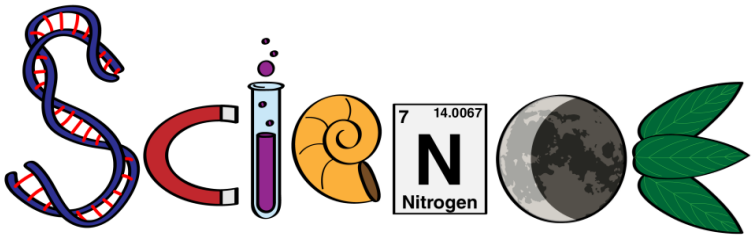
Primary 3
Science Curriculum
Sharing

Scope of Sharing

- HPPS Science Curriculum
- Infusing Applied Learning
- Components of P3 Science Lessons
- Science Assessment
- Home Support

HPPS Science Curriculum

- Provides the **Foundation** for Science beyond Primary Level
- Driven by **Inquiry**-based learning
- Acquisition of Science **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**

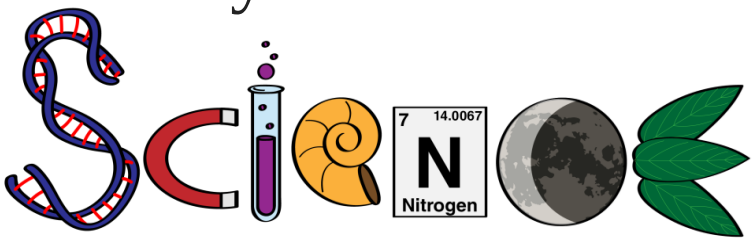


Inquiry-based Learning

- 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** (under supervision)

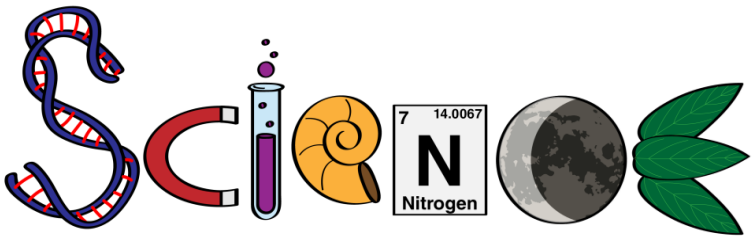
- In P3, the inquiry-based learning process is guided by the Science teacher



2023 Science Syllabus
(Divided into 5 Broad Themes)

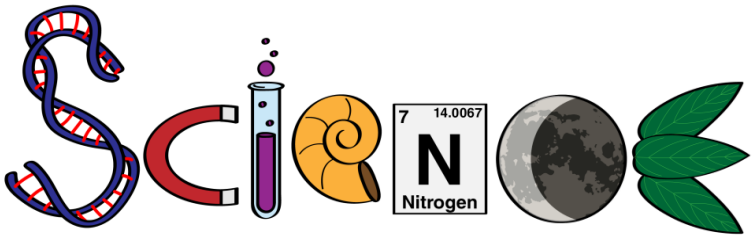
Diversity, Cycles, Interactions, Systems & Energy

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



Themes / Topics in P3

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**)



Understanding Concepts in Diversity

How ideas are connected

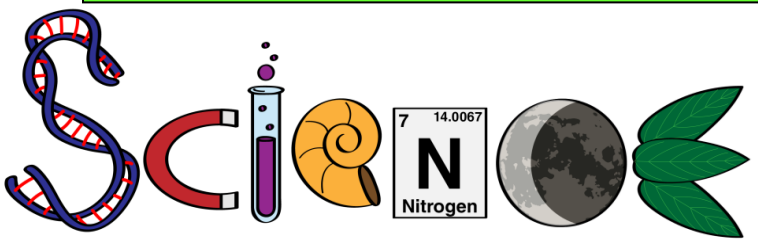
Key Idea 1: There are living and non-living things.

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



Key Process Skills

Observing (and Inferring)

- Using our 5 senses to gather information from our surrounding

Comparing

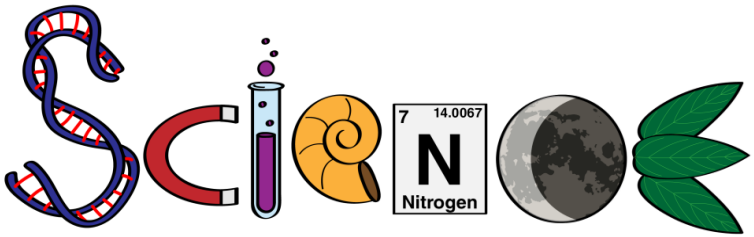
- Recognise what is similar/different between 2 things

Classifying

- Putting things into groups based on common characteristics

Communicating

- Reading Writing Speaking & Listening in order to collect / share information



Scientific Processes

Creative Problem Solving

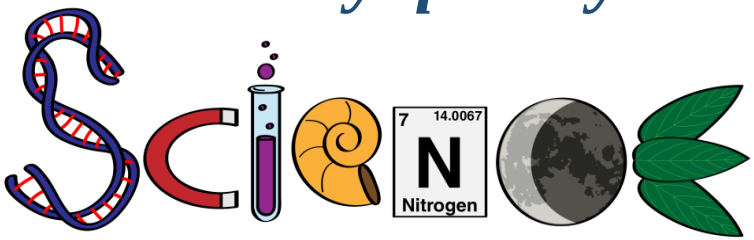
- This is a process of **analyzing a problem** or **choosing a relevant solution** in order to remedy or alter a problem situation

- Often through discussion of **real-life problems**

Example

Topic: Fungi and Bacteria

Thinking of ways to slow down bread from turning moldy quickly



Scientific Processes

Decision Making

- This is the process of **establishing** and **applying** criteria to select from among seemingly **equal alternatives**

Example

Topic: Magnets

Giving students a number of objects and ask them to prove which object is a magnet

Scientific Processes

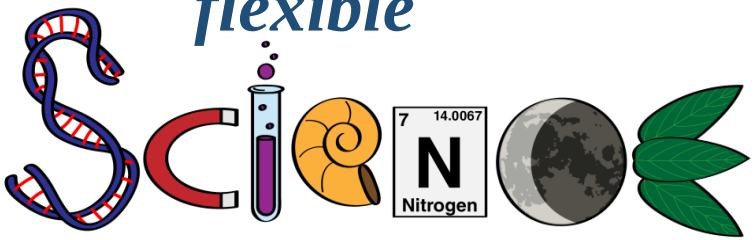
Investigation

- This involves formulating hypothesis, planning and carrying out fair experiments to test the hypothesis
- Carried out in all topics
- Process skills will be taught

Example

Topic: Materials

To find out which material, A or B, is the most / least flexible



Positive Attitudes

Curiosity - Desire to explore the surrounding and question what they find

Creativity - Suggest innovative and relevant ways to solve problems

Integrity - Handle and communicate data and information with integrity

Objectivity - Seek data and information to validate observations and explanations objectively

Applied Learning

Connecting scientific knowledge and process skills to the real world.

Makes learning purposeful and relevant.

Students are happy and motivated.

P3 Science Curriculum

- Fun with Variables and Materials – Inquiry and Scientific Method
- Every Child A Seed Programme – Planting
- Eco Farm Programme - Planting
- Outdoor Learning – Flower & Fern Garden
- Hands-on activities for all topics
- Learning Journey

Key Components of Science Lessons

Components of Science Lessons

Theory: Teaching of Concepts *(Textbooks)*

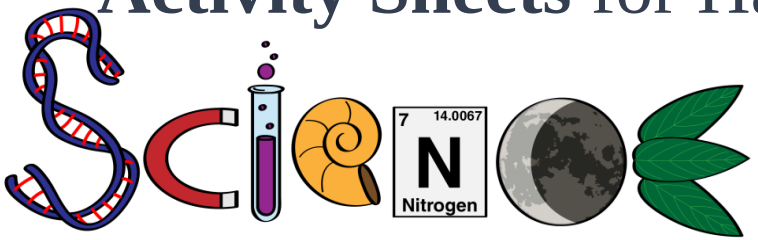
Students are ***strongly encouraged*** to read their textbooks

Hands-on

Sessions in the Science Lab / Outdoors (2 - 3 periods) / Classroom (2 periods)

Student **Handouts** - Topical Notes on Key ideas

Activity Sheets for Hands-on / Worksheets



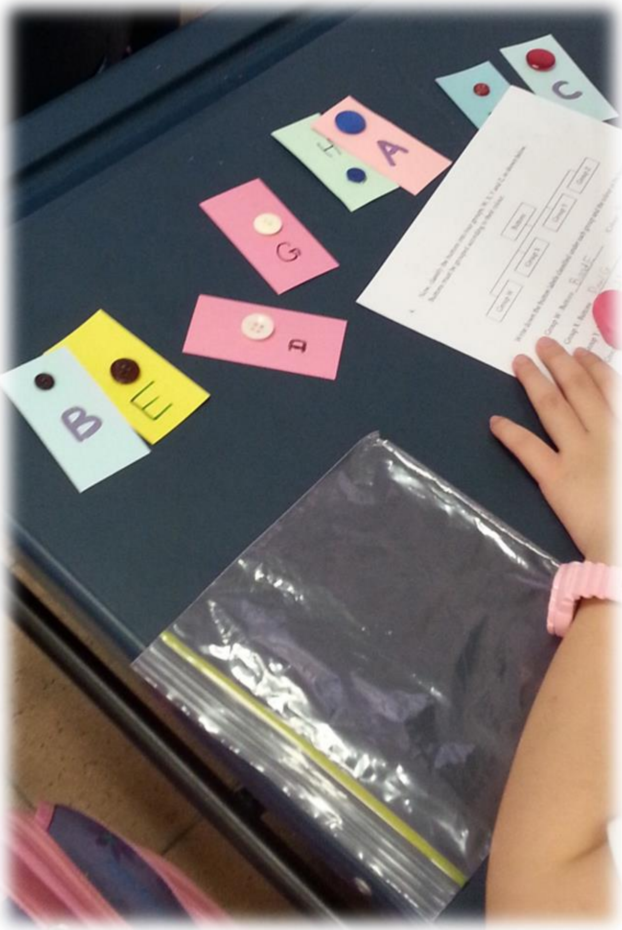
Written Assignments

- Activity WS (Booklets) – Hands-on
- School WS – Supplementary Activities & OE WS, Revision WS and Handouts on answering guidelines
- Worksheets will be returned for parents' signature
- Vitamindz Booklets – Topical / Skills
- Practice Papers – To prepare for exam

Books & Worksheets

- Textbook covers only P3 topics
- There will be new textbook for 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	• **Weighted Assessment 2 Including Performance Task (based on process skills and content covered during lessons)** • **Year End Examination**

More details will be given later

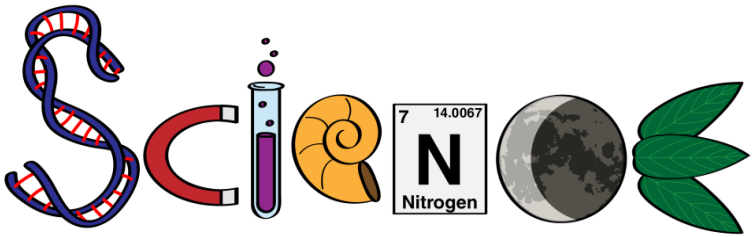
Format of Science Paper
(P3 End of Year Exam)

Duration of the Exam: 1 hour 30 minutes

Section A: 20 MCQs (40 marks)

Section B: 8 Structured Questions (16 marks)

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



Section A

The diagram shows Animal Y feeding on plants.

Animal Y

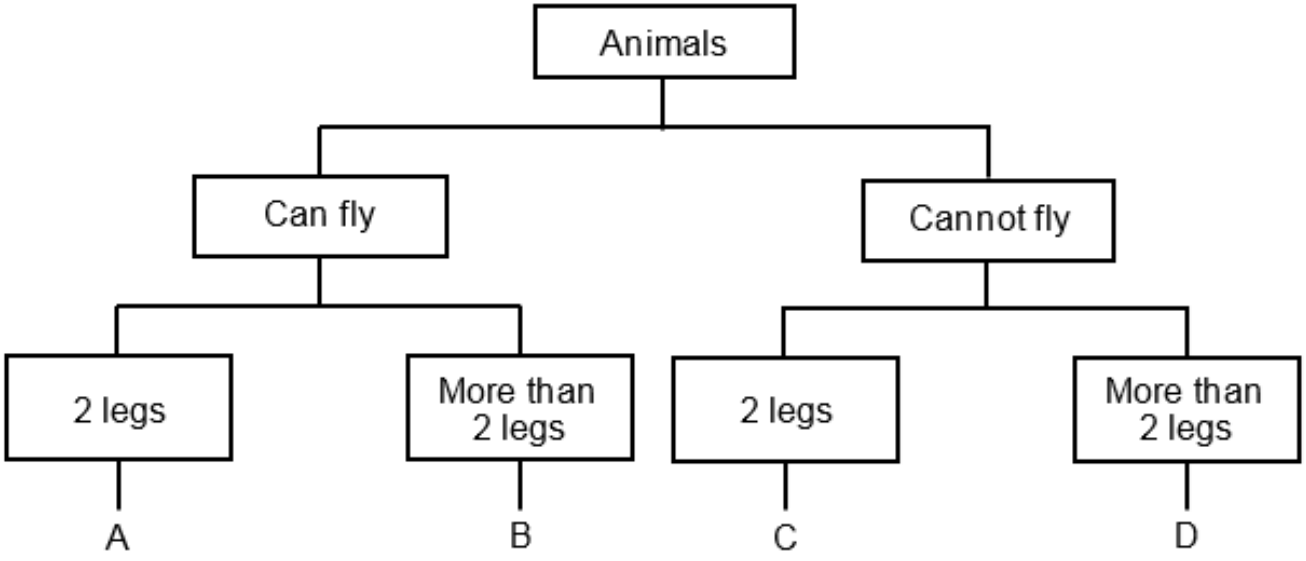
Which characteristic of living things can be observed from the diagram above?

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

( )

Section A

The classification table below shows how some animals are classified.



Hani saw **Animal M** in her garden and recorded her observations in her Science Journal.

- ★ Animal M cannot fly.
- ★ Animal M has four legs.

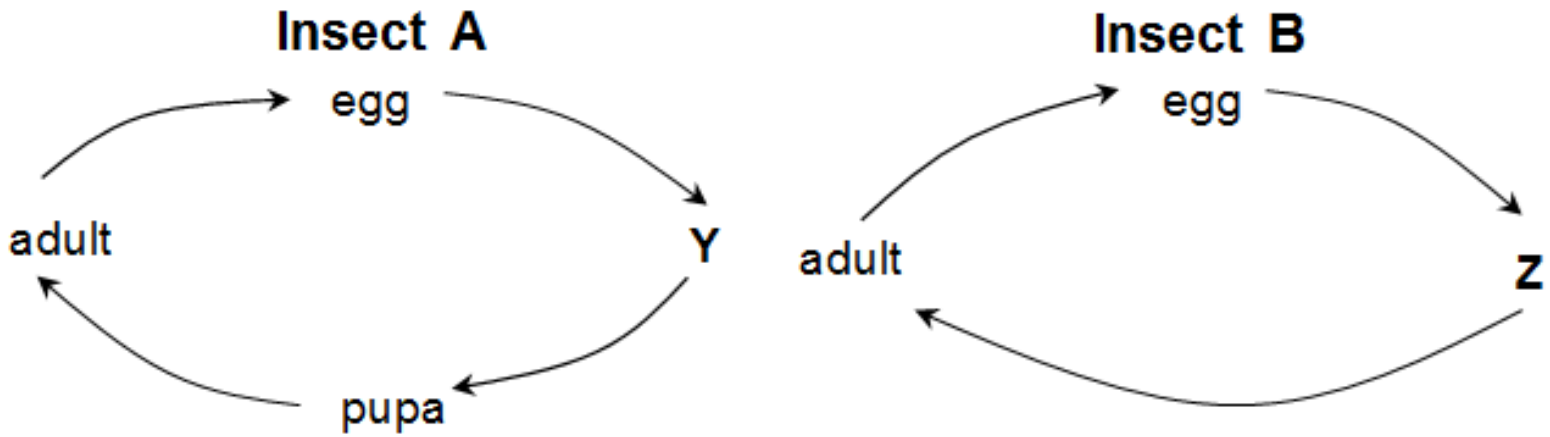
Which group, A, B, C or D, does Animal M belong to?

(1) A
(2) B
(3) C
(4) D

( )

Section B

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

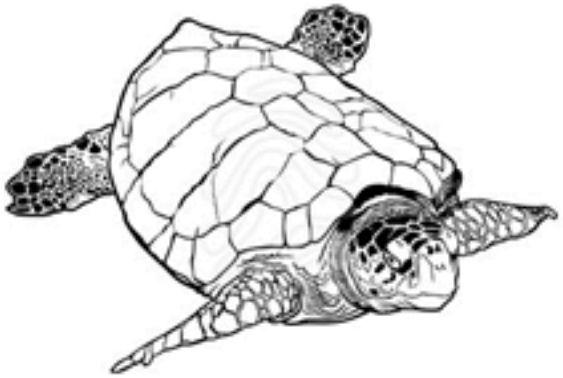


Name stages **Y** and **Z** in the life cycles above. [2m]

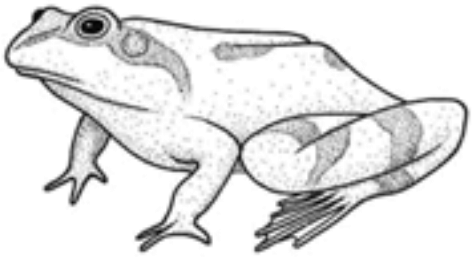
Y: _____ **Z**: _____

Section C

The pictures below show organisms A and B.



Organism A



Organism B

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

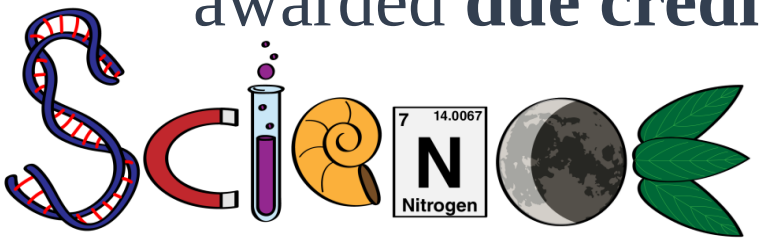
State this **similarity**. [1m]

_____

_____

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**



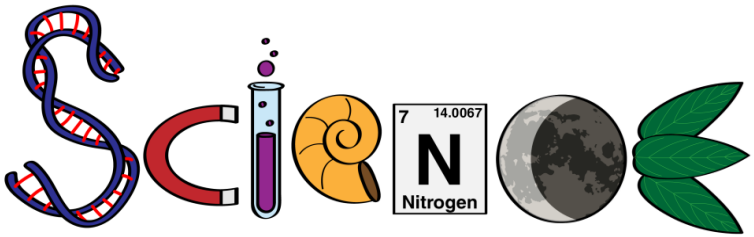
Mark Scheme

- Marks are **not** awarded for stating ‘correct’ keywords

- **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** & **Think** through **key concepts** learnt

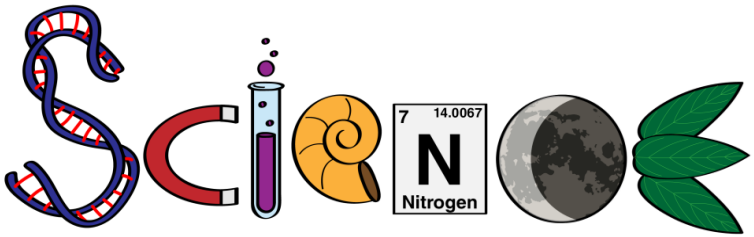
2. **Link** ideas across topics
   (For example Materials & Magnets)

3. Learn **concept words** & **link** them to everyday life experiences

Expectations & Support @ Home

4. **Engage** children with **authentic tasks** such as simple cooking, household chores, gardening, repairing a bike or other household objects.

5. Actively engage your children by talking about books they are reading or **television programs** about Science they have watched.



Expectations & Support @ Home

6. In school, we provide our P3 students ample opportunities for experiential learning in our Science Curriculum.

thank you

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