#### Textbook Stage 1-6



#### Workbook Stage 1-6



## Access to comprehensive Teacher's resources

- Teacher's guide (Lesson plan, scheme of work, printables)
- Specimen testpapers
- Topical worksheets
- Enrichment worksheets
- Reinforcement worksheets
- STEM activities
- Weblinks
- Answer keys
- Flash cards
- Manipulative list
- Online access (www.AlstonDigital.sg)



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## Unique learning experience to develop scientific thinkers

Combination of Singapore approach to teaching of science with the new Cambridge Primary Science (0097) Curriculum

Scientific investigation and concept development are facilitated using the Singapore approach of inquiry-based hands-on and experiential learning

 Singapore approach to science
teaching is proven with the strong performance of Singapore
students in international TIMSS
Science assessments, ranking 1st in
2015 and 2019

# Science

Focuses on developing learners "Thinking and Working Scientifically" skills using Problem-based Learning (PBL) instructional strategy

Consists of Active Learning activities for building content knowledge and developing critical thinking skills



Examine the problem scenario

Providing an interesting real-world problem to spark the curiosity of learners

Gathering clues to infer possible solutions

# **2** Recall prior knowledge

**Q** Prompting learners to recall scientific concepts learnt

### Retrace our steps

How does the arrangement of particles in solids and liquids look like? How do particles in solids and liquids move?

> Can you think of other chemical reactions that require heat to occur?

Retrace our steps

### Solve the problem

**Q** Consolidating key scientific concepts learned using a mind map

Nextures and Separat

**Q** Reasoning with scientific knowledge learnt to determine a solution

#### Understand scientific concepts

**Q** Practising immediate reinforcement questions

Applying scientific concepts learnt through questions of varied difficulties



#### es are important to help us move. For example, uring dancing, several muscles in a dancer's body work to

elp the dancer to move gracefully. Which part of the body connects bones to muscles fo

One of the dance traighten her leas





Pin two pieces of cardboard together using a paper fastener O Cut a rubber band in half and staple each rubber band in place

The rubber bands represent the muscles in our arm, while the

Inv moving the pieces of cardboard back and forth to show the

bending and straightening of the arm. What do you obser

• When I bend the arm, Rubber band A becomes (shorte and Rubber band B becomes (shorter/longer

• When I straighten the arm, Rubber band A becomes

**Q** Carrying out, observing

**Q** Building and developing

in the investigation

and explaining components

(shorter/longer) and Rubber band B

the rubber bands? Circle

Rubber band B stapled to the

mes (shorter/lon

Skeletons and Muscles

pieces of cardboard represent our arm bones.

# concepts

**Q** Understanding the formal scientific terms through explanation and diagrams

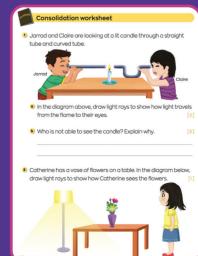






#### **Review and reflect**

**Q** Evaluating the understanding of the learning objectives in the chapter



# Cut a squ anale of 45 deare

Assessing learning through an explorative alternative assessment

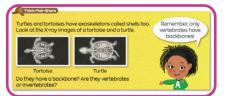
# Learn scientific







#### **Elaboration of** scientific concepts



#### **Q** Applying scientific knowledge learnt through collaboration and discussion





**Q** Providing opportunities for learners to gain exam confidence

