Primary 3 Science Briefing for Parents

2026

Vision - JWPS Science student

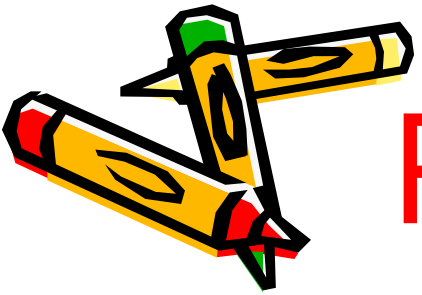
To develop **inquiring learner** who is able to use his

Senses,

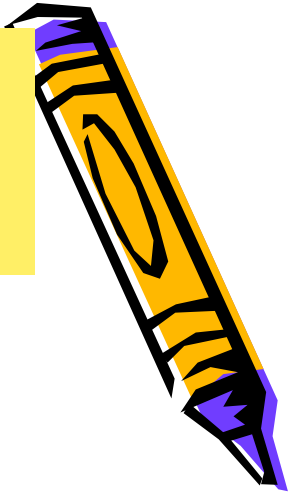
Think,

Ask questions and

Reflect critically.



P3 Science Topics



Term 1 (Diversity)

Living and Non-Living Things

Plants and Animals

Fungi and Bacteria

Term 2 (Diversity)

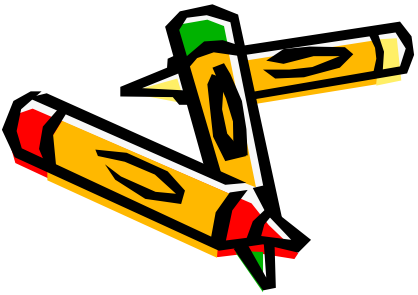
Materials

Term 3 (Interactions)

Interactions – Magnets

Term 4 (Cycles)

Cycle – Life Cycles (Animals and Plants)



Process Skills Taught @ P3

***Observing – use of the five sense to gather information**

***Classifying – group based on common characteristics**

***Communicating – use charts, tables, graphs and flow charts to show information**

Measuring – use appropriate apparatus and equipment

Predicting – suggest what may happen based on observations

Generating possibilities – devise methods to test hypothesis

Inferring - form a likely conclusion based on observations and data given

New Syllabus 2023

Science Curriculum Framework

Science for Life and Society

Personal / Functional

Possess scientific mind-sets and practical knowledge of science and its applications to make everyday decisions, solve problems, and improve one's life.

Cultural / Civic

Appreciate science as humanity's intellectual and cultural heritage, the beauty and power of its ideas, as well as participate in socio-scientific issues ethically and in an informed manner.

Professional / Economic

Apply scientific knowledge and skills, as well as adopt scientific attitudes and mind-sets to innovate and push new frontiers.

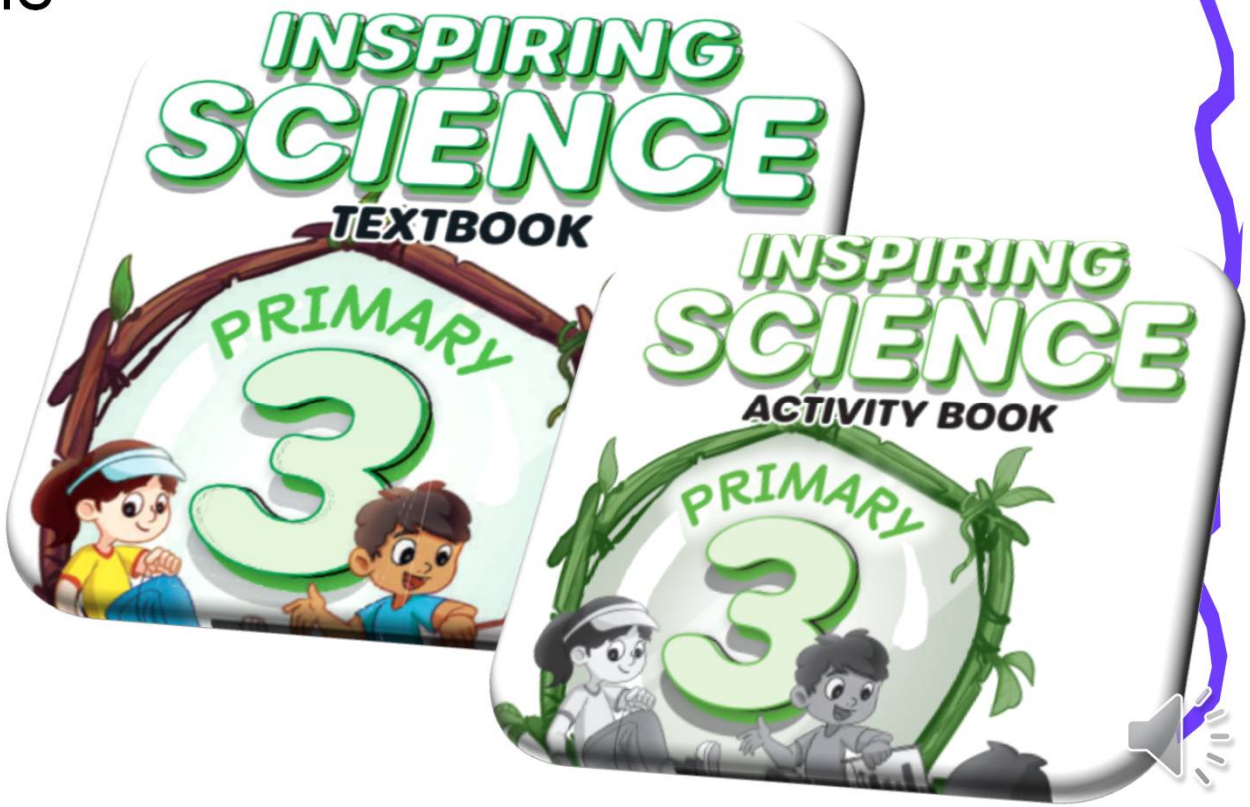
Grounded in strong Science fundamentals: Scientific Knowledge, Practices and Values

To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work

Science Activity Books

- *New* textbooks and workbooks will be used
- Students will still be engaged in inquiry-based learning
- Topical worksheets will also be provided at the end of each topic



Holistic Assessment- Science

- **Bite-sized exercise** after each concept/skills taught to assess students' understanding
- **Alternative assessments** such as performance tasks, pen and paper test, practical test
- **Rubrics** for self-assessment and teacher assessment

Jurong West Primary School
Primary 3 Science Topical Worksheet (1A)
Topic: Diversity – Living and Non-Living Things

Name: _____ ( ) Class: Innovativeness ( ) Date: _____

Section A

For each question from 1 to 7, four options are given. Choose the correct answer and write the number (1, 2, 3 or 4) in the bracket provided.

1. A mimosa plant curls up its leaves when you touch it.

What characteristic of living things explains this plant's behaviour?

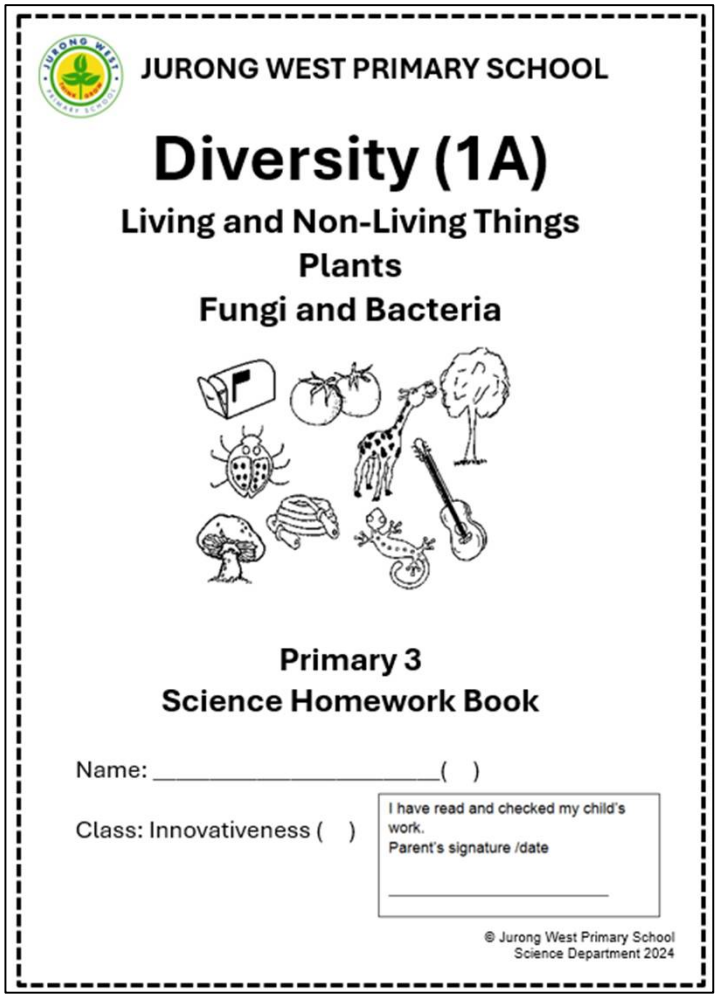
(1) Living things will die without oxygen.
(2) Living things can move on their own.
(3) Living things can respond to changes.
(4) Living things need food or they will curl up and die.

( )

2. Which of the following correctly shows the height of a doll over a period of three years?

	Original Height (cm)	After one year (cm)	After two years (cm)	After three years (cm)
(1)	30	25	20	20
(2)	30	30	35	40
(3)	30	30	30	30
(4)	30	35	40	40

Homework Book



JURONG WEST PRIMARY SCHOOL

Diversity (1A)

Living and Non-Living Things
Plants
Fungi and Bacteria

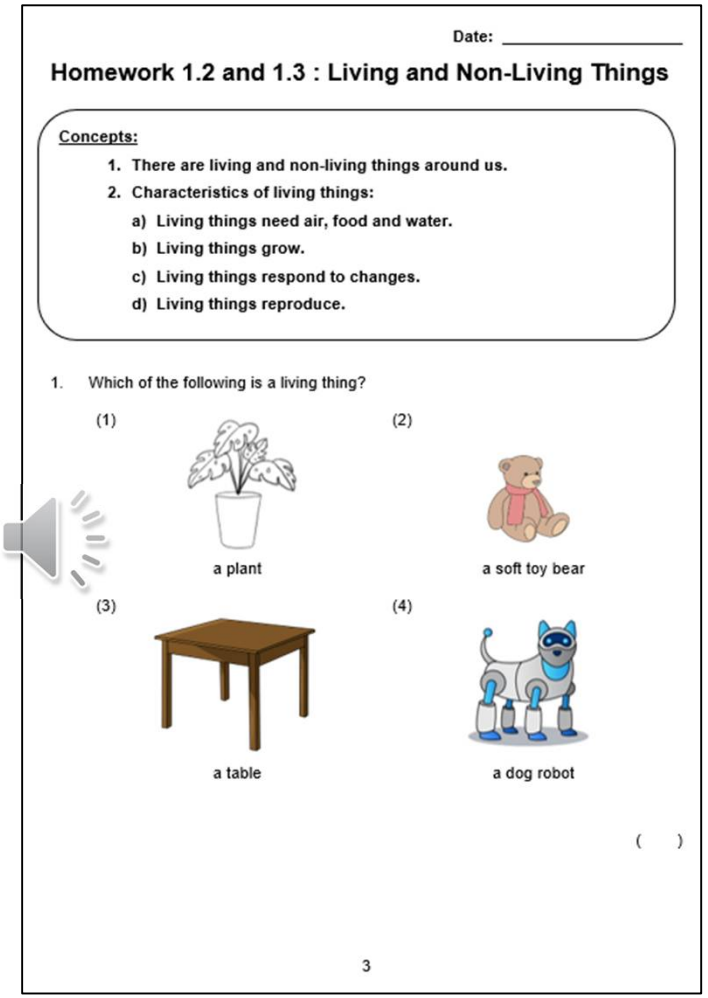
Primary 3
Science Homework Book

Name: _____( )

Class: Innovativeness ( )

I have read and checked my child's work.
Parent's signature /date

_____



Date: _____

Homework 1.2 and 1.3 : Living and Non-Living Things

Concepts:

1. There are living and non-living things around us.
2. Characteristics of living things:
   a) Living things need air, food and water.
   b) Living things grow.
   c) Living things respond to changes.
   d) Living things reproduce.

1. Which of the following is a living thing?

(1) a plant

(2) a soft toy bear

(3) a table

(4) a dog robot

( )

3

R.I.S.E Strategy

R - read the question
I - identify keywords
S - select the relevant concepts
E - eliminate options

Science Practical Test

- Will be held in Term 3 assess scientific concepts, skills and processes

Basic skills	Reading an instrument, selecting and using an instrument, measuring, analysing, inferring, communication
Observation work	Observing & drawing, comparing, classifying
Illustrative practical	Following instructions, performing an activity to solve a problem

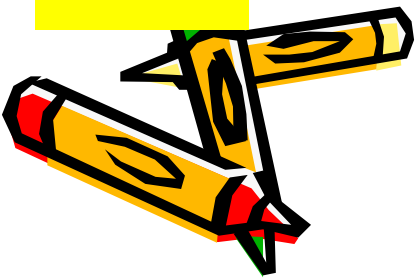
Assessments

Term 1: Bite-sized Assessment

Term 2: Bite-sized Assessment

Term 3: Practical Test

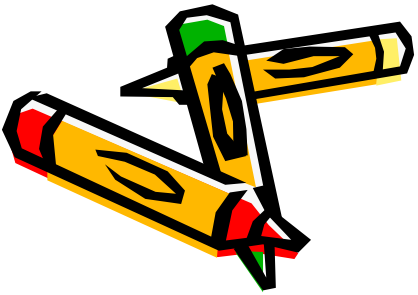
Term 4: End-of-Year Examination



Helping students in answering Science questions

Teachers will be:

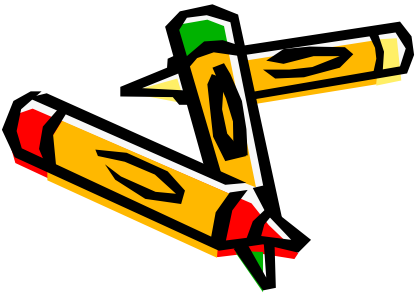
- teaching students how to use R.I.S.E. to analyse questions and identify concepts tested



Helping Your Child in Science

1. Encourage your child to :

- ask more questions (Why? How? What happen?) → promoting the spirit of scientific inquiry
- read more Science books or magazines (eg Science Spy, Young Scientists)
- relate to real-life examples by providing them the exposure examples

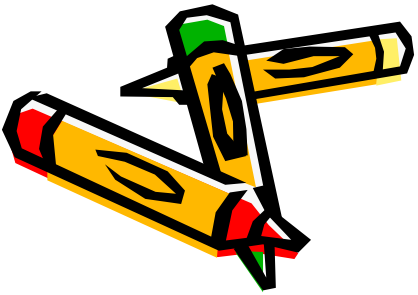


Eg going outdoors (look at plants and animals)

Helping Your Child in Science

2. Sign on their Homework booklets and worksheets

- Be aware of their progress (understanding, attitude towards work, neatness in work)



THANK YOU