



ALEXANDRA  
PRIMARY SCHOOL

# Morning with Teachers

## Science

### Primary 3

# Scope of Presentation

- Introduction by Teacher
- Qualities of an Inquirer
- Primary Aim of Science Programme
- How will your child be taught
- Topics
- Assessment Plan
- Helping your Child



# Primary Aim of the Science Programme

- Nurture students as scientific inquirers
- Build strong foundation in science



# Qualities of an Inquirer

- Able to nurture curiosity and develop skills for inquiry and research
- Know how to learn independently and with others
- Learn with enthusiasm and sustain the love of learning through life

# Inquirer

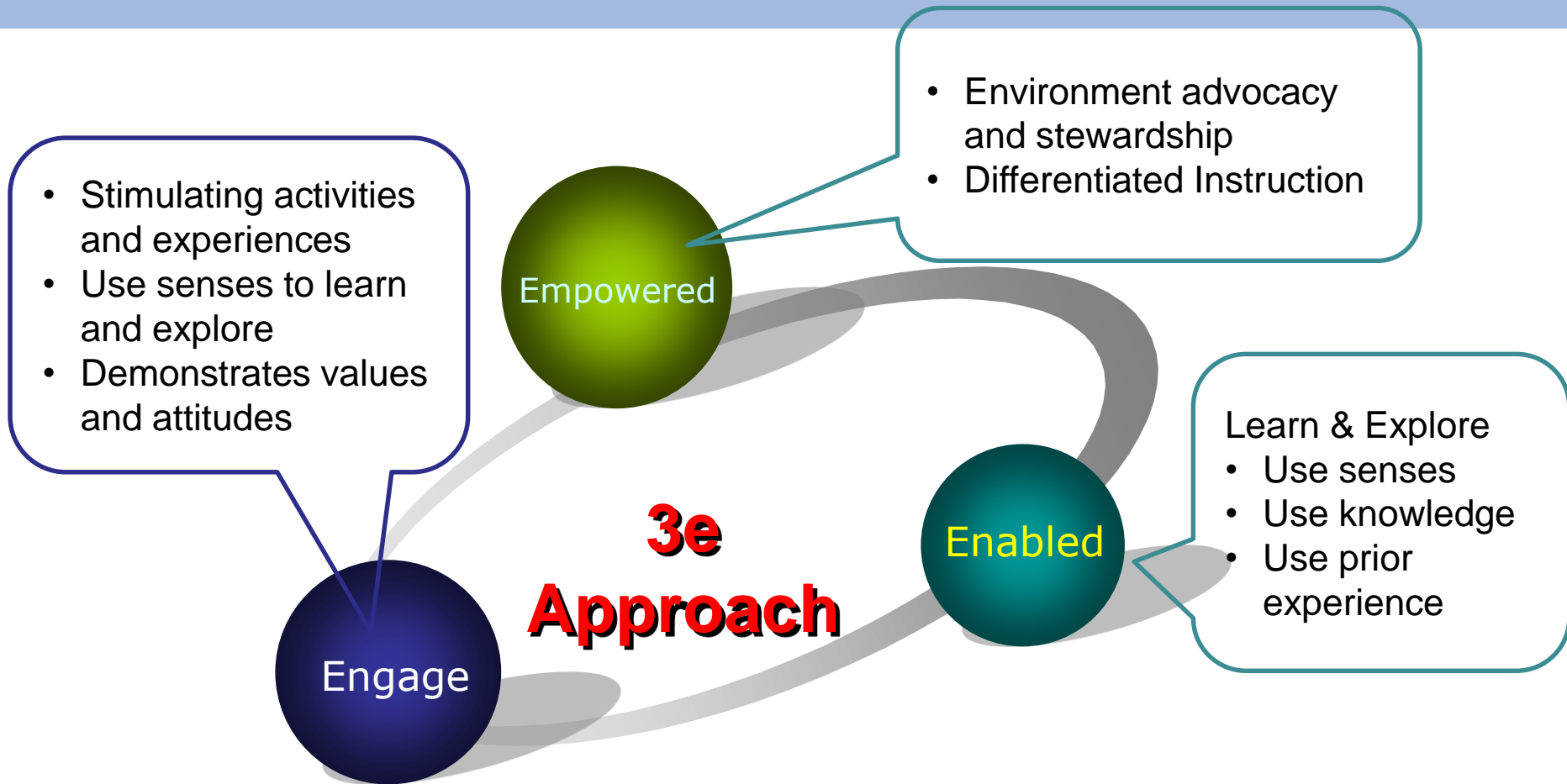


# Mission of the ALPS Science Programme

- Teaching and Learning to incorporate **Scientific Inquiry, Knowledge and Reasoning**
- To foster collaborative **teamwork** in the learning of Science
- Nurturing the ALPS pupil to be a global citizen who is **knowledgeable** and inspired to take **responsibility** for the environment.



# How will your child be taught...



# How your child will be taught....

## Experiments



Teacher teaches science concepts

Development of Process Skills

Approach

Linking findings to concepts and vice versa

Students carried out experiments

Discussion on findings from experiments

Learn & Explore

- Use senses
- Use knowledge
- Use prior experience



# How your child will be taught....



Class Experiments



Group Discussion

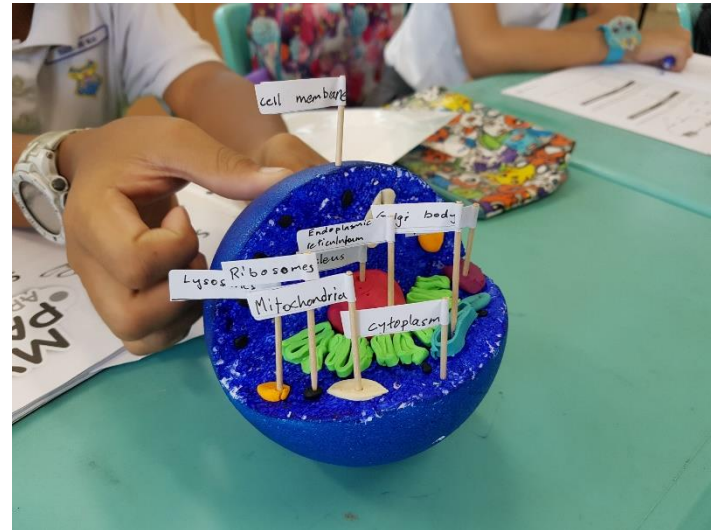




# How your child will be taught....



Model of the Human Digestive System



Model of a Cell

Building models to explain science concepts



# Learning Journeys

- Primary 3 – Animals (Science Centre)
- Primary 4 – Wetlands Biodiversity (Sungei Buloh Wetlands)(P4 Camp)
- Primary 5 – Seed dispersal (Science Centre)
- Primary 6 – Aquatic animals (Science Centre)



Formative  
Assessment  
– Science  
Investigation in  
Action

Learning  
Journeys

Experiential  
learning

Learning  
Environment  
as the Third  
Teacher

Environment  
Education

Science  
Journal

Read@  
Science

Design  
Thinking -  
Building of  
Models e.g.  
Sailboat

Learning  
Centres

  
*The Joy  
of Learning*

Unlock blocks to learning and be happy at school

How your child will be  
taught....

# Topics in Primary 3 Science

Diversity	Cycles
Chapter 1 – Living and Non-Living Things	Chapter 1 – Life Cycles of some Animals
Chapter 2 – Diversity of Plants	Chapter 2 – Life Cycles of Plants
Chapter 3 – Diversity of Animals	Chapter 3 – Matter
Chapter 4 – Diversity of Bacteria and Fungi	
Chapter 5 – Diversity of Materials	



# Primary 3 **Science** Assessment Plan

<b>Term 1</b>	<b>Term 2</b>
<p>Topical Reviews (Non-weighted) (To check for understanding and application of concepts)</p>	<p>SA1 (40%)(80 marks) Topical Reviews Science Investigation in Action (SIA)* (Process Skills Assessment)(Non-weighted)</p>
<b>Term 3</b>	<b>Term 4</b>
<p>Topical Reviews (Non-weighted) (To check for understanding and application of concepts)</p>	<p>SA2 (60%)(80 marks) Topical Reviews Science Investigation in Action (SIA)* (Process Skills Assessment)(Non-weighted)</p>

\* Bite-sized



# Format of P3 Science Paper

Booklet	Item Type	Number of Questions	Number of marks per question	Marks
A	Multiple-Choice (4 Options)	22	2	44
B	Open-Ended	14	2 – 4	36

Duration : 1 hour 30 minutes



# How to help your child to do well in Science?

## ENCOURAGE YOUR CHILD TO.....

- Follow lessons
- Acquire
- Revise
- Clarify Misconceptions

Content  
Knowledge

Answering  
Techniques

- Do Corrections
- Revise Corrections, Reviews and SAs
- Understand how process skills are assessed in the question

- Be serious about science experiments
- Carry out assigned tasks
- Ask questions to clarify doubts

Process  
Skills

Mapping  
Knowledge

- Use Mindmaps or Concept Maps to link up the facts learned
- Keep notes



# Misconceptions - Example

Topic : Diversity of Animals (P3)

Misconception:

*Lizards and snakes are amphibians.*

Scientific Fact :

*Lizards and snakes are reptiles.*





# Misconceptions - Example

Topic : Matter (P3)

Misconception:

*Air is NOT matter as it cannot be seen like shadow.*

Scientific Fact :

*Matter has mass and occupy space. Air has mass and occupy space.*



# Process Skills

Your child should be able to :

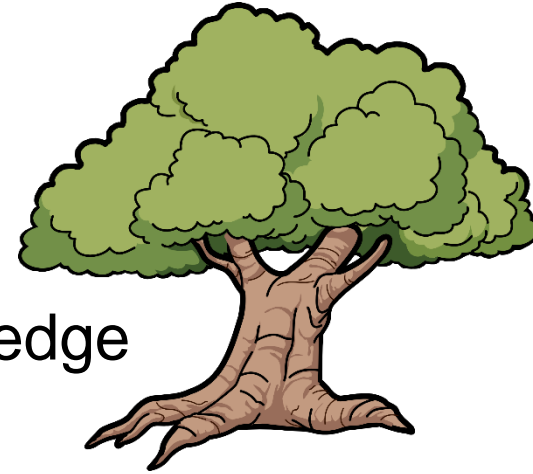
- Combine the relevant process skills and apply them
- Find connections between concepts learnt
- Apply concepts in new situations.

Process Skills		
Observing	Communicating	Analysing
Comparing	Inferring	Evaluating
Classifying	Predicting	
Using apparatus and equipment	Generating possibilities	Formulating Hypothesis



# How to help your child to learn Science

- **O**pportunities to explore Science in daily life
  - See Science everywhere
- **A**ssist in the consolidation of Science knowledge
  - Do Science Together
  - Family discussion on science-related topics
  - Obtain Science resources
- **K**now the Science curriculum and what your child is learning





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**Thank you!**