



Yuhua
Primary School



P4 Parents' Engagement Science



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

Growing Our Hearts and Minds



Yuhua
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Overview

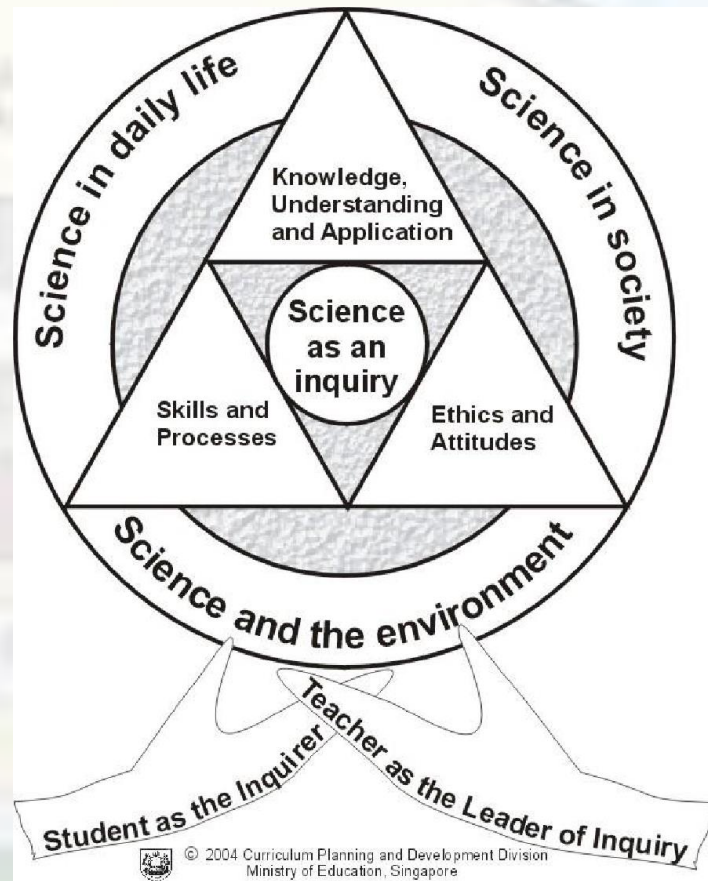
- Science Curriculum
- Assessment Plan
- Learning of Science
- Home Support



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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

Knowledge, Understanding and Application	Skills and Processes	Ethics and Attitudes
<ul style="list-style-type: none"> · 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 	<p>Skills</p> <ul style="list-style-type: none"> · Observing · Comparing · Classifying · Using apparatus and equipment · Communicating · Inferring · Formulating hypothesis · Predicting · Analysing · Generating possibilities · Evaluating <p>Processes</p> <ul style="list-style-type: none"> · Creative problem solving · Decision-making · Investigation 	<ul style="list-style-type: none"> · Curiosity · Creativity · Integrity · Objectivity · Open-mindedness · Perseverance · Responsibility

Science Syllabus (2023)

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) Energy conversion Interaction of forces (Frictional force, gravitational force, elastic spring force) Interactions within the environment



Yuhua Primary School
Primary 4 Science Assessment Plan 2025
 (Aligned with 2023 Syllabus)

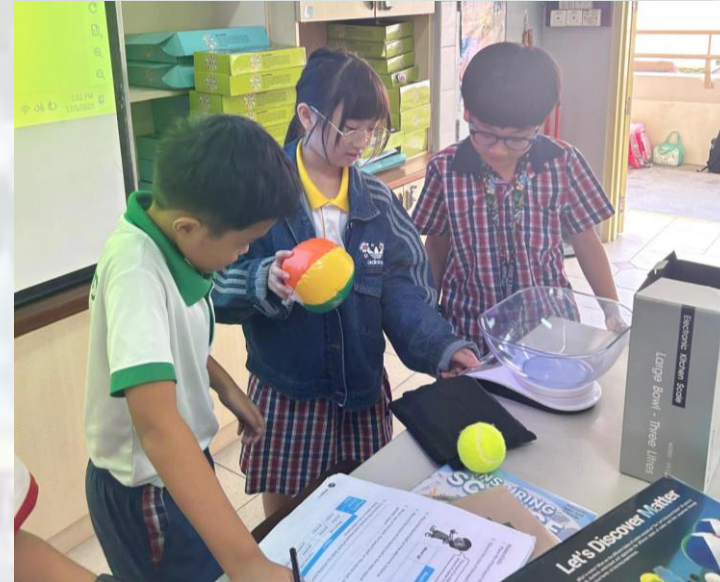
Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	Science Project (Light and Shadows) Topical Review - Matter - Light	Science Project (Light and Shadows) Topical Review - Shadows - Heat	Topical Review - Effects of Heat - Plant System	Topical Review - Human System
Summative Assessment (Weighted) Total: 100%		Term 2 Review Test Week 7 (5 – 9 May) (30 marks, 45 min) Written Assessment: Multiple Choice and Structured Questions Topics to be assessed - P3 Diversity of materials - P4 Matter - P4 Light - P4 Shadows	Term 3 Review Test Week 7 - 8 (15 – 20 Aug) (30 marks, 45 min) Written Assessment: May include video stimulus, specimen-based questions Topics to be assessed - P3 Diversity of Living and non-living things - P3 Classification of living things - P4 Heat - P4 Effects of Heat	End-of-Year Exam Week 6 (24 Oct) (100 marks, 1h 45 min) Written Assessment: Multiple Choice and Structured Questions Topics to be assessed - All the topics covered in P3 and P4
		15%	15%	70%



Learning of Science



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P4s in action!
Learning about how matter has
mass and occupy space through
hands - on activities!



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Home Support

Strategy 1

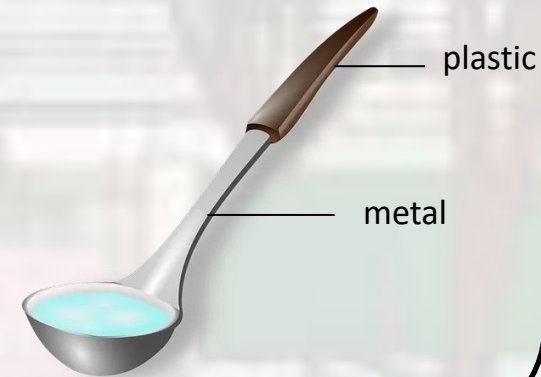
Relate Science concepts to applications in daily life

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



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.



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



Home Support

Strategy 2

Break down the question with your child.

- Search for clues or hints
- Ask questions instead of providing them the answers
- Get them to predict and explain the results.

b) Kim decided to cut the ball of plasticine into two. She then put them back into the same beaker of water again.

What is the reading in the beaker now? Explain your answer.

Make use of CER to help you write your answer!

Claim:	What is the reading?
Evidence:	What information can you get from the question to support your claim?
Reasoning:	What facts or concepts can help you to explain your claim?

Example of a Matter question and the CER answering strategy

Home Support

Other suggested actions at home

- **Revision schedule**
- **Consistent Practices/Effort**
(Homework monitoring, Understanding corrections)
 - Science Topical Worksheets
 - SLS packages/modules
 - Activity Book Worksheets
 - Project Booklet / Science Handouts
 - Revision papers
 - Review Tests, End of Year Examination papers

Yuhua Primary School
Science Department
Matter Topical Worksheet 1

Name: _____ () Date: _____

Class: P 4 ()

LO 3.1: Matter is anything that has mass and occupies space.

LO 3.2: Similarities and differences in matter in terms of shape and volume.

1. Study the classification table as shown below.

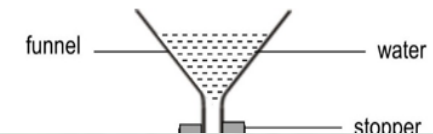
Matter	
Group P	Group Q
Stone	Paint
Marbles	Kerosene
Rock	Apple Juice

State a suitable heading for Group P and Group Q.

P: _____

Q: _____

2. Study the diagram below carefully.



Past year Textbooks and Resources

- (1) Keep all previous years Science textbook, workbook and worksheets until P6.
- (2) P4 SBB EYE include all P3&4 topics and PSLE includes all topics from P3-6.





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Thank You



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