

The five MOE themes on one page — what's tested, and where marks are usually lost. Primary 3–6.

The PSLE Science syllabus is organised around **five big themes**, not a list of disconnected topics. Examiners reward children who can **link concepts across themes** (e.g. using *energy* ideas to explain a *system*). Use this map to revise by theme, then check the misconception notes — that is where most avoidable marks go.

THEME 1

Diversity

- Living vs non-living things; the 7 life processes
- Classifying animals & plants; vertebrate groups
- Fungi & bacteria as living things
- Materials & their properties (and why a material is chosen for a use)

Watch out: a seed/egg is living; fire and clouds are non-living even though they "move" or "grow".

THEME 2

Cycles

- Life cycles: humans, animals (complete vs incomplete metamorphosis), plants
- The water cycle: evaporation, condensation, precipitation
- Matter — three states and changes of state
- Reproduction in plants (pollination, dispersal)

Watch out: evaporation happens at *any* temperature, not only at boiling point; condensation is water vapour *in the air* turning to liquid.

THEME 3

Systems

- Plant parts & their functions (root, stem, leaf)
- Human systems: digestive, respiratory, circulatory
- The skeletal & muscular system
- Electrical systems: circuits, conductors & insulators

Watch out: the heart pumps blood but does not make it; a closed circuit needs a complete loop — a gap stops the flow.

THEME 4

Energy

- Forms of energy & everyday uses
- Energy conversion (one form to another)
- Photosynthesis: light energy → food in plants
- Light & shadows; heat & temperature

Watch out: energy is *converted*, never "used up"; a shadow forms because light travels in straight lines and is blocked.

THEME 5

Interactions

- Forces: gravitational, frictional, elastic, magnetic
- Magnets & their properties
- Living things & their environment (food chains & webs, adaptations)
- Man's impact on the environment

Watch out: friction is not "always bad" — it lets us grip and walk; in a food chain the arrow points *to* the consumer (energy flow).

EXAM SKILL

Answering open-ended

- State the concept, then **link it to the question's context**
- Use the keyword (e.g. "evaporation", "adaptation") explicitly
- For "explain", give cause → effect in full sentences
- Read the graph/table units before answering

Watch out: a one-word answer rarely scores on a 2-mark "explain" question — show the link.

Final-weeks revision checklist

- Classify living/non-living confidently
- Name each human system's job
- List energy conversions in 5 devices
- Identify 4 types of force in pictures
- Spot 3 misconceptions above from memory
- Draw & label the water cycle
- Trace a complete vs broken circuit
- Explain photosynthesis in 2 sentences
- Build a food chain with correct arrows
- Do 1 past-year open-ended set, timed