



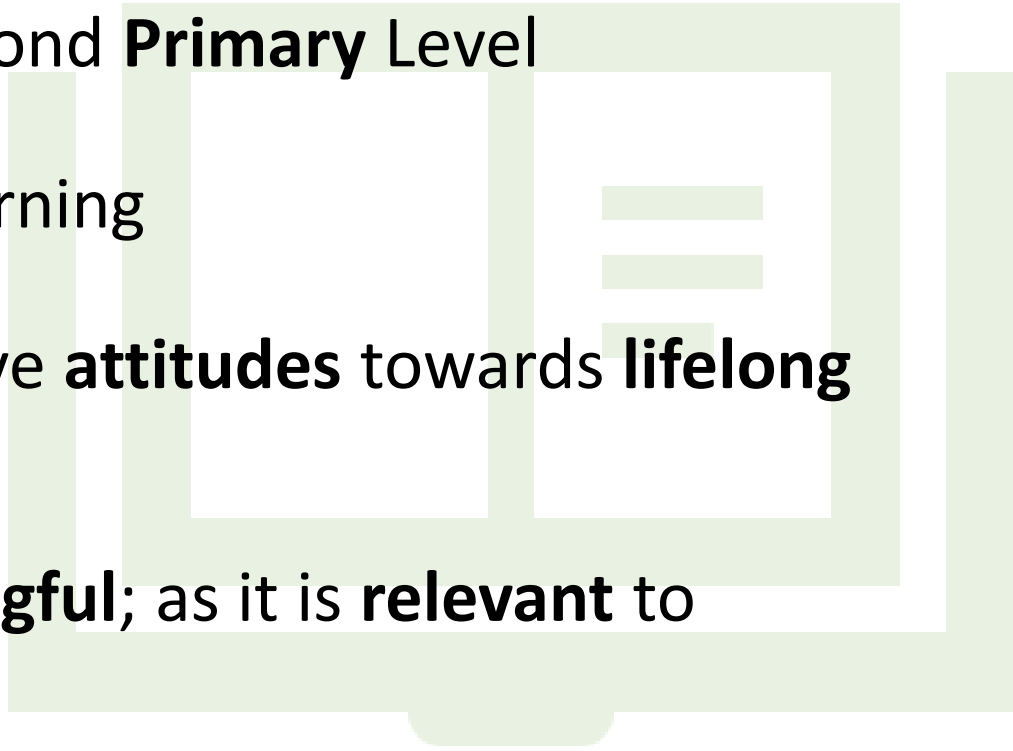
Primary 3 Science Briefing
SC4LIFE@HPPS

Scope of Sharing

- 1 Science Curriculum
- 2 Inquiry, Applied Learning
- 3 P3 Science
- 4 Assessment
- 5 Home Support



Primary Science Curriculum

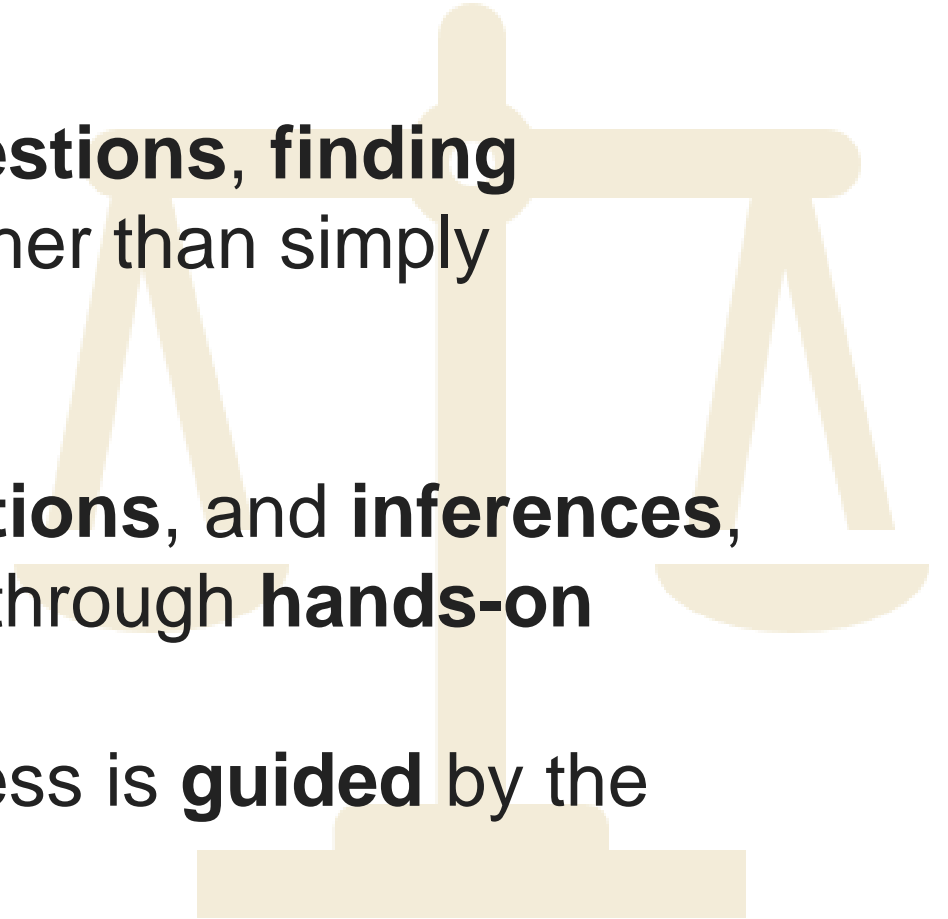
- Provides the **Foundation** for Science beyond **Primary Level**
 - Driven by **Inquiry**-based and **Applied** learning
 - Acquisition of **knowledge, skills & positive attitudes** towards **lifelong learning**
 - Learning of Science is **useful** and **meaningful**; as it is **relevant** to everyday life
 - Nurture the **love** and **care** for the **environment**
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Inquiry-based learning

Takes place by **observing**, asking **questions**, **finding answers** through **investigation** — rather than simply discussing the scientific **content**.

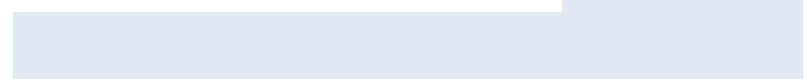
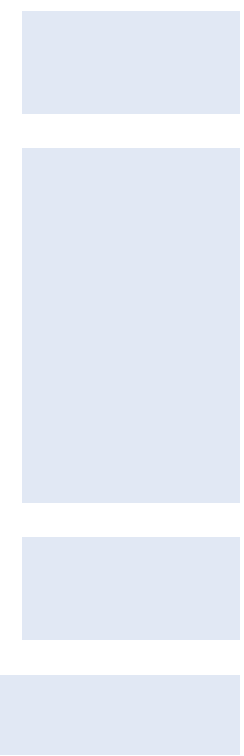
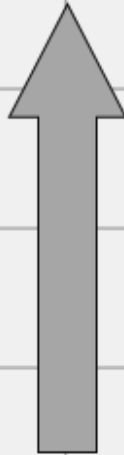
Encourage students to make **observations**, and **inferences**, ask relevant **questions**, find answers through **hands-on**

In P3, the inquiry-based learning process is **guided** by the Science teacher.



Thematic Approach to **Science** Learning

Block	Level	Themes
Upper	P6	Energy, Interactions
	P5	Systems, Cycles , Interactions
Lower	P4	Systems , Cycles, Energy
	P3	Diversity , Cycles, Interactions



P3 Syllabus

Diversity & Cycles	Living & Non-Living Things, Animals, Plants, Fungi & Bacteria (Term 1) Animal & Plant Life Cycle (Term 2)
Diversity	Fun with Variables and Materials (Term 3)
Interactions	Magnets (Term 3 & 4)



concepts are linked and guided by questions

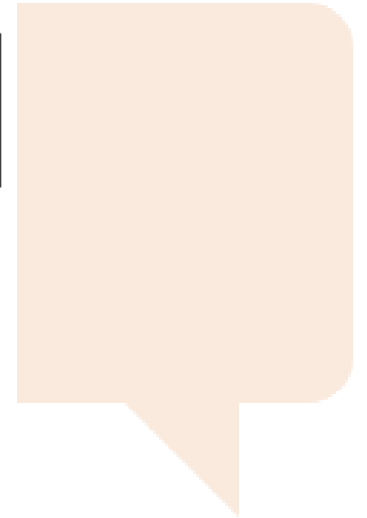
Key Idea 1: There are living and non-living things.

Key Idea 2: Living things need water, food and air.

Key Idea 3: Living-things grow, respond to changes and reproduce.

Linking question: How are living things different from non-living things?

Linking questions help teachers to facilitate discussion and students to see connections between concepts / ask further questions



Process Skills



- observing (& inferring)
- comparing
- classifying (grouping)
- communicating

Attitudes



- curiosity
- creativity
- integrity
- objectivity

Key Process Skills and Attitudes

Applied Learning

**Connecting
scientific knowledge
and process skills to
the real world**

**Makes learning
purposeful and
relevant**

**Students are happy
and motivated**



Applied Learning in HPPS Sustainability

HPPS Community places emphasis on school-wide **Green Initiatives** such as **environmental education** via curriculum, enriched outdoor learning by **creating more green spaces** around the school, commemorating **Earth Day**, **reducing food wastage**, driving **paper/plastic recycling**.



P3 Science

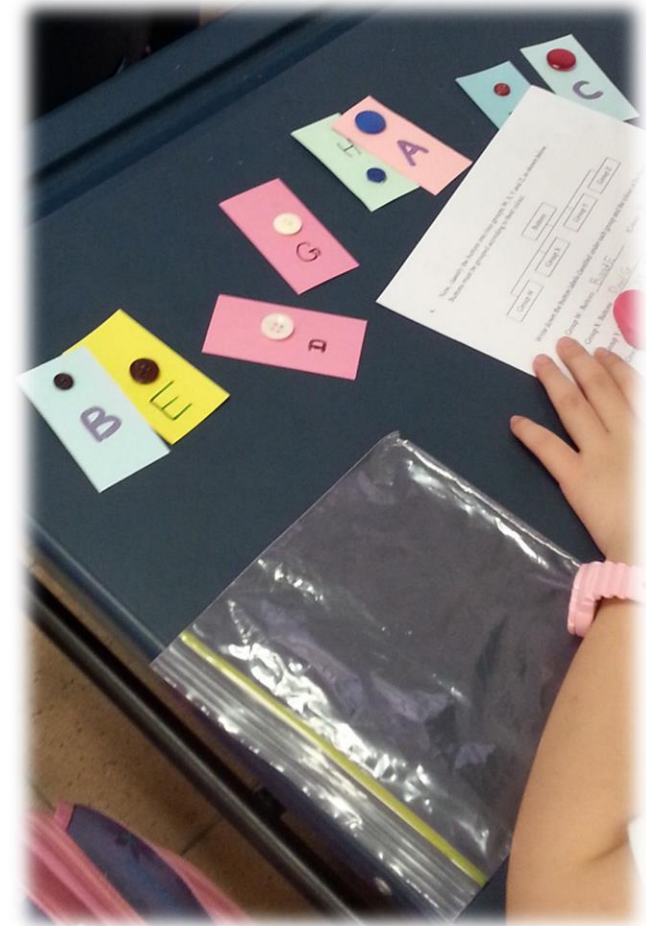
- **Zoo LJ** – Authentic learning experience
- **Fun with Variables and Materials** – Inquiry and Scientific Method
- **Every Child A Seed Programme** - Planting
- **Outdoor Learning** – Fern Garden / Terrarium
- Hands-on activities for all topics

P3 Science

- Activity WS (Booklets) – Hands-on
- School WS – Supplementary Activities & OE WS, Revision WS
- Handouts on answering guidelines
- Vitamindz Booklets – Topical / Skills
- Review WS and Practice Papers
- Textbooks are to be used over 2 years – P3 & P4
- Please DO NOT discard materials at end of P3 as they are needed for P4 to P6 work



Assessment



Evaluating Learning:

Class Work - Activities and written work

Semester 1	Semester 2
Weighted Assessment 1 Term Review: Pen and Paper (15%)	Weighted Assessment 2: Performance Task (15%) SA2 (70%)

Format: Term Review: (15%)

Section A : Multiple-choice Questions

Section B : Structured Questions

Section C : Open-ended

Each question carries 2 – 3 marks

Format: Performance Task (15%)

Section A : Performance Task

Section B : Structured Questions related to the
Performance Task

Each question carries 1 – 3 marks

Format: P3 Science SA2

Duration of the Exam - 1 hour 30 minutes

Section A : 20 MCQs (40 marks)

Section B : 8 Structured Questions (16 marks)

Section C : 6 – 8 Open-ended Questions (24 marks)
Each question carries 2 – 4 marks

SA2: Section A

The diagram shows Animal Y feeding on plants.



Animal Y

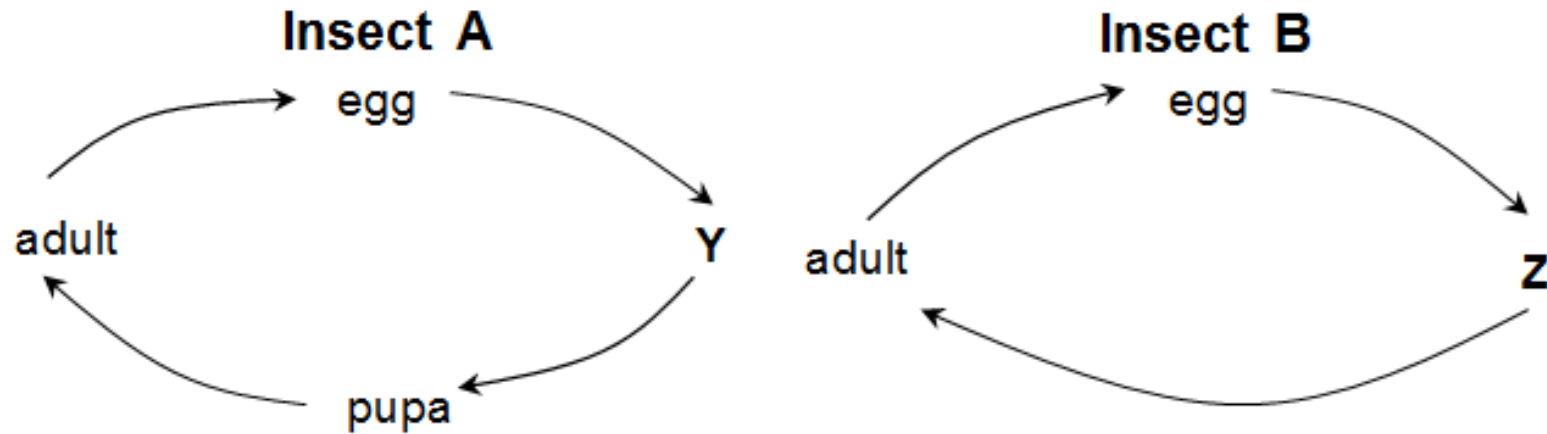
Which characteristic of living things can be observed from the diagram above?

- (1) Living things grow.
- (2) Living things need food.
- (3) Living things reproduce.
- (4) Living things move from place to place.

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Section B

The diagrams below show the life cycles of two insects, **A** and **B**.



Name stages **Y** and **Z** in the life cycles above.

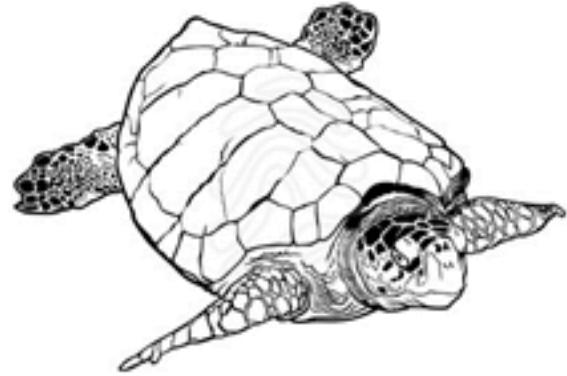
[2m]

Y: _____

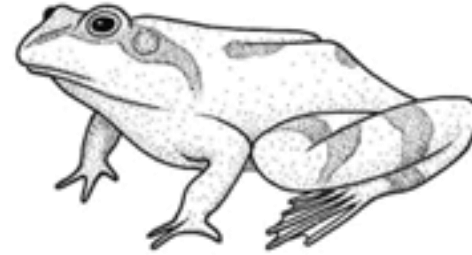
Z: _____

Section C

The pictures below show organisms A and B.



Organism A



Organism B

These two organisms **reproduce** in a **similar** way.

State this **similarity**.

[1m]

Mark Scheme

- Broad and Flexible
- Includes expected correct answers
- Student's responses that are different from the mark scheme are carefully evaluated and included as acceptable answers if they are **conceptually correct**.
- Responses that show evidence of understanding of relevant concepts and mastery of skills will be awarded **due credit**.
- Marks are **not** awarded for stating 'correct' key words
- **Exemplars** will be given to students.

Implications

- **Good Understanding** of key concepts is **important**
 - **Make Connections** between concepts learnt
 - **Apply** concepts in new situations
- **Revision** of concepts learnt
 - Important to **keep** all Science materials for PSLE revision

Implications

- **Practice & Application** of Process Skills to authentic tasks
 - active participant in activities
 - e.g. Fun with Variables, YI Project, Outdoor Learning etc.

Guide to Answering Questions

1. Answer in context to question - Never memorize answers, without understanding
2. Be specific e.g. “Plants are different in their leaves” without stating specifically how - e.g. shape, colour, or texture

Guide to Answering Questions

- 3. Identify objective of question - asking about aim / procedure / pattern**
4. Look for useful information in the question or diagram to identify the topic or key concept that is tested.

Expectations & Support @ Home

1. Review key concepts learnt
2. Link ideas across topics: Materials & Magnets
3. Learn concept words & link them to everyday life experiences
4. Engage children with authentic tasks such as simple cooking, household chores, gardening, etc.

Support in School

We provide our students ample opportunities for experiential learning in our Science Curriculum:

- ❖ Outdoor Learning
- ❖ Learning Journeys
- ❖ Hands-on Activities
- ❖ Fun with Variables
- ❖ Every Child A Seed Programme
- ❖ ICT Infusion (SLS)
- ❖ HPPS Library for reading materials
- ❖ Green Events



Thank you

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