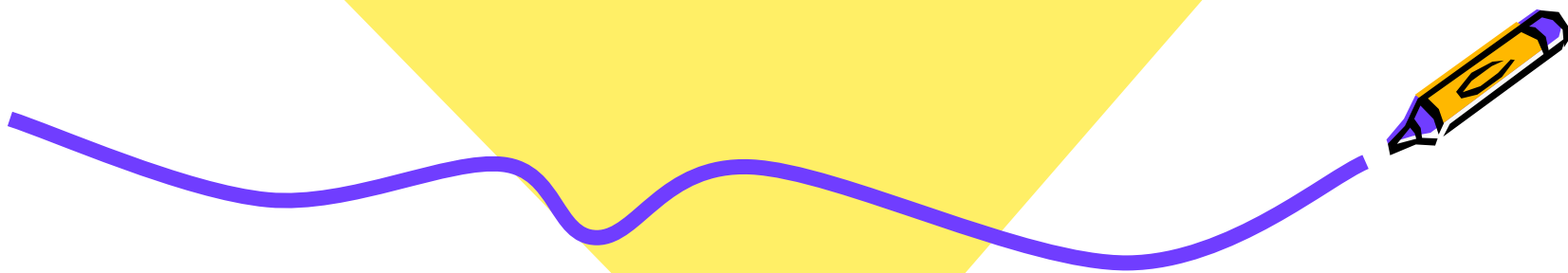


Primary 3 Science

2017

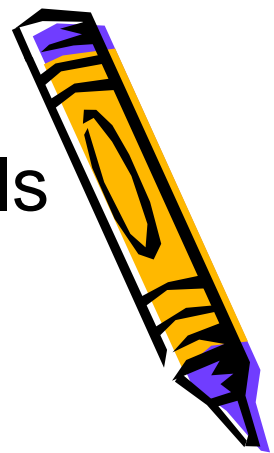


*Meet The Parents Sessions*¹

Syllabus

At the end of P3 syllabus teaching, pupils should be able to

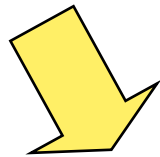
- ✓ **demonstrate knowledge and understanding** of scientific facts, concepts and principles
- ✓ **apply** scientific facts and concepts to new situations
- ✓ **use process skills** such as observing, classifying, comparing, measuring using apparatus and equipment and generating possibilities.



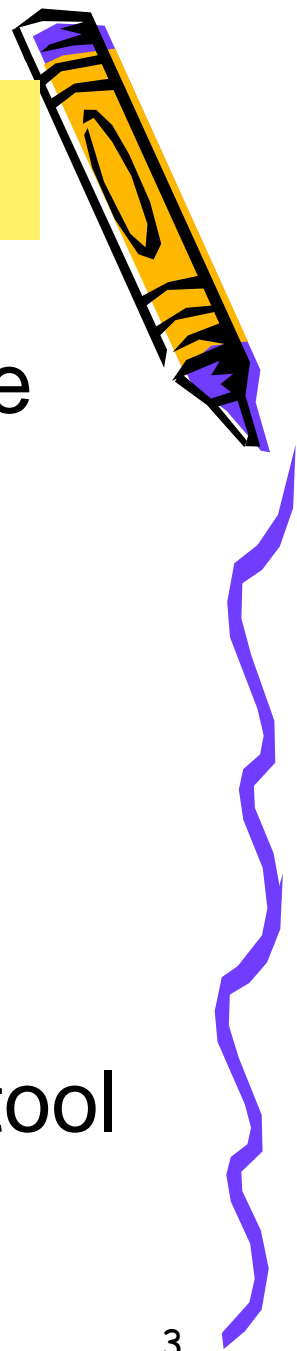
Science Curriculum and Aim

The Science curriculum seeks to nurture the student as an INQUIRER.

End Goal



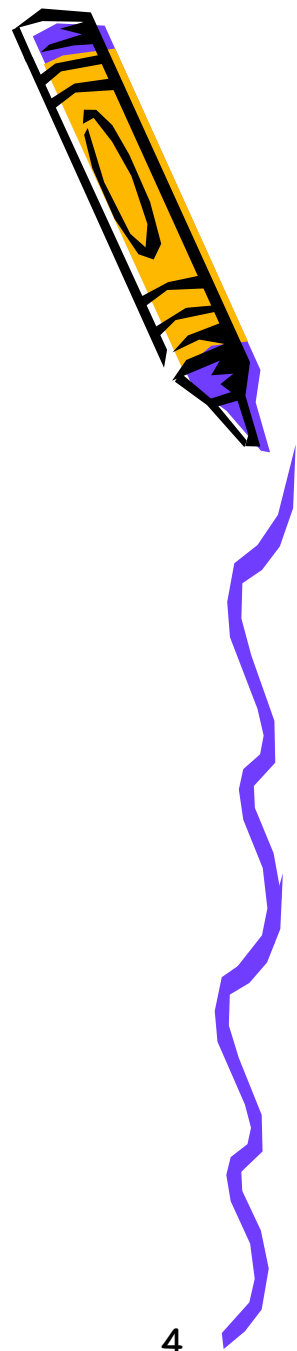
Students to **enjoy** science and **value** science as an important tool in helping them **explore** their natural and physical world.



Attitude in Science

It is important to have the right attitude in Science learning.

The Science programmes aims to develop pupils' **curiosity**, **teamwork**, **perseverance**, **initiative** and **responsibility**



Vision - JWPS Science student

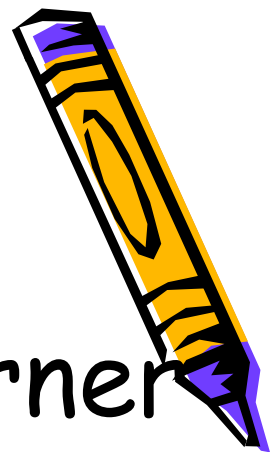
To develop inquiring learner
who is able to use his

Senses,

Think,

Ask questions and

Reflect critically.



Inquiry Approach in Science Teaching & Learning



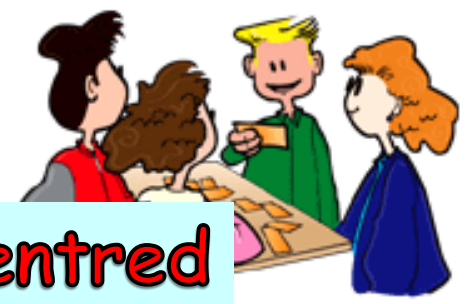
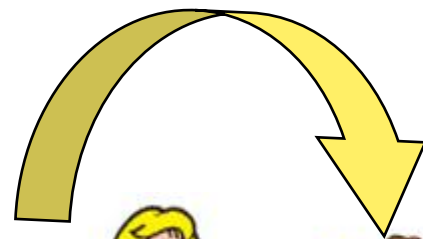
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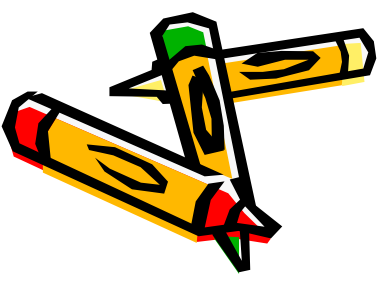


"Trust me, whales are mammals. They're not just 'trying to be difficult.'"

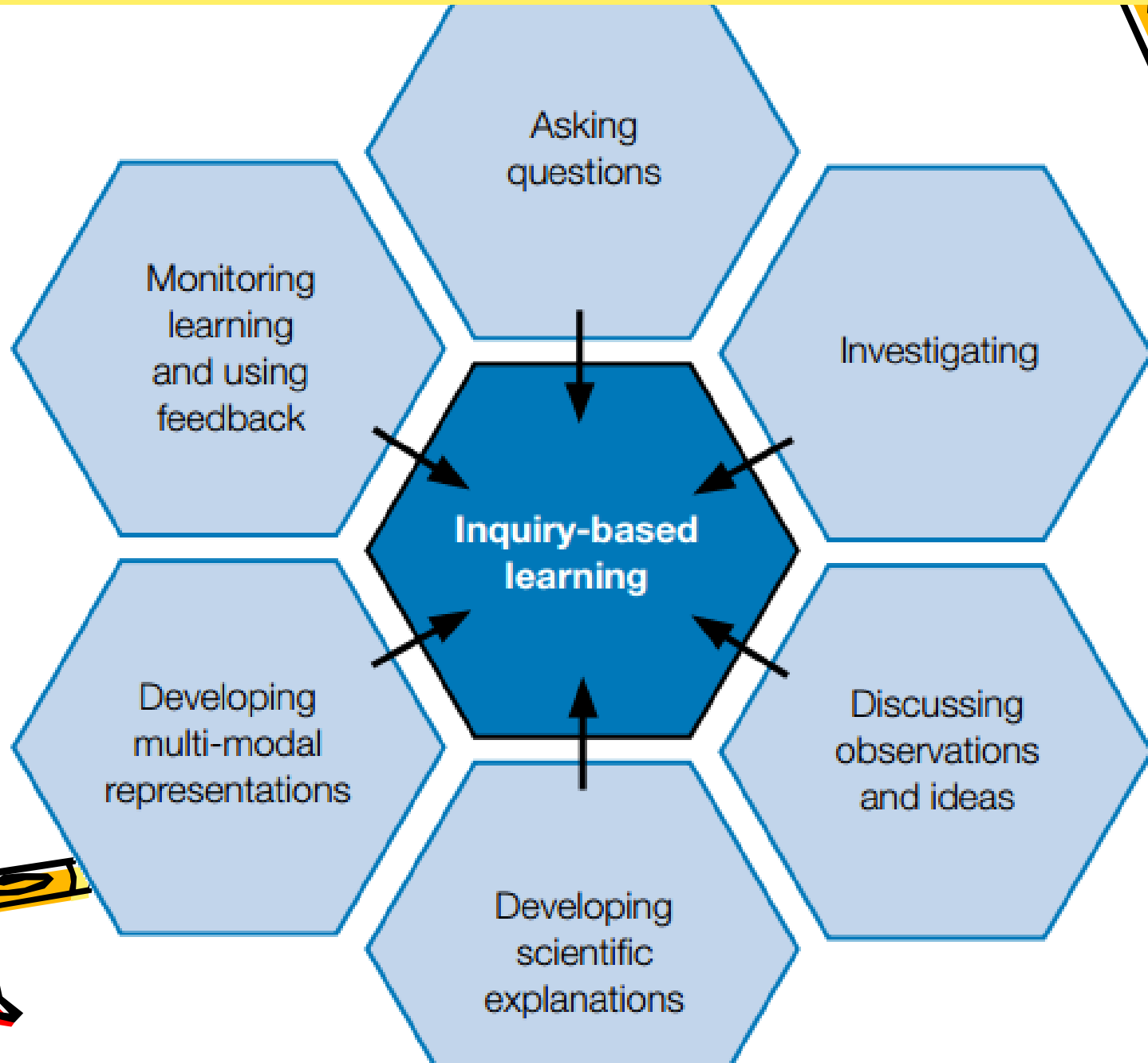
Teacher-centred teaching



Student-centred teaching



Inquiry Approach in Science Teaching & Learning



P3 Science Topics

Term 1 (Diversity)

Living and Non-Living Things

Plants and Animals

Fungi and Bacteria

Term 2 (Diversity)

Materials

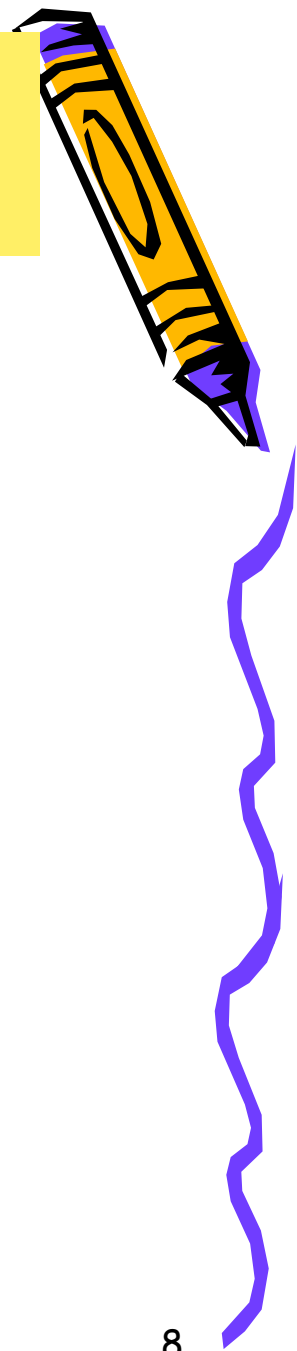
Term 3 (Cycles and Interactions)

Cycle – Life Cycles (Animals and Plants)

Interactions – Magnets (Part 1)

Term 4 (Interactions)

Interactions – Magnets (Part 2)



Process Skills Taught @ P3

Observing

Comparing and contrasting

Organising data - classifying using charts, tables, bar graphs and flow charts

Measuring using appropriate apparatus and equipment (length)

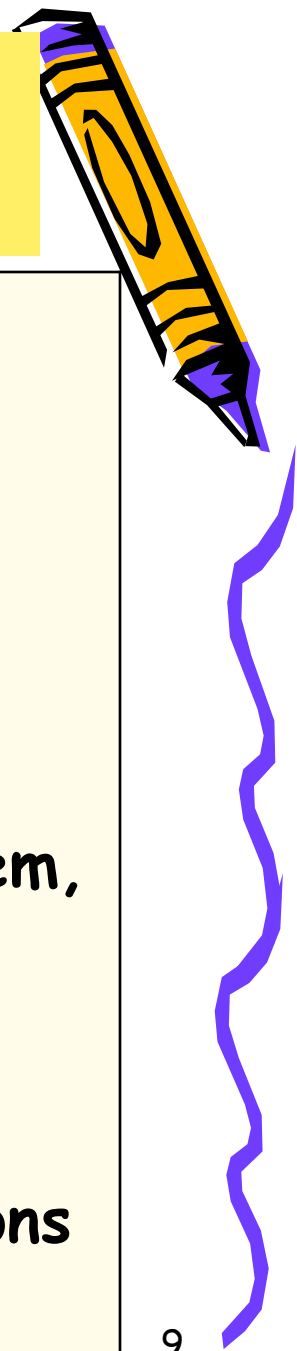
Communicating (verbal and written)

Analysing : identifying the parts of a system, identify the relationship between parts

Predicting

Generating possibilities

Inferring : drawing inferences or conclusions from observations and data given





Primary 3 Process Skills Booklet



Activity 1

Compare and Contrast



Objectives:

- To observe and notice changes in two objects or things
- To identify the similarities and differences between two or more objects, concepts or processes

In the learning of diversity of living and non-living things, you will be making observations, comparing and contrasting things that you see around you. With these comparisons, you will be able to classify them in different group or make inferences in the grouping.

When stating similarities and differences between two or more objects, concepts and processes, there are a few points to take note:



Point 1

When given two pictures or objects or things, comparison should be only **based on observations**. (Do not compare size and colour)

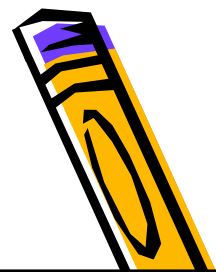
For example:



- The cat likes to eat fish.
- The cat has four legs.




PERI HA - Science



- **Bite-sized exercise** after each concept/skills taught to assess students' understanding
- **Alternative assessments** such as performance tasks, pen and paper test, practical test
- **Rubrics** for self-assessment and teacher assessment

Name: _____ Date: _____

Activity 7

Sort it Out! 

Objectives:

- To observe and classify living things based on their characteristics using a classification table

Task : Helping Linnaeus

1. Work individually to help Linnaeus classify the things which he had shown below.
 - (a) Look at the picture cards below.
 - (b) **Circle** the characteristics which indicate whether the thing is a living or non-living.
 - (c) **Group** the things based on the common characteristics. **Underline** the evidence that support the classification.
 - (d) **Understand** rubric below for self and teacher evaluation

Rubric - Sort It Out!


	Level 1 (Just Started) e	Level 2 (Getting There) ee	Level 3 (Got It) eee
Headings in the classification table	I need help to state headings in the classification table.	I am able to state some of the headings in the classification table correctly.	I am able to state all the headings in the classification table correctly.
Characteristics of living things	I need help to identify the characteristics of living things.	I am able to identify some of the characteristics of living things.	I am able to identify all the characteristics of living things.


Name: _____ Date: _____


Homework (1) : Characteristics of Living Things


1. What is each of these living things doing that tells you that it is alive? Use one of the words in the box below to complete each sentence.

reproduces moves feeds reacts grows

 I know this horse is alive because it

 I know this bird is alive because it

 I know this boy is alive because he



My Progress and Reflections

Student's Self-evaluation: Tick in the bracket of the level you are in for the various areas.

	Level 1 (Just Started) ☉	Level 2 (Getting There) ☉☉	Level 3 (Got it!) ☉☉☉
Headings in the classification table	I need help to state headings in the classification table. ()	I am able to state some of the headings in the classification table correctly. ()	I am able to state all the headings in the classification table correctly. ()
Characteristics of living things	I need help to identify the characteristics of living things. ()	I am able to identify the characteristics of some living things correctly. ()	I am able to identify the characteristics of all living things correctly. ()
Classification of things	I need help to classify things into the various groupings. ()	I am able to classify some things into the various groupings correctly. ()	I am able to classify all things into the various groupings correctly. ()

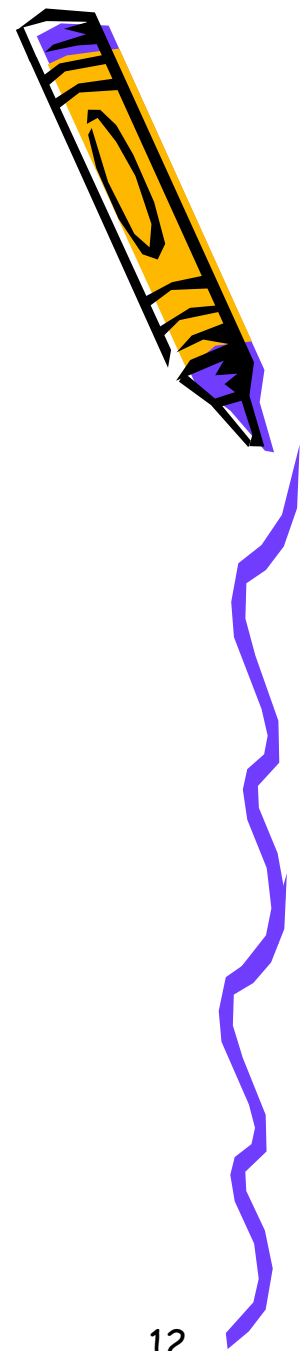
(Note: Teacher's evaluation : circle the level that best represent the student in the various areas)

Comments:

I have read and acknowledged the above information.

Parent's /Guardian's Signature

Date



Assessments

Term 1: Term Test (35 marks)
(10 MCQ & 5 OE Qns)

Term 2: SA1 (50 marks)
(15 MCQ & 7 OE Qns)

Term 3: Practical Test

Term 4: SA2 (50 marks)
(15 MCQ & 7 OE Qns)

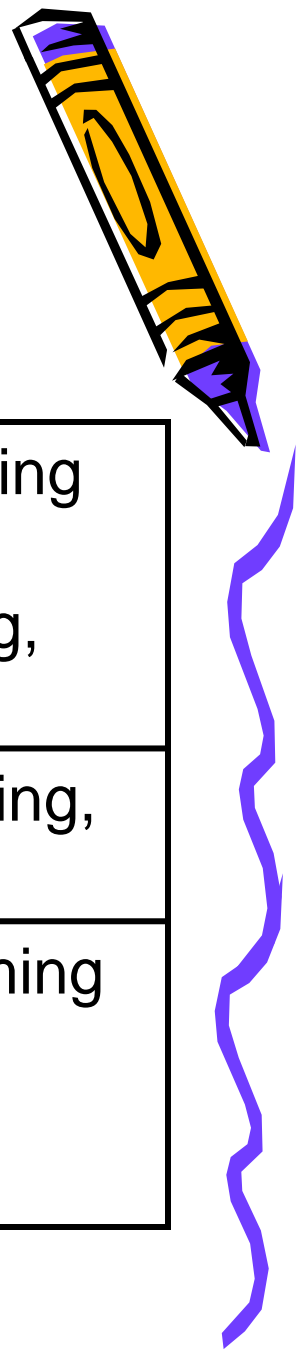
(Details of the format, topics to be tested and dates will be given later)



Science Practical Test

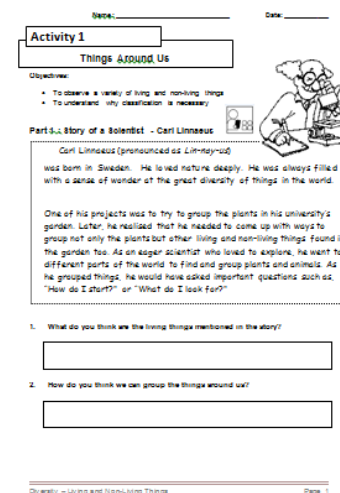
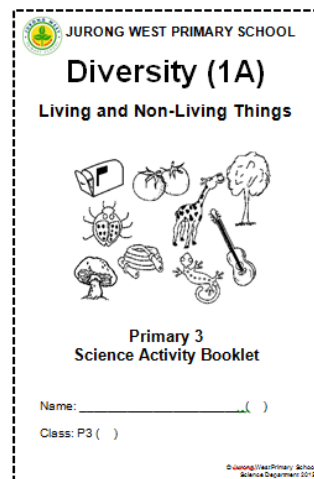
- Will be held in Term 3
- assess scientific concepts, skills and processes

Basic skills	Reading an instrument, selecting and using an instrument, measuring, analysing, inferring, communication
Observation work	Observing & drawing, comparing, classifying
Illustrative practical	Following instructions, performing an activity to solve a problem



Science Activity Books

- Starting from 2015, all pupils are **not required to purchase Science Activity Book or Workbook.**
- Pupils will be given school-based activity booklets (topic-based) which catered for inquiry-based learning.
- The booklets include activities, exercises, reflections and evaluations.
- Topical worksheets will also be provided at the end of each topic

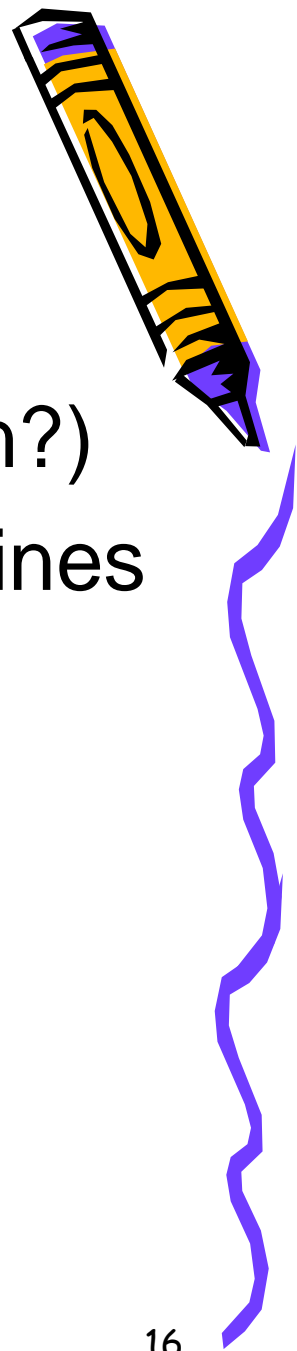


Helping Your Child in Science

- Spirit of scientific inquiry – Ask more questions (Why? How? What happen?)
- Read more Science books or magazines (eg Science Spy, Young Scientists)
- Practise (attempt more questions)
- Relate concepts to real life examples

NEW!!!

- *Home Activity with Parents*
- *Self-directed Learning*



Home Activity with Parents



Home Activity with Parent

Spores Print



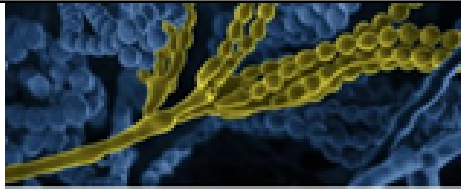
Objective : To find out more about parts of a mushroom

Materials: mushroom, a sheet of white paper, sticky tape, Jam Jar or similar container

Mushrooms produce millions of spores, which are equivalent to the seeds of plants but without the massive food reserves. Spores are made on the plate-like gills underneath the cap of a mushroom. When they are mature, they fall off the gills and are blown about by the wind. Spores are so small that you normally need a microscope to see them but with a spore print, thousands of spores are all seen together.



Self-directed Learning



Penicillin - made from the blue mould,



Fungus - used to make cheese.



Athlete's foot - a fungal disease that

More information and instructions will be provided at a later date

Most fungi reproduce through fruiting bodies that release spores. The spores are microscopic bodies that float through the air. When the spores land on food, they start to grow and eat the food.



Self Directed Learning

MCOonline Assigned Lesson: "*SDL – P3 Diversity – Fungi and Bacteria*"

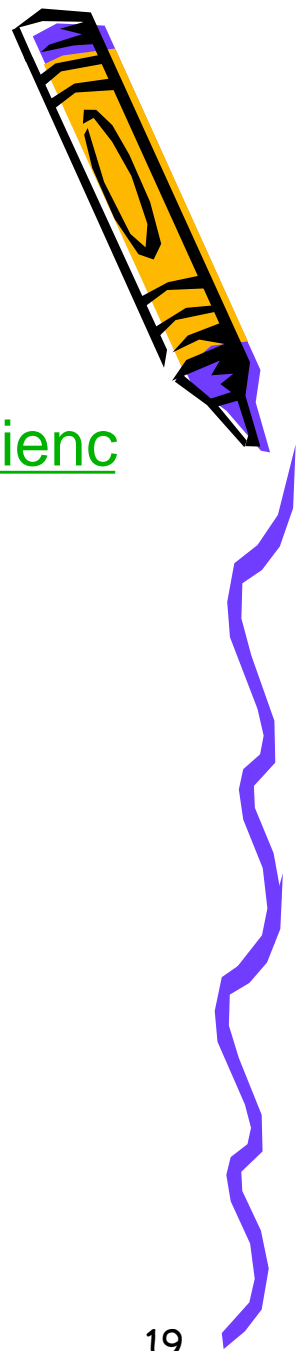
Access the lesson in MCOonline, watch the tutorials and answer complete the tasks below.)

Helpful Science Websites/Resources

School LMS : <https://www.mconline.sg>

http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml

<http://sciberdiver.wikispaces.com/>



THANK YOU

