect their brightness.<br>· Investigate which arrangement of bulbs in an electric circuit allows the bulbs to work independently of one another.<br>· List the factors that affect the brightness of a bulb in an electric circuit.<br>· Recognise the need to conserve electricity.<br>· List ways in which one can help to conserve electricity.<br>· Recognise that electricity can cause harm if not used with care.<br>· List ways in which one can use electricity safely.  
*Chapter Assessment*                                                                                   | 10     |
| 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            |                                                                                                                                                                                                                          | -      |

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