



Curriculum Information
PRIMARY 5

Why Choose Mavis?



1. Mavis PRO

> *Never Miss a Lesson Again*

Physical Lessons - Stay engaged with in-person learning

Recorded Lessons - All recorded lessons available for the whole year

Online Lessons - Learn from anywhere



2. Mavis Connect

> *Stay Connected, Stay Informed*

Students - Access past lesson records, submit assignments, watch recorded lessons and download lesson materials

Parents - Track lesson records, monitor attendance, receive teacher feedback, and make secure payments



3. Oral AI Companion

> *A revolutionary way to practise oral*

Structured Syllabus - Topics from basic to advanced levels

Simplified Learning - Complex topics broken down into bite-sized sections for better understanding



4. Learning Kits

> *Hands-on Learning for Stronger Grasp of Concepts*

Interactive Tools - Learning kits, like microscope, math manipulatives and calligraphy set, make lessons more engaging



5. Mavis Miles Rewards Programme

> *Rewarding Effort, Recognising Excellence*

Motivational Learning - Inspires students to participate actively and strive for excellence

Academic Achievement - Be recognised for strong academic



HEAR FROM OUR STUDENTS



'O' LEVELS 9A's

"Mavis provided us with **targeted questions**, which really helped me **focus on my weaker topics**. As a result, my Maths grade **improved from a C6 to an A1**. The teachers at Mavis also went to great lengths to ensure **everyone enjoyed class**, which made learning feel a lot easier."

KENNETH LEE

PSLE 4A1's

"Mavis gave me the **confidence** to excel in my PSLE, as the teachers were very **supportive** and provided plenty of **targeted practice**. They also took time out of their own schedules to give us **extra lessons**, which helped us feel more prepared."

KOH TIEN YOUNG



'O' LEVELS 8A's

"I think that ultimately it is the teachers at Mavis that gave me the support needed to do well in my 'O' Levels, whenever I see them **putting their best effort to teach us**, it makes me want to **strive harder** and do my best."

FREYANN LEE



PSLE 4A1's

"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries**, and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready to answer my questions."

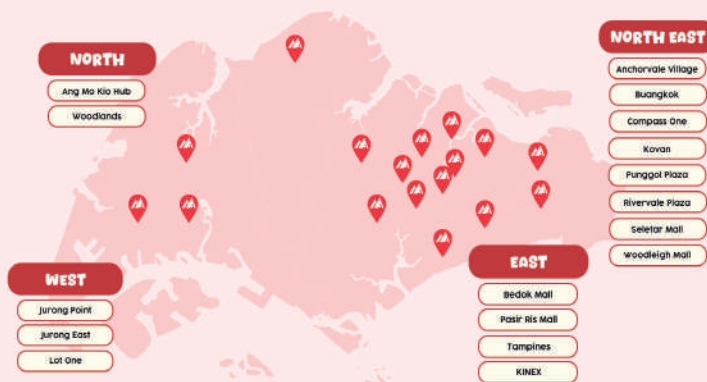
GUO XINYAO



MavisPRO

Never Miss a Lesson Again!

Physical Lessons **R**ecorded Lessons **O**nline Lessons



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MAVIS
TUTORIAL CENTRE
LEARN · INSPIRE · ACHIEVE

SUBJECTS OFFERED FOR PRIMARY 5 STUDENTS

Dear Parents,

Thank you for your interest in Mavis Tutorial Centre.

Since 1986, we have been dedicated to delivering exceptional education, equipping students with the knowledge, skills, and confidence to excel in crucial exams such as the PSLE, SEC examinations, and GCE 'A' Levels. Our carefully structured curriculum focuses on deep subject understanding, empowering students to perform confidently and achieve excellence in their examinations. Beyond academic success, we are committed to creating an engaging learning environment where active participation and enjoyment are at the forefront, guided by our experienced and engaging tutors.

We offer a variety of courses for our Primary 5 students:

- English
- The Write Stuff (TWS)
- Mathematics
- Science
- Chinese
- Chinese Compo & Oral



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www.mavistutorial.com

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THE MAVIS EXPERIENCE



Nov	Lessons commence <i>Give your child a head start and build confidence early.</i>
Dec	Supplementary Home-Based Learning Lessons <i>Keep learning consistent, even during the holidays.</i>
Feb	Term 1 Revision <i>Reinforce foundational knowledge for a stronger Term 2.</i>
Mar	Parents' Workshop: Analysis of PSLE Questions <i>Gain insights into exam trends and support your child better.</i>
Apr	Mid-Year Revision <i>Prepare with purpose – consolidate learning before exams.</i>
May	Supplementary Home-Based Learning Lessons <i>Keep skills sharp after exams for continued progress.</i>
Jun	Intensive Revision Booster Class Part 1 <i>Sharpen skills and tackle challenging questions head-on.</i>
Aug	Term 3 Revision <i>Revisit key concepts to stay ahead in the final stretch.</i>
Sep	End-of-Year Revision <i>Refine knowledge and correct misconceptions before the final exam.</i>
Oct	Intensive Revision Booster Class Part 2 <i>Final push for excellence – maximise marks with targeted strategies.</i>



“ KEY FEATURES OF OUR PROGRAMME ”

MAVISPRO

- Offer flexible options to attend lessons in-person or online
- Enable students to revisit recorded lessons anytime for revision
- Support self-paced revision and concept reinforcement

COMPREHENSIVE WEEKLY LEARNING RESOURCES

- Align with the latest MOE syllabus
- Deliver consistently to support steady progress
- Strengthen foundational understanding

EXPERIENTIAL LEARNING

- Engage students through hands-on activities
- Make learning interactive and enjoyable
- Deepen understanding through active participation

REVISION MATERIALS

- Reinforce key academic concepts
- Train students in effective answering techniques
- Prepare students for exam success

INTENSIVE REVISION

- Deliver targeted practice for difficult topics
- Refine answering strategies with expert guidance
- Build exam confidence through focused revision

EXTRA SUPPORT

- Include past-year examination papers & AI quizzing
- Provide additional practice opportunities
- Familiarise students with real exam formats



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PRIMARY 5

ENGLISH

**THE WRITE STUFF
(TWS)**



PRIMARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. acquire and apply four key language skills
2. strengthen knowledge in grammar & vocabulary

1

LISTENING SKILLS



Comprehending and interpreting spoken language

2

SPEAKING SKILLS



Communicating through verbal expression and articulation

3

READING SKILLS



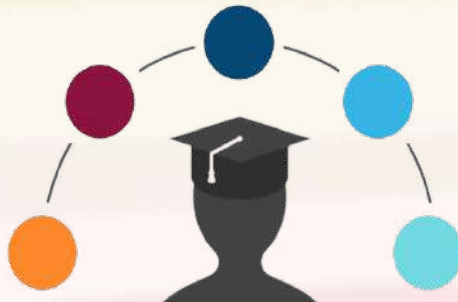
Understanding variety of texts, analysing literal and inferential meaning

4

WRITING SKILLS



Expressing thoughts and ideas through written communication

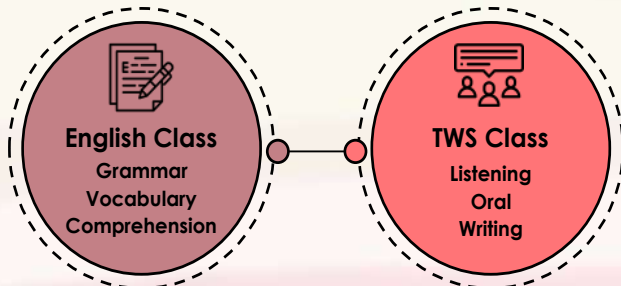


PRIMARY ENGLISH

PSLE English Examination:

Paper	Components	Marks	Weightage
<i>Paper 1</i> Writing (1 h 10 min)	Situational Writing	14	25%
	Continuous Writing	36	
<i>Paper 2</i> Language Use & Comprehension (1 h 50 min)	Booklet A - Grammar MCQ - Vocabulary MCQ - Vocabulary Cloze MCQ - Visual Text Comprehension MCQ	90	45%
	Booklet B - Grammar Cloze - Editing for Spelling and Grammar - Comprehension Cloze - Synthesis & Transformation - Comprehension Open-Ended		
<i>Paper 3</i> Listening Comprehension (about 35 min)	Recordings include a variety of spoken texts (eg: news items, announcements, instructions, conversations etc)	20	10%
<i>Paper 4</i> Oral Examination (about 10 min)	Reading Aloud	15	20%
	Stimulus-based Conversation	25	

CLASSES OFFERED





P5 ENGLISH CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Comprehensive weekly worksheets

- closely aligned with the latest MOE syllabus
- complete coverage of all components of Paper 2

Key feature 2



Regular updates on current affairs

- broaden general knowledge
- strengthen understanding of various contexts

Key feature 3



Thorough exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts

OUR CURRICULUM

HOW WILL STUDENTS BENEFIT



GRAMMAR



- master grammar rules
- learn to identify & avoid common mistakes
- analyse & annotate keywords

VOCABULARY



- expand vocabulary proficiency
- understand connotations & applications

COMPREHENSION



- develop close reading & analytical skills
- learn precise answering techniques



SNIPPETS OF OUR CURRICULUM

Grammar:

For each question, write the answer (1, 2, 3 or 4) in the brackets provided.

1. ^{Singular} Amy, as well as her ^{extra information} cousins, _____ ^{present tense} going to school every day.
 (1) love
 (2) loves
 (3) loved
 (4) has loved
 (2)
2. To _____ should I address this letter?
 (1) who person whom person eg: John whom I met at the shop...
 (2) whom person (person) (person)
 (3) which preposition whom
 (4) whose preposition whom
 eg: from, to, with, for
 (2)
3. John does not earn much, but he gets ^{by} _____ because he has thrifty habits.
 (1) by
 (2) off
 (3) out
 (4) along
 Survives
 (1)
4. Xin Yi was caught shoplifting and was _____ handed over to the police.
 (1) however
 (2) moreover → besides
 (3) nevertheless → in spite of that / even so
 (4) subsequently → afterwards
 (4)
5. Nathaniel brushed the caterpillar off when he felt it _____ up his leg.
 (1) wriggles
 (2) wriggled
 (3) wriggling
 (4) was wriggling
 base form / ing
 Sensory Verb
 (3)



SNIPPETS OF OUR CURRICULUM

Synthesis & Transformation:

Relative Pronouns: "Who", "Whom" and "Whose"

- Relative pronouns are placed directly after the noun or pronoun they modify and are used to introduce a relative clause.

Examples:

The driver who knocked the pedestrian down has been arrested.

The teacher whom we respected deeply has passed on.

The boy whose shoes were stolen is now crying in that corner.

- Each of the relative clauses describes the subject of the sentence (i.e the driver, the teacher, and the boy)
- "who" is followed directly by a verb while "whom" is followed directly by a noun or pronoun.
- "whose" is a possessive pronoun that shows that ownership or belonging.

OR → Xuehui, who borrowed my earphones, is my classmate.

For each of the questions, rewrite the given sentence using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentence.

(action word)
 person who verb include: is, are, was, were...

- Xuehui is my classmate. She borrowed my earphones.

Xuehui, who is my classmate, borrowed my earphones.

person whom noun/pronoun

- Yao Ming is the tallest basketball player on the team. Everyone respects him.

Yao Ming, whom everyone respects, is the tallest basketball player on the team.

- Xiaojie is over the moon. His essay was chosen for the top prize in the competition.

Xiaojie, whose essay was chosen for the top prize in the competition, is over the moon.

person whose thing
 belonging





P5 TWS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Develop relevant content & expand vocabulary

- think creatively to make essays more engaging
- respond thoughtfully to make conversations more dynamic

Key feature 2



Improve writing & communication skills

- gain exposure to a wide variety of genres
- articulate ideas clearly
- capture the audience's attention

Key feature 3



Personalised feedback from teachers

- emphasise strengths
- provide actionable steps for areas needing improvement
- monitor progress



- Follow a theme for each learning cycle
- Provide ample practice & hold discussions based on themes relevant to recent exam trends



SNIPPETS OF OUR CURRICULUM

Oral Communication

Reading Aloud (15 marks)

- **Expression** – Vary your tone to match the events in the passage. When reading dialogue, aim to convey the emotions of the speaker.
- **Clear articulation** – Focus on pronouncing the beginning and ending sounds of each word, especially with multi-syllabic words. Ensure each syllable is distinct and avoid mumbling.
- **Fluency** – Read smoothly, without unnecessary pauses or hesitation.
- **Appropriate speed** – Avoid reading too quickly, as this can affect clarity. Maintaining an appropriate pace will help prevent stumbling over words and making unnecessary mistakes.

“Hey, let’s walk faster!” muttered Samuel in an urgent tone.

I asked him what the hurry was, and with an almost imperceptible nod towards his right, I saw the reason for his urgency. Billy, the notorious school bully, was heading our way. Everyone was terrified of Billy because he was built like a tank, and he was not shy about using his size to intimidate those he perceived as weaker than himself.

However, Billy looked pensive today. Not believing what I was about to do, I found myself walking towards him, leaving Samuel behind with his mouth hanging open.

“Hello, Billy. You look troubled. Would you like to sit down with me in the canteen and talk about it over a drink?” I asked cautiously. Billy swiveled around and stared at me with his signature bloodshot eyes. I braced myself for the moment he would catapult towards me and pummel me to the ground. Instead, his eyes began to water, and soon, he was sobbing uncontrollably.

Taken aback, I gently led him to a nearby bench. As we sat down, he opened up about his parents’ recent divorce and the overwhelming pressure he felt. Listening intently, I realised that beneath his tough exterior, Billy was just another kid struggling with his own battles.

This unexpected encounter marked the beginning of an unlikely friendship that changed both of our lives.



SNIPPETS OF OUR CURRICULUM

Oral Communication

Stimulus Based Conversation (25 marks)

INTERNATIONAL FIREFIGHTER'S DAY

4th May

Thank you these real-life heroes who saves lives every day...



International Firefighters' Day (IFFD) is observed annually on May 4th to honour the sacrifices and contributions made by firefighters around the world. This day symbolises gratitude and appreciation for the bravery and courage of firefighters who risk their lives to protect their communities.



SNIPPETS OF OUR CURRICULUM

Oral Communication

Stimulus Based Conversation (25 marks)

- **Giving a personal response to the question prompts** – Share your opinions and feelings about the topic.
- **Providing reasons for your choices** – Include necessary details to justify your statements and demonstrate your ability to support your opinions.
- **Sharing insights** – Offer fresh perspectives and showcase your ability to think critically and deeply about the questions.
- **Including relevant personal experiences** – For instance, if the prompt is about being a good neighbour, share your own experiences or highlight how someone in your neighbourhood exemplifies this quality.
- **Making eye contact with the examiner while speaking** – Show confidence and engagement during your response.

Question Prompts:

- (a) Look at the picture. Who are the people in the picture, and what are they doing?
- (b) Have you ever seen a firefighter in real life? What were they doing?
- (c) What qualities do you think someone needs to be a firefighter? Elaborate.

For every question, follow the structure below. State your opinion and provide at least two reasons to support it. Include a personal response to express your thoughts and feelings.

Supplementary Discussion Questions:

- (a) What might the firefighter be thinking or feeling?
- (b) What would you do if you were in an emergency and needed help?
- (c) Do you think there is a difference between courage and recklessness? How can we tell them apart?



SNIPPETS OF OUR CURRICULUM

Apply Writing Skills 3: Show Not Tell – Emotions

The most engaging way to write a story is to let the reader experience it. Showing and not telling allows readers to immerse themselves in the story through **action, dialogue, thoughts, senses, and emotions**. A mere description of events is not enough to achieve that!

Compare these two samples. Both describe a character who is about to go on a waterslide.

Sample A	Sample B
Valerie was scared.	Valerie inched closer, then shied away from the slide with a whimper. Her eyes were shut tight. It was at least a ten-metre drop to the water below! What if something went wrong? Her feet felt like they were stuck in cement. "I don't think I can do it..." she mumbled to herself, her heart thumping so hard she could barely breathe.

To write something like Sample B, we need to show the character's emotions and paint the scene vividly. There are three things you can focus to achieve this:

Show the characters' emotions!

Imagine their face, body and voice.

- How do they look?
- What action are they taking?
- What sounds are they making? Or, not making?

Use dialogue

Speech + word to replace "said"

- Screamed, yelled, hollered, shouted
- Whispered, hissed, muttered, stammered
- Demanded, sneered

→ **Face:** The boy's face turned pallid, almost ghostly, as beads of sweat glistened on his forehead.
Eyes: His eyes darted around nervously, wide and filled with a palpable sense of dread, searching for an escape from the impending danger.

How is their body moving?

He stood as still as possible, every muscle in his body tense and coiled, ready to spring into action.

↳ Aside from the occasional whimper, he clasped his hand over his mouth, suppressing any other sounds that might escape.

His breathing was shallow and rapid, each breath coming out in quick, shaky bursts that made his chest heave visibly.

Let your character think!

Remember that it is not always necessary to add "[name] thought" or "thought [name]" after a character's thought. It can be stream-of-consciousness writing!

E.g. Max fidgeted like an ant on a hot plate. Why does the lift always take forever when he needs the bathroom urgently?



SNIPPETS OF OUR CURRICULUM

Model Composition:

The following story illustrates the theme of An Act of Courage using the first picture.



Thud! The sound of a hard fall and clattering books reverberated through the corridor, making Alice jump out of her skin. "You fat pig! Are you blind?" sniggered a familiar, fear-inducing voice. Alice shuddered. Heather, the notorious school bully, was at it again. Compelled by a kind of morbid curiosity, Alice peeked out from behind the wall to look down the hallway. ** introducing tension & setting the scene in a school corridor*

arms & legs spread out

Alice's eyebrows rose. She recognised the poor girl sprawled on the floor, surrounded by strewn books and files. It was Grace. They had remedial classes together in another half hour. Grace must have been on her way to the classroom when she crossed paths with the devil, who was now strutting around her like a puffed-up peacock. Meekly, Grace moved to gather her things. Silent tears streamed down her face in rivulets as she trembled like a leaf under the cold, amused eyes of her bully. *fear*

Alice felt her heart hammer vigorously against her chest. She knew first-hand that crying only made things worse. True to form, Heather let out a derisive snort. "Is the cry-baby crying?" She sneered with wicked glee. "Shall I help you?" she offered mockingly and started to kick Grace's things around, putting them cruelly just out of reach.

Anger With every cackle of laughter that escaped Heather's mouth, Alice felt wave after wave of indignation rise within her. The past couple of weeks had been strangely peaceful for Alice. Though she had wondered why the she-devil stopped picking on her, Alice was too grateful for her luck to question it. Now she knew that Heather had simply switched targets!

Blood beginning to boil, Alice swivelled her head around to look for a teacher. All she saw, however, were groups of students huddled together, none daring to move a muscle as they watched the nightmarish scene in horror. "What's the matter, piggy?" Heather taunted once more. "Can't reach with your short, piggy arms?" That finally pulled a sob out of Grace, who quickly dissolved into tears. Heather smirked, satisfied at last. *Confrontation*
Vulnerable & overwhelmed by the situation
Alice challenging Heather in front of their peers

That's it, Alice decided. Anger overpowered her fear and marched her forward. "How could you do this?" Alice yelled, glaring daggers at the school bully. Her sudden outburst caught everyone by surprise, but Heather was unfazed. Staring straight into the devil's cold eyes, Alice felt a shudder scuttle down her spine. "L-leave her a-alone!" She warned with a quiver in her voice, trying her best to stand tall and firm.



SNIPPETS OF OUR CURRICULUM

(continued)

UNITY

Other students gradually joined Alice in supporting Grace

Before Heather could utter a word, another student joined in. "That's right! Leave her alone!" Mouth agape, Alice watched in disbelief as, one by one, others along the corridor stepped in to help her defend Grace. "That was too much. Go away, Heather Kim," voices like music to Alice's ears chimed in left and right. Soon, there were enough of them standing together to drive fear away completely. Emboldened, Alice stared Heather down, who had started to back away. "You're all losers..." She retaliated feebly, clearly caught off-guard by the change of events. Without another word, she took to her heels and escaped.

Heather retreated & tension dissipated

The triumphant crowd slowly dwindled and Alice finally heaved a sigh of relief. She felt as though a heavy boulder had been lifted off her shoulders. Kneeling down, she quickly helped to gather Grace's things. "Are you okay?" she asked the sniffing but smiling girl. "Yes, thank you. That was very brave of you. Thank you so much." Grace gushed, beaming from ear to ear. Shy, Alice flashed a toothy grin back, and the two of them spent their remedial class laughing about the stunned expression on Heather's face.

fostering new friendship

Heather received swift and just punishment for her actions after a few students who had witnessed the scene reported her to a teacher. Though gratified and proud of herself, Alice was mostly glad that she and Grace became best friends after that day. Reflecting on her act of courage, Alice finally understood that courage is not the absence of fear, but the assessment that something else is more important than fear.

Relieved & proud

Words/phrases incorporated into the composition:	
trembled like a leaf frightened	notorious infamous
compelled forced	strutting like a puffed-up peacock proud
fast & fair <u>swift and just</u> punishment	reverberated echoed
derisive teasing (unkind)	sniggered laughed (evil)
cackle laugh loudly	wave after wave rise within her
blood beginning to boil angry	heart hammer vigorously
glaring daggers stare angrily	sneered made fun (mocking)
a shudder scuttle down her spine fear	none daring to move a muscle
unfazed not surprised/worried	dissolved into tears
emboldened encouraged	took to her heels ran
dwindled decreased	music to her ears pleasant to hear
from ear to ear smile broadly	retaliated fought back
a heavy stone boulder lifted off her shoulders	tears streamed down her face in rivulets

→ relieved



PRIMARY 5

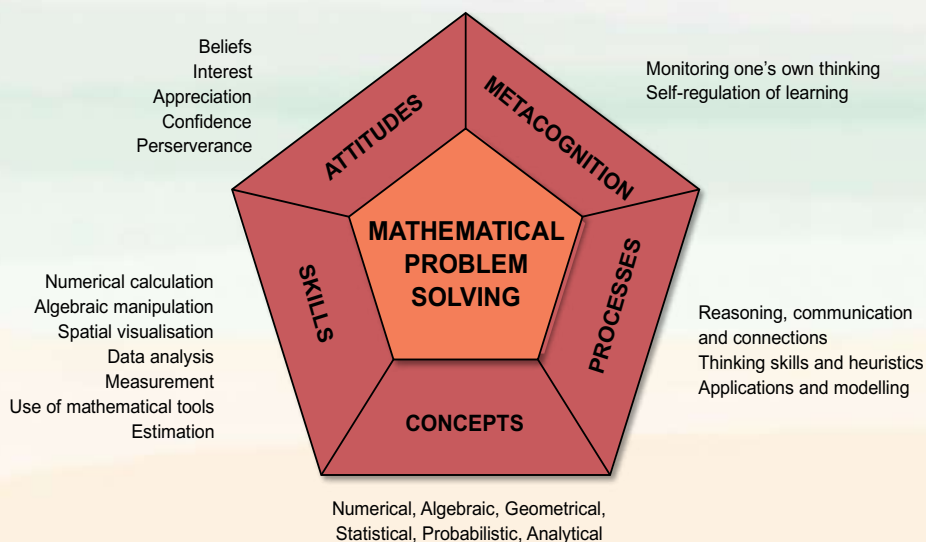
MATHEMATICS



PRIMARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. acquire and apply mathematical concepts and skills
2. develop critical thinking, reasoning and problem-solving skills
3. build confidence and cultivate interest in Mathematics



PSLE Mathematics Examination			
Paper	Components	Marks	Weightage
Paper 1 30 questions (1 h 10 min)	Booklet A • 10 MCQ questions (1 mark each) • 8 MCQ questions (2 marks each)	26	50%
	Booklet B • 12 short answer questions (2 marks each)	24	
Paper 2 15 questions (1 h 20 min)	Problem Sums (calculators allowed) • 5 short answer questions (2 marks each) • 10 long answer questions (3 – 5 marks each)	50	50%





P5 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Step-by-step approach in our structured curriculum

- closely aligned with the latest MOE syllabus
- build a strong foundation & apply skills to solve questions

Key feature 2



Wide exposure to various types of heuristic questions

- learn to identify key cues, recognise concepts & solve word problems more efficiently

Key feature 3



Targeted revision materials for exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts



Numbers

- Whole Numbers up to 10 000 000
- Fractions
- Decimals
- Percentage
- Rate



Measurement & Geometry

- Area of Triangles
- Volume
- Angles

TOPICS COVERED

COMMON HEURISTICS

- | | |
|---------------------|---|
| • Comparison | • Remainder Concept |
| • Internal Transfer | • Unchanged Total |
| • Supposition | • Constant Difference |
| • Grouping | • Unchanged Variable |
| • Gap Concept | • Repeated Identity |
| • Elimination | • Working Backwards (and a lot more...) |
| • Substitution | |
| • Equal Fractions | |



LEARNING JOURNEY FOR MATHEMATICS

4. PSLE Revision Guide**

- provide a comprehensive & well-rounded summary
- simplify topics & concepts with clear explanations

2. Math Learning Kits

- reinforce key concepts
- enhance problem-solving skills
- facilitate engaging & effective learning

3. Revision Worksheets/Booklets*

- cover targeted & essential content
- practise non-routine questions
- improve speed & accuracy

1. Topical Worksheets*

- master the fundamentals
- tackle short-answer questions
- learn & apply heuristics

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE
EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL!

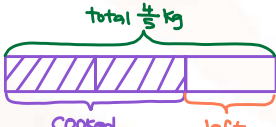
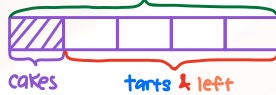
**GIVEN OUT TO P6 STUDENTS IN PREPARATION FOR PSLE!



SNIPPETS OF OUR CURRICULUM

Short answer questions on Fractions:

4.1.1 Example:

1.	Total at first Rachel bought $\frac{4}{5}$ kg of carrots. She cooked $\frac{2}{3}$ kg of them. How many kilograms of carrots is she left with? Has units → Quantity $\begin{aligned} \text{left} &\rightarrow \frac{4}{5} \times \frac{3}{3} - \frac{2}{3} \times \frac{5}{5} \\ &= \frac{12}{15} - \frac{10}{15} \\ &= \frac{2}{15} \end{aligned}$ Ans: $\frac{2}{15}$ kg
2.	Total at first Rachel bought $\frac{4}{5}$ kg of carrots. She cooked $\frac{2}{3}$ of them. How many kilograms of carrots is she left with? No units → Proportion  $\begin{aligned} 1 - \frac{2}{3} &= \frac{1}{3} \\ \text{left} &\rightarrow \frac{1}{3} \times \frac{4}{5} \\ &= \frac{4}{15} \end{aligned}$ Ans: $\frac{4}{15}$ kg
3.	Total at first Melissa has 15 kg of flour. She uses $\frac{1}{5}$ of it to bake some cakes. She also uses $\frac{3}{5}$ of it to bake some tarts. How much flour does she have left?  $\begin{aligned} 1 - \frac{1}{5} &= \frac{4}{5} \\ \text{Tarts \& left} &\rightarrow \frac{4}{5} \times \frac{3}{1} \\ &= 12 \\ \text{left} &\rightarrow 12 - \frac{3}{5} \\ &= 11\frac{5}{5} - \frac{3}{5} \\ &= 11\frac{2}{5} \end{aligned}$ Ans: $11\frac{2}{5}$ kg



SNIPPETS OF OUR CURRICULUM

Heuristics on Equal Fractions:



EXAM TIP: When dealing with questions that involve equal fractions, make the numerator of the fractions the same, and the denominator will represent the total units of the object.

2.4.1 Example:

1.



Jonathan and Kim had ^{33 units} \$2145 in total. After Jonathan spent $\frac{6}{7}$ of his money and Kim spent $\frac{1}{5}$ of his money, they had an equal amount of money left. How much money did each of them have left?

4 units

↳ fraction for J left = fraction for K left
 ⇒ equal fractions
 ⇒ same numerator, NOT denominator

$$\text{Jonathan left} \rightarrow 1 - \frac{6}{7}$$

$$= \frac{1}{7} \times 4$$

$$= \frac{4}{28} \rightarrow \text{J left}$$

↳ J's total money at first

$$\text{Kim left} \rightarrow 1 - \frac{1}{5}$$

$$= \frac{4}{5} \rightarrow \text{K left}$$

↳ K's total money at first

$$\text{Total units for J \& K at first} \rightarrow 28 + 5 = 33$$

$$33 \text{ units} = \$2145$$

$$1 \text{ unit} = \$2145 \div 33$$

$$= \$65$$

$$4 \text{ units} = \$65 \times 4$$

$$= \$260$$

Ans: \$ 260



OUR PSLE REVISION GUIDE

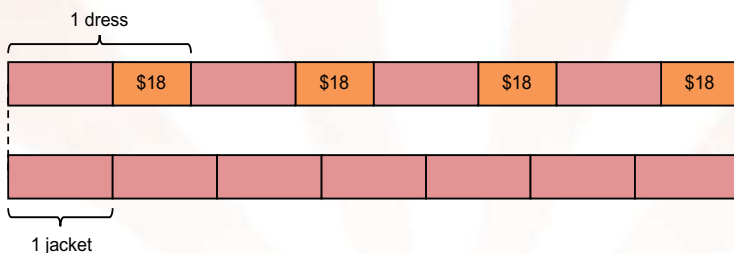
1e. COMPARISON

Ada spent $\frac{1}{2}$ of her money on 4 dresses and her remaining money on 7 jackets.
Each dress cost \$18 more than each jacket. How much did each dress cost?



PUT ON YOUR THINKING CAP:

Since half of her money was spent on 4 dresses, the other half of her money must be spent on 7 jackets → this means the amount spent on 4 dresses is equal to the amount spent on 7 jackets.



$$\begin{aligned}\text{Extra money} &\rightarrow \$18 \times 4 \\ &= \$72\end{aligned}$$

$$3 \text{ units} = \$72$$

$$\begin{aligned}1 \text{ unit} &= \$72 \div 3 \\ &= \$24 \text{ (cost of a jacket)}\end{aligned}$$

$$\begin{aligned}\text{Dress} &\rightarrow \$24 + \$18 \\ &= \$42\end{aligned}$$

Steps & Thought Process:

1. Draw a comparison model for the dresses and jackets bought.
Jacket: 1 unit
Dress: 1 unit + \$18
4 dresses = 7 jackets
2. 4 extra \$18 = 3 units (3 extra jackets)
3. Find the value of 1 unit (which is the cost of a jacket)
4. Add the extra \$18 to find the cost of a dress.



Video Tutorial

Ans: \$42



PRIMARY 5

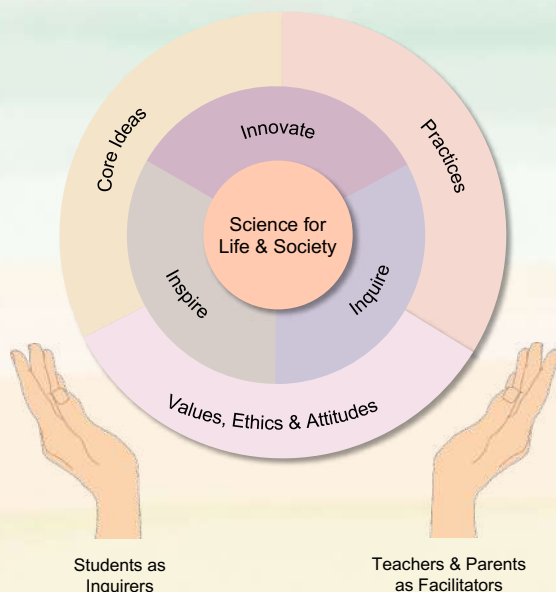
SCIENCE



PRIMARY SCIENCE

The MOE Science Curriculum aims to enable students to:

1. stimulate curiosity about themselves and their environment
2. understand the world through basic scientific concepts
3. develop inquiry skills, attitudes, and dispositions for science
4. use scientific concepts to make responsible decisions
5. appreciate the impact of Science on people and the environment



PSLE Science Examination			
Paper	Components	Marks	Weightage
1 paper (1 h 45 min)	Section A • 30 MCQ questions (2 marks each)	60	100%
	Section B • 10 – 12 open ended questions (2 – 5 marks each)	40	





P5 SCIENCE CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Extensive & systematic curriculum

- closely aligned with the latest MOE syllabus
- understand the topic thoroughly & apply content to questions

Key feature 2



Master process skills & answering techniques

- highlight relevant keywords
- learn template answers
- avoid common mistakes

Key feature 3



In-depth exam revision & effective strategies

- revision papers/booklets featuring commonly tested questions & essential concepts

TOPICS COVERED



Cycles

- Reproduction in Animals
- Reproduction in Plants
- Water & Water Cycle

AND



Systems

- Transport System in Plants
- Human Respiratory System
- Human Circulatory System
- Electrical Systems



LEARNING JOURNEY FOR SCIENCE



GOAL !

5. PSLE Revision Guide

- consolidate key concepts
- provide template answers
- overview of process skills
- highlight common mistakes

3. Science Learning Kits & Experiments

- make learning interactive & engaging
- enhance conceptual understanding & boost knowledge retention

1. Topical Notes

- provide thorough content coverage
- simplify complex ideas
- apply knowledge to try-it questions
- use mind maps to summarise key learning objectives

4. Revision Papers/Booklets*

- solidify understanding of important topics & questions
- familiarise with exam formats and mark allocation
- practise non-routine/ application-based questions (increasingly common in exams)

2. Topical Worksheets*

- reinforce concepts with commonly tested questions
- highlight relevant keywords linked to topic

START !

* SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL !

** GIVEN OUT TO P6 STUDENTS IN PREPARATION FOR PSLE !



SNIPPETS OF OUR CURRICULUM

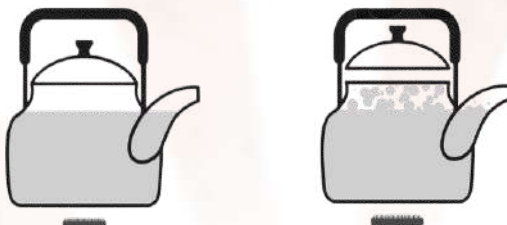
Water & Water Cycle Notes 1:

Learning Objective 5: Understand what boiling is.

BOILING

tested in
PSLE 2020 & 2023

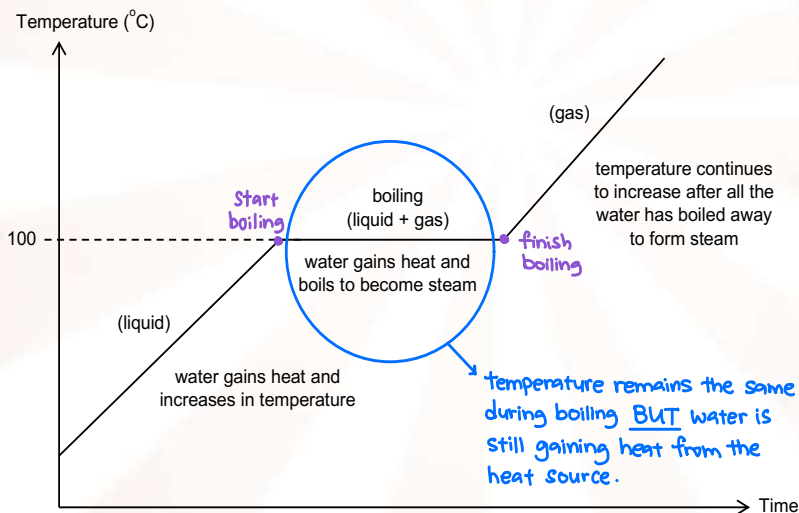
- Boiling is the process whereby a substance gains heat and changes from the liquid state to the gaseous state at a fixed temperature (its boiling point).



- Water boils to become steam at 100°C (the boiling point of water).
- Temperature remains constant during boiling.

★ Other liquids have their own boiling points
e.g. ethanol boils at 78°C

Example: a beaker of water is heated with a Bunsen burner



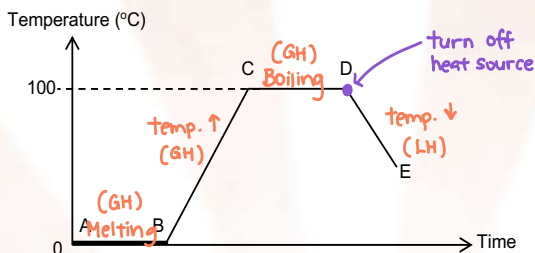
SNIPPETS OF OUR CURRICULUM

Water & Water Cycle Notes 1:

✓ CHECKPOINT

TRY IT 1!

A beaker of ice was heated to 100°C before it was left to cool. The changes in temperature are shown in the graph below.



Based on the graph above, which of the following statements is/are correct?

- A: There was heat gain from A to B. ✓
- B: There was heat gain from B to C. ✓
- C: There was heat gain from C to D. ✓
- D: The heat source was turned off at ~~E~~. (D)

- (1) B only
- (2) A and C only
- (3) B and D only
- (4) A, B and C only

(4)

✶ FROM PSLE QN

TRY IT 5!

Substance R is a liquid at 160°C and a gas at 480°C . Which of the following is possible?

	below 160°C	160°C	between 160°C and 480°C	480°C	
	Solid	Melting point (°C)	liquid	Boiling point (°C)	gas
(1)		120 ✓		450 ✓	
(2)		120 ✓		500 ✗	
(3)		200 ✗		450 ✓	
(4)		200 ✗		500 ✗	

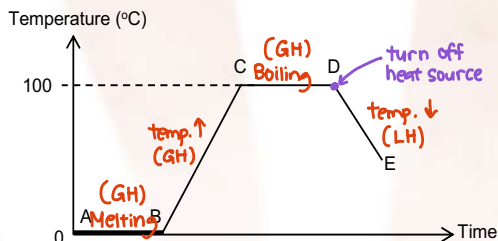
(1)



SNIPPETS OF OUR CURRICULUM

Water & Water Cycle Worksheet 1:

5. A beaker of ice was heated to 100°C before being left on a kitchen table to cool. The changes in temperature are shown in the graph below.

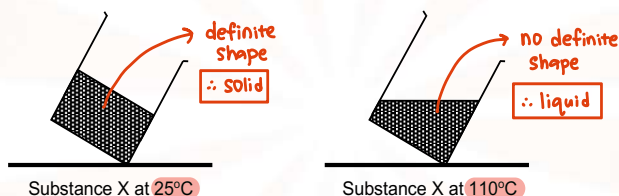


At which part(s) of the graph is/are heat gain taking place?

- (1) BC only
- (2) AB and CD only
- (3) BC and DE only
- (4) AB, BC and CD only

(4)

10. Jane took Substance X out of the freezer and left it on the kitchen table before heating it. The diagram below shows what she observed at 25°C and 110°C .



Which of the following shows the possible melting point and boiling point of Substance X?

	25°C Solid	between 25°C and 110°C Melting point of X (°C)	110°C liquid	above 110°C Boiling point of X (°C)	gas
(1)		10 ✗		90 ✗	
(2)		10 ✗		150 ✓	
(3)		40 ✓		90 ✗	
(4)		40 ✓		150 ✓	

(4)

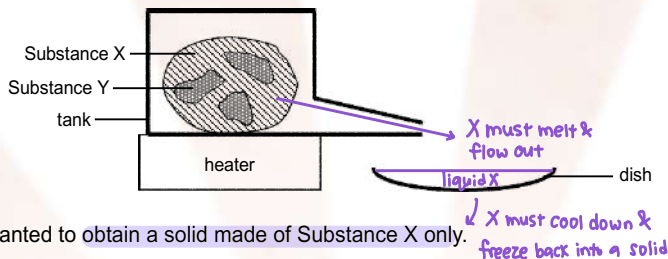


SNIPPETS OF OUR CURRICULUM

Water & Water Cycle Worksheet 1:

4.
↓
PSLE
Qn

Jonathan placed a solid made of substances X and Y in the set-up as shown below. Substance X had a lower melting point than Substance Y.



He wanted to obtain a solid made of Substance X only.

- (a) Explain how he could use the set-up to do so.

He could heat the solid in the tank until Substance X melt and flow out into the dish. He could then collect the liquid of Substance X, let it cool down and freeze to form back the solid of Substance X.

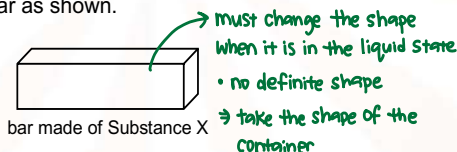
(2 marks)

- (b) In order to ensure that the solid does not contain Substance Y, at what temperature should he set the heater?

Above the melting point of Substance X but below the melting point of Substance Y.

(1 mark)

Jonathan wants to obtain a bar as shown.



- (c) Suggest one change in the above set-up that would allow Jonathan to do so. Explain your answer.

Change the dish to a rectangular container. The liquid will take the shape of the container before freezing and form a bar.

(1 mark)



SNIPPETS OF OUR CURRICULUM

Water & Water Cycle Worksheet 1:

5. Susan recorded the states of three substances, X, Y and Z, at three different temperatures in the table below.

Substances	State of substances at		
	0°C	50°C	100°C
X	solid	liquid	gas
Y	solid	solid	liquid
Z	liquid	gas	gas

- (a) Arrange substances, X, Y and Z, in order of melting point, starting from the lowest.

Z, X, Y

(1 mark)

Substance T has a boiling point of 24°C.

- (b) What does boiling point mean?

Boiling point is the temperature at which the substance changes from the liquid state to the gaseous state.

(1 mark)

- (c) Explain why Substance T must be stored in a sealed container when it is placed in a room at 30°C.

The temperature of the room is above the boiling point of Substance T, so Substance T is in the gaseous state and must be kept in a sealed container to prevent it from escaping into the surroundings.

(1 mark)

- (d) Based on the given information, would you be able to tell the state of Substance T at 0°C? Explain your answer.

No. The melting point of Substance T is unknown, so we are unable to conclude whether it is a solid or a liquid at 0°C.

(1 mark)

PSLE Qn

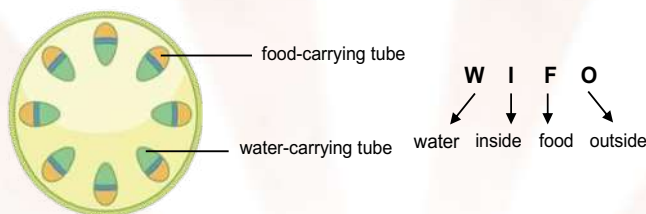


OUR PSLE REVISION GUIDE

SUMMARY NOTES:

PLANT TRANSPORT SYSTEM

- The plant transport system consists of two separate tubes.
 - Water-carrying tubes: transport water and (dissolved) mineral salts from the roots to the other parts of the plant
 - Food-carrying tubes: transport food made by the leaves to the other parts of the plant



- These tubes are found in all parts of the plant, not only in the stem
 - Unlike humans, plants do not have a pump and do not transport gases.
- Different scenarios and the result:

	Scenario	What will happen?
(a)	Plant placed in a beaker of red-coloured water	The water-carrying tubes will be stained red while the food-carrying tubes will not be stained. The leaves and flowers may also turn red.
(b)	Food-carrying tubes removed from the stem (but water-carrying tubes are not removed)	Food made by the leaves cannot be transported down to other parts of the plant below the cut, so excess food will be stored above the cut, causing it to swell. OR Food made by the leaves cannot be transported down to other parts of the plant below the cut, so more food is transported to and stored in the fruits, making them bigger and sweeter.
(c)	Water-carrying tubes removed from the stem	The leaves will not receive water for photosynthesis. The leaves will turn yellow and the plant will eventually die.

PRIMARY 5

CHINESE

**CHINESE COMPO &
ORAL**



PRIMARY CHINESE

The MOE Chinese Curriculum aims to enable students to:

1. foster communication & cognitive skills
2. become proficient users of Chinese in everyday context
3. enhance connection to the Chinese Language and culture

课程总目标 Main Objectives



培养语言能力

Language Skills Development

方法与习惯，态度与情感，知识与技能

01



培养通用能力

General Competency Development

思维能力，学习能力，社交与情绪管理能力，资讯科技运用能力

02



培养人文素养

Humanistic Qualities Development

价值观，华族文化，新加坡本土文化，跨文化

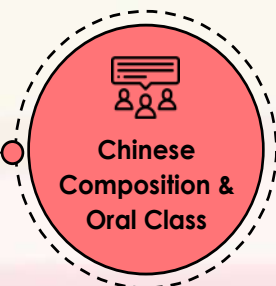
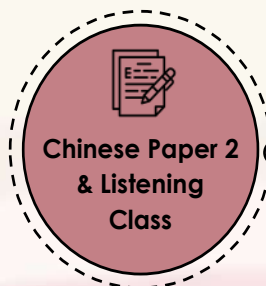
03



PRIMARY CHINESE

PSLE Chinese Examination			
Paper	Components	Marks	Weightage
试卷一 写作 (Composition) 50 分钟	- 命题作文 - 看图作文 (可任选一题作答)	40	20%
试卷二 语文应用 阅读理解 (Language Use & Comprehension) 1 小时 40 分钟	A 部分 - 语文应用 (汉语拼音/辨字/词语选择/句子选择/完成句子/意思选择/虚词选择) - 短文填充 - 阅读理解一	90	45%
	B 部分 - 完成对话 - 阅读理解二		
试卷三 听力 (Listening) 约 30 分钟	考生先听录音, 然后根据录音回答问题。录音的形式包括: 对话、通告、广告、说明、介绍、故事等。	20	10%
试卷三 口试 (Oral Communication) 约 10 分钟	朗读篇章	20	25%
	会话 主考员根据录像短片, 跟考生进行对话。	30	

CLASSES OFFERED





P5 CHINESE PAPER 2 & LISTENING CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Build strong foundation (progressive learning)

- expand vocabulary
- master grammar & sentence structures

Key feature 2



Targeted answering techniques for exams

- identify keywords to break down questions & organise answers

Key feature 3



Fun activities & stories to aid in learning

- cultivate interest & foster deeper appreciation for Chinese culture



SNIPPETS OF OUR CURRICULUM

完成对话:

根据短文的内容和上下文的意思, 从括号中选出适当的词语。

1. 那里是个新的市镇, 有很大的发展空间。
2. 可是有很多东西都还没收拾好。
3. 可惜我们现在住的房子太小了。
4. 不过还是有些舍不得离开这里。
5. 没问题, 这是我应该做的, 我保证一定做到。
6. 到时候你和哥哥都可以拥有自己的房间。
7. 真想快点离开这个脏乱的地方。
8. 我最不喜欢收拾房间了。

爸爸: 下个月我们就要搬到新家了, 你期待吗?	
小南: 我也想早点搬去新家, Q1 _____。	Q1 (4)
爸爸: 这里样样齐全, 交通又方便, 的确是个理想的居住环 境, Q2 _____。	Q2 (3)
小南: 搬到新家后, 我可以拥有自己的房间吗?	
爸爸: 当然, Q3 _____。	Q3 (6)
小南: 太棒了!	
爸爸: 不过, 我要先跟你约法三章。以后你一定要好好收拾 房间, 保持房间整洁。	
小南: Q4 _____。绝对不会让您失望的!	Q4 (5)



SNIPPETS OF OUR CURRICULUM

短文填空:

根据短文的内容和上下文的意思, 从括号中选出适当的词语。

今天我又到书局去了。逛书局已经是我的习惯, 而且我渐渐对书本产生了
Q1 (1. 直接 2. 浓厚 3. 喜欢 4. 热烈) 的兴趣。

direct strong

warm/heated

阅读书籍不仅能够消磨时间、Q2 (1. 重要 2. 关心 3. 了解 4. 增长) 知识,
而且还能在不同的书本中, 了解及认识不同的事物。书中 Q3 (1. 埋藏 2. 包含

3. 保持 4. 容纳) 了各种内容。当我阅读科幻小说时, 想象力顿时超出了时空; 当

我阅读鬼怪小说时, 我的心跳随着故事情节的发展而加速; 当我阅读侦探小说时,

也像侦探一样对所有人 Q4 (1. 浮现 2. 出现 3. 产生 4. 生长) 怀疑, 不断提高警

惕, 留意他们所说的每一句话; 当我阅读离奇小说时, 总会对各个情节感到惊奇。

alert/
vigilance

strange/
bizarre

我喜欢 Q5 (1. 活动 2. 游行 3. 沉睡 4. 陶醉) 在书的世界里, 因为它把我带到很远的地方去。

Q1 (2)

Q2 (4)

Q3 (2)

Q4 (3)

Q5 (4)

和老师一起写一写词语搭配吧!

1. 产生浓厚的兴趣	2. 增长知识	3. 包含各种内容
4. 产生怀疑	5. 陶醉在。。。。里	





P5 CHINESE COMPOSITION & ORAL CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Wide exposure to different themes & relevant words

- apply appropriate vocabulary adeptly to each theme
- express thoughts more clearly and creatively

Key feature 2



Learn proper structuring & different approaches

- present ideas in a clear, logical & structured way
- communicate the main points effectively

Key feature 3



Extensive oral practice to enhance preparedness

- speak more fluently & confidently
- improve ability to engage in meaningful dialogue



- Similar themes are grouped together
- Provide extensive practice and discussions centered on themes aligned with current exam trends.



SNIPPETS OF OUR CURRICULUM

introduction

作文开头法举例(基础篇)

part 1: 作文开头

part 2: 故事 - who, where, when, what, why, how
(简单句 + 好词好句)

part 3: 作文结尾

time

一、时间开头法

时间开头法是最^{jī}基本, 也是最简单的作文开头描写方式。运用时间开头法可以直入作文主题。^{basic}

例句:

- 一天早上, 小美背着书包匆匆忙忙地^{cōng}去上学……^{hurriedly}
- 这件事就发生在星期四的早上……
- 终于到了^{lóng}放学的时间, 我的心像出^{开心}笼^{cage}的小鸟一样, 希望赶快回到家里……

place

二、地点开头法

地点开头法比时间开头法更引人注目, 为后文的引出做^{pū diàn}铺垫。

例句:

- 我家前面有一个^{车站}, 那里每天人来人往, 非常热闹。
- 牛车水是一个最能代表华人^{culture}文化和^{history}历史的地方了。这里有……

weather

三、天气开头法

天气开头法是最^{pǔ biàn}普遍使用的作文开头法, 主要突出天气的特^{tū}征^{zhēng}所引出下文^{features/characteristics}

或是因天气^{è liè}恶劣导致事件发生。

例句:

- 今天的天气好热啊! 阳光像一支支^{jiàn}金^{shè}箭^{shài}, 从天空照射下来, 晒^{tà ng}得地面热^{golden arrow}烫^烫的……

请你补充其它的天气开头法:

一个天气晴朗的星期天早上, 太阳高挂在天上, 发出万丈光芒, 阳光好像一支支细小的金箭射在地上。



SNIPPETS OF OUR CURRICULUM

四、人物开头法

人物开头法是通过人物外貌特征或性格特点来引出下文。

person's appearance/ character

例句：

1. 丽明是我的好朋友，她不但长得漂亮，人也很聪明，而且非常勇敢，看到有人做坏事，她总是见义勇为。

act courageously
for a just cause

请你补充其它的人物开头法：

他有一头黑色的短发，一双蓝色又明亮的大眼睛。他喜欢穿蓝色的外套，他就是我的哥哥。

我的小伙伴——乐乐，有一双水灵灵的大眼睛，一口整齐、洁白的牙齿，可爱极了。

《交通意外》重点句子

1. 可是不随人愿，当我马上就要冲到马路对面时，红灯却亮起来了……
2. 如果我过不去，就要等下一个绿灯才能通过，但是我可不想耽搁一分一秒。
3. 一辆电单车疾驶而来，然而我却丝毫都没有注意到。
4. 骑电单车的人也受了伤，他一瘸一拐地向我走过来。
5. 救护车把我送到了医院，而电单车骑士到警局录口供。
6. 经过了这场可怕的车祸，我终于明白了“马路如虎口”这句话的含义。



SNIPPETS OF OUR CURRICULUM

参考模范作文:

时间开头法

比喻

终于到了放学时间，我的心就像刚出笼的小鸟一样，我想赶紧回到家里，看我最喜欢看的动画片。

心理描写

当我骑着脚踏车飞速地来到了十字路口时，红灯已经开始闪动，不能过马路了，但是我想，如果不过去的话，就要等下一个绿灯，那我的动画片不就……我可不想耽^{dān}搁^{gē}一分一秒，于是我用力一踩脚踏，冲了过去。可是不随人愿，就在我马上要过去的时候，红灯亮了起来。

delay /
get held up

这时，一辆电单车疾驶^{jí shǐ}而来，我却丝毫没有注意到。说时迟，那时快，只听 moving quickly towards an object

“砰”的一声，我们俩撞到了一起。我从脚踏车上飞了出去，起也起不来，摔得眼冒

金星，我以为我就要死了。虽然电单车骑士也受了伤，但他却一瘸一拐^{quē guāi}地向我走来，

第一时间向我道歉：“对不起，对不起，是我的错，我马上送你去医院。”我听了感到

很惭愧，要不是因为我自己想赶快回家看电视而闯了红灯，就不会有这样的后果了。ashamed

我红着脸，低声说：“不，不，是我的错！我不该闯红灯的！”不久，救护车来了，我被送去医院。而电单车骑士则到警局录口供。

好词好句

经历了这场可怕的车祸，我终于明白爸爸说的“马路如虎口”的意思了。从那

以后，我再也不敢抢着过马路了。

教训类结尾



Contact Us Today



Opening Hours & Locations



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