



2025 PARENTS' BRIEFING

Primary 3

CURRICULUM AND ASSESSMENT

SCIENCE



Content

A. Themes and Topics

B. Assessment

C. Strategies to Support our Pupils



Focus of Theme

Thematic Approach (scientific ideas)

Diversity

- Great variety of Living & Non-Living Things around Us
- Using properties to classify them

Cycles

- Repeated patterns of change in nature

Interactions

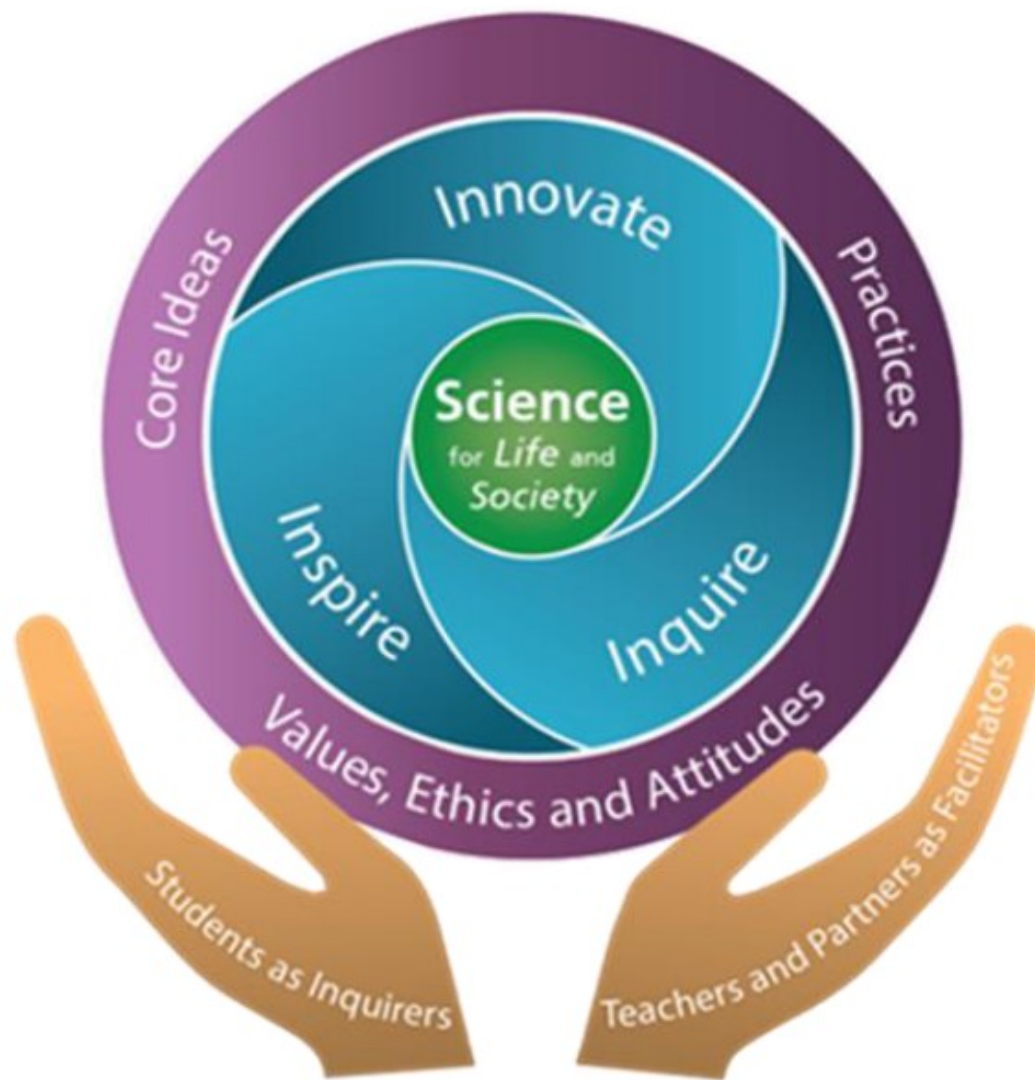
- Actions between and within living and non-living systems in the environment
- See relationships between the factors/variables

Syllabus Organisation

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	<ul style="list-style-type: none">• Diversity of living and non-living things• Classification of Living Things• Diversity of materials• Life Cycle of Plants and Animals• Interactions – Properties of Magnets, Making and Using Magnets	<ul style="list-style-type: none">• Plant System (Plant parts and functions)• Human System (Digestive system)• Cycles - Matter• Energy – Light and Shadows• Energy – Heat and Effects of Heat	<ul style="list-style-type: none">• Cycles – Reproduction in Animals and Plants• Cycles in Water• Plant Transport System• The Human Respiratory and Circulatory systems• Electrical Systems• Simple Series and Parallel Electric Circuits	<ul style="list-style-type: none">• Energy forms and uses (Photosynthesis)• <u>Energy conversion</u>• Interaction of Forces (Frictional force, gravitational force, <u>elastic spring force</u>)• Interactions within the environment



The Science Curriculum Framework





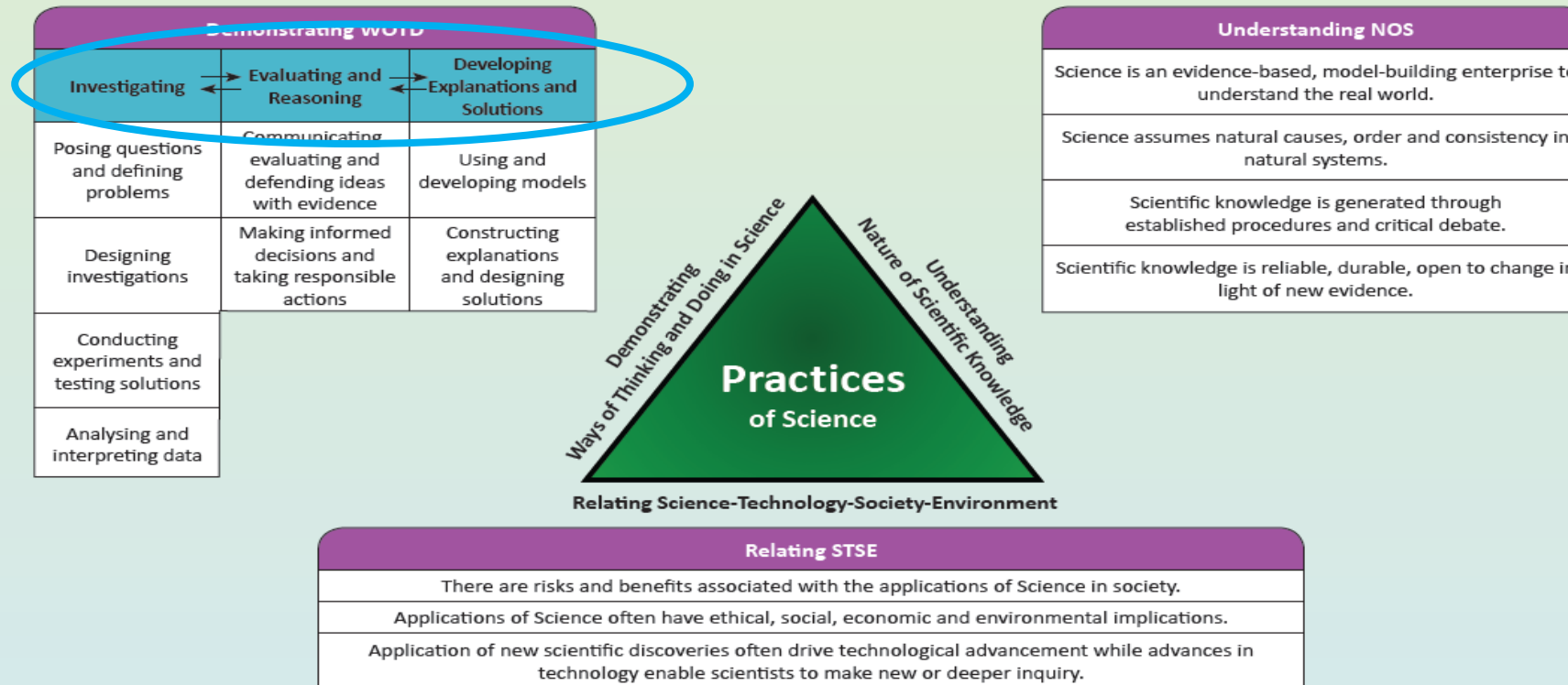
2023 Primary Science Syllabus

Practices of Science

The Practices consist of three components:

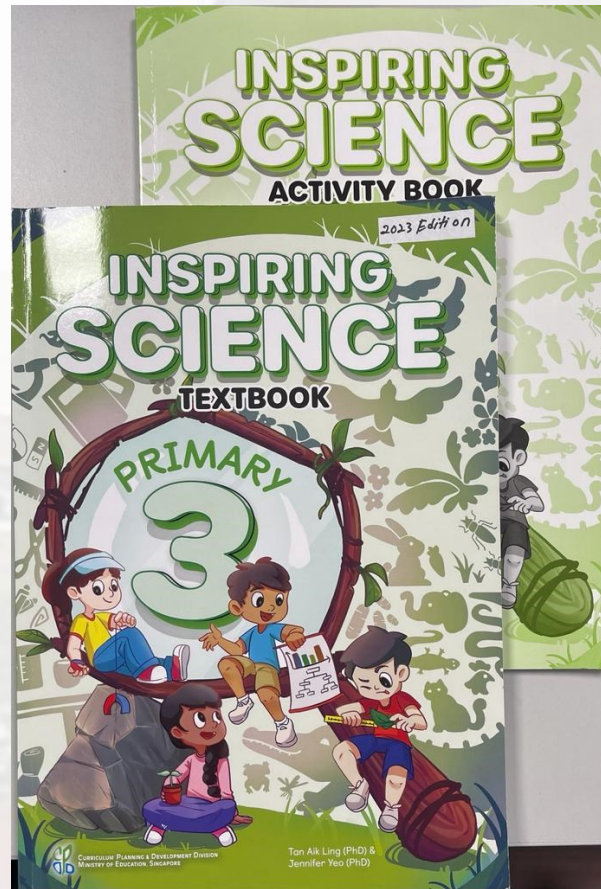
- a. Demonstrating Ways of Thinking and Doing in Science (WOTD);
- b. Understanding the Nature of Scientific Knowledge (NOS); and
- c. Relating Science, Technology, Society and Environment (STSE).

They represent the set of established procedures and processes associated with scientific inquiry, what scientific knowledge is and how it is generated and established, and how Science is applied in society respectively.





Learning Materials



Textbook and Activity Book

Activity Book
Science Journal
Science-Know-It-All (SKIA)
Topical Worksheets
Process Skills Package

Please Note: To keep all the Science materials until child sits for PSLE



Assessment

Purpose?

- Understanding of core concepts
- Readiness of child
- Close learning gap

How?

Weighted Assessments

WA1: Pen and Paper

Booklet A: MCQ

Booklet B: Open-ended / & *Structured Question*

WA2: Performance Task

Application of Skills

Show understanding of Science Concepts

End of Year Assessment

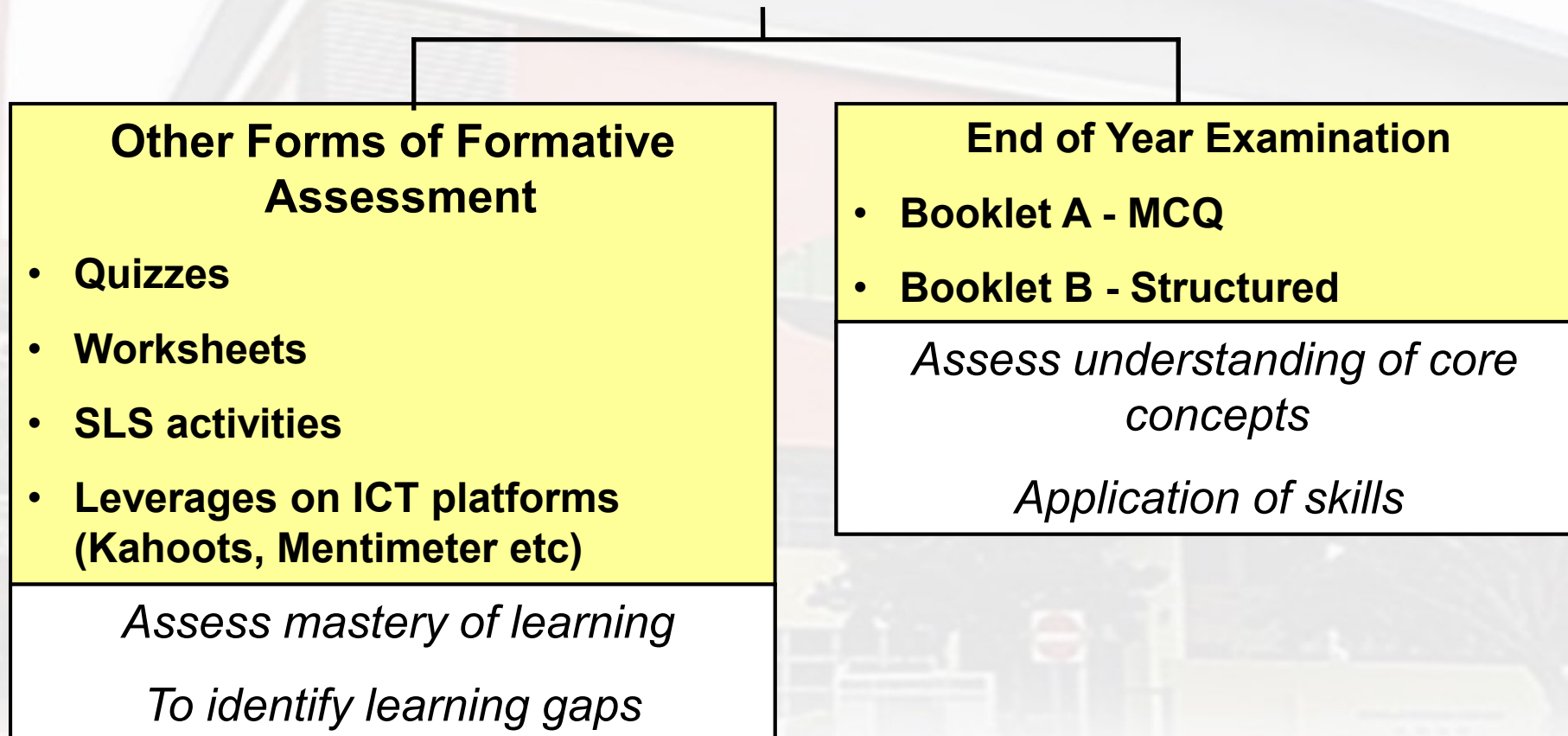
Booklet A: MCQ

Booklet B: *Structured Questions*



Science Assessment

Modes of Assessment (Primary 3)





Frictional force

- Frictional force is a contact force.
- It is present when two surfaces are in contact.
- It can slow down or stop a moving object as it acts in the opposite direction of motion.
- A force that opposes motion when two surfaces are in contact.
- The texture of a surface affects frictional force.
- A moving object moves a shorter distance and moves slowly on the rough surfaces.
- There is greater frictional force between a moving object and a rough surface than between the object and a smooth surface.
- The amount of frictional force between the moving object and a surface does not depend on the surface area in contact.
- When we rub our hands together, there is frictional force between our palms.
- When we strike a match, the frictional force between the matchstick and matchbox causes the matchstick to light.
- Frictional force from the rubbing of sticks together can start a fire.

Frictional force can be useful

- Frictional force helps us to grip objects without dropping them.
- It prevents us from slipping and falling when we are walking.
- It helps to slow down or stop a moving object.
- (It helps to light a match/lighter)

notes taking

Name: Aeryil Class: 4A respect

I used to think that Matter doesn't have weight.

But now I know that matter has weight. MASS.

VTR

Our Class Chart

Matter

- pencil
- fire extinguisher
- blood
- air
- table
- boy
- water
- air freshener
- door
- shark

Not matter

- music
- thunder
- shadow
- heat
- light

Consolidated post-lesson discussion print-out

Characteristics of

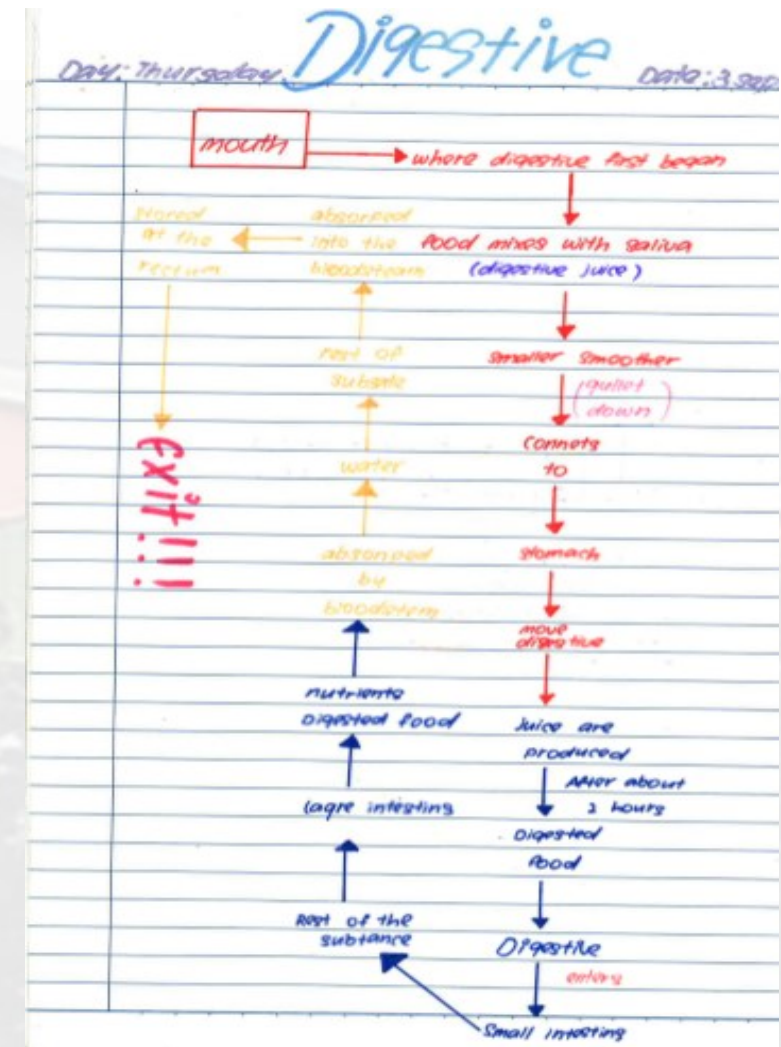
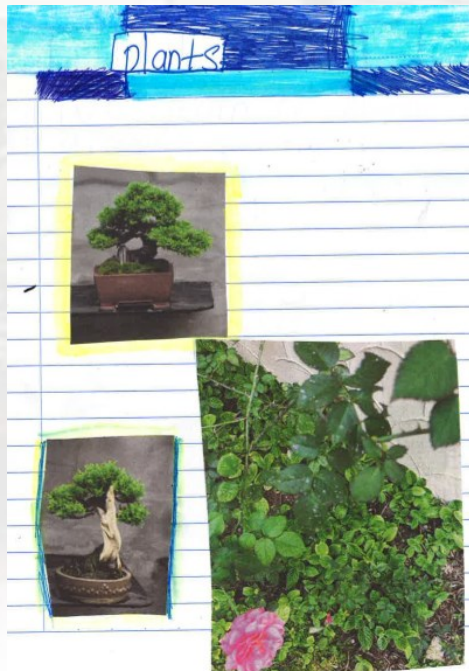
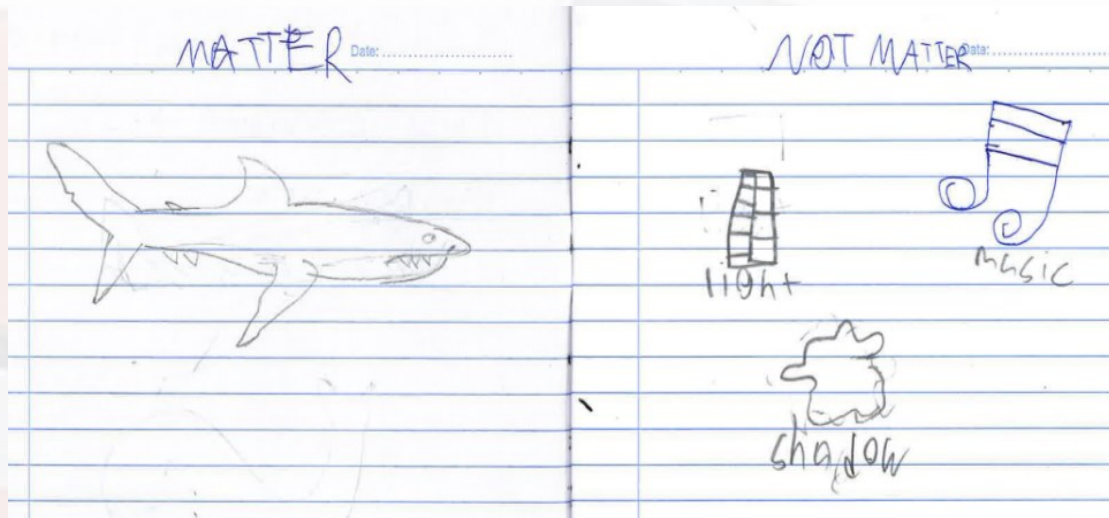
living ~~the~~ things

1. Need food and water
2. Reproduce
3. Respond to changes
4. Grow Grow

Quizzes

Allow most light to pass through	Allow some light to pass through	Allow no light to pass through
clear glass clear plastic water air	some fabrics some plastics frosted glass ice thin paper	rock cardboard wood metal rubber ceramic

Classification table



Students using different styles to consolidate their learning



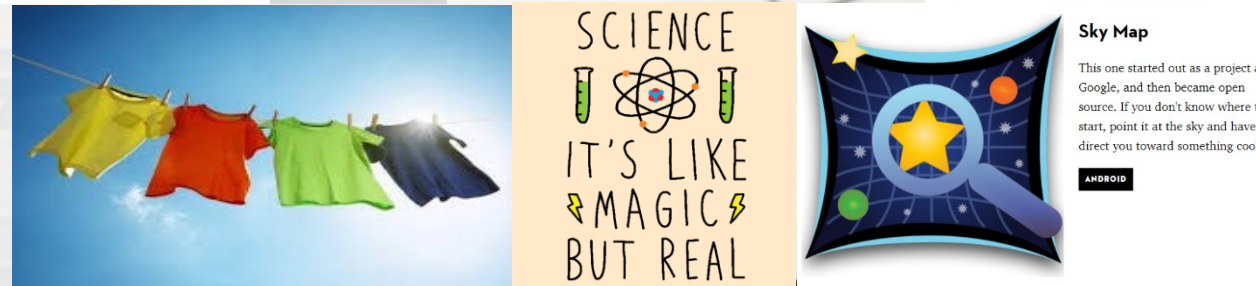
Supporting our Pupils

Support if child is keen on
investigative work

Repository
for revision



Actively engaging the mind



Daily happenings around us

- Weather patterns
- Fungi growing along roadside
- Technology/research



Interest building – Some
apps online/mobile apps

Reading



Tips on Parental Involvement

- Encourage curiosity

Encourage pupils to ask questions about things that happen around them. *Give praise* when a good question is asked. It is **perfectly alright not to know the topic your child is interested in**. The process of discovering new information and facts together encourages bonding.

- Be positive and supportive

If you can role model and display a genuine interest in science and how things work around us, it will have a positive impact on your child's attitudes towards science.

- Point out the everyday Science around us

Use everyday objects or phenomenon to highlight the connection and importance of science to the world we live in.

- Provide ample **opportunities or stimulating environments** for informal science learning

- family outings to Zoo, Botanic Gardens, Science Centre
- a short film shown on a television or video clip from an internet website
- visit the library



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Thank You