

# **PRIMARY 3 SCIENCE CURRICULUM BRIEFING 24 January 2025**

**Ms Cheryl Nonis  
HOD Science**

[cheryl\\_dorothy\\_nonis@schools.gov.sg](mailto:cheryl_dorothy_nonis@schools.gov.sg)

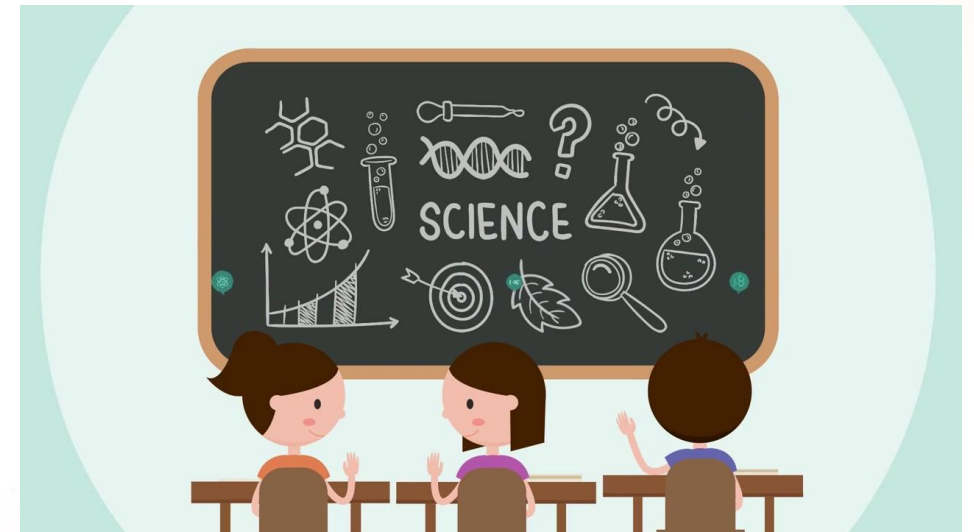
**Mrs Clara Kang  
LH Science**

[ang\\_yan\\_qing\\_clara@schools.gov.sg](mailto:ang_yan_qing_clara@schools.gov.sg)



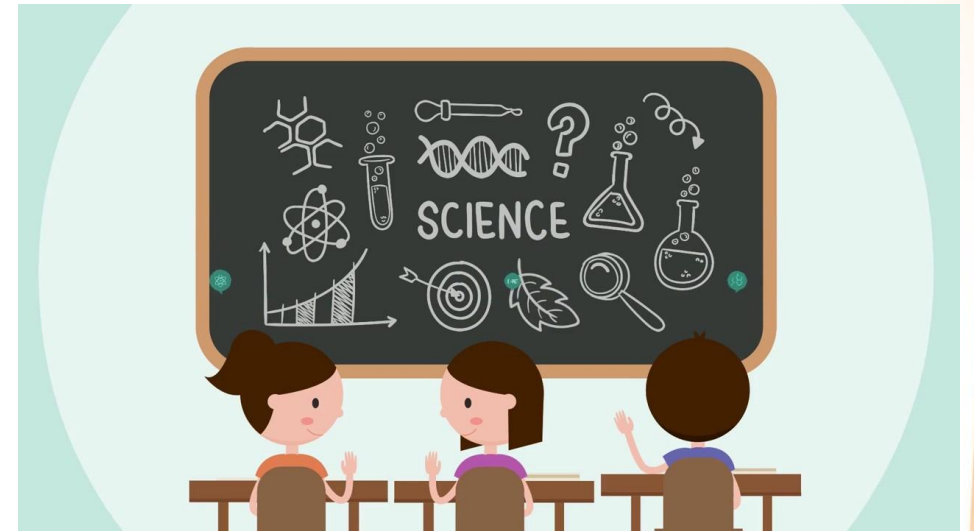
# Outline

- What does your child learn in P3 science?
- How does your child learn science?
- How is your child assessed in science?
- School's support in our students' learning
- How can you support your child in learning science?



# HGS SCIENCE DEPARTMENT VISION

To **nurture** and **develop** every HGS girl with  
an **inquiring mind** for Science

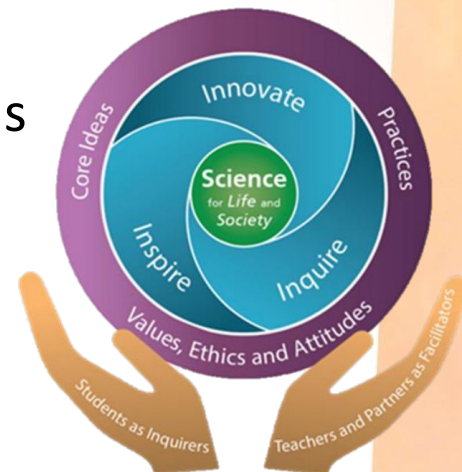




# Primary Science Syllabus

It aims to provide students with experiences/opportunities to :

- **build on their interest** and **stimulate their curiosity** about themselves and their environment
- acquire **basic scientific concepts** to help them understand themselves and the world around them
- **develop skills, dispositions and attitudes** for scientific inquiry
- apply **scientific concepts and skills** in making responsible decisions
- **appreciate how science influences** people and the environment



# What does your child learn in science?

Levels	P3	P4	P5	P6	
Themes	Diversity	Cycles	Systems	Interactions	Energy
Topics	<ul style="list-style-type: none"><li>Diversity of living and non-living things (General characteristics and classification)</li><li>Diversity of materials</li><li>Cycles in plants and animals (Life cycles)</li><li>Interaction of forces (Magnets)</li></ul>	<ul style="list-style-type: none"><li>Plant system (Plant parts and functions)</li><li>Human system (Digestive system)</li><li>Cycles in matter and water (Matter)</li><li>Energy forms and uses (Light)</li><li>Energy forms and uses (Heat)</li></ul>	<ul style="list-style-type: none"><li>Cycles in plants and animals (Reproduction)</li><li>Cycles in matter and water (Water)</li><li>Plant system (Respiratory and circulatory systems)</li><li>Human system (Respiratory and circulatory systems)</li><li>Electrical system</li></ul>	<ul style="list-style-type: none"><li>Energy forms and uses (Photosynthesis)</li><li>Energy Conversion</li><li>Interaction of forces (Frictional force, gravitational force, elastic spring force)</li><li>Interactions within the environment</li></ul>	

## Topics for P3:

### Diversity

1. Diversity of living & non-living things
2. Classification of Living Things (Animals, Plants, Fungi & Bacteria)

### Cycles

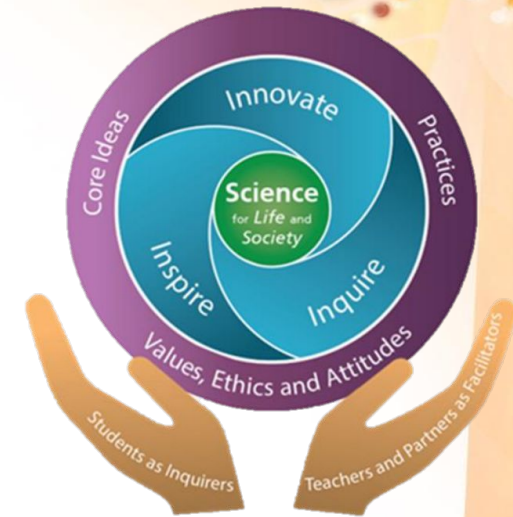
3. Life Cycles of Plants
4. Life Cycles of Animals

### Diversity

5. Diversity of Materials

### Interactions

6. Properties of Magnets
7. Making and Using Magnets

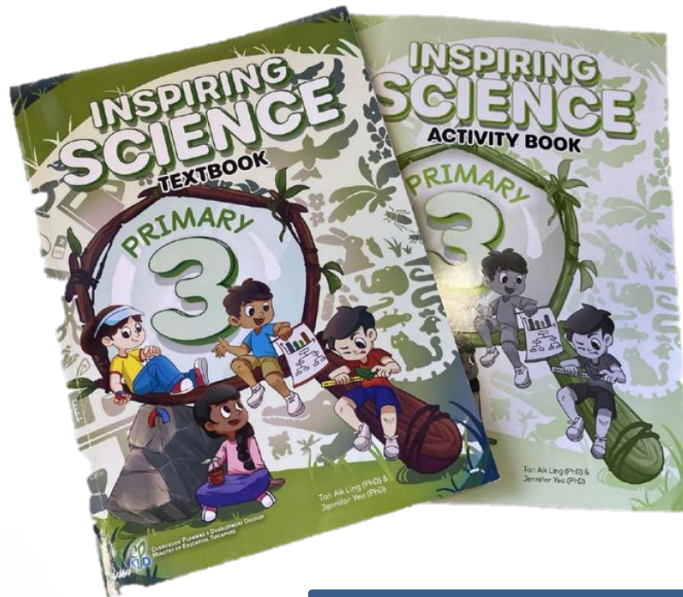


## 2023 Science (Primary) Syllabus

For more details, visit the link:  
<https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.pdf>



# How does your child learn science?



**Note:** Please do not discard or donate the Science materials as they are needed for PSLE revision in P6.

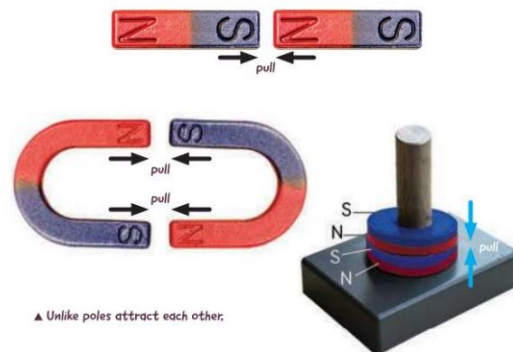


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## Introduction to concepts

### How do magnets interact with one another?

Magnets can attract (pull) or repel (push) one another. This depends on which poles are facing each other. Let's find out more about how magnets interact with one another.

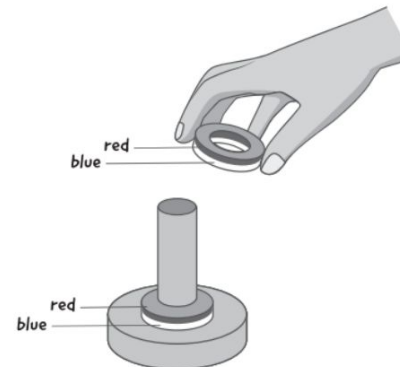


▲ Unlike poles attract each other.

## Exploring through hands-on experiences

### Let's Inquire

1. Put a ring magnet through the plastic rod. Make sure that the red side of the magnet is facing up.
2. Put another ring magnet through the plastic rod. Make sure that the blue side of the magnet is facing down.



## Inquiry-Based Learning Approach

## Applying concepts in various contexts

### Science Around Us

If you sprinkle some iron powder around magnets, you will observe some patterns formed around the magnets. This shows the magnetic field.



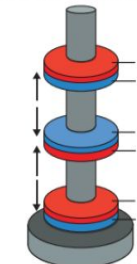
▲ Magnets with like poles facing each other



▲ Magnets with unlike poles facing each other

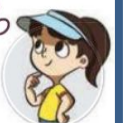
### Repulsion of Magnets

A magnet can attract or repel another magnet. You can confirm that an object is a magnet if it repels another magnet.



▲ Ring magnets floating and repelling one another

I wonder why the ring magnets are able to float on top of one another.



Unlike poles attract and like poles repel.

### Let's Inquire

► AB: Activity 6.3 (Part C)



## How does your child learn science?

**Collaborative Learning:** Use of **SPARKLE Kits** to encourage rich peer discussions through engaging “hands-on, minds-on” activities.



## Demonstrating Ways of Thinking of Doing

Demonstrating WOTD		
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		



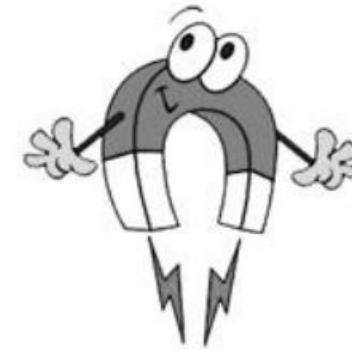


# How does your child learn science?

## Magnetism Kit (individual)



## Science Magnetism Kit Activity Booklet



Name: \_\_\_\_\_ ( )

Class: P3 \_\_\_\_\_



# How does your child learn science?

## Application to daily life

Magnets help us in our everyday life!



There are magnets in my toy!



Magnets help us to separate the magnetic materials in our rubbish too.



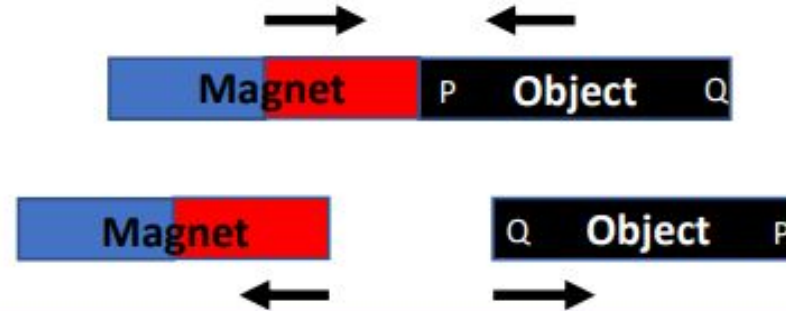
Yes, they are even used in Maglev trains!



## How does your child learn science?

### Addressing misconceptions

The object is definitely a magnet. Do you agree?



Yes, they attract each other.



Yes, the like poles of the magnet repel each other.



If the object is only attracted by a magnet, it may just be a magnetic material. There is insufficient evidence to conclude that the object is a magnet. The object is definitely a magnet only if it repels a magnet.





# How does your child learn science?

## Lee Kong Chian Natural History Museum Learning Journey – Diversity (Animals)



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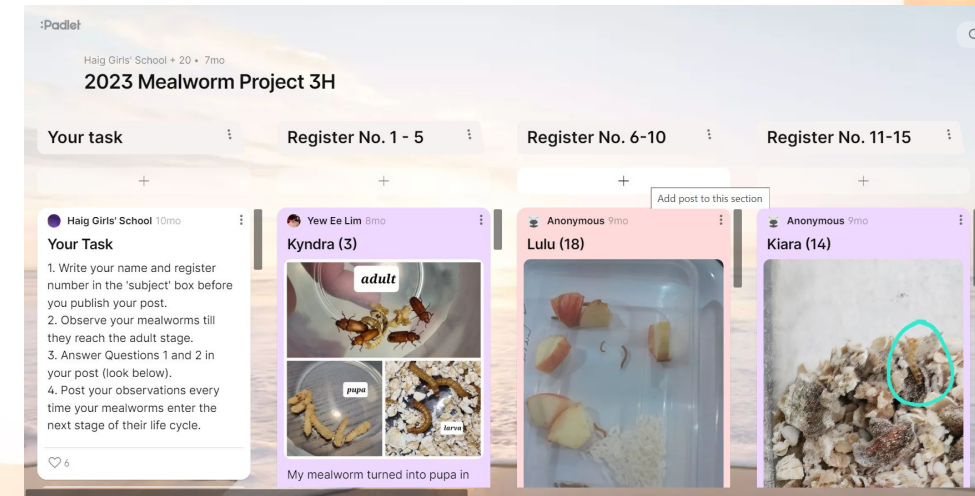
## Environmental Science Workshop (Mushroom) – Diversity (Fungi)



## Every Child a Seed – Life Cycle of Plants



## Mealworm Project – Life Cycle of Animals



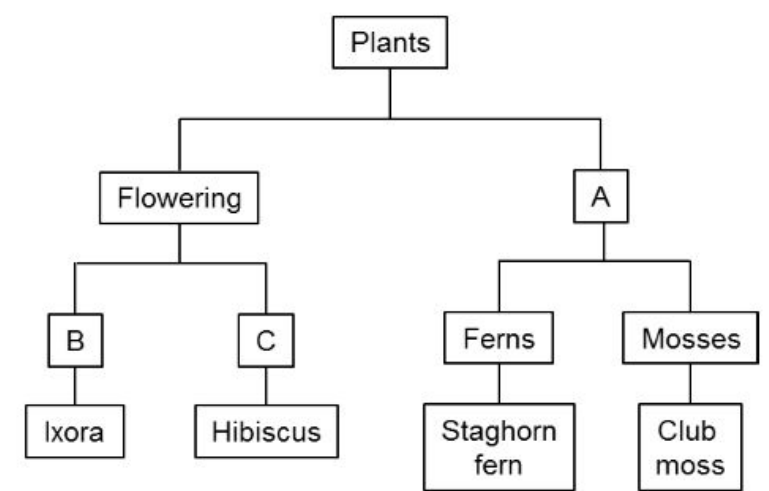


# How your child is assessed in science

## Formative Assessments (Ongoing monitoring)

- Science Activity Book
- Process Skills worksheets
- Topical Mastery worksheets
- Exit Cards (in journals)
- Student Learning Space (SLS)

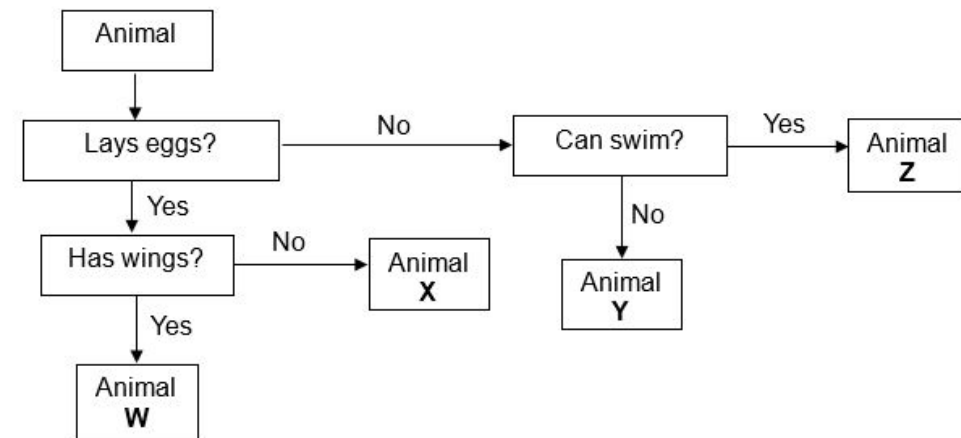
Workbooks and Science files will be returned for parents' checking and signature upon completion of each topic



What do A, B and C represent?

	A	B	C
(1)	Reproduce by spores	Flowers grow in clusters	Flowers grow singly
(2)	Flowers grow singly	Flowers grow in clusters	Reproduce by spores
(3)	Non-flowering	Flowers grow in clusters	Flowers grow singly
(4)	Flowers grow in clusters	Flowers grow singly	Non-flowering

7. Look at the flow chart below.



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### 3K 2025 Science (Living and Non-Living Things)

~Science puts knowledge to work~

**Instructions**

Put on your thinking caps!

Look at the 2 pictures shown above. Submit your responses to these two questions below:

- 1) How would you take care of the 2 hamsters differently? Why?
- 2) If both hamsters were put in a

**Index 1-4**

**Dahlia (6)**

- 1) Toy hamster - you don't need to take care of it because it is not real
- 2) Pet Hamster-You need to give it air, food and water so it will survive
- 3]The real hamster will run because it is living and the fake

**Index 5-8**

**Jeia Cheng (5)**

- 1.I would treat give the pet bunny food, water, and air as it is a living thing but I would not give the toy bunny anything as it is a non living thing.
2. The pet bunny would find a way to protect itself while the toy bunny would stay still, this is because the toy bunny is a non living thing and the pet bunny is a living thing

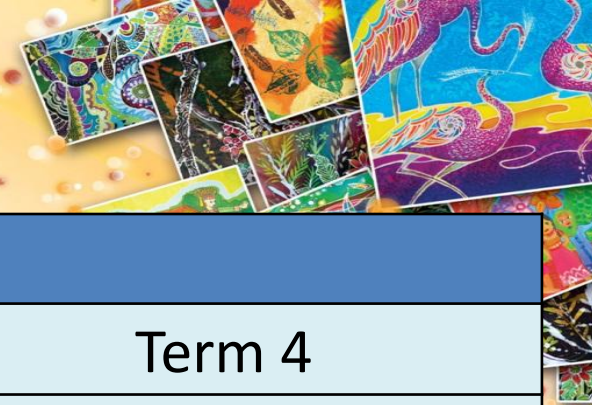
**Index 9-12**

**HANA (10)**

- 1) I would give the pet hamster air, water and food because it is a living thing. I would not give anything to the toy hamster because it is a non-living thing.
- 2) The toy hamster will not move because it is a non-living thing but the pet hamster will run because it is a living thing.



## How your child is assessed in science



Assessment of Learning				
	Term 1	Term 2	Term 3	Term 4
	-	<b>Weighted Assessment 1</b>	<b>Weighted Assessment 2</b> <i>(Performance Task)</i>	<b>End of Year Examination</b>
<b>Total marks</b>	-	20 marks (6 MCQ, 3-4 structured)	15 marks	70 marks (21 MCQ, 10-11 structured)
<b>Duration</b>	-	30 min	-	1 h 15 min
<b>Weighting</b>	-	15%	15%	70%



### Format of WA1 and EOY papers

**Section A:** Multiple-choice questions (2 marks each)

**Section B:** Structured questions (2, 3 and 4 marks)

## School's Support in our Pupils' Learning

- ✓ **Booster Class** for selected students  
(\*P3 Science Booster Class to start in Term 2)
- ✓ **World of Wonders@Recess** (To learn Science beyond curriculum through games and activities)
- ✓ **Science magazines and books** (available in the school library)
- ✓ **Young Scientist Badge Scheme** (digital) : Self-directed learning
- ✓ **Sony Creative Science Awards** : Toy-making competition



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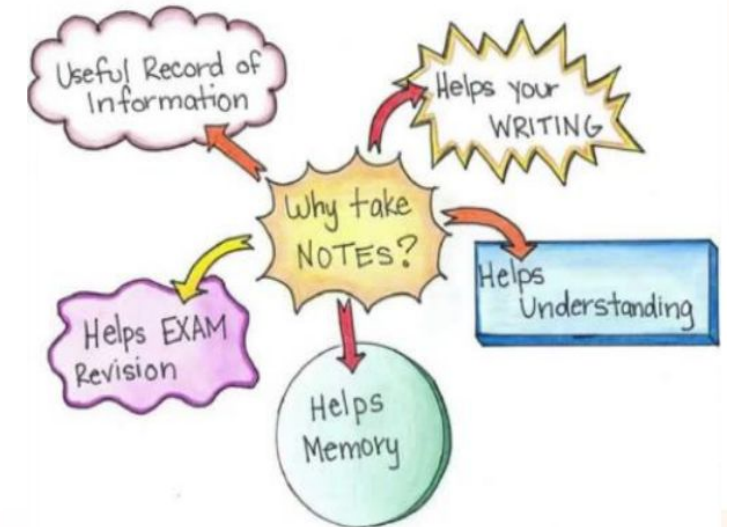
## How you can support your child in learning science

### 1. Supervise and monitor learning

- Monitor her homework and corrections and help her work towards being more self-directed.
- Support and monitor your child's online learning (e.g SLS, Padlet)

### 2. Have a routine to help her reinforce and retain the science concepts

- Revisit the topics covered in school regularly
- Document learning through drawing concept maps and taking notes





## How you can support your child in learning science

### 3. Active involvement in child's learning through activities

- Interest creation through science magazines, encyclopedias, experimental kits, documentaries and visits to zoo, bird paradise, Science Centre, Sungei Buloh Wetland reserve and Botanical Gardens
- Encourage and engage her in inquiry – nurture her inquisitive mind and creative problem solving





## How you can support your child in learning science

### 4. Resource for parents

<https://www.schoolbag.sg>

An online publication by MOE which provides parents, educators and the general public with education news, school features and tips.

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

Use the search function  
and search “science”

Learning **Science**: Not about memorising keywords

[www.schoolbag.edu.sg](http://www.schoolbag.edu.sg) > [learning-science-not-about-memorising-keywords](#)



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'Sparkling' a love of **science** in primary school

[www.schoolbag.edu.sg](http://www.schoolbag.edu.sg) > [sparkling-a-love-of-science-in-primary-school](#)



21 Mar 2022 ... The result: A hands-on kit for Primary school students call out how ...

Helping Your Child to Enjoy **Science**

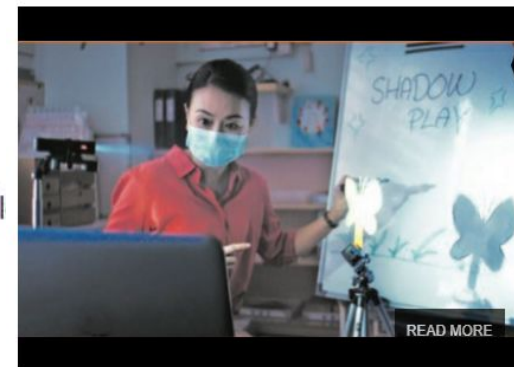
[www.schoolbag.edu.sg](http://www.schoolbag.edu.sg) > [story](#) > [helping-your-child-to-enjoy-science](#)



22 Jun 2016 ... Help your children make sense of the world around them

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## 4. Resource for parents

How do you *make* kids love science? You don't

<https://www.schoolbag.edu.sg/story/how-do-you-make-kids-love-science-you-don-t>

1. Get them intrigued
2. Make it about them
3. Keep it fun
4. Show your passion
5. Get them thinking





# P3 Science Teachers



Class	Teacher	Email address
3C	Mdm Noraini Bte Riffin	Noraini_riffin@schools.gov.sg
3G	Mrs Katherine Michael	tan_kiat_beekatherine@schools.gov.sg
3H	Mdm Radiah / Mrs Clara Kang (Term 1)	radiah_mohamed_ali_jinnah@schools.gov.sg ang_yan_qing_clara@schools.gov.sg
3J	Mrs Clara Kang (Sem 1) / Mdm Vibha	ang_yan_qing_clara@schools.gov.sg Vibha_Ashok_Ghariwala_Mrs@schools.gov.sg
3K	Mdm Alicia Ngerng	ngerng_minru_alicia@schools.gov.sg

