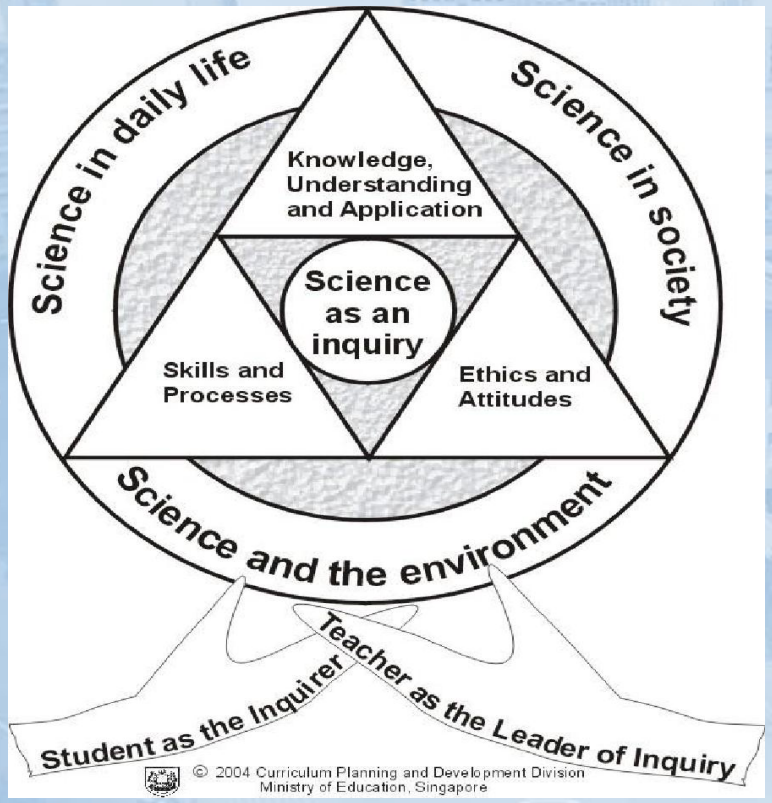
Parents Engagement Science

Primary 3

Overview

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

Science Curriculum



- The science curriculum seeks to nurture the student as an inquirer.
- Incorporate Inquiry Based Approach
- Seek balance between content knowledge and application to real world.

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

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)	• Plant system (Plant parts and functions) • Human system (Digestive system) • Cycles in matter and water (Matter) • Energy forms and uses (Light) • Energy forms and uses (Heat)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water) • 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

Topics which are underlined are not required for students taking Foundation Science.

Assessment Plan

Yuhua Primary School
Primary 3 Science Assessment Plan 2026
(Aligned with 2023 Syllabus)

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Topical Review** - Diversity of Living and Non-living things - Classification of Living Things	**Topical Review** - Diversity of Materials - Life Cycles of Plants - Life Cycles of Animals	**Science Gardening Programme** **Topical Review** - Properties of Magnets - Making and Using Magnets	**Science Gardening Programme**
Summative Assessment (Weighted) **Total: 100%**		**Term 2 Review Test** Term 2 Week 7 (4 – 8 May) (30 marks, 40 min) Written Assessment: Multiple Choice and Structured Questions **<u>Topics to be assessed</u>** - Diversity of Living and Non-Living Things - Classification of Living Things - Diversity of Materials	**Term 3 Review Test** Term 3 Week 7- 8 (14 – 20 Aug) (30 marks, 40 min) Written / Practical Assessment: May include video stimulus, specimen-based questions **<u>Topics to be assessed</u>** - Diversity of Living and Non-Living Things - Classification of Living Things - Diversity of Materials - Life Cycles of Plants - Life Cycles of Animals	**End-of-Year Exam** Term 4 Week 7 ***(26 Oct)*** (80 marks, 1h 30 min) Written Assessment: Multiple Choice and Structured Questions **<u>Topics to be assessed</u>** - All the topics covered in P3.
		15%	15%	70%

Learning of Science

P3s in action!

Learning about diversity of living things, making observations and applying classification skills

Strategy 1
Relate Science concepts to applications in daily life

What are examples of insects which you can see in the garden?

What are the differences between non-flowering and flowering plants?

How are magnets used in our daily lives?

Home Support

Strategy 2
Encourage your child to predict, observe and explain.

What do you think will happen to the iron rod if I place a magnet near it?

What do you observe when the like poles of magnets are placed facing each other?

Why do you predict this would happen after placing the iron rod near the magnet?

Home Support

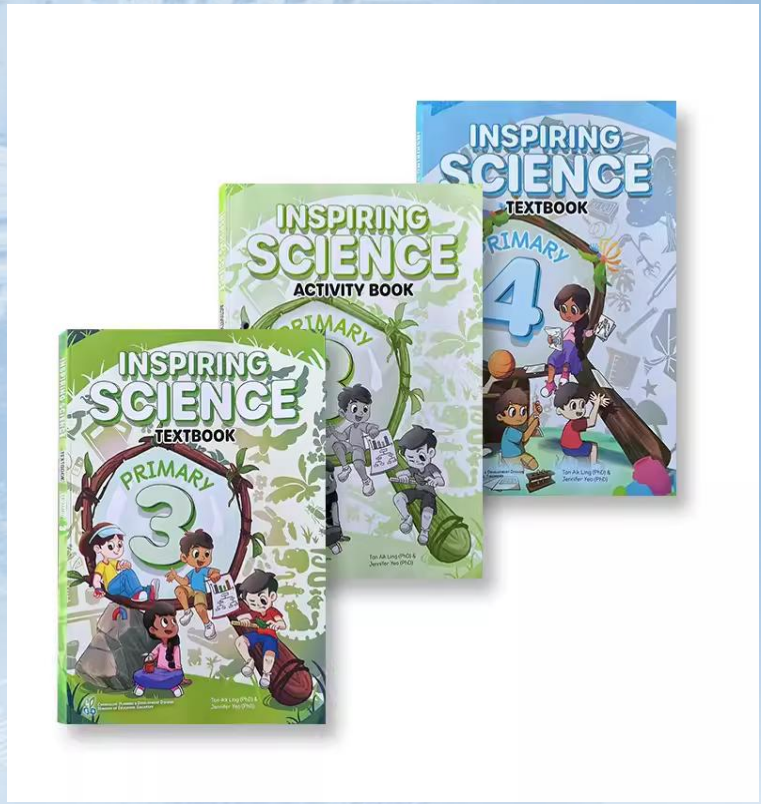
Other suggestions to support your child at home:

- **Target setting** (Setting reasonable targets)
- **Revision schedule** (Planning a revision timetable)
- **Expanding Science vocabulary & general knowledge** (SLS, Science Magazines)
- **Consistent Effort** (Homework monitoring, Understanding corrections, Asking questions)

Textbooks and Resources

1. Keep all Science textbooks, workbooks and worksheets until P6. All topics from P3 to P6 are included in PSLE.

2. When your child is in Primary 4 next year, all P3 and P4 topics are included in the End of Year Examination.



Thank You