Parents Engagement Science

Primary 4

Overview

- Science Curriculum
- Assessment Plan
- Science Learning
- Home Support

Science Curriculum

Knowledge, Understanding and Application	Skills and Processes	Ethics and Attitudes
· Scientific phenomena, facts, concepts and principles · Scientific vocabulary, terminology and conventions · Scientific instruments and apparatus including techniques and aspects of safety · Scientific and technological applications	Skills · Observing · Comparing · Classifying · Using apparatus and equipment · Communicating · Inferring · Formulating hypothesis · Predicting · Analysing · Generating possibilities · Evaluating Processes · Creative problem solving · Decision-making · Investigation	· Curiosity · Creativity · Integrity · Objectivity · Open-mindedness · Perseverance · Responsibility

Science Syllabus (2023)

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	• Diversity of living and non-living things (General characteristics and classification • Diversity of materials • Cycles in plants and animals (Life cycles) • Interaction of forces (Magnets)	• Cycles in matter and water (Matter) • Human system (Digestive system) • Plant system (Plant parts and functions) • Energy forms and uses (Light) • Energy forms and uses (Heat)	• Cycles in matter and water (Water) • Cycles in plants and animals (Reproduction) • Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Electrical system	• Energy forms and uses (Photosynthesis) • Energy conversion • Interaction of forces (Frictional force, gravitational force, elastic spring force) • Interactions within the environment

Assessment Plan

Yuhua Primary School
Primary 4 Science Assessment Plan 2024
(Aligned with 2023 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)			**Science Learning Project on Light**	
Summative Assessment (Weighted) **Total : 100%**	**Term 1 Review Test** Week 8 (19 Feb - 23 Feb) (30 marks, 45 min) Written Assessment: May include video stimulus and specimen-based questions **Topics to be assessed** - P3 Diversity (Animals and Plants) - Plant System - Human System	**Term 2 Review Test** Week 8 (6 May – 10 May) (30 marks, 45 min) Written Assessment: May include video stimulus and specimen-based questions **Topics to be assessed** - Matter - P3 Interactions (Magnets) - P3 Diversity (Materials, including magnetic and non-magnetic materials)	**Term 3 Review Test** Week 8/9 (16 Aug – 22 Aug) (30 marks, 45 min) Written Assessment: May include video stimulus and specimen-based questions **Topics to be assessed** - Matter - Light - Heat Part 1 (All except Expansion and Contraction of Heat, and Good and Poor Conductors of Heat)	**End-of-Year Exam** Week 7 (21 Oct – 25 Oct) (100 marks, 1h 45 min) Written Assessment: Multiple Choice and Open-Ended Questions **Topics to be assessed** - All the topics covered in P3 and P4
	10%	**10%**	**10%**	**70%**

Science Learning

Learning about the digestive system through gamification and the usage of the digestive model.

Yuhua Primary School

Home Support

Strategy 1: Relate everyday experiences to Science, encourage your child and invite curiosity

- Get some activity ideas from magazines, newspapers, National Geographic or Discovery Channel, etc.
- Discuss about the science questions your child asks and encourage him/her to share his/her views and observations.
- Ask your child about his/her learning about Science in school

Applications in daily life

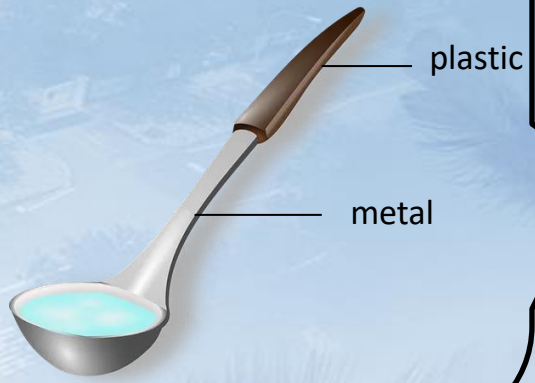
What are some examples of heat flow in our everyday life?

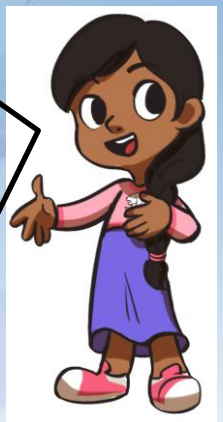
Heat flows through the metal pot quickly to cook our food.

Heat flows through the cardboard slowly so that I can hold my hot drink.

Some objects are made of both good and poor conductors of heat, such as the soup ladle.

I can hold the plastic handle safely when getting my hot soup.





Home Support

Strategy 2:

Break down the question with your child

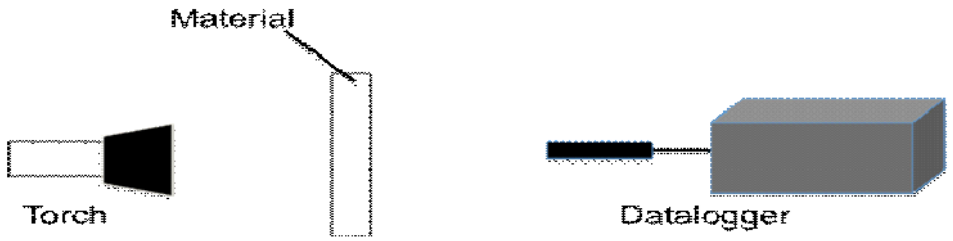
- Search for clues or hints
- Ask questions instead of providing them with the answers to help your child develop his/her thinking skills in the learning of Science.
- Get them to predict and explain the results/outcomes whenever possible.

Home Support

Examples of questions you can pose:

- Describe how and why the experiment set up this way?
- What does the data in the table show?
- What does each graph tell you? What are the relationships between….and….?
- How does it link up to what you have learnt about light?

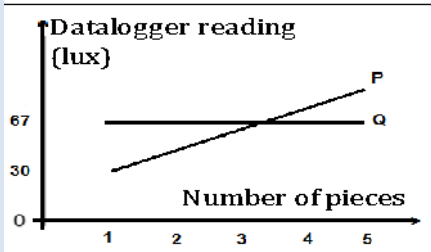
1. Christine used a datalogger to measure the amount of light passing through materials **P** and **Q** as shown below.



The table below shows the readings on the datalogger when **one piece** of each material was used.

	Reading
No material	68
One piece of P only	30
One piece of Q only	67

She then continued the experiment by adding more pieces of each material until there were **5 pieces** each. Which of the following graphs show the **correct** readings?



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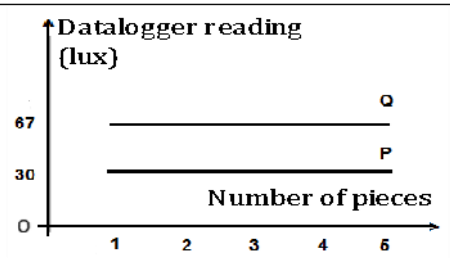

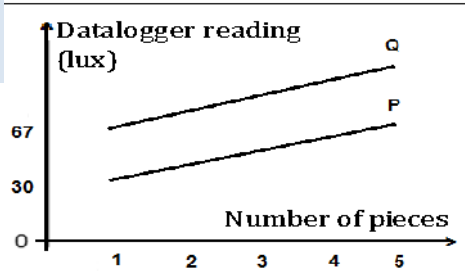

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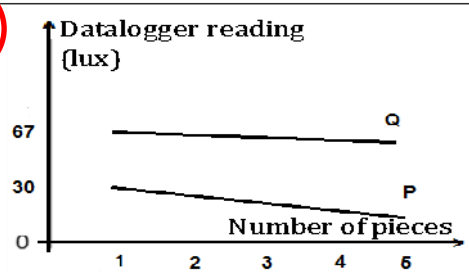


Home Support

Other suggested actions at home

- **Target setting** (Setting reasonable targets together with the pupil for upcoming exams)
- **Revision schedule** (Planning timetable for revision of the topics/work with the pupil)
- **Expanding Science vocabulary & general knowledge** (SLS, Encyclopedia Britannica)
- **Consistent Practices/Effort** (Homework monitoring, Understanding corrections, Asking questions)

Past year Textbooks and Resources

(1) Keep all previous years Science textbook, workbook and worksheets until P6. Like other subjects, Science curriculum follows the spiral learning too.

(2) P4 SBB EYE include all P3&4 topics and PSLE includes all topics from P3-6.

(3) Science teachers will revise previous year topics and include past year revision questions in our Termly revision.

(4) In cases where you do not have previous years textbooks, you may get guidebooks from other publishers, access SLS MOE library or get in touch with your class' Science teachers to see how we can help your child.

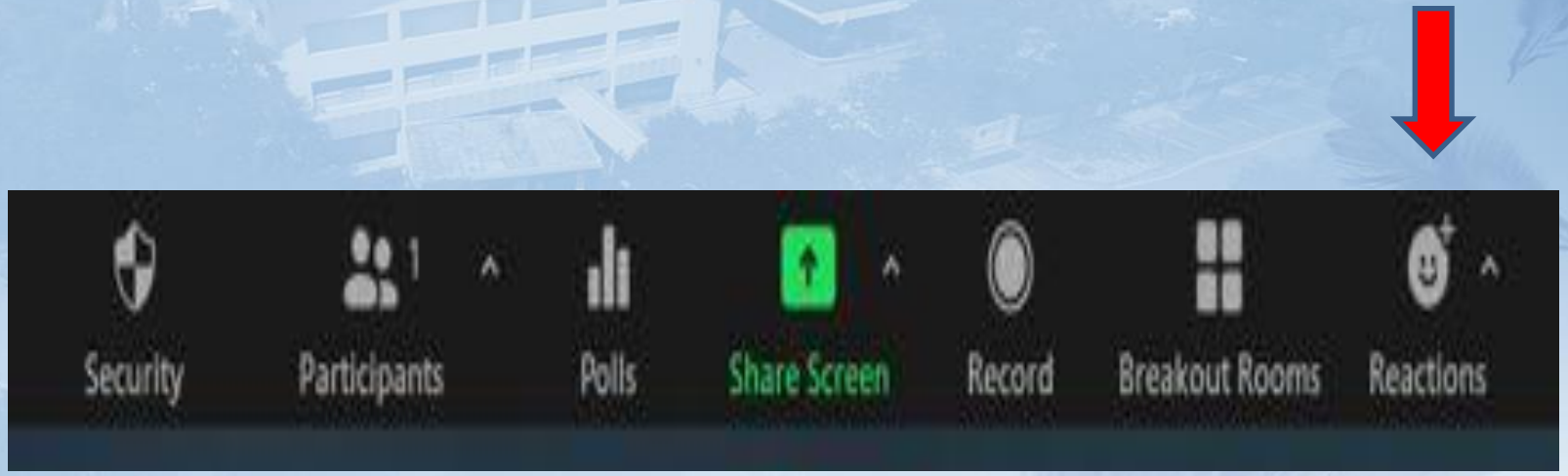
Q & A

Join at **slido.com** with **#2281156** or
scan the QR code to post your questions.
We will try our best to address them during the session.

Q & A

Taking Part in the Question and Answer Segment

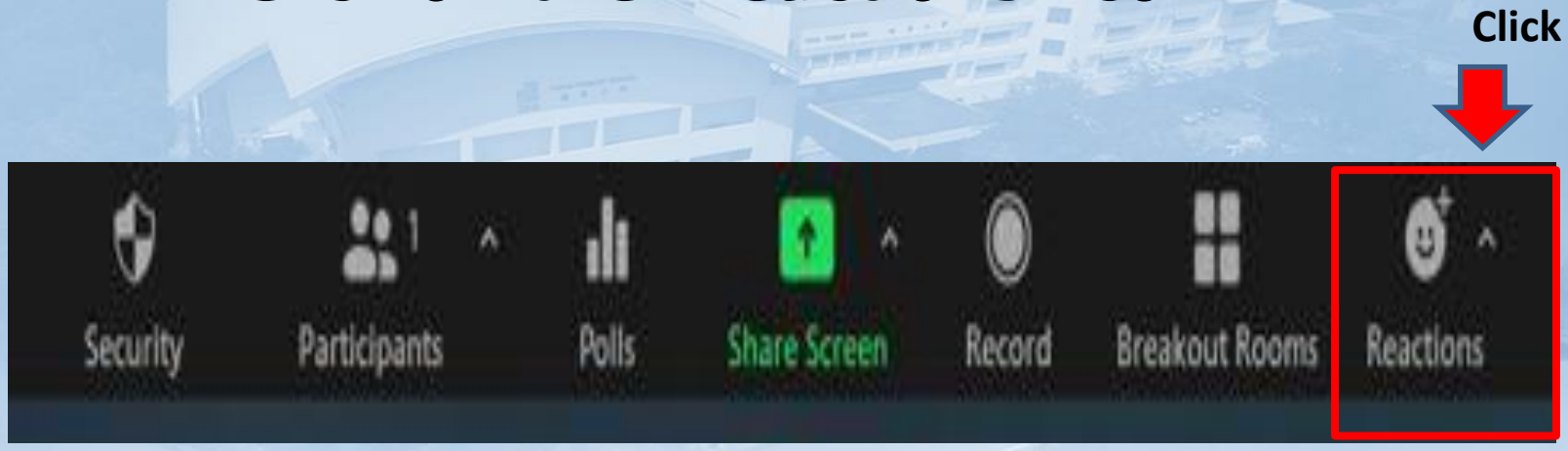
- Look at the bottom right of your zoom screen.



Q & A

Taking Part in the Question and Answer Segment

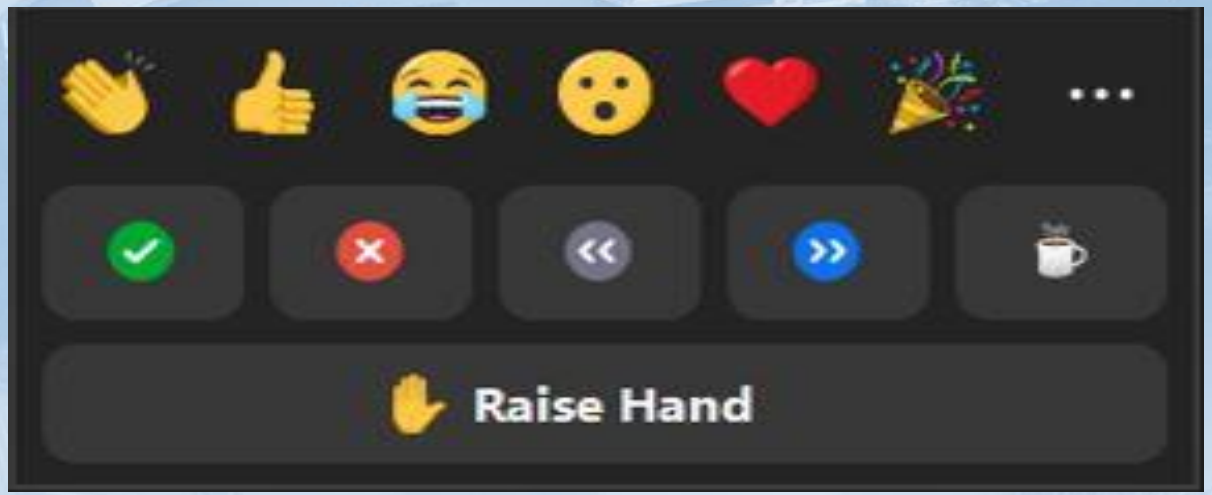
- Click on the 'Reactions' icon.



Q & A

Taking Part in the Question and Answer Segment

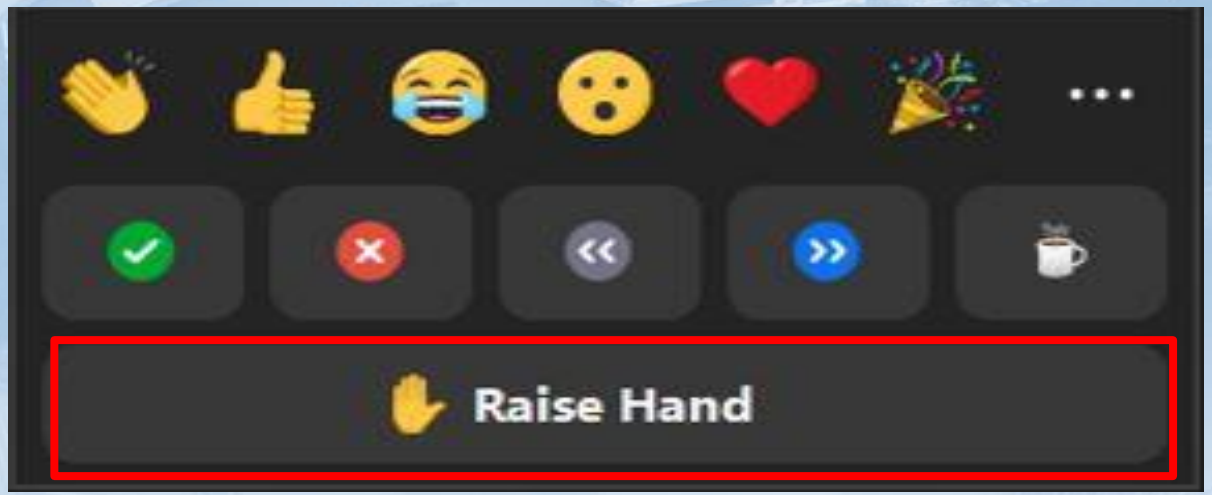
- An Emoji pop up box will appear



Q & A

Taking Part in the Question and Answer Segment

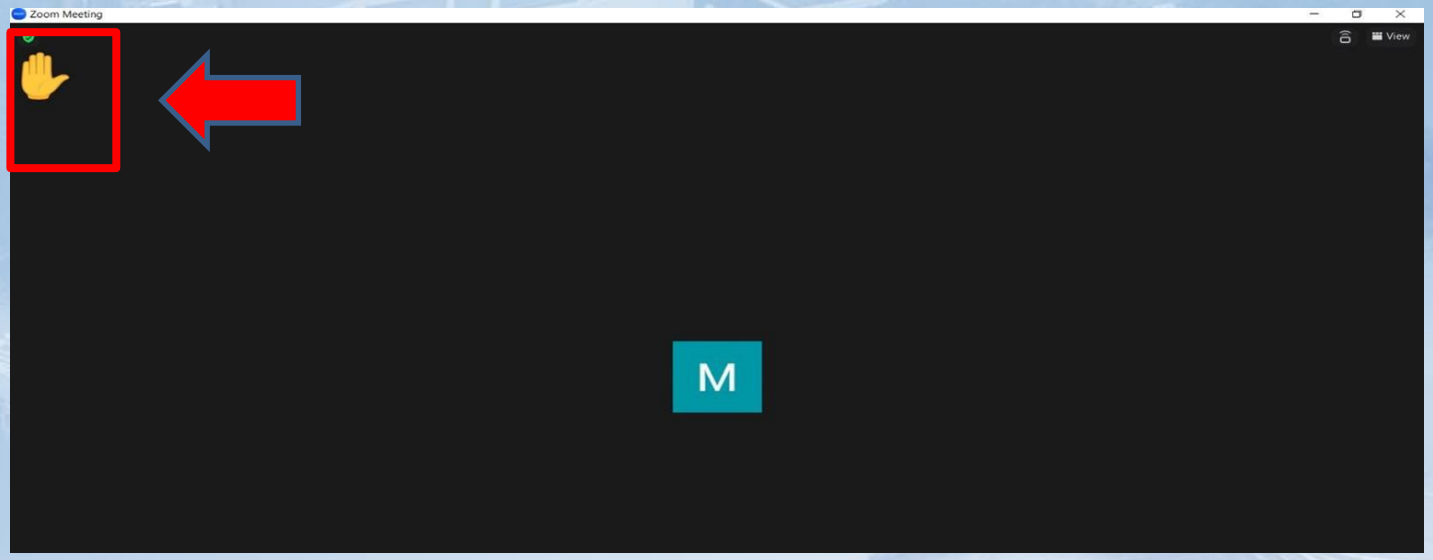
- Click on the Raise Hand icon.



Q & A

Taking Part in the Question and Answer Segment

- A Raise Hand Emoji will appear at the top left corner of your screen.
- The moderator will unmute you.



Q & A

Taking Part in the Question and Answer Segment

- Please introduce yourself before asking the question.
- We will try to address as many questions as possible.
- If you have further queries after the sharing today, please feel free to reach out to your child's FT or subject teachers.

Thank You