



**Yuhua**  
Primary School



# P3 Parents' Engagement Science



Together we can **ACHIEVE** with a heart of gratitude for our past and beyond.

*Growing Our Hearts and Minds*

# Overview

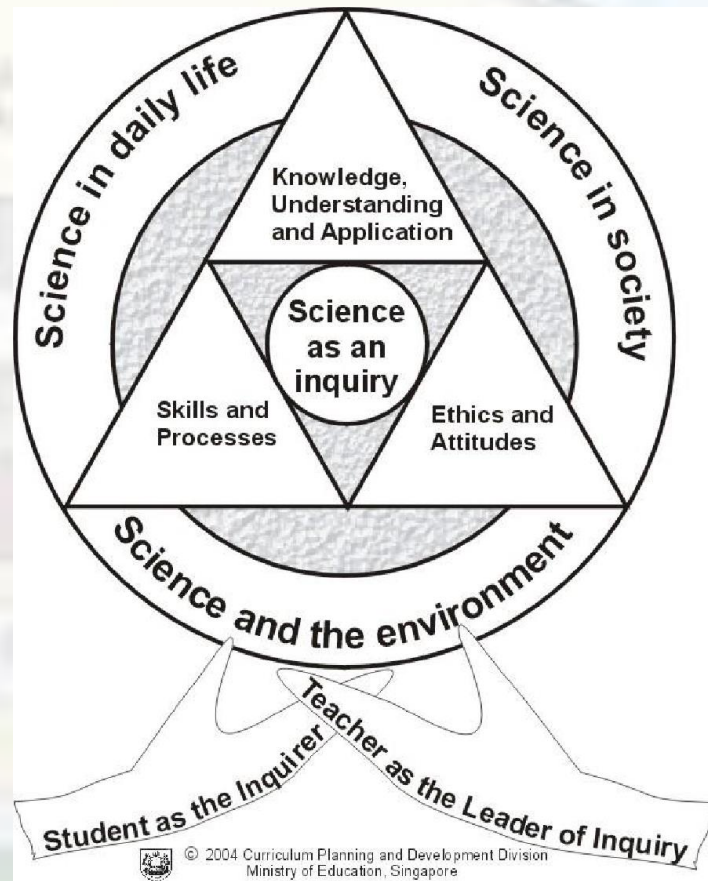
- Science Curriculum
- Assessment Plan
- Learning of Science
- Home Support



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# 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

<b>Knowledge, Understanding and Application</b>	<b>Skills and Processes</b>	<b>Ethics and Attitudes</b>
<ul style="list-style-type: none"> <li>· Scientific phenomena, facts, concepts and principles</li> <li>· Scientific vocabulary, terminology and conventions</li> <li>· Scientific instruments and apparatus including techniques and aspects of safety</li> <li>· Scientific and technological applications</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>· Observing</li> <li>· Comparing</li> <li>· Classifying</li> <li>· Using apparatus and equipment</li> <li>· Communicating</li> <li>· Inferring</li> <li>· Formulating hypothesis</li> <li>· Predicting</li> <li>· Analysing</li> <li>· Generating possibilities</li> <li>· Evaluating</li> </ul> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>· Creative problem solving</li> <li>· Decision-making</li> <li>· Investigation</li> </ul>	<ul style="list-style-type: none"> <li>· Curiosity</li> <li>· Creativity</li> <li>· Integrity</li> <li>· Objectivity</li> <li>· Open-mindedness</li> <li>· Perseverance</li> <li>· Responsibility</li> </ul>

# Science Syllabus (2023)

Levels	P3	P4	P5	P6
Themes	<b>Diversity . Cycles . Systems . Interactions . Energy</b>			
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>• Cycles in matter and water (Matter)</li> <li>• Human system (Digestive system)</li> <li>• Plant system (Plant parts and functions)</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 matter and water (Water)</li> <li>• Cycles in plants and animals (Reproduction)</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>



**Yuhua Primary School**  
**Primary 3 Science Assessment Plan 2025**  
**(Aligned with 2023 Syllabus)**



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Assessment	Term 1	Term 2	Term 3	Term 4
<b>Formative Assessment</b> (Non-weighted)	<b>Topical Review</b> - Diversity of Living and Non-living things - Classification of Living Things	<b>Topical Review</b> - Diversity of Materials - Life Cycles of Plants - Life Cycles of Animals	<b>Science Gardening Programme</b>  <b>Topical Review</b> - Properties of Magnets - Making and Using Magnets	<b>Science Gardening Programme</b>
<b>Summative Assessment</b> (Weighted) <b>Total: 100%</b>		<b>Term 2 Review Test</b> Week 7 (5 – 9 May) (30 marks, 45 min) Written Assessment: Multiple Choice and Structured Questions  <u><b>Topics to be assessed</b></u> - Diversity of Living and Non-Living Things - Classification of Living Things - Diversity of Materials	<b>Term 3 Review Test</b> Week 7 - 8 (15 – 20 Aug) (30 marks, 45 min) Written Assessment: May include video stimulus, specimen-based questions  <u><b>Topics to be assessed</b></u> - Diversity of Living and Non-Living Things - Classification of Living Things - Life Cycles of Plants - Life Cycles of Animals	<b>End-of-Year Exam</b> Week 6 ( <b>24 Oct</b> ) (80 marks, 1h 30 min) Written Assessment: Multiple Choice and Structured Questions  <u><b>Topics to be assessed</b></u> - All the topics covered in P3.
		15%	15%	70%



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# Learning of Science



P3s in action!

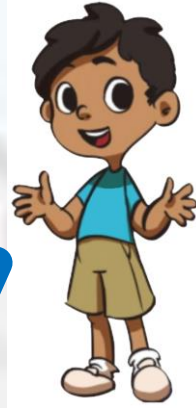
Learning about diversity of living things and making observations

# Home Support

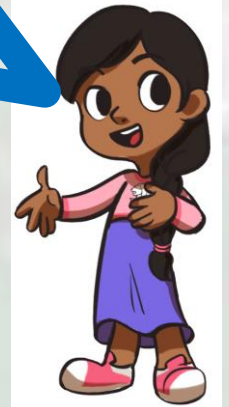
## Strategy 1

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

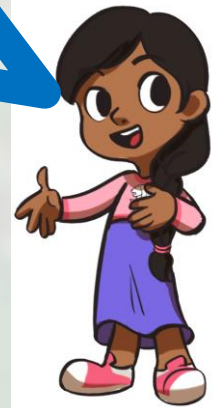
## Strategy 2

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?



# 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.





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*Thank You*



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