Science Curriculum

Primary 3
P3 Topics (by themes)

- **Diversity (Term 1-2)**
  - Living and Non-Living Things
  - Animals
  - Plants
  - Bacteria and Fungi
  - Materials

- **Interactions (Term 3)**
  - Magnets

- **Cycles (Term 4)**
  - Life Cycle of Plants and Animals
  - Fun with Variables Lesson (Term 3)
  - Carrying out a fair experiment
# Format of Paper

<table>
<thead>
<tr>
<th>Section</th>
<th>Item Type</th>
<th>No. of Qns</th>
<th>Marks per Qn</th>
<th>Marks per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MCQ</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>B</td>
<td>Short Answers</td>
<td>8</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>Open-ended</td>
<td>6-8</td>
<td>2,3,4</td>
<td>24</td>
</tr>
</tbody>
</table>

**Duration of Paper: 1 h 30 min**
P3: Evaluating Learning

- **Science Curriculum**
  - Activities and activity WS (CPDD resources)
    - Vitamindz Topical-cum-Process Skills Booklet
    - School WS – Content and Skill-based
    - Practice Papers

**Learning Journeys**
- Zoo (Term 1) and SBG (Term 2)
Assessment

- Semester 1
  - SA1
- Semester 2
  - Term Review and Practical
  - SA2

*More details on term reviews to be provided later*
Implications

- Accurate understanding of concepts is **very important**
  - MAKE CONNECTIONS between concepts learnt (magnets & material, animals & plants)
  - APPLY concepts in everyday life
  - Giving reasons for choices made
Go beyond the classroom

- Read widely, beyond the text book. For e.g. Science magazines
- Helps to understand how concepts can be applied in varied contexts (E.g. materials, magnets)
- **WATCH SCIENCE** Programmes
  - documentaries on TV
  - E.g. Animal Planet and Discovery Channel
Thank You