BUKIT TIMAH PRIMARY SCHOOL

STRIVE FOR THE BEST

Primary 3 Science

Mr Christopher Khoo

HOD Science

4 February 2025

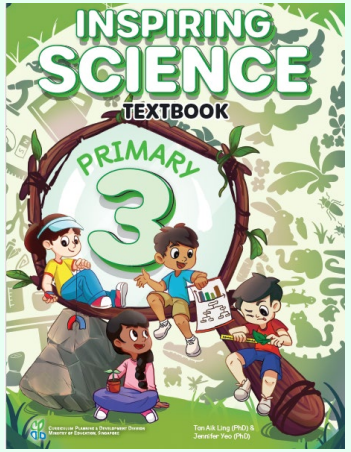
Science Teaching and Learning @ P3

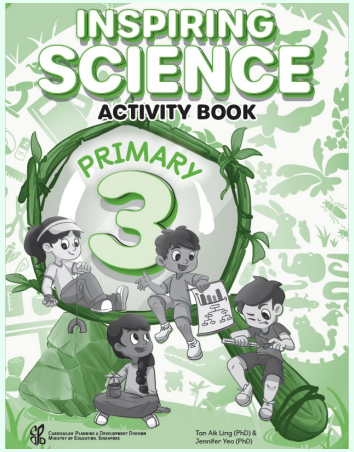
Programme for Science Learning

- Learning Plots – Science exploration on growing plants in the outdoor
- Science Exploration Day – Application of Science

Resources for Teaching and Learning

- Inspiring Science Textbook & Activity Book
- SAM Journals
- Topical Review & Examination Practice Paper

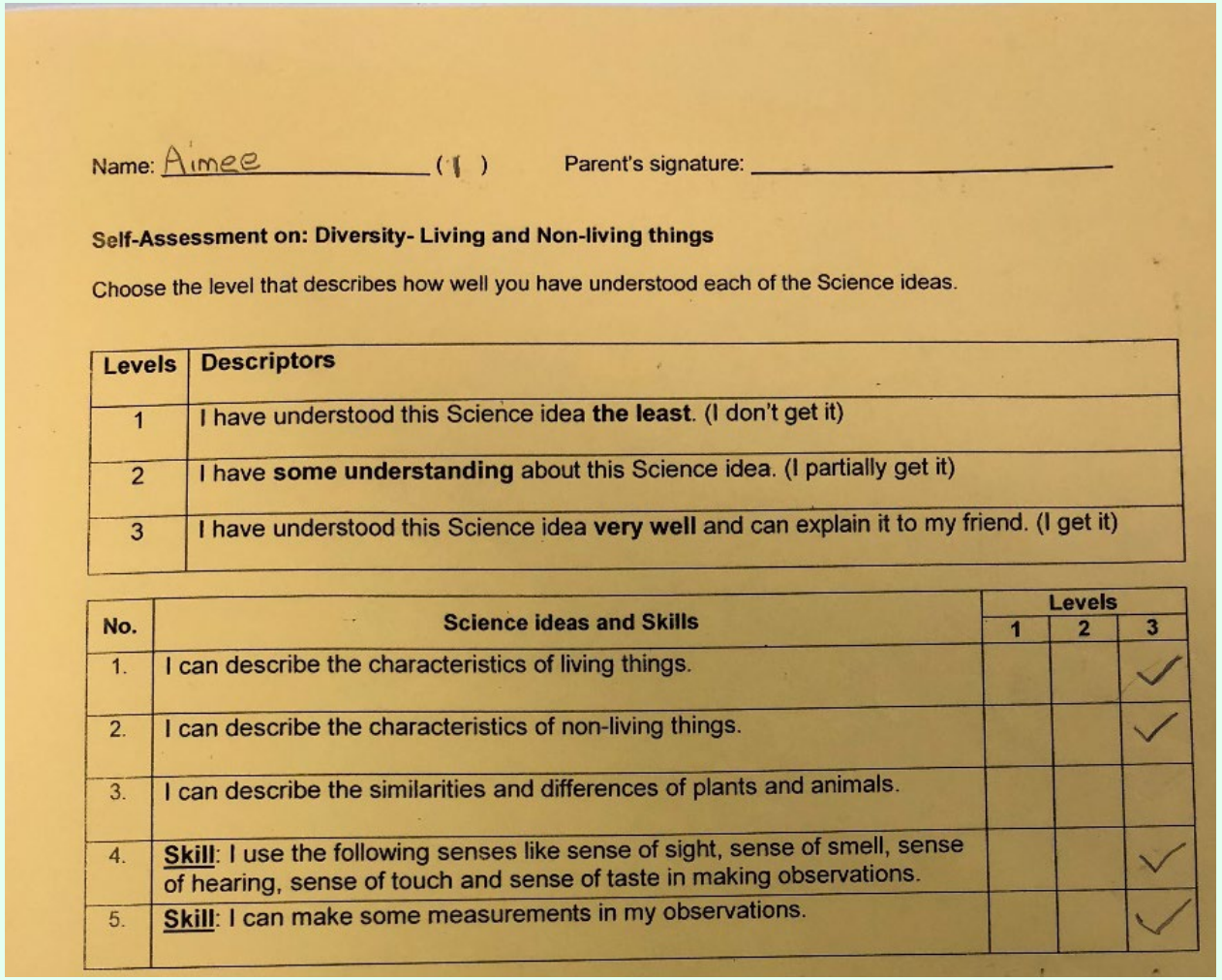




Additional Resources

- CER approach to tackle Open-Ended explanation questions
- Topical Checklist, Examination Review

Topical Checklist and Examination Review



Name: Aimee ( ) Parent's signature: _____

Self-Assessment on: Diversity- Living and Non-living things

Choose the level that describes how well you have understood each of the Science ideas.

Levels	Descriptors
1	I have understood this Science idea **the least**. (I don't get it)
2	I have **some understanding** about this Science idea. (I partially get it)
3	I have understood this Science idea **very well** and can explain it to my friend. (I get it)

No.	Science ideas and Skills	Levels		
		1	2	3
1.	I can describe the characteristics of living things.			✓
2.	I can describe the characteristics of non-living things.			✓
3.	I can describe the similarities and differences of plants and animals.			
4.	**Skill**: I use the following senses like sense of sight, sense of smell, sense of hearing, sense of touch and sense of taste in making observations.			✓
5.	**Skill**: I can make some measurements in my observations.			✓

Science Primary 3 SA2 Review 2022

Pupils have done well in the following areas:

Living and Non-Living Things:

Pupils were able to apply the correct Science ideas to questions on characteristics of living things, the different animal groups, plants and fungi. (Q2, Q3, Q8).

Factors affecting strength of magnet:

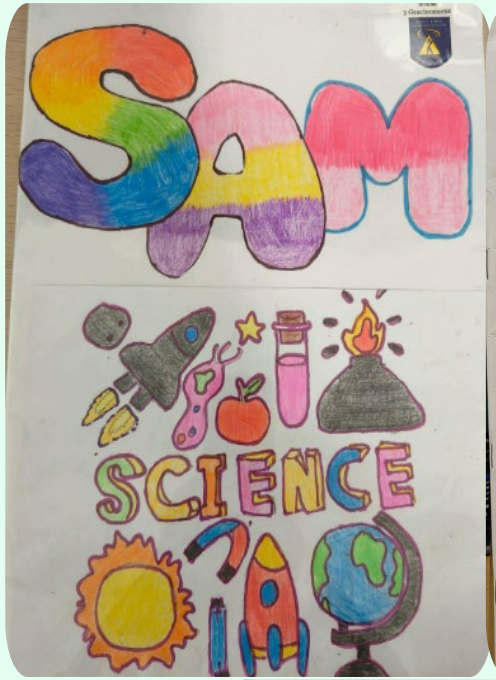
Pupils were able to identify the factors that affected the strength of temporary magnets. (Q19, Q20)

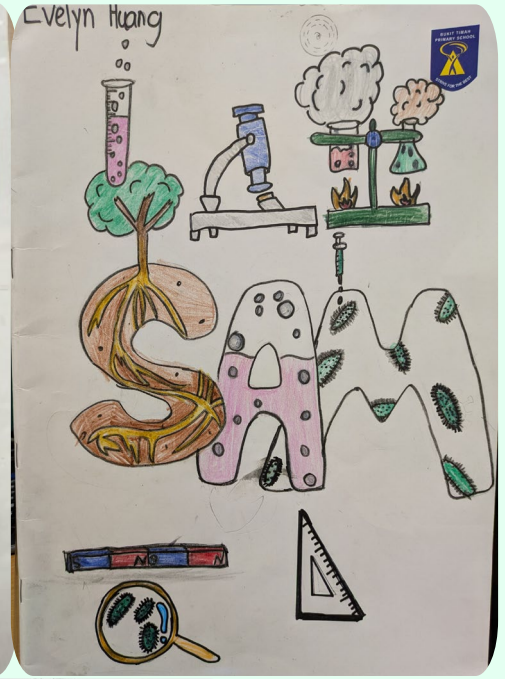
Science ideas that need review:

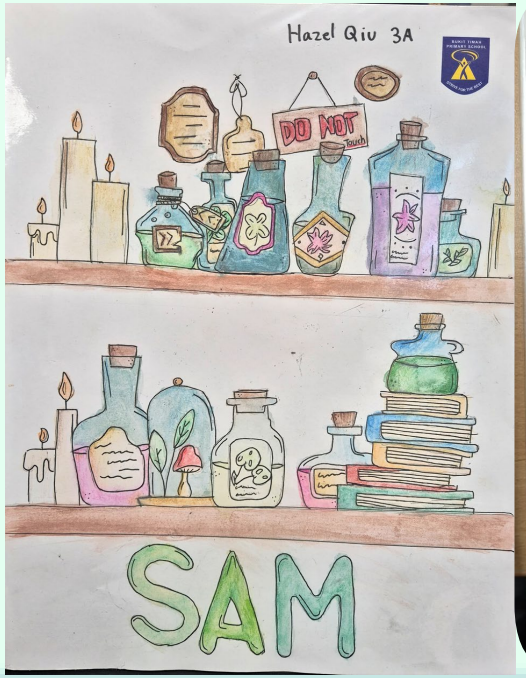
Area(s) for Improvement	Answers Given	Learning Point(s)
Making Comparisons		
Q23(b), Q25(b) Characteristics of living things	When comparing differences, some pupils state the characteristic of only 1 organism, E.g. "Crocodiles lives on land but goldfish does not." Or "Fern reproduces by spores but the papaya plant does not."	Pupils need to specify the difference between two organisms and not simply state that the other organism does not have the characteristic. E.g. "Crocodile lives on land but goldfish lives in water." "Fern reproduces by spores but

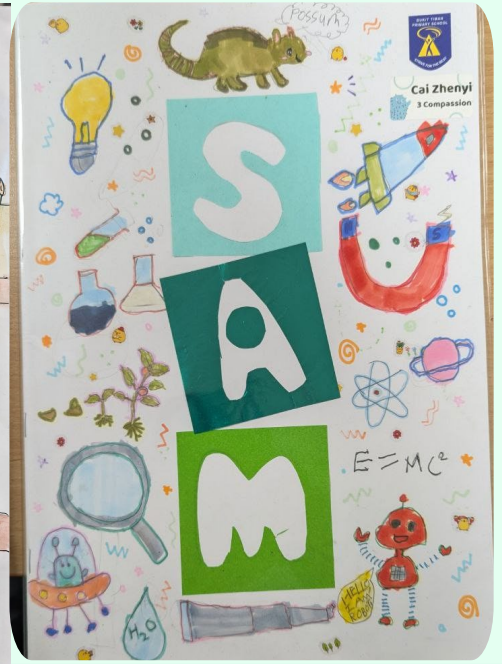
Science Around Me (SAM Journal)

1) Strive for the best
2) Pose questions and find out more on their own
3) Explain their thinking using relevant science concepts
4) Link science learning to life
5) Reflect on their learning





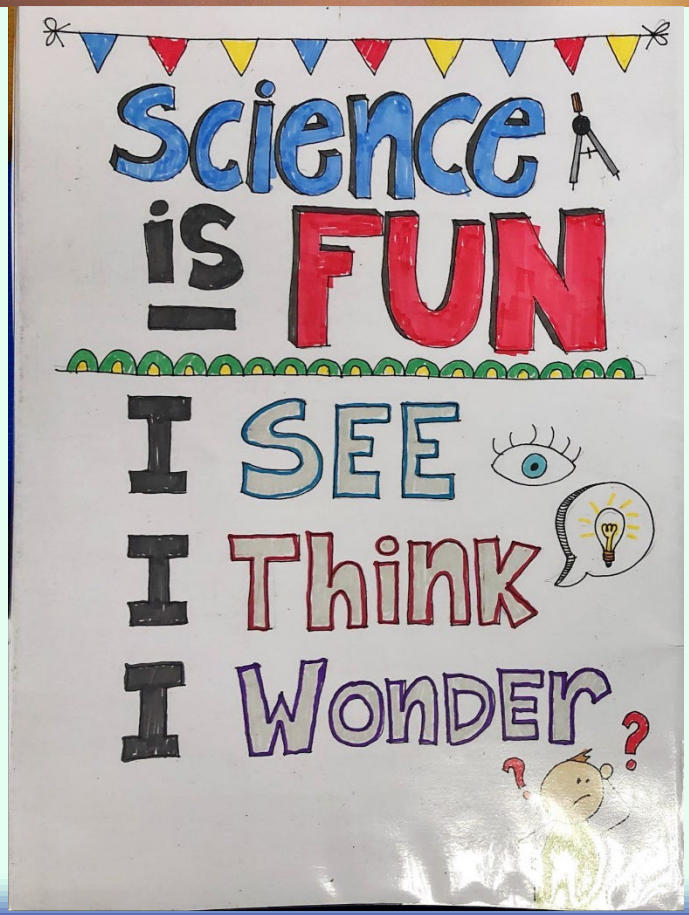




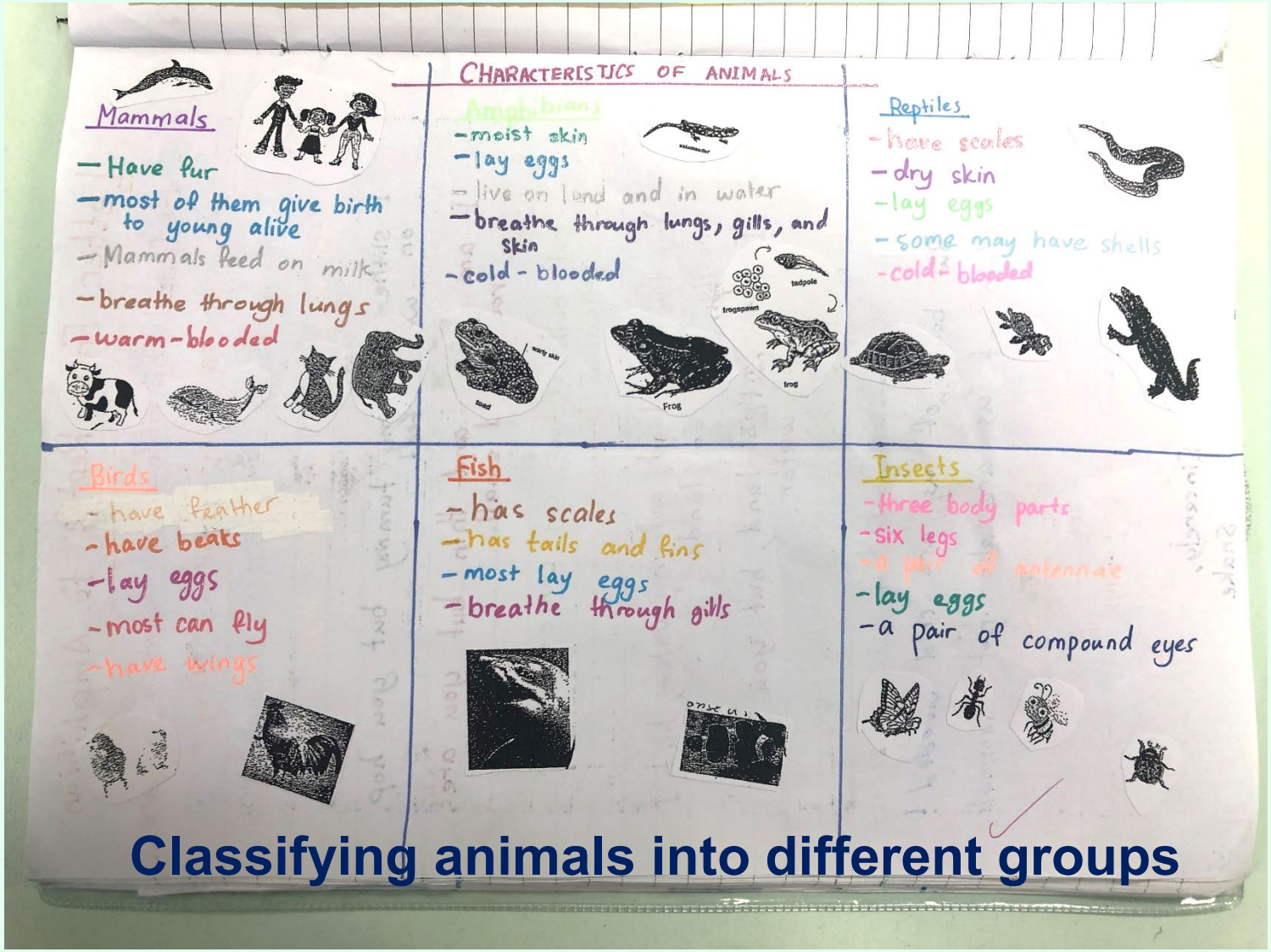
Thinking Routines

For example, Victoria looked at a picture of a bird and wrote the following,

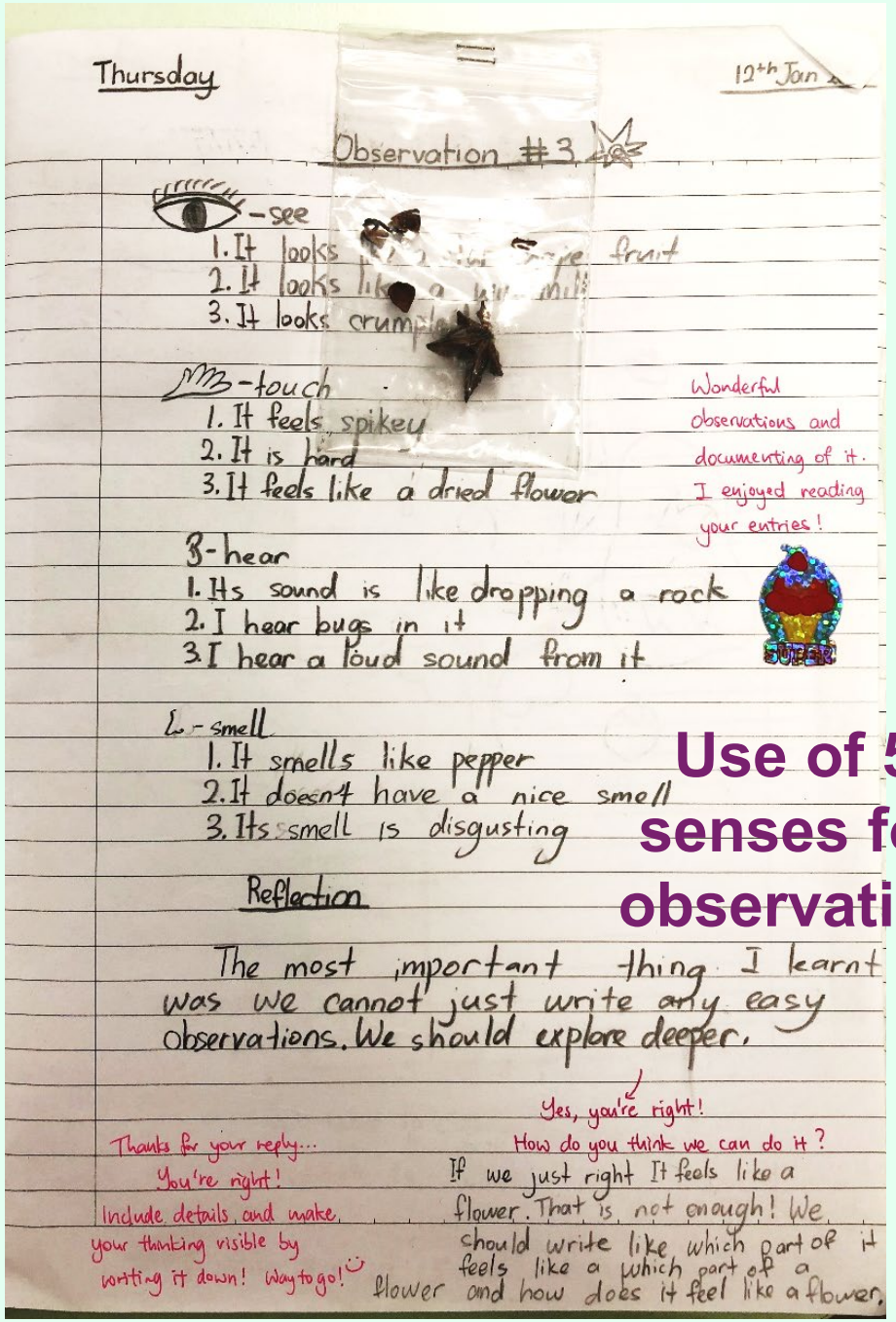
I see	I think	I wonder
a bird feathers claws eyes tail beak	birds do not have ears birds have very good eyesight	if birds have ears. if birds have senses. Are bird's feathers thick or thin? How do birds find their food?



1) Strive for the best

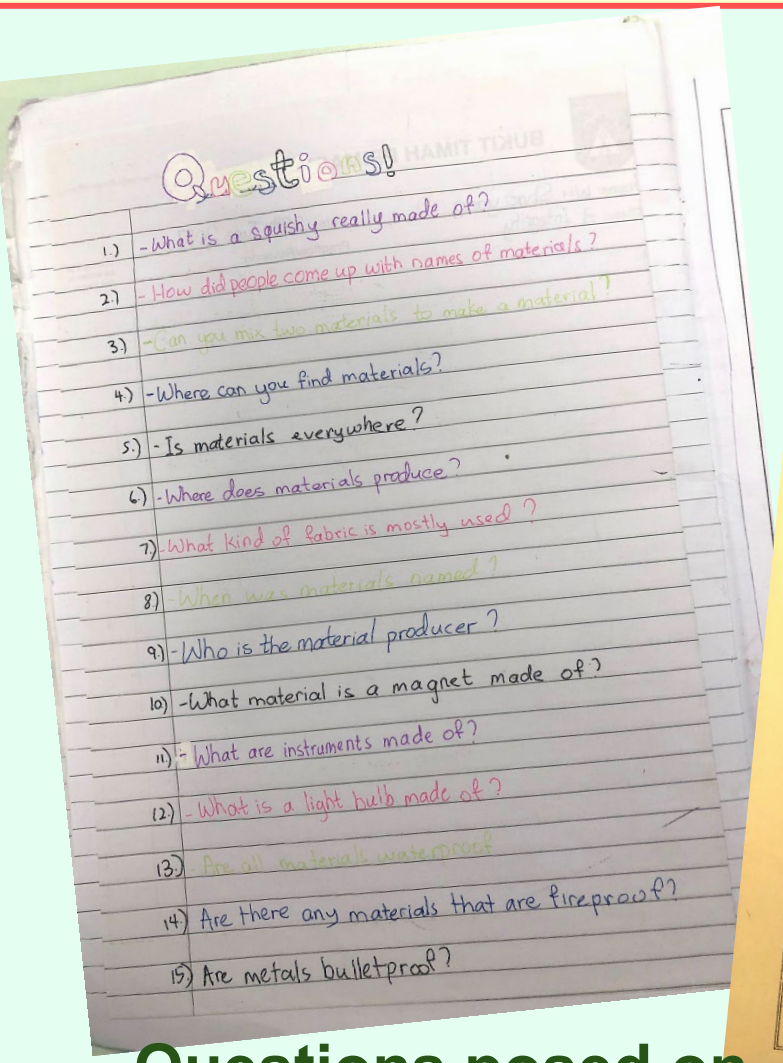


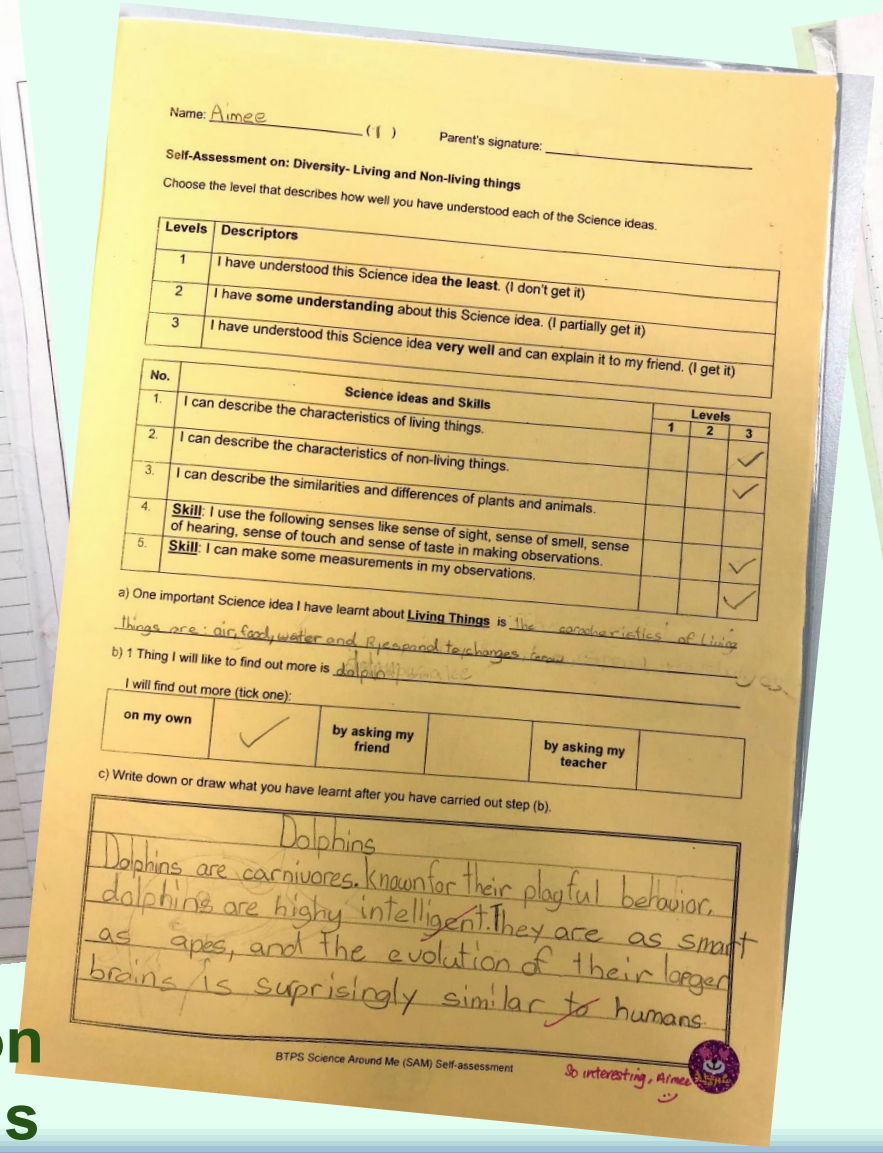
Classifying animals into different groups

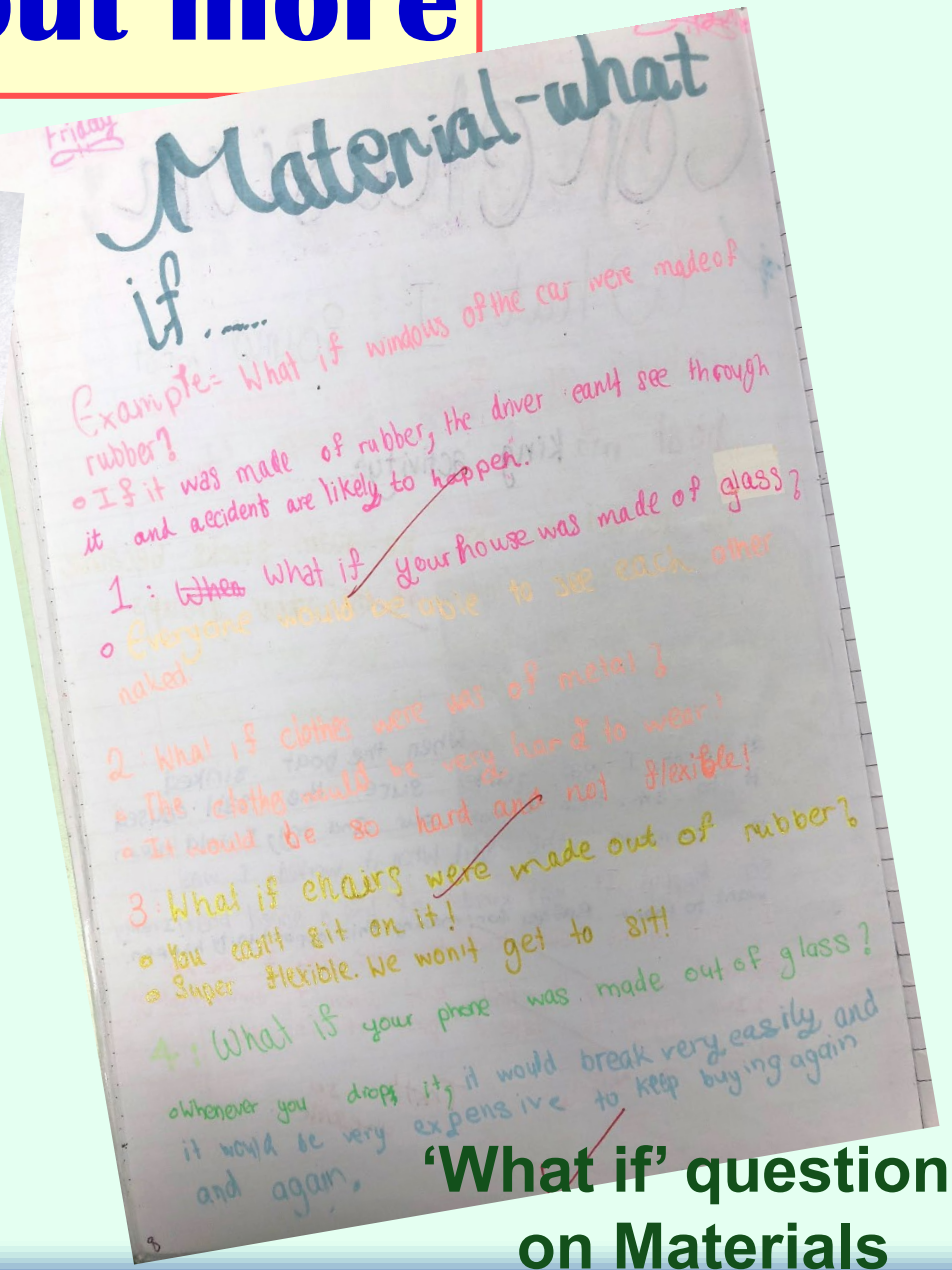


Use of 5 senses for observation

2) Pose questions to find out more



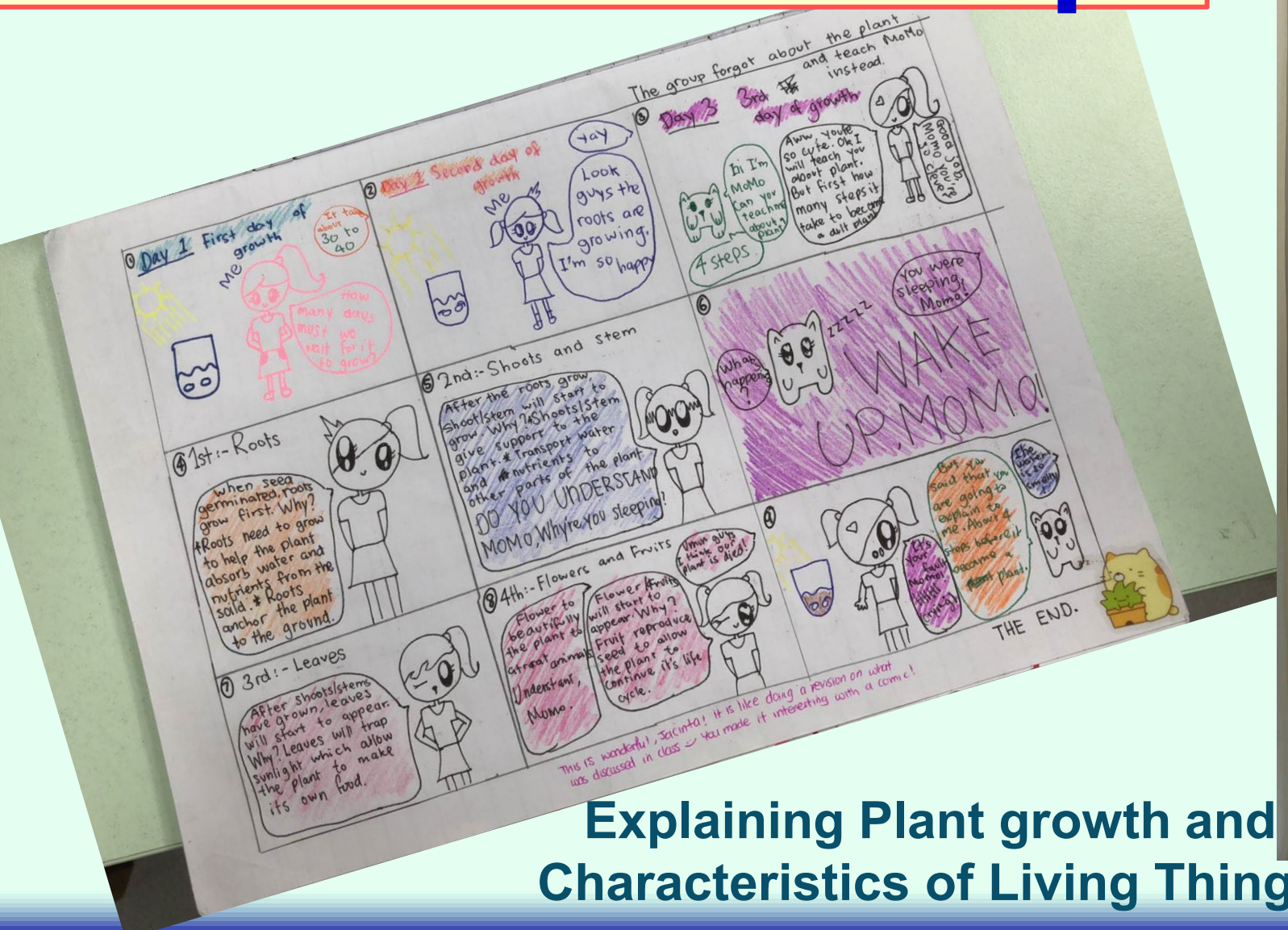


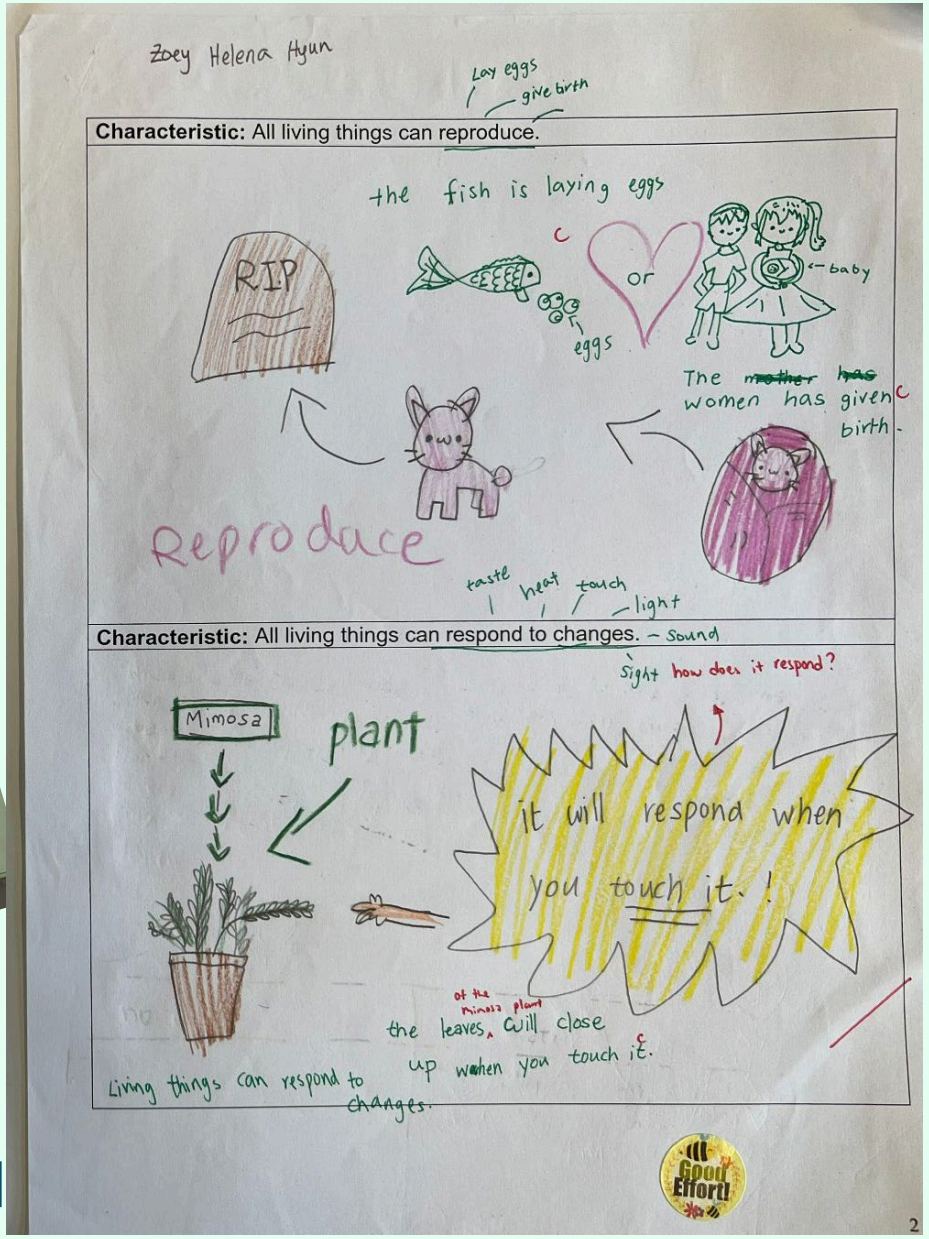


Questions posed on Materials & Animals

'What if' questions on Materials

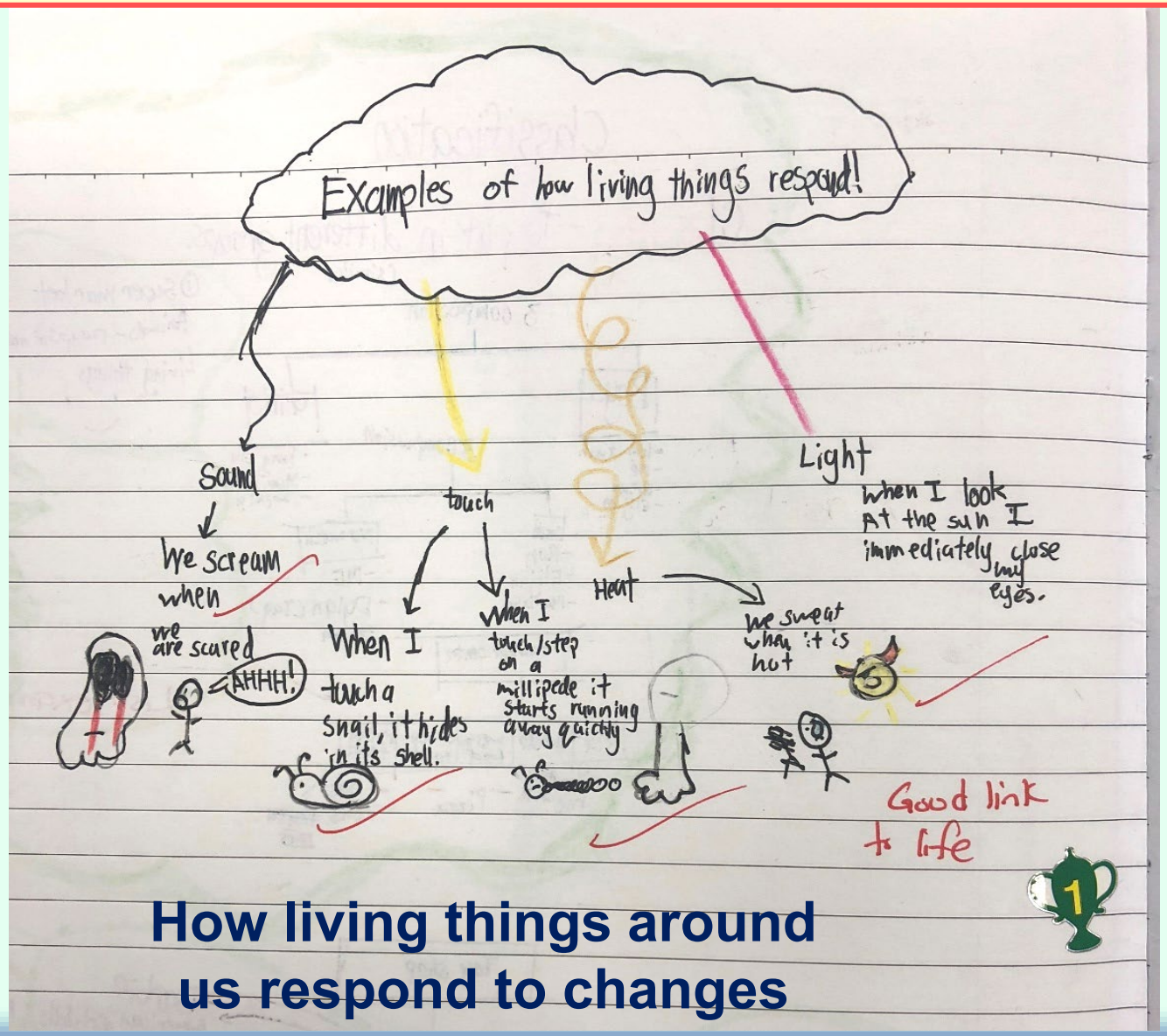
3) Explain thinking using relevant science concepts



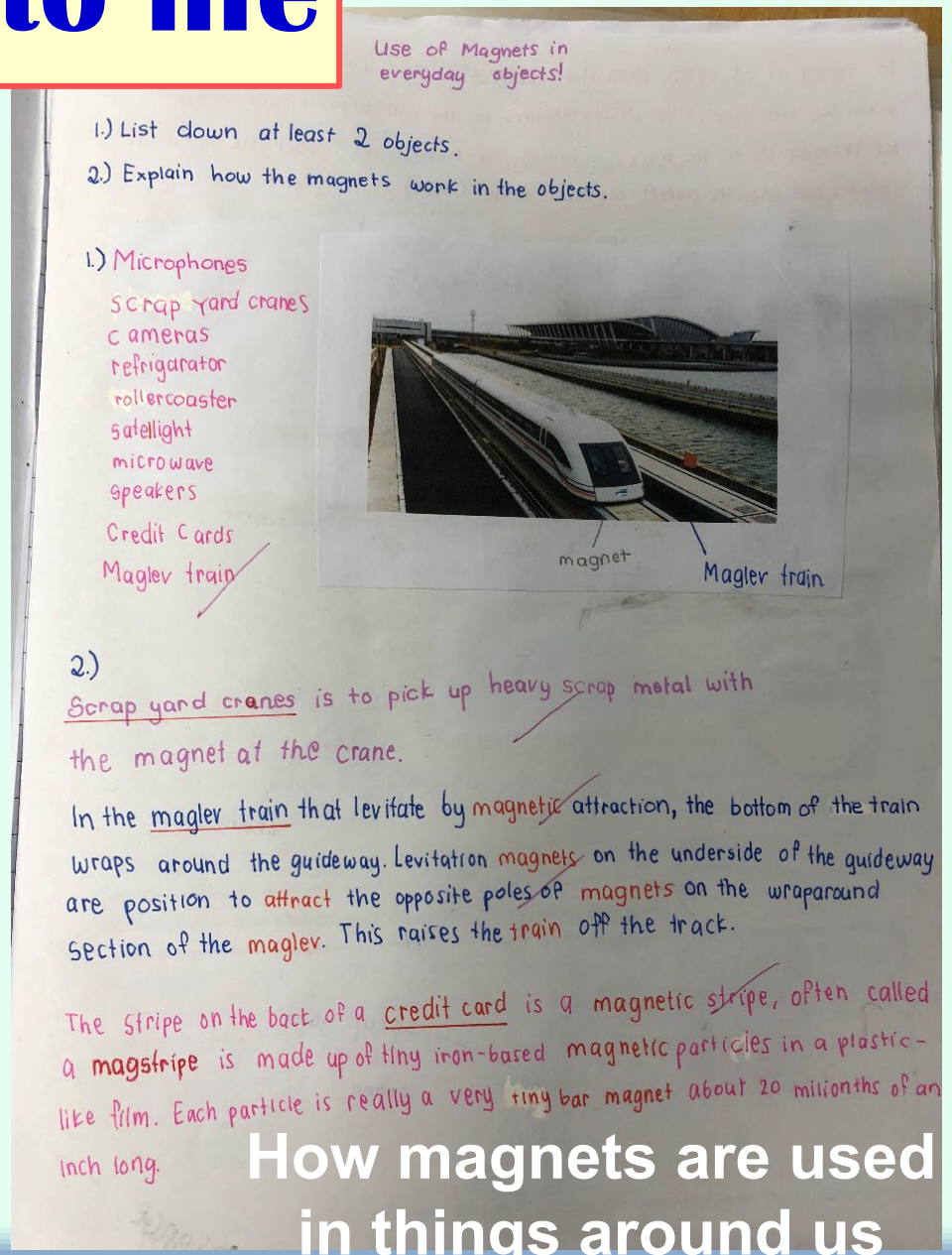


Explaining Plant growth and Characteristics of Living Things

4) Link science learning to life

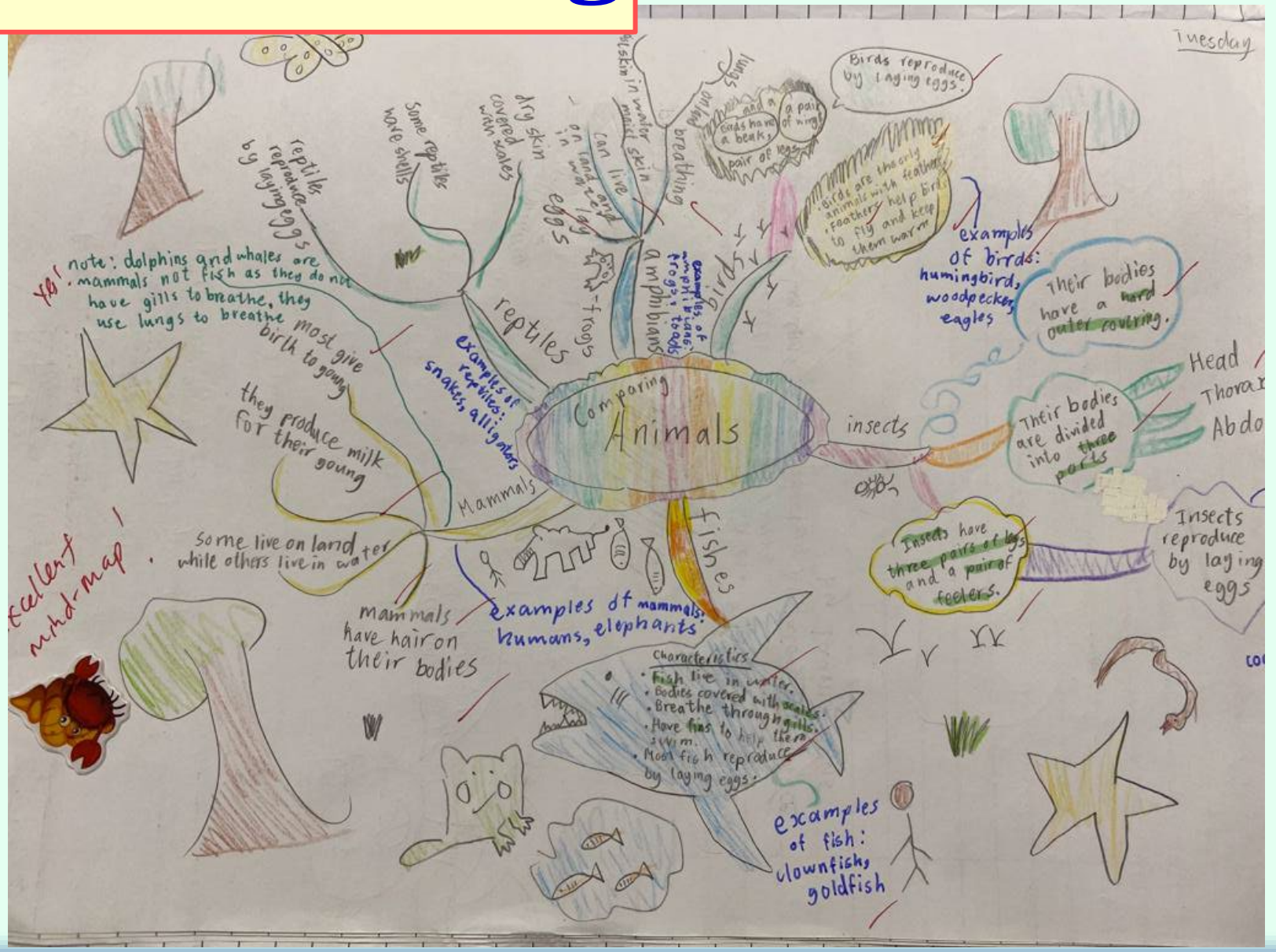


How living things around us respond to changes



How magnets are used in things around us

5)Reflect on their learning



Drawing a Mindmap on Animals

Science Weighted Assessment @ P3

	Term 1	Term 2	Term 3
Base Mark	20	30	30
Weightage	10%	15%	15%
Schedule	17 Feb-7 Mar	28 Apr -16 May	4-22 Aug
Format	MCQ, Structured Questions	MCQ, Structured Questions	MCQ, Structured Questions
Duration	30 min	40 min	40 min

P3 Science End-of-Year Examination (EYE) Format

	Term 4
Weightage	60%
Schedule	23-29 Oct

Duration: 1 h 30 min

Booklet	Type of Questions	Number of Questions	Marks
A	MCQ (2 marks)	24	48
B	Structured (2-5 marks)	10-11	32
TOTAL	TOTAL	34-35	80

FAQs on learning Science...

- What assessment books do you recommend?
  - None.
- How many practice papers must my child do?
  - Just what our school gives.
- What are all the words my child needs to memorise for Science?
  - Understand the concepts. Simply memorising words without understanding won't help much.
- Do I need to give my child spelling for Science?
  - No.

Partnership with Parents

How can you help your child?

- ✓ Monitor their homework and gradually guide them towards taking ownership of their own learning.
- ✓ Encourage them to:
  - ✓ Read Science materials such as books and magazines or watch Science documentaries.
  - ✓ Pose questions and explore answers independently.
  - ✓ Create Mind Maps to summarise their knowledge.
- ✓ Help them observe the world around them and relate their observations to the Science concepts they learn in school.
- ✓ Most importantly, be encouraging and supportive!

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Thank You