ANG MO KIO
PRIMARY SCHOOL

Science Curriculum Presentation
Parent Teacher Meeting
22 January 2026
Primary Three

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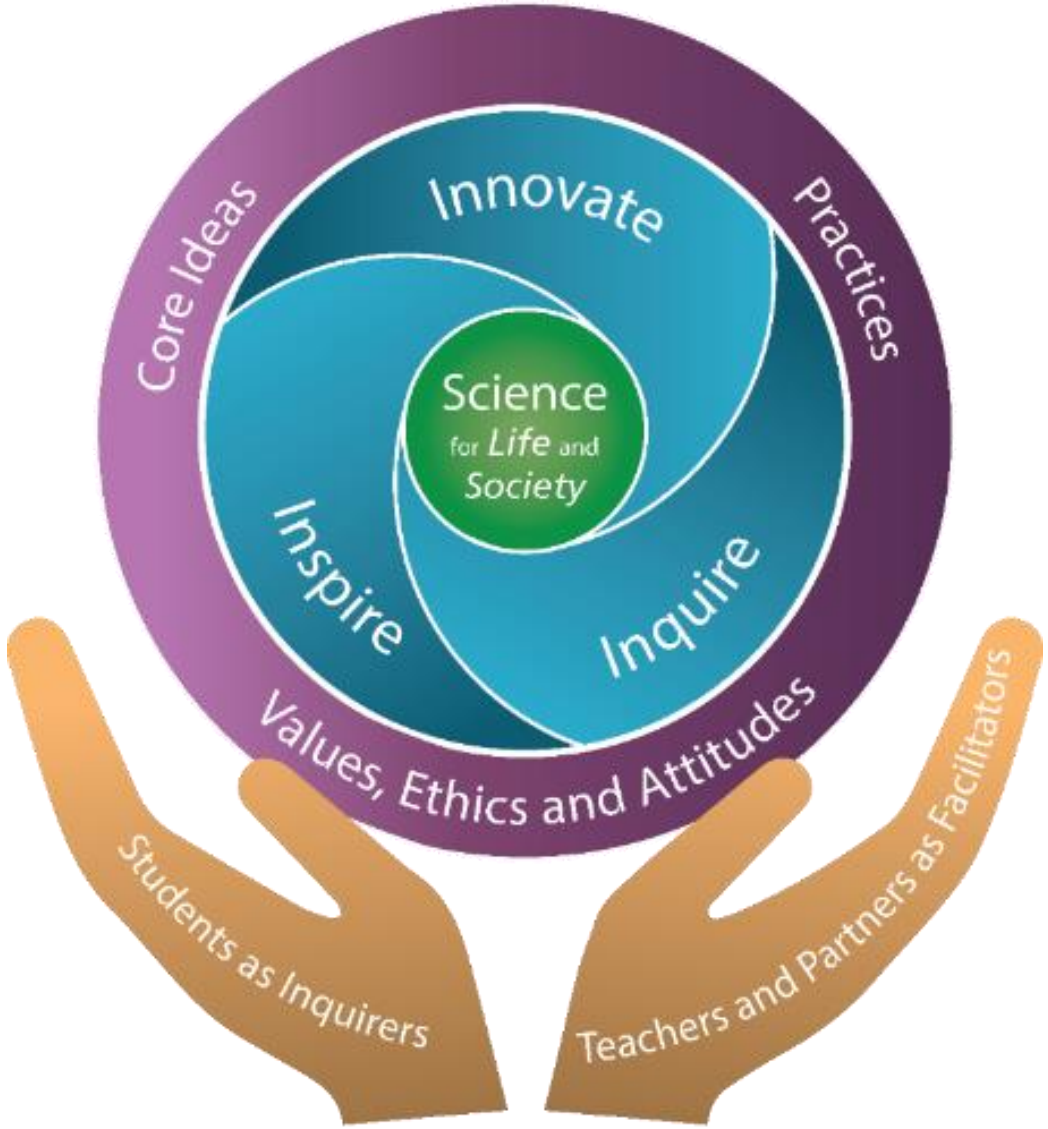
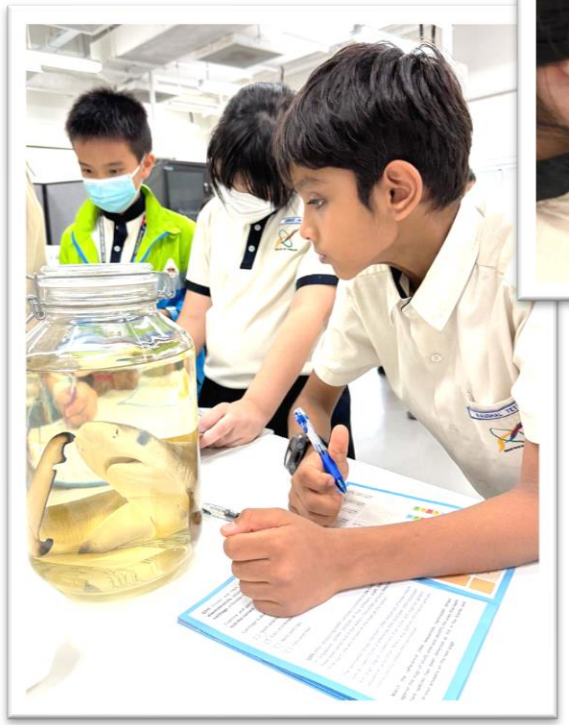
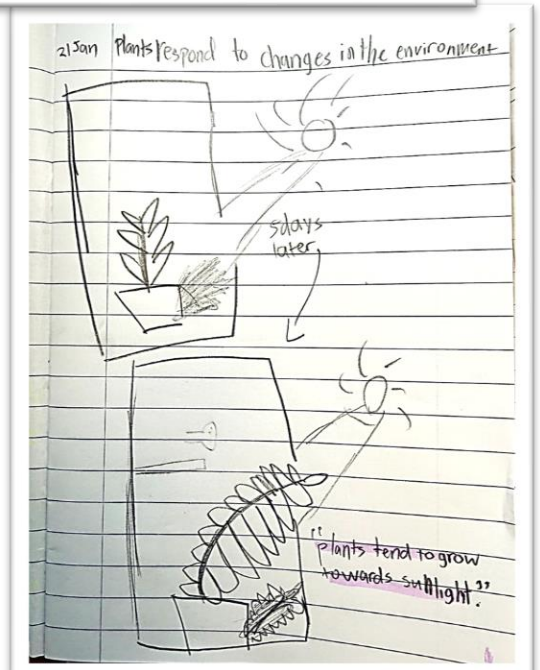
Levels	Focus	Objective
Middle Primary (P3-4)	**Wonders** of Science	Enthuse children about science and sharpen their senses of science around us and in our everyday lives
Upper Primary (P5-6)	**Mastery** of Science	Live the science processes and endeavour to explain clearly and scientifically various phenomenon

Curriculum and Assessment

Science Curriculum Framework







Syllabus Organisation

Diversity . Cycles . Systems . Interactions . Energy

P3	P4	P5	P6
4 topics	5 topics	5 topics	4 topics

- Core Ideas are organised as
  - 5 themes
  - 18 topics across P3 to P6 levels
- Levels of development provide greater support to learners to gradually develop and progress across levels

Syllabus Organisation

Levels	P3	P4	P5	P6
Themes	**Diversity . Cycles . Systems . Interactions . Energy**			
Topics	• **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)**	• 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)	• 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	• Energy forms and uses (Photosynthesis) • Energy conversion • Interaction of forces (Frictional force, gravitational force, elastic spring force) • Interactions within the environment ***Underlined*** *topics: not in foundation science*

Ang Mo Kio Primary

P3 Science

Term 1
Theme: Diversity
1. **Diversity of Living and Non-living Things**
2. **Classification of Living Things**

Term 2
Theme: Diversity
1. **Diversity of Materials**

Term 3
Theme: Cycles
1. **Life Cycles of Plants**
2. **Life Cycles of Animals**

Term 4
Theme: Interactions
1. **Properties of Magnets**
2. **Making and Using Magnets**

Syllabus Content (Practices)

Practices of Science

Ways of Thinking and Doing (WOTD) supports students in learning science as inquirers and involves various skills and processes.

Demonstrating WOTD
(Science Process Skills)

Investigating	**Evaluating and Reasoning**	**Developing Explanations and Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Ang Mo Kio Primary Science Process Skills "Syllabus"

Process Skills	P3	P4	P5	P6
•Observing	E	A	A	A
•Classifying	E	A	A	A
•Comparing	E	A	A	A
•Communicating • Written, pictorial	E	E		A
•Communicating • Graphical		E	E	A
•Generating possibilities • Suggest ideas with some details • Make predictions	E	E		A
•Draw conclusion from observations (inductive reasoning)	E	E		A
•Inferring			E	A
•Analysing •Variables that affect investigation (IV, DV, CV, fair test) • Parts of a systems, its functions and relationships • Patterns and trends		E	E	A
•Analysing • Relationships between variables			E	A
•Generating possibilities •Give reasonable explanations based on evidence **(CER)**	I	E	E	A
•Evaluating			E	A
Designing experiments	**P3**	**P4**	**P5**	**P6**
•Hypothesis •Aim •Drawing Conclusion	I	E	E	E
•Types of set-ups(Control set-up, Experimental Set-up) •Reliability, Accuracy, Validity			E	E

Learning of Science Process Skills

- **Spiral Approach**
- classroom, laboratories, eco-garden
- eco-learning journeys, recess activities

Legend
A: Application
E: Explicit Direct Instruction
I: Introduction of term

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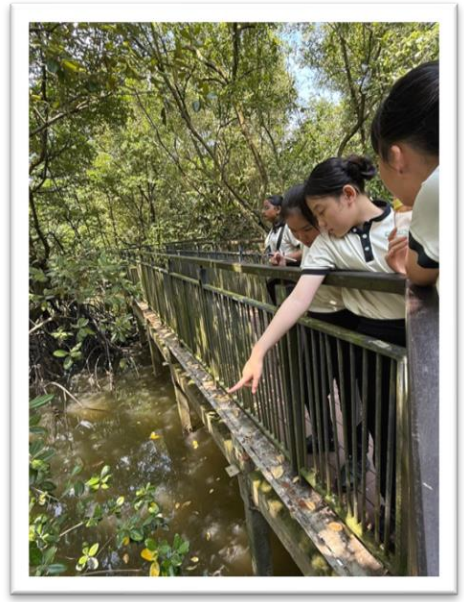
Ignite Curiosity
Nurture Scientific Thinkers

Environment as the third teacher! Students making observation at our eco-garden

Competitive tasks to nurture joy of learning



Eco-Learning Journey to Sungei Buloh Wetland Reserve for authentic learning experiences

Group work to apply problem solving skills

Learning sustainability practices on food scarcity through hydroponics project

ICT tool to collect digital data to process and make sense

Ang Mo Kio Primary

Ignite Curiosity
Nurture Scientific Thinkers

Jason and Cheryl observed the heights of two items, A and B, over a period of four weeks and recorded their findings below.

	Height of Item A	Height of Item B
Week 1	5 cm	8 cm
Week 2	8 cm	8 cm
Week 3	11 cm	8 cm
Week 4	14 cm	8 cm

They made some remarks about items A and B.

Jason: Item A is a living thing.

Cheryl: Item B is a living thing.

Who do you think was **wrong**? Explain your answer.

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Jason: Item A is a living thing.

Cheryl: Item B is a living thing.

Who do you think was **wrong**? Explain your answer.

Claim	Write a word / sentence that answers the question. Cheryl was wrong. Item B was not a living thing.
Evidence	What was observed from the question? (Look at the diagram or table) What other information is given in the question? Is there an (increase/ decrease/ remains the same) in the amount or number of items in the table. The height of item B remained the same at 8 cm during the four weeks.
Reasoning	State and link the science concept and the evidence or other information eg tables to help explain your answer. Living things grow and change (science concept). Since item B was not growing (evidence), it was not a living thing.

Assessments

OBJECTIVES

The objectives describe the **skills and abilities** which candidates are expected to demonstrate.

For Primary 3, difficulty level is adjusted through age-appropriate language, relatable contexts (scenarios) and process skills level attained at end of the year.

I. Knowledge with Understanding

Candidates should be able to demonstrate knowledge and understanding of scientific facts, concepts and principles.

II. Application of Knowledge and Scientific Inquiry

Candidates should be able to (in words, or by using diagrams, tables and graphs):

(a) apply scientific facts, concepts and principles (science literacy – content and concepts)

(b) apply scientific inquiry which includes (scientific literacy – process skills)

- making predictions and formulating hypotheses
- interpreting and analysing information
- evaluating observations, information and methods
- communicating explanations with reasoning.

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Assessment
School Based – Primary Three

Spaced throughout the year, beginning with small weighted assessments and culminating with the end

	Term 1	Term 2	Term 3	Term 4
Name		Weighted Assessment 2 (WA2) [15%]	Weighted Assessment 3 (WA3) [15%]	End of Year Examination (EYE) [70%]
Format		MCQ, SQ 25 marks 40 minutes	MCQ, SQ 25 marks 40 minutes	50 marks, 1 hour
Topics		1. Diversity of Living and Non-living Things 2. Diversity of Materials	1. Classification of Living Things 2. Life Cycles of Plants 3. Life Cycles of Animals	P3 (all topics)

End of Primary Four
Subject – Based Banding:

- Results for the whole year will be considered in the school's recommendation for your child' subject combination in Primary Five (e.g: Standard Science or Foundation Science).
- Primary Four Science End of Year Examination covers two years: ie Exam includes Primary Three content and skills

Supporting Students with Diverse Learning Needs

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Segmenting Students for Targeted Support

Different students receive customised support and learning strategies to fulfil their learning potential

- address different learning needs
- support students with higher needs
- Stretching students with aptitude and interest

	RISE / Foundation Classes (support children with higher needs)	**Stretch Classes (deeper concepts and skills)**
Middle Primary	**RISE (P4)**	P4 Science E2K*
Upper Primary	**RISE and Foundation**	P5 Science E2K* P5 Science Olympiad P5 IvP (Innovation Program)* *HQ-supported programmes

making connections through graphic organisers

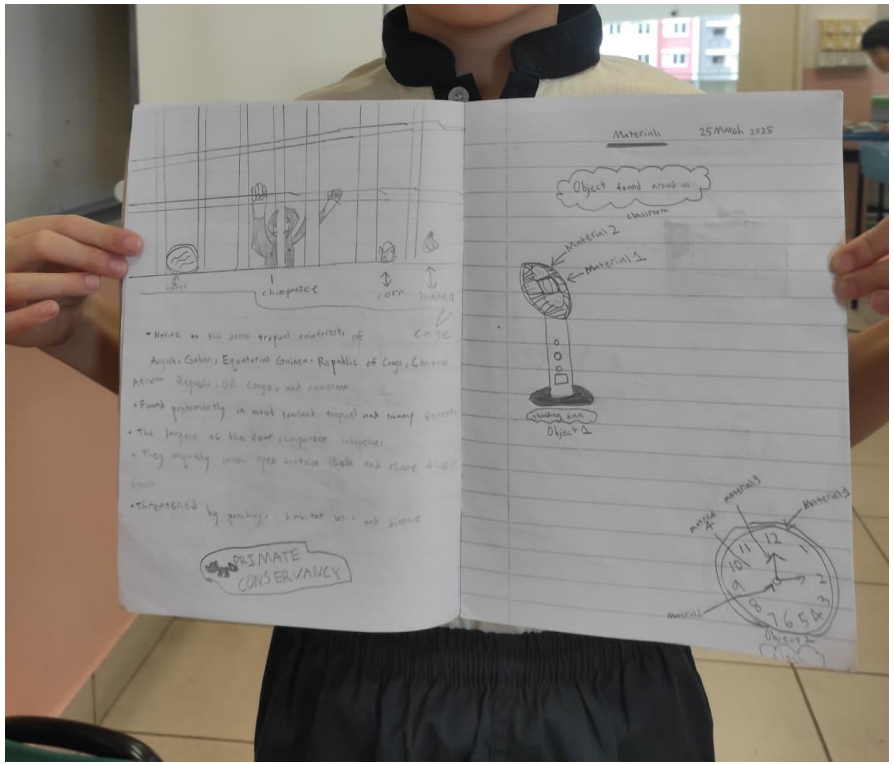
making sense of experiment design through teaching aids

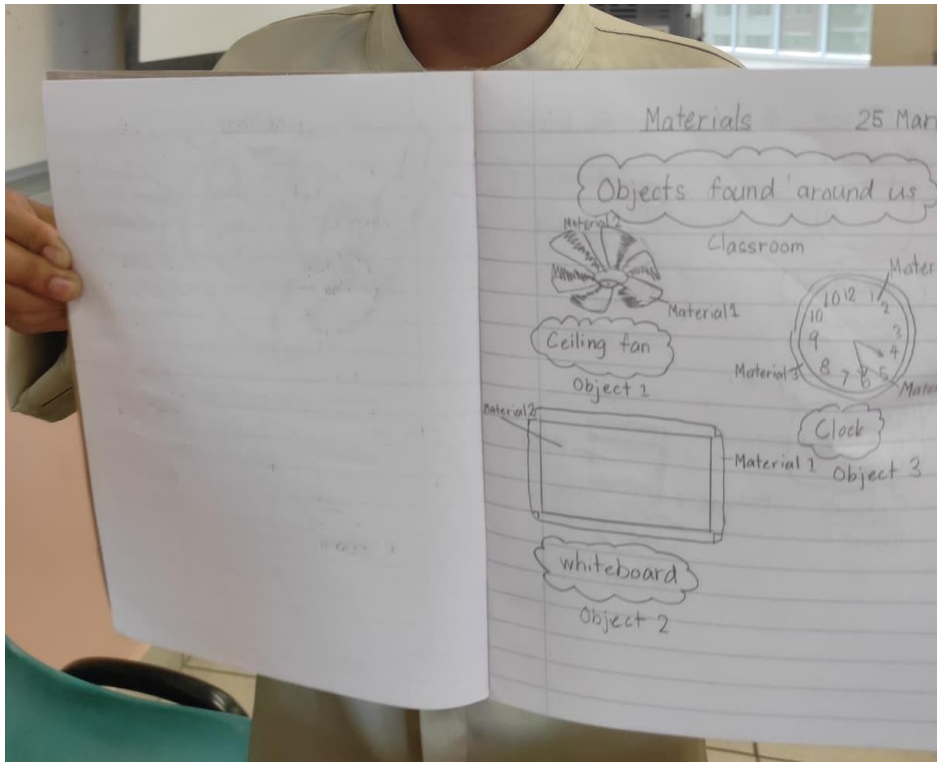
understanding new concepts (beyond primary syllabus) through exploration and discovery

Notebooking

Students document observations, experiments and reflections in journals, developing critical thinking and scientific communication skills.

It's an interim step to develop language confidence (spoken and written) gradually in our children from Primary 3.





Partnership with Stakeholders

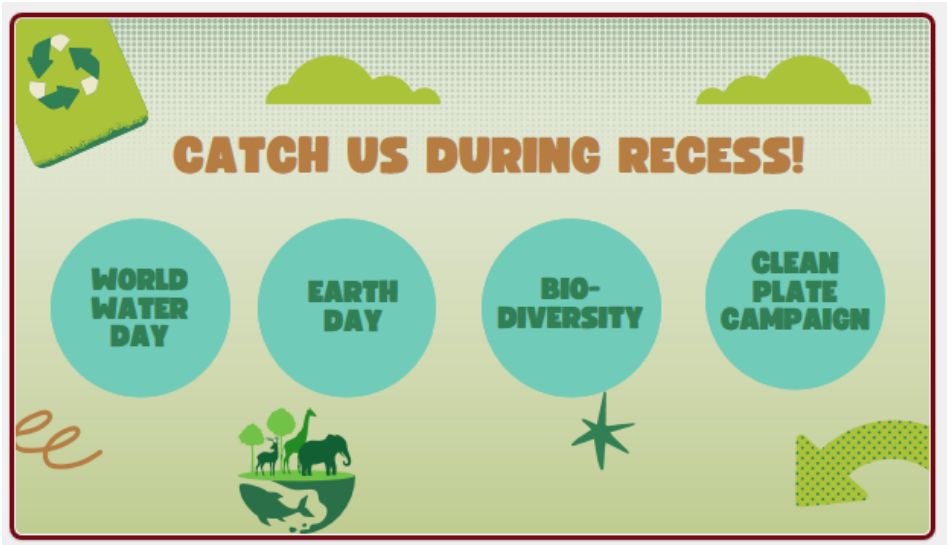
Eco-Learning Journeys – as Parent Volunteers

Children learning through observation and comparison about properties of materials to make an enclosure during a visit to a animal habitat at the Singapore Zoo

Children learning through touch about animals' outer covering during a workshop at the Singapore Zoo

Science Carnival – as Station Masters

Green Education Advocacy – as Station ICs



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THANK YOU