Science Sharing for Primary 3 and Primary 4 Parents

13 February 2025

We will be starting the session shortly.

Coverage of Webinar

- ✓ Syllabus & Assessment
- ✓ Learning Science in Rivervale
- ✓ Science Programmes
- ✓ Science Answering & Learning Strategies
- ✓ Exploring Science

MOE 2023 Science Syllabus - current P3 - P4

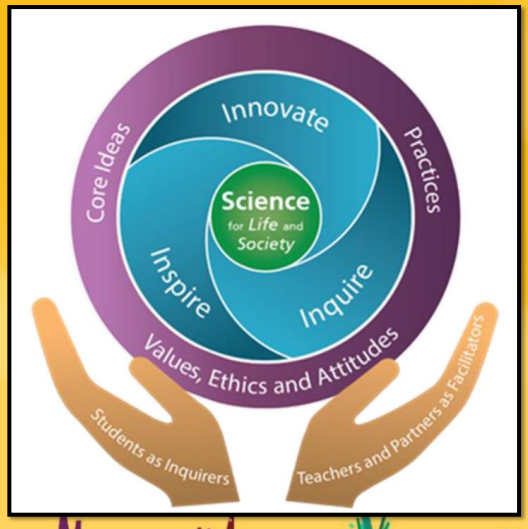
SCIENCE
TEACHING & LEARNING SYLLABUS
Primary Three to Six
Standard / Foundation

Implementation starting with
2023 Primary Three Cohort

Updated October 2022

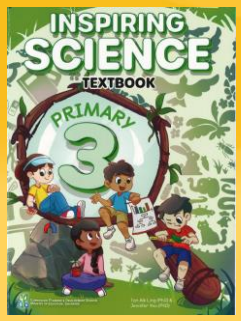
https://www.moe.gov.sg/-/media/files/primary/syllabus/primary-science-syllabus-2023_may24.pdf

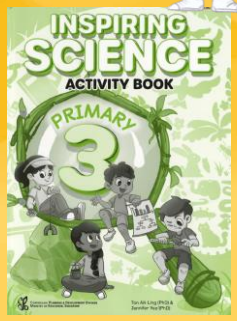
Science Curriculum Framework



Primary 3 Syllabus

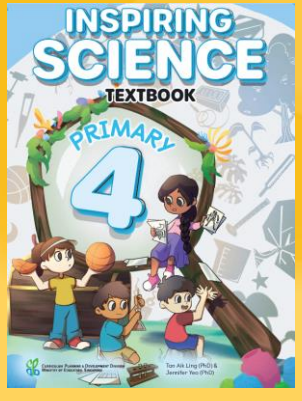
- Diversity
  1. Diversity of Living and Non-Living Things
  2. Classification of Living Things
  3. Diversity of Materials
- Cycles
  4. Life Cycles of Plants
  5. Life Cycles of Animals
- Interactions
  6. Properties of Magnets
  7. Making and Using Magnets

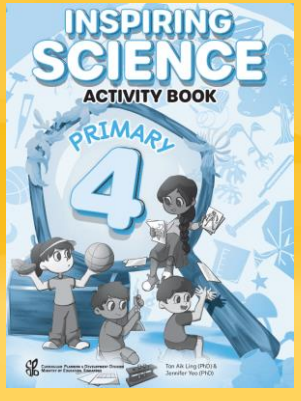




Primary 4 Syllabus

- Systems
  1. Plant System
  2. Human Systems
  3. Matter
- Energy
  4. Light
  5. Shadows
  6. Heat
  7. Effects of Heat





Assessment Format

Level	P3/P4
Term 1	Weighted Assessment (WA)
Term 2	Weighted Assessment (WA)
Term 3	Weighted Assessment (WA)
Term 4	End Year Examination (EYE)

P3 End Year Examination (EYE) Format

Booklet	No. of Questions	Marks
A Multiple Choice Questions (MCQ)	25	50
B Open-ended Questions	8 - 10	30

Duration : 1 h 30 min

P4 End Year Examination (EYE) Format

Booklet	No. of Questions	Marks
A Multiple Choice Questions (MCQ)	30	60
B Open-ended Questions	12 - 14	40

Duration : 1 h 45 min

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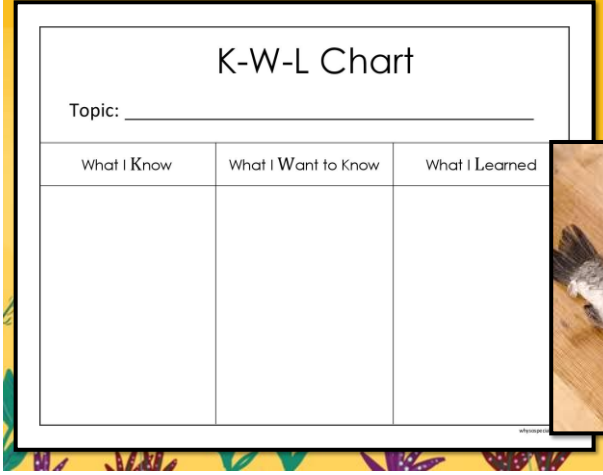
Learning Science in Rivervale

- The 3C Pedagogical Framework
  1. Capture ideas and interest
  2. Construct understanding
  3. Consolidate learning

Learning Science in Rivervale

1. CAPTURE ideas and interest



Learning Science in Rivervale

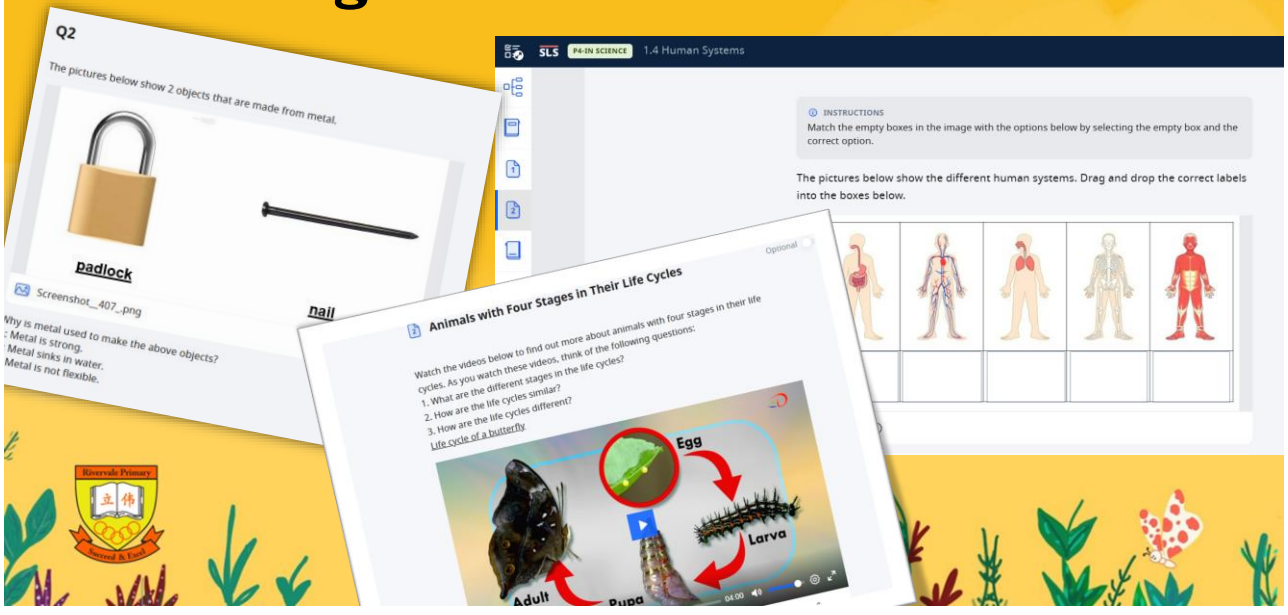
2. CONSTRUCT understanding

Learning Science in Rivervale

Science Lab

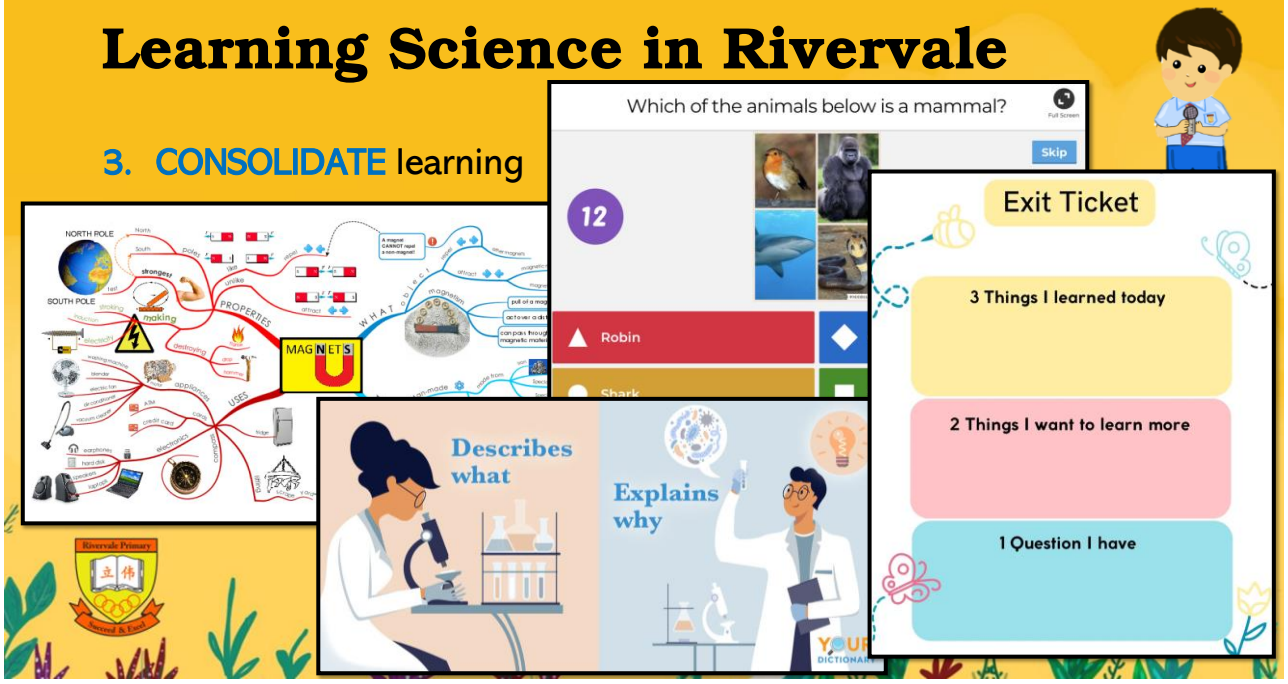
Sparkle Kit

Learning Science in Rivervale



Learning Science in Rivervale

3. CONSOLIDATE learning



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Science Programmes:
Science Alive!

- With the aim to spark curiosity and interest in students, students get to be involved in activities that engage them hands-on.
- Students explore fields of Science that are beyond the textbooks!

Science Programmes:
Recycling

- Our students learn how to recycle correctly and to manage plastic and waste.

Earth Hour & Environment Week

Learning Journey - P3 Zoo

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Science Answering Strategies: OIC

O – Observation

- What can be seen in the question / What prediction can happen/ What needs to be done to a particular experimental set-up to achieve the objective ***(Gathering data or information)***

I – Interpretation

- Linking the science topics or concepts and how it relates to phenomenon ***(Analysing the data and making meaning)***

C – Conclusion

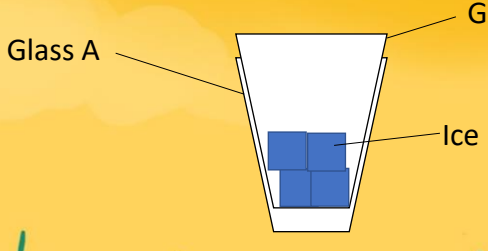
- Explaining or predicting what will happen ***(Answering the question)***

21

Science Answering Strategies: Applying OIC

Glass A and Glass B are stuck together as shown below. Sandra added ice into Glass B to help separate the 2 glasses.

Explain how the glasses are able to separate when she added the ice into the cup.



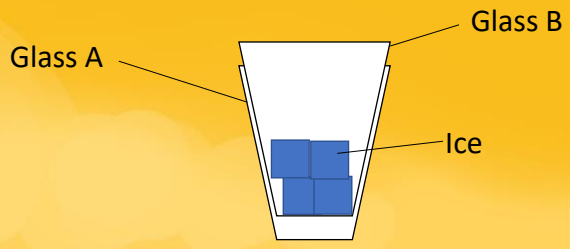
Topic: Heat

Concept: Heat transfers from hotter to colder region. When objects lose heat, they contract.

Step 3: Analyse. Link concept to situation. Use OIC Model

Science Answering Strategies: Applying OIC

Explain how the glasses are able to separate when she added the ice into the cup.



Observe (O) : For the cup to be separate, Glass B needs to contract.

Interpret (I) : Since the Glass B is hotter than the ice, Glass B would lose heat to the ice and the glass would contract.

Conclusion (C) : The glasses could be separated as Glass B contracts and becomes smaller.

Student A's Answer	Student B's Answer
Glass B becomes smaller so it can be separated.	Glass B loses heat to the ice, contracts and becomes smaller. Thus, it can be separated from glass A. ✓

Science Learning Strategies:

- To recall key concepts / ideas
  - Mnemonics
  - Mind maps
  - Flash cards
  - Science notes

Science Learning Strategies:
Mnemonics examples

Seeds need

- **W** Warmth
- **O** Oxygen / Air
- **W** Water

to germinate

Plants need

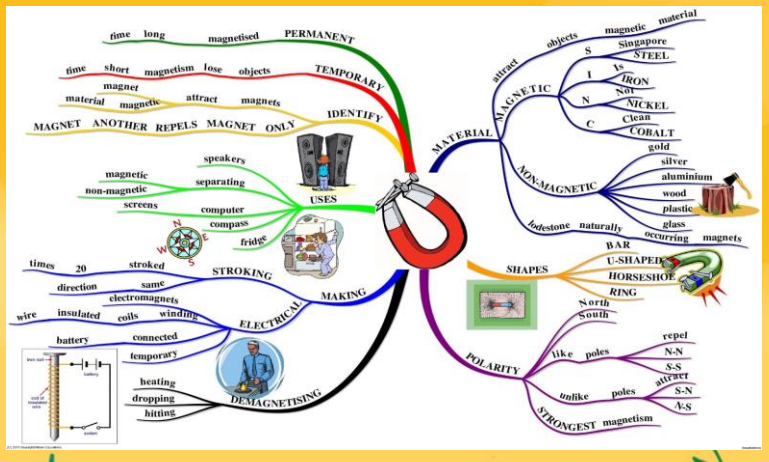
- **S** Sunlight
- **A** Air
- **W** Water

to make food

Science Learning Strategies:
Mindmap

- Help students **recall** previous knowledge and **identify areas with misconceptions** or that have been forgotten
- Help students to **understand and retain** latest knowledge
- **Connect** prior knowledge with new knowledge
- Identify things that students have forgotten or has not been able to make connections

Science Learning Strategies: Mindmap



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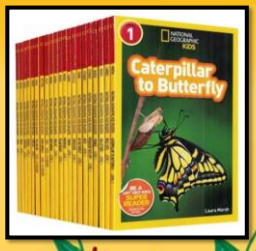
- ✓ **Exploring Science**

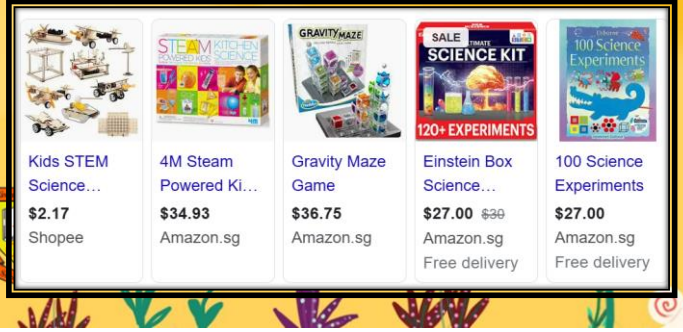
Exploring Science

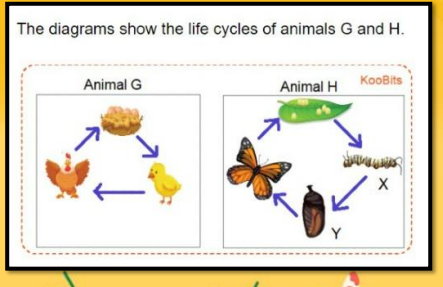
- Newspapers
- National Geographic
- Animal Planet
- Discovery Channel



Exploring Science

- Young Scientist Magazines
- Simple experiments at home



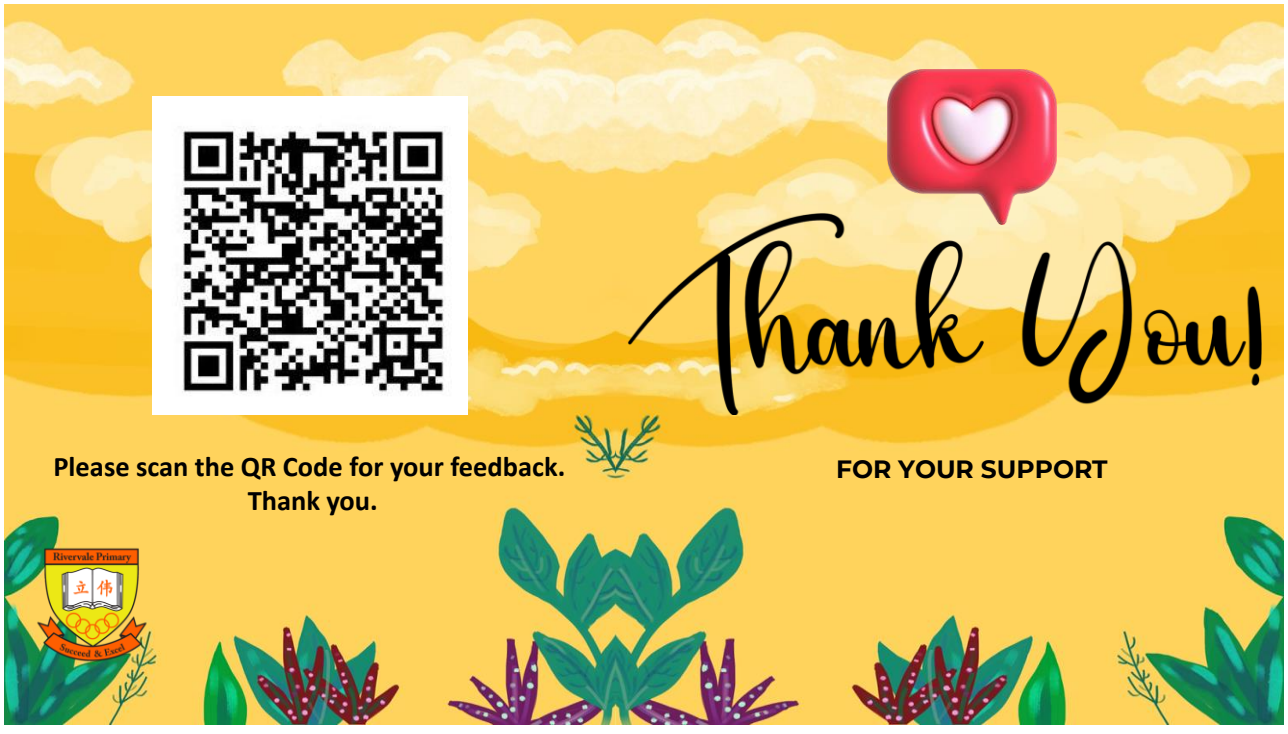


Exploring Science

- P3 – Every Child a Seed, Magnetic Kit
- P4 – Light Kit

School Science Website

- https://rivervalescience.wixsite.com/2020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Please scan the QR Code for your feedback.
Thank you.
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Rivervale Primary
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Succeed & Excel